



Palisades Charter High School

Board Meeting

Date and Time

Tuesday August 28, 2018 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

C. Public Comment

*"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. **Govern Code § 54954.3(b)(2).***

D. Approve Minutes from last year's Board Training on 6/17/17

- 6/17/17 Board Governance Training 2017

E. Approve Minutes

- 6/19/18, Board Budget Meeting

Approve minutes for Board Meeting on June 19, 2018

F. Approve Minutes

- 6/23/18, Annual Board Governance Training

Approve minutes for Annual Board Governance Training on June 23, 2018

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 Updates
- B. Budget & Finance Committee Updates
Confirm New Committee Members.
- C. Charter Committee Updates
- D. Election Committee Updates
- E. Post-Retirement/Lifetime Healthcare Benefits

IV. Board Committees (Board Members Only)

- A. Board Members Only - Committee Updates
 - Audit
 - Grade Appeal
 - Survey

V. Academic Excellence

Academic Excellence

- A. College Center Updates

- Student Outcomes
- College Center Mission Statement
- School Profile

B. Columbia Survey Results

C. SMC CCAP Agreement

- Informational

D. CAASPP - 11th Grade Student Performance & Progress

VI. Facilities/Operations

A. Bus Transportation

B. Safety & Security

- Security Fence Design for the Parking Lot

VII. Finance

Finance

A. Consolidated Application 2018 - 2019 (CONAPP)

B. EPA 'Prop 30' - 2018/2019 Budget

C. 2017/2018 Unaudited Actuals

D. 2018/2019 Budget Updates

E. New Bank Accounts - ASB & Scholarships

VIII. Governance

Governance

A. 2017/2018 Annual Oversight Report from LAUSD Charter School Division (CSD)

B. PCHS Governance Structure/Administrator Responsibilities

- Org Chart

C. Review of Board Committees and Membership Needs

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

- PCHS Email Account @palihigh.org - confirm you received your email account and were able to access with the password.

E. Election of Board Officers - Board Vice Chair

F. Election of Board Officers - Board Chair

G. Election of Board Officers - Board Secretary

IX. Consent Agenda: Finance Items

A. Approval of reimbursements for Executive Director/Principal

B. Approval of Field Trips

X. New Business / Announcements

A. Announcements / New Business

- Date of next Board Retreat is Saturday, September 15, 2018
- Date of next Board Meeting is Tuesday, September 25, 2018

B. Announce items for closed session, if any.

XI. 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. Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957)

XII. Open Session

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

XIII. Closing Items

- A.** Adjourn Meeting

Coversheet

Approve Minutes from last year's Board Training on 6/17/17

Section: I. Opening Items
Item: D. Approve Minutes from last year's Board Training on 6/17/17
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on June 17, 2017

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Saturday June 17, 2017 at 9:00 AM

Location

St. Matthew's School/Church; 1031 Bienvenida Ave., Pacific Palisades, CA 90272

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Trustees Present

Emilie Larew

Trustees Absent

None

I. Opening Items

A. Call the Meeting to Order

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

B. Record Attendance and Guests

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

Absent: Dara Williams, Susan Ackerman, Robert Rene

Note: Ellen Pfahler left meeting at 10am

Taking Office on July 1:

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

Newly Elected Members Absent: David Carini

C. Public Comment

None

II. New Business / Announcements

A. Announcements / New Business

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

Items on the agenda were announced.

III. Closed Session

A. Conference with Legal Counsel: Existing Litigation

Board went into closed Session at 9:17am.

IV. Open Session

A. Return to Open Session

Board returned to open session at 9:55am.

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

No action was taken.

V. Governance

A. Board Governance Training

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

B. Form 700 for Trustees Taking Office

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

C. Updates Regarding the Upcoming Year

Board meeting calendar was reviewed.

VI. Closing Items

A. Adjourn Meeting

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

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 19, 2018

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday June 19, 2018 at 5:00 PM

Location

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

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

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Trustees Present

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

Trustees Absent

David Carini, 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 Jun 19, 2018 at 5:11 PM.

B. Record Attendance and Guests

Robert, Mystic, David absent.

C. Public Comment

Daphne Gronich spoke and was concerned that the budget may cut into funding for safety. She is hoping the Board will come back for more fundraising and not get lost in the shuffle.

D. Approve Minutes

Emily Hirsch made a motion to approve minutes from the Board Meeting on 06-05-18 Board Meeting on 06-05-18.

Leslie Woolley seconded the motion.

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

II. Academic Excellence

A. English Learner (EL) Authorization Waivers for Teachers

Rocky Montz made a motion to approve the English Learner (EL) Authorization Waivers for Teachers.

Andrew Paris seconded the motion.

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

III. Governance

A. Final Thoughts from Exiting Board Members

Rocky thanked the constituency that voted him in and the community. He would like to see us look into the composition of our board.

Deanna thanked Emilie Larew for being such a great leader.

B. Election of Interim Chair

Deanna Hamilton made a motion to appoint Leslie Woolley to interim Board Chair.

Camille Schoenberg seconded the motion.

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

C. Election of Interim Secretary

Deanna Hamilton made a motion to appoint Camille Schoenberg to interim Board Secretary.

Rocky Montz seconded the motion.

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

D. Contract for New Director of Admission & Attendance

The hiring committees were administrators, students, parent, classified.

Deanna Hamilton made a motion to approve the contract for the new director of admissions/attendance for 6/20 - 6/29 and the second contract July 1, 2018 to June 30, 2021.

Camille Schoenberg seconded the motion.

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

IV. Facilities / Operations

A. School Safety & Security Update

Relates to maximizing the amount of things we can do with the CapEx budget and reallocating that to cover some safety measures. We will get into those details when we start talking about budget. This would cover some high needs items.

B. Approval of Janitorial Services Contract

Uniserve is our current provider. Some cost reduction measures have been put into our new contract to mitigate some of the increases like minimum wage law increases. What

we did - we took out certain days that we thought we don't need janitorial staff like Christmas Eve. We will still need to deal with wage increases for the next two years. Its about a 2.8% increase. Insurance wise, the contractors will be dealing with all workers comp. They are non-employees.

The new contract is \$400K.

Emily Hirsch made a motion to approve the janitorial contract for 2018/2019.

Shawn McClellan seconded the motion.

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

V. Finance

A. LCAP Approval

Local Control Acctability plan - to allow local school districts to control local budget and funding.

One requirement is broad stakeholder outreach, and come up with what we would like to be accountable for as a school district.

LCAP shows what we projected in 2016/17 and what we are holding ourselves accountable for in 2018/19. We need the Board to approve.

We have 10 goals in our LCAP, including outreach and keeping funds flowing into the school.

Our 6 year WASC review helped us build our LCAP to encapsulate all aspects of school expenditure to reassure both the organizaiton and the state - money is being dispensed out accordingly.

Our current LCAP is a standing 3 year plan. Nothing was drastically changed since last year. We are focusing more on math support especailly to our underserved population.

Camille Schoenberg made a motion to approve the LCAP.

Emily Hirsch seconded the motion.

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

B. Consolidated Application 2018 - 2019 (CONAPP)

re: federal funding sources and accountability.

Title 2 Federal funding, Washington is setting aside extra money and we are waiting to see the final number. Yes, we would like to apply for this.

New Title 4 Pupil Support - we are waiting to see what the amount of funding is, and we will be applying for it if the Board approves.

We have to validate that we support federal programs to receive federal funding.

We would ask the Board to authorize Dr. Magee to sign and submit the 2018/19 Consolidated Application.

Rocky Montz made a motion to authorize Dr. Magee to sign and Finance to submit the CONAPP.

Camille Schoenberg seconded the motion.

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

C.

2018-2019 PCHS Annual Budget Recommendations & Budget Approval

As governor Jerry Brown completes his second term, this May revision is his final opportunity to craft a State Budget proposal.

Local Education Agency (LEA)

Rainy Day Fund

Proposition 98 Funding

Local Control Funding Formula (LCFF) in the legislature we could see an increase of \$12,289 for 9th to 12th grade students.

Statutory COLA

One time discretionary funds

Career Technical Ed funding. the Legislature has responded by introducing AB 1743, which would extend the existing CTE incentive grant program indefinitely.

Federal funding, LCAP, transparency around our expenditures.

CalSTRS Rate Increases - rates are jumping

CalPERS Rate Increases - rates are jumping. These are "classified" pension programs - which is what most of our classified or hourly classified employees are in.

Mandate Block Grant - \$45.00 dollars we get for a student.

Budget Assumptions

Total 2018/19 - Projected Enrollment: 3000

Total 2018/10 projected ADA Level: 2882

LCFF funding per ADA: \$9,814

Unduplicated Count of Free/Reduced/EL: 33%

Amount received per unduplicated: \$1,750.78

Multi-Year Projection:

Revenue vs. Expenses

We have a fund balance \$3,894. Assumes our level of contributions of Long Term Lifetime Medical Benefits. If we include the OPEB Requirements, the fund balance would be (\$745,551). If we continue to fund this Lifetime Health Benefits, for all employees before 2012 - who qualify, we will be facing challenges.

Some budget recommendations by budget/Finance Committee:

Scholarship Program for Transportation

Implementation of Social Media Monitoring as part of safety initiatives

Infinite Campus online registration

School-wide site license for Adobe Creative Cloud

Mobile Device Monitoring license

Additional EL Support to Dolphin Leadership Academy

Hiring 2 more Math Paraprofessionals

Tech E-Rate Network Infrastructure Project

Some reductions recommended by budget/Finance Committee:

Fixed vs. Variable Expenses:

Looking ahead/ongoing concerns:

Lifetime Benefits

Transportation

PERS/STRS rate increase

Health Benefits premium increase

Increase cash fund balances/reserves

Shawn McClellan made a motion to approve the budget as presented.

Emily Hirsch seconded the motion.

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

D. Administration's CapEx Re-Allocation Recommendation

We would like the Board to approve the "placeholder" CapEx Reallocation of \$525K - we would like to reallocate the money already approved for safety. The money could go to any reallocation. Not necessary Safety 1.

Safety 1 Category:

\$10,000 PA System Fixes Admin CapEx Reallocation for 1. Safety

\$150,000 Parking Lot Fence

\$50,000 PE Fence 6/4/2018 6/13/2018

\$12,000 Parking Lot Fence Concrete Work Category B&FC Don

\$6,000 Academy Push-Bar Gate

\$228,000 1. Safety Total (Gross) 1. Safety \$0 \$148,000 "228k - \$80k = \$148k. Raised \$60k from Campaign + Getting \$20k from Nick/D4

Shawn McClellan made a motion to approve the reallocation for the four items listed as presented to the board.

Emily Hirsch seconded the motion.

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

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:31 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 Annual Board Governance Training on June 23, 2018

APPROVED



Palisades Charter High School

Minutes

Annual Board Governance Training

Date and Time

Saturday June 23, 2018 at 9:00 AM

Location

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

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Trustees Present

Andrew Paris, Brooke King, Camille Schoenberg, Dara Williams, Deanna Hamilton, Emilie Larew, Emily Hirsch, Larry Wiener, Rocky Montz, Susan Ackerman

Trustees Absent

Leslie Woolley

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 Jun 23, 2018 at 9:07 AM.

B. Record Attendance and Guests

Additional attendees, new board members that will be joining on 7/1/18.
Susan Ackerman, Reeve Chudd, Brooke King, Larry Wiener

C. Public Comment

II. Academic Excellence

A. Edu. Equity & Citizenship Status AB 699 Policy

Edu. Equity & Citizenship Status AB 699 for a vote. Protecting students and student information sharing. We want to make sure the school is protecting the student's right to privacy. ADD THE POLICY NAME ON TOP WITH A TITLE: Edu. Equity & Citizenship Status Policy.

Rocky Montz made a motion to approve the AB699 policy.

Deanna Hamilton seconded the motion.

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

III. Governance

A. Board Governance Training

Brown Act is the name of the legislation act.

Excellent Governance: appointing officers, setting Board calendar schedule. Finding the best balance to govern and manage is what a Board is intended to do.

Establish Goals, establish LCAP. The Board determines the What; the Executive Director/Principal determines the HOW.

What authority does an individual Board member have over a PCHS employee? Only the group can work as a whole to present Board goals and work with the EDP to delegate.

Board members are not co-directors to the EDP.

How much does the behavior of Board members towards one another and towards employees impact the success of the school? Very important. The Board is the starting point for school culture.

How do the actions of a Board member impact the perception of the Board to the public?

Sub-committees should be established by this Board. The expectations should be set by this Board. If you have concerns, bring it up in open session for discussion.

Should an individual Board member attempt to resolve complaints in order to be helpful?

If a constituent comes up to you to discuss an issue, how do you direct their complaint?

Best answer is, "Thank you, I am not disinterested in what you are saying. I am not as a Board member equipped or authorized to speak on behalf of the Board. There is a complaint policy and process. Please bring your concerns to the Executive Director."

You should also bring the concern to the EDP. The Board as a whole acts only if and when the issue comes to the authority of the Board as a whole.

If a Board member has a question about any item relating to the school, the budget, and other items of concern, the Board member should reach out to the EDP first with the question. The EDP will ensure the questions are brought up at the next Board meeting so all Board members can hear what is being addressed in open session. It is advised to ask questions during the Board meeting, so that everyone can hear the question and answer.

Where is the balance between trusting the professionals you've hired and acting with a duty of care? It may be difficult to be a good issue spotter. Professional development can help. We do offer additional training to Board members so they have the ability to be effective in the role of a Board member.

Board members should come prepared and have read the materials ahead of time (posted 72 hours ahead of time online).

The Board does not have to come to consensus.

Board meetings should never go past mid-night or run too long. Our Board chair sets the direction of the agenda and agenda policy. If the meetings are running long the Board can set a motion to set a time limit or set a limit to vote. We also use the Matt Wonder rule – after 3 hours, the Board must approve more time in open session.

Items can move to consent list section – when an item has already been reviewed in past meetings, or does not need discussion so the Board can just vote on it.

Missing 3 meetings consecutively will cause a Board member to be removed.

The Brown Act sets a default to talk in open session in public. When we are doing business, members of the public have the right to come and sit in.

The Brown Act says you are not holding a meeting if you are at a party or graduation or some conference. However, the law says that you can turn this gathering into a meeting if you start to discuss Board issues while you were at that party, graduation or conference. Often times if you see Board members at a social event, they go to different corners so they are not perceived as holding a meeting.

Serial meetings are prohibited. Serial meetings are when a majority of the members use a series of communications of any kind, directly or through intermediaries about items of school business.

A Board member, officer or other school official cannot share the opinions of one Board member with another Board member. You are not supposed to be connecting the dots and sharing opinions outside PUBLIC Board meetings.

Brown Act does apply to all committees.

Exceptions to the General Rule for Committees:

Advisory committees, composed solely of the members of the Board that are less than a quorum of the Board are not subject to the Act unless it is a standing committee which has a continuing subject matter jurisdiction or a meeting schedule fixed by ordinance or resolution of formal action of the body.

Brown Act requires that we post our agenda 72 hours ahead of time. We post in location(s) that are accessible outside the school building, so members can come up and check the agenda. As of 2017 we had to add details/agenda's on the school website. And by 2019 it must be on the landing page.

REGULAR meeting is 72 hours ahead of time. If you have an item that needs to get into the upcoming meeting and it's in the 24 hour window, you can add a Special meeting.

End the Board meeting and go into the Special meeting.

SPECIAL Meeting is the term we use to add extra meetings. Special meetings – agenda posted 24 hours in advance.

Emergency meeting – life threatening issues – at least 1 hours in advanced (calendar hours, not business hours).

Basic Requirements if any Board member participated by telephone:

1. Each teleconference location shall be identified in the notice and agenda of the meeting.
2. A quorum of the Board must participate from within the School/County jurisdiction
3. Agenda must be posted at all teleconference locations.
4. Each teleconference location shall be accessible to the public
5. Members of the public shall have the right to address the Board directly at each teleconference location.

6. All votes shall be taken by roll call.

Members of the public have a right to provide testimony on non-agenda and agenda items before or during consideration to the item. (Technically, the testimony right as to non-agenda items is inapplicable at special meetings.) Members of the public have very strong free speech rights, including making adverse statements against public employees. Double time is provided for speakers using an interpreter.

Members of the public can video/audio record and or broadcast meetings without permission.

Meeting facilities must comply with state and federal requirement for accessibility to disabled persons. Given reasonable time, we would be obligated to provide an interpreter.

Remember, the central purpose of the Act is to allow public access to the decision making process.

General Rule: the agenda shall be posted properly in advance of a meeting (in a freely accessible public location and on the school website) and the agenda must include a brief description of items to be transacted or discussed. With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.

The Brown act requires each agenda item to include a brief description of 20 words or less, and the description should be clear to the average person what the Board intends to discuss or what action it may take on the item.

Closed session – agenda reference:

Personnel items are generally closed session items.

Layoffs are about positions *not specific personnel issues*, and is not considered a closed session.

Contracts are open session “public” contracts.

Review of confidential letter from attorney regarding litigation – you must have a live attorney on the phone or in person, not a letter.

Special Board Meeting Agenda cannot include approval of President/CEO Contract. The contract approval must occur in open session (after closed session deliberation regarding the employment). We must demonstrate in Open session our findings and reasonings.

Closed session items can also discuss leasing/renting or labor negotiations with your litigator. You can also go into closed session about confidential student matters or state/city matters.

Leaking confidentiality during closed session can be grounds for criminal action.

Conflict of Interest: Board members must avoid participation in any discussion or action in any matter where they have a conflict of interest.

1. Political Reform act
2. Corporations Code
3. Government Code Section 1090 – says no officer or Board member cannot engage in any contract or purchase where any board member has an interest. Our

charter says we will comply with Gov Code Section 1090, even though this code does not apply to Charter schools. 1090 does carry very critical penalty. 1090 would prevent employees from being on the Board.

4. Common Law Concerns – disclose and recusal policy to avoid even a perception of in proprietary.

B. Form 700 for Trustees Taking Office

Reviewed Form 700 and passed out forms to new and departing board members for signature.

C. Updates Regarding the Upcoming Year

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 12:36 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: II_E_Org Report_HR_08_28_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

August 28, 2018

Election/New Hire:

Name	Classification/Position	Funding	Effective Date
Paula Anderson	Teacher – Sped. Ed. SDP	General	August 13, 2018
Sean Brown	Campus Safety Assistant	General	August 13, 2018
Steven Cuenco	SIS Computer Coordinator	General	August 13, 2018
Lauren DeNoia	School Psychologist	General	August 13, 2018
Shawn Gettins	Teacher – P.E.	General	August 13, 2018
Sara Hattenback	Math Paraprofessional	General	August 13, 2018
Alice Kim	Teacher - Science	General	August 13, 2018
Daniel Lee	Teacher – Math	General	August 13, 2018
Carleen Magadan	Library Media Tech	General	August 13, 2018
Negin Mahmoudi	Teacher – Social Science	General	August 13, 2018
Lilian Maldonado	Teacher - Spanish	General	August 13, 2018
Kristi Morrow	College Advisor	General	August 13, 2018
David Pickard	Teacher – Social Science	General	August 13, 2018
Kim Proctor	Teacher - English	General	August 13, 2018
Ariel Schoolskey	Autism Specialist	General	August 13, 2018
Shana Sharfi	Teacher - Science	General	August 13, 2018
Rediet Zelalem	Math Paraprofessional	General	August 13, 2018

Our Mission:

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



PALISADES

CHARTER HIGH SCHOOL

HR Board Report continued, page 2

Retirement/Resignation/Leaves:

Name	Classification/Position	Funding	Effective Date
Emilie Larew	Teacher – SpEd, Program Specialist	General	June 8, 2018
Sophia Chock	SIS Computer Coordinator	General	July 31, 2018
Amanda Campbell	Teacher – P.E.	General	June 30, 2018

Staffing and Recruitment:

Position	Status
Executive Assistant, Communications	In hiring process
P/T Operations Liaison	Interviewing

Benefits:

Open Enrollment for all eligible PCHS employees closed on August 24th. HR brought in representatives from Kaiser, Anthem Blue Cross, Delta Dental, and VSP Vision as well as our current broker, SISC. Faculty and staff were able to visit with representatives from each company to find out more about plan options.

Compliance:

All employees are completing their state required compliance training. The training program for 2018/2019 covers six courses from Mandated Reporter: Child Abuse Awareness training to Sexual Harassment prevention to Safety Procedures with Blood Borne Pathogens. In total the courses cover six hours of materials.

Our Mission:

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

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: II_F_Org Report_Operations_08_28_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report August 28, 2018

Security/Safety:

- PCHS Safety 1 Category Update:
 - **Fix/Improve General Public Address System:** ~20 Classroom PA speakers fixed or replaced. Additional work done on the main system. Waiting for report from LAUSD for further enhancement recommendations.
 - **Emergency Exit Push-Bar Gates:** The 1 budget approved Emergency Exit Push-Bar Gate has been installed at Pali Academy (pending hardware refinements).
 - **Fencing:** Fencing was budgeted for Parking Lot and PE Tunnel. Structural Engineers are working on both design and construction documents for submittal to LAUSD for approval. LAUSD required PCHS to hire an engineering firm so submittal of this project for approval. A presentation to the Board for design selection is anticipated for the September 2018 Meeting.
 - **Fence Breach Detection/Alerting System:** This project was not funded for the 2018-19 budget. While ideal to install after the additional fencing is installed, this system would be useful even without some or all of the additional fencing.
 - **Additional Security Cameras:** This project was not funded for the 2018-19 budget. Add more security cameras, and the infrastructure to make them work, to monitor the new push-bar gates and other perimeter and campus blind spots.
- The Safety 2 Category Update:
 - The U113/U114 Safety Flooring issue has been fixed/completed.
 - The Air-Handler/Duct Cleaning for the G, M and A Buildings has been completed
 - All the Portable A/C Units budgeted for 2018-19 have been purchased, have arrived and in the process of being deployed where are awaiting arrival (they were backordered), and will be deployed
 - Roofing/Gutter/Drainage repair planning is underway and expected to be executed in September ahead of the Nov/Dec start of the rainy season.
- PCHS has installed temporary fencing in all three recommended fencing areas that have been identified as the higher need/risk areas. The fencing is in the locations and rough configuration as to how long-term fencing will be placed.
- PCHS in contract negotiations Social Media Monitoring vendor Social Sentinel (www.SocialSentinel.com) and as an additional early detection/warning of potential threats. Costs quoted/estimated at \$1,500/mo.



PALISADES

CHARTER HIGH SCHOOL

Security/Safety (Continued):

- Intrusion Detection System (IDS) proposals received and evaluated (~\$50,000). Project put on-hold while more School Day specific safety measures are being evaluated, but funding still needed.
- Contracting with a locally patrolling security company for on-call emergency support when needed to quickly get additional trained guards on campus in the event of a true crisis. Besides our one (1) on-site LAUSD-PD Officer, even in a 911 situation, additional LAUSD-PD and LAPD are often 30-60minutes away and we need much faster response time in such events. Costs estimated at \$1,000-\$1,500/month, but funding still needed.
- Additional safety/security measures to increase campus safety have been compiled and prioritized by National Education on Safety & Security Institute (NESSI) and PCHS personnel working together.
- PCHS Security Guard coverage has been maintained from the 2017-18 2nd Semester levels, but additional guard coverage and proactive monitoring of security cameras still desired.
- Campus-Wide Emergency Supplies were reviewed and refreshed (as well as Classroom supplies re-surveyed/re-refreshed) for lockdown scenarios to ensure Faculty/Staff & Students have what they need.
- PCHS's fundraising campaign for Safety/Security – Detailed status to be provided by Mike Rawson. Bottom Line – ~\$75,000 raised and still much more funding needed.

Permits & Setups:

- It was a very busy summer for the Permits and Facility Usage/Events this Summer
- Permit Revenue for June 2018 was ~\$126,700:
 - ~\$35,000 from Facility Rentals
 - ~\$2,500 from Banner Rentals
 - ~\$42,000 from Filming
 - ~\$47,200 from Events
- Permit Revenue for August 2018 will be available for the September Meeting
- Based on volume of requests, additional filming revenue expected in Fall
- Annual 4th of July Celebration (Concert & Fireworks) went as planned and was enjoyed by all
- Summer camps/permits Occurred as expected
- Orientation Week, 9th Grade Orientation in particular, went well re setups
- Fall Sports Permits in full swing
- School Start well underway



PALISADES

CHARTER HIGH SCHOOL

MGAC/Pool:

- Outdoor Showers Install
- Pool Deck Improvements Completed: deck umbrellas, guard chairs, new signs
- Water Quality System Improvements Made re CO2
- Staff Red Cross Certifications Completed
- Incident Reporting yielded a decrease in severity of incidents (an improvement)
- Chemical and Incident Reporting now done All digital.
- New Online Membership System Implemented
- Community Memberships have Doubled
- Everyone seemed to have a good time at the pool this summer!!!!
- Concrete and plaster issues being observed and noted
- Need for Additional Security Lights Identified and In-Progress
- Frequency of miscellaneous repairs at Pool starting to climb as Pool Equipment ages
- PCHS should continue 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)

Information Technology:

- E-Rate project is still awaiting Federal approval before starting.
- Konica contract negotiations stalled. Hoping for better progress for Sept.
- Heat & Humidity impacting copiers negatively. Repair persons onsite daily for 2 weeks.
- Classroom technology disconnected, moved, and reconnected; and sometimes multiple times to accommodate multiple ongoing projects.
- Technology Office moved from trailers behind J-Bldg to freshened version of Psychologists old office.
- Chromebook fleet processed, audited, and prepped for rollout to students.
- Surplus of old Apple technology in process of being sold to 3rd party and reinvested in current technology.
- New workstations, printers, and staff support devices rolled out to new and various existing staff, campus wide.
- Classroom management software purchased and installed on a new server, which has been stood up to support the initiative. Once SIS integration is completed, it will be rolled out to all school managed devices.
- Microsoft environment audited to cull unneeded accounts and licensing. Work in progress.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- JIVE phone system testing for fax capabilities conducted. When mature, most fax lines will be transitioned from expensive physical lines to cost effective virtual fax to/from email lines.
- Stale file server data migrated to G-Suite to stretch limited campus storage. Work in progress.
- Video camera storage rebalanced across the two existing servers based on highest motion volume, in attempt gain a more stable and consistent amount of usable history. Work in progress.
- Adjusted the more strategic cameras on campus for improved fields-of-view.
- Firmware updated on multiple cameras to improve performance or resolve issues.
- Worked with vendors to plan for A/V updates and overhauls of various classrooms, to begin in late September, and be conducted over the course of many months.
- Modified G-Suite & Azure AD student and staff accounts in preparation for WIP Single Sign-On project.
- Provided day-to-day teacher/student support during Summer School & Dolphin Leadership Academy.
- Updated Identimetrics system to create automation rules for annual student promotion tasks.
- Created new template to streamline and create Identimetrics imports of new students into system.
- Redesigned our Microsoft 365 licensing assignment method to a more streamlined and automated fashion based on group membership, reducing new account complexity and time management required for changes.
- Updated Access First form to include late fee for devices returned after school ends. The team has spent over 50 hours this summer dealing with Chromebooks that were not returned.
- Worked with the California State Library department to setup access to new, free databases and resources. Setup is complete but integration to our systems still TBD.

Transportation:

- ATS RegularEd & Trips busing contract received Board Approval in June and was signed thereafter.
- Student Transportation of America (STA) / Mission bus company continues providing Special Ed busing. Their contract for 2018-19 approved at the May 2018 board meeting.
- 2018-19 school year PCHS School Bus Registration is opened as planned on Thu 5/17 and will ran through Mon 7/23 (~8 weeks). ~625 students registered for to ride the bus.
- The 3rd-Party Contractor for PCHS School Bus scholarship determination (ISM – Fast Aid) opened as planned and processed Transportation Financial Assistance requests during the Registration Process timeframe. ~345 students applied for scholarships.



PALISADES

CHARTER HIGH SCHOOL

Transportation (Continued):

- A PCHS Transportation Committee was formed to manage the Scholarship Awards/Allocations, and Appeals processes and requests. All \$308,000 of Board Approved/Capped scholarships were awarded on or about 7/30/2018. The Appeals deadline was 8/8/2018 and 27 students/families appealed their scholarship award in a timely fashion. 22 of the 27 received modest increases in their scholarship awards. All Appeal Award recipients were notified of their Appeal Determination and revised awards on 8/10/2018.
- To date, ~8 students have left PCHS claiming it was due to exclusively due to Bus Costs or bus Scholarship Amounts. ~\$11,500 in previously awarded scholarship funds have been made available due to cancellation of taking the bus to school. All those unutilized awards have been re-awarded to others. PCHS is out of Scholarship Award funding, but additional scholarship appeals continue to be made.
- Ridership is down significantly as compared to last year at this time and from forecasted/budgeted amounts back in May/June and from 2018-19 Registrations. ~820 students rode the bus at the start of 2017-18; only ~625 registered to ride a bus; and only ~450 are paying and riding a bus. Ridership is down ~370 students from last year (down ~45%). Bus seat occupancy is down from 89% at start of 2017-18 to about 51% now.
- Planning underway to likely consolidate stops and routes to reduce the number of buses to increase Occupancy Rates back to the ~90% level to prevent increased PCHS costs for 2018-19 School Bus Transportation.
- Special Ed Bus needs have increased in Aug 2018 from the 2017-18 2nd Semester levels used for 2018-19 budgeting. Budget called for 1 bus based on known riders as of May/June. Needs now are 2 buses likely for the entire school year. A second bus will add ~\$80,000 to the cost of 2018-19 transportation.
- Late Bus and Competition Trip busing at this time look to be on-track to remain as budgeted for 2018-19.
- Good News is that all buses from ATS are Yellow School-to-School buses that have been reconditioned inside and have been running predominantly on-time other than for unpredictable roadway accidents.

Facilities/Projects:

- School Accountability Report Card (SARC) Compliance Work and Inspection Completed in June
- Mental Health Services Rooms Work Completed
- 4 Trailers behind J-Building removed per LAUSD Mandate – 3 Relocated as Needed. 1 Returned
- J-Building Trailers Rooms Work Completed
- LAUSD Accessibility Study/Assessment underway. Schedule for Mid-Ag through Mid-Oct
- Pali Academy Emergency Exit Push-Bar Gate Installed (hardware install pending)
- Classes/Offices Deep Cleaned & Floors Waxed
- Restrooms Deep Cleaned and Machine Scrubbed



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- New Classroom Furniture, Whiteboards and Bulletin Boards Ordered – Recently Received and in progress for install
- LAUSD initial site visit for Public Address issues; Referred us to GC who is scheduled to also do its own investigation and site visit
- Duct Cleaning in A-Bldg; G-Bldg; M-Bldg Completed
- PE Tunnel Temp Fence Installed
- Fire Dept. Compliance Testing & Inspection for Hazardous Waste Program
- Fire prevention of landscaping completed
- Heating System leak near C-Bldg still not repaired. LAUSD saying they have an alternative way to get us heat for this winter so they are holding off on fixing this leak.
- Gym Building area water main leak occurred a day after school started. Emergency repairs done that night and the next 2 days. Patching and surface repaired to finish up this weekend.
- Additional thermostats replaced in A206, A210, D208, E102, F205, G107
- Data Center/Room A/C replacement completed over summer
- Missing classroom window guards/grates installed to further secure classrooms
- Phase 3 of the LED Lighting project mostly completed over summer. Some misc. rooms/areas waiting for specialty parts.
- Front of A-Building Landscaping project put on hold for budgetary reasons
- Stadium Landscaping project put on hold for budgetary reasons
- **Security Fencing** – LAUSD mandated Architectural & Structural Engineering plans to be created and submitted for their approval. Breen Engineering Inc. is contracted to do this work and will submit plans to LAUSD as required.
- **Garden Gateway Phase 3 (Boosters Funded)** – Project approval has been obtained from LAUSD. Bids received for Construction portion of the project are still being leveled. Landscaping buds are anticipated very soon. Hoping to have a recommendation to the Boosters in early September. Hope to start construction in late September or early October.
- **Modular/Trailer Relocation Project** – LAUSD is requiring/forcing PCHS to move the Modulares/trailers behind the J-Building to a new location to get them farther away from J-Bldg, widen the Fire Lane, etc. All issues held over from their installation in 2015. 3 of the 4 trailers will be retained for ongoing and temporary use.
- **Gym A/C Project (LAUSD Funded)** – Project has been DSA Approved. LAUSD currently preparing bid packages for General Contractor bidding/selection. Latest estimated start date pushed back to 11/15/2018 (and completion by Feb 2020 - 15 months), but further start date delays are possible.



PALISADES

CHARTER HIGH SCHOOL

- **Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase still underway. Estimated start date Summer/Fall 2019 and completion Winter/Spring 2020 (anticipated as a 10-month project). Many milestones still to be cleared before confidence in project being started at all becomes high. Temporary heating solution still be analyzed and planned by LAUSD.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: II_G_Org Report_Development_08_28_18.pdf

Board of Trustees Meeting

	Development Report Prior Report	YTD	Inc.
TOTAL FUNDS RAISED TO DATE:			
The PCHS Fund	\$0	\$28,367	\$28,367
Campus Safety & Security Campaign	\$0	\$550	\$550
Donor Brick Campaign	\$0	\$1,026	\$1,026
Donations to Athletic Teams	\$0	\$400	\$400
Donations to Classroom Teachers	\$0	\$0	\$0
Donations to Extra-Curriculars	\$0	\$3,890	\$3,890
Donations to Pali Cares	\$0	\$0	\$0
Restricted Donations/Pledges - Received	\$0	\$29,624	\$29,624
Restricted Donations/Pledges	\$125,000	\$125,000	\$0
	\$125,000	\$188,857	\$63,857
TOTAL EXPENSES TO DATE:			
Bacio Design		\$855	
L.A. Press Printing		\$618	
American Direct Mail		\$1,228	
Postage		\$0	
Subscriptions - Double the Donation		\$0	
Subscriptions - Foundation Directory Online		\$0	
Subscriptions - DonorPerfect		\$0	
Subscriptions - Almbase		\$0	
Subscriptions - Classy		\$0	
California Consulting		\$6,041	
SafeSave service fees		\$0	
Temporary Fencing		\$0	
Locks & Keys		\$0	
Restroom renovation		\$0	
HELLO Program		\$0	
Campus Unification supplies		\$0	
United Rentals - Campus Safety & Security		\$0	
Videography		\$0	
Young Alumni Pizza Lunch		\$0	
Career Day & Fair Breakfast/Lunch		\$0	
Donor Reception		\$0	
Awards		\$0	
Senior Awards Banquet		\$0	
New Parent Welcome Breakfast		\$0	
		\$8,742	
NET PROCEEDS TO DATE:		\$180,115	

Board of Trustees Meeting
Development Report

Submitted Grant Proposals:

American Honda Foundation - \$30,000 - pending
District 4 Facilities Grant - \$20,000 - in process
Pacific Palisades Optimist Club - \$1,500 - in process
Motorola Solutions Foundation - \$30,000 - pending
Norman F. Sprague, Jr. Foundation - \$5,000 - submitted for Transportation Assistance
John Jewett & Helen Chandler Garland Foundation - \$10,000 - submitted for Transportation Assist.
Donald T. Sterling Charitable Foundation - \$5,000 - submitted for Transportation Assistance
Hidden Leaf Foundation - \$5,000 - submitted for Transportation Assistance
Hoffman Fmaily Foundation - \$10,000 - submitted for Transportation Assistance
Leonardt Foundation - \$5,000 - submitted for Transportation Assistance
Saban Fmaily Foundation - \$5,0000 - submitted for Transportation Assistance
William H. Hannon Foundation - \$10,000 - submitted for Transportation Assistance
Craigslisr Charitable Foundation - \$5,000 - submitted for Transportation Assistance
CTE Teach Mentor Site Grant - \$15,000 - submitted for professional development for CTE teachers

ALUMNI NETWORK

The new Alumni Network dashboard is up and running on the PCHS website with 3,228 alums registered.

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: H. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: II_H_Part 2_CBO_Credit Card Purchases_08_28_18.pdf
II_H_Part 1_CBO_Credit Card Purchases_08_28_18.pdf



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING AUGUST 28, 2018

2018-2019

Cash Balances for PCHS at the end of July was \$6.1 million (\$5.6 million unrestricted and \$5.0 million in Fund 20.0-Lifetime Benefits Account, excluding outstanding loans from Permit account of \$1.3 million) LCFF Funding in the Summer months of July & August are lower (only 5%) than the remainder of the Year (9%). However, September Cash flow will increase due to the EPA Prop 30 Funding which occurs quarterly. This funding will approximate \$1.15 million Quarterly.

A final Track and Field Loan payment, in the amount of \$222,510, was processed in July from the Lifetime Benefits Account, as approved by the Board to complete construction. The total loans for both the Pool and Track & Field projects made from the Lifetime Benefits Account is \$1.35 million. This balance is below the \$1.4 million loan amount previously authorized by the Board in 2018. These loans bear interest at the rate of 4.5%.

Attendance

The initial enrollment has started for the 2018-2019 School Year. At the time of this report (through 8 school days), 3,049 students were enrolled at PCHS (54 at Pali Academy). The processing of students' Free & Reduced applications is still in process and, to date, 945 (or 31%) of enrolled students have been approved.

2018-2019

After the Budget was approved in June, the California Legislature adopted the 2018-2019 Budget that changed the funding suggested in Governor Brown's May Revise (the usual standard for Budgets). Unfortunately, while the State increased our Cost of Living Adjustment (COLA) from 3.0% to 3.7%, it also reduced our One-time funding from \$344 per ADA to \$184 ADA. These changes have been summarized and included in the 2018-2019 agenda item. The Administration has and will be meeting to update the organization with the plan(s) to address this reduction in revenue. A Revised 2018-2019 Budget adoption is recommended to address the approximately \$190,000 reduction in Revenue from the Adopted Budget and incorporate the reductions into either increased revenues or decreased expenses.



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING AUGUST 28, 2018

2017-2018

Attached as separate agenda item is the Unaudited Actuals that were filed with the CDE. The Financials reported an additional unanticipated deficit of approximately \$666,000. The attachment includes explanations on the major shortfalls in revenue (approx. \$155,000) and additional expenses (approx. \$511,000). New accounting & operations protocols have been and are being initiated to mitigate and identify these unanticipated financial results.

Audit

We had our second visit with our new firm of Nigro & Nigro for the 2017-2018 Audit in July. This review covered the internal controls of both PCHS and the ASB. The final visit will be performed in October 2018 to review and audit the reported financial balances at June 30, 2018. The audit report is required to be submitted to CDE, LACOE & LAUSD by December 15th.

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_Part 4_Equity_pedagogy_An essential_component_of_multicultural_education.pdf
II_I_Part 3_EDP_We Choose ALL_08_28_18.pdf
II_I_Part 2_Admin Accountability Action Plan 6.19.18_08_28_18.pdf
II_I_Part 1_EDP_08_28_18.pdf



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Equity pedagogy: An essential component of multicultural education

Cherry A. McGee Banks & James A. Banks

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Cherry A. McGee Banks
James A. Banks

Equity Pedagogy: An Essential Component of Multicultural Education

THE WIDESPREAD MISCONCEPTIONS about multicultural education have slowed its implementation and contributed to the contentious debate about its nature and purposes (D'Souza, 1991; Schlesinger, 1991). One of the most prevalent of these misconceptions is that the integration of content about diverse cultural, ethnic, and racial groups into the mainstream curriculum is both its essence and its totality. Thus the debate about multicultural education has focused primarily on content integration (e.g., the nature of the canon) and has largely ignored other important dimensions of multicultural education (Sleeter, 1995).

To be effectively implemented in schools, colleges, and universities, multicultural education must be broadly conceptualized and its various dimensions must be more carefully delineated. In previous publications, J.A. Banks (1993b, 1993c, 1994b) has conceptualized multicultural education as consisting of five dimensions: content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure.¹

In this article, we further explicate the concept of equity pedagogy, describe how it intersects with the other four dimensions, and clarify what it means for curriculum reform and classroom teaching and

learning. We also describe the characteristics that are needed by teachers to actualize this dimension of multicultural education in the classroom.

Equity Pedagogy: Meaning and Assumptions

We define equity pedagogy as teaching strategies and classroom environments that help students from diverse racial, ethnic, and cultural groups attain the knowledge, skills, and attitudes needed to function effectively within, and help create and perpetuate, a just, humane, and democratic society. This definition suggests that it is not sufficient to help students learn to read, write, and compute within the dominant canon without learning also to question its assumptions, paradigms, and hegemonic characteristics. Helping students become reflective and active citizens of a democratic society is at the essence of our conception of equity pedagogy.

Pedagogies that merely prepare students to fit into society and to experience social class mobility within existing structures—which are characterized by pernicious class divisions and racial, ethnic, and gender stratification—are not helpful in building a democratic and just society. An education for equity enables students not only to acquire basic skills but to use those skills to become effective agents for social change. We believe education within a pluralistic democratic society should help students to gain the content, attitudes, and skills needed to know reflectively, to care deeply, and to act thoughtfully (Banks, 1994a).

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The implementation of strategies such as cooperative learning and culturally relevant instruction within the context of existing assumptions and structures will not result in equity pedagogy. Instead current assumptions about teaching, students, learning, and the nature of U.S. society must be interrogated and reconstructed. Equity pedagogy also requires the dismantling of existing school structures that foster inequality. It cannot occur within a social and political context embedded with racism, sexism, and inequality.

Equity pedagogy actively involves students in a process of knowledge construction and production. It challenges the idea of instruction as transmission of facts and the image of the teacher as a citadel of knowledge and students as passive recipients of knowledge. Equity pedagogy alters the traditional power relationship between teachers and students. Most importantly, it assumes an integral relationship between knowledge and reflective action. Equity pedagogy creates an environment in which students can acquire, interrogate, and produce knowledge and envision new possibilities for the use of that knowledge for societal change (Banks, 1994b).

Our perspectives on equity pedagogy are guided by these assumptions: (a) There is an identifiable body of knowledge, skills, and attitudes that constitute critical attributes of equity pedagogy; (b) critical attributes of equity pedagogy can be identified, taught, and learned; (c) competencies in equity pedagogy can be developed through formal instruction, reflection on life experiences, and opportunities to work with students and colleagues from diverse populations; (d) all teachers need to be able to competently implement equity pedagogy and related teaching strategies because all students benefit from them; (e) in-depth knowledge of an academic discipline, pedagogy, and their students' cultures are prerequisites for teachers to successfully implement equity pedagogy; (f) competency in equity pedagogy requires a process of reflection and growth; and (g) equity pedagogy cannot be implemented in isolation from the other four dimensions of multicultural education described above. It is interrelated in a complex way with the other dimensions (Banks, 1993c).

Characteristics of Equity Pedagogy

Equity pedagogy is a dynamic instructional process that not only focuses on the identification and

use of effective instructional techniques and methods but also on the context in which they are used. Cooperative learning, for example, can be an effective instructional technique (Cohen, 1994; Slavin, 1983). However, when it is used without an awareness of contextual issues such as status differences among students, it can reinforce stereotypes and inequality in the classroom (Cohen & Roper, 1972).

Equity pedagogy challenges teachers to use teaching strategies that facilitate the learning process. Instead of focusing on the memorization of knowledge constructed by authorities, students in classrooms where equity pedagogy is used learn to generate knowledge and create new understandings (Banks, 1993a; Brooks & Brooks, 1993). Students make connections between the autobiographical experiences of knowers and the knowledge they create. In classrooms where knowledge construction takes place, teachers enable students to identify and interrogate the positionality of knowers and to construct their own interpretations of reality (Brooks & Brooks, 1993; Code, 1991; Tetreault, 1993).

During the knowledge construction process, students relate ideas and perspectives and make judgments and evaluations. Instead of looking for *the* single answer to a problem, students are encouraged to generate multiple solutions and perspectives. They also explore how problems arise and how they are related to other problems, issues, and concepts.

Like the other dimensions of multicultural education, equity pedagogy provides a basis for addressing critical aspects of schooling and for transforming curricula and schools. The discussion that follows relates equity pedagogy to two dimensions of multicultural education: content integration and an empowering school culture and social structure.

School Culture and Social Structure

A serious examination of the culture and social structure of the school raises significant questions about institutional characteristics such as tracking and the power relationships between students and teachers, and between teachers and administrators. The school culture and social structure are powerful determinants of how students learn to perceive themselves. These factors influence the social interactions that take place between students and teachers and among students, both inside and outside the classroom.

THEORY INTO PRACTICE / Summer 1995
Culturally Relevant Teaching

Tracking and power relationships within a school are important components of its deep structure (Tye, 1987). The deep structure includes the bell schedule, the physical uniformity of classrooms, test scores, and various factors that allow teachers to maintain control in the classroom (Tye, 1987). Equity pedagogy challenges the deep structure of schools because its requirements for scheduling, arrangement of physical space, and control are frequently at odds with traditional instructional methods that reinforce the structure of schools.

If students are to be involved in the production of knowledge, they need class schedules that allow time for these activities. The 50-minute time slot usually does not allow students the time they need for reflection, content integration, and synthesis. Furthermore, students who are involved in producing knowledge may need to work in places other than the classroom. Teachers may not be able to exercise as much control over students who are working in other areas of the school building, such as the library, or at sites off campus.

These elements of the deep structure of schools are important components of the hidden curriculum. When teachers use equity pedagogy that challenges the deep structure of schools, important aspects of the hidden curriculum are often revealed. Becoming aware of the relationship between the school culture, the social structure, and the deep structure of schools can heighten the teacher's awareness of the power of the hidden curriculum, or what Jackson (1992) calls the "untaught lessons."

The Hidden Curriculum

School teaching and learning take place primarily in groups and through social interactions. Interactions between teachers and students and among students are important parts of the relationship between equity pedagogy and the hidden curriculum. Implementing equity pedagogy requires teachers to understand how students perceive social interactions with their teachers, what they learn from them, and the extent to which students perceive their teachers as caring persons. Equity pedagogy can help reveal the nature of the hidden curriculum by encouraging teachers to raise questions such as: Is this class meaningful for my students? Would my students like a different teacher? Why or why not? What gaps exist between what I am teaching and what my students

are learning? If there are gaps, why? If not, why not?

Significant adult-student interactions often occur within the context of the hidden curriculum. The number of people available to work with students in the classroom is an important part of the hidden curriculum. Some classes—often differentiated by designations such as gifted and accelerated—have many parent and community volunteers available to provide classroom help and to implement enrichment programs. The adults in these classes are able to provide students with individualized instruction. This communicates the implicit message that the students are special and important. Teachers who work in schools in which some classes have multiple adult helpers and other classes have only one adult should realize that such factors can severely limit the effectiveness of culturally sensitive pedagogy and cooperative learning.

When used in isolation, instructional strategies such as cooperative learning and constructivist techniques cannot sufficiently deal with the problems embedded in the hidden curriculum. To transform pedagogy, the adults in schools must address the social-class, racial, and ethnic inequalities embedded in the differential levels of support given to different classes and schools. The construction of equity in schools as well as the implementation of culturally-sensitive teaching methods are necessary to actualize equity pedagogy in classrooms and schools.

The physical arrangement of space in a classroom is also a cogent factor in the hidden curriculum. It communicates implicit messages to students. When chairs in a classroom are lined up in straight rows facing the teacher, the implicit message is that all students are expected to participate in the same activities *simultaneously and to learn in identical ways as directed by the teacher* (Tye, 1987).

Learning centers, on the other hand, suggest that students can legitimately engage in different activities, that the students are the focus in the classroom, and that learning can be interesting and rewarding. Teachers who try to implement equity pedagogy without attending to factors such as the physical arrangement of space in the classroom and the control inherent in certain types of physical conditions will rarely experience success.

Students also learn from their peers, as they are actively engaged in interactions with other students

throughout the school day. Peer relationships are an important part of the social context of the classroom, and teachers need to understand these interactions. They can become potent elements in the hidden curriculum. Implementing group work without making provisions for dealing with the status differences among students based on race, gender, and social class may result in marginalizing low-status-group students rather than providing opportunities for them to learn from their peers (Cohen, 1994; Cohen & Roper, 1972).

Students learn about themselves as they acquire academic knowledge. The academic self-concept of students is highly related to their general self-concept, their ability to perform academic work, and their ability to function competently among peers (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979). Equity pedagogy requires teachers to deal with the dynamics of peer interactions in classroom life. Students are not one-dimensional; therefore, equity pedagogy has to reflect the complexity of student interactions and relationships.

Content Integration and Assessment

Equity pedagogy is tightly intertwined with content integration. How an instructor teaches is informed and shaped by what is taught. Both equity pedagogy and curriculum influence the form and function of learning (Vygotsky, 1978). Equity pedagogy is most powerful when it is integrated with transformative curricula. Most mainstream curricula do not actualize the full power of equity pedagogy. They limit equity pedagogy to incremental strategies that are characterized by ideological constraints.

Required content, however, can be taught using a transformative pedagogy, as was done by a high school physics teacher in a Seattle suburban school. He transformed a unit on torques by asking the students to identify a bridge that had collapsed, investigate why it collapsed, and determine how the collapse of the bridge affected people in the community. Working in groups, the students designed bridges that could withstand designated wind speeds and weights. This unit provided opportunities for students to connect their study of torques to a real event, draw on the strengths of their peers by working in groups, and actively engage in constructing knowledge by translating the information they collected on bridges into new designs.

Transformative curricula provide a rich context for equity pedagogy because both transformative curricula and equity pedagogy promote knowledge construction and curriculum reform. Transformative curricula and equity pedagogy also assume that the cultures of students are valid, that effective teaching must reflect the lives and interests of students (Ladson-Billings, 1990), and that students must be provided opportunities to construct meaningful knowledge. In this sense, equity pedagogy is directly related to curriculum reform.

Information is increasing at an astronomical rate. What was once packaged in a one-volume text now requires two or more. Teachers are finding it increasingly difficult to cover all the information they are expected to include in the curriculum. Equity pedagogy provides a rationale and a process that can help teachers focus on the essence of the curriculum rather than on isolated and rapidly changing facts.

Students in the 21st century, unlike those in earlier times, will have to address complex issues that cannot be answered with discrete facts. To be effective, students must know where to get the information they need, how to formulate questions that will provide access to the appropriate information, how to evaluate the information from a cognitive as well as a value perspective, how to integrate it with other information, and how to make reflective decisions based on the best information they can construct. Equity pedagogy helps students to acquire these skills.

Equity pedagogy is student focused. It incorporates issues, concepts, principles, and problems that are real and meaningful to students. Teachers who embrace equity pedagogy assume that all students can learn. They work to develop student potential and to create a classroom environment that is encouraging and filled with opportunities for success.

Equity pedagogy has important implications for assessment. Educators who embrace it must interrogate traditional tests and letter grades. Assessment strategies based on the assumption that all students can learn provide opportunities for students to improve their performances. The teacher who embraces equity pedagogy frequently gives students detailed feedback on poorly prepared assignments and asks students to "revisit" their work. Written comments instead of letter grades provide opportunities for teachers to identify areas of competence as well as to suggest strategies for improvement and remediation.

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Culturally Relevant Teaching

Portfolio assessment also gives students an opportunity to demonstrate their growth over time, and for teachers to give students ongoing support and encouragement (Valencia, Hiebert, & Afflerbach, 1994). Students can use portfolios to document the complexity and individuality of their work and to reflect on their progress and areas that need improvement. Portfolios contribute to sound assessment decisions and to student development. They describe and provide materials that collectively suggest the scope and quality of a student's performance. Portfolios also provide the structure needed for teachers and students to better understand and make connections between teaching and learning.

Teacher Characteristics

Teachers who successfully implement equity pedagogy draw upon a sophisticated knowledge base. They can enlist a broad range of pedagogical skills and have a keen understanding of their cultural experiences, values, and attitudes toward people who are culturally, racially, and ethnically different from themselves. The skills, knowledge, and attitudes necessary to successfully implement equity pedagogy are the result of study, practical experience, and reflective self-analysis.

Reflective self-analysis requires teachers to identify, examine, and reflect on their attitudes toward different ethnic, racial, gender, and social-class groups. Many teachers are unaware of the extent to which they embrace racist and sexist attitudes and behaviors that are institutionalized within society as well as how they benefit from these societal practices (King, 1992). Reflecting on their own life journeys—by writing their life stories—can be a powerful tool for helping teachers gain a better understanding of the ways in which institutionalized conceptions of race, class, and gender have influenced their personal lives.

Autobiographical accounts and episodes provide an opportunity for teachers to reflect on times in their lives when they were the “other” who experienced discrimination or a sense of isolation because of their race, class, gender, culture, or personal characteristics. Reflective self-analysis cannot be a one-time event. Multicultural awareness can result only from in-depth work on self. It requires the unraveling of myths that perpetuate social class, gender, and racial privilege (King, 1992; McIntosh, 1990)

and a commitment to maintaining multicultural awareness and action.

Equity pedagogy cannot be implemented in a vacuum. It requires more than good will and good intentions. It requires multicultural, pedagogical, and subject area knowledge (Banks, 1991, 1994a, 1994b; Banks & Banks, 1995). Our discussion focuses on multicultural knowledge. However, teachers will not be able to use it effectively without a strong background in their subject area and a sophisticated understanding of pedagogy.

Multicultural knowledge includes key concepts in multicultural education such as culture, immigration, racism, sexism, cultural assimilation, structural assimilation, ethnic groups, stereotypes, prejudice, and institutional racism (Banks, 1991, 1994a). Teachers will use their understandings of these concepts to weave them into classroom discourse, help students describe their feelings and experiences, and draw linkages among different topics.

Teachers must also be able to recognize, compare, and contrast examples of various theories related to diversity, such as cultural difference, cultural deficit, genetics, and cultural ecology (Banks, 1994b). Each of these theories has been used to explain poor academic achievement among low-income students and students of color (Baratz & Baratz, 1970). Cultural deficit theory, for example, has been used to guide the development of many early childhood intervention programs such as Head Start and Distar. An important goal of these programs is to improve the academic achievement of low-status groups.

It is not uncommon for teachers to select aspects from several theories to guide their work with students. An eclectic theoretical approach may sometimes be effective, but it can also be counterproductive. For example, after reading the book, *Making Connections*, by Gilligan, Lyons, and Hanmer (1990) a teacher may become aware that girls often equate fairness with listening. That teacher may then make a special effort to call on women and men on an equal basis. Multicultural theory, however, reveals that equity may not always mean treating different groups the same (Gay, 1993). It may sometimes be necessary to treat groups differently in order to create equal-status situations for marginalized students. Providing an equal voice for women may sometimes require an unequal focus on women's views and issues in classroom discourse. Equity pedagogy requires

teachers to be able to recognize and respond to multiple student characteristics, including race, social class, and gender.

The effective implementation of equity pedagogy requires teachers to understand the histories, modal characteristics, and intragroup differences of the major racial and ethnic groups (Banks, 1991). This content and conceptual knowledge can provide a foundation to help teachers design and select appropriate instructional materials for their students (Ladson-Billings, 1990, 1994, 1995), make informed decisions about when to use culturally sensitive pedagogy, and decide when to focus on the individual characteristics of students (Nieto, 1994).

For example, research summarized by Shade (1982) indicates that Latino and African-American students often prefer a learning environment that is more personalized and contextual than that preferred by many middle-class, White students. While the learning style literature suggests that certain learning environments are more appropriate for various groups of students, it also suggests that students from all ethnic and racial groups can be found in each of the categories identified by learning style theorists (Shade & New, 1993). When reading and using learning style theories, teachers should question and analyze them carefully. The learning style paradigm is a complex one that defies simplistic classroom applications (Irvine & York, 1995). The paradigm has been criticized by researchers such as Kleinfeld and Nelson (1991), who believe it may result in the construction of new stereotypes about low-achieving students.

Teachers should look beyond the physical characteristics of students and consider the complexity of their individual and group experiences. A Latino student's biographical journey, social class, and geographical location may indicate that a teacher should not focus on modal characteristics of Latinos in determining appropriate pedagogy for the student. Instead, the teacher may need to focus on the individual characteristics of the student. Teachers must make informed decisions about when and how to use knowledge about the cultural and ethnic backgrounds of students when making pedagogical decisions.

Teaching as a Multicultural Encounter

Teaching is a multicultural encounter. Both teachers and students belong to diverse groups differentiated by variables such as age, social class,

gender, race, and ethnicity. Teachers who are skilled in equity pedagogy are able to use diversity to enrich instruction instead of fearing or ignoring it. They are able to use diversity successfully because they understand its meaning in both their own and their students' lives. They are able to analyze, clarify, and state their personal values related to cultural diversity and to act in ways consistent with their beliefs.

Self-understanding, and knowledge of the histories, modal characteristics, and intragroup differences of ethnic groups are important competencies required for teachers to implement equity pedagogy. They provide a foundation for teachers to identify, create, and implement teaching strategies that enhance the academic achievement of students from both gender groups and from diverse racial, ethnic, and cultural groups. Equity pedagogy is not embodied in specific strategies. It is a process that locates the student at the center of schooling. When effectively implemented, equity pedagogy enriches the lives of both teachers and students and enables them to envision and to help create a more humane and caring society.

Notes

1. *Content integration* consists of using examples and content from a variety of cultures and groups to teach key concepts, principles, generalizations, and theories in a subject area or discipline. In the *knowledge construction process*, students are helped to understand, investigate, and determine how implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways that knowledge is constructed within it. The *prejudice reduction* dimension focuses on helping students to develop more positive racial, gender, and ethnic attitudes (Banks, 1993c). *Equity pedagogy* consists of "techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups" (p. 6). An *empowering school culture and social structure* describes the process of "restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience equality and cultural empowerment" (p. 7). For a comprehensive discussion of the dimensions and their interrelationships, see Banks (1993c).

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RESEARCH AND POLICY BRIEF 2018.10

SERIES—*We Choose ALL*: Building a System of Excellent Public Education

We Choose All: Research to Inform Public Education in Los Angeles

Summary Recommendations

The We Choose ALL research briefs highlight the need for public actions and public policies which will support a system of public education in Los Angeles that chooses all. The summary recommendations deliver a set of seven proposals for next steps.

1. Create forums for leaders of district and charter schools to regularly discuss core design principles of a system that chooses all.
2. Create a “Network of Innovative Schools” (including community schools, magnet schools, early learning centers, expanded school based management model schools, local initiative schools, pilot schools and charter schools) in which educators who are committed to a system that chooses all incubate, support, and share best practices.
3. Create a cross-sector forum with representatives of labor, business, community organizations, university partners, City and County governance, Los Angeles Unified School District (LAUSD), charter schools, etc. to explore opportunities for joint advocacy around conditions necessary for all Los Angeles students to succeed, such as quality early childhood education, supportive child welfare policies, decent and equitable school funding, sanctuary for immigrant families and more.
4. Establish common rules and shared data collection protocols for school enrollment procedures, transfer policies and discipline practices (with special attention to the experiences of racial/ethnic sub-groups, English Learners and special needs students) and encourage all publicly funded schools serving Los Angeles children and youth to adopt these standards.
5. Develop a common, unified enrollment system for all public schools serving Los Angeles children and youth that adopt the shared standards specified above.
6. Monitor and issue an annual public report on: a) The impact of charter school growth on the fiscal health of LAUSD schools and the well-being of Los Angeles neighborhoods; b) The demographic composition of all district and charter schools; c) Formal outcomes of all district and charter schools, including student academic achievement, graduation rates, post-secondary enrollment and persistence and civic and community readiness.
7. Establish a task force at the State level to review and strengthen charter school authorization, oversight and renewal so that these processes support the goal of a system that chooses all.

We Choose ALL Forum: Research and Policy Recommendations for an Excellent Public Education System

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PALISADES

CHARTER HIGH SCHOOL

Administrative Team Accountability Action Plan

- 1) All administrators will participate in annual Board retreat and goal setting on SATURDAY, SEPTEMBER 15. The Admin Team will prioritize the realization of the annual schoolwide goals.
- 2) All administrators will provide monthly department reports that include mid-management updates with monthly presentations for Board meetings.
- 3) Board Weeks - Each semester coordinate Board member observations in classrooms (discuss at annual Board goal setting meeting).
- 4) Data/report calendar – Identify data to be tracked and how often reports are collected (Ex. Weekly attendance marking reports).
- 5) Data training - Be better informed. Inform others.
- 6) Data access - Review user list each summer. Review roles of those who have access to data and adjust as needed. (Ex. CALPADS, etc.)
- 7) Change weekly meeting time so that all administrators can be in department and PLC meetings – Thursday mornings at 10-11:30am (90 min meeting)
- 8) Attendance Reporting – Improve data consistency by running weekly teacher reports to verify (discuss with David Moo).
- 9) Track formal and informal conferences with employees to ensure consistency and accountability.
- 10) Continue building walkthroughs and increase administrator time in classrooms.
- 11) Provide training for staff on organizational policies, professional responsibilities, and accountability systems.
- 12) Develop and promulgate the protocol for instructional assistants. Track progress on spreadsheet. Director will assign classrooms.
- 13) Coordinate a presentation from attorney with UTLA and PESPU representation about accountability systems and contractual requirements.
- 14) Develop recommendations for evaluation system.
- 15) Admin retreat will include establishing measurable goals for all departments and developing a tracking and accountability system to be implemented at the start of the 2018-19 school year.
- 16) All administrators will participate in monthly Long Term Strategic Planning meetings to provide information and hear stakeholder input.

June 19, 2018



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR/PRINCIPAL REPORT AUGUST 28, 2018

Summer wrap up - PCHS is back in session after a busy summer. Campus programs and activities included

- Summer School for credit recovery
- Extended School Year program for students with special needs
- Dolphin Leadership Academy
- Link Crew Training
- Camps
- Facilities maintenance and prep for New Year
- Permit events and filming

Back to School Professional Development

This year's staff training emphasized equity and academic excellence for all. Faculty and staff participated in a variety of thematically related workshops:

- Staff Summer Reading Symposium - "Equity Pedagogy: An Essential Component of Multicultural Education" by Cherry McGee and James Banks (*included in meeting materials*)
- Creating Bias Free Classrooms/Compassion Plays Program
- Administration check-in and accountability discussion
- HERO safety training
- Introduction of the PALI Pledge - Positivity Aspiration Learning Integrity

Parent Education

PCHS offered a six-week course during July and August provided by **FACTOR (Families Acting Towards Results)** formerly known as PIQE. The program is coordinated by Pali Spanish teacher Erica Najjar. For more information about future parent education opportunities visit academyforparents.org.

Back to School Parent and Community Meetings

- LAUSD District 4 Board Member Nick Melvoin with staffer Allison Holdorff Polhill
- Booster Club Annual Fundraising Kick-off
- PTSA "Meet the Admin Team"

Upcoming Meetings

Long Term Strategic Planning (monthly meetings) - Wednesday, August 29
Back to School Night - Thursday, September 6
New Parent Breakfast - Saturday, September 8



PALISADES

CHARTER HIGH SCHOOL

We Choose ALL Forum (*Summary recommendations included in materials*)

Representatives of UNITE-LA, In the Public Interest, the Advancement Project, the Learning Policy Institute, and UCLA IDEA created a coalition with the goal of informing public debate about dramatic changes in Los Angeles education. The group called themselves the “We Choose All” coalition, in recognition of the shared interest in supporting the educational system that provides high quality education to all Los Angeles students. In spring 2016, the LAUSD School Board passed a resolution calling for *We Choose All* to convene researchers to inform the board about the issues associated with the rapid growth of charter schools as well as the conditions necessary to create a system that promotes high quality education for all students. The coalition has worked closely over the past year and a half with a group of researchers who have developed papers and briefs on the theme of “We Choose All” and commissioned a new study exploring the beliefs of Los Angeles charter school operators, philanthropists, labor officials and civic and community leaders. (From the Research and Policy Brief 2018.1 SERIES - *We Choose ALL: Building a System of Excellent Public Education*).

PCHS Director/Assistant Principal for Academic Achievement and I were invited to attend an expert panel presentation of the coalition’s recommendations and participate in a round table stakeholder discussion of the recommendations.

2018 Superintendent’s Annual Administrators’ Meeting: “Great Leaders Create Great Schools” held at Hollywood High School

Superintendent Austin Beutner presented an inspiring address to district and school leaders acknowledging the challenges LAUSD faces and encouraging courageous innovation to meet the diverse needs of all students. Master of Ceremony Jim Hill, LA Clippers Head Coach Glen “Doc” Rivers, and LAUSD Board President Monica Garcia also contributed to a very motivating call to action.

PCHS Administration and Management Retreat

School leaders participated a half-day planning meeting in Playa Vista to discuss ways to support the school vision and goals as related to the WASC Action Plan for Equity. Managers analyzed articles provided to the school staff for discussion in Back to School professional development sessions and shared their commitments for the coming year for the departments they lead.

Admin Team Accountability Action Plan (*Included in materials*)

Accountability and commitment to excellence continue to be an ongoing focus for PCHS. The Administration Team developed an Accountability Action Plan to provide guidance and prioritization for the new school year. In keeping with the plan, each administrator will provide monthly summaries of department progress and participate in relevant, timely presentations for the PCHS Board of Trustees.



PALISADES

CHARTER HIGH SCHOOL

Department Updates:

Student Support Services

The Special Education Department is working with interim support provided by a team from DirectEd while Assistant Principal/Director of Student Support Services Mary Bush is on medical leave. New developments to support students include the re-organization of paraprofessionals to provide more interaction with students and the addition of a dedicated room for tests/assessments.

Attendance Office

- Sending daily (period-by-period) E-mail reminders to teachers to take attendance
- New teacher verification of error in attendance
- Working to bring ID scanner to Pali to process students quicker

Academic Achievement Office

Math

- Math paraprofessional training. We now have four!
- Successful Math retreat- Math department goals developed for grading and standards.
- Math training at Stanford coming up in September.
- PLCs have been recast and they are organizing for future meetings.

Visual and Performing Arts

- Summer Photo class offered
- Summer Band camp
- Department met to understand budget cuts. There is another meeting scheduled to determine how to share the cost of the cuts equitably.
- Department met with Mike Rawson for fundraising/grant opportunities.
- Met about how to deal with building security and a new use for M building bathroom (staff only now) due to incidents that set off fire alarms.
- Film classroom has had a refresh using outside funding.

Professional Development and AA Team

- Ed Tech Coordinator is working with the Tech Department to consolidate staff usernames and passwords.
- Ed Tech Coordinator is assigning IC, Wi-Fi, and Schoology accounts to new students.
- Ed Tech Coordinator and staff are helping students who forgot their usernames and passwords.
- Ed Tech Coordinator is working with tech department to distribute chrome books to students
- Ed Tech Coordinator and Tech Coach ran a workshop for teachers on teacher accounts and tools for Checking for Understanding.
- Tech Coach has been training on Schoology and helping with the Schoology issues and synching.



PALISADES

CHARTER HIGH SCHOOL

- Instructional Coach is meeting new teachers in their classrooms and signing up for a Cognitive Coaching training.
- Instructional Coach is mentoring a student teacher in her classroom.
- PLC Coach is planning PLC, New Teacher, and SLC meetings (with Instructional Coach).
- Data Coordinator has been supporting counseling office on IC and counseling issues.
- Data Coordinator has trained new teachers on the use of Infinite Campus.
- Monica Iannessa, the AA team, the administration, and the Equity Team planned the August 13 workshops under the theme of Equity in the Classroom.

EL Support

- ELs continue to be placed in ELD class.
- Potential ELs are being tested one on one with the ELPAC.
- EL Program is using ELPAC's Scoring Tool to identify possible ELs.
- Parent meetings are being held in the EL Program Office.
- Parent Letters are being sent regarding EL placement.
- Data analysis and clearing of data on Home Language Survey in IC and CALPADS.
- EL Coordinator is assisting one-on-one EL students with assignments.
- After initial testing is completed, support will continue to assist in the ELD classes.

Counseling and Guidance

- Academic Counselors are busy addressing scheduling requests and answering questions of students/families.
- Monday August 27, 2018 is the final day to submit a form to request a schedule change
- New Classes include:

- Peer Mediation/Restorative Justice
- Science of Mindfulness
- Work Experience-Office Technician
- West LA Classes to be offered at PCHS- Psychology and American Sign Language. Students receive college credit and American Sign Language can meet UC/Cal State language requirements.

Activities, Athletics and Discipline

- Restorative Justice Room is now open. Positive Behavior Intervention and Support focus.
- Teen Court is back in session.
- Grade level assemblies begin next week.
- Football won first game and travels to Sylmar on Friday, August 24.
- A new wrestling coach was hired.
- Volleyball season is underway.

Coversheet

College Center Updates

Section: V. Academic Excellence
Item: A. College Center Updates
Purpose: FYI
Submitted by:
Related Material: V_A_Part 3_School Profile for the Board_08_28_18.pdf
V_A_Part 2_Mission Statement_College Center_08_28_18.pdf
V_A_Part 1_2018 Student Outcomes_08_28_18.pdf

Palisades Charter High School
 15777 Bowdoin Street
 Pacific Palisades, CA90272
 (310)230-6643 / collegecenter@palihigh.org



PALISADES
 CHARTER HIGH SCHOOL

School Code: 052327

PROFILE 2018-2019

(Updated 8/23/18)

IMPORTANT TRANSCRIPT INFORMATION: Palisades Charter High School is now using the Infinite Campus student information system, and has discontinued use of the LAUSD student information system. The GPA reported on a transcript is listed as "Unweighted GPA (w/ Bonus Points);" please see GPA/CLASS RANK description on next page. Our GPA and rank calculation process is unchanged from previous years.

Palisades Charter High School is a financially independent comprehensive four-year public high school. In 1993 a Charter was approved by the Los Angeles Unified School District and the California State Department of Education, which specified accountability for higher levels of student achievement. In 2003, all school stakeholder groups unanimously supported the transition to financial independence and accountability. Palisades Charter High School is a California nonprofit public benefit corporation governed by an elected Board of Directors, and is a California Distinguished School.

Palisades Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC) until 2024. The school year includes two semesters of 20 weeks each. Periods 1 through 6 meet every other day for approximately 100 minutes each. Periods 0 and 7 are optional and meet daily for 55 minutes; they are primarily elective courses (drama, orchestra, etc.).

STUDENT BODY

Total enrollment: 3000

Graduation Rate: 98.9%

Geographic Diversity: Students from more than 113 ZIP Codes attend Palisades Charter High School.

Ethnic Diversity

African-American	12.5 %	Asian	8.66%
Hispanic	19.07 %	White	58.97%
Other	0.8 %		

CURRICULUM

AP Courses offered:

Art - Drawing	Comp Principles	French Language	Statistics
Art - 2D & 3D	Computer Science	Gov't & Politics US	Spanish Language
Biology	English Language	Human Geo	Spanish Literature
Calculus AB & BC	English Lit/Comp	Music Theory	US History
Chemistry	Environmental Science	Physics	World History
	European History		*Art History (not offered '15-'18)

UC-Approved Honors Level Courses offered:

American Literature	Math Analysis
Spanish 3	U.S. History
Contemporary Comp	Chemistry
Physics	French 4
Physiology	Calif. Literature
CCC War Lit	Chicano/a Lit
Neuroscience	Anatomy
African American Lit	Environmental Science

Other Honors Level Courses offered:

English 10	World Literature	Algebra 2
World History	Marine Biology	Geometry
Biology	French 3	Spanish 2
Adv. Composition	Spanish for Native Speakers 2	
Economics	Principles of American Democracy	

GRADUATION REQUIREMENTS

Total credits required: 230 (5 credits = 1 semester class)

English	40 credits	Health	5 credits	Electives	75 credits
Social Science	30 credits	Physical Educ.	20 credits		
Science	20 credits	Visual/Perf. Arts	10 credits		
Mathematics	20 credits	Applied Technology	10 credits		

Students earn elective credits for college eligibility by completing additional math, science, and foreign language courses. Students are required to take 5 credits of Computer Science. Students must complete ten hours of community service per year.



PALISADES

CHARTER HIGH SCHOOL

Class of 2018 GPA/CLASS RANK

Preliminary rank is calculated on a 4.0 scale based on all grades earned in the 9th, 10th and 11th grades. If classes are repeated, both grades are included. Only AP grades are weighted in computing GPA (unweighted GPA is augmented .025 point per AP per semester). Final rank is calculated on 9th, 10th, 11th and first semester 12th grades. The grading system is A-B-C-D-F; D is a passing grade for high school graduation purposes. Courses completed outside of Palisades Charter High School are included on the transcript only if the course or the credits are required for graduation.

GPA Distribution:	First Decile	4.0878-4.4000	Fourth Decile	3.5714-3.7545
	Second Decile	3.9368-4.0833	Fifth Decile	3.3203-3.5697
	Third Decile	3.7556-3.9357		

TEST SCORES

Class of 2018	3 National Merit Finalists	1 National Merit Scholar
	17 NMSQT Commended Students	2 National Hispanic Recognition Program Participants
Class of 2017	4 National Merit Finalists	1 National Merit Scholar
	17 NMSQT Commended Students	7 National Hispanic Recognition Program Participants

In **May 2018**, 2227 AP exams (an increase of 14% from 2017) were administered in 24 subjects, with 24% of the students scoring 5, 29% scoring 4, and 26% scoring 3, for an overall pass rate of 79%. Pass rates for AP courses:

Biology	90%	English Lang	76%	Music Theory	65%	Studio Draw	96%
Calculus AB	79%	English Lit	50%	Physics CEM	27%	Studio 2D	100%
Calculus BC	96%	Envir Science	82%	Physics CM	54%	Studio 3D	100%
Chemistry	100%	Euro History	69%	Spanish Lang	100%	US Gov	88%
Computer Sci	100%	French Lang	73%	Spanish Lit	81%	US History	82%
Comp Princ	89%	Human Geo	78%	Statistics	86%	World History	83%

COLLEGE MATRICULATIONS

Class of 2018:	Four-year Colleges	53%	U of California	15%	California State U	11%
			Out of state public	10%	CA Private	6%
			Out of state private	11%	Foreign	1%
	Two-year Colleges/ Trade/Voc	41%	Military/Work/Gap	3%	Unreported/Undecided	3%

Palisades Charter High graduates of 2017 to 2018 **enrolled** in the following colleges and universities:

University of California – all campuses; California State University – 16 of 23 campuses

Alabama State Univ	U of CO Boulder	Howard University	UNLV & UNR	SAI Chicago	Virginia Tech
AMDA	Colorado College	U of Hawaii Manoa	New York University	Santa Clara University	U of Washington
American Jewish Univ	CO School of Mines	University of Illinois	U of Notre Dame	Sarah Lawrence	Wake Forest Univ
American U of Paris	Columbia University	Indiana University	Northern Arizona U	Seton Hall University	Wellesley College
U of Arizona	Cornell University	University of Iowa	Northeastern Univ	Soka Univ	Wesleyan University
Arizona State	Columbia Col Chicago	Jackson State University	Northwestern Univ	Sophia University	Wheaton College
Azusa Pacific U	Univ of Denver	Johns Hopkins Univ	Occidental College	Southern Methodist U	Whittier College
Bard College	DePaul University	Kalamazoo College	Ohio Wesleyan Univ	Southern Utah Univ	U of Wisconsin
Barnard College	Dickinson College	Kenyon College	University of Oregon	Spelman College	Yale University
Bates College	Durham University	Knox College	Oregon State	Stanford University	...and others
Bentley University	Eastern Michigan Univ	Lewis & Clark	Otis College of A & D	Stony Brook University	
Berklee Col of Music	University of Edinburgh	Loyola Marymount U	Univ of Pennsylvania	Suffolk University	
Boston University	Embry-Riddle	Loyola Chicago	Pepperdine University	Syracuse	
Bucknell University	Emerson College	Manhattan Sch - Music	University of Pisa	Tel Aviv University	
Butler University	Emory Univ	U Mass Amherst	Point Loma Nazarene	UT Austin	
Cal Lutheran Univ	The Evergreen State	Marist College	Prairie View A&M Univ	TCU	
Calvin College	Fordham University	Menlo College	Pratt Institute	The New School	
Carnegie Mellon U	George Washington U	U of Michigan	Princeton University	Tulane University	
Chapman University	Georgia Tech	Mt. Holyoke College	U of Puget Sound	Tuskegee University	
Claremont McKenna	Gonzaga University	Mt. St. Mary's Univ	Purdue University	Vanguard University	
Clarion University	Harvard University	U of Montana	RISD	USC	
Clark Atlanta Univ	Hobart & William Smith	Morehouse College	USF	University of Vermont	



PALISADES

CHARTER HIGH SCHOOL

COLLEGE CENTER

Vision:

OUR vision is to serve, guide and support all students at Palisades Charter High School on their journey to discover their passion and achieve their goals.

Mission Statement:

WE commit to conducting workshops and individualized meetings to raise student awareness as it pertains to accessing higher education, supporting students' dreams and guiding them towards their independent pathway. We strive to assist all students in becoming active global contributors to their community and the world in which they live.

New Services for 2018-2019

UC Workshops

CSU Workshops

FAFSA Workshop

Parent Workshops (Fall, Spring)

9/10th Class Presentations

11th Grade – College Outreach Programs (UCLA/USC, SMC, West LA)

Upcoming Important Dates:

August 25th – SAT Administration (Test Site Center)

August 27th – Early Action/Early Decision Information Due

September 5th - Staff Meeting

September 12th – Regular Decision Information Due

October 8th College Fair

October 13th – PSAT Administration



PALISADES

CHARTER HIGH SCHOOL

2017-2018 STUDENT OUTCOMES

<u>Outcome</u>	<u>Number</u>	<u>% of students</u>
2 Yr College	284	40.10%
2 Yr College (Unspecified)	1	0.10%
4 Yr College	369	52.10%
4 Yr College (Unspecified)	0	0%
Apprenticeship Program	0	0%
Career Education	3	0.40%
College Prep School	0	0%
Dropped-out	0	0%
Employed	7	1%
Military	5	0.70%
Non-U.S. College	8	1.10%
Non-U.S. College (Unspecified)	0	0%
Other	2	0.30%
Other Schools	3	0.40%
Undecided/No Plans	6	0.80%
Unknown	12	1.70%
Year Off	8	1.10%

Coversheet

Columbia Survey Results

Section: V. Academic Excellence
Item: B. Columbia Survey Results
Purpose: FYI
Submitted by:
Related Material: V_B_Columbia Results_08_28_2018.pdf

PALISADES CHARTER HIGH SCHOOL

Staff, Parent, and Student Satisfaction Survey Results

August 3, 2018

Leslie Woolley, Board of Trustees Vice Chair
Palisades Charter High School

Submitted By:

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Introduction

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

This is the sixth 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 three previous academic years, 2015, 2016, and 2017, 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 and parents 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 40 survey items and three open-ended questions; the parent survey had 50 survey items and six open-ended questions. The parent survey was conducted in two rounds to shorten the time required to take the surveys and boost response rates among families. Surveys were available online to staff and parents for four weeks.

In addition, Palisades conducted their own student surveys, one for 9th grade students and one for 10th-12th grade students. The results of these two surveys are included in this report. The 9th grade survey included 60 survey items and eight open-ended questions. The 10th-12th grade survey included 50 survey items and six open-ended questions.

Facts, Figures, & Generalizability

	2015	2016	2017	2018
Staff	75	79	175	173 (88%)
Parents	361	294	292	586 (23%)
Students	282	311	2,133	2,080 (70%)

With the high response rate among staff and students, seen in parentheses, survey results are generalizable to these stakeholder groups. While the response rate for parents did increase from previous years, the rate was still too small to generalize to the total population. Therefore, results from the parent surveys should be only viewed as suggestive.

	Parent Survey 1	Parent Survey 2
<i>Total Respondents</i>	586 (23%)	407 (16%)

Though the response rates varied between the first and second parent survey, the respondents to the two surveys were similar enough demographically that responses can be generalized between the two surveys.

	9th Grade Survey	10th-12th Grade Survey
<i>Total Respondents</i>	629 (85%)	1,451 (65%)

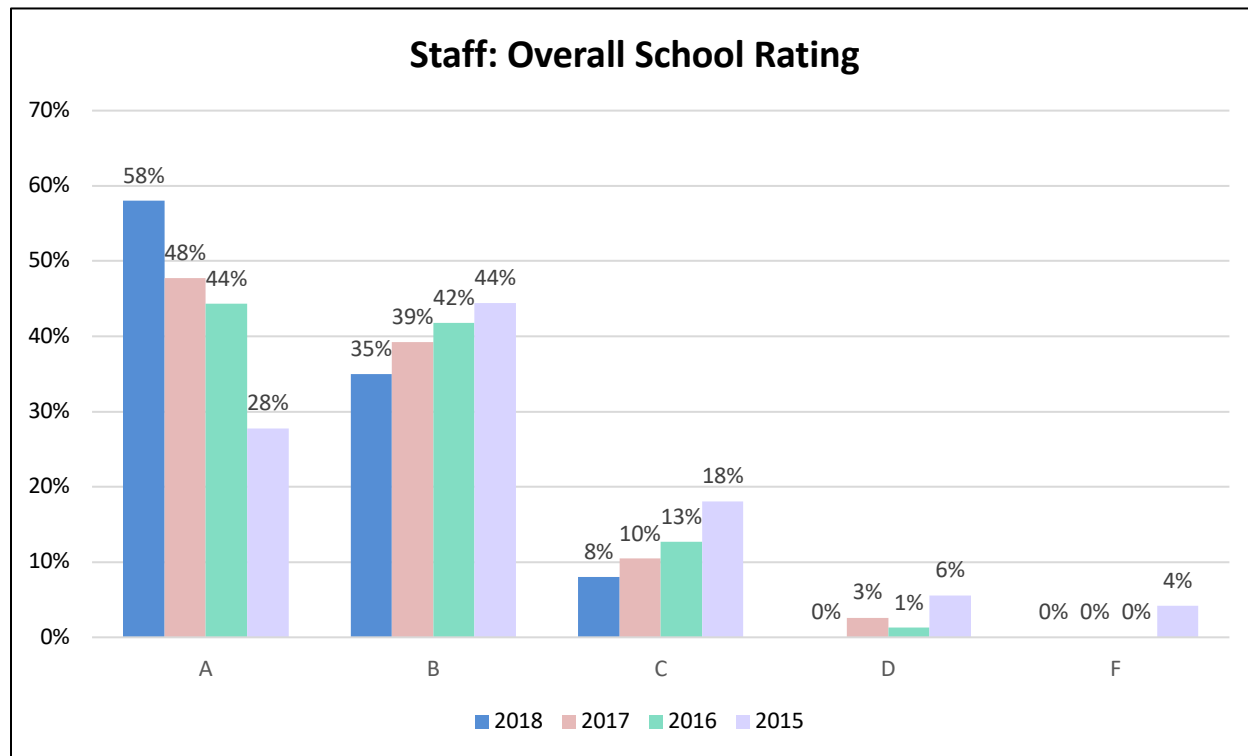
A substantial proportion of 9th grade students responded to the survey (85%) while a smaller proportion of upper-classmen responded to the 10th-12th grade survey (65%). Both response rates were sufficiently high, however, for responses from both surveys to be considered generalizable to all students.

Demographic data for staff and parents (see appendix) indicate that the community of respondents has been relatively stable across the four years included in this report. This demographic similarity suggests that comparing responses across these four years is valid. The student surveys, on the other hand, did not include the same questions as in previous years, so a comparison was not possible and only student data from 2018 is included in this report.

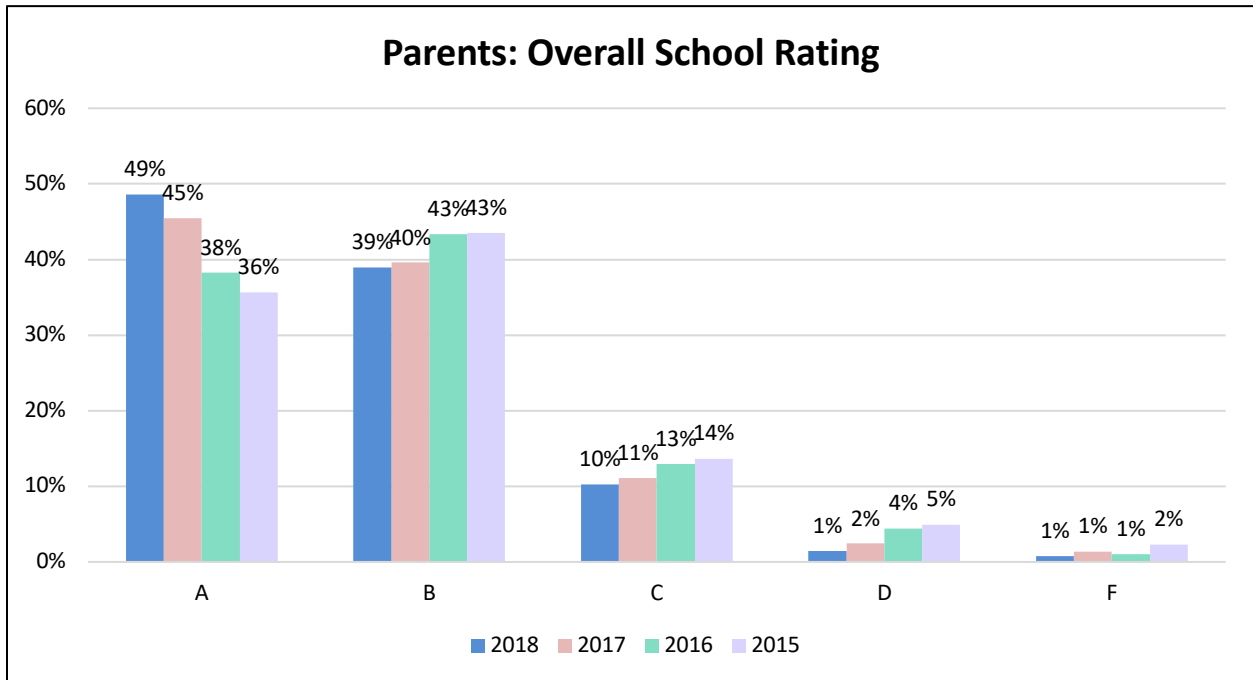
Organization of the Report

We have organized this report into fourteen different sections. The Likert Scale items, along with the open-ended responses from staff, parents and students, are summarized in nine sections. Open-ended questions offered participants an opportunity to comment on both Palisades Charter High School's areas of strength, and opportunities for improvement. Staff also responded to an open-ended question concerning school functioning, and parents responded to a question regarding their children's experiences at PCHS. In addition, results concerning bus services, parental support, and staff professional development are included in individual sections. In the conclusion, we discuss overall trends and provide recommendations for addressing key areas for improvement. Finally, the appendix presents demographic characteristics of the respondents over the course of the four years compared in this report.

Overall School Ratings



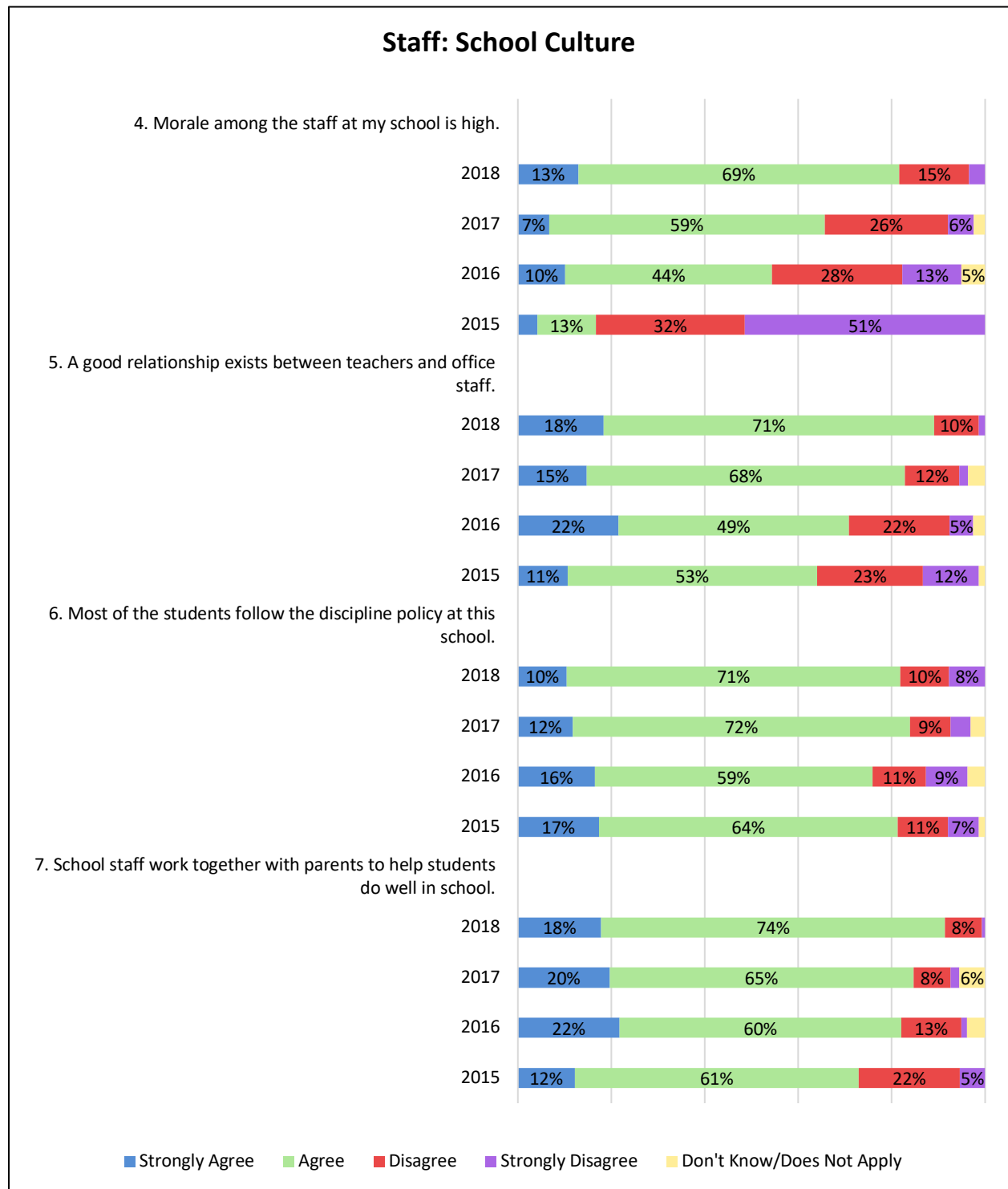
Overall school ratings among Palisades staff have increased since 2015. Fifty-eight percent of staff gave Palisades an “A” rating in 2018 (84 responses), compared to 48% in 2017 (73 responses), 44% percent in 2016 (35 responses), and 28% in 2015 (20 responses). The percentage of “B,” “C,” “D,” and “F” ratings also decreased since 2015: “B” ratings decreased from 44% (32 responses) in 2015 to 35% (51 responses) in 2018. “C” ratings decreased from 18% (13 responses) in 2015 to 8% (11 responses) in 2018 and “D” ratings decreased from 6% (4 responses) in 2015 to 0% in 2018.

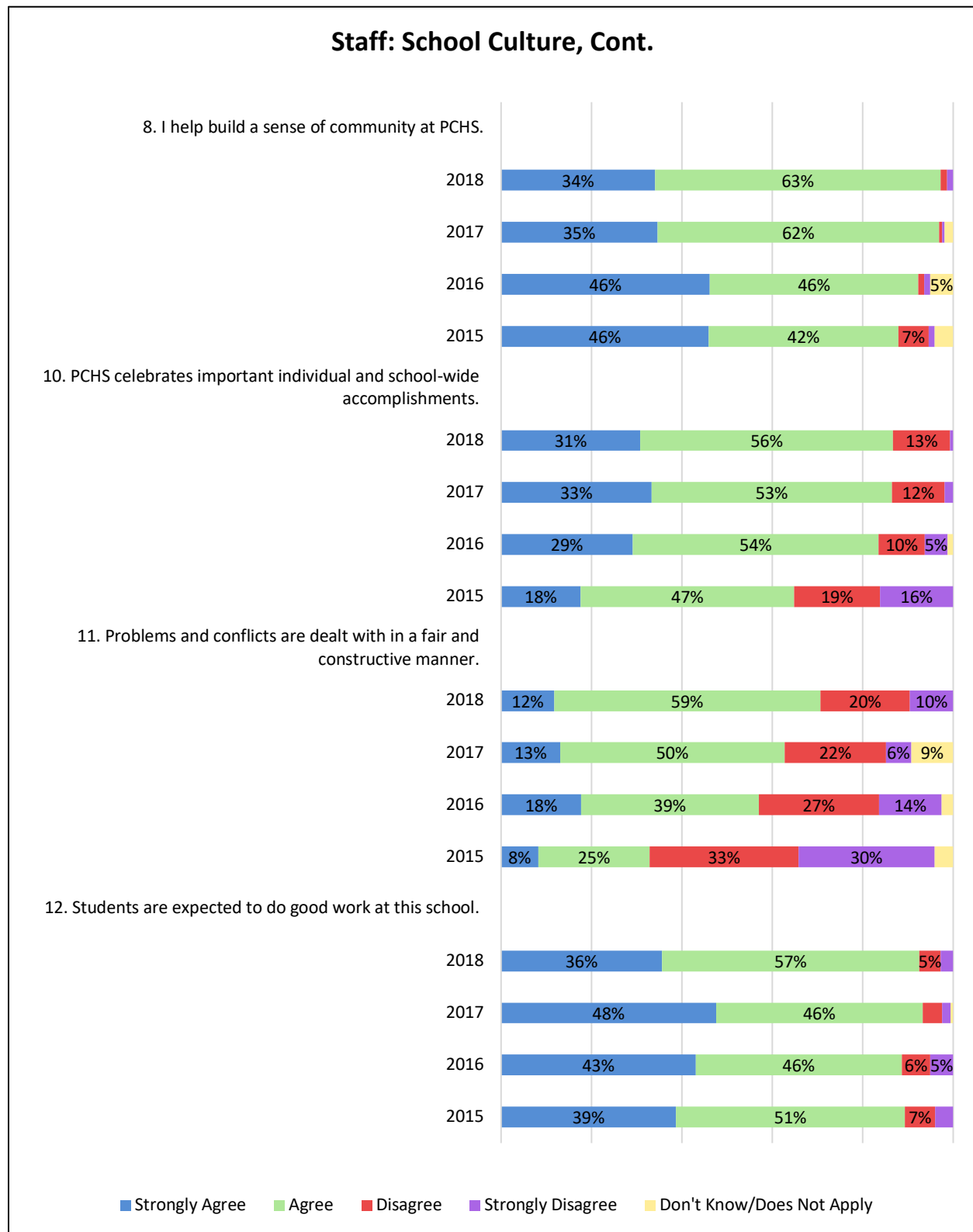


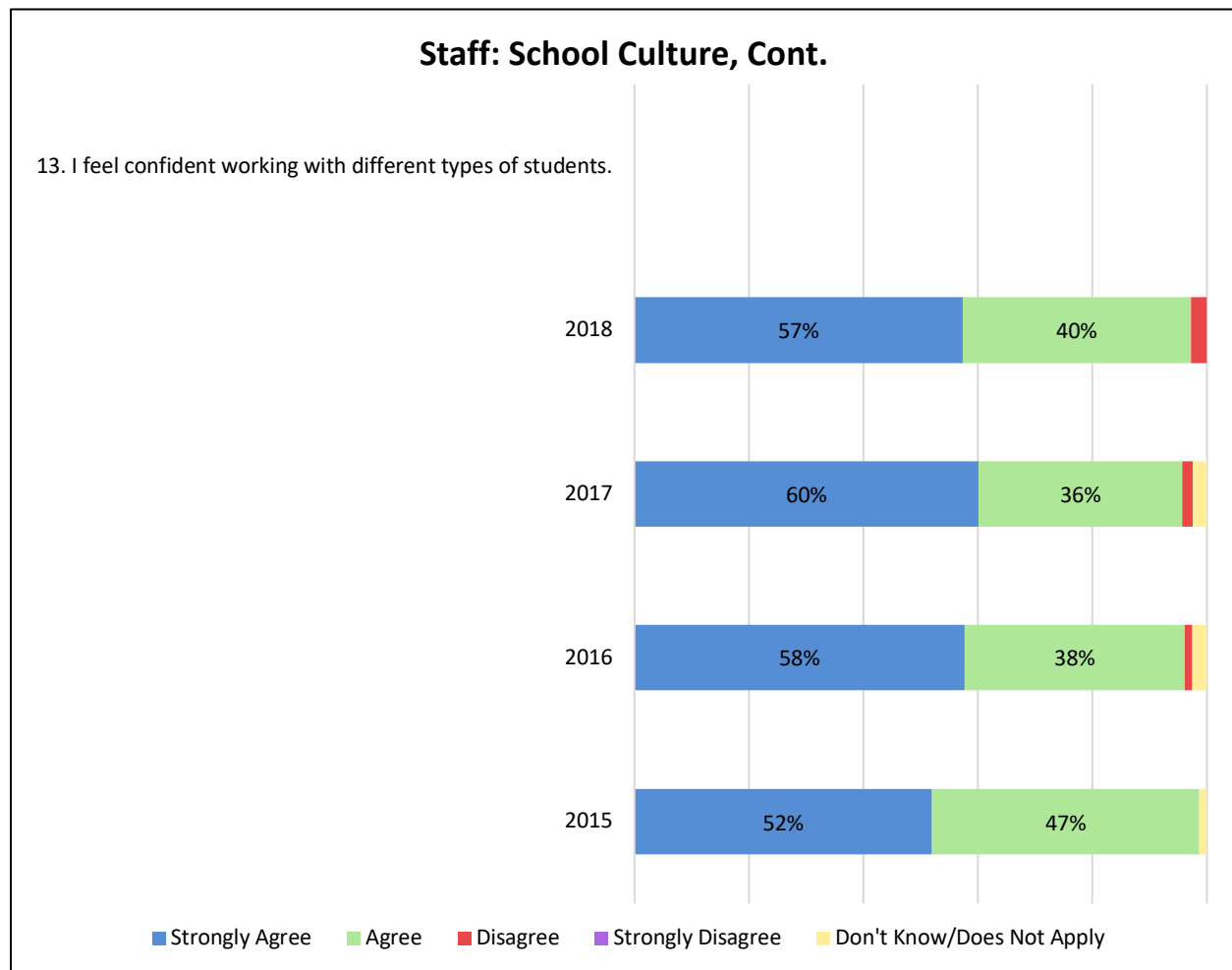
Parents rated Palisades overall very highly, as well as slightly more positively, on average, than in 2015 through 2017. Nearly half of parents gave the school an “A” in 2018 (49% / 266 responses), up from 45% (130 responses) in 2017. Thirty-nine percent of parents (213 responses) gave PCHS a “B” and 10% (56 responses) assigned it a “C”. Only 12 parents (2%) gave PCHS a “D” or “F”.

Staff Survey Results

School Culture

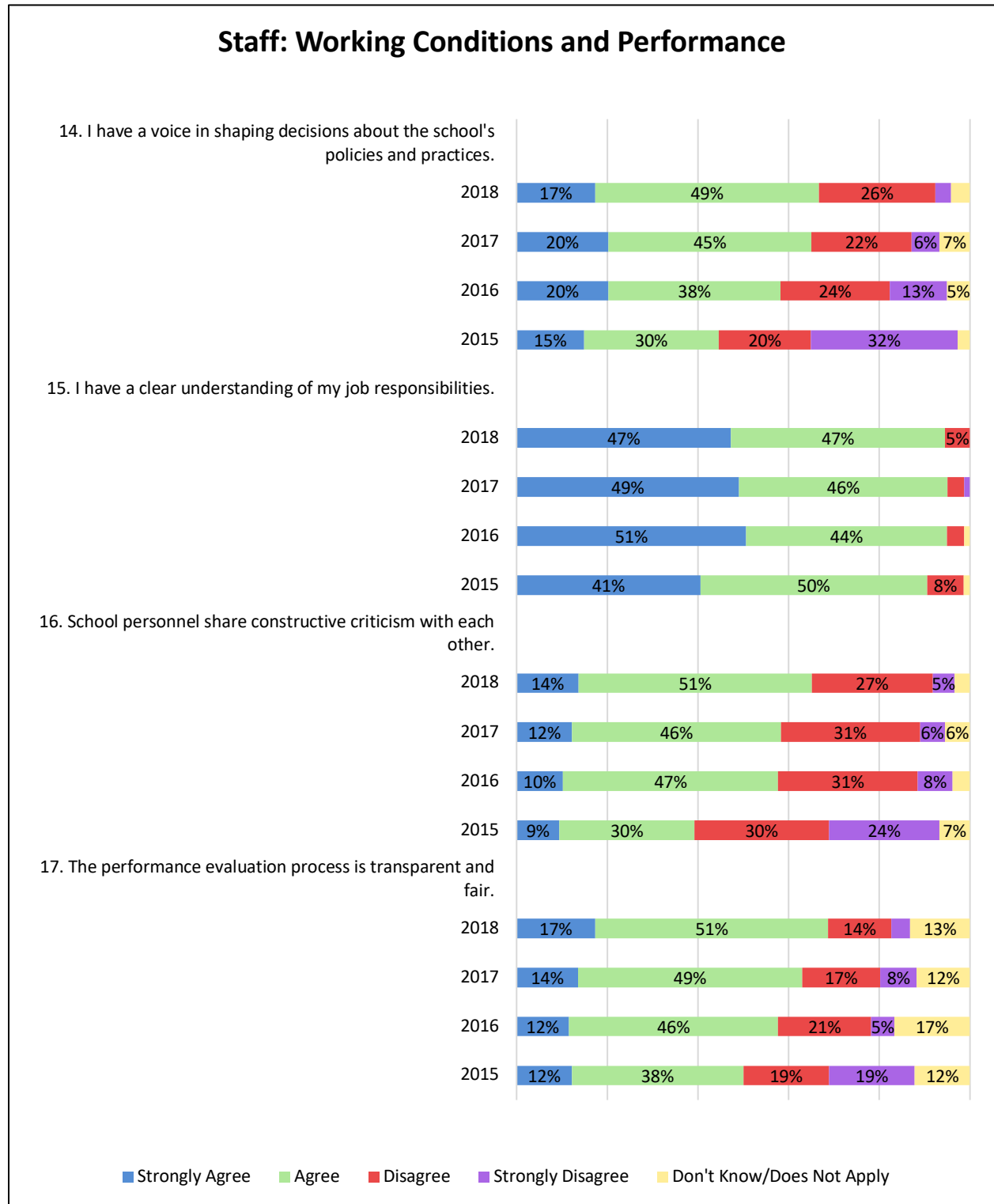


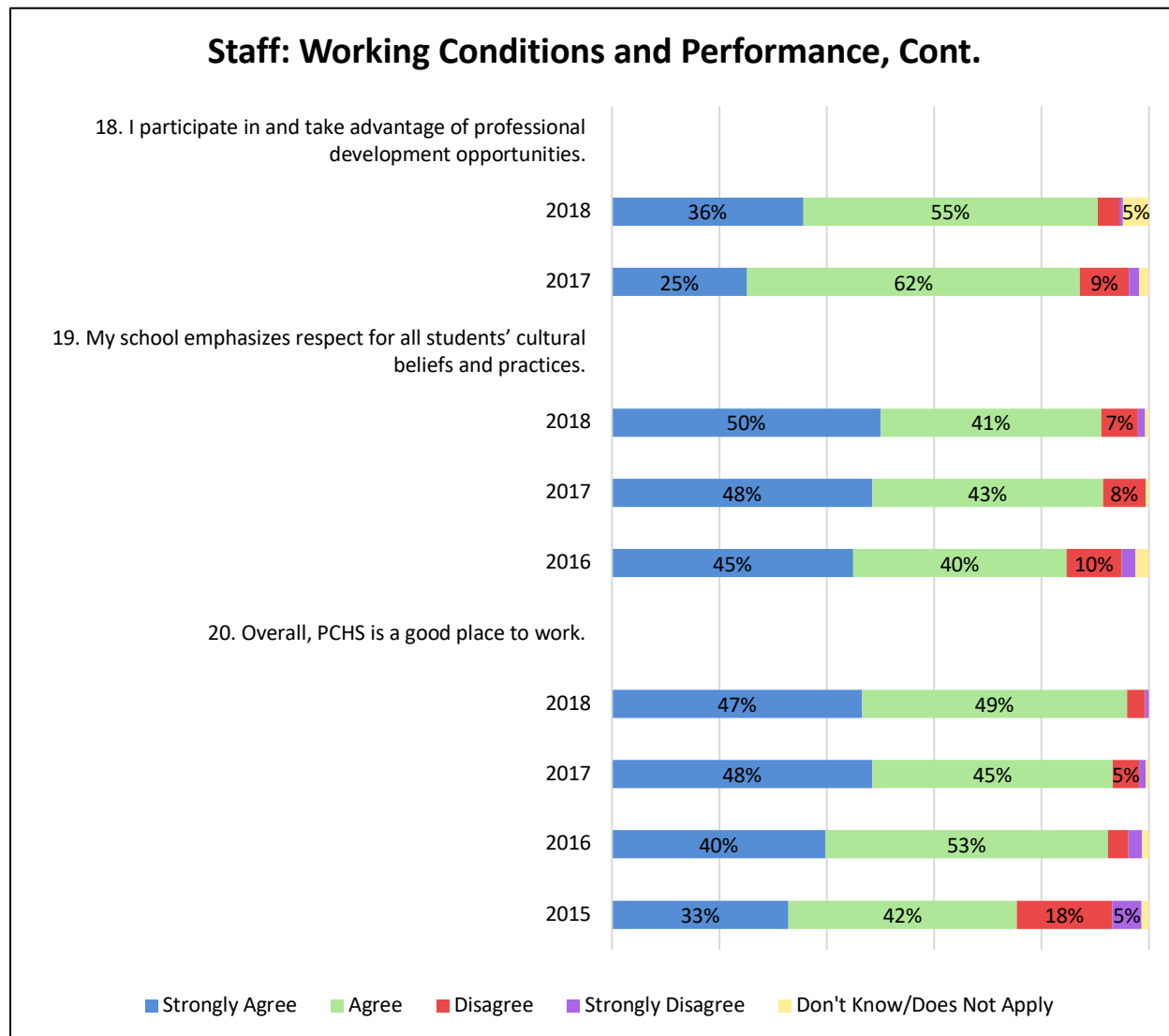




Generally, staff perceptions of school culture at Palisades have become more positive or remained consistently high over the past four years. Most notably, the percentage of staff respondents who agreed that staff morale was high increased from 17% (12 responses) in 2015 to 82% (120 responses) in 2018. The proportion of staff who agreed that a good relationship existed between the staff and office (89% / 128 responses), that staff worked together with parents (92% / 131 responses), that problems and conflicts were dealt with in a constructive manner (71% / 102 responses), and that they helped build a sense of community at PCHS (97% / 139 responses) all increased from 2015 to 2018. Staff have remained consistently positive between 2015 and 2018 when asked if most students followed the school’s discipline policies (81% / 117 responses), if PCHS celebrated individual and school-wide accomplishments (87% / 124 responses), if students were expected to do good work (93% / 135 responses), and if they felt confident working with different types of students (97% / 139 responses).

Working Conditions

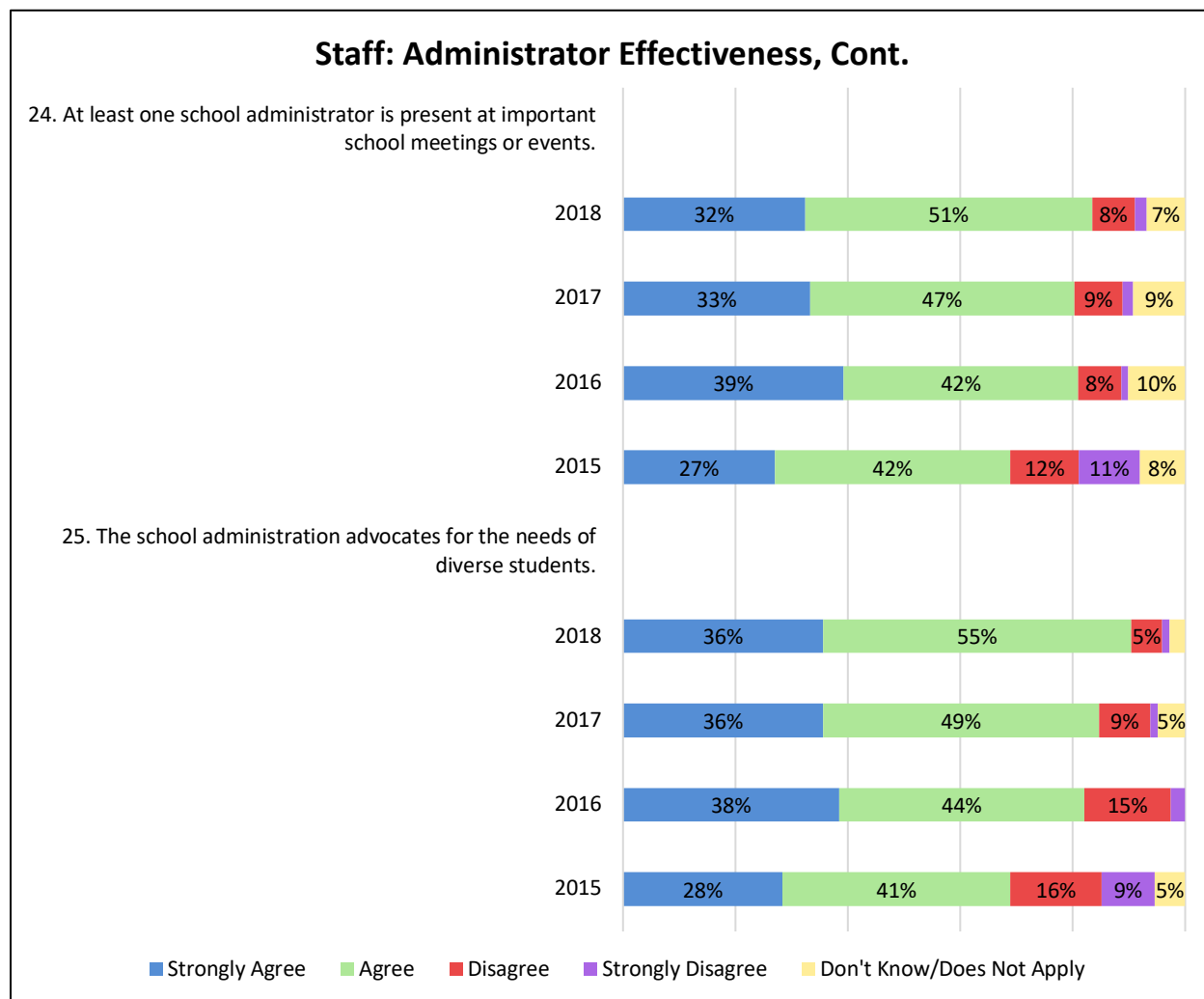




Overall, staff responses to statements concerning working conditions improved between 2015 and 2018. In particular, the vast majority of staff responded consistently that they had a clear understanding of their job responsibilities (94% / 138 responses) and that overall, PCHS was a good place to work (96% / 140 responses). Staff feedback on working conditions also improved significantly in several areas. In 2018, 68% of respondents (99 responses) said that performance evaluations were fair, compared with 50% (37 responses) in 2015. Further, three quarters of respondents (95 responses) said that school personnel shared constructive criticism with each other, compared with 39% of 2015 respondents (29 responses) agreeing with that statement. Despite these improvements from 2015 to 2018, the percentage of staff respondents who felt that they had a voice in shaping decisions about school policies and practices (66% / 96 responses) remained lower than those of other working conditions-related indicators. When asked whether they participated in and took advantage of professional development opportunities, a larger share of staff responded affirmatively in 2018 (91% / 132 responses) than did in 2017 (87% / 142 responses). The percentage of staff who felt that PCHS emphasized respect for all students' cultural beliefs and practices also increased in 2018 (91% / 133 responses) when compared with responses 2016, when the question was introduced to the survey.

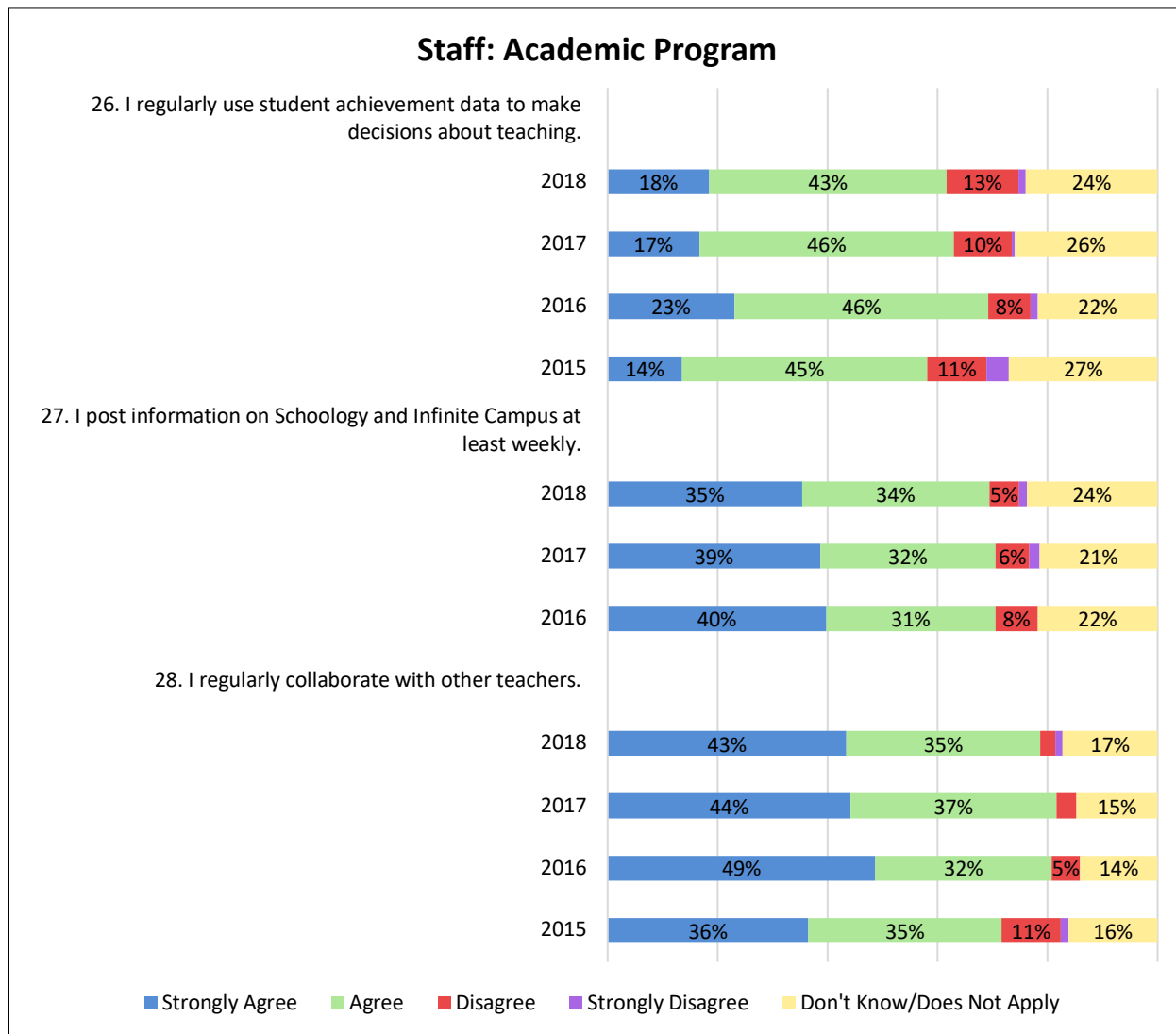
Administrator Effectiveness



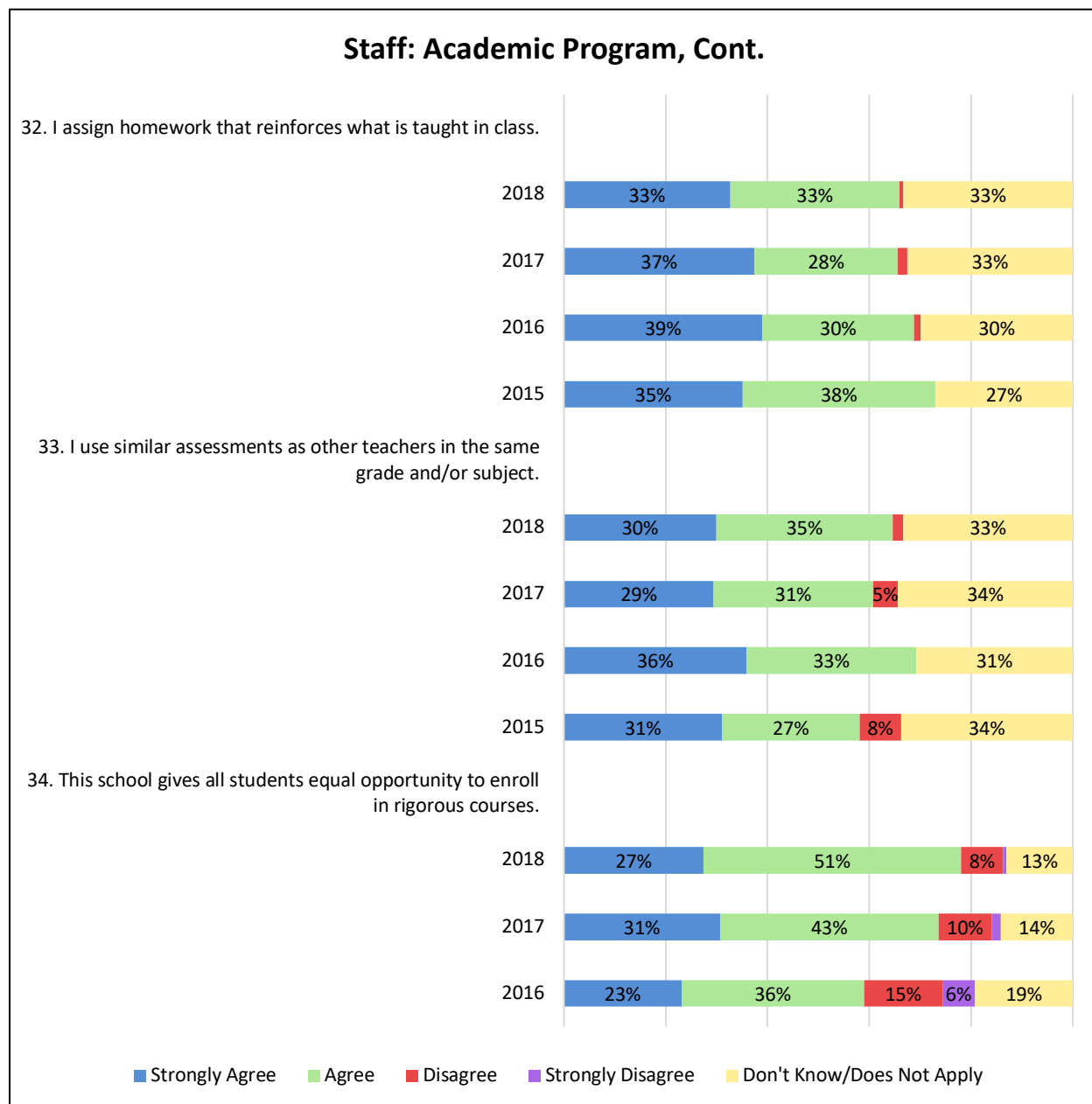


Staff perception of administrator effectiveness at PCHS improved between 2015 and 2018. Staff indicate a perception that administrators have made significant progress on advocating for the needs of diverse students. 91% of staff (132 responses) responded positively to that indicator in 2018, compared to only 69% (51 responses) agreeing with it in 2015. According to staff, administrators also made progress in communication with 74% of staff (129 responses) agreed that administrators made regular contact with teachers in 2018, compared to 48% (36 responses) in 2015. Although staff perception of the administration’s consistency in enforcing school rules improved between 2015 and 2018, responses for this indicator remained more mixed than for others. While 72% of staff (105 responses) agreed in 2018 that administrators consistently reinforced school rules and policies, 27% of respondents (38 responses) disagreed. Finally, staff perception of administrators’ timeliness in dealing with student discipline worsened slightly in 2018 (75% / 108 responses) when compared to 2017 (80% / 131 responses).

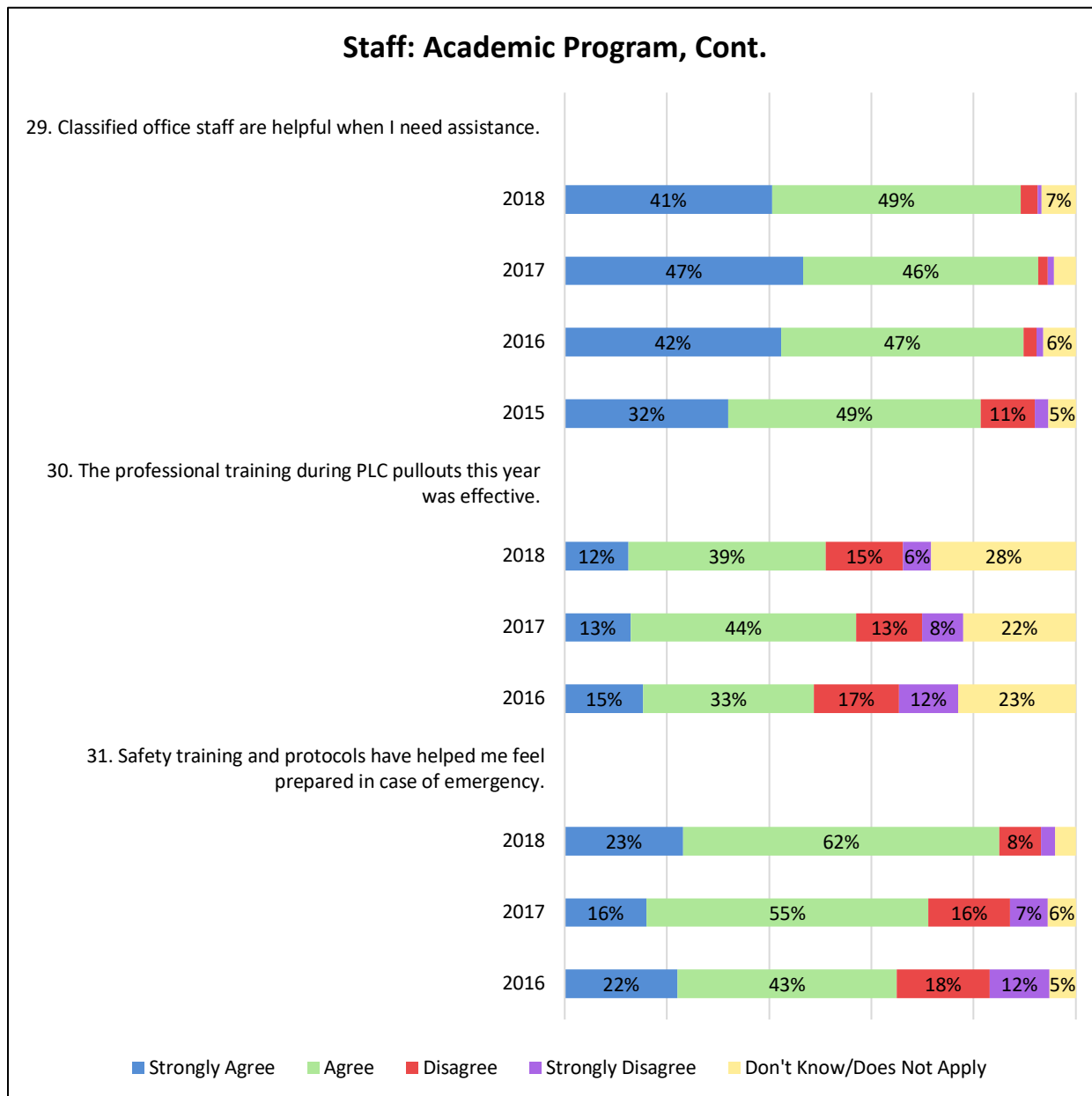
Academic Program



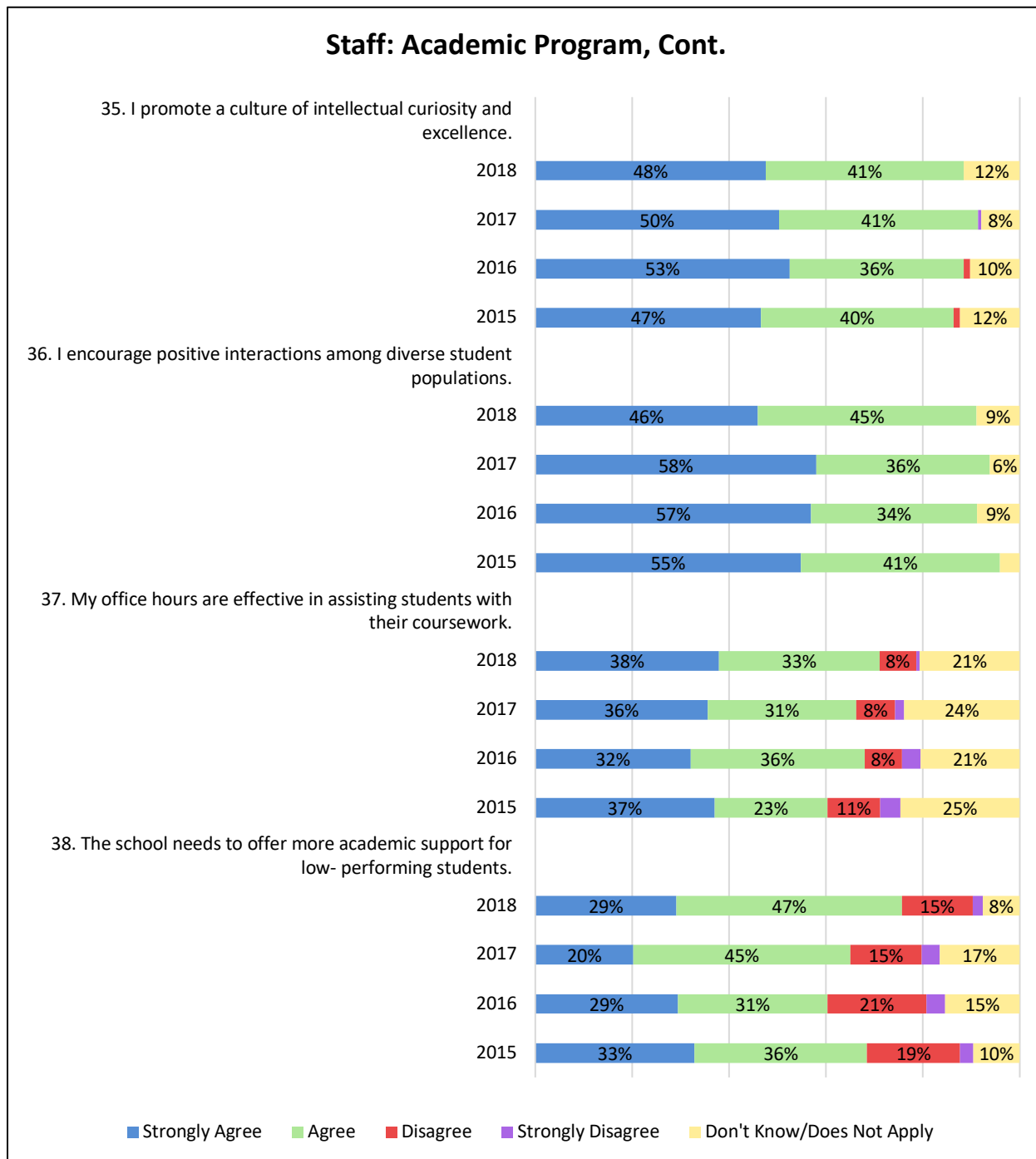
When asked to consider their own teaching practices, teachers responded relatively consistently across the four years compared in this report. The use of student achievement data remains an area for potential improvement with 14% of staff (21 responses) surveyed in 2018 *not* agreeing and nearly a quarter of staff (36 responses) not knowing if they regularly used student achievement data to make decisions about teaching. As in previous years, 69% of staff (102 responses) reported posting at least weekly on Schoology and Infinite Campus in 2018. Additionally, 78% of staff respondents (114 responses) indicated that they regularly collaborated with other teachers.



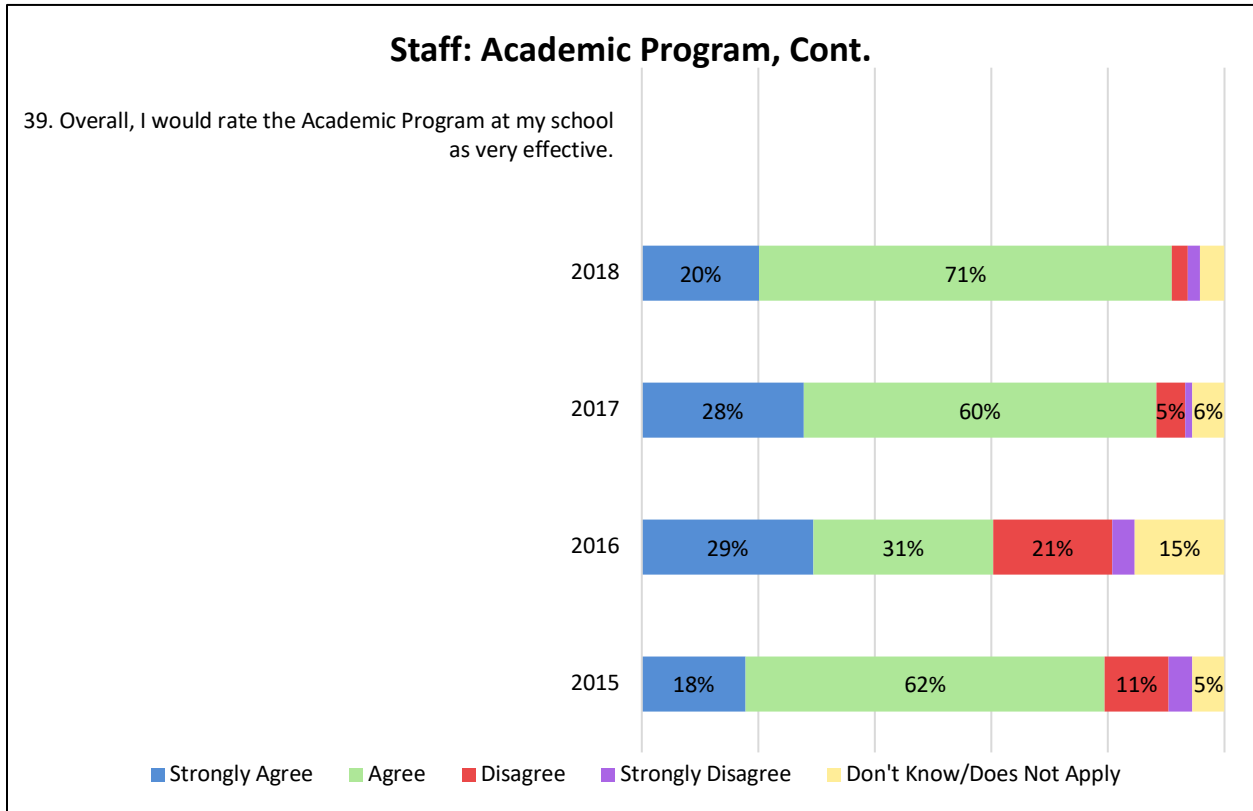
(Cont.) In 2018, only one teacher *disagreed* they assigned homework that reinforced what was taught in class and only three teachers *did not* use assessments similar to those of other teachers in the same grades or subjects. More staff also felt that PCHS gives all students equal opportunities to enroll in rigorous courses in 2018 (79% / 114 responses), compared to in 2017 (74% / 120 responses) and 2016 (59% / 46 responses).



(Cont.) Staff responses were slightly more varied over time in terms of the supports offered to them by PCHS. The share of staff who felt that safety trainings and protocols helped them feel prepared in case of emergency increased in 2018 (85% / 125 responses), compared to responses to a similar statement in 2016 (65% / 50 responses) and 2017 (71% / 116 responses). Similar shares of staff surveyed found PLC pullouts ineffective across comparison years: in 2018, twenty-one percent of staff surveyed (30 responses) disagreed that professional training during PLC pullouts was effective, compared to twenty-one percent (34 responses) in 2017 and twenty-nine percent (23 responses) in 2016.



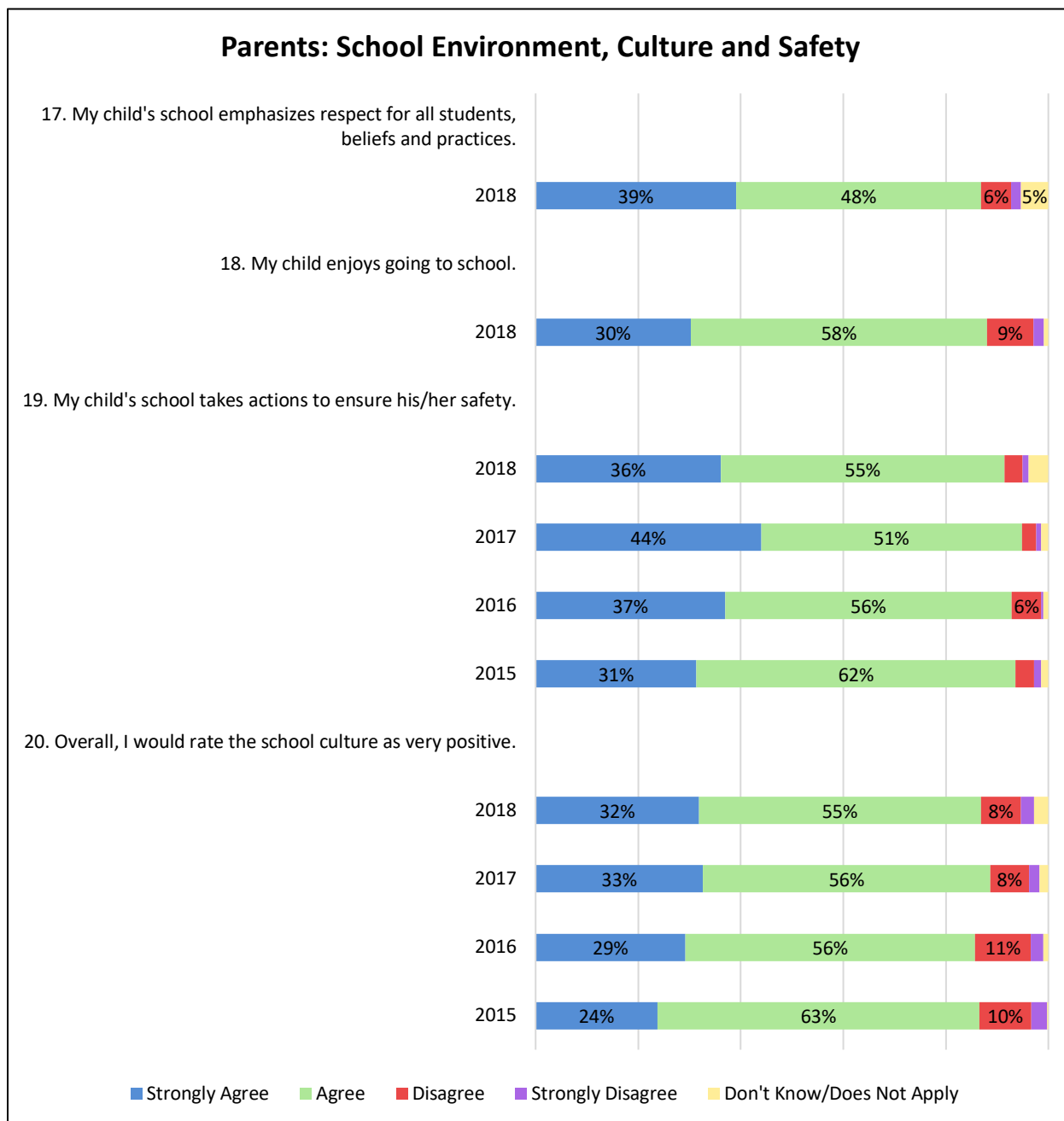
(Cont.) Staff feedback about classroom and school culture also remained relatively consistent across years. In 2018, 89% of staff surveyed (130 responses) agreed they promoted a culture of intellectual curiosity and excellence. Across all comparison years, nearly all teachers felt they encouraged positive interactions among diverse student populations with 91% of respondents (133 responses) agreeing with this indicator in 2018. The percentage of staff respondents who felt that PCHS needed to offer more academic support to low-performing students increased this year, from 65% (50 responses) in 2017 to 76% (109 responses) in 2018. Finally, similarly to previous years, only 9% of staff surveyed *did not* think their office hours were effective in assisting students with their coursework.



(Cont.) Promisingly, the overall staff ratings of the academic program at PCHS have improved across the four years compared in this report. In 2018, 91% (131 responses) of staff agreed they would rate the academic program at their school as very effective, compared with 88% (143 responses) in 2017, and 60% (67 responses) in 2016.

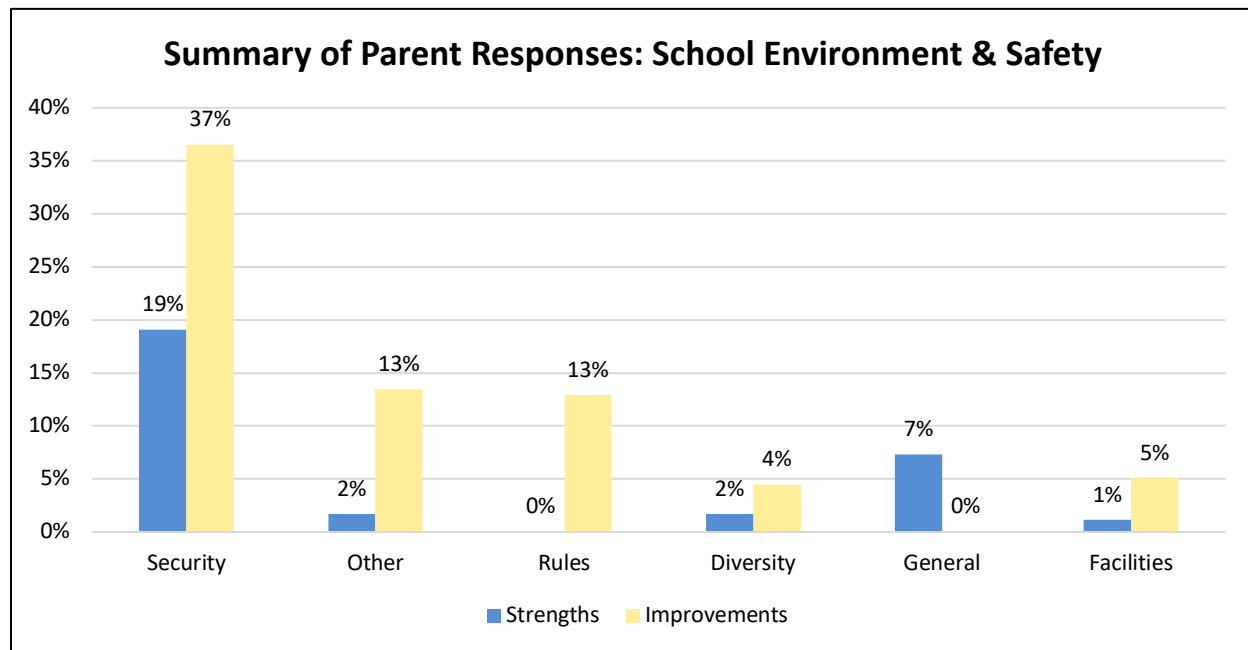
Parent Survey Results

School Environment, Culture, & Safety



As in prior years, parents expressed a very high opinion of the school environment, culture and safety at PCHS. Eighty-seven percent of parents (504 responses) agreed that PCHS emphasized respect for all students, beliefs and practices, and 88% (510 responses) indicated that their child enjoyed attending school. Continuing trends from 2015 through 2017, the vast majority of parents believed the school took action to ensure the safety of their child (91% / 527 responses) and that the overall school culture was very positive (87% / 502 responses).

Overview of Open-Ended Responses: School Environment, Culture & Safety



The above chart categorizes parent comments about the school environment, culture and safety at PCHS by topic and indicates whether the comment was identifying a school strength or offering a suggestion for improvement. Parent comments most frequently discussed school safety and security (56% / 99 responses), with 19% (34 responses) of parents praising current school security and 37% (65 responses) providing suggestions for improving security at PCHS. Fifteen percent of comments (27 responses) discussed ‘other’ topics, with three parents noting miscellaneous strengths and 24 parents addressing areas for improvement. Thirteen percent of parents (23 responses) articulated concerns about enforcement of school rules and discipline. Eleven comments (6%) discussed diversity and inclusion at PCHS. Three parents cited it as a strength and eight parents provided suggestions for improving inclusivity of PCHS. Seven percent of comments (13 responses) expressed general positivity about the environment, culture and safety at PCHS. Finally, 6% of comments discussed the facilities and physical environment, with two comments identifying strengths and nine comments providing recommendations for improvement.

Parents: Do you have any additional comments about your child’s experiences related to the school environment and safety?

Parent 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.

School Security & Safety (99 responses: 34 strengths, 65 improvements)

I appreciate you taking the current environment in the nation with respect to gun violence very seriously and working with faculty and students on safe practices.

I am amazed at how the school provides excellent security with an open campus. Great Job!

School safety is fairly addressed, and I feel like the administration makes sure to share information so that parents are aware of what is happening. However, I feel like the school environment could be warmer and more welcoming.

The beautiful clean campus is treated with pride. The presence of police cruisers is a welcome sight but by no means dominating or aggressive. They just keep the campus safe before during and after school.

I believe necessary steps are being taken. A stronger guard presence would always be helpful. Greater mental health awareness is always needed.

I do not like the idea of closing the campus with chain fences. Students should be trusted and be able to attend a school that doesn't look like a prison.

My kids really dislike having the fence around the school. They feel that not only is it unsightly, but they feel less safe thinking that because a shooter would most likely be a student who can walk in anyway the fence will just hinder escape.

The school needs to be secured by walls or fences and have a gate keeper 24/7.

Anybody can get on campus through the flow of students entering in the morning.

I strongly oppose the militarization/walling-off of our school campus in the name of safety.

Security should be more visible.

Other (27 responses: 3 strengths, 24 improvements)

I like that there is an adult stationed just inside campus to question and direct visitors on campus.

I believe the school responds promptly to problems and then communicates them to parents.

I wish there were more mental health clinics/forums for students.

I cannot believe how many times the new bus company, which started after spring break, has been late with no calls or attempts to explain.

I find some of the administrative people to be less than friendly. It's like they have been dealing with teens for too long and are "over it."

Rules/Discipline (23 responses: 0 strengths, 23 improvements)

The prevalence of drugs is overwhelming to my child.

I hear stories about fights at school and kids doing drugs in the bathroom.

There are too many kids vaping in school.

My son reports that there is a lot of drug use by students that he does his best to stay away from.

General (13 responses: 13 strengths, 0 improvements)

Great neighborhood, great kids, and great staff.

Welcoming, pleasant and safe environment where all students and parents are encouraged to participate and contribute.

Pali is a wonderful school and has very friendly personnel, who are always ready to help.

Facilities/Physical Environment (11 responses: 2 strengths, 9 improvements)

The location near the ocean is very peaceful.

We find that the galvanized fence erected around the school is silly, easy to broach, and looks horrible.

The school needs water bottle refill/filter water stations, clean, working bathrooms, and a/c and heat in every classroom.

Refurbishment of classrooms would be great.

Diversity/Inclusion (11 responses: 3 strengths, 8 improvements)

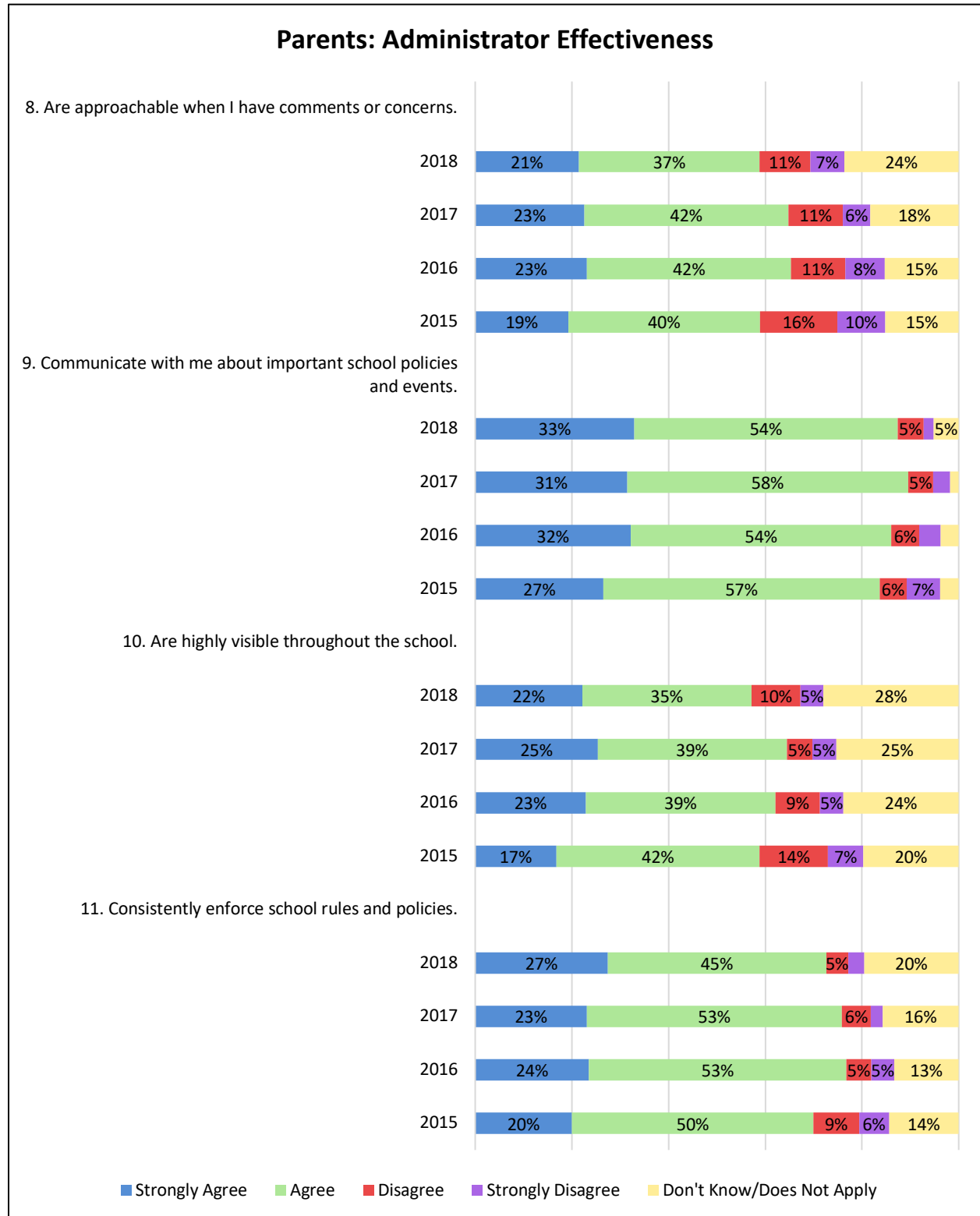
It's remarkable how the students from so many different backgrounds get along and respect each other.

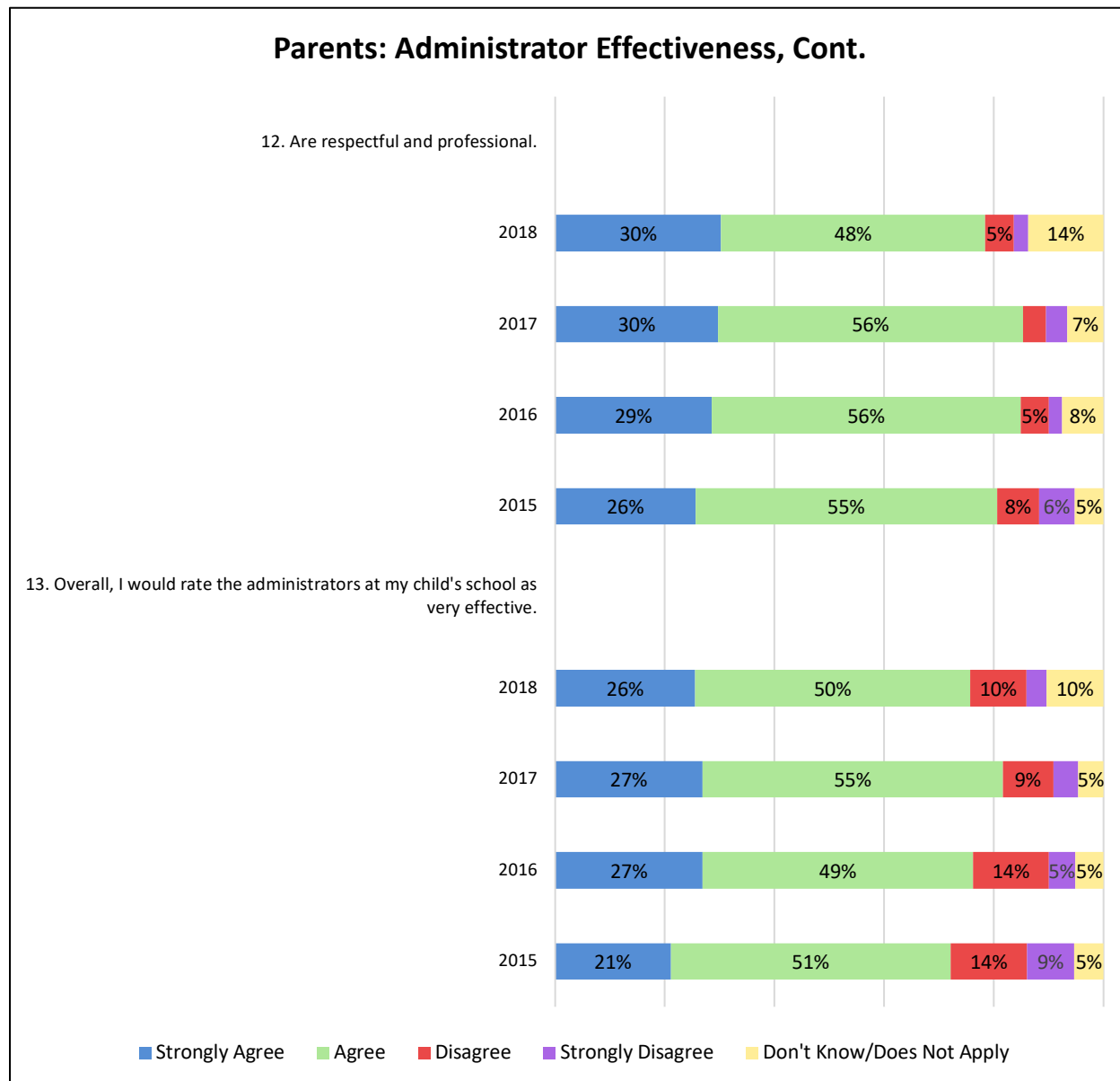
It would be comforting to see women of color and men on campus rather than only in security and catering departments. All ethnicities are not represented fairly on campus in faculty or administration.

We need to be careful about Islamophobia. The media and some family homes don't help so this is not on the school only, but we're not as proactive about dealing with the negativity directed toward Islam and Muslims as we are with prejudices against other faiths or even LGBT people. The school should be proactive about educating against ALL prejudice.

The cheer leaders and the dance team are unrepresentative of the school population. There should be an attempt to diversify.

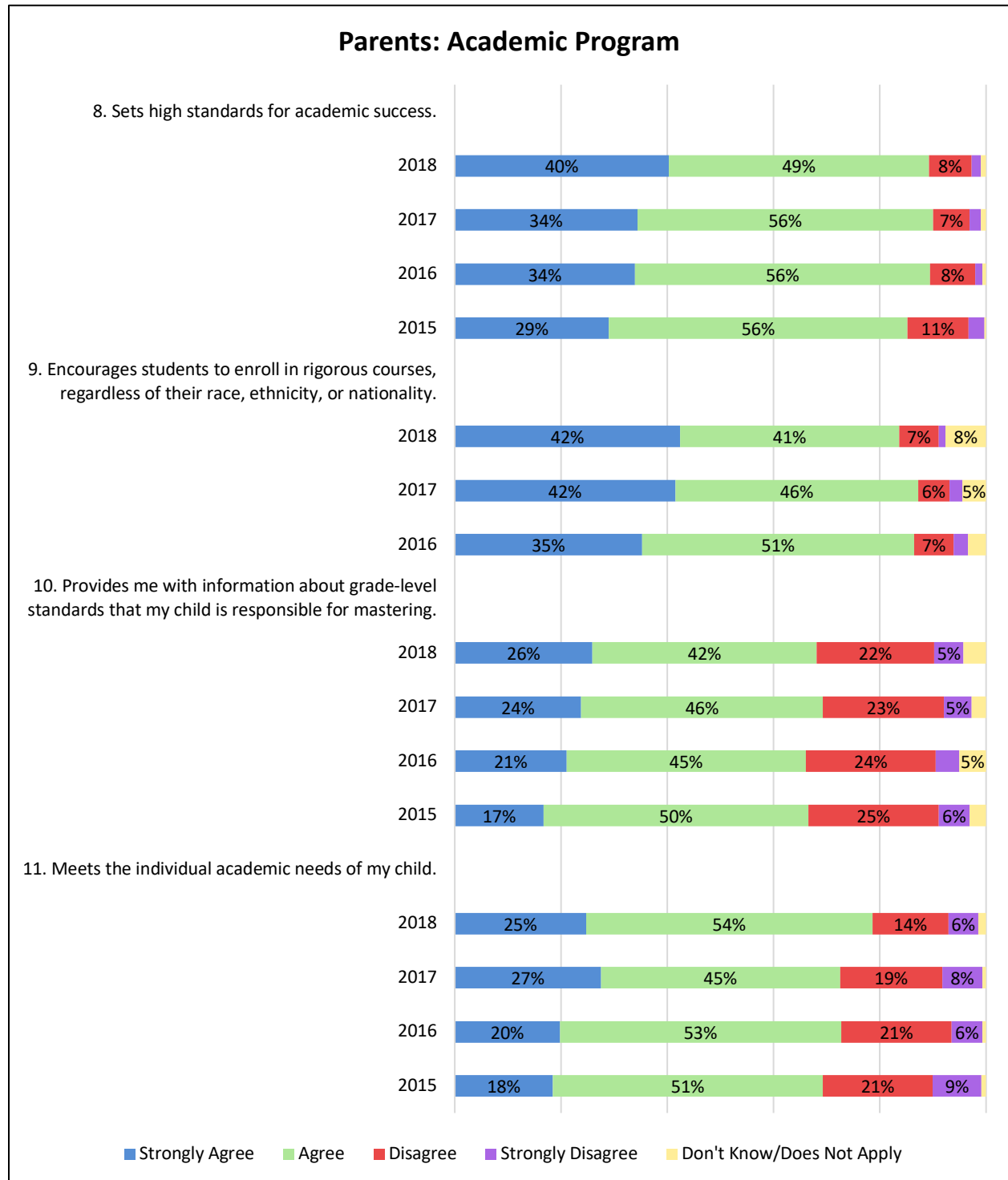
Administrator Effectiveness

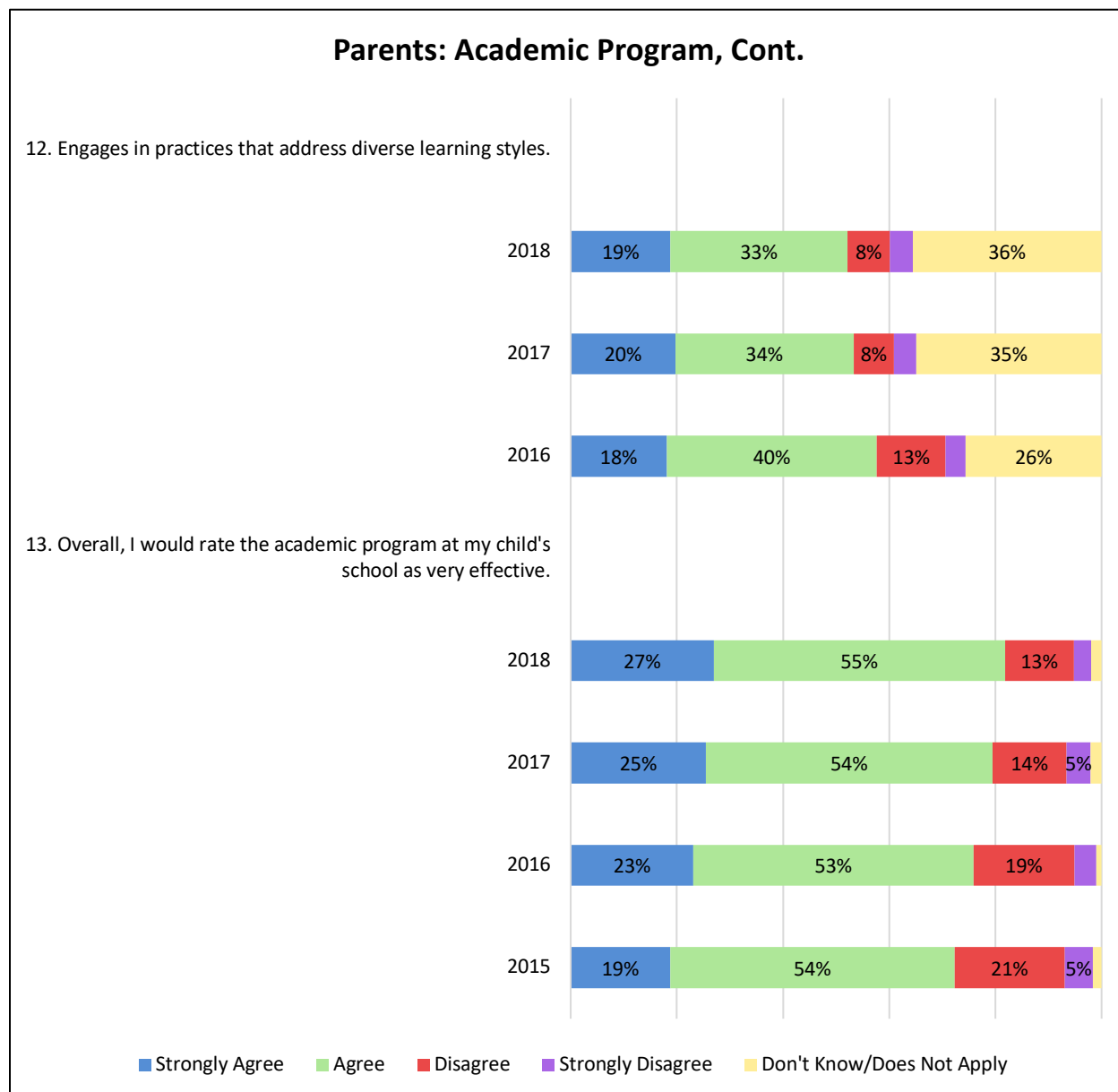




In general, parents reported favorable views about the administration at PCHS, although responses across all indicators were slightly less positive in 2018 than in 2017. As in previous years, most parents agreed the school communicated with parents about important school policies and events (87% / 504 responses), that school rules and policies were consistently enforced (73% / 416 responses), and that administrators were respectful and professional (78% / 451 responses). Some indicators, however, point to potential areas for growth in administrator effectiveness. Only 58% (340 responses) of parents felt the administration was approachable if they had comments or concerns, and only 57% (325 responses) felt that the administration was highly visible around the school. Overall, as in 2017, approximately three-quarters of parent respondents (76% / 436 responses) in 2018 agreed that the administrators at PCHS were very effective.

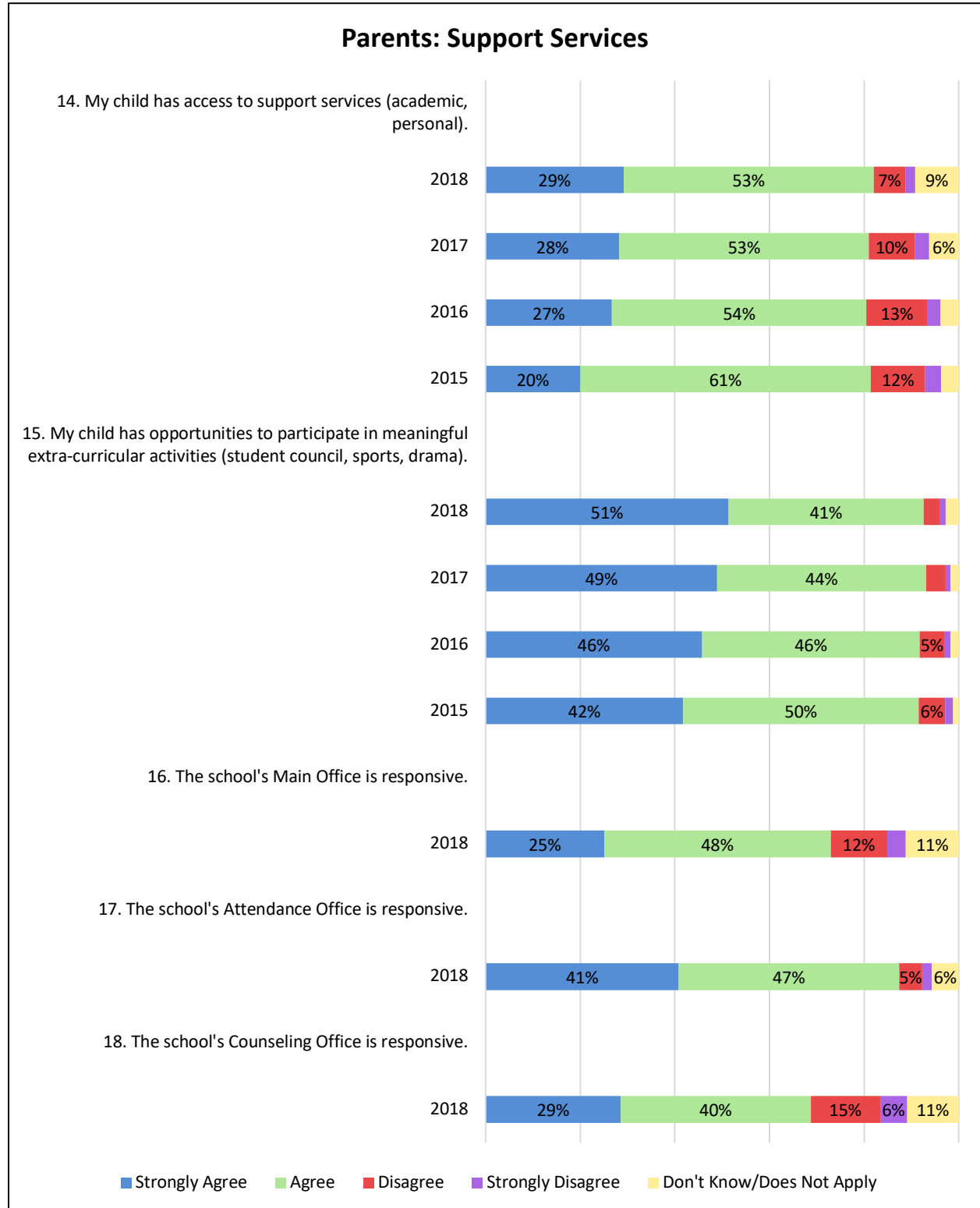
Academic Program

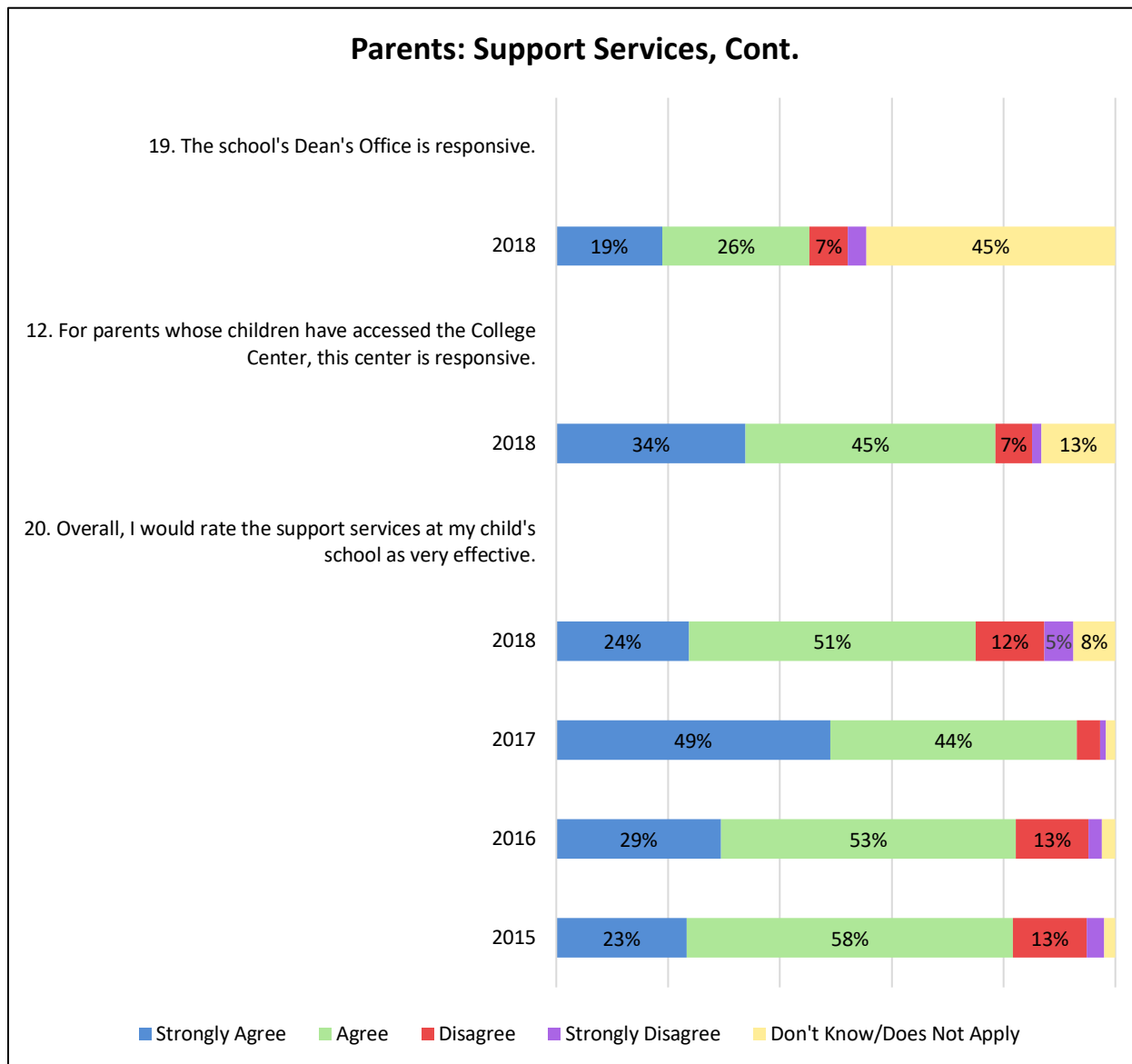




Parent feedback about the academic program at PCHS was generally positive, although some areas for improvement are indicated in their responses. Overall, 82% of parent respondents (328 responses) rated the academic program as very effective, the highest overall approval over the four-years of survey administration. Parents also mostly agreed that the school set high standards for academic success (89% / 357 responses) and that it encouraged students to enroll in rigorous courses regardless of their race, ethnicity, or nationality (83% / 337 responses). Further, slightly *more* parents believed that PCHS met the academic needs of their child in 2018 (79% / 312 responses), than in 2017 (73%). However, one-quarter of parents (111 responses) *did not* agree that they were provided with information about their child’s grade-level standards and only 52% of parents (208 responses) *agreed* that PCHS engaged in teaching practices across diverse learning styles. These indices suggest room for improvement in communication to parents of both the goals and methods of instruction practiced at PCHS.

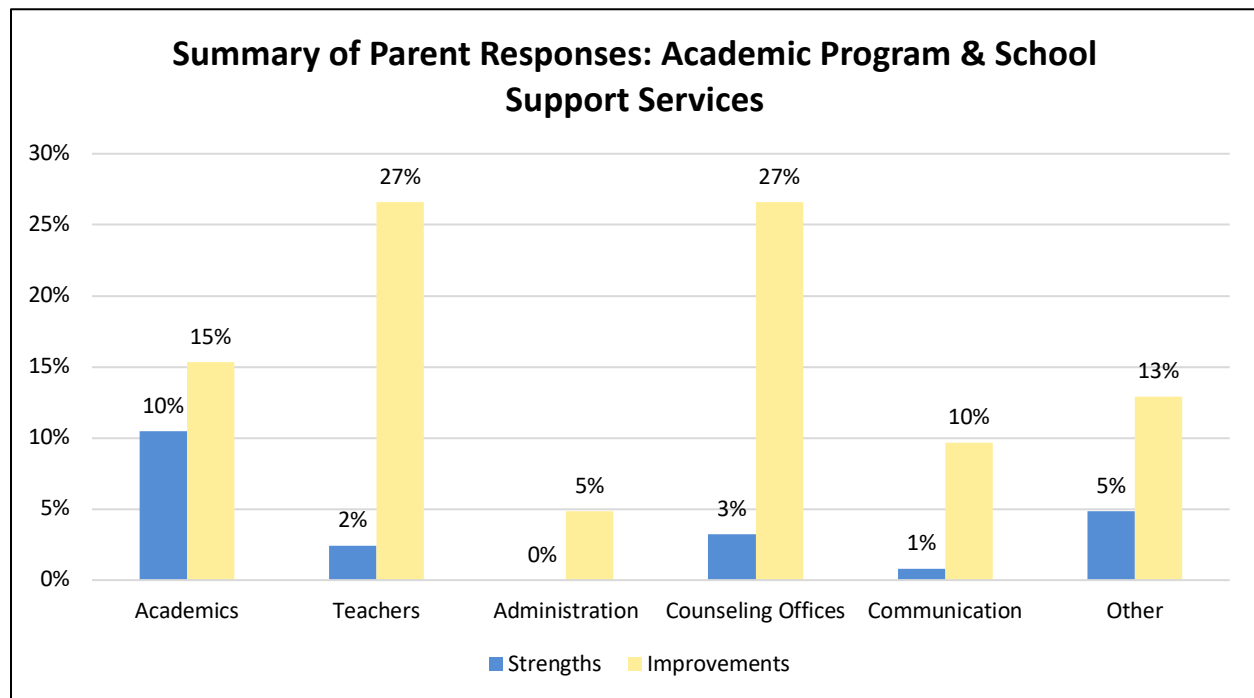
School Support Services





Parents indicated generally positive feelings about the support services offered at PCHS, although responses to some indicators suggested that communication with parents by support-service providers could be improved. Three-quarters of parents (300 responses) agreed that overall, they would rate the support services at PCHS as very effective, down from 93% of parents feeling the same way in 2017, though in line with responses from 2015 and 2016. As in 2015 through 2017 most parents felt their child had access to academic and personal support services (82% / 329 responses) and opportunities to participate in meaningful extracurricular activities (92% / 373 responses). The offices that parents agreed were very responsive included the attendance office (88% / 353 responses) and the college center (79% / 317 responses). Seventy-three percent of parents (294 responses) agreed that the main office was responsive, although 16% of parents (64 responses) *did not* agree with that statement. Finally, 21% of parents (82 responses) *did not* agree the school’s counselling office was responsive. Only 45% of parents (179 responses) felt the Dean’s Office was responsive, although the high proportion of “don’t know” responses (45% / 176 responses) to that indicator suggests that many parents had never attempted to communicate with the Dean’s office.

Overview of Open-Ended Responses: Academic Program & School Support Services



The above chart categorizes parent comments about the academic program and support services offered at PCHS by topic and indicates whether the comment was identifying a school strength or offering a suggestion for improvement. Parent comments most frequently discussed the counselling offices (30% / 37 responses), with 4 parents praising counselling services at Palisades and 33 parents offering suggestions for improvement. The second most frequently discussed topic was the teaching staff (29% / 36 responses), with 3 parents identifying strengths and 33 commenting on areas for improvement. Parents most frequently praised the academics at PCHS (10% / 13 responses), although 15% of comments (19 responses) still identified areas for growth in the academic program. Eighteen percent of comments discussed ‘other’ topics (5% / 6 responses identifying strengths; 11% / 16 responses giving suggestions). One parent identified school communication as a strength while 12 comments (10%) offered suggestions for improvement in that area. Finally, six parent comments (5%) identified concerns with the school administration.

Parents: Do you have any additional comments about your child’s experiences related to the academic program and school support services.

Parent 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.

Counselling Offices (37 responses: 4 strengths, 33 improvements)

The College Center is amazing!

In general, I don't believe the school counseling office pushes students to excel. Rather it is the families and some of the teachers that must do so.

The College Center is behind in updating my child's record, which makes it difficult to use the college search tools effectively as they are in part based on grades and test scores that still have not been entered in my child's record.

The College Center cannot possibly accommodate the needs of 700 students with the number of counselors they have.

Emotional counseling was not effective for my child and there is no follow through. Academic counseling is seemingly too busy and difficult to access.

If I could wave a magic wand I wish the counselors had more time to call the students in to their offices to get to know them and help them reach out. Sometimes kids are very shy at this age, and we know the counselors are overloaded. By senior year, the college counselors do a wonderful job in helping students launch their college adventures.

Teachers (36 responses: 3 strengths, 33 improvements)

The teachers are so kind and caring. They are always there for my child.

I feel the math program at the school has challenges in the quality of teachers and in their support for students. My son has struggled to be successful in the math courses at Pali and has had to turn to outside sources to meet his math needs.

Teachers seem more concerned with getting through the curriculum than with helping students understand and learn. My son is an honors student, straight 'A's all his life, and when he needs to hear parts of a lesson explained, the teachers are not willing to help. I fear for kids who are really struggling.

We have a terrible math department even though is a significant subject. The head of the math department is extremely defensive and closed to criticism while the teachers are careless, unprofessional and not qualified.

Academics (25 responses: 13 strengths, 19 improvements)

We feel fortunate to be able to attend public school of this caliber.

All I can say is that our child is incredibly motivated, and is taking a lot of AP classes, and is quite happy here!

The math program at Pali needs to be looked at. My child receives very little or poor instruction.

I feel the great majority of classes, apart from AP classes, do not properly prepare the students for the rigor of college.

Other (21 responses: 6 strengths, 16 improvements)

It a great school and has a very good athletics programs for the students.

I recommend this school for its equal treatment toward all student who enter with an open mind for higher education.

More attention/resources should be allocated to both the psychological and physical health of all students.

There needs to be more understanding of African American male students.

My child has special needs and prone to forgetting things or losing things. However, the school is too strict with their "no drop-offs" policy and this often hinders his academic success.

There should be more college visit days for Juniors and Seniors in the Fall.

Communication (13 responses: 1 strength, 12 improvements)

For the most part, everyone at Pali has been responsive when we've e-mailed or called the school about various issues. I think my daughter feels comfortable with what is available to her and with talking to the administration and staff if she needs anything.

My student's communication with her counselor, as well as the Athletic Director, has been less than ideal.

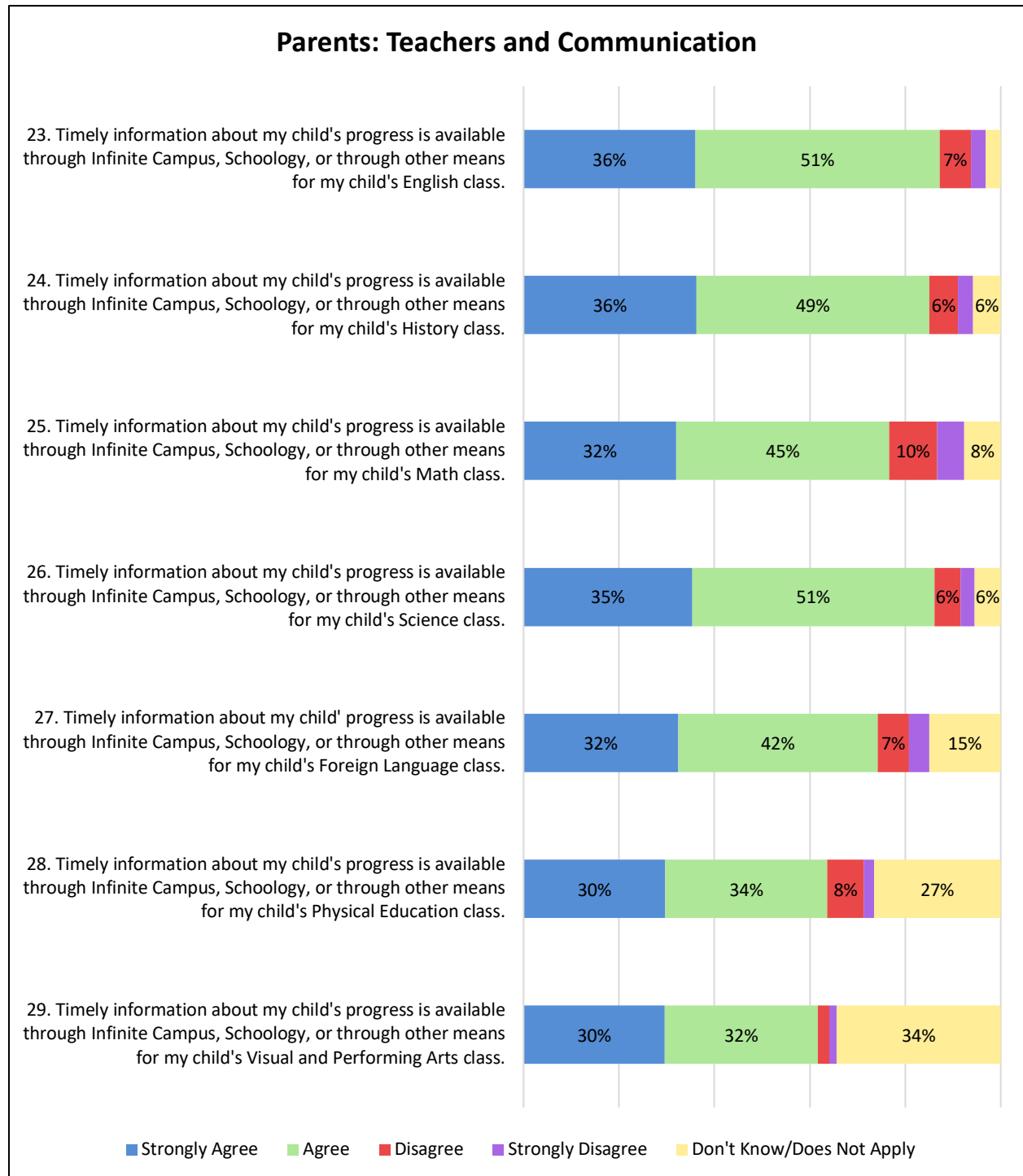
While there are resources on campus, the accessibility to teachers and their support of individual student needs varies widely.

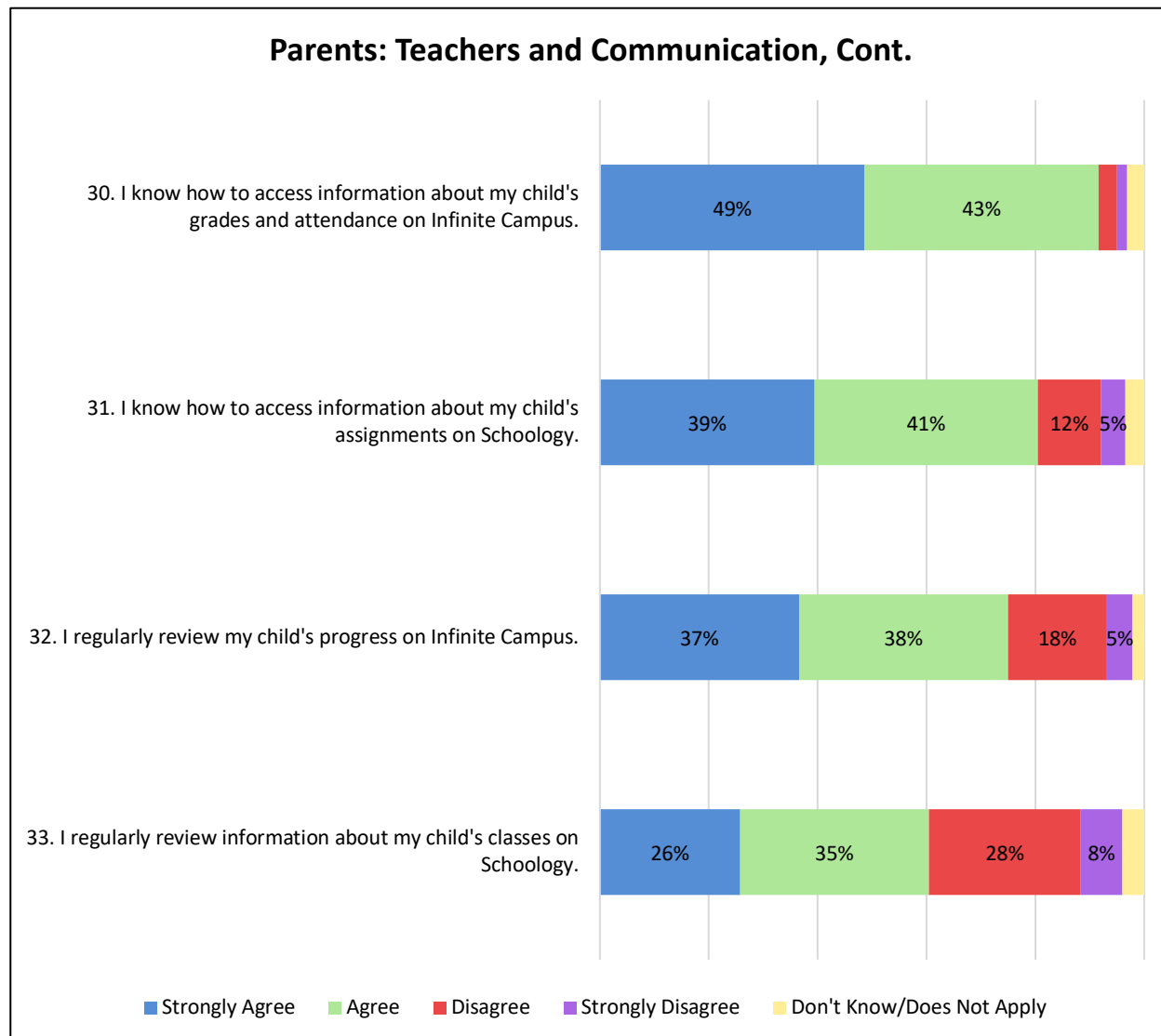
Administration (6 responses: 0 strengths, 6 improvements)

All front office staff, deans, and counselors at Pali aren't helpful. There's no support.

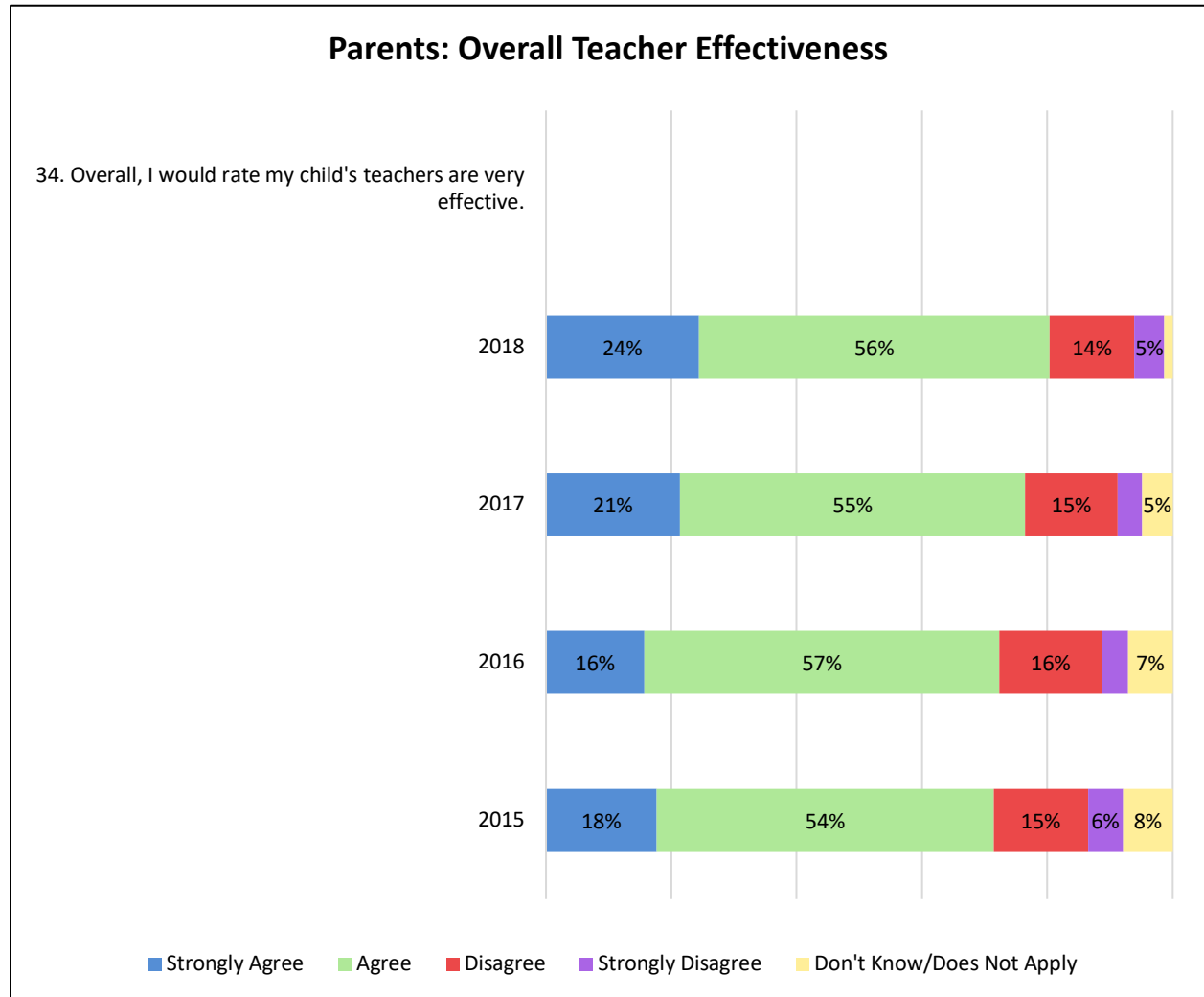
The dean is not very responsive.

Teacher Effectiveness



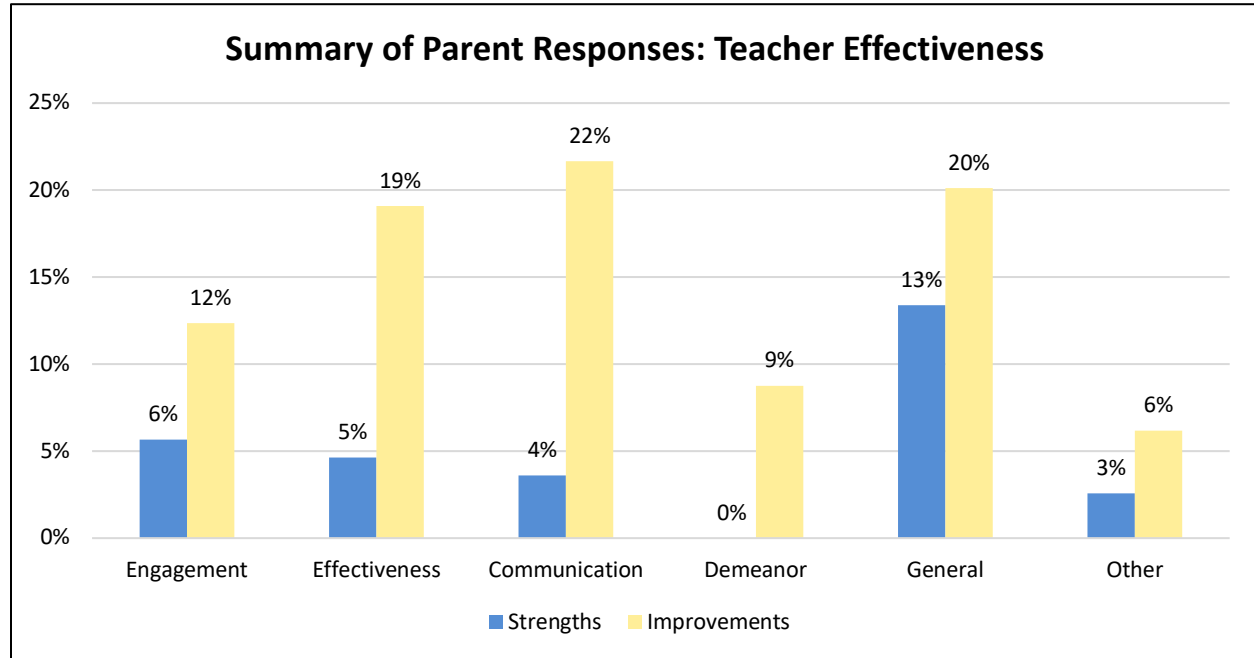


Parent responses indicated a high level of awareness and a moderate level of usage of online platforms for communication about their child’s academic progress. Parents mostly agreed with that timely information about their child’s progress was available to them via Infinite Campus, Schoology or other means for their child’s English class (87% / 334 responses), science class (86% / 329 responses), history class (85% / 324 responses), math class (77% / 292 responses) and foreign language class (74% / 282 responses). A smaller proportion of parents agreed with that statement for their child’s physical education class (64% / 242 responses), and visual and performing arts class (62% / 233 responses). Nearly all parents knew how to access information about their child’s grades and attendance on Infinite Campus (92% / 348 responses), though only 75% of parents (285 responses) said that they regularly did so. Finally, 80% of parents (304 responses) indicated knowing how to access information about their child’s assignments on Schoology and 61% (228 responses) stated that they regularly did so.



Parent responses on overall teacher effectiveness have remained consistently positive over the past four years. In 2018, 80% of parents (303 responses) agreed that, on the whole, their child’s teachers were very effective, a slight increase from the 76% (218 responses) of parents who expressed the same belief in 2017. As in 2017, 19% of parent respondents (69 responses) *did not* agree that their child’s teachers were very effective.

Overview of Open-Ended Responses: Teacher Effectiveness



The above chart categorizes parent comments about the effectiveness of their child’s teachers by topic and indicates whether the comment was identifying a school strength or offering a suggestion for improvement. A third of all comments were general (65 responses), with 26 parents commending teachers as a strength of PCHS and 39 offering suggestions for improvement. Parents also frequently commented on communication, with 19% of comments (49 responses) indicating it as an area needing improvement. Seven parents (4%), however, commended teacher communication as a strength. Nineteen percent of parents (37 responses) stated that teacher effectiveness could be improved while 5% of comments (9 responses) felt that teacher effectiveness was already a strength. Further 6% of parents (11 responses) stated that teachers were engaged with students, while 12% of comments (24 responses) expressed a concern that teachers were not invested enough in their students. Finally, 17 respondents (9%) discussed ‘other’ aspects of teacher effectiveness and identified teacher demeanor as an area for improvement.

Parents: Do you have any additional comments about your child’s experiences related to the effectiveness of their teachers?

Parent 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.

General (65 responses: 26 strengths, 39 improvements)

Teachers are the heart - and best part! - of Pali.

There are some absolutely wonderful teachers, but unfortunately far too many who are totally ineffective, uninterested, and uninspiring.

The teachers are a mixed bag as usual. It really depends upon the class. English/history are great. Extensive writing should be done at ALL grades with good teachers who specialize in writing and who return papers timely. Again

math/foreign language needs work. The homework load needs to be more evenly distributed. Sometimes it is really heavy for a few weeks and then none, then heavy again, then none.

The math and foreign language departments are terrible and need to be improved. The quality of the instruction is subpar.

As we had heard prior to beginning at Pali, my daughter's math instructor has been the weakest instructor

Communication (49 responses: 7 strengths, 42 improvements)

I wish teachers made clear on one of the school websites what the class schedule is ahead of time and when assignments are due to help with planning.

Some teachers do not respond to emails.

Grades are never updated so looking at Infinite Campus causes great anxiety because it is never current.

At times, especially the first semester, my son has done very poorly with absolutely no communication from his teachers. There was not one comment on his report card regrading anything, at all. Additionally, there is very little feedback given on assignments. Sometimes you can learn from your mistakes, but he never learns from his returned work what his mistakes were. I find this absurd in supposedly such a good school.

Effectiveness (46 responses: 9 strengths, 37 improvements)

What my child has learned in English and in media has been life changing for him this year.

Teachers provide good support and are willing to help students master their subject.

The math teacher gives very little instruction, sends homework with no lesson, and only teaches after they struggle with the homework.

The mathematics teachers are very ineffective in teaching kids. Please hire a strong mathematics faculty - it is a very important subject for everything that comes after high school.

My child doesn't feel they're all equally effective teachers. He has a very high opinion of his math teacher and low opinion of his Spanish teacher but seems to do fine regardless.

Engagement (35 responses: 11 strengths, 24 improvements)

My child has had good experiences with all his teachers this year. They have been energetic and caring.

The teachers are incredible, helpful and love teaching, and we enjoy the school. It's an honor sending our kids here.

Teachers have been supportive and accessible, going above and beyond even to write recommendation letters.

We have had a very mixed experience. Some teachers are engaged and inspiring, but a fair percentage are neither.

Many teachers do not put in a lot of effort. There seem to be a lot of substitutes and my students report watching movies.

Other (17 responses: 5 strengths, 12 improvements)

Virtual academy is amazing.

Music has been phenomenal including marching band, drum line, concert band and wind ensemble.

Why does Pali High use both Infinite Campus AND Schoology?

Infinite Campus/Schoology grade and assignment info lags and is incomplete.

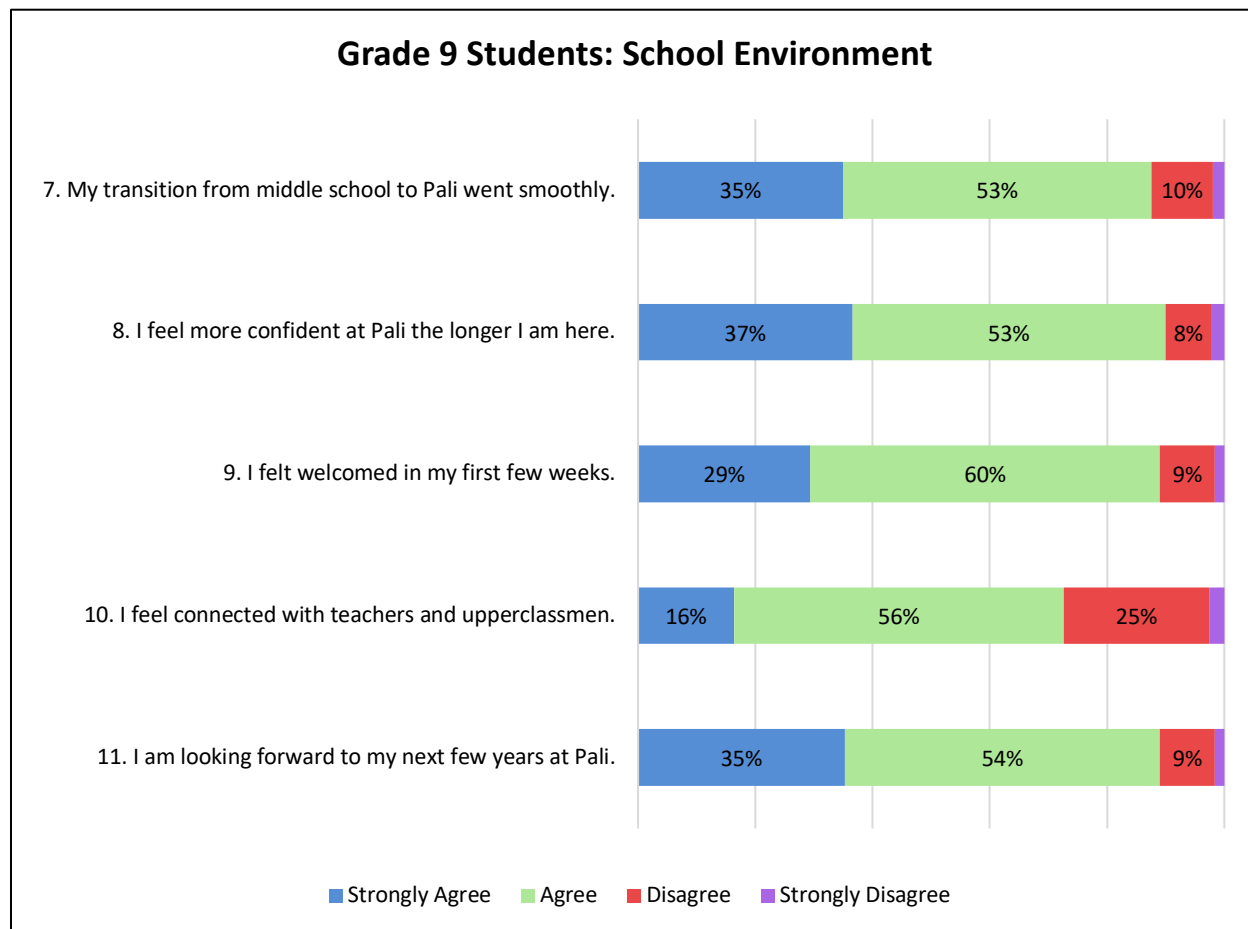
Demeanor (17 responses: 0 strengths, 17 improvements)

Some teachers are engaged and invested in teaching. Other teachers are belittling and shaming. Some teachers are not organized, and class time is spent with kids watching movies on their computers.

It seems that a few teachers tend to be negative and angry with their class/students. Not sure if this is due to class sizes being too large, teacher burn out, teaching loads being too heavy or personal issues.

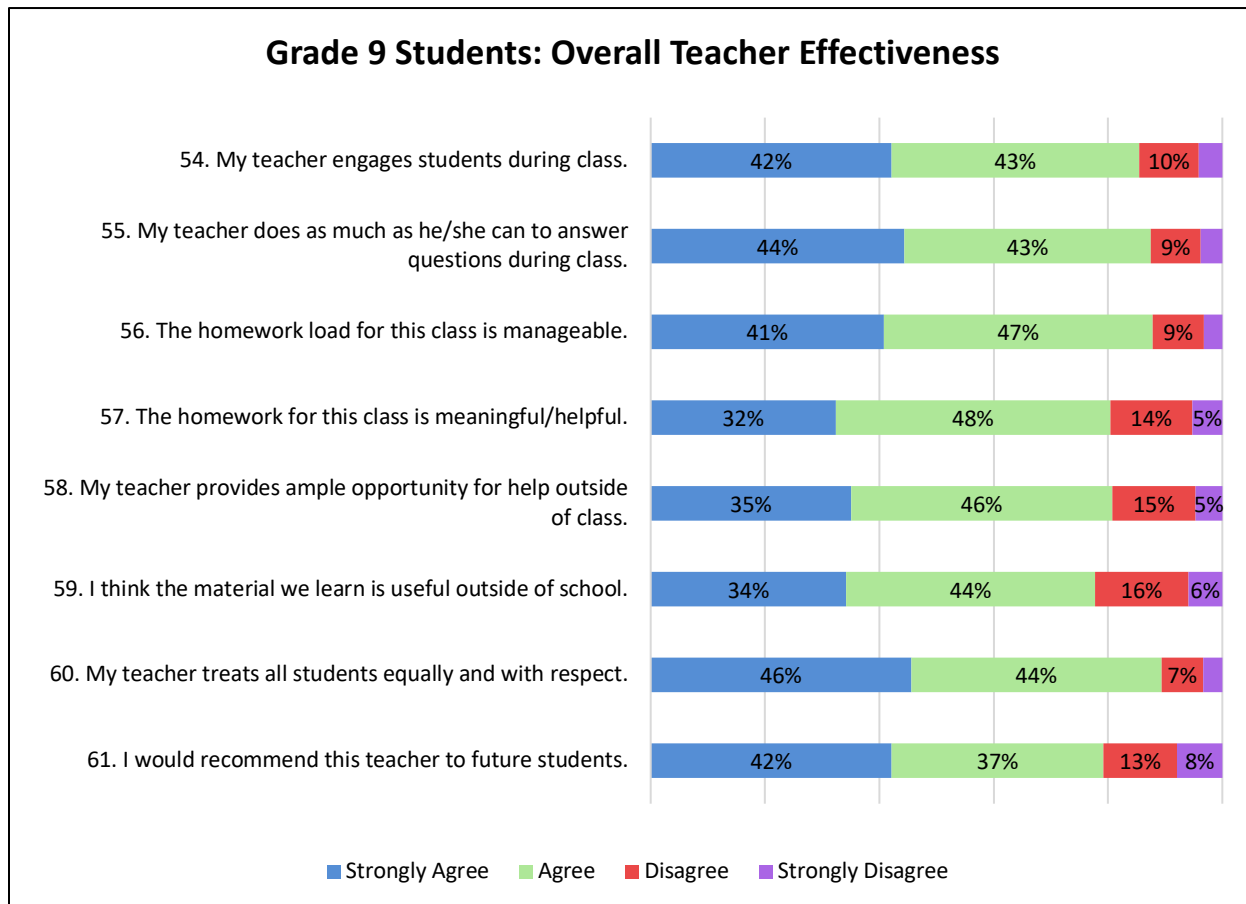
Student Survey Results

My School

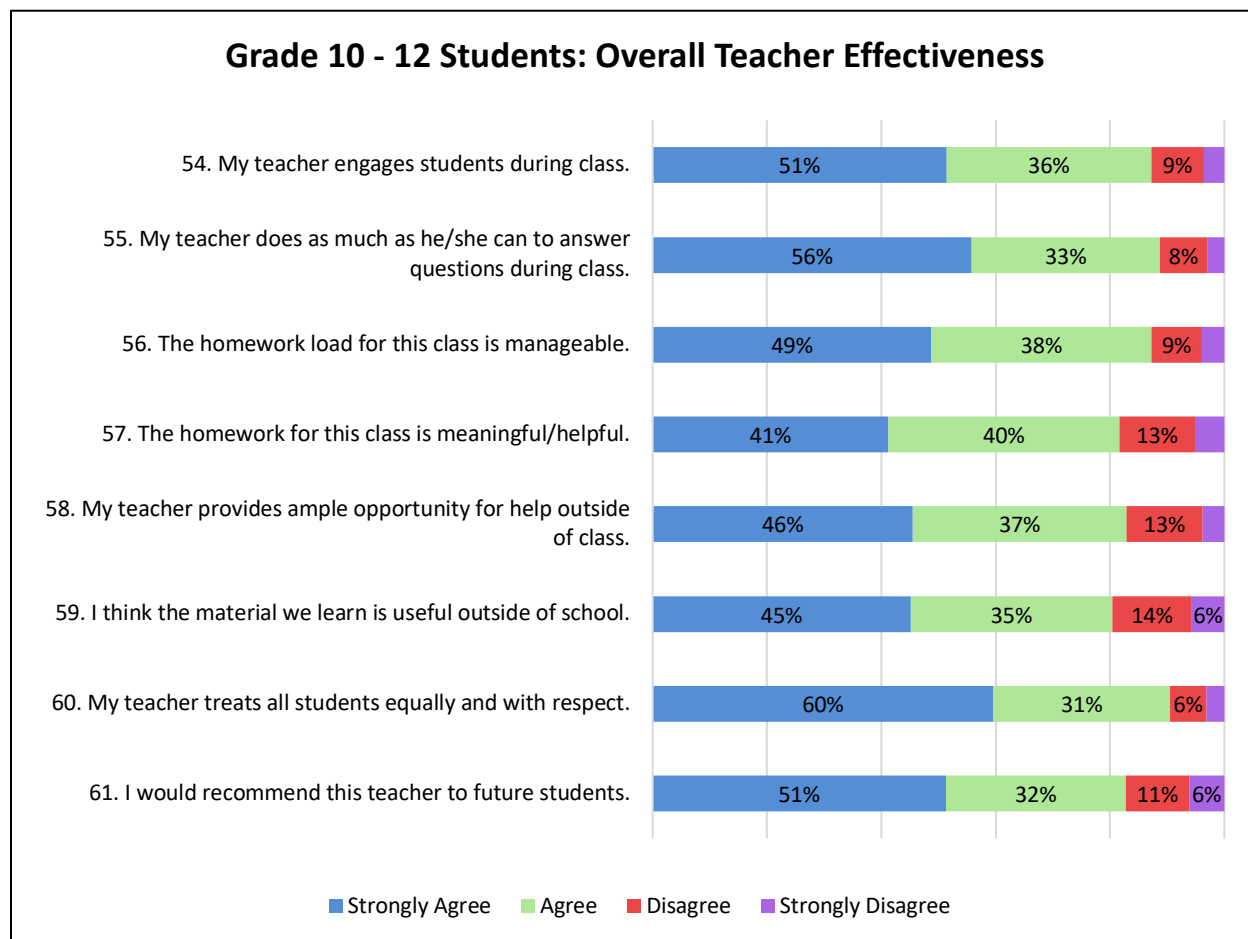


Grade 9 students expressed very positive views of the PCHS environment and of their transition into the school. The overwhelming majority of 9th grade students felt their transition from middle school to PCHS went smoothly (88% / 551 responses), that they felt welcomed in their first few weeks (89% / 560 responses) and that they felt more confident the longer they were at PCHS (90% / 566 responses). Overall, 89% of respondents (560 responses) indicated they were looking forward to their next year at PCHS. The one area in which some 9th graders indicated need for improvement was in their connection to teachers and upperclassmen. Twenty eight percent of 9th graders (172 responses) did *not* feel they had built connections at the time at which they took the survey.

Overall Teacher Effectiveness

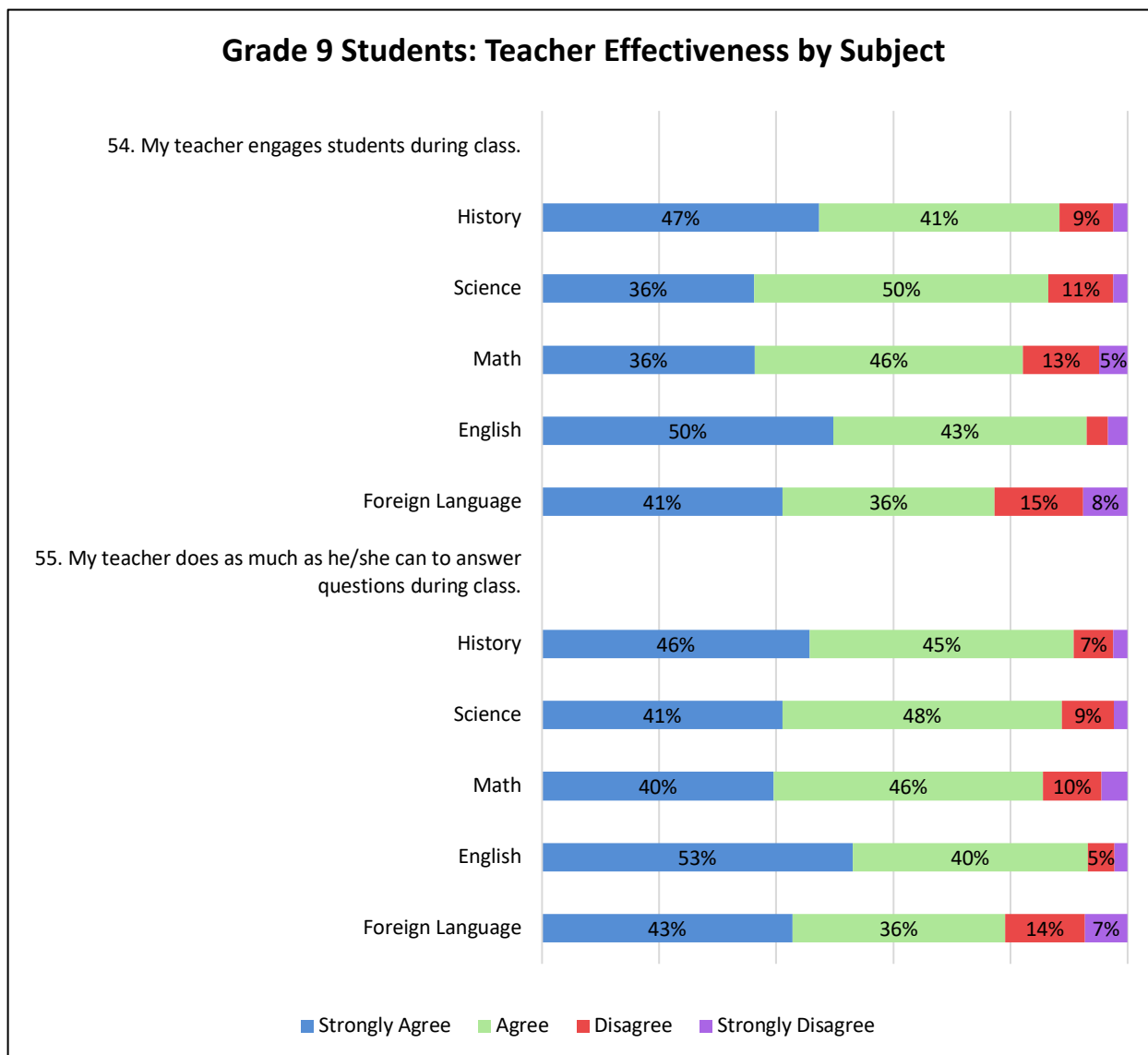


Ninth graders overall had a positive opinion of their teachers. Most students felt their teachers engaged students during class (85% / 427 responses), did as much as they could to answer questions in class (87% / 437 responses), treated all students equally and with respect (90% / 446 responses), and that the homework load for the class was manageable (88% / 436 responses). Slightly fewer respondents, however, felt that the homework was meaningful or helpful (80% / 403 responses). Further, 20% of students felt their teachers did *not* provide sufficient opportunity for help outside of class (95 responses) and 22% did *not* feel the material learned in class was useful outside of schools (112 responses). Overall, 79% of students (396 responses) would recommend their teacher to future students.

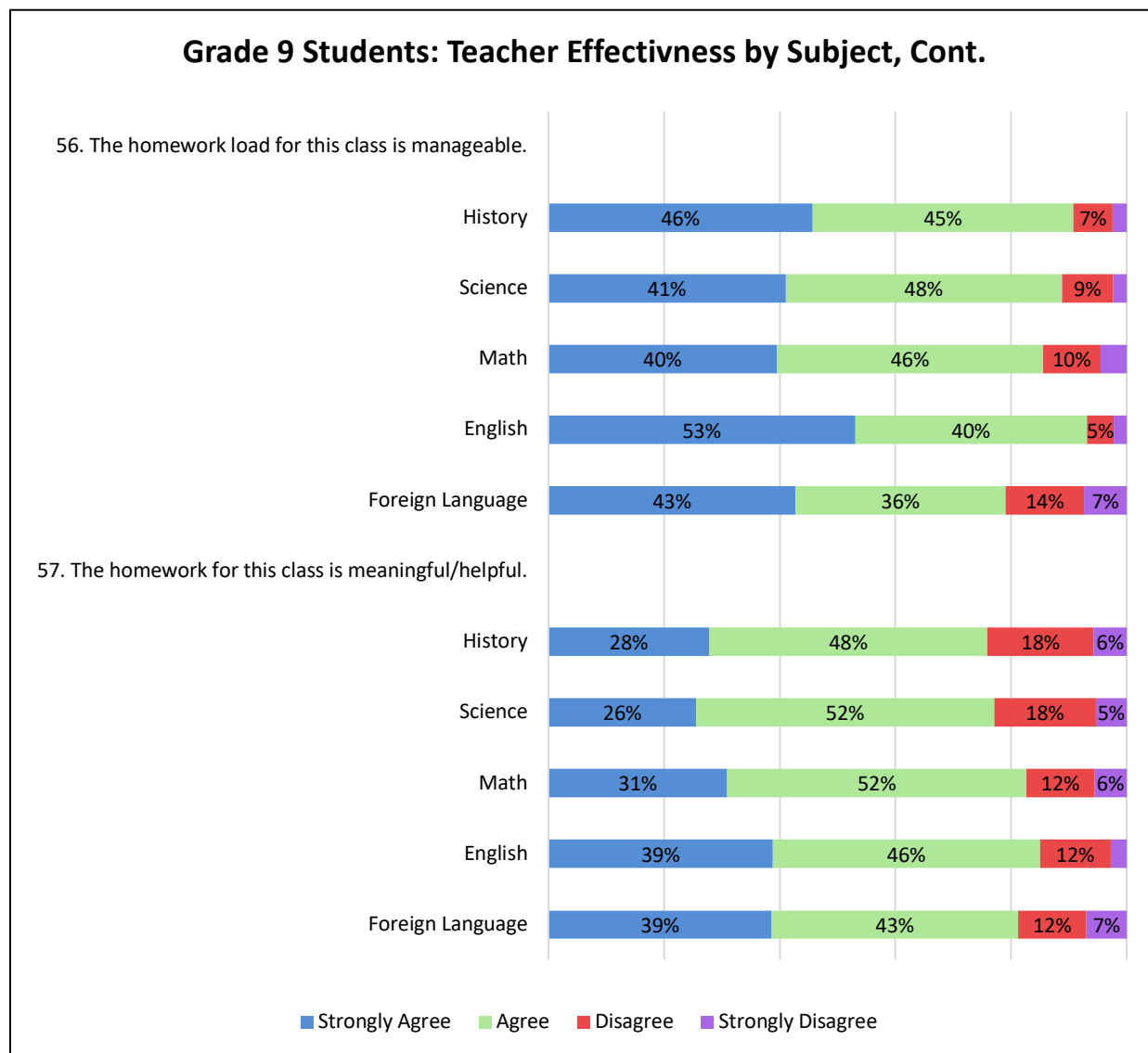


Tenth through 12th grade students, like the 9th grade students, had a positive opinion of their teachers. Most students felt their teachers engaged students during class (87% / 978 responses), that their teachers do as much as they can to answer questions in class (89% / 994 responses), that teachers treat all students equally and with respect (91% / 1,013 responses), that their teacher provided opportunities for help outside of class (83% / 926 responses), and that the homework load for the class is manageable (87% / 975 responses). Slightly fewer respondents, however, felt that the homework was meaningful or helpful (81% / 912 responses). Further, 20% of students did *not* feel the material learned in school was useful outside of school (210 responses). Overall, 83% of students (930 responses) would recommend their teachers to future students.

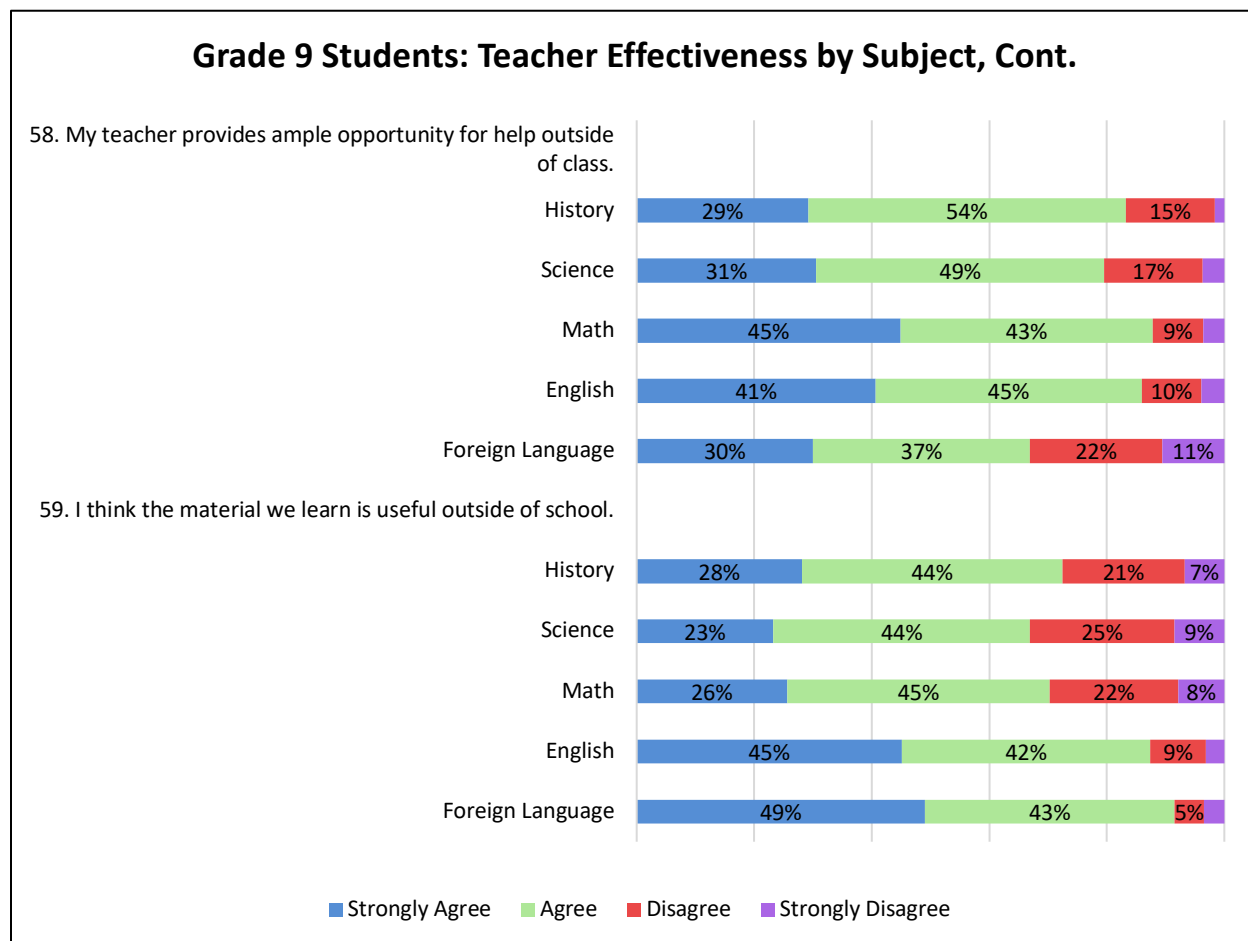
Teacher Effectiveness by Subject



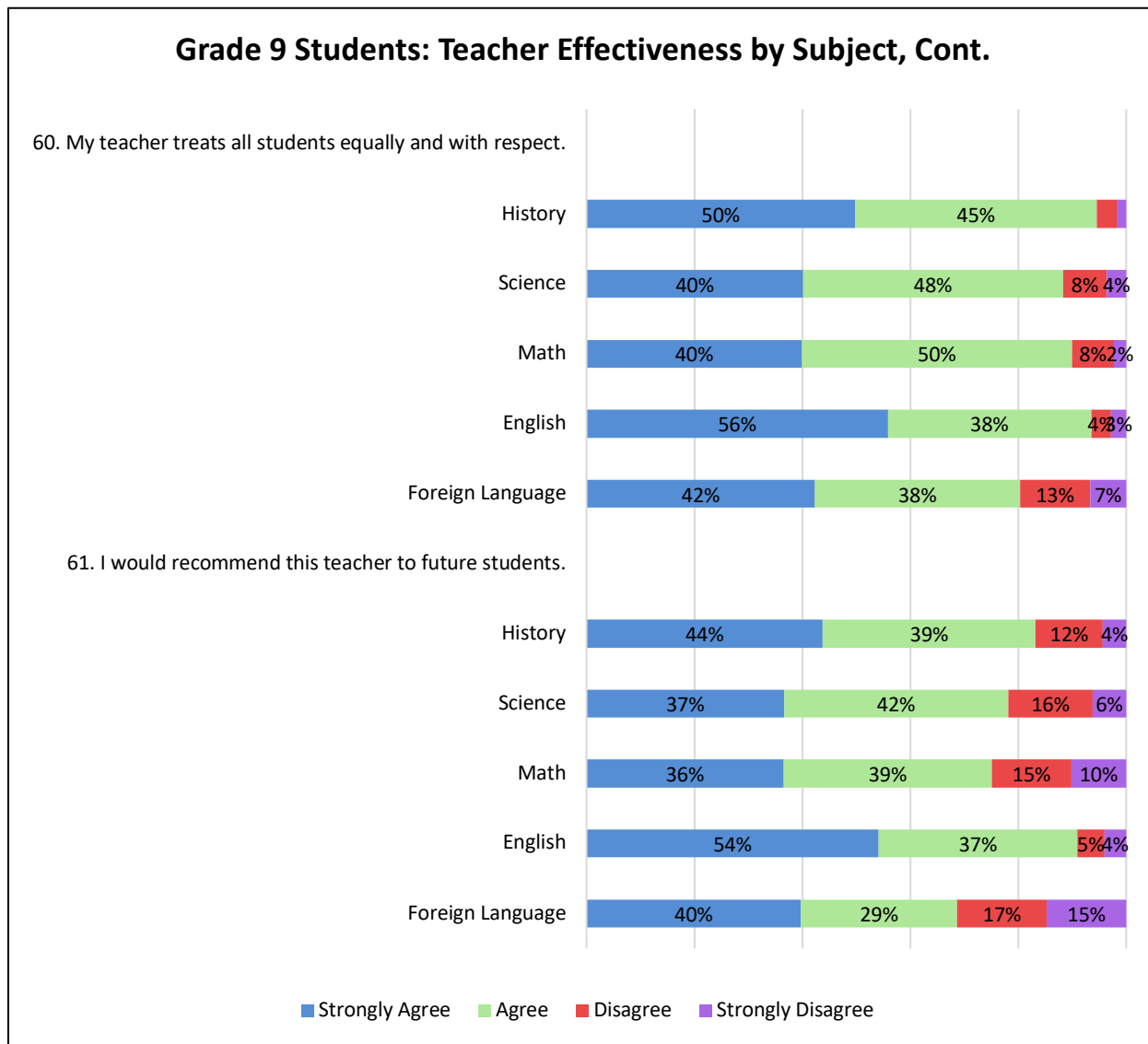
Ninth grade students felt especially positive about their English teachers; 93% of students (503 responses) felt their English teacher engaged students during class and did as much as they could do answer questions during class. Students indicated similar levels of satisfaction with teacher engagement in their history, science and math classes. However, they expressed slightly less positive sentiments about their foreign language teachers, with 23% of students (105 responses) *not* agreeing student engagement was strong or that their teachers did as much as they could to answer questions in class.



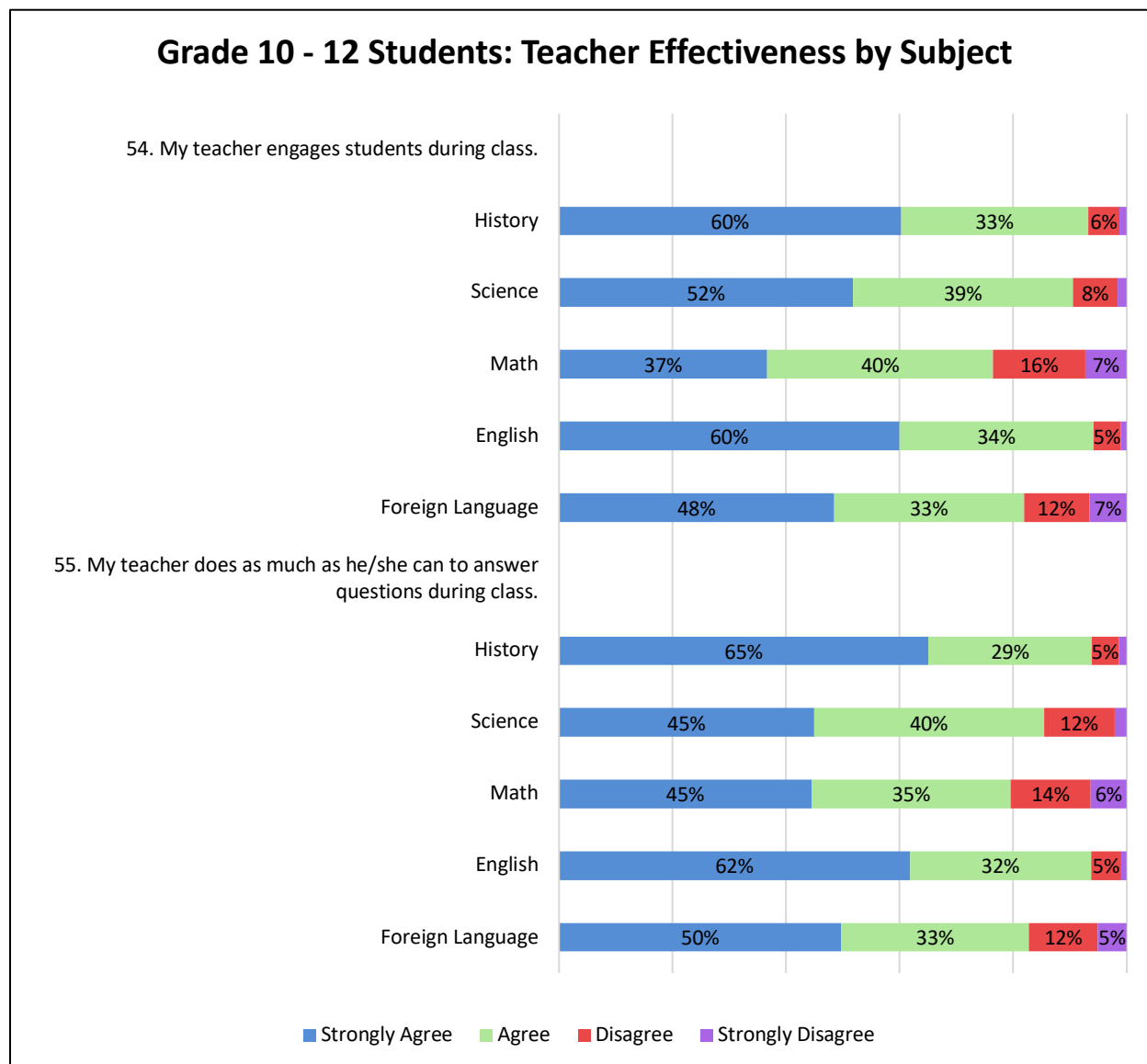
(Cont.) Most students across subject areas felt the homework loads for their classes were manageable, with the smallest proportion of students agreeing with this statement for their foreign language classes (79% / 412 responses) and the largest proportion of student agreeing with that statement for their English classes (93% / 466 responses). Students largely agreed, however, that the foreign language homework was meaningful/helpful (82% / 376 responses). Slightly fewer students agreed that homework was meaningful/helpful for their history (76% / 281 responses) and science (78% / 434 responses) classes.



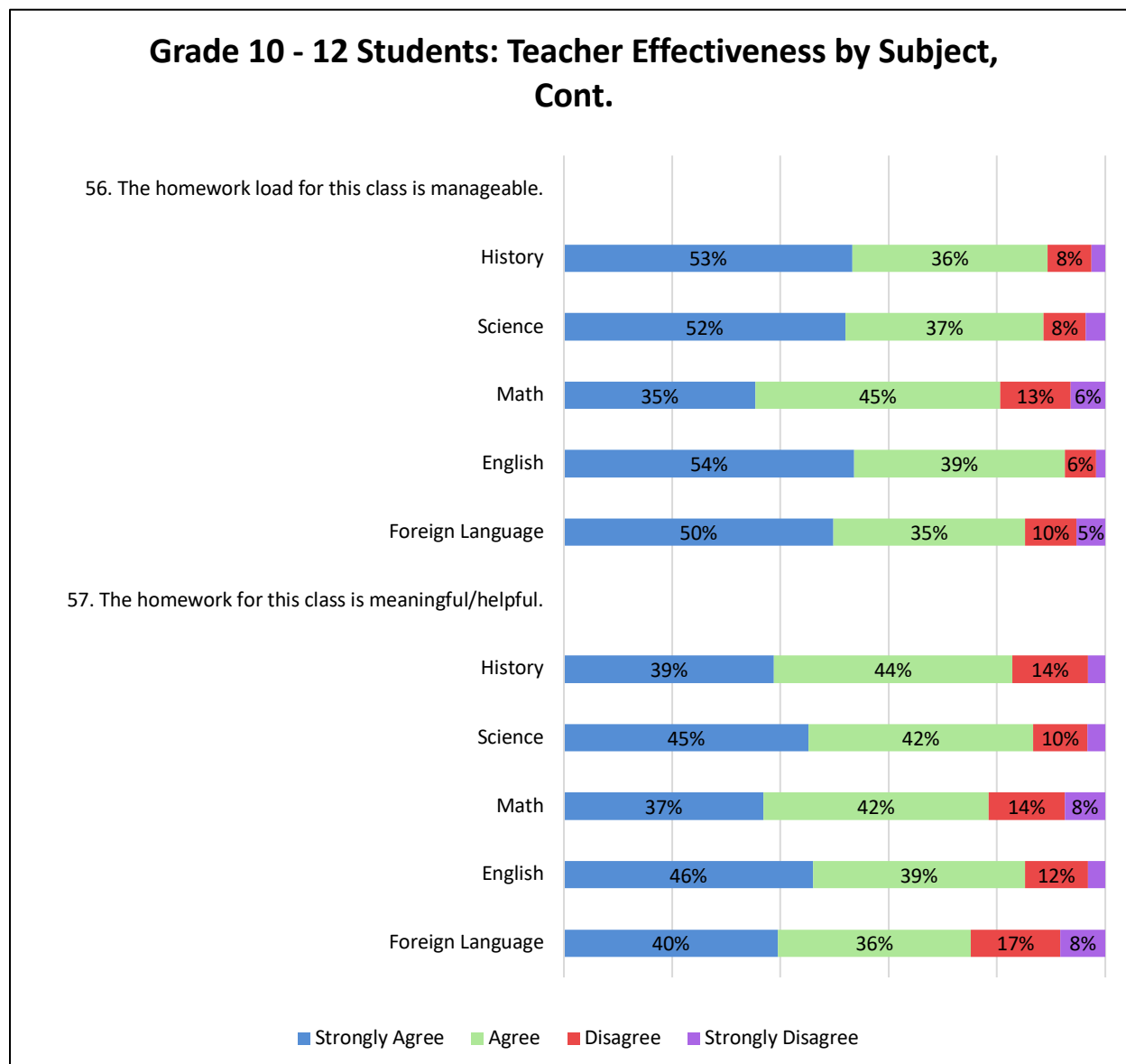
(Cont.) Many students did *not* feel supported by their foreign language teachers outside of class (33% / 153 responses) but did feel that their math (93% / 491 responses) and English (86% / 465 responses) teachers provided ample opportunities for help outside of class. Students felt that the material they learned in their English (87% / 473 responses) and foreign language (92% / 424 responses) classes was most useful outside of school, and that the material learned in their science (67% / 377 responses) and math (71% / 393 responses) classes was somewhat less useful outside of school.



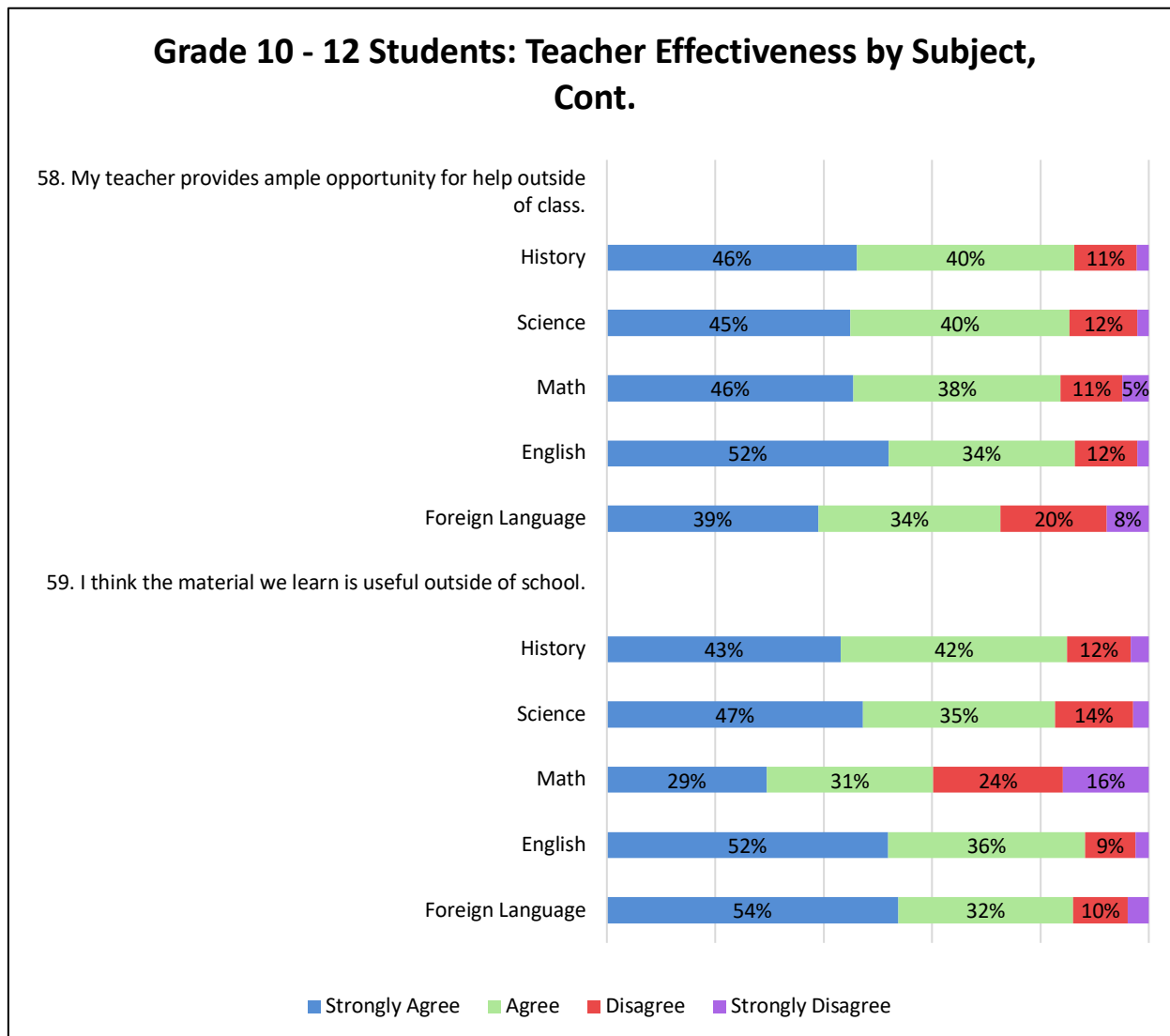
(Cont.) Across all subject areas nearly all students felt their teachers treated students equally and with respect, ranging from 95% of 9th grade respondents (350 responses) agreeing with this statement about their history teachers and 80% of students (372 responses) agreeing with this statement about their foreign language teachers. Overall, students felt most positively about their English teachers, with 91% of respondents (492 responses) agreeing they would recommend this teacher to future students. Eighty-three percent of 9th graders (308 responses) would recommend their history teachers and 79% (440 responses) would recommend their science teachers. Somewhat fewer students would recommend their math (75% / 420 responses) or foreign language (69% / 318 responses) teachers to another students.



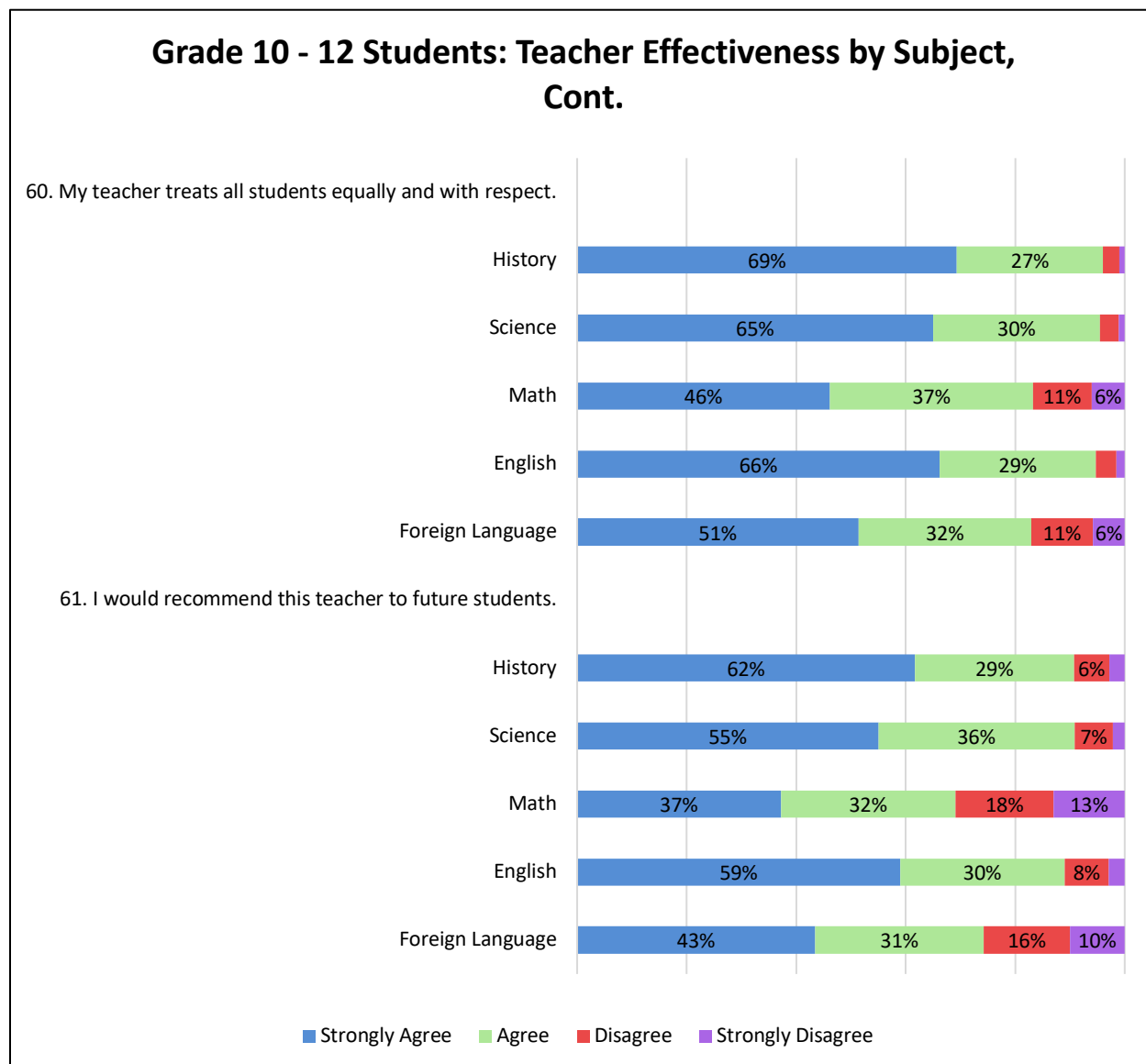
Students in 10th through 12th grade felt similarly positively about their teachers across most subject areas. For math and foreign language teachers, however, survey responses were somewhat more mixed. Only 77% and 81% of students, respectively, reported that their math (744 responses) and foreign language (818 responses) teachers engaged students during class, while nearly all students felt their history (93% / 1,177 responses) and English (94% / 1,166 responses) teachers did. Similarly, 94% of 10th through 12th grade respondents (1,185 responses) indicated that their history teachers did as much as they could to answer questions during class, while 80% of respondents (774 responses) felt similarly about their math teachers. Students expressed slightly less positive sentiments about their foreign language teachers, with 23% of students (181 responses) *not* agreeing their teachers engaged students in class or that their teachers do as much as they can to answer questions in class.



(Cont.) Most students (approximately 90%) across subject areas felt the homework loads for their classes were manageable, although slightly fewer agreed with this statement about their math classes (80% / 784 responses). Similarly, students were slightly less likely to agree that the homework for their math (79% / 763 responses) or foreign language (76% / 751 responses) classes was meaningful than for other subject areas.

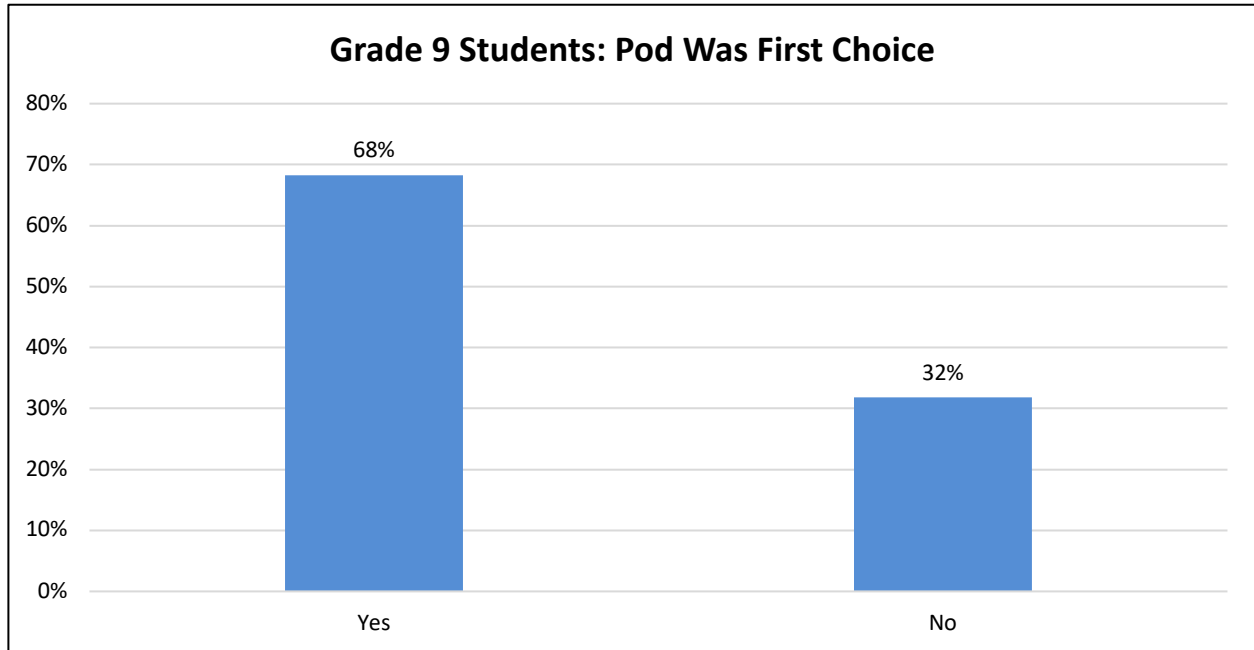


(Cont.) While some students did *not* feel supported by their foreign language teachers outside of class (28% / 273 responses), they otherwise indicated receiving ample opportunities for help outside of class from teachers in other subject areas, particularly English (86% / 1,070 responses). Students felt that the material they learned in their English (88% / 1,093 responses), foreign language (86% / 860 responses), history (85% / 1,073 responses) and science (82% / 901 responses) classes was useful outside of school. In math, however, 40% of students (387 responses) did *not* feel that what they learned in class was useful outside of school.

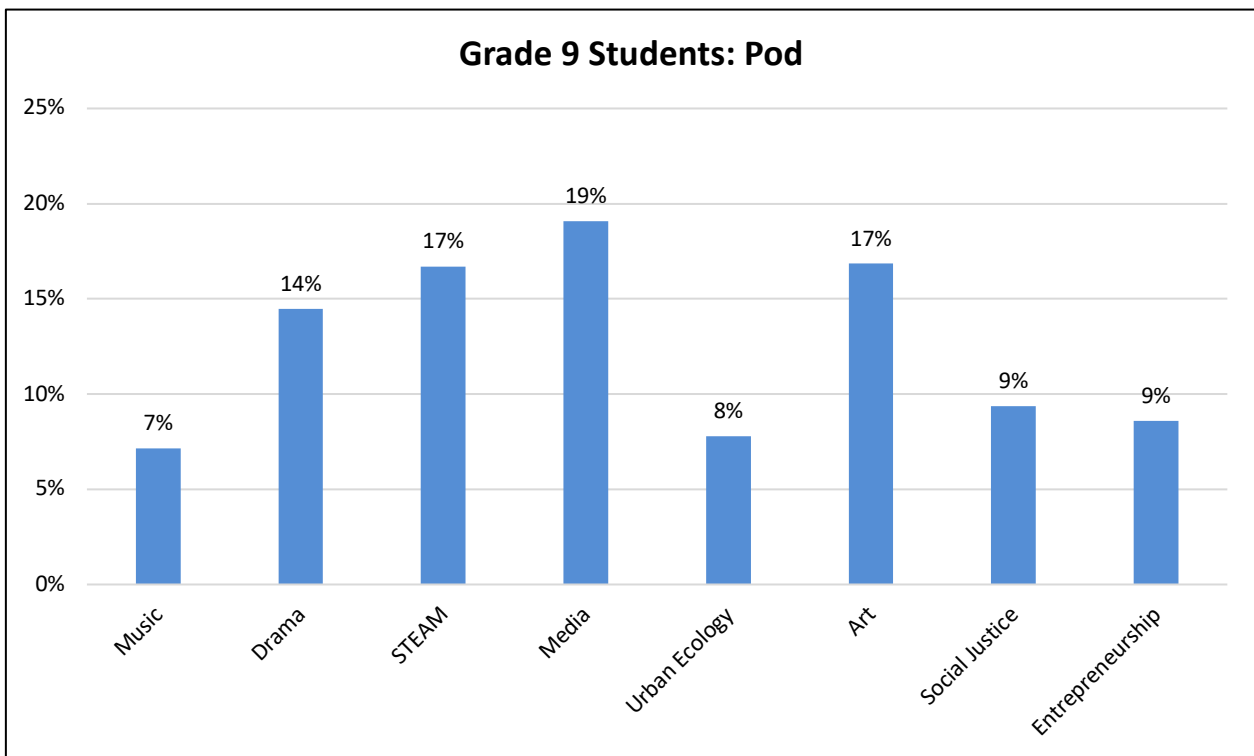


(Cont.) In history, science and English nearly all students felt their teachers treated students equally and with respect. For their math and foreign languages teachers, however, a group of students disagreed with this statement (17% / 163 responses). Overall, students felt most positively about their history, science and English teachers, with 91% of respondents (1,146 responses) agreeing they would recommend their science and history teachers to future students and 89% (1,103 responses) agreeing they would recommend their English teachers. Somewhat fewer students would recommend their math (69% / 672 responses) or foreign language (74% / 742 responses) teachers to future students.

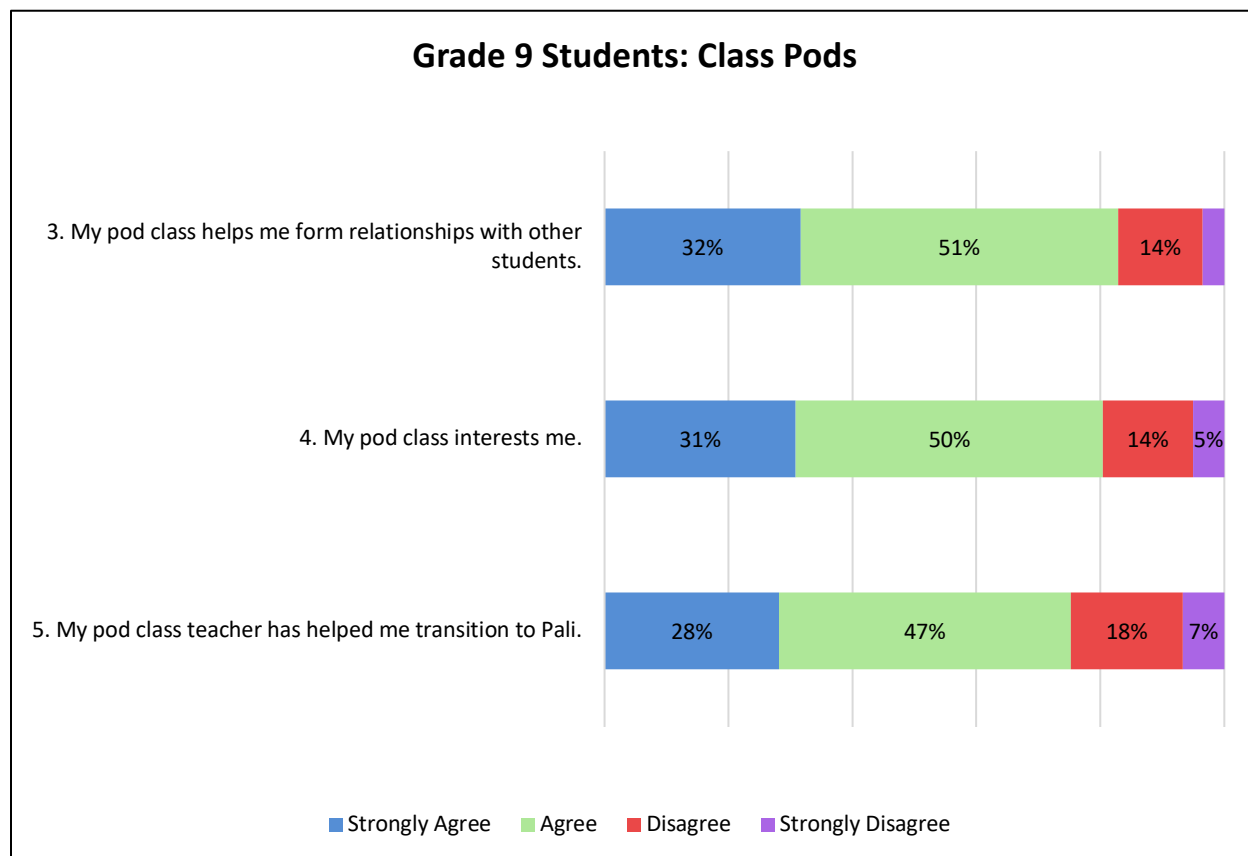
Grade 9 Pods



Over two-thirds of ninth grade respondents was placed in their first-choice pod group (68% / 429 responses).

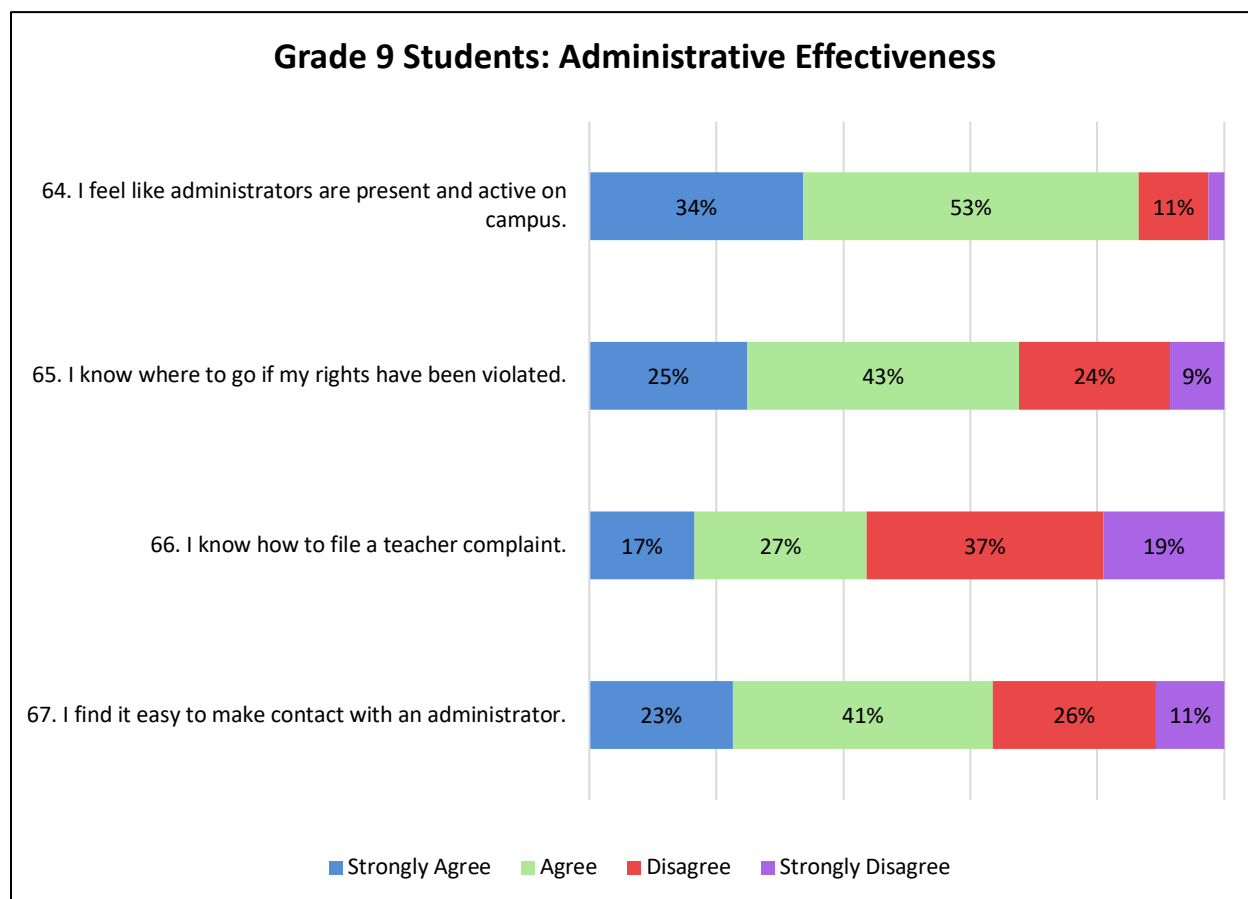


In this survey, the most represented pod groups were media (19% / 120 responses), STEAM (17% / 105 responses), and art (17% / 106 responses). The least represented pod groups were music (7% / 45 responses) and urban ecology (8% / 49 responses).

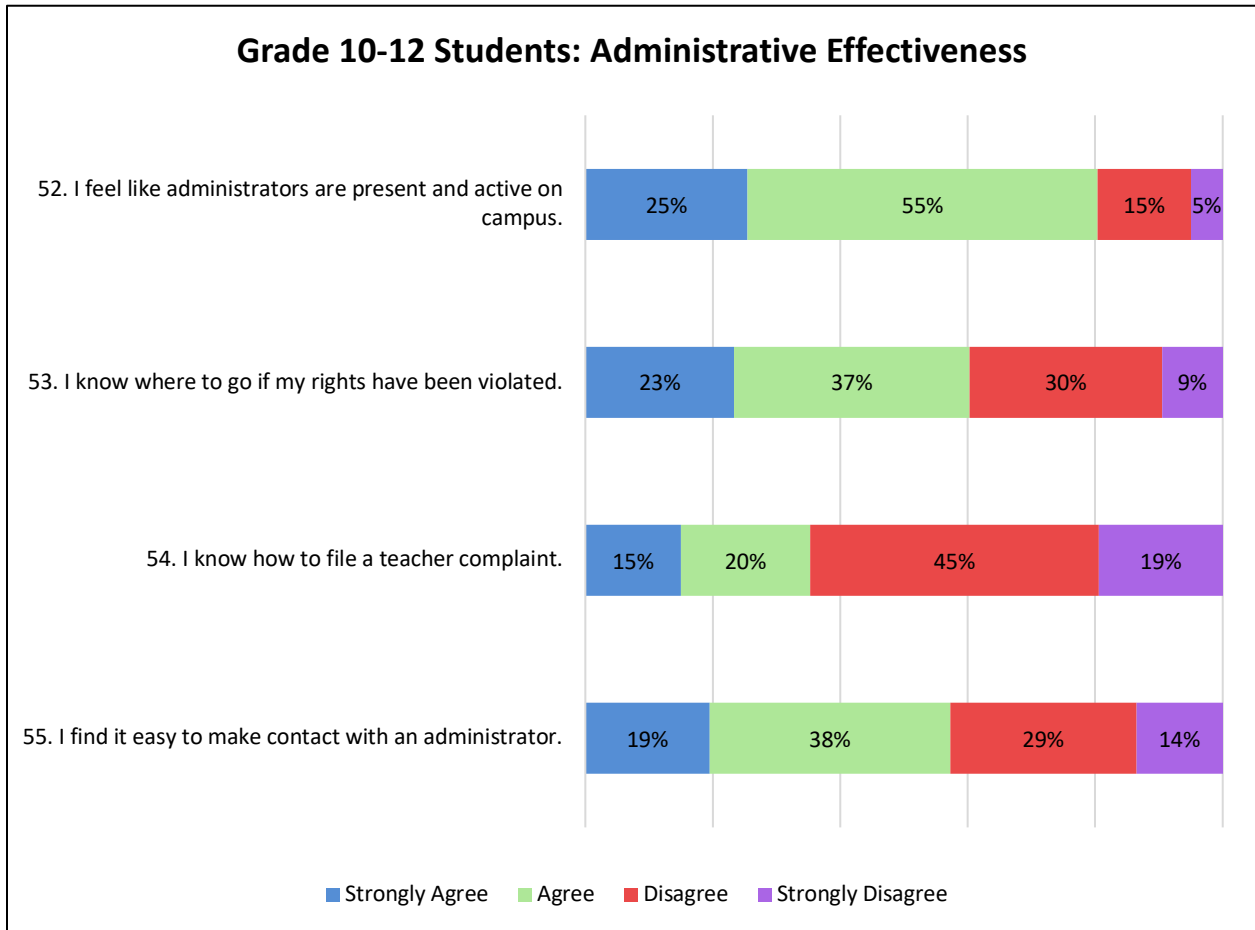


Overall, ninth grade students felt very positively about their pods. Eighty-two percent of student respondents felt their pod classes helped them form relationships with other students (521 responses), and 81% were interested in their course (506 responses). It should be noted, however, that one-quarter of student respondents *did not* feel their pod class teachers helped them transition to PCHS (25% / 156 responses).

Administrative Effectiveness

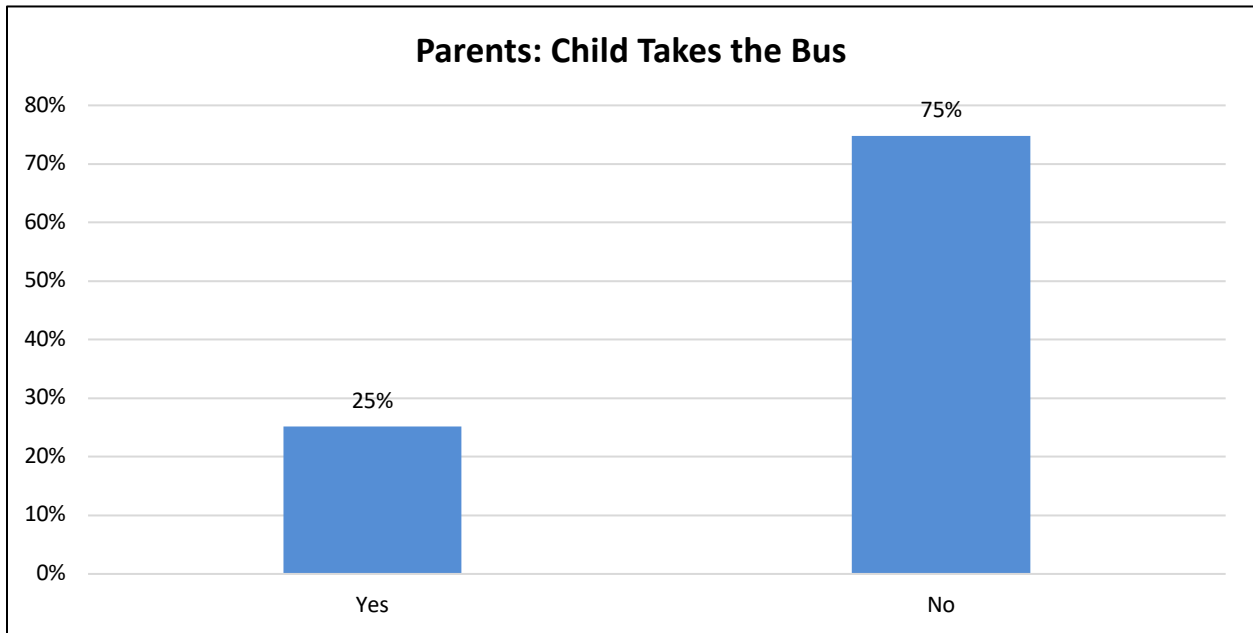


Ninth grade students provided mixed feedback about administrative effectiveness at Palisades. Positively, 87% (313 responses) of students felt administrators were present and active on campus. However, student responses indicated room for growth in communication between students and administrators. One-third of students (117 responses) did *not* know where to go if their rights were violated, 37% of 9th graders (132 responses) did *not* find it easy to contact an administrator and over half of 9th grader respondents (56% / 204 responses) did *not* know how to file a teacher complaint.

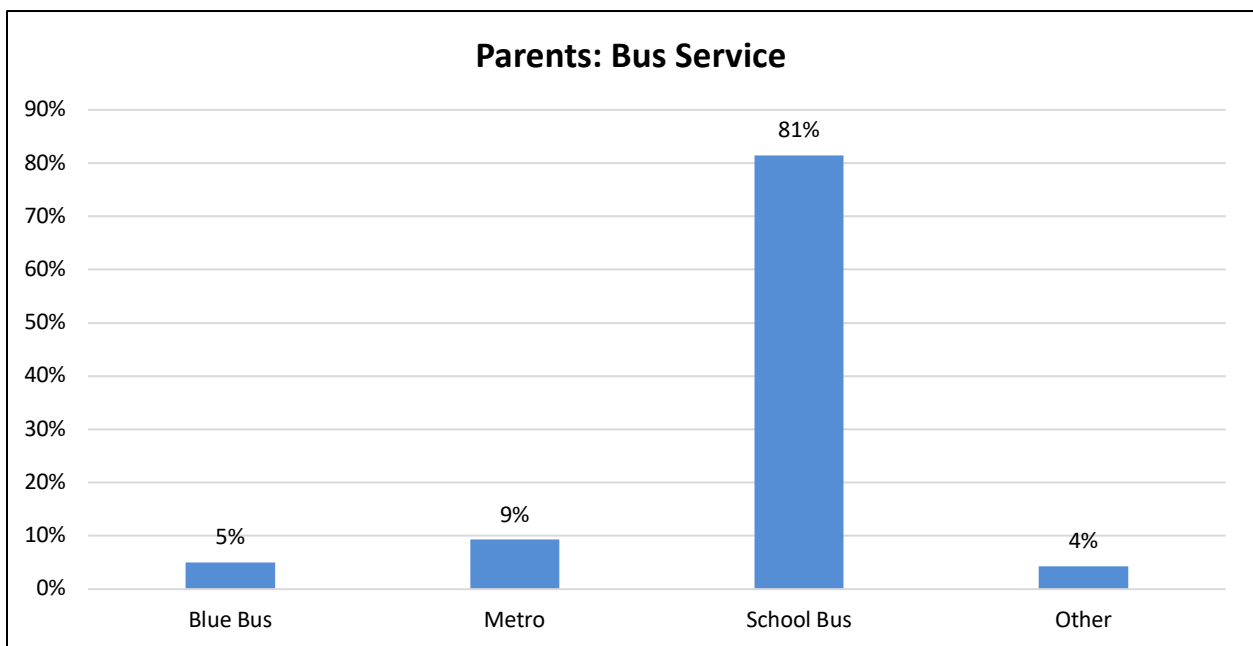


Tenth through 12th grade respondents were even less knowledgeable about administrative processes than the 9th grade respondents. Thirty-nine percent of respondents (381 responses) did *not* know where to go if their rights were violated, 43% of 10th through 12th graders (410 responses) did *not* find it easy to contact an administrator, and nearly two-thirds of students (64% / 621 responses) did *not* know how to file a teacher complaint. Eighty percent of 10th through 12th grade students (771 responses), however, did feel like administrators were present and active on campus.

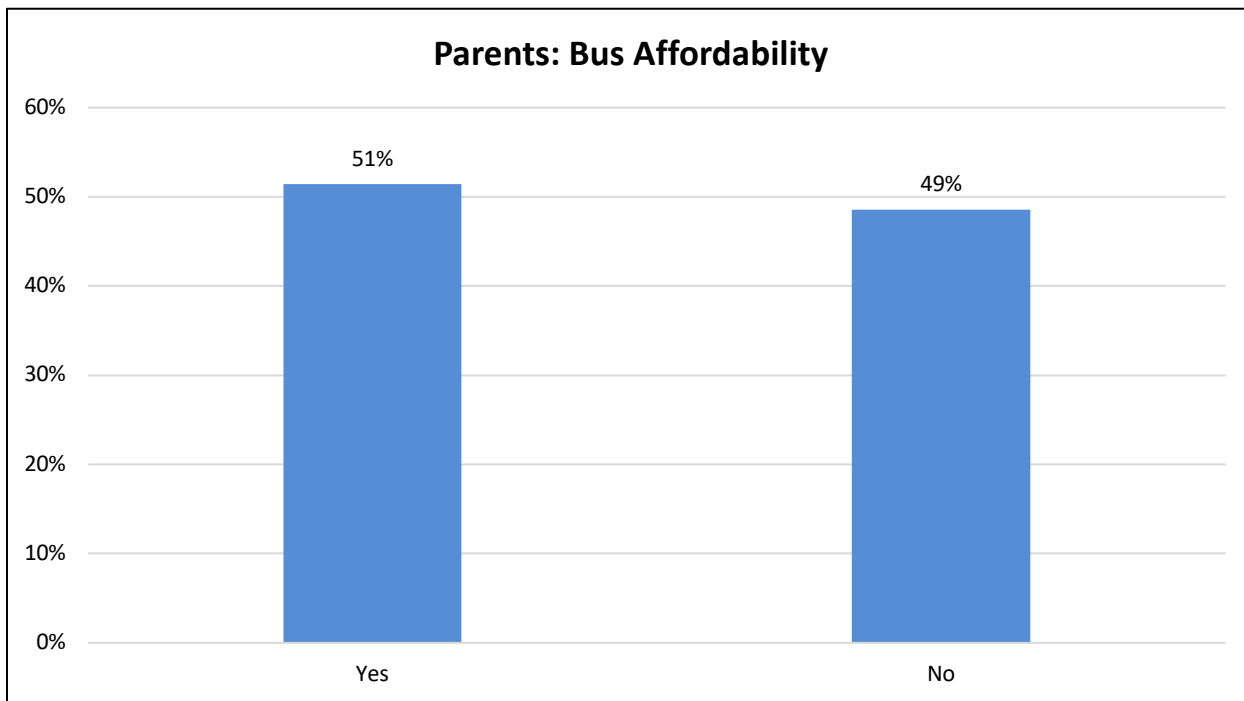
Bus Services



This year, only 25% of parent respondents indicated that their child took the bus to school (147 responses).



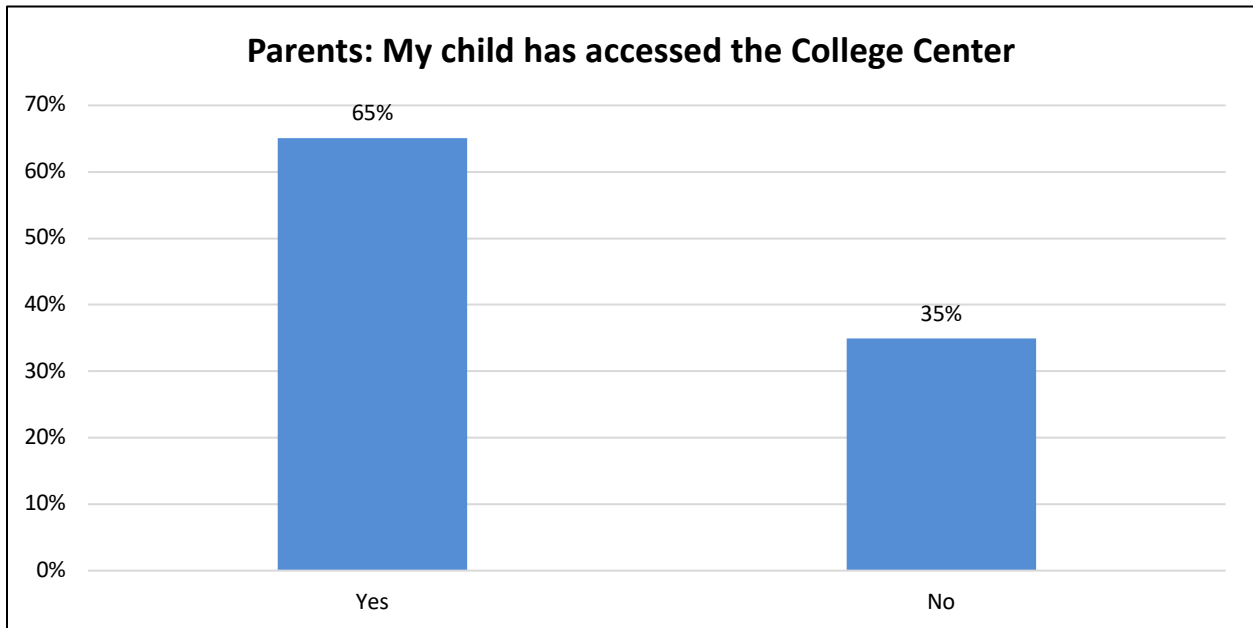
Of the parents whose child rode a bus to school, 81% indicated that their child rode the school bus (114 responses).



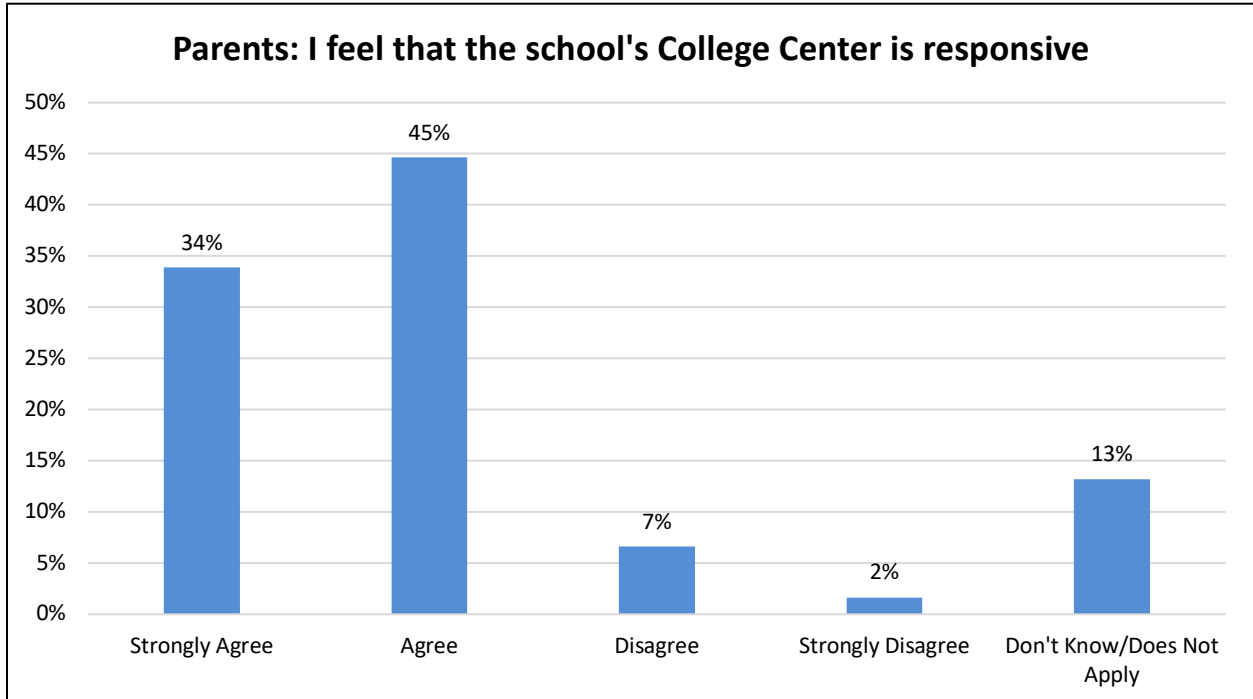
Roughly half of all families whose children rode the bus felt the buses were affordable (51% / 72 responses), but the other half *did not* agree that the buses were affordable (49% / 68 responses)

School Support Services

College Center

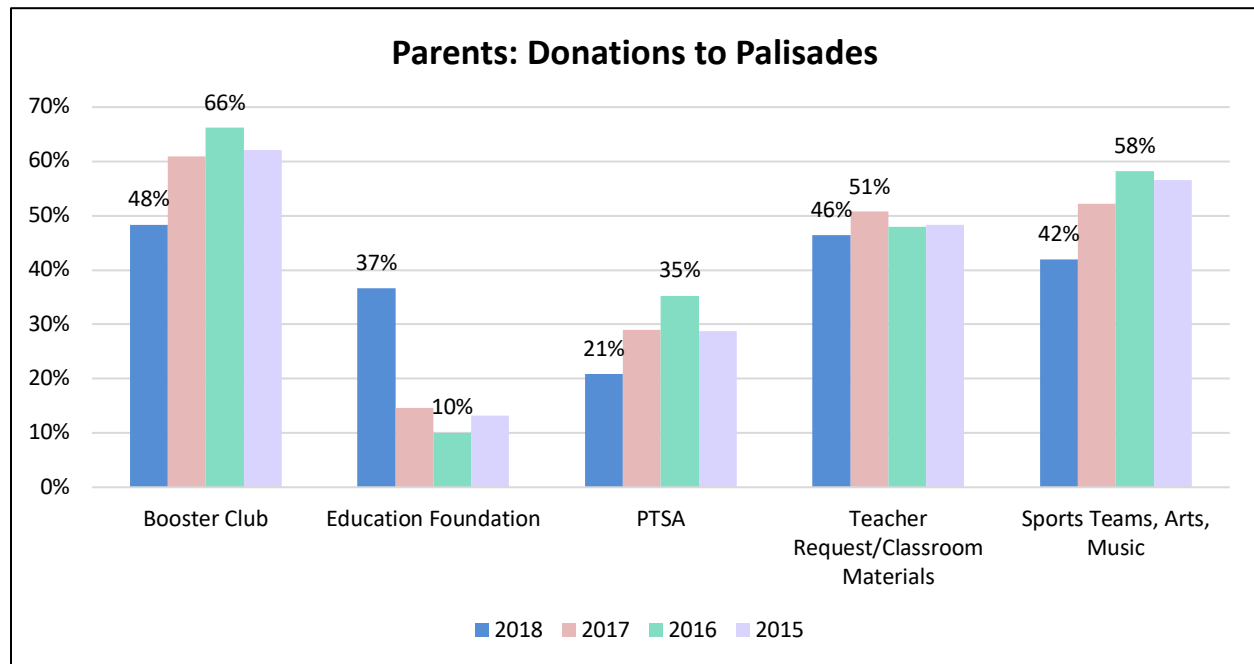


Roughly one-third of parent respondents indicated that their child had accessed the College Center at the time of the survey (65% / 263).

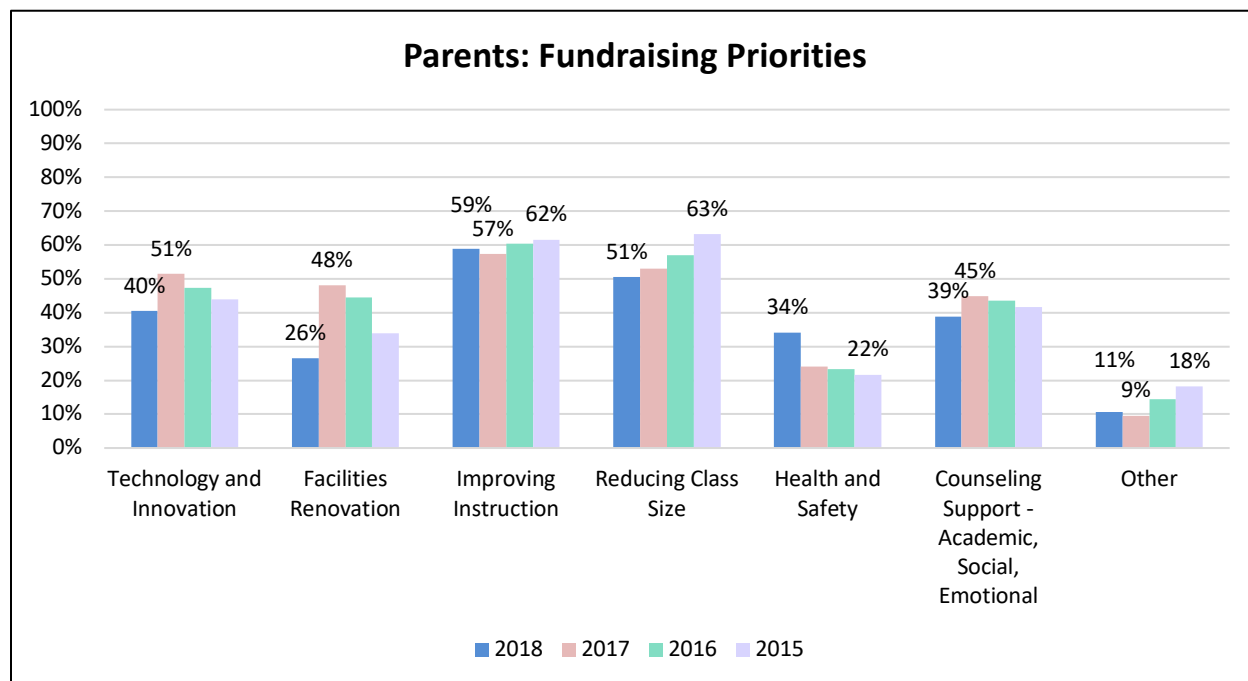


Of the parents whose children had accessed the College Center, 80% agreed that the College Center was responsive (190 responses).

Philanthropy

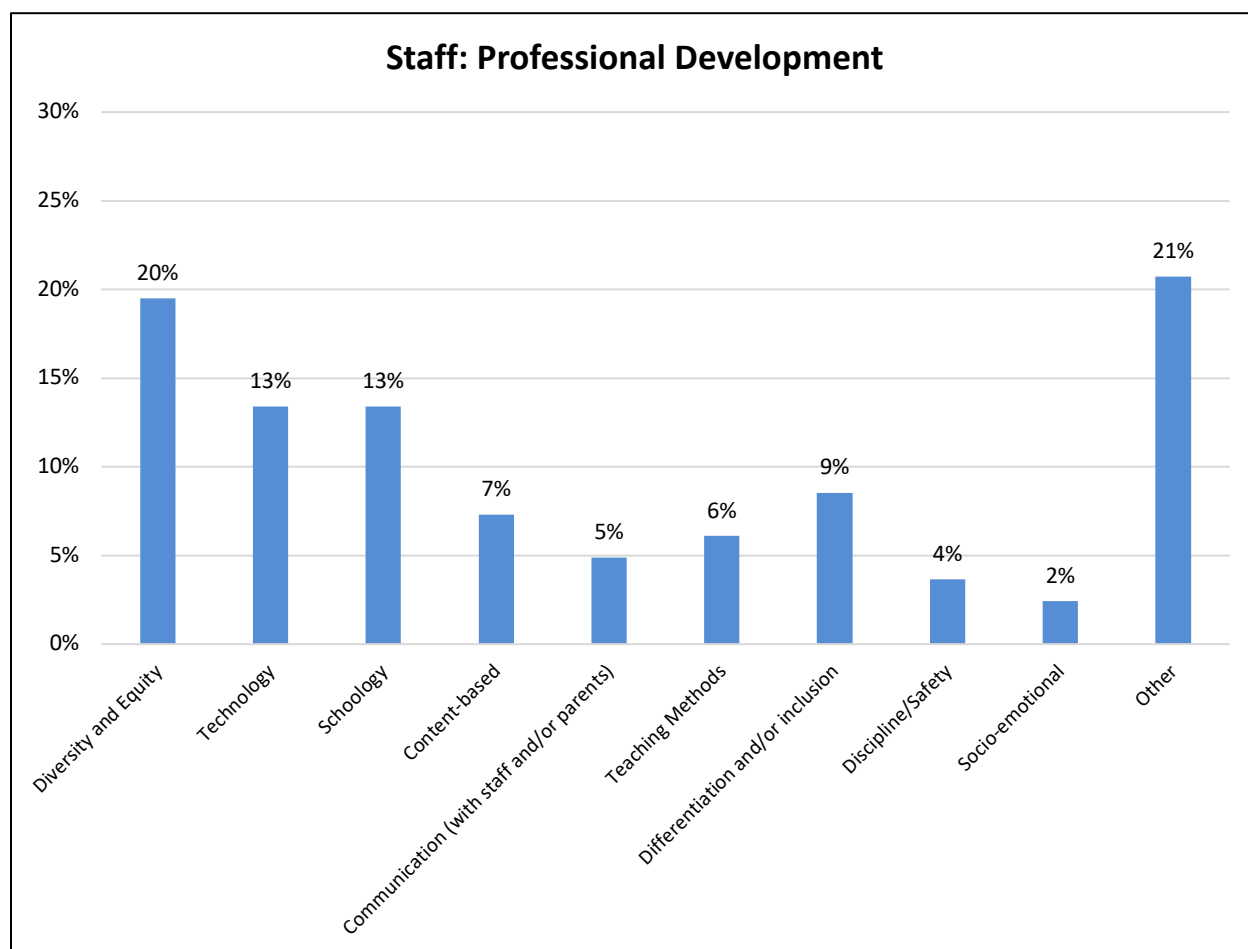


Parental donations to PCHS have remained fairly constant over the past four years, although parents appear to be shifting the allocation of their donations to the education foundation and away from other recipients in 2018. This year, fewer parent respondents indicated that they donated to the booster club (48% / 283 responses) as compared to in 2017 (61% / 162 responses). However, a notably larger proportion parents said they had donated to the education foundation in 2018 (37% / 215 responses) than in 2017 (15%). Slightly under half of the parents noted they donated both to individual teacher requests (46% / 272 responses) and to extra-curricular activities (42% / 246 responses). Continuing a trend from 2016 and 2017, fewer parents donated to PTSA than in the prior year (21% compared to 29%).



Mirroring parent open-ended responses under the “school environment and safety” section, parents were more concerned about fundraising for health and safety purposes in 2018 (34% / 200 responses) than in prior years. Parents in 2018 were also slightly more likely than in 2017 to prioritize fundraising for improving instruction (59% compared to 53%) and less concerned about fundraising for technology and innovation (40% compared to 51%) or facilities renovation (26% compared to 48%). The proportion of parents favoring fundraising for reducing class size (51% / 296 responses), and counselling support (39% / 228 responses) remained relatively stable when compared to 2017 results.

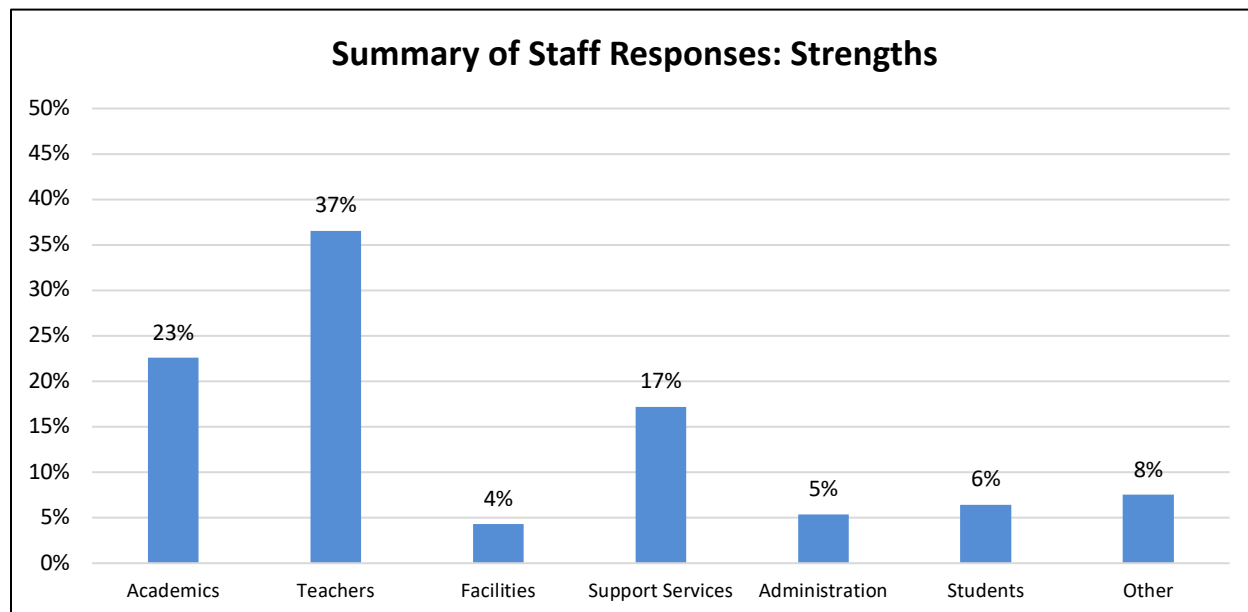
Staff Professional Development



While recommendations for professional development represented a broad range of topics, twenty percent of faculty respondents indicated an interest in professional development on diversity and equity (16 responses). These faculty members most commonly requested PDs on cultural awareness, equity, and supporting diverse student populations, among similar themes. Thirteen percent of staff surveyed (11 responses) requested more training on technology and an additional thirteen percent (11 responses) specifically requested additional trainings on using Schoology. Another nine percent (7 responses) of staff responses requested professional development on differentiated instruction and/or inclusion training, while seven percent (6 responses) asked for content-specific PD, including training on new science standards, curriculum alignment, and content-specific differentiation techniques. Other staff comments requested trainings on teaching methods (6% / 5 responses), communicating with staff and/or parents (5% / 3 responses), discipline and/or safety (4% / 3 responses), and addressing student socio-emotional concerns (2% / 2 responses). Feedback on professional development that did not fit into any broad categories often included feedback about how PDs could be organized: some mentioned that PD trainings should be tailored to the needs of multiple groups of teachers, while others asked that PD have a clear focus and build over the course of the year.

Open-Ended Responses: Strengths

Staff



PCHS staff members were most satisfied with their school’s teachers (39% / 34 responses) and academics (23% / 21 responses). Additionally, 16 members of the staff selected school support services as a strength, 6 staff members selected students, five selected the administration, and four identified the facilities as a strength. The eight percent of staff who selected ‘other’ mentioned the services PCHS offered to students, discussed the school’s commitment to improvement, or mentioned a combination of strengths.

Staff: What do you like most about the school?

Staff responses fell into seven 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 (34 responses)

The passion and dedication of all teachers on this campus is what makes Pali such a special and progressive campus. The majority of the teachers are excellent in their subject, work hard, and truly care about their students. This is the most talented social studies department that I have ever worked with. The majority of our teachers do outstanding work to serve students in terms of delivering content and encouraging personal growth. Teachers in my department (for the most part) seem to care about the achievement of students and their growth as people.

Academics (21 responses)

Honors classes are given first, then you can opt out
 There is a college-going culture. Students learn a lot from the diversity on campus and this prepares them for life after Pali.

The quality of courses offered, and the academic counseling office give students generous opportunities to succeed.

The reason I came to Pali to teach is the academic rigor it requires.

We offer a wide variety of Honors/Advanced Placement classes, in addition to various elective classes that are in high demand with our students.

Administration (5 responses)

Chris Lee is an awesome administrator. He constantly shows his support and care for the teachers.

Tom Seyler is the most effective administrator I've worked with in 30 years!

I feel we have an excellent admin team. They have an open-door policy and even when they are extremely busy, admin is available to the staff.

Admin always has my back and always treats me with respect. I am never afraid to approach an admin for help or advice. I feel safe and supported here because a member of the admin team is always available to help me and/or approve and support my initiatives.

Facilities (4 responses)

I like the open space.

The facilities are state of the art.

Support Services (16 responses)

Mental health counselors have saved the students!

There are so many types of counselors, and mental and physical health providers. Many other schools just don't have the staff to this extent.

If students have special needs (emotional and academic), there is an effort to accommodate them---as well as identify needs.

Resource and Special Ed support is amazing

Students (6 responses)

Our students will always be our greatest strength. They are the reason we are here.

We serve a unique mix of students here at PCHS and they should be celebrated as such.

The athletic programs here are outstanding and should be talked about more. We should especially praise all the athletes who go to a 4-year college for athletics. Stipends need to be raised to keep the excellent head coaches in each sport.

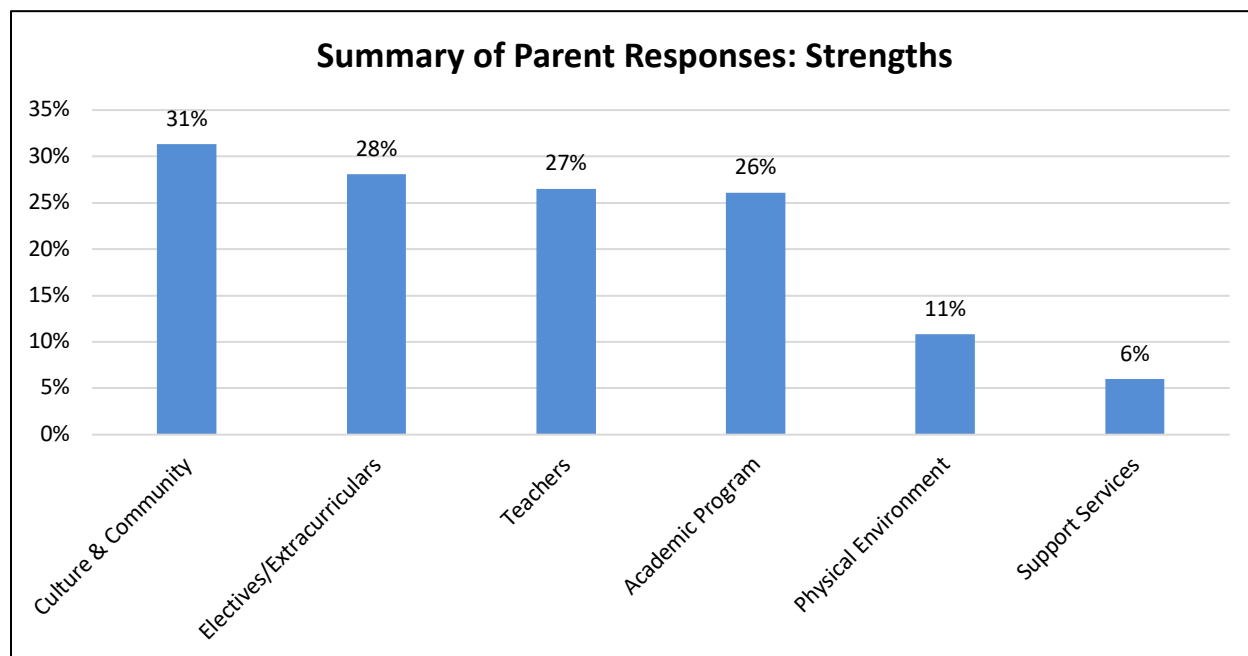
Other (7 responses)

Our school ranks really high against other schools and that's because our executive director and supporting staff always work towards improvement and are open to conversations about said improvements.

None of the above standing solo is the top strength of PCHS. The ability to set goals which get us closer to the mission of educating every student to the best of their ability is what I call the strength of Pali. All staff members, teachers, admin, support personnel pulling on the same string when it comes to do the best for the pupils is what I consider the top strength of PCHS. Having a beautiful campus certainly helps. So please keep the vision and goals alive. With stakeholder input, we can move mountains.

All adults on campus care about the children.

Parents



Nearly a third of parents (31% / 78 responses) praised the culture and community of PCHS as its greatest strength. Parents also noted the elective and extracurricular opportunities offered at PCHS as strengths (28% / 70 responses). Twenty-seven percent of parent comments (66 responses) identified teachers and 26% (65 responses) identified the academics at PCHS as strengths. Further, 11% of parents (27 responses) positively commented on the physical environment and facilities while a final six percent of comments (15 responses) praised the support services offered to students.

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

Parent 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.

School Culture & Community (78 responses)

There is a strong, engaging sense of community and support, with a diverse range of many wonderful activities for students and parents to participate in (concerts, performances, musical shows).

I like the administration's ability to help promote a variety of cultures and backgrounds where kids can express their ideas and strengthen their foundation as they strive to be better people of this world.

I love how most of the students seem to respect and support each other.

I like the campus culture, open mindedness, security, and approachability with most teachers.

I am most happy with the diversity of the school, and how the administration is responsive to my communications with them, particularly teachers and counselors.

Elective & Extracurricular Opportunities (70 responses)

The music program is phenomenal.

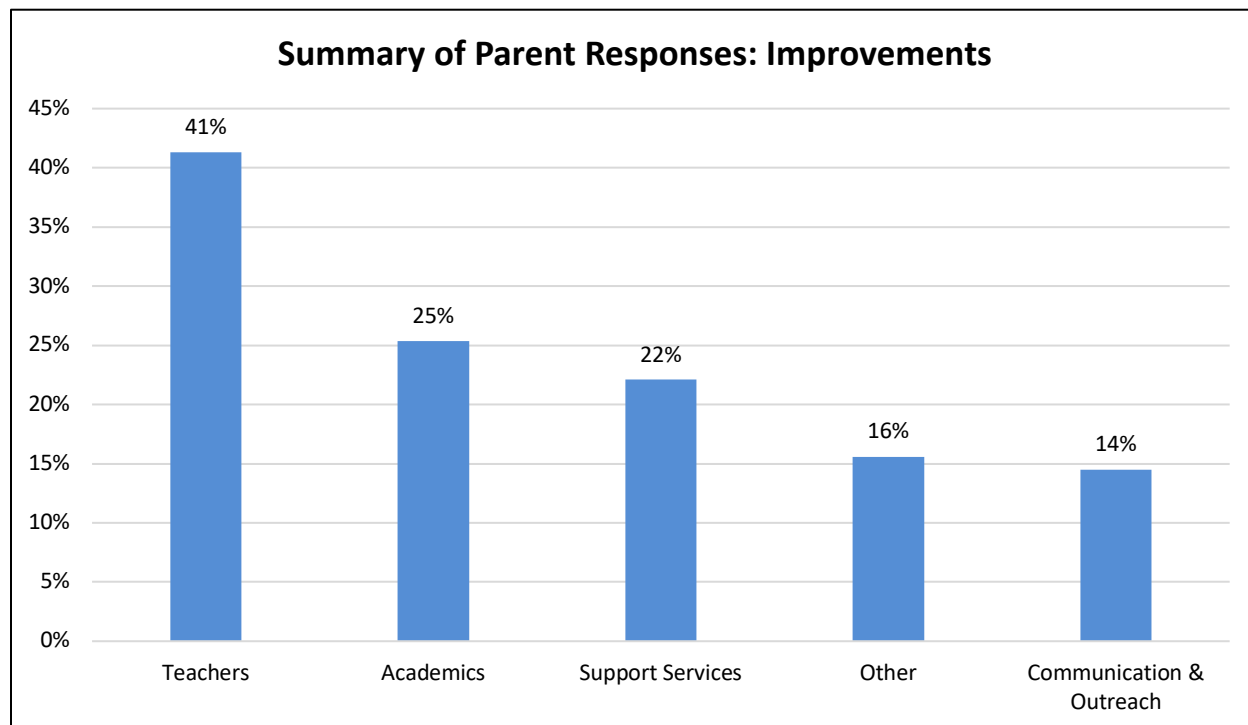
There are lots of choices and ways for kids to participate.

There is a terrific choice of extracurricular activities.

The theater and arts programs are great.
Teachers (66 responses)
The teachers that love teaching make school worthwhile.
My child has always had strong language arts teachers.
Junior/senior teachers are mostly strong/excellent
I 2th grade teaching staff in advanced classes is excellent. Up to now, teacher quality has been mixed.
The really awesome teachers that clearly love what they do and make their students love learning. There are many of these gems at Pali.
Academic Program (65 responses)
We like that it offers challenging courses and is focused on preparing students for college. We appreciate access to homework help, but quality of help varies widely.
Diverse AP classes are available with engaged teachers
My child's social justice pod has been very eye-opening and enriching.
Pali High students that apply themselves and maintain good academic standing are prepared for college-level work.
There are high academic standards.
Physical Environment & Facilities (27 responses)
The campus is beautiful.
I feel the school is safe.
The school is clean.
I love the proximity to the ocean.
Support Services (15 responses)
The many resources here at Pali are amazing. I'm grateful for the tutoring offered as well as the homework rooms/study halls that are made available by the teachers.
I like the study center. The availability of tutoring help is amazing.
My child's counselor is helpful.
The 504 program is excellent.

Open-Ended Responses: Improvements

Parents



Regarding improvements to Palisades Charter High School, a plurality of parents (41% / 114 responses) felt that the teaching staff could be more effective. Thirty-seven percent of suggestions (70 responses) pertained to the academic program at PCHS and 22% (61 responses) to the support services offered. Fourteen percent of comments (40 responses) requested improvements in the quality of communication and outreach.

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 (114 responses)

Talk to teachers and heads of departments about teacher accountability and different learning styles.

Remove ineffective teachers, particularly in the math department. Everyone knows who they are. We are an independent charter, so I do not understand why these teachers are still at our school. They do not teach and as parents we are forced to find other options to teach our children the material.

Ensure hiring/retention standards are met. We've experienced a couple of teachers/IEP coordinators who are ineffective or worse.

Get better math teachers; that department has been terrible for years.

Get teachers that are passionate about teaching!

Academics (70 responses)

I think the school should consider the following: limit the number of AP classes a student can take in a single year. It might vary from year to year, with more possible by 12th grade and fewer possible as a freshman. I also think the school should have a strict policy that does NOT allow teachers to post homework assignments after 7pm. This year, some of my daughter's teachers posted homework at close to midnight. I find that to be unacceptable, especially since it creates more unnecessary stress and anxiety for students.

Make classes smaller so teachers can better understand each student's work personally and the student can feel that they're noticed.

There should be more hands-on activities and projects, smaller class sizes and more field trips.

Get rid of the 9th grade humanities pod program. Most of the kids I know hate it and would rather have a regular history class and actually learn something. The 8th grade curriculum at Revere is far more arduous than 9th grade at Pali as a result. Kids then get slammed in 10th grade, which creates tremendous stress.

Support Services (61 responses)

More college counselors and more communication from the College Center office are needed.

Have more counseling hours and more counsellors available.

More support for mental health and teenage challenges are needed.

Emphasize mental health and how important it is. Give a real office to the people who work for support services because giving them a trailer shows that you do not care, when in fact mental health is more important than anything else.

More attentive academic counseling is needed.

Other (43 responses)

The buses started out reasonable but get more expensive each year. Make the school bus more affordable to all.

Be more conscious of lower-income students.

Address the drug problem.

Have a later start time so kids can get appropriate sleep.

More real inclusiveness is needed, not just lip service.

More funding for music.

Communication & Outreach (40 total responses)

Ask students what they feel would help them and seriously take the suggestion to heart.

Get the community involved and get a school leader who visibly walks the campus and makes the students and community believe that she doesn't think she is too good for this school.

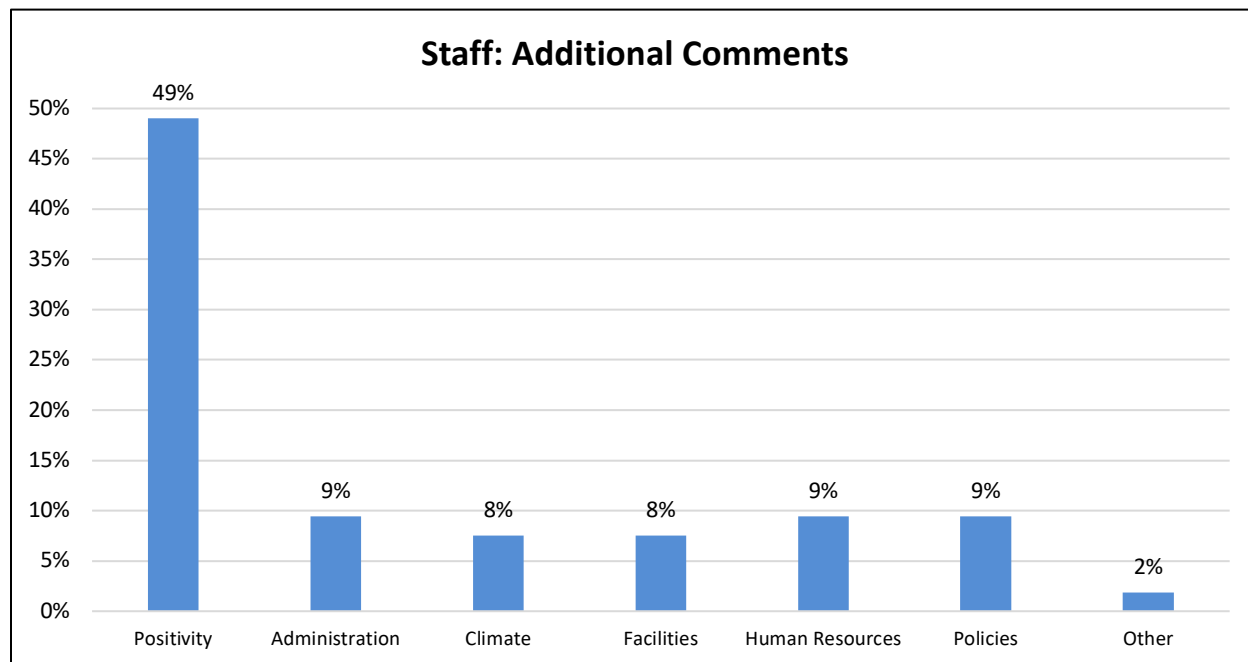
Listen to the students and parents, and not have everything be a top down decision.

Promote ALL sports and extracurricular events on campus so that students support school activities.

Ensure that all teachers use and communicate via Schoology or Infinite Campus, so parents can know what is happening in all classes.

Open Ended: Satisfaction with School Functioning

Staff



Of the comments provided by staff, almost half expressed positive feelings about PCHS (49% / 26 responses). Other comments revolved around potential areas of improvement for the school. Nine percent of staff respondents brought up administrative improvements (5 responses), while another 9% each did the same for human resources (5 responses) and other school policies (5 responses). Four staff members each discussed school facilities (8%) and school climate (8%).

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

Staff responses fell into seven 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 (26 responses)

I really love and admire the teachers I work with, the admin has been beyond understanding and supportive, and we teachers have all the resources necessary to do our jobs well.

I've felt genuinely welcomed, and when needed, capably assisted whenever I've asked! Tom Seyler is the most effective and caring administrator I've worked for in 30 years! Pali Academy teachers deal daily with students' varied academic, social, and emotional needs while helping students fulfill their graduation requirements (early or on-time.)

I have enjoyed my time at Pali as I work with a wonderful group of students and a wonderful admin team. It has not been a smooth ride in the College Center for me but I feel supported by the administrators as things are worked out.

I really enjoy the camaraderie I've developed with teachers and staff in all areas of the school. I think it is essential to staff morale to focus a lot of time and energy into integrating new teachers and staff members in a thoughtful way. That way they have support throughout the school, not just in their dept.

Administration (5 responses)

Although the principal's job is demanding and time consuming, Dr. Magee should interact more with teachers and students. She should be walking around campus during lunch time so she can get to know students and students know who is the principal.

I think some admin decisions are made without getting feedback from the staff that will be affected by their decision. These situations don't create a sense of partnership or help with morale.

I think the Executive Director needs to be more available to staff/teachers during non-teaching hours. It is very frustrating when 5-6 times a week I can't get a hold of her or she is unable to return e-mails. Granted she might have a huge number to return, but it is frustrating.

Climate (4 responses)

I have all good things to say about Pali, except that student academic performance has fallen. Grades and graduation rates are up, but only because there is so much pressure on teachers to lower their own standards. No one says, "lower your standards," but the counseling office pulls students out of classes when they are not doing well, rather than holding students accountable. Schoology is extremely destructive because it puts the onus on teachers rather than students to keep a planner. Students in regular classes don't know how to plan their lives. They constantly rely on input from teachers' emails and the "remind" texts, which take the accountability off students. These "supports" do not really teach; they are short term Band-Aids to get the kids through to graduation, but students will have trouble later. As one administrator once said to me, "Our job is not what they do when they leave here, it is getting them through to graduation." When that is the attitude from the A-building, students' academic abilities will falter. It's unfortunate. Not all technology is a good thing.

I'm astonished that the academic departments often seemed fractured & strong leadership is missing in matters such as problem math teachers. Although clearly the tolerance for poor teachers has been reversed in the past year.

Pali advocates the need for diversity, however, PCHS actions do not equal the talk. Pali needs follow-up meetings on diversity, not just a meeting when something occurs on campus. As a school community, we lack "follow-up" and "follow through" skills.

Facilities (3 responses)

We need a full functioning faculty cafeteria.

I really think all classrooms should have the same tech setup (mounted projectors and speakers, etc.)

Human Resources (5 responses)

I would like there to be more uniformity regarding protocol about the teacher absence policy.

I'm not complaining - really like our HR people - but I think revamping our hiring protocol - making it more transparent would help to eliminate some of the campus rumors.

I would like to see more transparent and consistent processes/procedures for hiring and for payroll.

Policies (5 responses)

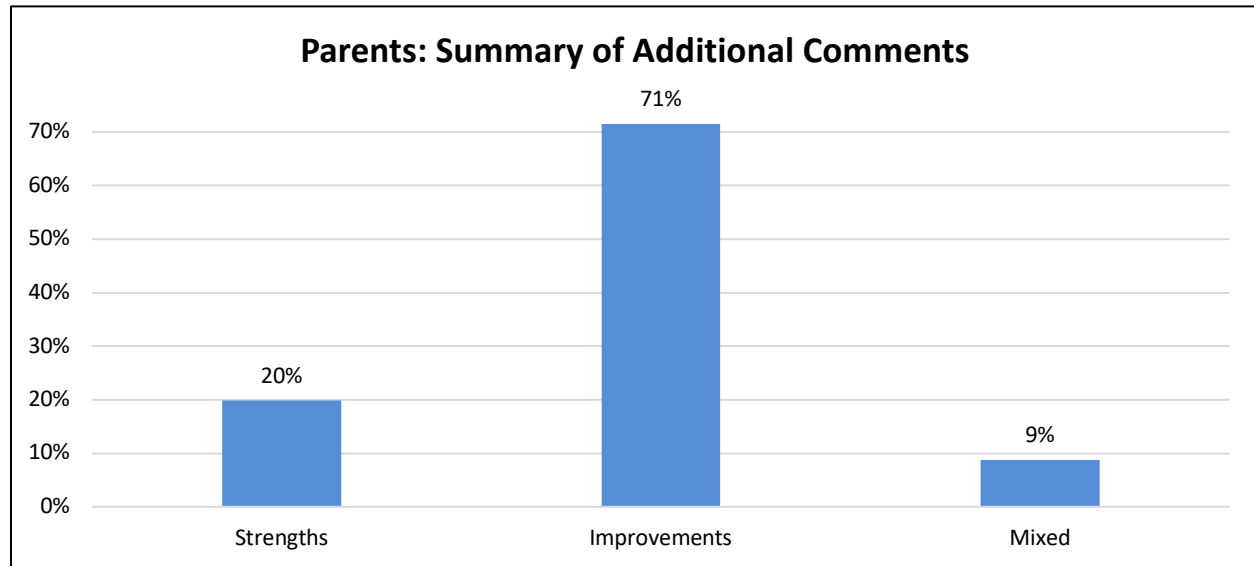
Can we stop full-day PLC pull-outs?

The math department needs smaller classes with more individualized instruction. For the most part, teachers are excellent...with a few exceptions.

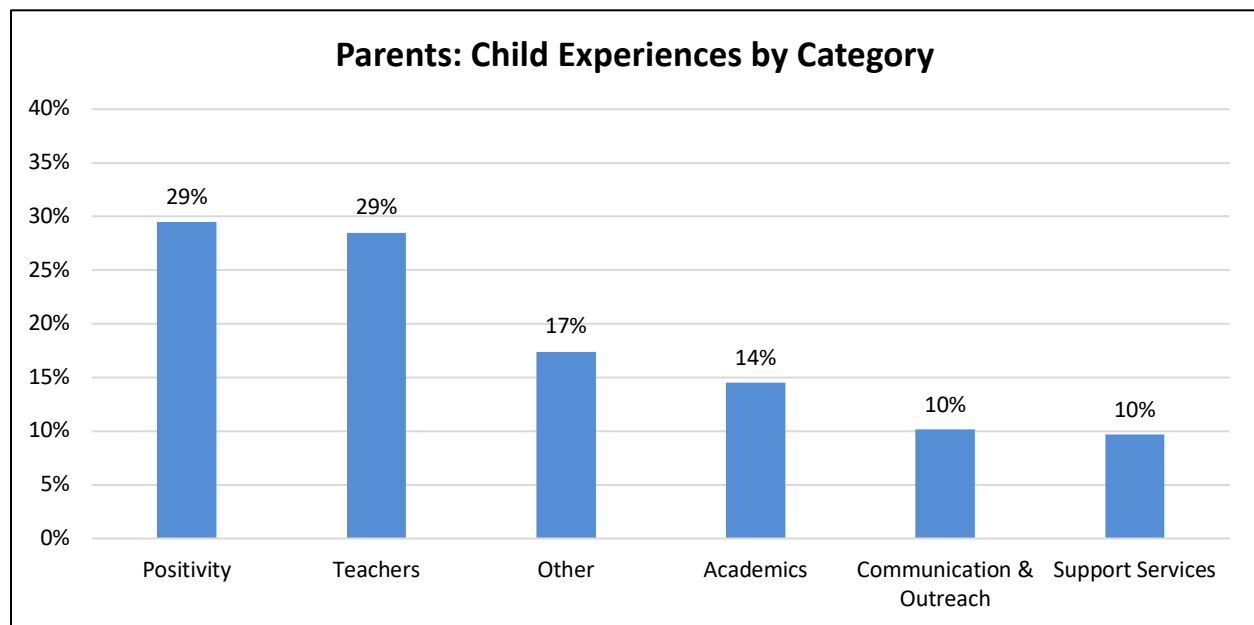
I think Pali should bring back student of the month, which promotes student success. Bring back AVID, which supports a diverse student population. Bring back the faculty cafeteria, which promotes faculty unity.

Open Ended: My Child's Experiences

Parents



Of the comments provided by parents on their child's experiences, 20% (41 responses) provided only positive feedback, while 71% (148 responses) offered suggestions for improvement. A final 9% (18 responses) of comments acknowledged both strengths and areas for growth.



When broken down into categories, 29% of comments (59 responses) expressed concerns about PCHS teachers, 14% (30 responses) about academics, and 10% each about communication and outreach (21 responses), and support services (20 responses). Of the comments addressing academics and teachers, over half explicitly mentioned the math department as an area for growth. An additional 17% of comments (36 responses) provided suggestions for improvements in 'other' areas and 29% of comments (61 responses) praised positive aspects of their child's experience at PCHS.

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

Parent 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.

Positivity (61 responses)

So far, my son has had a stellar experience. We are very pleased with the school.

A very happy environment where students are put first, and teachers and staff are friendly, great educators and the many educational and extracurricular student led activities, as well as sports teams, are truly top notch!

It is a very positive, engaging and supportive environment with staff/teachers, particularly the music department (marching band, drumline, orchestra).

So far, our experience has been good, and I've received positive feedback when needed, as well as prompt assistance on urgent matters. We look forward to continuing through graduation!

Teachers (59 responses)

The quality of teachers that care about their students is not great. There has been a teacher who told my son to look up the answer on Google, instead of taking the time to make sure his students understood. This is just one example of several undesirable teacher experiences. Also, it would be nice for teachers to input grades for student work in a timely manner.

The math department is still an issue...I have had two students both 99% on SAT in math and both students had regular C's in math because the teachers do not explain concepts fully. Math must be explained properly and I think Pali should raise money to buy out one teacher a year and have them go elsewhere so we get a good math department. I love the administration's efforts for sure, but the math department is not good.

Different teachers seem to have different standards in giving grades. Some teachers are hard to get good grades and I heard kids are switching classes due to this.

I am very disappointed in the lack of best practices and instruction in the math and science departments. We have had to pay for private tutoring for two years because of the lack of instruction. I know that there are some effective teachers in each department, however, my child has not received the benefit yet. I am hopeful for her junior and senior year, but it's very frustrating to have to consistently go outside the school for my child to learn the subject matter.

Other (36 responses)

The environment is on the impersonal side, but then with almost 3000 students I guess that's to be expected.

Cell phone use during school hours should not be allowed. Teachers are too lax regarding this rule.

My child has experienced several teachers who have strongly forced their political opinions on students, numerous times, with the result that students with different opinions were silenced.

The after-school traffic is sometimes impossible. There should be a place for cars to wait.

Academics (30 responses)

The math department is sub-par, this is known by school management, yet year after year nothing changes.

It is disappointing how rampant cheating is and how teachers/admin choose to ignore the issue. I have two students who take pride in their work, to only have kids cheat and affect the curve, and integrity of the classroom. At the private school I sent my oldest, they had an honors council and took cheating very seriously.

There is too much homework and it counts too heavily on grades. Students are graded every moment they are in school. The class size is limited only by the number of chairs that can be crammed into a room.

Communication & Outreach (21 responses)

I feel completely disconnected from my child's education. More interaction with teachers would be nice.

It is difficult to get prompt responses from counselors.

The notifications are too frequent on general info and too complicated or not informative enough regarding classroom assignments and grades, with some teachers not using online resources at all.

I have reached out to school administrators twice in the past two years. In both cases, responses were either very delayed or non-existent.

Support Services (20 responses)

The school psychologist is booked for the entire year; we need more school psychologists.

Very good school but very big and too much for counselors to manage effectively.

The school does a terrible job of supporting the 504 plan regulations; it is a constant battle.

I think there needs to be more guidance when it comes to AP classes...how many to take, etc.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders expressed very positive views of Palisades Charter High School in 2018 and upward trends in stakeholder satisfaction from 2015 through 2018 were apparent for many indicators. All groups provided overall favorable reviews of the academic program, school environment, administrators, and teachers. However, each group had concerns in specific areas and gave suggestions for how PCHS could improve. Parents and students were displeased with certain academic departments. Parents also expressed some concerns about communication, counselling services and school security. 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

Overall, stakeholders had a very positive view of the academic program at Palisades Charter High School. In particular, parents and students praised the English and social studies departments, and the AP courses offered. Staff, parents, and students all agreed that rigorous classes were available to students regardless of their background, and that all students were held to high standards.

However, as in prior years, parent and student open-ended responses expressed deep concern with the PCHS math department and the foreign language department to a lesser extent. Parents and students felt that the math department was unresponsive to criticism and that issues with both faculty and instructional quality had persisted for years. Parents described feeling compelled to seek external tutoring because of the deficits they perceived in the quality of the math program at PCHS. It is important to note, however, that these critical comments in the open-ended responses, while representative of an important constituency of PCHS stakeholders, do not represent the majority of respondents. Most parents and students indicated positive feelings about the math and foreign language departments in response to Likert-Scaled questions. Further, in the open-ended responses some parents did single out AP and upper-level math courses as providing a satisfactory math education for their child.

That said, given how persistent the critiques of the math and foreign language departments have been over the years in which this survey has been administered, steps should be taken to address them. First, PCHS should consider administering student evaluation surveys of the math and foreign language department faculty to identify teachers whom students feel are providing inadequate academic support. Further, consider conducting more frequent informal observations of faculty in those areas. This could include both observations from administrators and “peer to peer” observations in which high-performing teachers can serve as models and peer coaches to those needing improvement. Currently, a notable proportion of staff respondents reported that school personnel did *not* share constructive criticism with each other. This practice could help counter this trend, and could even be inter-departmental, with math and foreign language teachers observing the well-regarded history faculty and vice versa. Building relationships and sharing practices *across* as well as *within* subjects could strengthen and diversify the pedagogical strategies of the teachers whom students and parents feel are disinterested or stagnant in their teaching practices. To incentivize buy-in, explore whether completing a certain amount of peer observations, debriefings and collaborative planning could be used to fulfill teacher professional development requirements.

Further, consider offering content specific professional development on how the math department could better engage its students. Given how critical success in math is for many post-secondary pathways, PCHS should be open to serious investment in improving the instructional quality of its math faculty, which may include financially sponsoring teachers to undertake summer professional development. As parents most commonly prioritized “improving instruction” when asked about where PCHS should concentrate its fundraising endeavors, it is likely they would be supportive of such an initiative. It is understandable that teachers in the subject areas singled out here may feel that their hard work is being diminished and become defensive about the critiques they have received over the years, so it is important that most conversations between teachers, administrators and instructional mentors prioritize an emphasis on growth in teaching rather than on punitive consequences.

Finally, some students indicated feeling they received inadequate supplemental academic assistance from teachers, particularly for their foreign language classes. Three quarters of the staff surveyed agreed that more academic support for low-performing students was necessary at PCHS. As such, consider standardizing the structure of tutoring school-wide so that academic assistance in each subject is evenly available before and after school and at lunch. The hours and locations of tutoring should be publicized widely. Departments can internally divide up office hours so that students know there is *always* an instructor they can seek out for help in the subject they need (even if is not their own), but no individual teachers feel they are having to dedicate unsustainable amounts of non-instructional work time to tutoring.

School Environment & Working Conditions

Staff, parents, and students at PCHS had positive opinions of the environment and culture. Parents and students felt that all students were treated equally, and staff reviews of their working conditions continued to improve. 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. Further, unlike in prior years, very few stakeholder respondents raised concerns about school facilities or cleanliness.

An issue that, in light of current events, received much more attention from parents in both Likert-Scaled and open-ended response questions in 2018 was that of campus safety. This is a challenging issue for administrators nationwide to grapple with, particularly because parent sentiment on how best to address the anxiety that families and students hold towards campus security is very mixed. At PCHS, many parents expressed positive views about the steps that have already taken to keep students safe from school-based violence. A contingent of parents at PCHS wished to see more visible security including more armed security and police officers, fewer entry points, and more substantial physical security measure like walls and fences. Other parents in the open-ended response section noted, however, that most school shootings are the results of individuals already inside the school and that instead of adding more security measures, the school should augment their provision of mental health services and counselling. Some parents on both sides of the debate indicated that their child had high levels of anxiety about violence in school. On the technical details of campus security PCHS should consult with expert firms on best practices. PCHS should also consider expanding its provision of counselling and

mental health services to provide students with outlets to process emotional struggles and the anxiety induced by a fear of school-based violence. Because of the understandable level of emotional investment from parents and students on this issue, thoughtful messaging and community engagement is critical. Consider holding an assembly or town hall at the beginning of the year to allow the community to express their opinions and for the school to explain its strategy for keeping students safe and ensuring students *feel* safe. Inviting an expert to explain your security procedures may also help maintain confidence in campus safety at PCHS.

An additional concern expressed in the open-ended response section by some parents was a perceived prevalence of on-campus drug use. Review both the National Institute on Drug Abuse for drug prevention suggestions and your existing campus policies. Then, hold professional development for staff and administration on following these guidelines and handling drug offenses when they occur. Ensure that enforcement of drug use policies is consistent for all students and increase surveillance of “problem” areas to deter drug use before it occurs. Consider forming a student committee to invite dialogue and peer-to-peer conversations about the harms and risks of on-campus drug use.

Teacher Effectiveness

All three stakeholder groups gave positive reviews of the teachers at PCHS. Staff identified the teaching faculty as the school’s greatest strength and praised the comradery, dedication and caring attitudes of teachers. Parents noted how invested teachers were in their child’s success and highlighted English and history faculty as well as teachers of older grade levels as highlights of the school. Further, students expressed the sense that their teachers genuinely cared about them, were passionate about teaching, and wanted them to succeed.

A consistent minority of parents again expressed concerns with the effectiveness of the math and foreign language teachers. In addition to considering the recommendations provided in the “Academic Program” section, the school should also make a concerted effort to show parents and students that they are actively listening to concerns about those departments. PCHS could, for example, hold listening sessions in which parents can discuss their child’s experiences with their math or foreign language teachers and provide suggestions for improving academic outcomes in those subjects.

Another concern brought up again by parents in 2018 was the challenge of communication from teachers about their child’s academic progress. While most parents knew how to use Infinite Campus and Schoology, some complained that these platforms were not updated frequently enough by teachers to be useful. Further, some said that teachers would upload assignments too late for students to have adequate time to complete them. To ensure that parents and students receive timely information the school should institute explicit policies on teacher engagement with these platforms. For instance, teachers may be expected to have all assignments uploaded by the beginning of a unit and update grades within a week of an assignment being collected. Considering the busy schedules of teachers, maintaining two different platforms to update parents on assignments and grades is a significant time investment, so try to provide additional time and support to teachers to complete these tasks. Allow for training and worktime for constructing

their course platforms and uploading assignments *before* the school year begins. If teachers have regular staff or departmental meetings set aside time for teachers to update their online gradebooks at those meetings. PCHS could also consider offering an incentive to the department who best meets these expectations for communication of student assignments and achievement.

Administrator Effectiveness & Support Services

The results of the 2018 survey show that opinions of the administration at PCHS have continued to improve. While some parents felt that administrators such as the dean were not approachable, and that some communication issues between PCHS teachers and parents persisted, most parent respondents provided positive feedback. Students of all grade levels indicated positive feelings about the administration but had a mixed understanding of how to report complaints to administrators. To counter this, make sure to cover the processes for student reporting of rights violations and other issues at beginning of the year assemblies, and post the complaint procedures in highly visible locations including in the administrative offices.

A frequent concern expressed by parents in open-ended responses was a perceived inadequacy of the current college counselling staff to effectively serve such a large student body. Some parents felt their child was not receiving enough individualized attention in terms of their college preparation and trajectory. PCHS should review the current case-loads and responsibilities for counselling staff to confirm if counsellors do indeed have adequate time available to serve all students, or if the hiring of additional staff should be considered. In the event that such hires are not feasible for budgetary reasons, consider bringing in external organizations like AVID to work with high-need sub-populations, Survey students on the areas in which they feel counselling is necessary and hold group information sessions wherever there is substantial overlap in student need, such as if many students are considering applying to the same schools, or a lot of students have questions about soliciting letters of recommendation. College students may also be willing to volunteer to work with students on writing college essays or preparing for the SAT/ACT, so consider reaching out to local post-secondary institutions, such as UCLA.

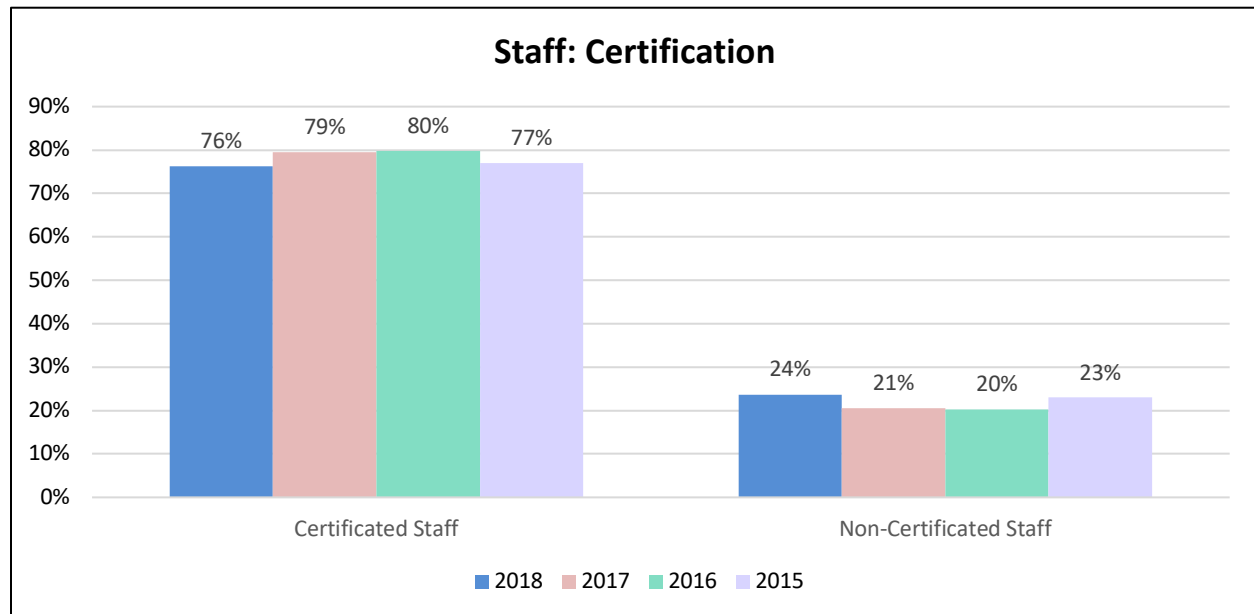
Staff perceptions of the administration continued to improve in 2018. Staff indicated feeling more recognized and appreciated for their work, but still expressed a belief that this could be improved. Many felt they had little role in shaping the school's policies and practices. Consider creating a joint teacher-administrative advisory committee including teachers in different subject areas and with varying levels of seniority, in which school policy is discussed and the faculty are provided with an opportunity to advance their perspective. Further, a substantial proportion of the staff felt that the teacher evaluation system did not provide constructive feedback and was not fair and transparent. Consider increasing the frequency of informal, formative evaluations so that teachers become used to being observed and provided with feedback. Ensure that teachers are substantive collaborators in their professional goal setting and that observations and debriefs are centered around aspects of instructional practice that teachers have themselves identified as important to their professional and pedagogical growth. This way, teachers will feel they are being set up for success on their formal, cumulative evaluations and that the standards on which they are being evaluated are meaningful to them.

Moving Forward

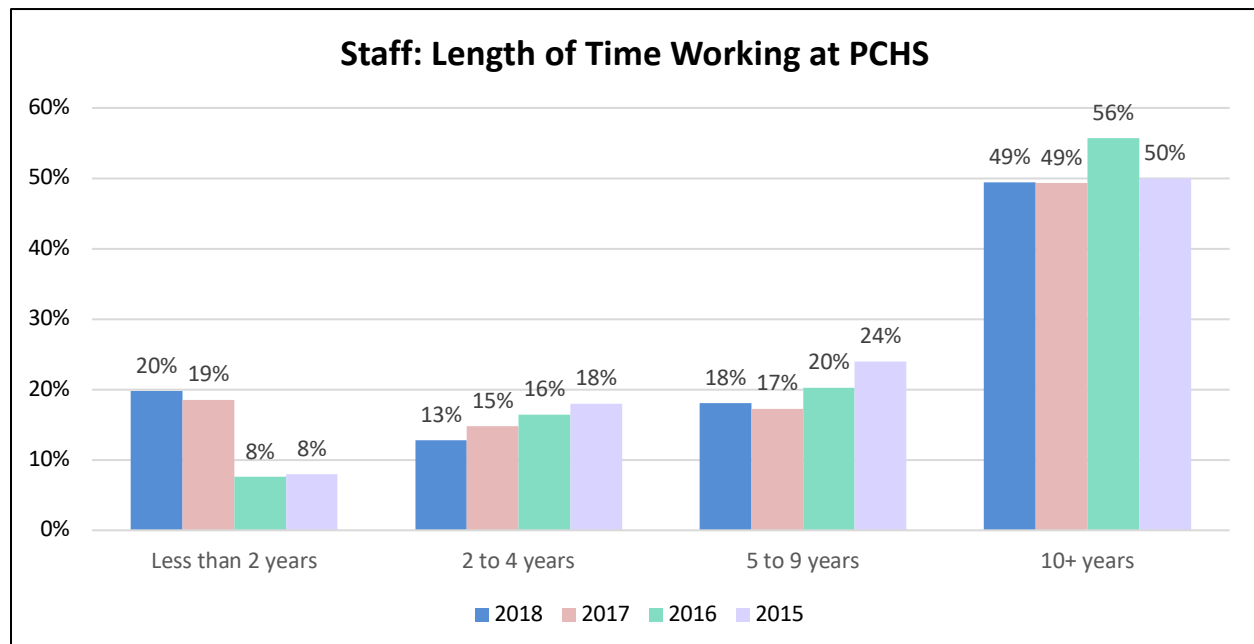
Consider adjusting the academic program section for the staff survey as the current items are not always getting specific responses. For instance, the survey could ask about staff as a whole instead of asking faculty to only evaluate themselves. Further, to follow up on the mixed parent views about campus security, consider asking more specific questions about school safety in 2019. Additionally, consider partnering with SRI to administer teacher evaluations for the math and foreign language departments, or to provide more specific instructionally focused questions to the faculty in those departments next year. This may allow for PCHS to address more specific issues with the math and foreign language departments instead of receiving repetitious general feedback.

Appendix: Respondent Demographics

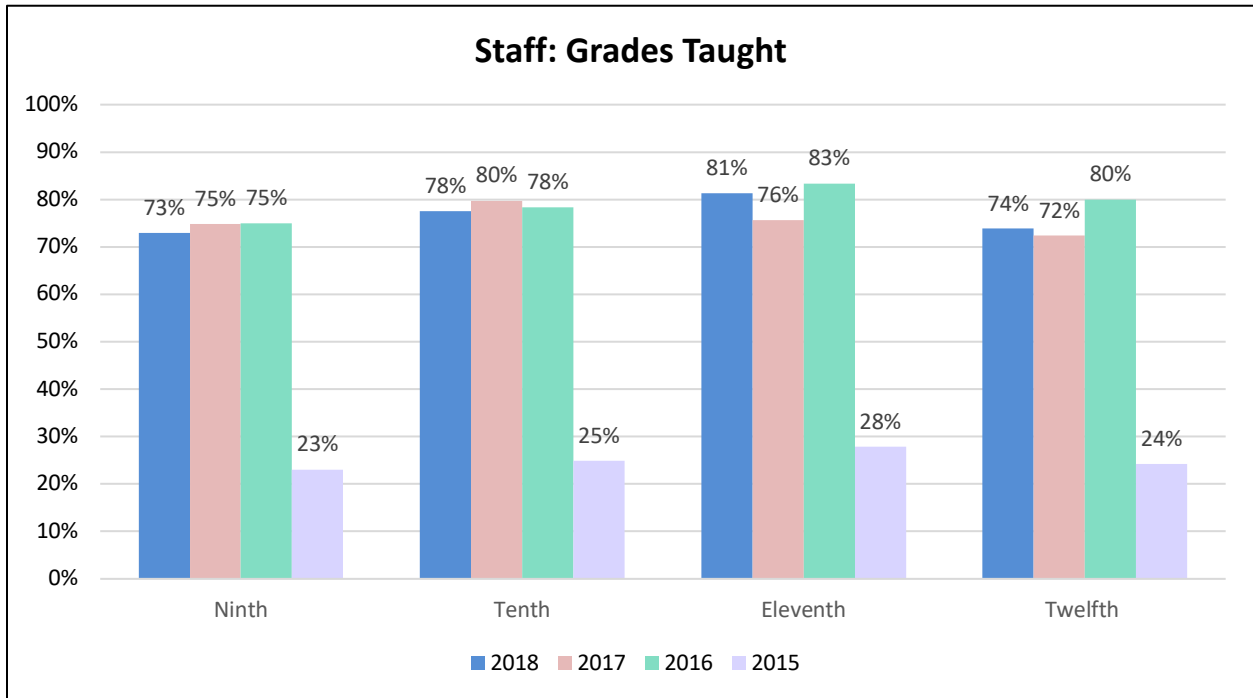
Staff



A clear majority of staff respondents to the 2018 survey were certificated staff (76% / 132 responses).

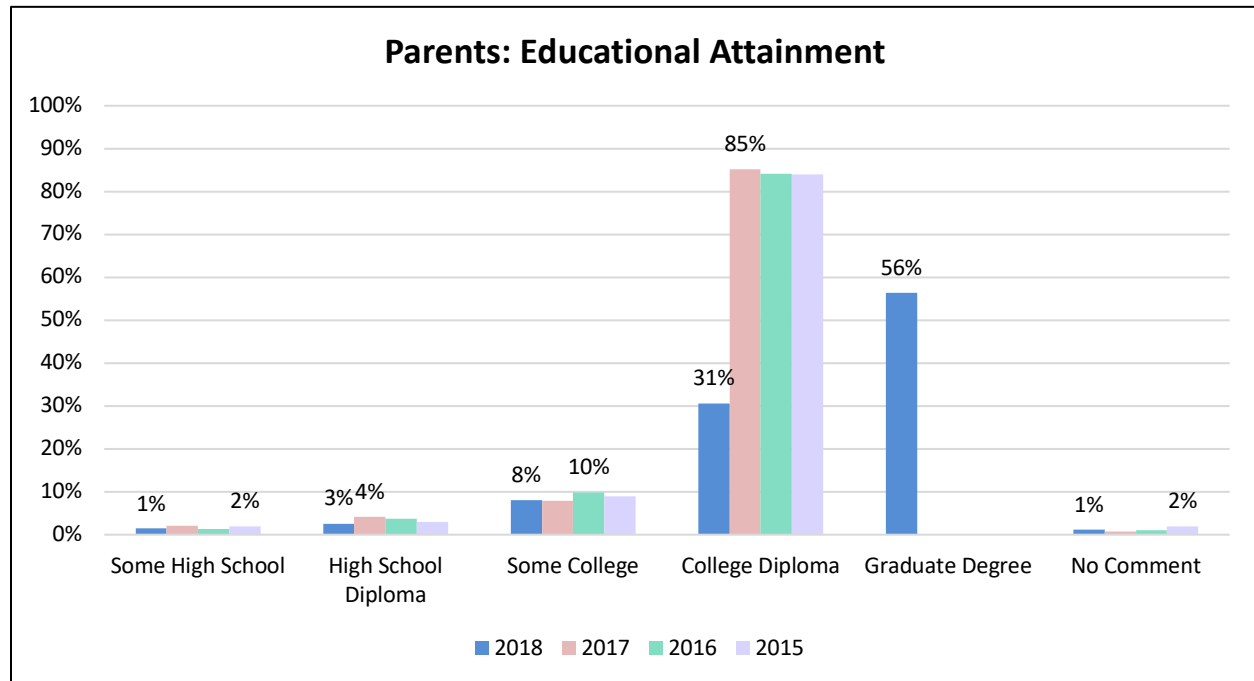


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 85 responses). One fifth of staff respondents (20% / 34 responses) have been working at PCHS for less than two years.

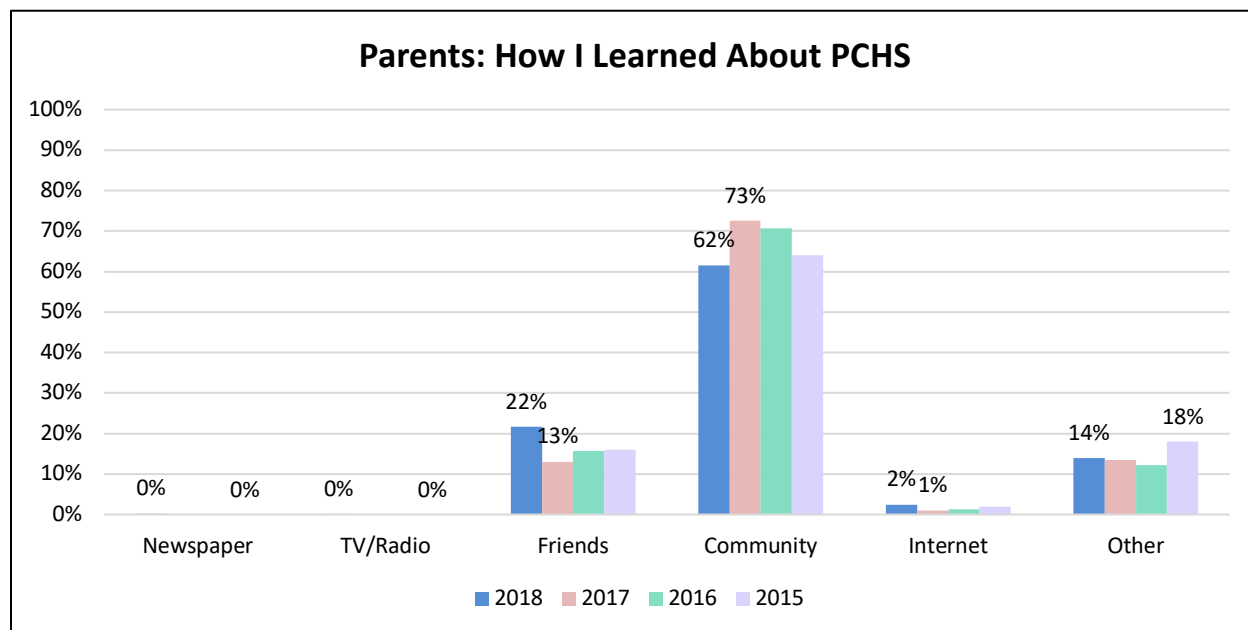


High school teachers were relatively evenly represented by grade, with eleventh grade teachers being slightly overrepresented (81% / 87 responses), and ninth grade teachers being slightly underrepresented (73% / 78 responses).

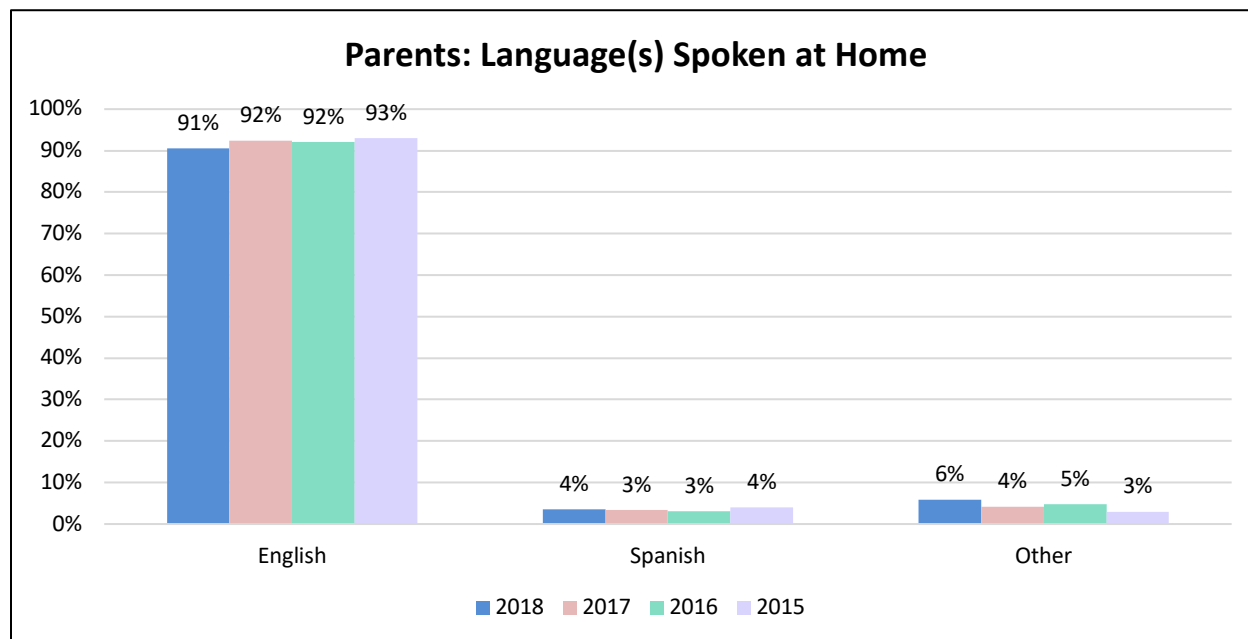
Parents



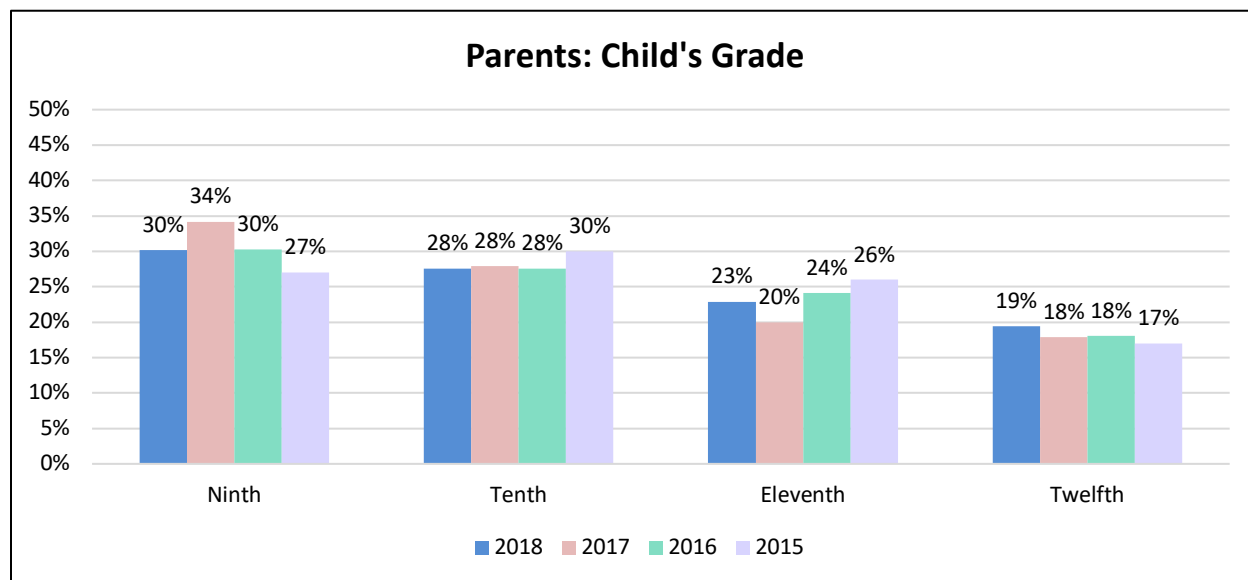
Just over half of parent respondents in 2018 had received a graduate degree (56% / 232 responses). Altogether, parent respondents who reported graduating college (including graduate degrees) increased slightly in 2018 (87% / 357 responses), compared to 2017 (85% / 248 responses). Other rates of educational attainment remained relatively consistent across years that data were collected. In 2018, 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%).



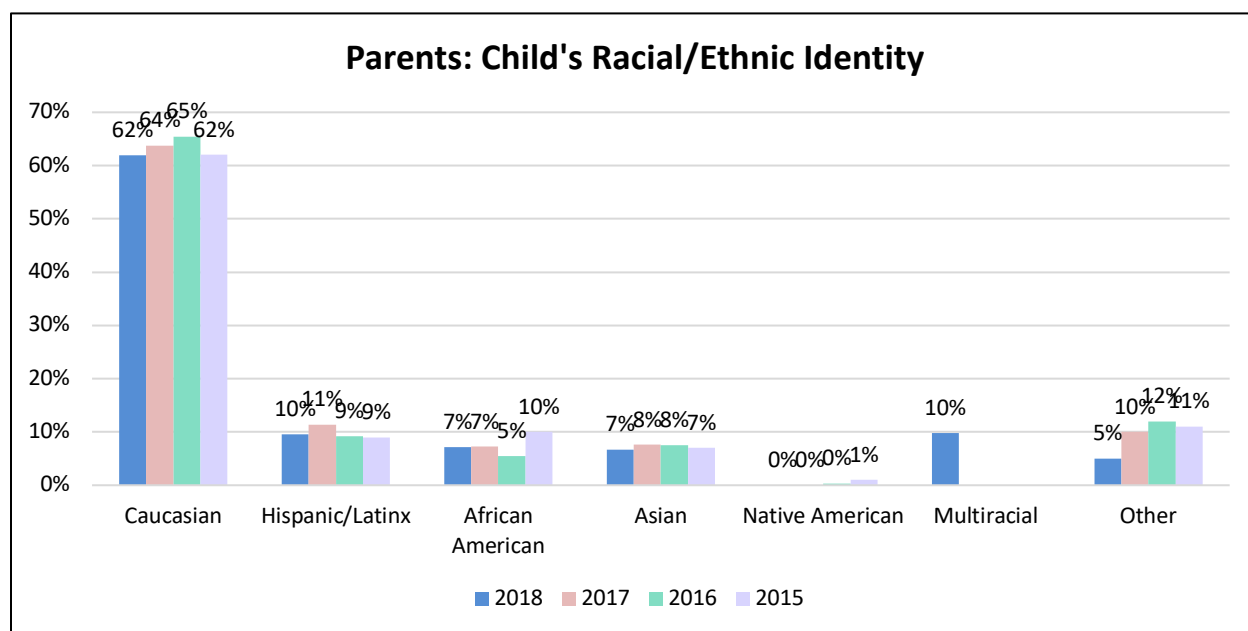
Across years that data were collected, most parents learned about Palisades Charter High School through their community. However, in 2018, an increased share of parent respondents reported learning about PCHS from friends (22% / 254 responses), compared to 2017 (13% / 38 responses). In 2018, twenty-nine parents learned of the school through the Internet (2%), compared to three parents (1%) in 2017. In 2018, fourteen percent (164 responses) of parent respondents reported learning about PCHS through other venues, a proportion relatively consistent with previous years.



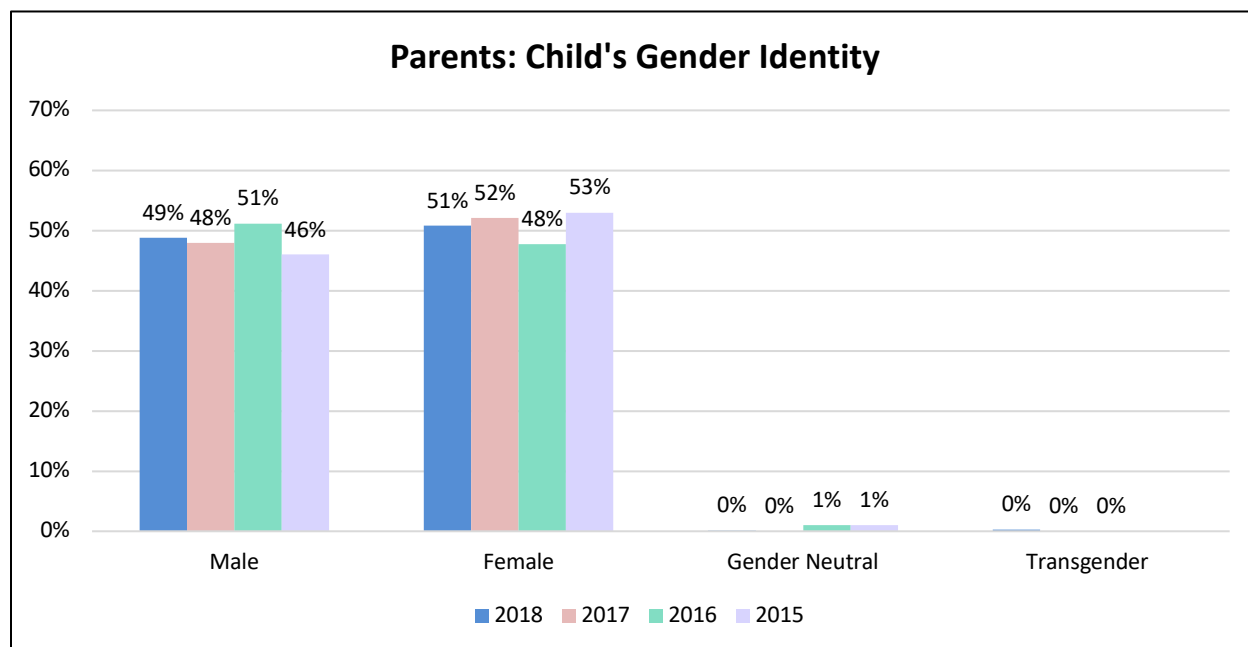
Across survey years, nearly every parent indicated English was the primary language spoken in their home. This portion decreased by one percentage point in 2018 (91% / 893 responses). Thirty-five parents stated that Spanish was their home language (4%) in 2018, and fifty-eight parents spoke a language other than English or Spanish at home (6%).



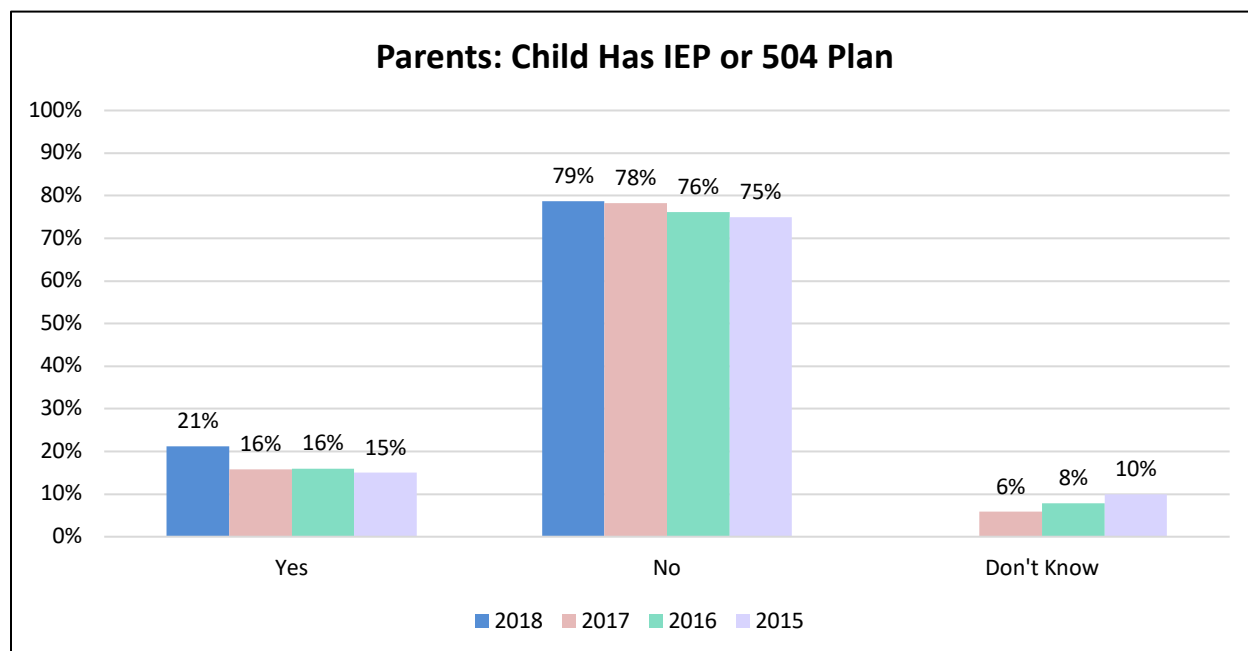
Parents of younger students were consistently the most represented in the surveys between 2015 and 2018. In 2018, 30% of parent respondents had children in ninth grade (99 responses), and 28% had children in the tenth grade (280 responses). Twenty-three percent of parents had children in eleventh grade (232 responses), and 19% were parents of twelfth-grade students (197 responses).



Across years of comparison, roughly two-thirds of parents identified their child as Caucasian; the portion decreased slightly in 2018 (62% / 610 responses). The percentages of parents who identified their children as Hispanic/Latinx, African American, and Asian also remained relatively consistent across comparison years, though there was a slight decrease in percentage of African American students in 2018 (7% / 70 responses) compared to 2015 (10% / 36 responses). Though there was a sharp decline in respondents who reported their children as other races in 2018 (5% / 49 responses), this may be explained by responses to the “multiracial” option added in 2018: ten percent of parents (96 responses) identified their children as identifying with this category.



Parents of male and female children were split almost evenly in half across years of comparison. Fifty-one percent of parents identified their child as female (501 responses) and forty-nine percent identified their child as male (481 responses) in 2018. While two parents (1%) in 2015 and three parents in 2016 (1%) identified their children as gender neutral, no parents did so in 2017 or 2018.



The percentage of parents whose children had an IEP or 504 Plans increased in 2018, when compared to the previous survey years. In 2018, twenty-one percent of parents reported their child as having an IEP or 504 Plans, compared to sixteen percent in 2017 (46 responses) and 2016 (47 responses), and fifteen percent in 2015 (52 responses).

Coversheet

SMC CCAP Agreement

Section: V. Academic Excellence
Item: C. SMC CCAP Agreement
Purpose: Discuss
Submitted by:
Related Material: V_C_Part 2_SMC_CCAP_Appendix_Agreement_08_28_18.pdf
V_C_Part 1_SMC_CCAP_2016_2019_Contract_08_28_18.pdf

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

APPENDIX

PALISADES CHARTER HIGH SCHOOL 2018-2019

This is a College and Career Access Pathway Partnership Agreement (CCAP) hereinafter known as “Agreement” between Santa Monica College District (SMC) hereinafter known as “COLLEGE” and Palisades Charter High School hereinafter known as “SCHOOL DISTRICT”.

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE the COLLEGE and SCHOOL DISTRICT agree as follows:

1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College:	Maral Hyeler, Director Instructional Services	310-434-3551	hyeler_maral@smc.edu
School District:	Dr. Chris Lee, Assistant Principal	310-230-7224	clee@palihigh.org

2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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3. **CCAP AGREEMENT PROGRAM YEAR FALL 2018-SPRING 2019** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2018-2019 COLLEGE: Santa Monica College

SCHOOL DISTRICT: Palisades Charter High School

EDUCATIONAL PROGRAM: Media Studies and Photography

TOTAL NUMBER OF STUDENTS TO BE SERVED: 50 per semester					TOTAL PROJECTED FTES: 10.56		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Survey of Mass Media Communication	Media 1	Fall	12:20-1:50PM	T, Th	Saxon, Lisa	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Reading Media: Acquiring Media Literacy	Media 2	Spring	12:20-1:50PM	T, Th	Saxon, Lisa	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Introduction to Photography	Photo 1	Fall	TBD	TBD	Steil, Rick	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Basic Photography Lab Techniques	Photo 2	Spring	TBD	TBD	Steil, Rick	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

EDUCATIONAL PROGRAM: Graphic Design

TOTAL NUMBER OF STUDENTS TO BE SERVED: 35 per semester					TOTAL PROJECTED FTES: 11.79		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Graphic Design Applications	Gr Des 18	Fall	12:24-1:44PM	M, W	Mashihi, Karineh	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Digital Imaging for Design	Gr Des 64	Spring	12:24-1:44PM	M, W	Mashihi, Karineh	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Note: All referenced Sections from AB 288 (Education Code 76004)

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

SCHOOL DISTRICT counselors selected students based on academic readiness and the alignment of the course content to students; educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

- 4. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Gr Des 18	No text required		N/A	
Gr Des 64	Photoshop Cc: Visual Quickstart Guide	\$40.00	N/A	
Media 1	Media & Culture 10 th Ed.	\$143.00	N/A	
Media 2	Media and Society : A Brief Introduction	\$39.75	N/A	
Photo 1	Short Course In Photography: Digital 3 rd Ed.	\$75.25	N/A	
Photo 2	No Required Textbook		N/A	

5. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

Note: All referenced Sections from AB 288 (Education Code 76004)

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BUILDING	CLASSROOM	DAYS	HOURS
Palisades Charter HS	TBD	See days above	See hours above

2018-2019 Appendix Executed on _____.

Santa Monica College District Board Meeting

- **August 7, 2018**

School District Board Meetings:

- **August __, 2018**

Note: All referenced Sections from AB 288 (Education Code 76004)

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2016-2019**

This is a College and Career Access Pathway Partnership Agreement (CCAP) hereinafter known as "Agreement" between Santa Monica College District (SMC) hereinafter known as "COLLEGE" and Palisades Charter High School hereinafter known as "SCHOOL DISTRICT".

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Santa Monica College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for three year beginning on August 29, 2016 and ending on June 30, 2019, and requires renewal every three years by July 1, unless otherwise terminated in accordance with Section 19 of this Agreement.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
 - 1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
 - 1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
 - 1.5 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
 - 1.6 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- 2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS**
- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of SMC and applicable law. Sec. 2 (a)
 - 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
 - 2.3 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and SMC standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and SMC policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3).

Note: All referenced Sections from AB 288 (Education Code § 76004)

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Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

- 3.8 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

6. CCAP AGREEMENT COURSES

- 6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.4 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.5 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with SMC academic standards.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.7 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by SMC Business Procedure.
- 6.8 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.9 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.10 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with SMC guidelines, policies, pertinent statutes, and regulations.
- 6.11 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.12 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high

Note: All referenced Sections from AB 288 (Education Code § 76004)

school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

- 6.13 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and course that make up the programs must be part of the approved programs, or the college must have received delegated authority to separately approve those courses locally.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.3 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4 Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.6 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional

Note: All referenced Sections from AB 288 (Education Code § 76004)

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responsibilities. Said training shall be approved by and provided by the COLLEGE.

- 7.7 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.8 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of SMC.
- 7.9 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of SMC specifically with regard to their duties as instructors.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with SMC policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of

Note: All referenced Sections from AB 288 (Education Code § 76004)

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contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)

- 9.3 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.4 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)
 - The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1 SMC shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 SMC shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)

Note: All referenced Sections from AB 288 (Education Code § 76004)

- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and tit.5.

11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 SMC certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The SCHOOL DISTRICT agrees and acknowledges that SMC will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
 - A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

15. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all

Note: All referenced Sections from AB 288 (Education Code § 76004)

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student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

16. REIMBURSEMENT

- 16.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

17. FACILITIES

- 17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to SMC or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each

Note: All referenced Sections from AB 288 (Education Code § 76004)

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course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

- 17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

18. INDEMNIFICATION

- 18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 18.2 The SMC agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SMC and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SMC and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

19. INSURANCE

- 19.1 The SCHOOL DISTRICT, in order to protect SMC, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this

Note: All referenced Sections from AB 288 (Education Code § 76004)

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Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

- 19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend SMC, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

20. NON-DISCRIMINATION

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

21. TERMINATION

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in the CCAP agreement.
- 21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATION AND AMENDMENT

- 22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

- 23.1 This agreement shall be interpreted according to the laws of the State of California.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

24.1 For locations outside the geographical boundaries of SMC, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on October 18, 2016

By: Emilie Lawe, Board Chair
SCHOOL DISTRICT

By: Louise Jaffe
SANTA MONICA COLLEGE DISTRICT

Santa Monica College District Board Meetings:

- (a) Information Board Meeting Date: August 2, 2016
- (b) Public Comment Board Meeting Date: September 6, 2016

School District Board Meetings:

- (a) Information Board Meeting Date: September 20, 2016
- (b) Public Comment Board Meeting Date: October 18, 2016

Note: All referenced Sections from AB 288 (Education Code § 76004)

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APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE the COLLEGE and SCHOOL DISTRICT agree as follows:

1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College:	Maral Hyeler, Director Instructional Services	310-434-3551	hyeler_maral@smc.edu
School District:	Jeff Hartman, Assistant Principal	310-230-7224	jhartman@palihigh.org

2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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3. **CCAP AGREEMENT PROGRAM YEAR FALL 2016-SPRING 2017** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2016-2017 COLLEGE: Santa Monica College

SCHOOL DISTRICT: Palisades Charter High School

EDUCATIONAL PROGRAM: Media Studies and Journalism

TOTAL NUMBER OF STUDENTS TO BE SERVED: 50 per semester							TOTAL PROJECTED FTES: 10.56	
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION	
Survey of Mass Media Communication	Media 1	Fall	12:20-1:50PM	T, Th	Saxon, Lisa	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS	
Media, Gender, Race	Media 10	Spring	12:20-1:50PM	T, Th	Saxon, Lisa	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS	
Editing	Journalism 3	Spring	TBD	TBD	Saxon, Lisa	<input type="checkbox"/> CC X HS	<input type="checkbox"/> CC X HS	
Editing the Campus New Paper	Journalism 17	Spring	TBD	TBD	Saxon, Lisa	<input type="checkbox"/> CC X HS	<input type="checkbox"/> CC X HS	
Introduction to Photography	Photo 1	Spring	TBD	TBD	Staff	<input type="checkbox"/> CC X HS	<input type="checkbox"/> CC X HS	

EDUCATIONAL PROGRAM: Computer Science

TOTAL NUMBER OF STUDENTS TO BE SERVED: 30 per semester							TOTAL PROJECTED FTES: 6.22	
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION	
Introduction to Computer Science	CS 3	Fall/Spring	2:13-3:33PM	T, Th	Marchard, Ken	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS	
Visual Basic Programming	CS 15	Spring	2:13-3:33PM	T, Th	Staff	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS	

Note: All referenced Sections from AB 288 (Education Code 76004)

EDUCATIONAL PROGRAM: Graphic Design

TOTAL NUMBER OF STUDENTS TO BE SERVED: 35 per semester							TOTAL PROJECTED FTES: 11.79	
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION	
Introduction to Graphic Design Applications	Gr Des 18	Fall	12:24-1:44PM	M, W	Mashihi, Karineh	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC	X HS
Digital Imaging for Design	Gr Des 64	Spring	12:24-1:44PM	M, W	Mashihi, Karineh	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC	X HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

SCHOOL DISTRICT counselors selected students based on academic readiness and the alignment of the course content to students; educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

4. **BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
CS 3	Introduction to Computer Systems 2 nd Edition	\$109.50	N/A	
CS 15	Starting out with Visual Basic 2012 1 st Edition	\$114.50	N/A	
Gr Des 18	No text required		N/A	
Gr Des 64	Photoshop Cc: Visual Quickstart Guide	\$40.00	N/A	

Note: All referenced Sections from AB 288 (Education Code 76004)

Journalism 3	No text required		N/A
Journalism 17	No text required		N/A
Media 1	Media & Culture 10 th Ed.	\$143.00	N/A
Media 10	Race, Gender, Class & Media 2 nd Ed.	\$162.50	N/A
Photo 1	Short Course In Photography: Digital 3 rd Ed.	\$75.25	N/A

5. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

BUILDING	CLASSROOM	DAYS	HOURS
Palisades Charter HS	TBD	See days above	See hours above

Note: All referenced Sections from AB 288 (Education Code 76004)

Coversheet

CAASPP - 11th Grade Student Performance & Progress

Section: V. Academic Excellence
Item: D. CAASPP - 11th Grade Student Performance & Progress
Purpose: FYI
Submitted by:
Related Material: V_D_CAASPP Student Performance 11th grade_08_28_18.pdf



PALISADES

CHARTER HIGH SCHOOL

California Assessment of Student Performance and Progress (CAASPP) Summative Assessments, 2017–18 Grade 11 CAASPP Score Report

Dear Parent or Guardian:

At the end of the last school year, your child took part in the California Assessment of Student Performance and Progress (CAASPP) computer-based tests for English language arts/literacy (ELA) and mathematics. These tests are based on California's academic standards, which include the ability to write clearly, think critically, and solve problems — the very skills needed for success in college and a career.

Your child's report includes an overall score for each subject and information about how well your child did in different areas. You will also find an Early Assessment Program (EAP) status report, which is used by the California State University and participating California Community Colleges. The EAP status indicates your child's readiness for credit-bearing, college-level courses in ELA and mathematics. If further preparation is needed, your child may need to take specific courses as a senior to prepare for college. For more information, please see the CSU's Early Assessment Program Web page at <https://www.calstate.edu/eap/> and the CSU Success Web page at <https://www.csusuccess.org>.

If your child was enrolled in his or her last high school science course, your child may also have been given the California Science Test (CAST) field test, based on California's Next Generation Science Standards. You will find information about the test on the back of the Student Score Report. The CAST is still being developed, and no scores will be reported until the test is operational.

To find out more about your student's scores:

The California Department of Education CAASPP Student Score Report Information Web page at <https://www.cde.ca.gov/ta/tg/ca/caasppssrinfo.asp> has the following materials to help parents and guardians understand the score reports:

- Understanding the Student Score Report — CAASPP, a video (English and Spanish)
- Guide to Understanding the CAASPP Student Score Report (top seven languages)
- Sample Student Score Report (English and Spanish)

The Test Score Guide Web site will also give you information about the overall score, what level that score falls into, and your child's strengths and weaknesses. The Web site can be found at <https://testscoreguide.org/ca>.

In our district, the test results are just one way to look at how well our students are doing. We use the results to find areas in which students will need help in the next school year. It is also important to know that the test results are not used to determine whether a student moves to the next grade. If you have questions or concerns about your child's progress, please call the school office at (310) 230-6623.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Pamela Magee".

Dr. Pamela Magee, ED.D
Executive Director/Principal

Coversheet

Consolidated Application 2018 - 2019 (CONAPP)

Section: VII. Finance
Item: A. Consolidated Application 2018 - 2019 (CONAPP)
Purpose: FYI
Submitted by:
Related Material: VII_A_CONAPP_2018_2019_BOT_08_28_18.pdf

California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 6/21/2018 10:29 AM**2018-19 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

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

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

Authorized Representative's Full Name	Dr. Pamela Magee
Authorized Representative's Signature	<i>Dr. Pamela Magee</i>
Authorized Representative's Title	Executive Director/Principal
Authorized Representative Signature Date	06/21/2018

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:8/24/2018

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California Department of Education

Consolidated Application

Palisades Charter High (19 64733 1995836)

Status: Certified
 Saved by: Gregory Wood
 Date: 6/21/2018 10:29 AM

2018-19 Protected Prayer Certification

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

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. Pamela Magee
Authorized Representative Title	Executive Director/Principal
Authorized Representative Signature Date	06/07/2018
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

EPA 'Prop 30' - 2018/2019 Budget

Section: VII. Finance
Item: B. EPA 'Prop 30' - 2018/2019 Budget
Purpose: Vote
Submitted by:
Related Material: VII_B_EPA_Budget_2018_2019_BOT_08_28_18.pdf

EPA Budget Recommended by Budget Finance Committee

	EPA Budget 2018-2019	Comments
ADA ESTIMATE	-	
EPA Funding-Prop 30	4,614,937	
LCFF Funding-Total	4,614,937	Per FCMAT Projection, 8/2018
Federal Revenues-Total	0	
Total Revenue	4,614,937	
Teachers	3,337,751	EPA - Certificated Salaries - 45 FTE (@\$75K/year)
Certificated Salaries	3,337,751	
Classified Salaries	0	
Total Salaries	3,337,751	
STRS - Certificated (ER 14.43%)	419,889	EPA - Certificated STRS
OASDI Medicare - Certificated	48,397	EPA - Certificated MEDI
Health & Welfare Benefits - Certificated	524,371	
Unemployment Insurance - Certificated	0	
Workers' Compensation - Certificated	0	
Employee Benefits	992,658	
Total Salary & Benefits	4,330,409	
Books & Supplies	0	
Services, Other Operating Exp	0	
Capital Outlay/Depreciation Expense	0	
Indirect Cost (Total charter school supervisory oversight fees only)	284,528	LAUSD Oversight
Total Expenses	4,614,937	
Financial Reporting Basis-Adjusted for Depreciation	0	
Net Reserve Fund Increase(Reduction)-Cash Basis	0	

Coversheet

2017/2018 Unaudited Actuals

Section: VII. Finance
Item: C. 2017/2018 Unaudited Actuals
Purpose: Vote
Submitted by:
Related Material: VII_C_Part 2_2017_2018_Unaudited_Actuals_08_28_18.pdf
VII_C_Part 1_2017_2018_UAR_Alternative_Form_08_28_18.pdf

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PCHS
2017-2018
UNAUDITED ACTUALS VS. PROJECTED SUMMARY

	2017-2018 Estimated Actuals (5/31/18)	2017-2018 Unaudited Actuals (8/18/2018)	Differences Summary	COMMENTS
Total Projected Deficit	\$ (237,197)	\$ (904,144)	\$ (666,947)	
Revenue :	\$ 34,016,624	\$ 33,861,854	\$ (154,769)	SEE BELOW FOR REVENUE
Expense :	\$ 34,253,821	\$ 34,765,998	\$ (512,177)	SEE BELOW FOR EXPENSES
Major Differences- REVENUE:				
Educator Effectiveness	\$ 86,819	\$ -	\$ (86,819)	REVENUE EARNED IN PRIOR YEAR/NOT RECEIVED
Civic Center Permits	\$ 1,184,686	\$ 1,116,993	\$ (67,693)	LOWER SUMMER REVENUE (4TH Qtr.) THAN ESTIMATED
EXPENSES (By Category):				
Certificated Salaries	\$ 14,616,085	\$ 14,703,194	\$ 87,109	Actuals up 0.6%-Teachers on leave requiring coverage
Classified Salaries	\$ 4,516,492	\$ 4,592,164	\$ 75,672	SpED Classified Staffing increases (\$34,000)
Total Salaries	<u>\$ 7,529,923</u>	<u>\$ 7,107,370</u>	<u>\$ (422,553)</u>	Based upon Deficit/Did not fund additional L/T Benefits, only those paid in 2017/18 (approx. \$229,000) Board could approve level or fund to previous levels
Books & Supplies	\$ 1,326,345	\$ 1,452,174	\$ 125,829	Higher levels of non-capital Operational items (\$70,000)/Textbooks & IMA (\$38,000)
Services & Other Operating	\$ 5,304,361	\$ 5,960,039	\$ 655,678	

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PCHS
2017-2018
BUDGET DIFFERENCES-
SERVICES AND OPERATING

	Total	Legal (5821)	General Consulting (5810)	Educational Consulting (5850)	Other Services/Com munications 5890/5910	Mileage (5210)	Operations (5510)	Rentals, Leases, & Repairs (5610)	Transportation (5811/12)
\$ 63,000	\$ 63,000						\$ 63,000		
\$ 92,000	\$ 92,000						\$ 92,000		
\$ 160,000	\$ 160,000	\$ 160,000							
\$ 38,000	\$ 38,000	\$ 38,000							
\$ 118,000	\$ 118,000		\$ 118,000						
\$ 85,000	\$ 85,000		\$ 85,000						
\$ 60,000	\$ 60,000			\$ 60,000					
\$ 17,000	\$ 17,000				\$ 17,000				
\$ 30,000	\$ 30,000		\$ 30,000						
\$ 29,000	\$ 29,000					\$ 29,000			
\$ 18,000	\$ 18,000				\$ 18,000				
\$ (222,000)	\$ (222,000)								\$ (222,000)
\$ 37,000	\$ 37,000		20,943.55		\$ 16,056				
\$ 525,000	\$ 198,000	\$ 253,944	\$ 60,000	\$ 51,056	\$ 29,000	\$ 63,000	\$ 92,000	\$ (222,000)	

Significant Changes:
 Utilities-LAUDS Y/E Adj/Operational Supplies
 Rentals-Chromebook Leases/Repairs
 SpED Legal Settlements
 General Legal Expenses at Year End
 SpED Consulting Increases vs. Projected-
 Underaccrued Custodial \$85,000
 Increase use of outside Substitutes (TOR)- SpED \$27k
 Phone Expense improvements/repairs
 Additional O/S Security needed-fluid
 Higher Year/End Conferences (for Restricted Funding)
 Scholarships paid out (restricted \$\$) in late June
 Transportation (Pending Durham Settlement Offer- \$382k
 to settle/ (less) \$368k held by Durham) \$58,000 accrued-
 but lower pending final resolution
 Temp Services-classified/Fundraising Disbursements

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PALISADES CHARTER HIGH SCHOOL
2017-2018 Estimated Actuals 2017-2018 Unaudited Actuals

	2017-2018 Budget - Approved 6/20/17	2017-2018 Estimated Actuals (5/31/18)	2017-2018 Unaudited Actuals (6/30/18)
ADA ESTIMATES/ACTUAL FUNDED	2,854	2,910	2,910
LCFF FUNDING PER ADA	9,212.27	9,217	
LCFF HIGH NEEDS PER ADA			
EPA Funding-Prop 30	4,183,522	4,319,604	4,657,544
LCFF Entitlement - State Aid - Current Year	16,428,863	16,043,908	15,142,505
LCFF Entitlement - State Aid - PY			
EPA Funding - Prior Year			23,892
LCFF PY Adjustments		(335,114)	(289,053)
C S Funding In Lieu of PropTax -	5,677,956	6,502,627	7,017,405
C S Funding In Lieu of PropTax - PY adjustments		289,053	263,926
LCFF Funding-Total	26,290,340	26,820,078	26,816,219
NCLB:T1,Basic School Support	256,834	277,508	281,972
Special Ed: IDEA Basic Local Assistance Entitlement	555,461	570,865	565,541
NCLB:TII, Teacher Quality/ESSA	6,903	57,891	57,519
MAA-Medical Reimbursements	37,926	-	16,925
Perkins	24,736	24,736	24,736
DOR-Rehab		15,000	8,550
AP Fees		3,359	3,359
Child Nutrition Program	409,325	373,328	362,687
Federal Revenues-Total	1,291,185	1,322,687	1,321,289
Prop. 39 energy	110,194	220,105	220,105
State Lottery:Non Prop 20 - Current Year	438,082	432,306	452,061
State Lottery:Non Prop 20 - PY adjustments		9,448	9,448
Child Nutrition: School Programs	35,662	31,323	30,495
Mandated Costs Reimbursement	119,478	125,271	125,271
Educator Effectiveness Grant (3 year grant)	100,000	86,819	-
One Time Discretionary Grant	-	419,051	419,051
State Lottery:Prop 20 Inst Matls-Current Year	147,807	139,968	162,266
State Lottery:Prop 20 Ins Matls-PY adjustments		14,693	14,693
Special Education- AB602	1,621,942	1,668,419	1,681,851
Student ID/CAHSEE	4,992	5,767	4,860
CTE Grant	368,012	527,648	527,117
College Readiness Block Grant	133,494	135,048	124,016
LAUSD-Sp Ed Grants (Option 3)	130,000	217,000	172,997
Other State Revenues-Total	3,209,662	4,032,866	3,944,232
Food Service Sales	194,907	204,907	202,852
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,059,686	1,184,686	1,116,993
Interest	80,000	101,400	115,788

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PALISADES CHARTER HIGH SCHOOL
2017-2018 Estimated Actuals 2017-2018 Unaudited Actuals

	2017-2018 Budget - Approved 6/20/17	2017-2018 Estimated Actuals (5/31/18)	2017-2018 Unaudited Actuals (6/30/18)
ADA ESTIMATES/ACTUAL FUNDED	2,854	2,910	2,910
LCFF FUNDING PER ADA	9,212.27	9,217	
LCFF HIGH NEEDS PER ADA			
Encroachment			0
Gains/Losses			747
Fundraising	300,000	350,000	343,734
Other Local Revenues-Total	1,634,593	1,840,993	1,780,114
Total Revenue	32,425,780	34,016,624	33,861,854
Teachers	13,324,423	12,506,944	12,886,731
School Admin	785,000	898,346	900,745
Librarians		126,924	
Guidance,Welfare		709,444	
Other Support/Impact of / Step and Column	107,235	-	562,990
New Periods & Teachers (Master Budget- Other - SUBS)	289,427	374,427	352,728
Certificated Salaries	14,506,085	14,616,085	14,703,194
Inst'l Aides	-	952,330	905,595
Admin. Sal	369,631	432,000	516,380
Clerical/Office	3,900,370	1,930,124	1,829,675
Maint./Oper (incl. in Clerical/Office)		104,916	104,695
Food Services		45,500	46,488
Math Paraprofessionals		79,739	84,181
Other Classified		971,883	1,183,398
Impact Step and Column	60,171		-
Proposed New Positions/Hours	92,872		-
Classified Salaries	4,423,044	4,516,492	4,592,164
Total Salaries	18,929,129	19,132,577	19,295,358
STRS - Certificated (ER 16.28%)	2,093,228	2,045,320	2,059,405
PERS - Classified (ER 18.06%)	556,424	568,180	609,158
OASDI Regular - Certificated	15,000	15,000	14,330
OASDI Regular - Classified	274,229	280,023	277,840
OASDI Medicare - Certificated	210,338	211,933	209,576
OASDI Medicare - Classified	64,134	65,489	67,090
Health & Welfare Benefits - Certificated	2,186,100	2,312,423	2,302,720
Health & Welfare Benefits - Classified	1,021,221	1,124,915	1,115,968
Unemployment Insurance - Certificated	7,253	7,308	11,188
Unemployment Insurance - Classified	2,212	2,258	4,795
Workers' Compensation - Certificated	132,394	144,185	146,742
Workers' Compensation - Classified	56,740	61,890	59,333
Other Employment Benefits - Certificated (LT Benefits)	441,000	483,000	203,094
Other Employment Benefits - Classified (LT Benefits)	190,000	208,000	26,134
Employee Benefits	7,250,273	7,529,923	7,107,370

PALISADES CHARTER HIGH SCHOOL
2017-2018 Estimated Actuals 2017-2018 Unaudited Actuals

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	2017-2018 Budget - Approved 6/20/17	2017-2018 Estimated Actuals (5/31/18)	2017-2018 Unaudited Actuals (6/30/18)
ADA ESTIMATES/ACTUAL FUNDED	2,854	2,910	2,910
LCFF FUNDING PER ADA	9,212.27	9,217	
LCFF HIGH NEEDS PER ADA			
Total Salary & Benefits	26,179,402	26,662,501	26,402,728
Textbooks	186,578	146,578	156,447
Instructional Materials	227,611	275,000	303,557
Non-capitalized Equipment	51,555	470,502	540,471
Other Supplies	130,694	190,000	220,386
Food Service Supplies	256,421	244,265	231,314
Books & Supplies	852,859	1,326,345	1,452,174
Personnel Services-Mileage	6,500	4,000	6,817
Travel/Conference	75,250	72,068	101,280
Due/Memberships (Subscriptions)	205,066	305,000	299,208
Insurance	143,029	182,815	183,815
Operation and Housekeeping Services	650,000	705,000	308,389
Utilities			459,712
Rentals/Leases/Repairs & Noncapitalized Improvements	400,000	419,000	510,828
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	2,277,698	2,411,956	3,054,258
Pupil Transportation	576,570	954,522	732,204
Other Expenses			233,213
Communications	190,756	250,000	70,315
Services, Other Operating Exp	4,524,869	5,304,361	5,960,039
Capital Outlay (6100-6500) -Total (Detail Below)	983,000	1,004,060	1,151,324
Sites & Improvement (6100)	105,000	219,555	270,569
Bldgs & Improvement (6200)	247,000	292,780	381,877
Equipment-Technology (6400)	550,000	437,383	444,612
Equipment/Furniture Replacement (6500)	81,000	54,342	54,266
Depreciation Expense	574,000	625,000	637,920
Interest	33,314	67,413	44,961
Indirect Cost (Total charter school supervisory oversight fees only)	257,947	268,201	268,177
Total Expenses-Financial Reporting Basis	32,422,390	34,253,821	34,765,998
Total Expenses-Cash Reporting Basis	32,831,390	34,632,881	35,279,401
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	3,390	(237,197)	(904,144)
Net Reserve Fund Increase(Reduction)-Cash Basis	(405,610)	(616,257)	(1,417,547)

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2017 to June 30, 2018**Charter School Name: Palisades Charter High SchoolCDS #: 19647331995836 UAR 08.18.18Charter Approving Entity: Los Angeles Unified School DistrictCounty: Los AngelesCharter #: 037

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

 Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797) **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	15,142,505.00		15,142,505.00
Education Protection Account State Aid - Current Year	8012	4,657,544.00		4,657,544.00
State Aid - Prior Years	8019	(265,161.00)		(265,161.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	7,281,331.00		7,281,331.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		26,816,219.00	0.00	26,816,219.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		281,972.00	281,972.00
Special Education - Federal	8181, 8182		565,541.13	565,541.13
Child Nutrition - Federal	8220		362,687.00	362,687.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	3,359.00	107,730.00	111,089.00
Total, Federal Revenues		3,359.00	1,317,930.13	1,321,289.13
3. Other State Revenues				
Special Education - State	StateRevSE		1,681,851.00	1,681,851.00
All Other State Revenues	StateRevAO	549,182.00	1,713,198.00	2,262,380.00
Total, Other State Revenues		549,182.00	3,395,049.00	3,944,231.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	1,577,262.00	202,852.00	1,780,114.00
Total, Local Revenues		1,577,262.00	202,852.00	1,780,114.00
5. TOTAL REVENUES				
		28,946,022.00	4,915,831.13	33,861,853.13
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	11,201,374.58	1,902,471.08	13,103,845.66
Certificated Pupil Support Salaries	1200	698,602.80	0.00	698,602.80
Certificated Supervisors' and Administrators' Salaries	1300	779,140.00	121,604.78	900,744.78
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		12,679,117.38	2,024,075.86	14,703,193.24
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	(50,766.00)	956,361.00	905,595.00
Noncertificated Support Salaries	2200	107,143.00	46,488.05	153,631.05
Noncertificated Supervisors' and Administrators' Salaries	2300	435,684.00		435,684.00
Clerical and Office Salaries	2400	1,829,675.00	0.00	1,829,675.00
Other Noncertificated Salaries	2900	1,180,540.00	87,039.00	1,267,579.00
Total, Noncertificated Salaries		3,502,276.00	1,089,888.05	4,592,164.05

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Palisades Charter High School

CDS #: 19647331995836 UAR 08.18.18

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	1,783,292.82	276,111.90	2,059,404.72
PERS	3201-3202	465,693.13	143,464.94	609,158.07
OASDI / Medicare / Alternative	3301-3302	456,818.78	112,016.18	568,834.96
Health and Welfare Benefits	3401-3402	3,418,687.85	0.00	3,418,687.85
Unemployment Insurance	3501-3502	15,983.00		15,983.00
Workers' Compensation Insurance	3601-3602	204,980.00	1,094.00	206,074.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	229,228.00		229,228.00
Total, Employee Benefits		6,574,683.58	532,687.02	7,107,370.60
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	1,366.00	155,082.00	156,448.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	202,025.53	321,898.62	523,924.15
Noncapitalized Equipment	4400	293,696.25	246,774.54	540,470.79
Food	4700		231,313.58	231,313.58
Total, Books and Supplies		497,087.78	955,068.74	1,452,156.52
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	164.61	6,652.01	6,816.62
Travel and Conferences	5200	56,066.79	45,213.44	101,280.23
Dues and Memberships	5300	22,036.64	277,170.92	299,207.56
Insurance	5400	183,815.00	0.00	183,815.00
Operations and Housekeeping Services	5500	767,944.00	158.00	768,102.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	494,209.00	16,619.10	510,828.10
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	2,183,461.72	1,836,224.54	4,019,686.26
Communications	5900	70,315.00		70,315.00
Total, Services and Other Operating Expenditures		3,778,012.76	2,182,038.01	5,960,050.77
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	563,466.00	74,455.00	637,921.00
Total, Capital Outlay		563,466.00	74,455.00	637,921.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	268,176.53		268,176.53
Transfers of Indirect Costs	7300-7399	(76,453.00)	76,453.00	0.00
Debt Service:				
Interest	7438	44,961.00		44,961.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		44,961.00	0.00	44,961.00
Total, Other Outgo		236,684.53	76,453.00	313,137.53
8. TOTAL EXPENDITURES		27,831,328.03	6,934,665.68	34,765,993.71

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Palisades Charter High School

CDS #: 19647331995836 UAR 08.18.18

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,114,693.97	(2,018,834.55)	(904,140.58)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(2,163,020.00)	2,163,020.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(2,163,020.00)	2,163,020.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(1,048,326.03)	144,185.45	(904,140.58)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	9,428,698.34	516,993.42	9,945,691.76
b. Adjustments/Restatements	9793, 9795	(12,807,283.00)	0.00	(12,807,283.00)
c. Adjusted Beginning Fund Balance /Net Position		(3,378,584.66)	516,993.42	(2,861,591.24)
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		(4,426,910.69)	661,178.87	(3,765,731.82)
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	6,788,788.85	747,613.62	7,536,402.47
b. Restricted Net Position	9797		473,323.95	473,323.95
c. Unrestricted Net Position	9790A	(11,215,699.54)	(559,758.70)	(11,775,458.24)

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2017 to June 30, 2018**

Charter School Name: Palisades Charter High School

CDS #: 19647331995836 UAR 08.18.18

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	5,588,947.99	190,147.51	5,779,095.50
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	(264,805.56)	939,559.49	674,753.93
In Revolving Fund	9130	1,250.00	(164.00)	1,086.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150	379,086.43	0.00	379,086.43
3. Accounts Receivable	9200	278,733.77	321,711.00	600,444.77
4. Due from Grantor Governments	9290	398,586.71	3,406.39	401,993.10
5. Stores	9320	0.00		0.00
6. Prepaid Expenditures (Expenses)	9330	126,063.58	14,877.00	140,940.58
7. Other Current Assets	9340	1,126,539.07		1,126,539.07
8. Capital Assets (accrual basis only)	9400-9489	7,995,472.52	675,674.46	8,671,146.98
9. TOTAL ASSETS		15,629,874.51	2,145,211.85	17,775,086.36
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources				
	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable				
	9500	1,881,831.05	1,453,611.72	3,335,442.77
2. Due to Grantor Governments				
	9590	0.00	18,875.56	18,875.56
3. Current Loans				
	9640	223,804.09	0.00	223,804.09
4. Unearned Revenue				
	9650	79,664.02	11,545.40	91,209.42
5. Long-Term Liabilities (accrual basis only)				
	9660-9669	17,871,486.04		17,871,486.04
6. TOTAL LIABILITIES		20,056,785.20	1,484,032.68	21,540,817.88
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources				
	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)				
		(4,426,910.69)	661,179.17	(3,765,731.52)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2017 to June 30, 2018

Charter School Name: Palisades Charter High School

CDS #: 19647331995836 UAR 08.18.18

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	except 3801- 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2017 to June 30, 2018**Charter School Name: Palisades Charter High SchoolCDS #: 19647331995836 UAR 08.18.18**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	34,765,993.71
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,321,289.13
c. Subtotal of State & Local Expenditures [a minus b]	33,444,704.58
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	682,882.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ <u>32,761,822.58</u>

Coversheet

2018/2019 Budget Updates

Section: VII. Finance
Item: D. 2018/2019 Budget Updates
Purpose: FYI
Submitted by:
Related Material: VII_D_2018_2019_Budget_Updates_08_28_18.pdf

PALISADES CHARTER HIGH SCHOOL
2017-2018 Estimated Actuals 2018-2019 Budget Updates

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget (Admin/BF committee Recommended 6/4/18)	2018-2019 Budget Updates (8/28/18)	Comments
ADA ESTIMATES/ACTUAL FUNDED		2,882	2,882	P-1 ADA Levels
LCFF FUNDING PER ADA		9,814	9,873	
EPA Funding-Prop 30	4,657,544	4,277,299	4,614,937	PER FCMAT CALC 8/23/18
LCFF Entitlement - State Aid - Current Year	15,142,505	17,497,951	16,218,110	PER FCMAT CALC 8/23/18
High Needs Grant (Included in LCFF)				
LCFF PY Adjustments	(265,161)			
C S Funding In Lieu of PropTax -	7,281,331	6,502,627	7,619,778	PER FCMAT CALC 8/23/18
C S Funding In Lieu of PropTax - PY adjustments	-			
LCFF Funding-Total	26,816,219	28,277,877	28,452,825	
NCLB:T1,Basic School Support	281,972	285,028	308,894	Updated Funding 7/18/18
Special Ed: IDEA Basic Local Assistance Entitlement	565,541	583,296	592,943	\$205.74/ADA (3.7% increase from 17/18FY)
NCLB:TII, Teacher Quality/ESSA	57,519	57,891	64,848	Updated Funding 7/18/18
MAA-Medical Reimbursements	16,925	18,000		
Perkins	24,736	29,570	29,570	
DOR-Rehab	8,550	20,000	20,000	
AP Fees	3,359	-		
Child Nutrition Program	362,687	397,851	397,851	
Federal Revenues-Total	1,321,289	1,391,636	1,414,106	
Prop. 39 energy	220,105	-	-	
State Lottery:Non Prop 20 - Current Year	461,509	420,699	420,772	
State Lottery:Non Prop 20 - PY adjustments	-			
Child Nutrition: School Programs	30,495	33,380	33,380	
Mandated Costs Reimbursement	125,271	130,330	130,353	
Educator Effectiveness Grant (3 year grant)	-	-	-	
One Time Discretionary Grant	419,051	991,236	530,288	revised @\$184/ADA per CDE
State Lottery:Prop 20 Inst Matls- Current Year	176,959	138,312	138,336	
State Lottery:Prop 20 Ins Matls- PY adjustments	-			
Special Education- AB602	1,681,851	1,698,015	1,758,827	\$610.28/ADA (3.7% increase from last year)
Student ID/CAHSEE	4,860	13,111	13,111	
CTE Grant	527,117		-	
College Readiness Block Grant	124,016	-	11,032	revenue recognized from 17/18
LAUSD-Sp Ed Grants (Option 3)	172,997	143,850	143,850	
Other State Revenues-Total	3,944,232	3,568,933	3,179,949	
Food Service Sales	202,852	190,255	190,255	
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,116,993	1,051,400	1,051,400	
Interest	116,535	112,932	112,932	
Encroachment	0			
Lease Revenue- iPad Rentals				
Fundraising	343,734	488,004	488,004	
Other Local Revenues-Total	1,780,114	1,842,590	1,842,591	
Total Revenue	33,861,854	35,081,036	34,889,471	(191,565)
Teachers	12,976,082	12,757,083	12,757,083	
School Admin	900,745	916,313	916,313	
Librarians	127,764	129,463	129,463	
Guidance,Welfare	698,603	723,633	723,633	
Other Support/Impact of / Step and Column	-	-		
New Periods & Teachers (Master Budget- Other - SUBS)	-	-		
Certificated Salaries	14,703,193	14,526,492	14,526,492	Teachers on Paid Leave/Transition Position
Inst'l Aides	905,595	971,377	971,377	review change in sped IA's
Admin. Sal	435,684	412,863	412,863	
Clerical/Office	1,829,675	1,968,726	1,968,726	
Maint./Oper (incl. in Clerical/Office)	107,143	107,014	107,014	
Food Services	46,488	46,410	46,410	
Math Paraprofessionals	84,181	170,000	170,000	
Other Classified	1,183,398	986,461	986,461	
Impact Step and Column	-	56,000	56,000	
Proposed New Positions/Hours	-	80,000	80,000	
Classified Salaries	4,592,164	4,798,852	4,798,851	
Total Salaries	19,295,357	19,325,343	19,325,343	
STRS - Certificated (ER 16.28%)	2,059,405	2,364,913	2,364,913	
PERS - Classified (ER 18.06%)	609,158	866,673	866,768	
OASDI Regular - Certificated	14,330	15,000	15,000	
OASDI Regular - Classified	277,840	297,529	297,529	

PALISADES CHARTER HIGH SCHOOL
2017-2018 Estimated Actuals 2018-2019 Budget Updates

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget (Admin/BF committee Recommended 6/4/18)	2018-2019 Budget Updates (8/28/18)	Comments
ADA ESTIMATES/ACTUAL FUNDED		2,882	2,882	P-1 ADA Levels
LCFF FUNDING PER ADA		9,814	9,873	
OASDI Medicare - Certificated	209,576	210,634	210,634	
OASDI Medicare - Classified	67,090	69,583	69,583	
Health & Welfare Benefits - Certificated	2,302,720	2,335,548	2,335,548	
Health & Welfare Benefits - Classified	1,115,968	1,181,164	1,181,164	
Unemployment Insurance - Certificated	11,188	7,263	7,263	
Unemployment Insurance - Classified	4,795	2,399	2,399	
Workers' Compensation - Certificated	146,742	133,191	133,191	per chartersafe quote
Workers' Compensation - Classified	59,333	57,082	57,082	per chartersafe quote
Other Employment Benefits - Certificated (LT Benefits)	203,094	483,000	483,000	
Other Employment Benefits - Classified (LT Benefits)	26,134	208,000	208,000	
Employee Benefits	7,107,370	8,231,979	8,232,075	
Total Salary & Benefits	26,402,727	27,557,322	27,557,418	
Textbooks	156,447	99,583	99,583	
Instructional Materials	303,557	240,000	240,000	
Non-capitalized Equipment	540,471	413,547	413,547	
Other Supplies	220,386	165,000	165,000	admin to review details
Food Service Supplies	231,314	247,776	247,776	
Books & Supplies	1,452,174	1,165,906	1,165,906	
Personnel Services-Mileage	6,817	4,060	1,060	
Travel/Conference	101,280	36,034	36,034	
Due/Memberships (Subscriptions)	299,208	404,160	404,160	
Insurance	183,815	173,678	173,678	
Operation and Housekeeping Services	308,389	683,850	683,850	Per Committee: Reduce expense by 3% from proposed (see Operations page)
Utilities	459,712			
Rentals/Leases/Repairs & Noncapitalized Improvements	510,828	598,254	598,254	
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,097,378	2,370,680	2,370,680	Per Committee: Reduce expense by 3% from proposed (see 5800s page)
Pupil Transportation	689,084	607,651	607,651	w/scholarship cap
Other Expenses	233,213			
Communications	70,315	279,837	279,837	
Services, Other Operating Exp	5,960,039	5,158,203	5,155,204	
Capital Outlay (6100-6500) -Total (Detail Below)	-	760,890	760,890	
Sites & Improvement (6100)	-	-	-	No Prop 39 funding
Bldgs & Improvement (6200)	-	525,890	525,890	
Equipment-Technology (6400)	-	235,000	235,000	
Equipment/Furniture Replacement (6500)	-			
Depreciation Expense	637,921	860,000	860,000	
Interest	44,961	52,932	52,932	
Indirect Cost (Total charter school supervisory oversight fees only)	268,177	282,779	284,528	Indirect cost = 1% of LCFF
Total Expenses-Financial Reporting Basis	34,765,997	35,077,142	35,075,989	
Total Expenses-Cash Reporting Basis	34,128,077	34,978,032	34,976,879	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(904,143)	3,894	(186,518)	
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB		(749,445)	-	
Revised Financial Reporting		(745,551)	(186,518)	
Net Reserve Fund Increase(Reduction)-Cash Basis	(266,222)	103,004	(87,408)	

Coversheet

New Bank Accounts - ASB & Scholarships

Section: VII. Finance
Item: E. New Bank Accounts - ASB & Scholarships
Purpose: Vote
Submitted by:
Related Material: VII_E_New_Banking_ASB_Scholarships_BOT_08_28_18.pdf

BUDGET & FINANCE COMMITTEE

Agenda Item: III-E

Interest rate option -Palisades Charter High School

IW

Irene Li Williams <Irene.Williams@cathaybank.com>

Reply

Mon 7/23, 3:19 PM

Greg Wood;

Freda Wu <Freda.Wu@cathaybank.com>;

+1 more

Hi, Greg,

For \$250,000, we can offer CD @ 2.0% APY for 12 months, or, 18 months for 2.15%, and 24 months for 2.30%.

Please let us know which term you like to go with.

Thank you,

Irene Li Williams

Regional Vice President & Branch Manager

NMLS#955110

Current Rate on Money Market(s): 0.35%

Interest paid=\$875

At 2% CD; Interest paid= \$5,000

Additional Interest Income Difference= \$4,125

Coversheet

2017/2018 Annual Oversight Report from LAUSD Charter School Division (CSD)

Section: VIII. Governance
Item: A. 2017/2018 Annual Oversight Report from LAUSD Charter School
Division (CSD)
Purpose: FYI
Submitted by:
Related Material: VIII_A_LAUSD_CSD_PCHS_Annual Performance_08_28_18.pdf



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT **2017-2018 SCHOOL YEAR** **FOR**

PALISADES CHARTER HIGH SCHOOL/8798

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/15/2018

Charter School Name:		Palisades Charter High School			Location Code:	8798
Current Address:		City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street		Pacific Palisades	90272	310-230-6623	310-454-6076	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			4	WEST		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
2,979		3,000	9-12		9-12	
Total Number of Staff Members:		Certificated:	153	Classified:	78	
Charter School's Leadership Team Members:		Dr. Pam Magee/Executive Director & Principal; Emilie Larew/Board President & Special Education Program Specialist; Greg Wood/Chief Business Officer; Amy Nguyen/Director of Human Resources; Russell Howard/Director of Discipline, Athletics and Security; Don Purcell/Director of Operations; Monica Iannessa/Director of Academic Achievement; Dr. Chris Lee/Director of Admissions, Attendance and Alternative Programs; Jeffrey Hartman/Director of Guidance, Planning and Counseling; Mary Bush/Director of Student Services				
Charter School's Contact for Special Education:		Mary Bush/ Director of Student Services; Emilie Larew/Board President & Special Education Program Specialist				
CSD Assigned Administrator:		Chris Humphrey/Specialist		CSD Fiscal Services Manager:	Joanne Vu	
Other School/CSD Team Members:		Palisades Charter High School Team Members: Giovanni Stewart/Director of Campus Unification; Myra Cervantes/ELD Coordinator; Joel Jimenez/ELD Lead Teacher; Officer Johnson/School Police Officer; CSD Team Members: Dr. Blanca Castillo-Alves/Specialist; Dr. Helena Yoon-Fontamillas/ Field Specialist; Jose Rodriguez/Specialist; Alberto Rivera/Field Specialist; Allan Villamor/Fiscal Services Manager				
Oversight Visit Date:		May 10 & 15, 2018		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		YES; Conversion High School		LAUSD Co-Location Campus (if applicable):		Palisades High School campus sole occupant
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/15/2018

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	4	4	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/15/2018

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/15/2018

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</p> <p>The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) based on performance based criteria. Based on discussions with school leadership and review of documentation provided in Binder 1 during the oversight visit, the school provided evidence of a current and complete organization chart, current Governing Board bylaws and a current roster of Governing Board members with contact information. In addition, the school provide evidence of SSC and ELAC committee(s), including agendas and sign-ins, and a system of evaluation for the chief executive and school administrator(s).</p> <p>G2: BROWN ACT</p> <p>The Governing Board complies with all material provisions of the Brown Act. Based on discussions with school leadership and review of documentation provided in Binder 1 during the oversight visit, the school provided evidence of Board meeting agendas and minutes to include but not limited to the following dates and topics: June 19, 2017/Public comments, organizational reports from students and the Executive Director, stakeholder Board level committee reports (post-retirement healthcare benefits), academic excellence, governance (recap of board legal and governance training, Contract for Director of Operations,), facilities and operations (track and football field repair, student transportation contract, etc.), finance (updated school wide fundraising policies and procedures approval); July 18, 2017/Public comments, organizational reports from students, parents, classified, faculty, HR Director, the Executive Director, etc., stakeholder Board level committee reports (post-retirement healthcare benefits), academic excellence (WASC update), governance , facilities and operations , finance (track and field loan update); other dates to include September 26, 2017, October 17, 2017, November 7, 2017, December 12, 2017, January 23, 2018, etc.. Evidence of Brown Act training for Governing Board members were held on August 26, 2017 with an agenda, minutes, and PowerPoint.</p> <p>G3: DUE PROCESS</p> <p>The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on discussions with school leadership and review of documentation provided in Binder 1, evidence was provided of a clear and transparent concern/complaint process, protocol and forms to address issues as they arise. ; and a clearly outlined Uniform Complaint Policy which provides clear procedures and notification of whom a complainant would send the complaint to posted on their website, civil law remedies, a Uniform Complaint Form in English and in Spanish.</p> 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/15/2018

- **G4: STAFFING**

The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements. Based on discussions with school leadership and review of documentation provided in Binder 1 and 3A, the school provided evidence of the following: 1) systems and procedures in place to monitor and ensure full compliance with criminal background clearance requirements for employees, vendors, and volunteers; (2) tuberculosis clearance requirements for employees, vendors, and volunteers, and (3) full compliance of credentialing and assignment requirements for employees and vendors.

- **G5: DATA-BASED DECISION-MAKING**

The Governing Board regularly monitors school performance and other internal data to inform decision-making as evidenced during leadership discussion and review of documentation provided in Binder 1 to include evidence of the Board systematically reviews and monitors the school's implementation of the LCAP action plans and progress towards LCAP goals and outcomes per June 19, 2017 Board Meeting notation observed during Binder Review.

Areas Noted for Further Growth and/or Improvement

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/15/2018

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

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

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/15/2018

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

<p><i>The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:</i></p> <ul style="list-style-type: none"> • student discipline • employee grievances and discipline • parent/stakeholder complaint resolution • Uniform Complaint Procedures 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1: 13.2) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/15/2018**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure:</i>	
<ul style="list-style-type: none"> review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

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Areas of Demonstrated Strength and/or Progress

- **A1: SBAC SUBGROUP ELA**

All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 (six numerically significant subgroups demonstrated growth to include: Asian students with an increase of +0.31 percentage points from 92.00% to 92.31%, African American students with an increase of +9.90 percentage points from 42.00% to 51.90%, Latino students with an increase of +5.48 percentage points from 60.00% to 65.48%, Socioeconomically Disadvantaged students with an increase of + 10.19 percentage points from 54.00% to 64.10%, Students with Disabilities remained the same at 40.00 percentage points, and White students with an increase of +3.35 percentage points from 81.00% to 84.00%).

- **A2: SBAC SUBGROUP MATH**

Some subgroups demonstrated growth in CAASPP MATH performance from 2015/16 to 2016/17 (three numerically significant subgroups demonstrated growth to include: Latino students with an increase of +1.09 percentage points from 28.00% to 29.09%, Socioeconomically Disadvantaged students with an increase of +2.95 percentage points from 28.00% to 30.95%, and Students with Disabilities an increase of +0.94 percentage points from 15.00% to 15.94%.

- **A3: SBAC SCHOOLWIDE ELA**

The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (76.66% compared to 43.22%).

- **A4: SBAC SCHOOLWIDE MATH**

The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median (50.22% compared to 14.80%);

- **A5: ENGLISH LEARNER RECLASSIFICATION**

The school reclassifies English Learners at a rate higher than the District average (22.5% compared to 16.8%).

- **A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS)**

The school’s percentage of “At Risk” English Learners is at a rate lower than the District average (0.9% compared to 5.9%).

- **A7: LONG TERM ENGLISH LEARNERS (LTELs)**

The school’s percentage of LTELs is at rate lower than the District average (3.6% compared to 8.3%).



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- **A8: FOUR-YEAR COHORT GRADUATION RATE**

The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average (**96.1% compared to 77.0%**)

- **A9: INTERNAL ASSESSMENT in ELA (Grades 9, 10)**

The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA for some subgroups and grade-levels. It was reported by the Leadership team that Palisades Charter High School uses Interim Block Assessments in 9th and 10 grades. And provides formative assessments that pinpoint those students who require interventions to support academic success. Additionally, English courses for grades 9-11 have a common persuasive/essay that is graded with a common rubric, and students are assessed on skills determining mastery of common literary analysis. While History classes have DBQ assessments, Humanities courses assess mastery on essay writing for 9th grade. Team leaders shared that teachers look at results together and then determine appropriate interventions providing opportunities for students and provide for additional supports through a Literature Success class for 9th graders if they do not demonstrate mastery.

- **A9: INTERNAL ASSESSMENT in MATH (Grades 9, 10)**

The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in Math for some subgroups and grade-levels. Palisades Charter High School's use internal assessments in Math created by PLCs, aligned to state standards. They utilize Common Assessments (formative assessments, unit tests, standards tests, and final exams) to ensure implementation of Common Core Standards & Practices, shifting to Common Core Standards, assessments while linking standards. Leadership teams reported that making longitudinal comparisons are difficult, yet the internal common assessments in Math show improved subgroup performance from 2016 to 2017, as indicated in the Spring Final Exams. Lastly, leadership reports that the internal assessment findings noted significant improvements from 2015-16 with about a 10% increase in students exceeding standards and subsequently, more RFEPs were placed in the higher-level math classes in 2016-17 than in 2015-16.

Areas Noted for Further Growth and/or Improvement

- **A2: SBAC SUBGROUP MATH**

Although three of six numerically significant subgroups demonstrated growth, three other numerically significant subgroups declined in CAASPP Math performance from 2015/16 to 2016/17 to include Asian students with a decline of -0.15 percentage points from 79% to 78.85%, African American students with a decline of -3.22 percentage points from 26.00% to 22.78%, and White students with a decline of -0.50 percentage points from 62.00% to 61.50%).

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



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Notes:

- **A2: SBAC SUBGROUP MATH**

In response to the declines in progress in the area of mathematics for some numerically significant subgroups, leadership reported that the school increased workshops in financial literacy within The Village Nation. The purpose is to inspire more mathematical thinking and practices for students of color, adding an Entrepreneurship Pod that targets students with low algebra skills in an integrated curriculum, 1/3 of whom are African- American students. The school has also increased hours that students can receive math support in both the Math Lab and Study Center.

-

The Equity Study of Student Learning involved increases in classroom observations in 2018; teachers will work on Lesson Plans/Lesson Study and peer observations in 2018-19, developing math accessible curriculum for 2017-18 that was implemented in STEAM labs, Tech Education, and within the Pod curriculum. Further reported by leadership: the PCHS Math Task Force was formed in the Fall of 2017 to design a Schoolwide Action Plan and to take deeper dives into data for analysis including schoolwide equity and the development of supportive strategies for struggling students;

Currently there are four paraprofessionals (with two new hires for the 2018-2019 school year to provide differentiation to students individually and in small groups within the classroom, for targeted Algebra and Geometry classes, and in the Math Lab.. Math PLCs now meet weekly to collaborate on pacing, formative and summative assessments, planning for the implementation of instruction and supports during Professional Development (based on Jo Boaler's work, *Mathematical Mindsets*, which had been shared with administrators and math department chairs in 2017-18 and to be shared with math teachers in 2018-19 in an effort to explore differentiated learning and teaching methods that allow for all students to demonstrate mastery);

To address the challenges of ELs the school is providing free tutoring in the Math Lab; and each student in Algebra 1 through Math Analysis is provided access to IXL, an online platform that gives immediate feedback and adaptive practice on specific math skills. Lastly, PCHS has hired three new math teachers, all of whom are changing the dynamics between PLC members and between students and teachers, to improve classroom climate.

- Leadership reported that because math is a focus for PCHS, they had created the Math Success Task Force, composed of students, parents, math teachers, coordinators, administration and community stakeholders, meeting monthly to discuss strategies as to how to improve math instruction and elevate achievement.

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



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DATE OF VISIT: 5/15/2018**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/15/2018**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/15/2018**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

- English Learner reclassification rate for 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 (B2: 1.6)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- Providing supports for Long Term English Learners 2016-2017 (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6)

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify) <hr/> List of the school's A-G requirements (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

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

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

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



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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of _____

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of _____

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of _____

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of _____

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of _____



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HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status 70.2 points above level 3 and change +14.6 pts

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status 7.8 points above level 3 and change +1.6 pts

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of BLUE/96.1/+1.8%

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status N/A 59.9%

**this indicator will be available Fall 2017*

NOTES:

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



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>• O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES The school has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on interviews with the school’s leadership, classroom observations and binder review, the school provided the evidence of a comprehensive emergency plan with drills scheduled throughout the school year on 8/15/17, 8/22/17, 8/23/17, 9/25/17, 10/6/17, 10/16/17, 10/19/17, 11/3/17, 11/7/17, 11/8/17, 11/11/17, 11/27/17, 12/12/17, 1/7/18, 2/4/18, 3/22/18, and 4/15/18 along with evidence of a Visitor’s policy posted in the main office, with evidence that all school staff and other mandated reporters receive child abuse awareness, bloodborne pathogens training and a comprehensive suicide prevention policy.</p> <p>• O2: HEALTH AND SAFETY The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, to include comprehensive storage of emergency supplies, immunization, health screenings and emergency epi-pens. Evidence of the Sole Occupancy Agreement (SOA 2010-2015 and the SOA Amendment 2015-2020) made and entered into by LAUSD and the Charter School was viewed during binder review. Based on interviews with the school’s leadership, school observations and binder review, the school provided the following evidence: student immunization and health screenings, and onsite storage of epi-pen including training of volunteer staff member(s) dated from 7/26/17 through 1/17/18.</p> <p>• O3: STANDARDS–BASED INSTRUCTION The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS with evidence noted during leadership discussion and observation of the Board of Trustees meeting on May 15, 2018 that PCHS recently received WASC accreditation for another six years through June 30, 2024. The school has implemented a system to monitor student progress toward and the completion of graduation and A-G requirements and has received UC/CSU approval of courses (UC Doorways). It was also notable that during leadership discussion the math department administrators identified that the school made an investment of almost a quarter of a million dollars in Algebra 1, Geometry, and Algebra 2 textbooks that align with Common Core to support the delivery of standards-based instruction in a meaningful way to students.</p> 	



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- **O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has substantially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Based on classroom observations and interviews with the school's leadership, CSD found evidence of differentiated instruction, access to online resources, the provision of teacher office hours and Study Center tutorial availability to students, flexible seating arrangements (such as pods), student academic engagement structures such as think pair share, group work.

- **O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The school has fully implemented the key features of the educational program described in the charter as evidenced during stakeholder interviews, leadership discussion and observation. The school has developed pod-themed projects to include: the Art Pod; the Digital Media Pod; the Drama Pod; the Entrepreneurship Pod; the Social Justice Pod; and the Environmental Studies of Los Angeles Pod. The school also has delineated Professional Learning Communities and protocols to inform the instructional program, social justice implementation, professional growth, equity practices, data analysis practices and accountability. The school also provides for schoology intervention, the TipLine, Digital Curriculum, the Fuerza Unida Program, the Logic Model, the Village Nation Program, the Dolphin Leadership Academy, the Virtual Academy and the Temescal Academy. Additionally, the school has invested in enrichment programs and clubs, such as Science Technology Engineering Art and Math (STEAM) clubs, Society of Hispanic Professional Engineers (SHPE) and Math Engineering Science Achievement (MESA). PCHS has also advanced the technological access to 21st Century tools to assist the successful navigation into career and college for students.

- **O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Based on leadership discussion, classroom observation and binder review, it is evident that the school's implementation of restorative justice practices and reward programs contribute to positive attendance, behavior, culture and climate where motivational and accountable student reflection, negotiation, accountability and ownership are reflected in the observable actions and social consciousness exhibited in programs such as "Teen Court Peer Mediation" Mental Health providers, peer mediation practices, schoolwide positive behavior support systems;

- PCHS has established a position titled, The Campus Unification Director to create a more formalized approach to community building, achieved through a combination of Professional Development, school-wide activities, and in-classroom instruction to diminish the affective filter in classrooms and to promote self-awareness of how students can learn to communicate both in person and through social media.



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- **08: PROFESSIONAL DEVELOPMENT**

The school has substantially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Leadership reported that the schoolwide PD focus has been on equity while addressing: weekly PLC work; input from the Math Success taskforce; articulation with feeder middle school; the efforts of the English department analyzing student work: deep dive on the calibration of grading; working with the Mathematical Mindset (Jo Boaler); the alignment of department curriculum and instruction in the Math department; the coaching model; analyzing assessments, reflections, student portfolio work; CCSS and the alignment of curriculum across content areas; math curriculum; how to address academic challenges for English Learners/best practices and common assessments; Study Skills classrooms, and the Math Lab; the co-teaching model for math classes geared to the provision of individualized attention and increased student supports.

- **09: STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, and sharing information. CSD noted the school provides a clear written process for stakeholder complaint procedures(s) for complaints outside the scope of the UCP easily accessible via its documents available both manually, electronically and on its website.

- **010: STAKEHOLDER COMMUNICATION AND TRANSPARENCY**

The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website

Areas Noted for Further Growth and/or Improvement

- **04: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

Although the school has substantially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, assessment data continues to identify that some students, although showing growth, continue to struggle in math. The school has reported and provided evidence of the creation of the Math Task Force where the formulation of different plans to discuss issues, math placement data, ways of looking at support for math teachers, and the provision of ongoing professional development while allowing stakeholders to take deeper dives into data for analysis is supporting the consistent implementation of instructionally sound strategies. The school is also training teachers and implementing curriculum for both ELA and Math to support skill acquisition, including Achieve 3000, StudySync, Readtheory, Peardeck, monitoring and tracking students on a daily basis, monitoring rosters of EL students, and matching ELD instructional programs carefully to the needs of EL students. Newly hired math paraprofessionals have joined their current team of assistants targeting Algebra 1 and Geometry classes in order to reach a majority of struggling students taking math. Village Nation has increased workshops in financial literacy to inspire more mathematical thinking and practices; the school has added an Entrepreneurship Pod that targets students with low algebra skills in an integrated curriculum; and has increased available student



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hours in both the Math Lab and Study Center for math support. The school has also incorporated an Equity Study of Student Learning into their plans which will increase classroom administrative and peer observations in the 2018-2019 school year.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



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Notes:

- **O4: MEETING THE NEEDS OF ALL STUDENTS & O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

It is noteworthy to highlight the innovative feature of the alternative educational program for PCHS students at Temescal Academy. Evidence through classroom observation, student, staff and administrative discussion supports the vision of PCHS to provide options for students to succeed. Students shared that the preparation, challenge, and commitment of Temescal staff has empowered them to do what it takes to graduate from high school and prepare for college and career with elevated confidence in themselves.

- **O4: MEETING THE NEEDS OF ALL STUDENTS, O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM & O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

Another noteworthy innovation feature is school site peer mediation. This feature has been referenced in interviews with students, and at a Board presentation by students and observed by the CSD. Evidence was noted that this process, leadership and training which has been provided by the newly hired Campus Unification Director has had a direct impact on school climate supporting interpersonal, academic and social success for the PCHS student body. The Unification Director serves under the umbrella of the newly formed "Justice League" for the school. This Director supervises the Justice League, designs and facilitates classroom and campus-wide activities that address matters of respect, diversity, and social justice. The Campus Unification Director facilitates discussions and activities that examine the tendency of groups to self-segregate. The training for student leaders on conflict resolution, adaptive skills of negotiation and peer support was evidenced during a peer mediation session by CSD.

- **O4: MEETING THE NEEDS OF ALL STUDENTS**

Evidence from leadership discussion, binder review and observation of additional interventions currently implemented at PCHS are of noteworthy mention to include:

- The Academic Intervention Coordinator who monitors student data and behavior, intervening when appropriate recommending program options for students to include the Pali Academy and Virtual Academy/Pali Online Program (POP) which is designed to support students who have fallen behind academically or for those working students with careers that require them to be off-campus. The mandatory community service requirement in conjunction with the YMCA named the Center for Social Responsibility whereby students are eligible to earn scholarships and other recognitions based on the completion of community service hours;
- The PCHS Peer Mediation program serves as a proactive conflict prevention practice, as well as conflict mediation. The peer mediation program has grown into a Peer Mediation course which is set to open this upcoming Fall 2018, providing students the opportunity to earn five credits of a G elective;
- Student engagement groups such as The Village Nation (TVN), Fuerza Unida Men's Group, Gender Sexuality Alliance (GSA), Human Rights Watch, the Asian Students Union (ASU), TVN Men's Group, BSU Women's Group, and SLC Pods have been created to meet student demand and needs for unity and support.



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



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school’s Health, Safety and Emergency Plan)
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens
- the school has a Visitor’s policy and it’s visible in the main office
- a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation (**high schools only**)
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 5/15/2018**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5***The school has implemented the key features components of the educational program described in the school's charter*

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6*The school has a system in place to ensure that the school:*

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates



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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence
<p>Performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)
	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website</p> <p><input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</p>	<p><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for:</p> <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information



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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



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8798	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High															
Cash and Cash Equivalents		9,080,000	8,312,300	8,659,720	1,674,645		9,177,896	9,077,896	8,848,229	1,084,191		9,448,229	9,877,613	10,006,165	10,445,172
Current Assets		10,020,000	9,912,300	9,235,381	9,596,126		9,653,557	9,453,557	9,807,960	10,107,020		10,482,959	10,909,113	10,846,978	11,370,352
Fixed and Other Assets		7,119,000	6,600,098	6,877,393	6,877,394		7,362,969	7,362,969	7,054,986	7,054,987		7,193,444	6,750,232	7,134,639	7,134,639
Total Assets		17,139,000	16,512,398	16,112,774	16,473,520		17,016,526	16,816,526	16,862,946	17,162,007		17,676,403	17,659,345	17,981,617	18,504,991
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,992,545	2,774,111	3,101,873	3,677,015		2,424,459	2,703,935	2,939,959	3,436,631		2,536,933	2,686,500	3,466,304	4,310,417
Long Term Liabilities		3,801,000	3,631,300	3,706,685	3,483,278		4,123,807	4,123,806	4,006,458	3,786,343		4,406,458	4,406,458	75,607	17,032,371
Total Liabilities		6,793,545	6,405,411	6,808,558	7,160,293		6,548,266	6,827,741	6,946,417	7,222,974		6,943,391	7,092,958	8,035,926	21,342,788
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	4,494,015	0
Net Assets		10,345,455	10,106,987	9,304,216	9,313,227		10,468,260	9,988,785	9,916,529	9,939,033		10,733,011	10,566,387	9,945,692	(2,837,797)
Total Revenues	25,741,819	27,641,716	27,340,316	27,352,766	28,920,068	28,581,789	30,732,432	29,899,182	31,621,098	32,829,154	30,200,450	32,046,865	31,801,669	32,203,686	34,197,784
Total Expenditures	26,135,225	27,439,495	27,368,580	28,183,801	29,750,927	28,517,381	29,568,389	29,214,612	31,008,784	32,203,348	30,197,228	31,230,382	31,151,809	32,174,522	34,916,776
Net Income / (Loss)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806	3,222	816,483	649,860	29,165	(718,992)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806	3,222	816,483	649,860	29,165	(718,992)
Net Assets, Beginning	10,815,583	10,143,234	10,143,234	10,143,234	10,144,086	10,106,987	9,304,217	9,304,216	9,304,217	9,313,227	9,988,785	9,916,528	9,916,528	9,916,528	9,939,033
Adj. for restatement / Prior Yr Adj	0	0	(7,983)	(7,983)	0	0	0	(1)	(2)	0	0	0	(1)	(1)	(12,057,838)
Net Assets, Beginning, Adjusted	10,815,583	10,143,234	10,135,251	10,135,251	10,144,086	10,106,987	9,304,217	9,304,215	9,304,215	9,313,227	9,988,785	9,916,528	9,916,527	9,916,527	(2,118,805)
Net Assets, End	10,422,177	10,345,455	10,106,987	9,304,216	9,313,227	10,171,395	10,468,260	9,988,785	9,916,529	9,939,033	9,992,007	10,733,011	10,566,387	9,945,692	(2,837,797)

8798	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	1,620,809	1,674,645	1,084,191	10,445,172	0		8,906,165	0	0	0
Current Assets	10,753,207	9,596,126	10,107,020	11,370,352	0		9,546,978	0	0	0
Fixed and Other Assets	6,749,395	6,877,394	7,054,987	7,134,639	0		9,567,927	0	0	0
Total Assets	17,502,602	16,473,520	17,162,007	18,504,991	0		19,114,905	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	4,244,062	3,677,015	3,436,631	4,310,417	0		3,612,407	0	0	0
Long Term Liabilities	3,114,454	3,483,278	3,786,343	17,032,371	0		5,405,791	0	0	0
Total Liabilities	7,358,516	7,160,293	7,222,974	21,342,788	0		9,018,198	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	10,144,086	9,313,227	9,939,033	(2,837,797)	0		10,096,707	0	0	0
Total Revenues	25,987,654	28,920,068	32,829,154	34,197,784	0	31,991,576	33,412,496	0	0	0
Total Expenditures	26,242,675	29,750,927	32,203,348	34,916,776	0	31,991,576	33,261,480	0	0	0
Net Income / (Loss)	(255,021)	(830,859)	625,806	(718,992)	0	(0)	151,015	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(255,021)	(830,859)	625,806	(718,992)	0	(0)	151,015	0	0	0
Net Assets, Beginning	10,399,107	10,144,086	9,313,227	9,939,033	0	10,566,387	9,945,692	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	(12,057,838)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	10,399,107	10,144,086	9,313,227	(2,118,805)	0	10,566,387	9,945,692	0	0	0
Net Assets, End	10,144,086	9,313,227	9,939,033	(2,837,797)	0	10,566,387	10,096,707	0	0	0



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FISCAL OPERATIONS						RATING																													
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.						3																													
Other circumstances and information could influence the rating and are noted in this evaluation.																																			
<p>Palisades Charter High School's (PCHS) fiscal condition is strong and the school has had positive operational net assets for the past four years (i.e., Fiscal Years 2013-2014, 2014-2015, 2015-2016 and 2016-2017). According to the 2016-2017 independent audit report, the school had negative net assets of (\$2,837,797) and a net loss of (\$718,992) when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$10,457,043 and net income of \$518,010. The 2017-2018 First Interim projects negative net assets of (\$2,686,782), including the accrued OPEB obligation and related expenses, and net income of \$151,015 (excluding OPEB). When excluding the OPEB liability and related expenses, the school projects positive operational net assets of \$10,608,058 and net income of \$151,015.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>a. The school's fiscal condition is strong.</p> <table border="1"> <thead> <tr> <th></th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$10,144,086</td> <td>\$9,313,227</td> <td>\$9,939,033</td> <td>\$10,457,043*</td> <td>\$10,608,058</td> </tr> <tr> <td>Net Income/Loss</td> <td>(\$255,021)</td> <td>(\$830,859)</td> <td>\$625,806</td> <td>\$518,010</td> <td>\$151,015</td> </tr> <tr> <td>Transfers In/Out</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>OPEB/Prior Year Adjustment(s)</td> <td></td> <td>(\$10,840,155)</td> <td>(\$1,217,683)</td> <td>(\$1,237,002)</td> <td></td> </tr> </tbody> </table> <p>*According to the 2016-2017 independent audit report, as of June 30, 2017, the school's accumulated post-retirement benefit obligation is estimated at \$17,032,371. Per the Financial Accounting Standards Board (FASB, ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning Fiscal Year 2014-2015). Per the 2016-2017 independent audit report, the school's accrued OPEB expense for Fiscal Year 2016-2017 was \$1,237,002.</p>								2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)	Net Assets	\$10,144,086	\$9,313,227	\$9,939,033	\$10,457,043*	\$10,608,058	Net Income/Loss	(\$255,021)	(\$830,859)	\$625,806	\$518,010	\$151,015	Transfers In/Out						OPEB/Prior Year Adjustment(s)		(\$10,840,155)	(\$1,217,683)	(\$1,237,002)
	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)																														
Net Assets	\$10,144,086	\$9,313,227	\$9,939,033	\$10,457,043*	\$10,608,058																														
Net Income/Loss	(\$255,021)	(\$830,859)	\$625,806	\$518,010	\$151,015																														
Transfers In/Out																																			
OPEB/Prior Year Adjustment(s)		(\$10,840,155)	(\$1,217,683)	(\$1,237,002)																															



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PCHS currently provides medical, dental and vision benefits to approximately 111 eligible active employees. Additionally, as of June 30, 2017, there were 22 retirees eligible for benefits. PCHS provides health benefits to certain eligible employees at retirement. The retiree health benefits provided are a continuation of the medical benefits and also include prescription drugs, dental coverage, and vision benefits provided to active employees. The retiree health coverage is paid for entirely by the charter school for the lifetime of the retiree. Survivors of deceased retirees may continue health coverage at their own expense. The PCHS post-retirement health benefits has designated \$2,005,926 of the unrestricted net assets, and \$17,301,298 in retiree benefits were reported in the school’s current and non-current long term obligations, to be used to meet the obligations arising from establishing its own post-retirement health benefit plan.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division (CSD) requests and receives fiscal documents from Palisades Charter HS (including bank statements, bank reconciliations, credit card statements, and check registers). The Charter Schools Division reviews these financial documents and sampling of checks and credit card transactions, to assess overall compliance with Palisades’ Fiscal Policies & Procedures (P’s & P’s). Any areas noted for further growth and/or improvement relating to its charter schools’ overall compliance to the aforementioned manual, and school’s segregation of duties conducted at the school site are indicated in charter school’s Annual Performance-Based Oversight Visit Report.

Based on the CSD’s review of sample transactions during the 2017-2018 annual oversight visit, the CSD noted that Palisades Charter HS did not adhere to its approved P’s & P’s, and/or needs to improve in the following areas:

1. Delays in making credit card payments, which caused the school to pay \$1,309.66 in late fees and interest charges;
2. Lack of adequate responses to the CSD’s inquiries;
3. Non- adherence to the school’s approved fiscal policies and procedures;
4. Lack of guidance in the school’s fiscal policies and procedures in the following areas:
 - a. Checking – Policies for authorized signatories and checking procedures
 - b. Procedures for bank reconciliation
 - c. Cash handling procedures
 - d. Procurement for Contracts

Details for the aforementioned areas noted for further growth and/or improvement are documented below.

1. Palisades HS did not consistently submit timely or complete information requested by the CSD. The table below represents a chronology of the CSD’s initial and follow-up requests to the school (not all inclusive):



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Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Palisades HS Personnel copied on the Email inquiries	Comments
5/17/2018	CSD - left a voicemail regarding filming revenue	Operations Liaison	CBO	No response received
5/18/2018	CSD sent an email follow up on filming revenue.	Operations Liaison	CBO	No response received
5/23/2018	CSD sent an email follow up on filming revenue with a deadline of 5/24/2018	Operations Liaison	CBO	No response received
5/24/2018	CSD sent a final email follow up on filming revenue with extended due date on 5/29/2018.	Operations Liaison	CBO	CSD received email response on 5/25/2017 requesting for more time.
5/25/2018	CSD received an email from Director of Operations promised that the information from filming revenue will be submitted by 6/1/2018.	CSD	ED, CBO, Operations Liaison	CSD received filming revenue response on 6/5/18.

The CSD requests that school provide timely and complete responses to the CSD's requests.

2. Based on the CSD's review of the school's nine credit card statements for the months of July 2017 through March 2018, it was noted that seven of the nine credit card statements reviewed reflected late fees and interest charges. The late credit card payments caused the school to incur \$1,309.66 in late fees and interest charges. Details concerning these late charges are shown below.

Date	Source	Document Description	Amount
March 2018	Credit Card Ending xxx5620	Late and Interest Charges	398.19
February 2018	Credit Card Ending xxx5620	Late and Interest Charges	199.61
January 2018	Credit Card Ending xxx5620	Late and Interest Charges	57.07
October 2017	Credit Card Ending xxx5620	Late and Interest Charges	196.50
September 2017	Credit Card Ending xxx5620	Late and Interest Charges	160.48
August 2017	Credit Card Ending xxx5620	Late and Interest Charges	84.58
July 2017	Credit Card Ending xxx5620	Late and Interest Charges	213.23
		TOTAL	1,309.66



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This issue was also noted in the prior year's oversight report (2016-2017), which included the CSD's observation that the school paid \$387.10 in late fees and interest charges during Fiscal Year 2016-2017. The above exception was also noted whereby the school paid the total amount of \$387.10 for late fees and interest charges. According to the school, it will continue to pay late fees and interest charges because it is important for the board to conduct monthly reviews of all of credit card expenses.

Most credit card companies provide a 30-day grace period for payment of the balance due on the account. There are alternative ways to mitigate the assessment of late fees and interest charges while meeting the governing board's request to review and approve the school's credit card charges. The CSD recommends that the school implement a procedure that enables the board to review and approve the school's credit card charges in a manner that prevents the school from incurring late fees and interest charges.

3. Palisades Charter HS did not submit or respond to the CSD's requests for supporting documents or inquiries regarding the following:
- Unreconciled bank reconciliation reports for the Track & Field/Transportation bank account ending in xxx 1334, and the Operating bank account ending in 6940;
 - Clarification regarding six checks that were made paid to various individuals that caused the school to incur overdraft and non-sufficient funds fees (which are summarized below);

Date	Check Number	NSF/Over Draft Fees	Amount
10/11/2017	8004	Over Draft Fee	22.00
10/11/2017	8005	NSF	102.00
10/12/2017	8006	Over Draft Fee	35.00
10/12/2017	8007	Over Draft Fee	12.00
10/13/2017	8008	NSF	81.00
10/13/2017	8009	NSF	34.00
		Total	286.00

- c. Failure to provide supporting documents to the CSD for several items as requested (and summarized below).

Check No.	Date	Payee	Memo/Account	Amount	Details of the Requests
10890	10/26/2017	Nxxx Fxxx	Reimbursement for Comedy Club	\$ 5,050.17	Please provide copy of receipts for reimbursement amounts \$218.50 and \$196.01. Also, please provide approved travel request regarding the trip for Rxxx Cxxx Kxxx.
10991	11/20/2017	Palisades Charter	FirstbankCard Purchases	\$ 14,288.73	Please provide supporting documentation for the credit card purchases.
11593	5/4/2018	Palisades Charter	April Busing Fees	\$ 58,184.48	Is collecting bus fees part of Student Body functions, if so, please explain. Also, provide the details for the adjustment for the credit card fees.
11628	5/10/2018	Smart&Final	Purchase 4/27/18 - Cxxx Cxxx	\$ 560.33	Please provide explanation for the purpose of these purchases.
10901	10/27/2017	Junior State Foundation		\$ 3,500.00	Memo/Account field is blank - Please provide a description/purpose for this check



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The CSD recommends that school provide timely and complete responses to the CSD's requests and inquiries. The school's history of providing late and/or incomplete responses to the CSD's requests and/or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as the applicable provisions under Ed Code § 47604.3.

4. Non-Adherence to the School's Approved Fiscal Policies And Procedures:

Some expenditures showed no evidence of approval prior to purchase transactions being made. Page 3 of the school P's & P's it states: "Prior to submitting the request, confirm that the required approval signatures have been obtained on the right side of the form from the either of the following: 1) Financial Manager, 2) Coach/Department Chair/or Faculty Club sponsor, and 3) ED/AD or AP." The P & P's further state: "No Purchase Order or Check can be issued if the 'bluie' is not appropriately approved." Based on the CSD's review of selected transactions, it was noted five instances whereby the expenditures were not approved prior to the purchase transactions being made (which are reflected on the school's procurement form). Details regarding these exceptions are provided below.

Receipt/Invoice Date	"Bluie Date"	Check Date	Check No.	Payee	Description	Amount
7/13/2017	8/1/2017	8/2/2017	10647	Balfour Yearbooks	INV# 37005672 - 2016/2017 Yearbooks	\$ 74,261.00
9/8/2017	9/13/2017	9/28/2017	10756	United Spirit Association	BAL DUE	\$ 4,513.31
9/14/2017	9/15/2017	10/10/2017	10810	Sxxx Dxxx	Color Guard Instruction for September 2017	\$ 1,200.00
4/7/17, 9/15/17	9/18/2017	10/10/2017	10811	Mxxx Sxxx	Reimbursement & Sept Instruction	\$ 1,027.73
No date on invoice - Dates for camp 2/28/18 - 3/2/18	3/6/2018	3/6/2018	11359	CIMI Toyon Bay	INV# 100-20123 - 2.27 - 3.1.18	\$ 14,760.00

5. Non-Adherence to the School's Approved Fiscal Policies and Procedures for Gift Cards:

Page 1 of the school's P's & P's states: "Gift cards are not allowed to be purchased through Associate Student Body (ASB) and General Funds. This is considered a gift of public funds and a violation of the California Constitution." Based on the CSD's review of sample transactions, the CSD noted two instances whereby checks issued to Palisades HS Booster Club were identified as "gift card purchases." For these transactions, the check request forms were merely supported by an invoice issued by the Palisades HS Booster Club which indicated "gift cards." The actual receipts for these purchases were not provided as supporting documentation. The two checks in question are summarized below.

Check No.	Date	Payee	Description	Amount
10942	11/7/2017	Palisades HS Booster Club	60 Starbucks cards @ 5.00/ea	\$ 300.00
11610	5/8/2018	Palisades HS Booster Club	PaliCares Gift Cards (50 Subway cards @ \$10 ea. ; 50 Target cards @ \$10 ea.)	\$ 1,000.00

The CSD recommends that the school's leadership shares the above-noted findings at its next board meeting, but, in any event, no later than 90 days following the school's receipt of this report. Within 90 days, please provide the CSD with the approved board meeting minutes and proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.



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Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

- a. The school's P's & P's lack the necessary guidelines that will provide for the accurate review and approval of the monthly bank reconciliation reports. Based on the analysis of the bank reconciliation statements for school's nine bank accounts for the months of July 2017 through December 2017, it was noted that Track and Field and Operating accounts bank accounts were not reconciled. Details of this exception are provided below.

Operating Account – Bank account ended in xxx6940 - Unreconciled bank account amounts

July 2017	August 2017	September 2017	October 2017	November 2017
\$18,427.82	\$20,903.31	\$16,663.75	\$4,925.71	\$3,700.69

Track and Field Account – Bank account ending in xxx1334 – Two bank statements for July and August were not provided. The bank reconciliation report shows an unreconciled amount of \$996.29 for August and December.

August 2017	December 2017
\$996.29	\$996.29

- b. The CSD noted that manual checks were not recorded in the school's books when issued. The school's practice is to record the manual checks as they are cleared by bank and at the time of the bank reconciliation preparation. Best practices and the accrual basis of accounting requires the recording of expenses when incurred. Due diligence should be exercised to record all expenses at the time the manual checks are written (instead of after checks have been paid by the bank). This will provide for a more accurate reporting of the school's fiscal condition, which will be reflected in the monthly financial statements. It was also noted that Check #'s 4090 and 4091 in the amounts of \$118.88 and \$171.73 respectively, were cleared by the bank in November 2017. However, these transactions were not posted in the school's books until December 2017.

The CSD recommends that the school update its fiscal and procedures policies to address the various concerns involving the specific issues pertaining to the review and approval of the bank reconciliation reports, cash handling, and procurements.

The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. Results may be factored into the school's rating for next year. The CSD staff looks forward to ongoing discussion with the CBO and additional members of the Palisades team.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.



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1. Reviewed independent audit report for fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unqualified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Note: The 2016-2017 management letter included concerns regarding Internal Control and Operational deficiencies of the school's Associate Student Body (ASB) account. The CSD will continue to follow up with the school regarding mitigating actions taken by the school that will address these concerns.
 - e. Reviewed bank statements and bank reconciliations from July 2017 through November 2017. Discrepancies were noted for further growth and/or improvement above.
 - a. Cathay Bank Checking - xxx6850 Cafeteria Account.
 - b. Cathay Bank Checking - xxx6958 Scholarship Account.
 - c. Cathay Bank Checking - xxx6940 Operating Account.
 - d. Cathay Bank Checking - xxx6877 Permits Account.
 - e. Cathay Bank Checking - xxx6931 Payroll Account.
 - f. Cathay Bank Checking - xxx6869 Drama Account.
 - g. Cathay Bank Checking - xxx6923 Pool Account.
 - h. Cathay Bank Checking - xxx8446 Tracks & Field Account.
 - i. Cathay Bank Checking - xxx6842 Associate Student Body Account.
2. The school has two credit cards but only provided statements and supporting documents for credit card xxx5620. The school indicated that the credit card ending in x4538 is rarely used. The CSD reviewed the credit card statements from July 2017 through March 2018. The months of August 2017, December 2017, and March 2018 for the card ending in xxx5620 were selected for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. First Bankcard Vox ending in x5620 – Executive Director/Principal
 - b. First Bankcard Vox ending in x4538 – Chief Business Officer
3. Reviewed a sampling of checks for the accounts reviewed.
 - a. The general fund account's checks are referenced below. No discrepancies were noted.
 - i. Check numbers: 24188335, 24233300, 24236269, 24239478, 24242735, 24254137, 24254142, 24256742, 24256743, 24266964, 24266970, 24269623, 24273340, 24273345, 24278741, 24284623, 24293453, 24299509, 24310388, 24310393, 24313030, 24313037, 24319034, 24319043, 24355994, 24366162, 24431028, and 24463955.
 - b. Associated Student Body (ASB) Account. Discrepancies were noted for further growth and/or improvement above.
 - i. Check numbers: 10641h, 10647h, 10756, 10810, 10811, 10832, 10853, 10890, 10942, 10991, 11058, 11266, 11359, 11593, 11610, and 11628.
4. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$10,445,172 and total expenditures equal \$34,916,776. Therefore, the school's cash reserve level is 29.91%, which exceeds the recommended 5%.
5. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's financial policies and procedures was provided.
6. A Segregation of Duties (SOD) review was conducted at Palisades Charter High School. No discrepancies were noted.



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7. Palisades Charter High School did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
8. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
9. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.
10. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
11. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
12. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
13. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
14. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses or deficiencies was provided.
15. Palisades offers STRS, PERS, and OPEB. However, the school stopped offering OPEB for all employees hired on or after 2012.
16. Equipment inventory was provided.
17. The 2017-2018 LCAP was submitted to LAUSD.
18. The EPA allocation for the amount of \$4.2 million, which is to be used to support teachers, was posted on the charter school's website.
19. The 2016-2017 audited and unaudited actuals do not mirror each other. According to school, the variances was caused by the posting of the Student Body Fund and Other Post-Employment Benefits (OPEB). The school did not include the Student Body Account fund balance in its unaudited report, and the OPEB obligation was reported under long-term liabilities.
20. The school stated that its Booster Club, Football team, and Lacrosse team are all non-profit organizations.

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



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Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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

Coversheet

PCHS Governance Structure/Administrator Responsibilities

Section: VIII. Governance
Item: B. PCHS Governance Structure/Administrator Responsibilities
Purpose: FYI
Submitted by:
Related Material:
VIII_B_Part 2_Admin Duties Responsibilities Updated as of June 18th 2018_08_28_18.pdf
VIII_B_Part 1_Admin Resp_Org Chart_08_28_18.pdf

Current Administrator Responsibilities & Duties 2018/2019									
Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
Magee	Tami Christopher	Chris Lee	Howard	Iannessa	Bush	Parcell	Wood	Nguyen	
Department - Pali Academy	Department - Tech Ed and English	Department - Science, World Language, Pali Online (including Virt.	Department - P.E. and Social Science	Department - Math and VAPA	Department - Special Ed. (and Study Center)	Aquatics Center and IT Tech	Finance Office	HR & Substitute Teachers	
ensure staff buy-in for school vision, goals, objectives and academic programs through involvement and communications with all staff	Class - Freshman	Class - Senior	Class - Sophomore	Class - Junior	Provide monthly Special Education Report to Principal	Oversee Operations, Compliance for Facilities and Technology	Keep current with school funding issues for California Charter Schools	Recruiting - Edjoin, Job Fairs, local Universities and Teaching Certificate Programs	
Direct and supervise staff to develop new courses of study and revise outdated courses to meet educational standards and requirements; provide for evaluation procedures for implementation of	Admissions Publications & Communications	Counseling office and functions	Student Activities & Oversee Student Clubs	Comprehensive National Staff Development Plan and Board Certification Teacher Support	Provide ongoing Staff Development to special education and general education teachers and staff regarding best practices/legal issues	outside contractors and vendors performing work on campus including negotiating contracts for services and goods for various areas and functional business units on campus.	Oversee budget and finance, actively participating in analysis of and decision making for operations, maintenance, other support services.	Benefits - evaluation, bids, management, record keeping, new hire paperwork, liaison for concerns including Affordable Care Act record keeping and reporting	
Special Education and other categorical school programs; coordinate school articulation efforts with other educational levels, schools and agencies; administer articulation functions to assure student preparedness Plan, organize, control and direct the instruction, guidance and discipline of students; provide for the enforcement of the State's Compulsory Education Law at the school; provide for the	Attendance Incentive Program	Pali Online Program (credit Recovery)	Athletics including Conduct Annual Coaching Assessments- evaluate head coaches of each sport : Support philosophy, principles, and characteristics of CIF Victory with Honor Make Recommendations for all athletic personnel assignments and seasonal stipends : Assess and manage the school's athletic program including post season surveys	Manage and facilitate existing academic programs including Dolphin Leadership Academy, Literacy Program, Tutorial Program, AP, etc.	Oversee Special Education Programs to include hiring qualified staff needed to support Students with Disabilities	Manages the master calendar for external and internal permit holders.	Ensure general accounting controls and procedures are in place for general ledger, Accounts Payable, Accounts Receivable and Payroll	Compensation - up to date on current salary practices, contracts, hours,	
	Pupil Accounting as well as applications accounting	SST & Pyramid of intervention		Facilitate the review, consideration, development and implementation of new academic programs	Recommend staffing for teachers, teacher assistants and psychologist	Responsible for the PCHS School Safety plan.	Ensure GAAP and GASB guidelines are being followed at PCHS; stay current on all initiatives as they relate to PCHS and Charter Schools	Organizational Development - Programs, development for staffing and meeting needs for where PCHS is heading long term goals	

Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
High visibility through regular and consistent classroom visits, meetings, committee attendance, written and verbal communication	Administrative Tardy Programs	Point Person - Master Schedule and Program (Develop./Coordination)	Schedule/Coordinate administrative supervision for athletic events including coordinating with Head Coaches to evaluate their coaching staff	Oversee and manage PLC and 9th grade POD design, planning, budget and implementation	Oversee and provide guidance and support for Special Education Staff, including ancillary service providers	Responsible for the SAFE School plan including Emergency Preparedness	Prepare and present budget and financial updates to Board	Professional Development - Classified and Mid-Management professional development	
Primary instructional spokesperson to students, parents, and community at large	Attendance Uphold and Administrative School Attendance Policy as well as attendance Policy/Appeals Standing Committee	Issuance of Progress Reports, Report Cards and Transcripts	Oversee the arrangement of athletic facilities, including athletic event scheduling	Manage and be actively involved in the WASC review process	Meet with parents to resolve issues related to classroom instruction or provision of services / accommodations	and PCHS for all fire life safety related issues including serving as Incident Commander in the event of an emergency. Responsible for management of all emergency supplies	Prepare financial information for various reporting entities	Employee Retention and Recognition	
Establish and oversee the implementation of school wide vision and short-term and long-term goals	Teacher's Roll and Accuracy Programs/Accountability Reports	Meet with parents and mediate issues related to classroom instruction	Oversee all athletic transportation and approve expenses for away athletic contests and Oversee athletic team fundraising	Oversee assessment of current academic programs including PLC's and SLC's; benchmark against school goals; provide updates and recommendations regarding academic programs to the Board	Represent PCHS in mediation/due process and ensure implementation of agreements	Serves as the liaison between PCHS and DWP, including all other State and Federal regulatory agencies.	Coordinate annual independent financial audit with outside auditors and PCHS and LAUSD staff	Performance Management / Review Schedule and Procedures/ Discipline	
officer for communication between the Board and employees; serve as secretary to the Board; serve as advisor to the Board in matters pertaining to PCHS;	Middle School Articulation	Roll Books	Assemblies/Rallies	Back to School Night and Showcase Night	Compliance with IEP timelines	Manages the hazardous waste program including oversee Chemical Safety (Dave Schalek - via stipend)	Manage finance and payroll staff	Record Keeping - Personnel Files, Benefits Files and Employee Database	
Serve as Executive Officer to the Board of Directors, working with the Board President to set the agenda and facilitate the meetings	CALPADS/CBEDS Reporting	Room Assignments	Prepare and administer the athletic program budget	Work with EDP to oversee Professional Development, field trips, assessment and accountability	Compliance with provision of services identified in student plan	Identifies areas in need of improvement for energy conservation and oversees Prop 39 fund project disbursement.	Mandated Costs	EE Relations	

Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
Direct the preparation of PCHS budget and its administration after its adoption; provide for the accounting of school funds; provide periodic financial reports to the Board; supervise the purchase of textbooks, instructional supplies	Assist with ConAp Reporting	CTE & Work Experience Program - including CTE Pathway development	Coordinate and approve athletic requisitions for uniform, supplies and equipment: Ensure each coach provides a season summary, uniform and equipment inventory, and lists needed for subsequent seasons	Work with EDP to facilitate and assist with faculty meetings and organizations	Serve as Administrator in IEP / 504 meetings, as needed.	Acts as the community liaison for any related operational issues.	Charter liaison with independent charter organizations	Labor Relations and Negotiations	
Liaison with LAUSD, LACOE, State	Monthly Statistical report, including P-1, P2, P3 Annual Attendance Reporting to the District and monthly classification report	Principal's Honor Roll and Academic Awards	Leadership Coordinator Support	Work with EDP to manage and lead Curriculum Council	Attend conferences / Professional Development regarding pertinent Special Education and Mental Health issues	Facilities and facility compliance including preventive maintenance programs. Maintain physical campus plant, buildings, and grounds.	Represent PCHS in Community	Compliance Reporting and Maintenance - OSHA, Sexual Harassment, Equal Opportunity Employer, State and Federal Compliance	
a positive image for the school; develop and implement strategies for maintaining and enhancing the external and internal image of the school; administer, develop and implement the school's community	Link Crew	College Center	Discipline	Surveys (Ethnic Integration Federal Impact) SARC	Provide information to parents of incoming students with disabilities	LAUSD M&O liaison.	Budget and Finance Committee Guidance/Support	Budgeting - Support Leadership Team with monitoring of HR costs	
Supervise and evaluate the performance of PCHS personnel; interview, select, direct and evaluate certificated and classified personnel; assign faculty and staff as appropriate to meet school objectives. monitor and analyze	Attendance Office - Supervise and evaluate attendance clerks and Coordinate admissions/attendance with Senior attendance clerk	Grade Appeals	Follow and Renew Charter Element 10J	New Teacher Training throughout year	Confer with school counselors, attorneys and other staff as required	Directly oversees and manages all new construction and campus renovations.	ConAp Reporting	Coordinate and manage new teacher orientation and new staff professional development	
Curriculum - ensure faculty understanding of educational practices, instructional material guidelines and requirements, curriculum and instructional strategies; direct and participate in the development and	Orientation (student)	Graduation	Teen Court	AA Team (Academic Achievement Team)	Oversee Psychological Services	Responsible for development and rollout of capital expenditure programs.	Classified Evaluations	Professional Development programs for Classified staff: coordinate for Mid-Level Management Professional Development workshops	

Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
planning including informing the Board in areas related to trends in enrollment and how the utilization of the buildings are affected; direct the planning and alteration of buildings and sites; supervise the administration of the	Student Welfare - Homeless & Foster care students	Opening and Closing Bulletins	Title 9 Compliance	Supervision and Evaluation of Instruction	Supervision and Evaluation of Instructional Programs within Special Education	Responsible for managing funding sources for increased permit revenue on campus including Manages all filming activities and filming permits.	Oversee and Direct Budget Preparation	Faculty and Staff Accident Reports - Workers Compensation	
Fundraising and Development - including Booster Club Liaison Booster Club liaison for instructional needs	Assist with School Tours	504 plans	Supervise and Evaluate staff including School Police, Campus Supervisor and Campus Aides; Athletic Director, Asst. AD and Deans	Title 9 Compliance	Develop contracts for NPS / NPA agencies, Fee for Service Requests through LAUSD and approve monthly invoices for payment	Responsible for new physical space development including existing classrooms, common areas, and exterior spaces.	Oversee Management of ASB staff and funds	Hiring, Interviewing, Recruiting, plan and management for department position control and growth including New Employee Orientation and on-boarding	
Board Elections	New Family Information Night	Supervision and Evaluation of Instruction	Peer Mediation	Testing Coordination and testing programs	Monitor MCD targets are met for LAUSD Modified Consent Decree	and security training of faculty and staff, to include mandated required state training, Active Intruder training, Fire Life safety, emergency preparedness, and more.	Purchasing	All Staff legal compliance training including Sexual Harassment, Blood Borne Pathogens, Mandated Reporter, etc.	
timely resolution of student, administrative, parent, staff, faculty and public issues, conflicts and complaints including Uniform Complaint Procedure	Semester Attendance Award	Counseling Office and Counseling	Training and Education of Substance Abuse Prevention	Pali Academy	Process Requests for Accommodations for College Testing through ACT / SAT	Conducts regularly monthly scheduled safety drills.	Payroll	HR Office and Evaluations	
Employee Communications Coordinate and direct communications, programs, services and information between administrators, faculty,	Supervision and Evaluation of Instruction	Direct SIS Comp Coord for CalPADS and state reporting	Supervision and Evaluation of Instruction	Fuerza Unida and PIQE	Oversee the development of Annual Budgets for: Special Education; Health Office; Mental Health; Section 504	Technology and (tech hardware) and Technology plan including Printing and Copying Machines	Direct and Oversee Payroll and checks, including end of year W2	Volunteers - fingerprinting, training and meet legal requirements for Child Abuse Awareness and Sexual Harassment prevention training	

Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
Serve as PTSA Liaison	Public Admissions Lottery	College Center	Process and Record Discipline Appeals	ACADEC	Oversee & Provide Support for Health Office,	Oversee Tech support and oversee the management of hardware associated with Technology	Cafeteria Staffing and Operations	Coordinate, manage and ensure all requirements are met for accreditation, NCLB Compliance Certification/related information for fall survey	
Student Government	Student ID Photos	Maintain Course Catalog	Suspensions/Expulsions (Principal)	Long Term Strategic Planning Meeting	Over see Mental Health Services, contracts, and staff	Maintenance, Lockers, Uniserve, Facilities and School Plant	Lunch/Breakfast Program	Substitute ; recruitment, orientation, feedback, dismissal	
Guest Speakers	Coordinate with Freshmen Class Moderator	Maintain A-G, NCAA, AP courses on respective sites	Ensure coverage for Supervision during Nutrition and Lunch	Charter Elements - 1, 2, 3	Suicide Prevention Program and other applicable policy development	Room Inventory	Finance & Fund Raising Long Term Strategic Planning Meeting	Oversee rating in new faculty, credential requirements and reporting	
Lead faculty meetings and faculty organizations including managing and leading Curriculum Council and Department Chairs mtgs either in person or by assigned personnel	Long Term Strategic Planning Meeting	Dual-enrollment relationships	Campus Safety during school hours		Participate in Long Term Strategic Planning Committee / Meetings	Responsible for developing and managing work order systems for internal customer service.	Charter Element - 9	Set and ensure compliance with standards/policies for teacher performance including response times for student/parent inquiries, attendance procedures, meeting attendance, work	
Oversee Complex Coordinating Council activities and policy establishment	TVN Coordinating with Stipend Teacher		Monitor, Track and manage Transportation Scholarships		Charter Elements - 6	Directs night-time security and all campus permit workers.	Represent PCHS in Community meetings including COP and SpEd meetings	Long Term Strategic Planning Meeting	
Direct student discipline programs and functions according to established policies and procedures; coordinate and direct the implementation of disciplinary actions; direct student attendance programs and related discipline	Charter Elements - 7, 8, 12		Physical Education Department		Complete annual Self Review Checklist	Traveling Students/Integration/ Transportation including directing and negotiates transportation contract and activities - Buses, Coordinate and Manage Drivers		Orientation (Employee)	

Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
Oversee and ensure state and federal compliance (Single School Plan) and address any related issues			Long Term Strategic Planning Meeting		Attend conferences / Professional Development regarding pertinent Special Education and Mental Health issues	Oversee MAC Aquatic Center		Charter Elements - 5, 11, 13, 15	
Manage and participate in activities and tasks necessary to retain California Distinguished School status					Ensure District Validation Reviews are coordinated and implement corrective actions, as required.	Charter Element - 6			
Direct student record, counseling and guidance programs to meet student advisement needs; direct the development and implementation of student course selection, master					Ensure Coordination of Services Team meets to review active and new cases requiring follow up actions.	Long Term Strategic Planning Meeting - Facilities and Operations			
Marketing and Media Relations including prepare and write correspondence, bulletins and other communications on behalf of the school; arrange for school-level public relations and					Attend required meetings and trainings provided through Charter Operated Programs to include Coordinating Council meetings,				
Promote reports required by law or requested by the Board of Trustees, by the State Department of Education, by the Department of Finance of the State, or by other authorized organization pertaining to the affairs of PCHS; keep the					Coordinate assessment and IEP development for students living within the original PCHS boundaries.				

Executive Director/Principal	Director of Admissions, Attendance, and Alternative Programs	Director of Academic Planning and Guidance Services	Director of Discipline, Activities, Athletics, and Security	Director of Academic Accountability	Director of Student Support Services	Director of Operations	Chief Business Officer	Human Resources Director	Staff and Student Parking Permits
Supervise the Administrative Team, including Director of Special Education, Director of Student Activities, Athletics and Discipline, Director of Academic Planning and Counseling Services and Director of Admissions, Attendance, and					Submit referrals to LAUSD for students requiring Residential Treatment Center placement				
Establish achievement of school instructional goals (including meet with parents and mediate issues related to classroom instruction					Work with the district for PCHS students returning from RTC				
oversee hiring, professional advancement and salary schedules, professional development and performance management Participate in labor negotiations; manage					Oversee development and implementation of therapeutic programs on campus				
Operations, Facilities, and Technology Committee co-chair and Facilities Task Force co-chair					Coordinate and oversee Extended School Year				
oversee the budget process and serve as a member of the Budget and Finance Committee - includes Budget management for					Report claims to PCHS Insurance / Attorneys and work collaboratively to resolve claims.				
Charter Elements - 4, 14, 16					Request COP grants and manage procurement and documentation as required.				

7/24/2018



Pamela Magee
*Executive
 Director/Principal*

- Main Office
- Communications
- Parent Organizations
- Ambassadors & School Tours
- Fundraising, Development, & Grants
- Liaison to CA Dept. of Ed, LAUSD and LA County Office of Ed.
- Library Department
- Human Relations/Unification Director
- Awards & Recognition
- Educational Technology
- Pali Academy



Tami Christopher
*Director/Assistant Principal
 Admissions & Attendance*

- Admissions & Attendance Office
- English & Tech Ed Depts.
- TVN
- Orientation/Link Crew
- Homeless Student Liaison
- 9th Grade

Monica Iannessa
*Director/Assistant Principal
 Academic Achievement*

- Student Achievement & Assessments
- Math Depts.
- Professional Development
- Pali Academy & Dolphin Leadership
- VAPA
- 11th Grade



Don Parcell
*Director
 Operations & Facilities*

- Operations
- Safety
- Transportation
- Facilities
- Permits
- MGAC/Pool
- Information Technology Dept.



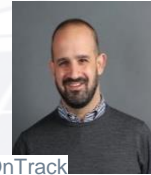
Greg Wood
*Chief Business Officer
 Business/Payroll*

- Finance & Payroll
- Cafeteria
- Student Store



Chris Lee
*Director/Assistant Principal
 Academic Planning & Guidance Svcs.*

- Counseling, College Center & Career Center
- World Language & Science Dept.
- SSTs Intervention & CTE Pathways
- Virtual Academy
- Summer School & 12th Grade



Mary Bush
*Director/Assistant Principal
 Student Support Services*

- Special Education Department
- Section 504
- Health Office
- Mental Health Services
- Study Center



Amy Nguyen
*Director
 Human Resource*

- Human Resources Office & Substitutes
- New Hire Process
- Health Benefits
- Employee Relations



Russel Howard
*Director/Assistant Principal
 Dean's Office*

- Discipline, Security, & Peer Mediation
- 504 Support
- Community Svcs.
- PE, Athletics, Cheer Depts.
- Transportation Scholarships
- Social Studies Dept.
- ASB Leadership, Leadership (Student & Gov't)
- 10th Grade

Coversheet

Review of Board Committees and Membership Needs

Section: VIII. Governance
Item: C. Review of Board Committees and Membership Needs
Purpose: Discuss
Submitted by:
Related Material:
VIII_C_Governance_Committees Descriptions Membership Needs_08_28_18.pdf

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Stakeholder Board Level Committees

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members

who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. The areas in which the Board has principal responsibility are, as set forth above, setting overall school-wide policies and goals, ensuring fiscal responsibility, and exercising compliance with law. Accordingly, SBLC's are formed to advise the Board in these areas. In contrast, operational issues are the EDP's responsibility, and as such, he or she is advised by Long Term Strategic Planning Committees, discussed below. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Although the appointment power resides with the Board in the Board's discretion, it is expected that the Board will give great deference to nominees presented by the stakeholder group at issue, absent exceptional circumstances. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) While there can be no exhaustive list of "exceptional circumstances," examples might include the Board's rejection of a nominee who has demonstrated an inability in the past to devote adequate time to the committee. However, while it is anticipated that the Board will approve stakeholder nominees except in exceptional circumstances, nothing in this provision is intended to be a limit on the Board's ultimate discretion or authority to make appointments.

Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

Budget and Finance Committee

The purpose of the Palisades Charter High School (PCHS) Budget and Finance Committee is to ensure stakeholder participation (that is, faculty, parents, students,

administrators, and classified personnel) in decisions relating to revenues, expenditures, and fund balances. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

Because major priorities are often set and implemented through the budget process, it is critical that the Board be advised by a broad committee made up of different stakeholder groups. Therefore, the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee shall, with the advice of the Executive Director and Principal (EDP) and Chief Budget Officer (CBO), propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all stakeholders (as described above) of PCHS, with the proviso that teachers shall have the right to constitute 50 percent of the voting members. The other seats are reserved for parents and other members as set forth below. The committee shall be limited to 17 members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the committee representing that stakeholder group. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of a majority membership of the faculty stakeholder group, with the following composition:

- teachers, representing as many departments as possible
- parents
- student
- administrator
- classified employee
- community member, although it is not required that a community member serve on the committee
- a member representing the Booster Club and a member representing the Education Foundation – these may be either parent, community, or employee members.

Academic Accountability

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections

The Elections Committee shall be made up of one classified representative, two faculty representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested), none of whom are running for election to the Board of Trustees in the next coming election. (A "non-interested" Board member, for purposes of this Element, is a Board member who receives no compensation of any kind from PCHS, whether in the form of salary, wage, or stipend.) The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures were not followed or that some other impropriety existed calling the election into question. In the event that the Board, in its discretion, believes that there has been an impropriety, it will determine the outcome of the election in consultation with legal counsel if necessary. In making its determination, the Board will be guided by the need to ensure that the election is fair and that the objective manifestation of the will of the electorate is paramount. In making its determination, the Board may appoint an *ad hoc* committee of Board members, an *ad hoc* committee of persons that might include non-Board members, or such other process or procedure as is lawful and fair. No Board member running for a seat on the Board shall participate in the decision-making process to the extent it involves the seat for which he or she is running.

Charter

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation (The "right, but not the obligation" means that the faculty can seat a majority, but if it does not wish to do so, it does not have to do so), to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. For example, if there are 9 faculty members, 5 parent members, an administrator, a classified member, and a student (17 members in all), a proposal would need at least 5 faculty members, 3 parents, and 9 total votes to pass. Any

recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances. Unusual circumstances shall be determined by the Board in its discretion, and would include, but is not limited to, situations where facts and circumstances make it impractical due to time or the nature of the issue to refer the matter to the committee or await its response.

Other Committees

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed (but, as set forth above, it may not disband the Budget and Finance Committee). The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

Board Member Committees

The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

Audit

The Audit Committee shall be made up of a majority of non-interested Board members. The Associated Student Body (ASB) Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

Grade Appeal

The Grade Appeal Committee shall consist of one faculty member, one classified or

administrative member, and one community member. The Board of Trustees' authority to alter or change a grade given to a student at PCHS is delegated to the Grade Appeal Committee. In exercising its authority, the Grade Appeal Committee shall be bound by state law (Education Code 49066) with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. The Grade Appeal's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and no appeal to the full Board of Trustees shall be entertained.

Risk Management

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested Trustees. The Risk Management Committee shall meet regularly with the EDP to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, provide a mandatory instruction to the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. If the Risk Management Committee believes it appropriate to do so, it may seek to have the Board deal directly with any risk management matter or can request that the Board delegate authority to the committee to provide mandatory direction and instruction to the EDP.

Evaluation

The Evaluation Committee shall be made up solely of non-interested Trustees. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the EDP and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee

The Bargaining Committee shall be made up of all non-interested members of the Board of Trustees. The EDP shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements is delegated to the Bargaining Committee. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Bargaining Committee shall have the right to retain counsel to assist it.

Survey Committee

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS’s overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school’s administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper or detrimental (in the sense that it might involve statements about individuals or cause embarrassment or harm to individuals or the institution) and where it is lawful to withhold that information.

Other Committees

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board’s next meeting.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Coversheet

Approval of reimbursements for Executive Director/Principal

Section: IX. Consent Agenda: Finance Items
Item: A. Approval of reimbursements for Executive Director/Principal
Purpose: Vote
Submitted by:
Related Material: IX_A_Part 2_Consent Reimbursement_08_28_2018.pdf
IX_A_Part 1_Consent Reimbursement_08_28_2018.pdf

**Palisades Charter High School
Expense Report/ Reimbursement Form
2018 Calendar Year**

Name: Pamela Magee Date: 8/28/2018 P.O. # _____

Date	Vendor	Description	Office Supplies	Classroom Materials	Conferences	Comm/Postage	Other*	Business Miles	Business Rate Per Mile	Total Mileage
			4350	4310	5220	5920				5210
7/24/2018	Dr. Magee	The Resort - Admin Retreat (12760 W. Millennium Dr. Playa Vista, CA (round trip from PCHS)						18.40	0.545	10.03
7/25/2018	Dr. Magee	The California Endowment, Los Angeles (round trip from PCHS) mileage						40.40	0.545	22.02
8/8/2018	Dr. Magee	LAUSD Los Angeles Due Process Mtg. Beaudry (round-trip from PCHS)						38.00	0.545	20.71
8/9/2018	Dr. Magee	LAUSD Superintendent Annual Admin Address, Hollywood High Auditorium 1521 N. Highland Ave. LA, CA (round-trip from PCHS)						38.00	0.545	20.71
8/8/2018	Dr. Magee	LAUSD Los Angeles Due Process Mtg. Beaudry (round-trip from PCHS) Parking Fee			\$25.00				0.545	-
8/9/2018	Dr. Magee	LAUSD Superintendent Annual Admin Address, Hollywood High Auditorium 1521 N. Highland Ave. LA, CA (round-trip from PCHS) Parking Fee			\$8.00				0.545	-
8/15/2018	Dr. Magee	LAUSD Los Angeles Advocacy Council August Mtg. Beaudry (round-trip from PCHS)						38.00	0.545	20.71
									0.545	-
									0.545	-
									0.545	-
									0.545	-
Total			-	-	33.00	-	-	172.80	6.54	94.18

Grand Total	\$	127.18
Charged Amount	\$	-
Net Due Employee	\$	127.18

Employee Signature: _____ Date: _____
 Approved By: _____
 Department/Program Name & #: _____

*-Provide full description on amounts in this column to allow for proper identification
 Please submit original receipts for reimbursement. Reimbursement forms must be submitted within 30 days of purchase.

Coversheet

Approval of Field Trips

Section: IX. Consent Agenda: Finance Items
Item: B. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: IX_B_Field Trips Overnight_08_28_18_Part 2.pdf
IX_B_Field Trips Overnight_08_28_18_Part 1.pdf

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 Employee BJD KLING Certified [X] Non-Cert. [] School: Palisades Charter High School Supervising trip BJD KLING

Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER _____

1. Destination PT LOMA SAN DIEGO BARNES TENNIS CENTER Are admission fees charged? Yes [] No [X]

2. Dates of Trips SEPT 27-29 3. Number of Students 17 Number of adults 4-7

4. Name and employee number of employee who will go on trip: BJD KLING 142193

5. Substitute required? Yes [X] No [] How Many? 1 Source of funds _____

6. Time schedule required by school: Leave School LUNCH Arrive destination 2:30 Leave destination _____ Return school _____

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] (4) 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 _____

10. Source of funds for trip ENTRY FEES PAID LAST YEAR PARENTS PAID FOR TOURNAMENT WAS RAINED OUT - FEES CARRIED OVER

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

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

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

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

APPROVALS: Principal or Asst. Principal [Signature] Date: 8/22/16

Board of Trustees* _____ Date: _____

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

-1st Annual-



**SEPTEMBER 28-29, 2018
BARNES TENNIS CENTER
SAN DIEGO, CALIFORNIA**

Your school is cordially invited to the **1st Annual Point Loma Tennis Invitational**. It will be held on **September 28-29, 2018**. Sixteen teams throughout **California** will be participating. The **Barnes Tennis Center** is excited about hosting this tournament and feel that in terms of talent from top to bottom, this arguably could be the best high school girls tournament in the country.

The following schools have been invited.

Campbell Hall	Palisades
Canyon Crest	Palos Verdes
Dana Hills	Peninsula
Los Altos	Rancho Bernardo
Los Gatos	Torrey Pines
Menlo	University
Mira Costa	West Ranch
Monta Vista	Westview

There will be two groups (eight teams in each group). Each team will play four total matches (two on Friday and two on Saturday). Each team will play three matches in their group, using a standard winners and losers bracket. Once every team plays three matches, the first place teams from each group will play for the overall Championship/2nd Place. The second place teams from each group will be playing for 3rd/4th place, the third place teams from each group playing for 5th/6th place, etc.

All of the matches will be played at the **Barnes Tennis Center**. The format will be **Three Singles /Three Doubles**. If a match splits sets, a 10-point tiebreak will be played instead of a full third set. If a match is tied 3-3, the winner will be decided by total games won.

Each team will submit a ladder a week before the tournament. The players will be ranked in order of strength. A player can play singles in one match and doubles in another match. We will be using the ladder format used in the CIF / USTA Northern and Southern California Championships. However, the top three singles players must come from the top five players on your ladder. A supplement will be sent to the coaches approximately a month before the start of the tournament.

TIME SCHEDULE

Friday, September 28

Round 1: 9:00 AM, 11:00 AM

Round 2: 1:00 PM, 3:00 PM

Quarterfinals And Consolation: 3:00 PM

Saturday, September 29

Semifinals and Consolation: 9:00 AM, 11:00 AM

Final and Consolation: 1:00 PM, 3:00 PM

The entrance fee is **\$460.00**. Please send your payment to:

**Menlo School, Attention: Earl Koberlein (Athletic Director)
50 Valparaiso Avenue
Atherton, California 94027**

Each player will receive a long-sleeve shirt with the logo of the tournament on the front and the teams competing on the back. We look forward to your school participating in this prestigious event. We are doing everything we can to make this a special and rewarding experience for everyone involved. Please do not hesitate to contact us if you have any questions:

Gene Fortino: (408) 310-7855, GFor438949@aol.com; Bill Shine: (650) 996-6164, billshine@mindspring.com.

Sincerely,

Gene Fortino
(Monta Vista High School Girls' Varsity Tennis Coach, Tournament Director)

Bill Shine
(Menlo School Girls' Varsity Tennis Coach, Tournament Director)

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

Name of School: **Palisades Charter High School** Employee Supervising trip: BUD KLING Certified Non-Cert.

Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER _____

1. Destination NEWPORT BEACH STATE HALL H.S. Are admission fees charged? Yes _____ No
 2. Dates of Trips SEPT 14-15 2018 3. Number of Students 17 Number of adults 4-7
 4. Name and employee number of employee who will go on trip: BUD KLING

5. Substitute required? Yes No _____ How Many? 1 Source of funds _____
 6. Time schedule required by school: Leave School LUNCH Arrive destination 7:30
 Leave destination 5:00 Return school 6:00
 7. Duration of trip: Less than one day _____ One day _____ Overnight (if overnight, how many days?) 1
 8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile (4)
 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 PROMOTE TEAM HARMONY STUDENTS LEARN TO WORK AS A UNIT. ~~THE~~ JV'S MIGHT GET TO PLAY IN A TOURNAMENT.

10. Source of funds for trip PARENTS ^{subs} PAY FOR LODGING - TRUST ACCOUNT

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

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

APPROVALS:
 Principal or Asst. Principal [Signature] Date: 8/22/18
 Board of Trustees* _____ Date: _____

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Lightning Storm

Individual Singles & Doubles Compass Draws

Friday & Saturday, September 14 & 15, 2018,

Hosted at the Sage Hill School Award Winning Tennis Center in Newport Coast, CA

Palisades Charter, Sage Hill, Windward & Westlake

JV TOURNAMENT

Palisades Charter, Coach Bud King, Los Angeles, CA
Windward Academy, Coach Ryan Shelven, Los Angeles, CA
Westlake, Coach Scott Yasgoor, West Lake Village, CA
Sage Hill School, Whit Kenerson, Newport Coast, CA

- 4 school compass draw, 4 singles & 4 doubles teams each playing 4 times
- Each match 1 set, deuce plus one scoring
- Must play singles or doubles (32 singles & 32 doubles matches played)
- Friday matches 3-8 PM; Saturday matches 9 AM to 5 PM
- Each school's singles/doubles team placed in different quadrants of draw
- 1 point per match win, 64 matches played to determine Team Champion
- \$150 entry fee includes new balls each match & team trophies
- Note: Teams responsible for their own lunch on Saturday

Entry fee of \$150, made out to Sage Hill School, send to Megan Crid, AD, Sage Hill School, 20402 Newport Coast Drive, Newport Coast, CA 92657 or bring to tournament. Fee includes new balls for each match and team trophies. Note: Teams responsible for their own lunch on Saturday.

A.G. Longoria, Tournament Director, longoriaag@sagehillschool.org or cell: (714) 349-7544

BUBBLE CHALLENGE DRAW