



Palisades Charter High School

Board Meeting

Date and Time

Tuesday September 25, 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:

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

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

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 (6/19/18)

E. Approve Minutes (8/28/18)

F. Approve Minutes (9/13/18)

G. Approve Minutes (9/15/18)

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
- 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. Department Presentations/Initiatives
(Including Follow-up on Columbia Survey Reports)
 - Language Dept
 - Math Dept
- B. School Budget for Conferences

- Information about the CCSA Conference and overall school budget for conferences

VI. Facilities/Operations

- A.** Update - Bus Transportation

VII. Finance

Finance

- A.** CSD Oversight Report Responses
- B.** 2018-2019 Budget Updates (including CapEX)
- C.** 2018-2019 Budget Priority Recommendations

VIII. Governance

Governance

- A.** Board Retreat Follow-up - Finalize Schoolwide Goals for (2018-2021)

IX. Executive Director/Principal (EDP)

- A.** EDP Request - Consider Cash Out Vacation Days

- Request of the Board to approve cash out of additional vacation days due to unforeseen circumstances during the 2017-18 School year.

X. Consent Agenda: Finance Items

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

XI. New Business / Announcements

- A.** Announcements / New Business

- Date of next Board Meeting is Tuesday, October 16, 2018

- B.** Announce items for closed session, if any.

XII. Closed Session

- A.** Conference with Legal Counsel: Anticipated Litigation

- (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)

- B.** Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957)

XIII. Open Session

- A.** Return to Open Session

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

XIV. Closing Items

- A.** Adjourn Meeting

Coversheet

Approve Minutes (6/19/18)

Section: I. Opening Items
Item: D. Approve Minutes (6/19/18)
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

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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 (8/28/18)

Section: I. Opening Items
Item: E. Approve Minutes (8/28/18)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 28, 2018

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday August 28, 2018 at 5:00 PM

Location

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

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Trustees Present

Andrew Paris, Brooke King, Camille Schoenberg, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Reeve Chudd, Shawn McClellan, Susan Ackerman

Trustees Absent

David Carini

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Abby Fisher, Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Aug 28, 2018 at 5:08 PM.

B. Record Attendance and Guests

C. Public Comment

Public Comment by Amy Mueller parent regarding reinstatement of Ms. Saghfi. Several parents are not happy with Ms. Saghfi's performance. Students are not allowed to ask questions, there is a lack of instruction in the classroom. Grades are artificially padded.

Public comment by Mandana Hedayad - Her child is enrolled in honors chemistry with Ms. Saghfi. Issues with the teacher's performance and knowledge of the subject. No book in the class, the teacher does not allow questions, students were asked to watch youtube for answers. The same quiz was given 3 times.

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

Emily Hirsch made a motion to approve minutes from the Special Board Meeting on 06-17-17 Special Board Meeting on 06-17-17.

Andrew Paris seconded the motion.

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

Roll Call

David Carini	Absent
Dara Williams	Abstain
Brooke King	Aye
Shawn McClellan	Aye
Camille Schoenberg	Aye
Reeve Chudd	Abstain
Leslie Woolley	Aye
Emily Hirsch	Aye
Andrew Paris	Aye
Larry Wiener	Abstain

E. Approve Minutes

table the approval of the minutes from the Board Meeting on 06-19-18 until the errors and typos can be edited

F. Approve Minutes

Many typos were noted to be corrected.

Opening session - change Shelby Ladnier to Emilie Larew.

Camille Schoenberg made a motion to table the approval of the minutes from the 6/23 board governance training. There was no second.

Reeve Chudd made a motion to approve minutes from the Annual Board Governance Training on 06-23-18, with some clean up on typos. Annual Board Governance Training on 06-23-18.

Emily Hirsch seconded the motion.

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

II. Organizational Reports

A. Student Report

Abby Fisher spoke about ideas to help students not coming from Paul Revere to adjust. It is currently Spirit Week.

Charter bowl is coming up.

ASB feels confident that this school year is on the right path, fundraising efforts are on track.

B. Parent Report

Nothing to report.

C. Classified Staff Report

Nothing to report.

D.

Faculty Report

Nothing to report.

E. Human Resources Director (HR) Report

Stands as submitted.

Amy Nguyen highlighted that all the medical and dental providers visited the campus for a health fair.

Greg Wood clarified that in the new hire list, some of the employees are not paid out of the general fund - Paula Anderson, Lauren DeNoia, Ariel Schoolsky.

F. Director of Operations Report

Stands as submitted.

G. Director of Development Report

Mike Rawson highlighted that we are having a great start to the year. And an additional \$5k was donated to the PCHS fund this week.

\$156,500 in grants have been submitted, \$21,500 committed so far. Many of the grants are for bus scholarships. We have an aggressive grant schedule this year.

There is a new alumni website where alums can find reunion info, class news, classmate info, employment opportunities, mentors for students, etc.

Dara Williams asked about the athletic teams category and where that money is coming from. She highlighted the concern that this report shows money that would have been collected anyways outside of the Director of Development's efforts.

Pam Magee commented that one of the Director of Development's goals is to coordinate all fundraising for the school so that we can see the whole picture.

H. Chief Business Officer (CBO) Report

Greg Wood highlighted that we finalized the track and field loan, totaling \$1.35m vs \$1.4m expected.

Greg summarized his report for new board members.

He mentioned the auditors have finished stage 2 of the 3 stage audit. The final phase will happen in October, the final report is due to the state December 15.

I. Executive Director/Principal (EDP) Report

Pam Magee highlighted the article "Equity Pedagogy" from the board materials as a good and relevant read. She also highlighted that an Administrative Team Accountability Action Plan was created and is in the report.

III. Board Committees (Stakeholder Board Level Committees)

A.

Academic Accountability Committee Updates

Nothing to report.

B. Budget & Finance Committee Updates

Camille Schoenberg mentioned the committee member changes:

Resignations - Minh Ha Ngo and Olivia Castro

New Chair - Sara Margiotta

New members to be approved by the board - Stephanie Kaufman, Paul Mittelbach and Alicia Peak

Brooke King made a motion to approve the new members of the Budget and Finance Committee.

Reeve Chudd seconded the motion.

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

C. Charter Committee Updates

Nothing to report.

D. Election Committee Updates

Nothing to report.

E. Post-Retirement/Lifetime Healthcare Benefits

Leslie Wooley informed the board that the committee met over the summer. They are waiting for the actuarial report and will meet again when it is finalized. This should happen before October.

IV. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

Nothing to report.

V. Academic Excellence

A. College Center Updates

Karen Ellis gave some highlights from the report including graduation info and school profile.

We are currently giving 2227 AP exams and are running out of space to administer the exams.

On August 10 the college center had a retreat. They have a new team member Christy Morrow. They developed a vision and worked on climate and culture of the college center. They will continue to hold monthly meetings. Parents should email the College Center to add items to the agenda.

Important Dates:

August 25th SAT Administration (Test Site Center)

August 27th Early Action/Early Decision Information Due - almost all students came in before the deadline.

September 5th Staff Meeting

September 12th Regular Decision Information Due

October 8th College Fair - last year we had 130 schools, so far already 100 have committed.

October 13th PSAT Administration

Dara Williams suggested the college center could utilize the app "Frank" – a nonprofit that helps with FAFSA application.

The challenge of giving guidance to families on financial aid was discussed.

B. Columbia Survey Results

Leslie Wooley gave an update - this year the parent survey was divided into 2 parts. We only had 23% parent participation but that was an increase from the previous year.

Overall parent satisfaction is high.

Pam Magee gave an update on staff participation - 88-90% of staff complete the survey now.

Many areas have improved, school culture is good.

We will look at this survey in more detail at the board retreat.

Thanks to ASB we received more serious student responses.

Areas for improvement include the math department.

C. SMC CCAP Agreement

Chris Lee discussed our SMC CCAP Contract. 3 classes are offered as dual enrollment with SMC. Students can earn credits for high school and college. We also have 2 dual enrollment classes offered with West LA college. One is American Sign Language and meets foreign language requirements. It is very popular. Anyone can sign up for these classes. If one wanted to continue further with ASL beyond the first year, the courses would need to be taken at West LA college.

D. CAASPP - 11th Grade Student Performance & Progress

An informational letter was sent out to our families and results will be communicated when they are in.

VI. Facilities/Operations

A. Bus Transportation

Don Parcell informed the board that ridership is down from a normal 800-900 riders to about 450, most likely due to the cost increase. The routes have not changed but the buses are at about 50% capacity (compared to 90% in the budget). This is costing the school an additional \$750 per day.

The good news is that the buses are all yellow, newer and have been on time. Also only 8 students have communicated that they left the school due to high bus costs.

We need to reduce the number of buses. This week the transportation team will come up with a plan, deciding whether we collapse stops (some students may have to travel farther to their stop) or run fewer buses to all the current stops (some students will have to get on the bus earlier).

There was a discussion around our bus contract and the ability to reduce the number of buses. Don believes it is within our right in the contract but the bus company will not be happy.

There was a discussion around where we are losing the riders and if we can optimize by consolidating routes in locations where families might have other options.

We are currently looking at locations where there are clusters of stops close together.

Abby Fisher mentioned that a member of ASB is currently working on a proposal and will present it tomorrow at the LTSP meeting.

B. Safety & Security

Don Parcell gave a quick update on the fence - LAUSD has asked for structural and architectural engineering, that is in process.

The emergency exit gate at Pali Academy is in.

The PA system and some other smaller projects have been completed.

VII. Finance

A. Consolidated Application 2018 - 2019 (CONAPP)

This was included in the materials as an FYI - the Board had previously approved Dr. Magee to sign the CONAPP.

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

EPA Budget was approved by the Budget & Finance Committee yesterday, needs board approval.

This is funding that we receive as part of LCFF. The money must be spent in specific areas. We primarily use the money for teachers' salaries but we also add our LAUSD oversight fees. This is allowed and we would like to highlight those fees.

Dara Williams made a motion to approve the EPA 'Prop 30' - 2018/2019 Budget.

Reeve Chudd seconded the motion.

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

Roll Call

Brooke King	Abstain
Larry Wiener	Abstain

Roll Call

Dara Williams	Aye
Leslie Woolley	Aye
Susan Ackerman	Abstain
Reeve Chudd	Aye
Andrew Paris	Abstain
David Carini	Absent
Emily Hirsch	Aye
Shawn McClellan	Aye
Camille Schoenberg	Aye

C. 2017/2018 Unaudited Actuals

Greg Wood presented the unaudited actuals to the board.

Revenue decreased by \$155k due to educator effectiveness (\$87k from prior year, mistake in budget estimate) and civic center permits (\$68k we expected more revenue in summer). We purposefully tried not to disrupt the school with too much filming, that needs to be better reflected in the budget.

Expenses increased by \$512k with changes in many different areas. Special ed was highlighted as this is the area we saw the most unexpected increase. For example, legal settlements were \$160k higher and consultants were \$118k more.

Our special ed costs in 2017-2018 were \$2.1 million more than our state revenues in this area.

Books and supply costs ended up \$150k higher, including non-capital operational items of \$70k (this is not additional money spent vs budgeted, but a re-categorization). Custodial costs were up \$85k, chrome books \$92k.

Additional detail is in the board materials.

Due to the shortfalls in cash, a decision was made to transfer \$269k to the lifetime benefits fund instead of the \$691k done in previous years. This money was enough to cover benefits paid out last year. This keeps our cash balance more healthy.

There was discussion around this year's budget planning, ensuring we have all costs represented accurately (including bus costs). We will re-look at this year's budget. We will look at the budget process and potentially get some better budgeting tools.

Emily Hirsch made a motion to approve what was presented in the 2017/2018 Unaudited Actuals report.

Dara Williams seconded the motion.

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

Roll Call

Larry Wiener	Abstain
Shawn McClellan	Aye
Dara Williams	Aye
Camille Schoenberg	Aye
David Carini	Absent
Emily Hirsch	Aye
Reeve Chudd	Aye

Roll Call

Leslie Woolley	Aye
Susan Ackerman	Abstain
Andrew Paris	Abstain
Brooke King	Abstain

D. 2018/2019 Budget Updates

Greg Wood gave the board an update. Total revenue is down \$163k. Legislature unexpectedly changed Governor Brown's May numbers. While we received a 3.7% cost of living increase vs the expected 3% and a few other positive updates, our one time discretionary funding was reduced by \$460k.

Also bus costs are adding up and not yet included.

Dara Williams questioned the fundraising 140k increase from last year?

Dara Williams suggested a lawyer look at bus contract to make sure we can reduce the number of buses.

Greg recommends we do a budget re-adoption for 18-19 to address the current shortfalls.

E. New Bank Accounts - ASB & Scholarships

We currently have two money market funds at Cathay bank which earn .35% interest.

Greg Wood is suggesting we move amounts from these funds to 12-month CD's earning 2.25%.

We would like to move

- \$270k (of \$288k) from the Rose Gilbert Scholarship Fund (\$18k will be paid out this year)

- \$200k (of about \$415k) from the ASB account

Reeve Chudd made a motion to move \$270K from the Scholarship account into a 12-month CD at Cathay Bank.

Emily Hirsch seconded the motion.

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

Roll Call

Dara Williams	Aye
Susan Ackerman	Abstain
Leslie Woolley	Aye
Andrew Paris	Abstain
Shawn McClellan	Aye
David Carini	Absent
Emily Hirsch	Aye
Larry Wiener	Abstain
Reeve Chudd	Aye
Brooke King	Abstain
Camille Schoenberg	Aye

Dara Williams made a motion to move \$200k from the ASB account to a 12-month CD at Cathay bank.

Reeve Chudd seconded the motion.

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

Roll Call

Camille Schoenberg	Aye
Leslie Woolley	Aye
Brooke King	Abstain
Susan Ackerman	Abstain
Emily Hirsch	Aye
Andrew Paris	Abstain
Reeve Chudd	Aye
David Carini	Absent
Dara Williams	Aye
Shawn McClellan	Aye
Larry Wiener	Abstain

Leslie Woolley announced a break at 7:45pm.

Leslie Woolley called the meeting back to order at 7:59pm.

VIII. Governance

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

Pam Magee gave an update. The CSD oversight report audits 4 categories – governance, student achievement and educational performance, organizational management, programs, and operations, and fiscal operations. We received a 4/4 in the first three categories and 3/4 in the last. This was our most positive result in the last 5 years. 2019-2020 is charter renewal year, so it is important to have a positive evaluation. Chris Humphry is resigning and we will have a new liaison.

Camille Schoenberg mentioned that something in financial section needed to be discussed in the board meeting. Greg Wood and Pam Magee will look into it and confirm we are completing all the CSD requests.

B. PCHS Governance Structure/Administrator Responsibilities

Please check out our new org chart in the board materials.

The new Director of Pali Academy is Kim Theard.

C. Review of Board Committees and Membership Needs

Board members volunteered to join various committees:

Grade Appeal - Leslie Woolley, Andy Paris, Susan Ackerman. Alternates: Larry Weiner & Emily Hirsch

Academic Accountability - Larry Weiner

Audit - Camille Schoenberg, Dara Williams, Reeve Chudd

Election (if you have two years left as a board member you can be on this committee) -

Brooke King

Charter - Dara Williams, Shawn McClellan - this committee will meet on Fridays

Evaluation - all non-interested board members

Bargaining - begins in Spring

Survey - Leslie Woolley

Post Retirement Healthcare Benefits - Leslie Woolley, Emily Hirsch

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

Reeve Chudd's email is not yet working. Dara Williams needs access to Board on Track.

E. Election of Board Officers - Board Vice Chair

Camille Schoenberg made a motion to extend the meeting by 30 minutes.

Andrew Paris seconded the motion.

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

Leslie Woolley made a motion to elect Camille Schoenberg to Board Vice Chair.

Reeve Chudd seconded the motion.

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

F. Election of Board Officers - Board Chair

Dara Williams made a motion to elect Leslie Woolley to Board Chair.

Susan Ackerman seconded the motion.

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

G. Election of Board Officers - Board Secretary

Susan Ackerman made a motion to elect Dara Williams to Board Secretary.

Andrew Paris seconded the motion.

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

IX. Consent Agenda: Finance Items

A. Approval of reimbursements for Executive Director/Principal

B. Approval of Field Trips

Dara Williams made a motion to approve the consent agenda.

Reeve Chudd seconded the motion.

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

Roll Call

Dara Williams	Aye
Reeve Chudd	Aye
Brooke King	Abstain
Leslie Woolley	Aye
Shawn McClellan	Aye
David Carini	Absent
Susan Ackerman	Abstain
Camille Schoenberg	Aye

Roll Call

Larry Wiener	Abstain
Andrew Paris	Abstain
Emily Hirsch	Aye

X. New Business / Announcements

A. Announcements / New Business

B. Announce items for closed session, if any.

Adjourn open session at 826pm.

XI. Open Session

A. Return to Open Session

Return to open session 857pm.

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

The Non-interested Members of the Board took action to issue a notice of compulsory leave of absence for Employee # 718737 during the closed session.

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:58 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Approve Minutes (9/13/18)

Section: I. Opening Items
Item: F. Approve Minutes (9/13/18)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 13, 2018

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Thursday September 13, 2018 at 5:30 PM

Location

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

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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

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

Trustees Present

Andrew Paris, Brooke King, Camille Schoenberg, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Reeve Chudd, Susan Ackerman

Trustees Absent

Shawn McClellan

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Thursday Sep 13, 2018 at 5:38 PM.

B. Record Attendance and Guests

C. Public Comment

Zennon Ulyate-Crow

Bus transportation should be a right for all students. He proposes that Pali coordinate with Metro to schedule special buses along Line 34. Blue Bus has a similar line but this would save time. Metro student pass is only \$24 per month. With the money saved by this we can subsidize the riders on the school bus.

Daphne Gronich

Incoming 9th grade parents enjoyed BTSN. Complaints about other side of the driveway during pick-up. Impedes traffic and people are complaining.

II. Facilities/Operations

A. Transportation Contract

Don Parcell presented:

Ridership is down and we have been working with ATS to address this. In contract negotiations with ATS and they wanted a some guarantees from Pali with regard to downsizing in future years. ATS was willing to enter into a multi-year deal if there were some guarantees as for both sides as to downsizing and caps on the cost for Pali. The

contract addresses all these issues. The plan is to downsize from 16 to 10 buses; this will result in mid-50s as to number of students to bus with maximum capacity around 56-58. Efforts were made to consolidate so that people would not have to travel too far. Trying to get at least 50 students per bus so that the vacancy rate is low since Pali is paying for those seats. It would cost us \$700,000 if things stayed the way they are. Scholarships have been allotted so this will substantially assist with the number of vacancies that Pali has to absorb the cost for.

Leslie Woolley mentioned that Shawn McClellan was not here tonight but she wants to let people know that this may negatively impact some kids. If there is a committee to address this next year then she would like to be on it.

Don Parcell assured everyone that every effort was made to impact the students as minimally as possible. Trying to maintain the same window of time so that students don't have to leave significantly earlier. Some students will be negatively impacted, for others this will have no impact, and some may even benefit.

Emily Hirsch asked if we were concerned about signing a 3 year contract.

Don Parcell is of the opinion that we may be lucky to have a 3 year contract since we don't have any other company that seems to be interested. There have been a couple break-downs but nothing significant and generally this has been an improvement over our previous company. There will be notice to the families so that they have time to adjust to the new routes and schedules. Relatively few students have indicated that they are not coming to Pali because of the buses.

Camille Schoenberg inquired as to the vacancy rate. We planned for 90% occupancy and we are around that; may be even higher occupancy with the consolidated bus routes. Reeve Chudd made a motion to To approve the proposed contract between Palisades Charter High School and ATS.

Camille Schoenberg seconded the motion.

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

Roll Call

Camille Schoenberg	Aye
Emily Hirsch	Aye
Larry Wiener	Abstain
Dara Williams	Aye
Reeve Chudd	Aye
Leslie Woolley	Aye
Andrew Paris	Abstain
Brooke King	Abstain
Susan Ackerman	Abstain
Shawn McClellan	Absent

III. Governance

A. Election Committee

Brooke King is on the Election Committee. We need additional members because of the necessity for a Special Election. For now the committee members will be named to the ad hoc Committee for the Special Election only.

B. Board Member Resignation - Special Election request

David Carini resigned. Brooke King is already on the Election Committee.
Dara Williams volunteered to be on the committee with the understanding that she can only meet on the Fridays when she is not working at her regular job.
This position is a 2-year position but there is only one year left on the term.
Camille can join as well as long as the meetings are during the school day.
UTLA representatives may want to be present.
For now this will be the ad hoc Committee for the Special Election.
The meeting will take place on Friday September 21, 2018 at 9:30 a.m.
The task is to run an election for the empty seat left by the resignation of David Carini.
Emily Hirsch made a motion to approve Brooke King, Camille Schoenberg, and Dara Williams as the members of the ad hoc Committee for the Special Election.
Reeve Chudd seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Shawn McClellan	Absent
Reeve Chudd	Aye
Emily Hirsch	Aye
Larry Wiener	Aye
Susan Ackerman	Aye
Dara Williams	Aye
Leslie Woolley	Aye
Brooke King	Aye
Andrew Paris	Aye
Camille Schoenberg	Aye

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 6:11 PM.

Respectfully Submitted,
Leslie Woolley

V. Consent Agenda: Finance Items

A. Approval of Field Trips

One overnight field trip for the swim team to go camping. Supervised by teachers Nance and Pickard. Donations are the source of funding. It is for team bonding and working out.

Dara Williams made a motion to approve the overnight camping field trip.

Brooke King seconded the motion.

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

Roll Call

Leslie Woolley	Aye
Reeve Chudd	Aye
Emily Hirsch	Aye
Andrew Paris	Aye
Larry Wiener	Aye
Dara Williams	Aye
Shawn McClellan	Absent
Brooke King	Aye
Susan Ackerman	Aye
Camille Schoenberg	Aye

VI. New Business / Announcements

A. Announcements / New Business

Board retreat is on Saturday.

6:11 adjourned.

Coversheet

Approve Minutes (9/15/18)

Section: I. Opening Items
Item: G. Approve Minutes (9/15/18)
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Board Meeting - Annual Board Retreat on September 15, 2018

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting - Annual Board Retreat

Date and Time

Saturday September 15, 2018 at 9:00 AM

Location

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

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

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Trustees Present

Brooke King, Camille Schoenberg, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Reeve Chudd, Shawn McClellan, Susan Ackerman

Trustees Absent

Andrew Paris

Trustees who arrived after the meeting opened

Shawn McClellan

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Abby Fisher, Alan Rasmussen, Amy Nguyen, Beverly Hempstead, Brandon Quniteros, Caroline Ross, Chase Gorin, Chris Lee, Daphne Gronich, David Leitz, Don Parcell, Eli Safaie-Kia, Gio Stewart, Jesenia Servance, Laney Chao, Maddie Stein, Marson Rice, Mike Rawson, Monica Iannesa, Richard Tauer, Robert Peters, Tami Christopher, Taylor Smith, Thirsha Campbell, Zennon Ulyate-Crow

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Saturday Sep 15, 2018 at 9:11 AM.

B. Record Attendance and Guests

C. Public Comment

No public comment

II. Governance Training

A. Welcome & Introductions

Alan Rasmussen, Richard Tauer, and Beverly Hempstead shared their backgrounds.
Richard Tauer:

Working with Pali for 3 years.

Seen progress over the past 3 years and it has been tremendous progress and improvement.

Today will see what we can do for next year

Former principal and superintendent. Currently an interim superintendent at a school district.

Bev Hempstead:

Former educator.

Feels like part of the Pali family and has grown with and through Pali.

Looking forward to a positive day.

Alan Rasmussen:

U.S. Navy

45 years in education.

Assist organizations with their growth. Pali is one of our successes. Pali over the past 3 years is one of the best he has seen.

Significant effort.

Went over the agenda. Materials included in the Board Packet distributed and posted.

At the conclusion we will write our 3 year goals and then we will look at next steps.

Mainly will be small group discussions.

Gio Stewart started things off.

Likes to sign a social contract to show that we are committed.

Asked everyone to share what they are buying into.

Gio Stewart promises to be a participant

Monica Iannessa promises to make this team around the table be the strongest team

Reeve Chudd promises to listen attentively and participate

Susan Ackerman promises to bring a beginners mind

Zenon Ulyate-Crow promises to keep an open mind and do his job

Dara Williams promises to engage in constructive criticism that moves us forward

Mr. Peters promises to encourage others to work together

Larry Weiner promises to hear people and remain positive

Focus on adaptability and flexibility

Camille Schoenberg promises not be afraid to speak her mind

Pam Magee promises to take all these things into consideration to lead Pali forward to do the best we can

Taylor Smith promises to represent the student body as best she can

Susan Ackerman leads a mindfulness practice.

What would you like to walk away with that will describe today

Realistic plan to fix some of the issues

Time schedule to get things done

Develop clear and concise goals

Develop more understanding between the Board and the staff
Create solutions that actually make a difference
Inclusive solutions
To know how to move forward
Consideration of a communications plan -- how do we communicate out what is happening to the different stakeholders
How we can communicate our plan out to the different stakeholders
Building long and short term sustainable goals
Make sure our goals are equitable and inclusive to our student
Transparency and partnership
More accountable relationship between students and staff
These are the things we hope to walk away with that will describe the day as being successful.

Presentations on data: listen carefully because this data shows how we did with our last set of goals and what new goals need to be developed. Data gives us the feedback on our performance in meeting our goals.

Jot down any questions you have about the data. Make sure you understand it.

Greg Wood -- funding issues; need to identify areas in our budget to help us meet our goals.

Shawn McClellan arrived.

B. Review LCAP (Local Control Accountability Plan)

Greg Wood presented

This is the plan that Pali designs for Pali as to how our budget can meet our educational obligations and other goals.

This budget is passed and locks us into our budget for 2018-2019.

Budget items for goals that we want to sustain.

Other goals that we may add.

LCAP is our accountability to the state and LAUSD uses it as well.

Some of the goals:

Teachers having required credentials

All students having access to materials

Increase student access to technology

Maintaining facilities

Providing opportunities for parent involvement

Stakeholder input

Partnership with colleges and CTE programs -- been a focus over the past years; 12 CTE teachers (from 2 previously)

English Language students

Increase student academic achievement -- graduation rate; increase AP/Honors enrollment; Dolphin Academy; Pali Academy Campus; improving programs for all level of students; improving student achievement in math

Need to try to get outside funding; independent funding so that we have a rainy day fund to help us with meeting our goals

Mid-year we look at the LCAP at the Long Term Strategic Planning committee to check in to see how we are doing in meeting our goals and then prepare to look forward to the next year.

Pam Magee:

Throughout the reports you will see thematic overlap so that we can continue going forward in the right direction

That is why LTSP is so important

Would like to get parents to more of those meetings.

Some things relate to funding, some to compliance

More vulnerable populations are addressed in the LCAP and this is a very important component of compliance

Richard Tauer:

Important to look to the different entities and the challenge to leadership is to see the overlap and alignment in order to address these issues.

Particularly we don't want to overwhelm teachers and when you look at the overlap and alignment it isn't as overwhelming.

Alan Rasmussen:

In developing the LCAP -- students, parents, and Pali administration, teachers, and staff. It is the whole community who is involved in the process.

Also need to make sure we have the funds we need to accomplish the goals

If there is a shortfall you need to make cuts or expand the funding

A good document to read through

Amy Nguyen arrived.

C. Review PCHS WASC Action Plan & Equity Report

Monica Iannessa presents.

Powerpoint presentation (attached to the materials)

Have to be open to criticism because whatever you tell me will only make me better

Asks for input from various groups so that we really have a 360 view of ourselves

Six year clear -- best a school can do. Hard to achieve

The whole team helped, every stakeholder that was involved put effort into the report.

Handout on Achievement and Direction that highlights the WASC accomplishments

PLCs - common assessments and 9th grade Pods were 2 highlights

Media Pod did a research project that other Pods are using

Tech is being integrated

Identified as a data driven school; still need to improvement but Pali is starting to use data to make changes to the instructional programs and implemented new programs to improve student achievement (noted in the handout and the powerpoint)

Would like us to pull all of our different technologies and data together

A way we can consolidate this into one picture

Have to use instructional time better to engage students throughout the period

Equitable access to support

Differential instruction so that all students are benefitted

See more student engagement and less passive learning (teacher just talking)

How much time is the teacher speaking versus how much time the students are presenting or engaging in discussion

Need to keep looking and responding to our data.

Need to have more checking for understanding -- need to know what the student are absorbing - how often is the teacher checking for understanding

Not talking only about top down accountability but also accountability from colleagues

Good shape on summative and formative assessments so now we can focus on the teaching content and how it is presented

Parent liaison - how do we engage in outreach to all of our parents

Groundwork is done; very solid plans to move forward. This shows how much we need the Board to support the administration, faculty, and staff to move us forward. Missing a little bit of the working with and communicating with the Board. Need to team together to make these plans move.

Leslie Woolley mentioned how impressive the report was. The handout was great because it really summarized everything in an easy way to see things in one page.

D. Review LAUSD Annual Performance Report from 2017-2018

Pam Magee:

LAUSD Charter School Division Annual Report

Critical checkoff process

Need to be in alignment with LAUSD (our authorizer)

WASC study really helped with meeting their requirements

Need to constantly move forward

Out of 4 areas we received the highest score you can get in 3 areas

3 was the highest in the financial areas that any of the LAUSD charters received

Big question for us is how do we sustain the movement that we have

How do we realize the growth and goals that we have identified and when we realize the goals how do we sustain them

Camille Schoenberg reviewed the report and noted something that LAUSD asked to bring to the report. Page 130 of the meeting materials. Non-adherence to the school's fiscal policies and procedures.

Wanted proof of mitigation as to the identified actions.

Greg Wood brought up that they issue their report without input from us.

Pali also has conflicting policies in place. For instance Pam's expenses need Board approval before paying the credit card but we should not be paying the credit card late.

Page 127 - items 3 and 4; stand out to Camille Schoenberg as something that we should focus on.

Dara Williams pointed out that there should be a way to change the policy to ensure that payments are timely made and that expenses are legitimate.

E. Review Columbia Survey Results

Tami Christopher

Findings from Columbia Stakeholder Survey

Powerpoint handout distributed (with materials attached to the minutes)

9th grade specific questions regarding Pods

Overall Pali earns an A

Increase in who gave us an "A"

In 3 years shown remarkable improvement

Very few responders gave a D or an F

Staff perception of school climate has improved -- specific areas set forth in the powerpoint

Parents -- love Pali but areas to grow; growing awareness that information in Infinite Campus and Schoology; feeling that all student needs are being met; Attendance and College Center earned very high marks

Concerns about physical and socio-emotional safety -- one area of concern is drug use Helping with stress anxiety and drug issues

Students -- overall students feel connected and positive about the learning experience at Pali (specifics in the handout)

Important to see this feedback into a positive way

Cannot be satisfied with good; need to strive to be great.

Administrators are working hard but sometimes it seems like it is all behind the scenes.

Important to engage with the students and be seen. So administration is targeting this for this school year.

Math and World Language are the two departments that we need to focus on.
World Language - revolution going on in this department. The push for change is coming internally. New teachers bringing their ideas for opportunities for growth.

F. Budget Overview - Areas for possible budget reductions

G. Description of Board Roles & Responsibilities

Alan Rasmussen:

Chart for Effective Functioning Organization

Work together for a common purpose -- our students and our school

Strong relationships, effective process/clear roles, shared and motivating goals - when you put these 3 things together you will have an effective and functioning organization

Board determines the what

Administration, teachers, and staff determine the how - they have to be accountable for the how

Encroachment creates conflict

Need to be mindful of that as an organization

Areas of responsibilities

- Setting the direction
- Establish an Effective and Efficient Structure
- Ensuring Accountability
- Provide Support
- Act as Community Leaders

Board members are oversight - do not get down in the weeds

Identify and ask administration to address the goals and how to meet them

Break out into small groups - minutes suspended during small group discussions.

H. Review 2017 Goals

Small group discussions.

I. Identify Goals for Focus Areas (2018 - 2021)

Small group discussions.

J. Develop/Write Goals for (2018-2021) School-wide Goal

Small group discussions. Language of goals discussed and Pam Magee will gather the materials and draft a final version of the goals based upon the consensus of the board members and stakeholders participating in the retreat.

III. New Business / Announcements

A. Announcements / New Business

No new business or announcements.

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 3:06 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI

Submitted by:

Related Material:

II_E_Part 4_Social Media Policy PCHS Draft 9.2018.pdf

II_E_Part 3_Responsible Use Policy RUP PCHS Employees Draft 9.2018.pdf

II_E_Part 2_Professional Development School Program PCHS Coordinator Job Description DRAFT 9.2018.pdf

II_E_Part 1_HR Board Report_09_25_18.pdf

PCHS Social Media Policy for PCHS Employees and Associated Persons

PURPOSE

Background:

The purpose of this document is to provide policies and guidelines for social media communications between employees, students, parents and other associated persons; to prevent unauthorized access and other unlawful activities by PCHS users online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA). While PCHS recognizes that during non-work hours employees and students may participate in online social media, blogs, and other online tools, PCHS employees and associated persons should keep in mind that information produced, shared and retrieved by them may be subject to PCHS policies.

The use of social media may have many instructional benefits but when social media postings violate the law or PCHS policies or create a substantial disruption to the school community and/or work environment, the administrator may have an obligation to respond and take appropriate action, including but not limited to investigation and possible discipline.

Under certain circumstances, the PCHS has jurisdiction to discipline employees who violate rules of appropriate conduct, which include, but is not limited to, the use of social networking sites during or outside of work hours. Additionally, the School may not be able to protect or represent employees who incur legal action a second party in response to the employee's behavior in a social networking site.

GUIDELINES Apps are applications used to post media and are accessed primarily through mobile devices.

Apps can access the user's pictures, personal information, and GPS location.

Associated Persons includes, but is not limited to, parents, parent-elected leaders of school committees, representatives and volunteers, consultants, contracted employees, walk-on coaches, child care/enrichment program providers, vendors and after-school youth services providers.

Blogs/Microblogs are personal websites that can serve as journals where a user can post a variety of content authored by the user and authored by others for public viewing

Confidential data refers to School-related content such as (but not limited to) grade and exam information, attendance data and behavior incidents.

Cloud Computing, otherwise known as 'using the cloud,' requires an Internet connection and is the practice of accessing files across multiple devices over the Internet.

Digital Citizenship is the practice of critical engagement and respectful behavior online, which is demonstrated through the digital content a student posts.

Modified from *LAUSD BUL-5688.1 052214 SOCIAL MEDIA POLICY*

Digital Footprint is determined/defined by an individual's choice of content to post and profiles made across multiple websites, apps, and other platforms.

Media Sharing Sites are sites where users can store and share content such as video and pictures.

Social Media also referred to as social networking, is a form of electronic communication through which users create online communities to share and view information, ideas, personal messages, and other content.

Social Networking Sites are sites where users create and customize their own profiles with music, video, and other personal information in addition to connecting with other users.

Tagging is the practice of identifying and assigning information to a digital artifact such as a website, blog post, photo, video, or article for the purpose of easy identification, organization, aggregation, and searching. Tagging helps users find content they are looking for through across online platforms.

Wikis are websites that allow a user to add, modify, or delete content in collaboration with others.

_____ **Please initial here that you have read and understood the definitions outlined above.**

II. SOCIAL MEDIA GUIDELINES FOR EMPLOYEES AND ASSOCIATED PERSONS

Many schools, offices and departments have their own websites and social media networks that enable staff to share school/work-related information (e.g., grades, attendance records, or other pupil/personnel record information) may be shared only on School-approved secured connections by authorized individuals. Confidential or privileged information about students or personnel must be maintained at all times.

All existing policies and behavior guidelines that cover employee conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Keep personal social network accounts separate from work related accounts. When a student or minor wishes to link to an employee's personal social networking site, redirect them to the school approved website. Accepting invitations to non-school related social networking sites from students or alumni under the age of 18 is strongly discouraged, and on a case-by-case basis, may be prohibited by PCHS administration.

Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites and applications during or after school hours may be subject to discipline.

Modified from *LAUSD BUL-5688.1 052214 SOCIAL MEDIA POLICY*

3. Never post any personally identifiable student information including names, videos and photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child's parent/legal guardian and the principal.
4. Never share confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information).
5. Users shall have no expectation of privacy regarding their use of PCHS property, network and/or Internet access to files, including email. PCHS reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as it deems necessary. [Refer to PCHS RUP - Employees]
6. Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.
7. Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments.
8. School employees and associated persons are responsible for the information they post, share, or respond to online. Employees should utilize privacy settings to control access to personal networks, webpages, profiles, posts, digital media, forums, fan pages, etc. However, be aware that privacy settings bring a false sense of security. Anything posted on the Internet may be subject to public viewing and republication by third parties without your knowledge.
9. Use of School logos or images on one's personal social networking sites is prohibited. If you wish to promote a specific PCHS activity or event, you may do so in accordance with the guidelines set by the Communications Coordinator.
10. Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.
11. During an emergency situation that impacts the employee's work site, the employee may post a general statement of well being to their social network account if doing so does not interfere with their assigned emergency duties.

_____ Please initial here that you have read and understood the above information and agree to the policy as listed in the above paragraphs.

Modified from *LAUSD BUL-5688.1 052214 SOCIAL MEDIA POLICY*

III. EDUCATIONAL VALUE OF SOCIAL MEDIA

Technology is reshaping how we reach our students and how students interact with the world. For example, some teachers are using social media as an educational tool. Schools are using social media to launch anti-bullying campaigns, to share school news and events, to increase homework compliance and support, or to enhance classroom instruction. All social media interaction between staff and students must be for instructional purposes and must not include confidential information without parental and site administrator approval. [Refer to PCHS Social Media Policy for Students]

When using social media for instructional purposes, the highest possible privacy settings must be utilized by the instructor. The site administrator and parents must be notified of all classroom social media use before they are published to the internet. Additionally, the site administrator or designee shall have administrative access to such sites upon request. If online commenting is enabled in an open site, the comments must be moderated and monitored daily for inappropriate language and content by the teacher or employee who is allowing comments for instructional purposes.

School wide surveys that are used for educational purposes must be approved by the Director of Curriculum and instruction before being posted on the school's LMS or other communication platforms

_____ **Please initial here that you have read and understood the above information and agree to the policy as listed in the above paragraphs.**

IV. RESPONSIBILITIES OF SCHOOL EMPLOYEES AND ASSOCIATED PERSONS

All School employees and associated persons are expected to:

- Adhere to this Social Media Policy for Employees and Associated Persons.
- Be familiar with and follow the guidelines and the provisions of this policy. All School employees utilizing social media with students are expected to:
 - Educate students about digital citizenship, which includes appropriate and safe online behavior, interacting with individuals on social networking websites, and cyberbullying awareness.
 - Be familiar with and follow the guidelines and the provisions of this policy and the PCHS Social Media Policy for Students. Additional responsibilities include: A. Administrator/Designee should:

1. Distribute and communicate this Social Media Policy for Employees and Associated Persons to all employees and associated persons.
2. Investigate reported incidents of employee or associated adults' misconduct or violations of appropriate conduct. [Refer to PCHS RUP - Employees, PCHS Code of Conduct with Students]

Modified from *LAUSD BUL-5688.1 052214 SOCIAL MEDIA POLICY*

3. Postings of a serious nature may warrant additional reporting to PCHS administration and the appropriate reporting agency:
 - a. Threats (contact Los Angeles School Police Department (LASPD) and PCHS Administration),
 - b. Inappropriate or sexualized images of minors (contact law enforcement and LASPD),
 - c. Child pornography (contact law enforcement and LASPD Police),
 - d. Raise a reasonable suspicion of child abuse (contact Child Protective Services) .
4. Inappropriate postings may be documented by taking and printing screenshots or downloading them as evidence. Evidence should be collected with the permission of the site administrator for the sole purpose of the investigative process and stored in a secured location. This evidence may be used in conference with the employee(s) or associated persons in question. **Caution:** Do not download or print images of minors or any content that may be considered child pornography. Law enforcement will gather evidence of child pornography, not a PCHS employee.
5. The target of online harassment can request removal of objectionable postings by reporting the abuse to the Internet service provider or webmaster. Most social networking sites have the capacity to flag objectionable postings with "report abuse" button. The target should document the postings prior to their removal.
6. Monitor and follow-up to ensure that the inappropriate online behavior has stopped.
7. Communicate this PCHS Social Media Policy for Employees and Associated Persons to administrators and employees and associated persons.
8. Designate administrator(s) to ensure the implementation of this policy.
9. Support this policy via training and distribution of resources.
10. Align this policy with related PCHS initiatives.

_____ **Please initial here that you have read and understood the above information and agree to the policy as listed in the above paragraphs.**

Modified from *LAUSD BUL-5688.1 052214 SOCIAL MEDIA POLICY*

V. GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS

The following are general procedures for the administrator/supervisor to respond to any complaints:

- A. Secure campus/office safety.
- B. Assure involved parties that allegations and complaints are taken seriously.
- C. Investigate.
- D. Take action to stop the behavior.
- E. Request a factual written statement from the involved parties, to include witnesses if available.
- F. Document actions taken.
- G. Implement disciplinary action as needed.
- H. If appropriate, the victim may file a criminal complaint with law enforcement.
- I. Continue to monitor and address inappropriate behaviors.
- J. Information about allegations of misconduct or investigations should be handled within the confines of PCHS's reporting procedures and investigative process. The School will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

_____ Please initial here that you have read and understood the above information and agree to the policy as listed in the above paragraphs.

Instructions:

After having read the above information, sign below.

I have read, understand, and agree to abide by the provisions of the Responsible Use Policy of Palisades Charter High School.

Employee Name: _____ Employee Signature: _____
Date: _____

After signing this document a copy to be kept on file. You will have the option to download a physical copy for your own records once completed. It is required for all PCHS employees that will be using a computer network and/or Internet access.



PCHS Responsible Use Policy (RUP) For Employees

Purpose

PCHS is committed to ensuring that Pali's use of technology is focused on student achievement and preparing students appropriately for the 21st century world that awaits them. It is also incumbent upon PCHS, as an organization, to consider the legal requirements of safeguarding information and preventing inappropriate and unlawful activities. This RUP attempts to convey information and to clarify a set of guidelines that will enable creative, effective use of technology while protecting students, staff, and the school.

PCHS understands the fundamental need to use technology to run the school, and is especially dedicated to the use of educational technology in order to best prepare our student body. At the same time, PCHS must prevent unauthorized access and other unlawful activities by users online. PCHS must also prevent unauthorized disclosure of, or access to, sensitive information. PCHS must comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA).

As used in this Responsible Use Policy (RUP), "user" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by PCHS (the "network") regardless of the physical location of the user. The RUP applies even when PCHS provided equipment (laptops, tablets, etc.) is used off PCHS property. Additionally, the RUP applies when non-PCHS devices access the PCHS network.

Please note that:

- PCHS uses technology protection measures to block or filter, as much as possible, access to visual and written depictions that are obscene, pornographic, or harmful to minors over the network
- PCHS reserves the right to monitor users' online activities and to access, review, copy, and store or delete any communications or files and disclose them to others as it deems necessary.
- as per the Freedom of Information Act, FOIA, users should have no expectation of privacy regarding their use of PCHS property, network, and/or Internet access or files, including email.
- PCHS will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to PCHS applications, including but not limited to email, data management and reporting tools, and other web applications outside the United States and Canada.

Employee Responsibility

PCHS employees are expected and encouraged to help students use technologies in meaningful, safe, and responsible ways. Furthermore, users of the PCHS network and technology resources are expected to use the system with courtesy, respect, and integrity in accordance with the laws that govern privacy and copyrights.

Employees must acknowledge the following rules and conditions:

- My use of technology must be meaningful, safe, and responsible.

If you are supervising students using technology, be vigilant in order to ensure students are meeting the provisions outlined in the RUP.

Digital Citizenship

- All employees are responsible for modeling and actively practicing positive digital citizenship.
- Employees using classroom technology are explicitly required to teach students about positive digital citizenship.
- What employees do and post online must not disrupt school activities or compromise school safety and security.

Privacy

- I will not share personal information about students and employees including, but not limited to, names, home addresses, birth dates, telephone numbers, student ID numbers, employee numbers, and visuals.
- Transfer of student information must only pass through approved PCHS information systems and facsimile. Personal email and collaborative documents are not secure methods for transmitting student data.
- I will be aware of privacy settings on websites that I visit.
- I will abide by all laws, this Responsible Use Policy, and all PCHS Acceptable Use Policies.

Passwords

- Under no circumstances are PCHS passwords to be shared with others, including other PCHS staff and students.
- Log out of unattended equipment and accounts in order to maintain privacy and security.

Professional Language

- Use professional language in all work-related communications including email, social media posts, audio recordings, conferencing, and artistic works.
- ~~I represent the school district in all my professional and personal online activities. Additionally, my public activities on my personal social media should not reflect negatively on students, parents, staff, or PCHS itself.~~

Cyberbullying

- Bullying in any form, including cyberbullying, is unacceptable both in and out of school.
- Report all cases of bullying to the site administrator or other authority.

Inappropriate Material

- Do not seek out, display, or circulate material that is hate speech, sexually explicit, or violent while at school or while identified as a PCHS employee.
- Exceptions may be made in an appropriate educational context.
- The use of the PCHS network for illegal, political, or commercial purposes is strictly forbidden.
- Transmitting large files that are unrelated to PCHS business and disruptive to the PCHS network is prohibited.

Security

- All users are responsible for respecting and maintaining the security of PCHS electronic resources and networks.
- Do not use the PCHS network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- Do not try to bypass security settings and filters, including through the use of proxy servers or VPNs (Virtual Private Networks).
- Do not install or use illegal software or files, including unauthorized software or apps, on any PCHS computers, tablets, smartphones, or new technologies.

Equipment and Network Safety

- Take all reasonable precautions when handling PCHS equipment.
- Use caution when downloading files or opening emails as attachments could contain viruses or malware.
- Vandalism in any form is prohibited and must be reported to the appropriate administrator and/or technical personnel.

Copyright

- While there are fair use exemptions (<http://www.copyright.gov/fls/fl102.html>), all users must respect intellectual property. Use the [advanced search options](#) available in Google and other search engines that filter for use when obtaining images and other materials for use in your own instructional materials when possible. (For help on how to find free-to-use images: <https://support.google.com/websearch/answer/29508?hl=en>)
- Follow all copyright guidelines (<http://copyright.gov/title17/>) when using the work of others.
- Do not download illegally obtained music, software, apps, and other works.

Social Media

- I understand my professional career also includes my digital reputation.

- I understand all online actions leave a permanent record and remain online, even if deleted.
- I understand, as a certified or licensed employee, that I may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities.
- I understand that blogs, teacher websites, and learning management systems are an extension of my classroom, and it is important to actively monitor and maintain these resources.
- I will adhere to FERPA and copyright regulations when posting student activities.
- I will refrain from posting student photos/videos on my personal social media accounts without parental consent.

Consequences for Irresponsible Use

Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against employees, including personnel action and/or criminal prosecution by government authorities.

Disclaimer

PCHS makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or PCHS accounts. Users are responsible for any charges incurred while using PCHS devices and/or network. PCHS also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of PCHS, its affiliates, or employees.

Instructions:

After having read the above information, sign below and return to your administrator or other designated supervisory personnel.

I have read, understand, and agree to abide by the provisions of the Responsible Use Policy of Palisades Charter High School.

Employee Name: _____

Employee Signature: _____ Date: _____

Please return this form to your supervisor or administrator to be kept on file. It is required for all PCHS employees that will be using a computer network and/or Internet access.

Pepperdine University and Palisades Charter High School Student Teacher – Mentor Teacher Program

Professional Development School Coordinator

- coordinate with administration about requested content areas from Pepperdine
- confirm recommended teachers are willing to serve as Pepperdine mentor teachers
- co-host (with Pepperdine) mentor teacher orientation to Pepperdine program at PCHS
- co-host (with Pepperdine) teacher candidate orientation at PCHS campus
- coordinate mentor teacher schedules/ appropriate dates for PDS meetings
- assist H.R. with onboarding process to ensure Pepperdine candidates have access to parking, school email, Schoology, etc.
- act as a liaison between the faculty, admin, HR to Pepperdine
- communicate any conflict/ issues with teacher candidates to Pepperdine
- guide mentor teachers in mentoring strategies/ candidate support as needed
- assist mentor teachers with PCHS specific questions about edTPA

Administration

- Recommend mentor teachers in each discipline to serve as mentor teachers by October 15 for the spring semester placements and by April 15 for fall semester placements
- Interview Pepperdine teacher candidates

HR

- Facilitate onboarding process
 - PCHS specific paperwork
 - Onboarding process
- Coordinate MOU with Pepperdine

Pepperdine Director of Clinical Practice

- provide list of teacher candidates and content areas to the PDS coordinator
- communicate to Pepperdine teacher candidates the information in regard to their placement (interview, paperwork, interview information, start date, mentor teacher contact information)
- provide students with a university field supervisor and inform PDS coordinator of all field supervisors
- co-host (with PCHS PDS Coordinator) mentor teacher orientation to Pepperdine program at Pali High
- co-host (with PCHS PDS Coordinator) teacher candidate orientation at PCHS
- provide lunch and co-host (with PCHS PDS Coordinator) PDS lunch meeting with mentor teachers and teacher candidates once per semester
- create the formal M.O.U. in April 2019 for the PDS partnership for the 2019-2020 school year. Work with PCHS HR and Pepperdine legal department, H.R., and insurance to create an agreed upon M.O.U.



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

September 25, 2018

Election/New Hire:

Name	Classification/Position	Funding	Effective Date
Cherlyn Fernandez	Teacher – Sped. Ed. SDP	General	September 4, 2018
Ashley Austin	Executive Assistant - Communications	General	September 4, 2018

Temporary/Stipend/Coach:

Name	Classification/Position	Funding	Effective Date
Lisa Saxon	Asst. Athletic Director	General	August 15, 2018
Tim Hyde	Varsity Head Football Coach	General	August 15, 2018
Peter Gunny	Football, Varsity Asst. Coach	General	August 15, 2018
Johnny Garcia	Football, Varsity Asst. Coach	General	August 15, 2018
Carl Winston	Football, Varsity Asst. Coach	General	August 15, 2018
Chris Hyduke	Football, Varsity Asst. Coach	General	August 15, 2018
Ray Marsden	JV Head Football Coach	General	August 15, 2018
Kelly Loftus	Football, JV Asst. Coach	General	August 15, 2018
Shawn Gettins	Football, JV Asst. Coach	General	August 15, 2018
Bob Macias	Cross Country Head Coach	General	August 15, 2018
Rob Hockley	Cross Country Asst. Coach	General	August 15, 2018
Gwen Twist	Cross Country Asst. Coach	General	August 15, 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 Report continued – page 2

Temporary/Stipend/Coach: (continued)

Carlos Gray	Varsity Head Volleyball Coach	General	August 15, 2018
Dustyn Woropay	JV Head Volleyball Coach	General	August 15, 2018
Jeff Nakagawa	JV Asst. Volleyball Coach	General	August 15, 2018
Cathye Estes	Cheerleading Coach	General	August 15, 2018
Amber Rochon	Cheerleading Asst. Coach	General	August 15, 2018
Kimmie Allen Thomas	Cheer Sponsor	General	August 15, 2018
James Buckman	Surf Club Sponsor	General	August 15, 2018
Randy Tenan-Snow	Surf Club Sponsor	General	August 15, 2018
Adam Blakis	Water Polo Head Coach, Boys	General	August 15, 2018
Sam Elias	Water Polo JV Coach, Boys	General	August 15, 2018
Bud Kling	Tennis Coach, Girls	General	August 15, 2018
Ray Hugil	Tennis Asst. Coach, Girls	General	August 15, 2018
Dane Selznik	Beach Volleyball Coach, Boys	General	August 15, 2018

Retirement/Resignation/Leaves:

Name	Classification/Position	Funding	Effective Date
Richard Montz	Permit Liaison	General	September 28, 2018
Jacqueline Morgan Taylor	Executive Assistant - Communications	General	September 7, 2018
Dana Liss Kissel	Teacher – Math	General	August 20, 2018
Michael Freidman	Teacher – Math	General	September 17, 2018

Our Mission:

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PALISADES

CHARTER HIGH SCHOOL

HR Report continued – page 3

Benefits:

SISC brought representatives from Costco Pharmacy to the PCHS campus on Thursday, September 13th to hold a Flu Shot Clinic. Over 60 employees received the flu shot during this time and were able to meet with the pharmacy representatives. Open Enrollment for all eligible PCHS employees closed on August 24th. During the month of October the Navia system will open online enrollment for PCHS employees to sign up for flexible spending accounts. This money will be deducted for their accounts pre-tax.

All employees know that saving for retirement is important. PCHS is now offering employees the opportunity to supplement their CalSTRS or CalPERS pension plan with additional savings. Schools First Federal Credit Union, the third party administrator for personal retirement savings at PCHS, is now able to offer employees the option of choosing a Roth 403(b) as well as the standard 403(b) retirement savings accounts.

PCHS Proposed Program

PCHS has the opportunity to participate in a Professional Development School program with Pepperdine University. Pepperdine has a teacher credentialing program and is interested in having students complete part of their student teaching program at Palisades Charter High School. The program proposal would allow current PCHS faculty members to apply to become a mentor teacher for students in the credentialing program at Pepperdine. PCHS will post the position of Professional Development School Coordinator (see attached draft description). Faculty members interested in becoming mentor teachers would have the opportunity to apply and if applicable be assigned a student teacher for the semester.

PCHS Policy

Social Media has become a large part of the lives of both our students and staff. PCHS will be issuing a revised and updated Responsible Use Policy for school technology and equipment (see attached draft document) as well as a Social Media Policy for PCHS Employees and Associated Persons (see attached draft document).

Our Mission:

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

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: II_F_Operations Report_BOT_09_25_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report September 25, 2018

Security/Safety:

- PCHS Safety 1 Category Update:
 - **Emergency Exit Push-Bar Gates:** The 1 budget approved Emergency Exit Push-Bar Gate has been installed at Pali Academy and is functioning as needed. Additional Emergency Exit Gates will require additional funding.
 - **Fencing:** Fencing was budgeted for Parking Lot and PE Tunnel, and our contracted 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). However, additional funding will be needed to install the fence as the Safety & Security Campaign funds raised Spring Semester are no longer available.
 - **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.
 - **Fix/Improve General Public Address System:** Classroom PA speakers added, fixed or replaced. Additional work done on the main system is waiting for report from LAUSD for further enhancement recommendations.
- The Safety 2 Category Update:
 - All the Portable A/C Units budgeted for 2018-19 have been purchased and installed. Additional requested units will need additional funding.
 - Roofing/Gutter/Drainage repair planning is underway and repairs to start next week and will be completed on October ahead of the Nov/Dec start of the rainy season.
 - The Air-Handler/Duct Cleaning for the G, M and A Buildings has been completed
- 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. However, without the needed funding for installation of the actual fencing it is anticipated the temporary fencing will need to remain throughout the 2018-19 school year.
- 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 for future installation.



PALISADES

CHARTER HIGH SCHOOL

Security/Safety (Continued):

- PCHS is in final contract refinements with Social Media Monitoring vendor Social Sentinel (www.SocialSentinel.com) and as an additional early detection/warning of potential threats. Attorneys working through regulatory language issues.
- Active Intruder training developed and implemented by Safe Kids Inc. scheduled to start Monday, October 1st and be delivered to all Faculty/Staff & Students over five consecutive Mondays in October. Professional Development for all Faculty/Staff was conducted in August at the start of the 2018-19 school year.
- 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 30-60 minutes away and we need much faster response time in such events. Costs estimated at \$1,000-\$1,500/month, but funding still needed.
- Campus-Wide Classroom Lockdown Emergency Supplies funding received for 2018-19, but PCHS hoping the Boosters will help fund a 5-Year Classroom Supplies request for water/food for lockdown scenarios to help Faculty/Staff & Students have what they need for such scenarios more consistently over the next five years.
- 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 fundraising campaign for Safety & Security needed for 2018-19 and beyond to build up the necessary funds to implement the #1 Safety Priority as determined via a multiple Stakeholder & 3rd-Party expert process – Fencing.

MGAC/Pool:

- With the help of a new Online Membership System, Community Memberships have doubled
- Fall pool hours, PCHS Water Polo in season, and PCHS PE Swim Instruction all underway
- Additional Security Lights installation completed after several nighttime visitations
- Concrete and plaster issues being observed, noted and being monitored for future repairs
- 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)



PALISADES

CHARTER HIGH SCHOOL

Transportation:

- New Three-Year ATS RegularEd & Trips busing contract approved by the Board this month and mutually signed thereafter.
- PCHS Regular Ed “Rightsizing” of all Regular Ed Routes/Stops implemented effective Monday 9/24/2018 which reduced buses from 16 to 10 on a daily basis. Revised route configuration and schedules expected to be refined after 1-2 weeks of running.
- Ridership is impact of the rightsized and revised routes/schedule to be determined. Further departures from the bus program may occur.
- PCHS Transportation Committee continues to meet to allocate all available scholarships funds (which are limited) to appealing families, new PCHS students, and identified students in need. Available funds currently only from abandoned bus scholarships from families that have left the school or bus program.
- Additional Special Ed transportation needed to get all students to PCHS as required started Mon 9/17/2018. Services being provided by the Administrative Services Cooperative, Inc. (ASC), a division of the Yellow Cab Company, who have years of experience in this area and were referred to us by Granada Hills Charter HS who have used them for a few years.
- Late Bus and Competition Trip busing at this time look to be on-track to remain as budgeted for 2018-19.
- The new 3-Year ATS contract should enable PCHS to execute the 2019-20 school year Bus Registration and Bus Scholarship Application processes in the Feb thru April 2019 timeframe in order to have a better idea of ridership and scholarship needs going into the May 2019 budgetary process. The 3rd-Party Contractor for PCHS School Bus scholarship determination (ISM – Fast Aid) expected to be used again for 2019-20 scholarship applications.

Information Technology:

- E-Rate Category 2 project still in review, awaiting Federal approval.
- Konica contract negotiations - Konica has made the official recommendation that we trade in our 3 copy room machines for 5-6 alternate models, however this is not a budget neutral trade. Cost Benefit analysis and proposals coming.
- 790 Chromebooks have been checked out to students so far this year. Light polling of students infers a successful marketing campaign for BYOD over institutional devices.
- Classroom management software (Impero) is in process of being rolled out and pilot tested with teachers/students. Impero allows teachers to easily manage institutional and BYOD devices.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- JIVE fax solution has been released and the first fax line has already been submitted for porting. If implementation is successful, most fax lines on campus will be migrated to this to reduce monthly phone bills.
- New asset management module ordered which connects to existing Library Management Software (Destiny). Chromebooks will be migrated to Destiny to significantly reduce check-in/checkout time for students and improve our reporting capabilities over existing WASP for EDU system. Other benefits are reduced overhead of personnel and computing power as we reduce the number of systems in place to support Chromebooks, and annual cost reduction of licensing by \$800 per year.
- Technology Office & Personnel settled into new H-Bldg location (former Psychologist's office).

Permits & Setups:

- Some Sad News – Rocky Montz is leaving PCHS as of the end of September. We will all miss him, but wish him the best of luck in his new endeavors.
- Some Good News – Kalei Pipczynski has joined PCHS to fill Rocky big shoes and we're very happy to have her on-board
- August finished off a good summer season of Permit Revenue.
- Permit Revenue for Aug 2018 was ~\$44,000:
 - ~\$26,600 from Facility Rentals
 - ~\$1,000 from Banner Rentals
 - ~\$7,300 from Filming
 - ~\$9,100 from Events
- Permit Revenue for September 2018 will be available for the October Meeting
- We continue to take all calls regarding filming requests; we continue to promote this as much as possible. Currently have three pending request; nothing finalized at this point but continually getting interest.
- Fall PCHS Sports and Permits in full swing
- Annual Back-to-School-Night (BTSN) a success
- Blood Drive conducted on 9/20
- Community Day Assemblies planned for 9/26
- Football Fest on 9/28
- College Fair coming up 10/8



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects:

- **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. Funding now needed for fence installation.
- **Garden Gateway Phase 3 (Boosters Funded)** – Project approval has been obtained from LAUSD. Bids received for Construction and determined by Boosters to be higher than desired. Consideration by Booster to cut project scope down underway.
- **Modular/Trailer Relocation Project** – LAUSD requiring/forced move of the Modulares/Trailers behind the J-Building is completed
- **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 Mid-Jan 2019, but further start date delays are possible.
- **Short-Term Heating System Repair (Funding TBD)** – Project design and execution underway within LAUSD. Estimated start date Nov 2018 with completion by Dec 2019. Cost and funding still TBD.
- **Long-Term Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase still underway. Estimated start date Summer/Fall 2020 and completion Spring/Summer 2021 (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_Development Report_BOT_09_25_18.pdf

Board of Trustees Meeting

Development Report

TOTAL FUNDS RAISED TO DATE:	Prior Report	YTD	Inc.
The PCHS Fund	\$28,367	\$40,831	\$12,464
Campus Safety & Security Campaign	\$550	\$2,400	\$1,850
Donor Brick Campaign	\$1,026	\$1,276	\$250
Donations to Athletic Teams	\$400	\$694	\$294
Donations to Classroom Teachers	\$0	\$3,102	\$3,102
Donations to Extra-Curriculars	\$3,890	\$5,471	\$1,581
Donations to Pali Cares	\$0	\$0	\$0
Restricted Donations/Pledges - Received	\$29,624	\$29,624	\$0
Restricted Donations/Pledges	\$125,000	\$125,000	\$0
	<u>\$188,857</u>	<u>\$208,398</u>	<u>\$19,541</u>
TOTAL EXPENSES TO DATE:			
Bacio Design		\$855	
L.A. Press Printing		\$3,712	
American Direct Mail		\$2,329	
Postage		\$17	
Subscriptions - Double the Donation		\$0	
Subscriptions - Foundation Directory Online		\$1,499	
Subscriptions - DonorPerfect		\$0	
Subscriptions - Almabase		\$0	
Subscriptions - Classy		\$0	
California Consulting		\$9,041	
SafeSave service fees		\$198	
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	
		<u>\$17,651</u>	
NET PROCEEDS TO DATE:		<u><u>\$190,747</u></u>	

Submitted Grant Proposals:		Board of Trustees Meeting		
Date	Found./G	Request	Development Report	
Submitted	rantor	Amt.	Deadline	Outcome
8/1/2018	American Honda	\$30,000	11/1/2018	Pending - Technology
3/28/2018	District 4 Facilities	\$20,000	4/15/2018	Pending - Campus Safety & Security
3/31/2018	PP Optimist Found.	\$1,500	6/1/2018	Received - Surveillance camera
4/28/2018	Motorola Solutions	\$30,000	7/15/2018	Denied - PCHS lacked proven eval. proc.
7/16/2018	Norman F. Sprague, Jr	\$5,000	None	Transportation Assistance
7/16/2018	Jewett & Chandler	\$10,000	None	Transportation Assistance
8/2/2018	Donald T. Sterling	\$5,000	None	Transportation Assistance
8/2/2018	Hidden Leaf	\$5,000	9/1/2018	Transportation Assistance
8/2/2018	Hofmann Family	\$10,000	None	Transportation Assistance
8/2/2018	Leonardt	\$5,000	None	Transportation Assistance
8/2/2018	Saban Family	\$10,000	None	Transportation Assistance
8/2/2018	William H. Hannon	\$10,000	None	Denied - already allocated funds for yr.
9/17/2018	Craigslist Charitable	\$5,000	None	Transportation Assistance
8/20/2018	CTE Teach Mentor	\$15,000	8/20/2018	Pending invitation
9/1/2018	Joseph Drown	\$25,000	10/31/2018	Transportation Assistance
	Lowe's Toolbox	\$5,000	9/28/2018	Awaiting data to submit for Smartboard
9/18/2018	T & D Leavey	\$10,000	None	Pending invitation
8/2/2018	Kathryne Beynon	\$5,000	None	Transportation Assistance
9/18/2018	Cynthia & Wm Simon	\$5,000	None	Transportation Assistance
7/12/2018	A & E Borchard	\$10,000	None	Not accepting uninvited proposals

The PCHS Fund:

3,305 mailers were mailed out on 9/11/18. Follow up email blast is scheduled for 10/2/18.

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 Report.pdf
II_H_Part 1_CBO_09_25_18.pdf

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 08/1/18 - 08/31/18

PLEASE COMPLETE

For finance use only

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
8/2/2018	IN *WELLNESSMART,MD - 310-8202150, CA	Fingerprinting	P. MAGEE	A. NGUYEN	23.00		General Fund	Fingerprinting
8/2/2018	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	Monthly Communications System	P. MAGEE	M. TAYLOR	150.00		General Fund	Communications
8/2/2018	IN *WELLNESSMART,MD - 310-8202150, CA	Fingerprinting	P. MAGEE	A. NGUYEN	230.00		General Fund	Fingerprinting
8/3/2018	DOMINO'S 8546 - 310-473-6575, CA	Training lunch	P. MAGEE	P. MAGEE	118.56		General Fund	PD Supplies
8/3/2018	NOAH'S-ONLINE CATERING - 180-022-4356, CO	New hire orientataion	P. MAGEE	A. NGUYEN	50.74		General Fund	PD Supplies
8/7/2018	DOMINO'S 8546 - 310-473-6575, CA	New teacher orientation	P. MAGEE	M. IANNESSA	64.25		General Fund	PD Supplies
8/7/2018	DOMINO'S 8546 - 310-473-6575, CA	New hire orientataion	P. MAGEE	A. NGUYEN	149.07		General Fund	PD Supplies
8/7/2018	NOAH'S-ONLINE CATERING - 180-022-4356, CO	Training lunch	P. MAGEE	P. MAGEE	50.74		General Fund	PD Supplies
8/7/2018	QUEEN MARY HOTEL - LONG BEACH, CA	Fuerza Unida Retreat	P. MAGEE	K. ELLIS	636.29		LCAP	Conference
8/8/2018	INDEED - 203-564-2400, CT	Job posting	P. MAGEE	A. NGUYEN	25.70		General Fund	HR supplies
8/9/2018	DOMINO'S 8546 - 310-473-6575, CA	Hello training	P. MAGEE	G. STEWART	94.64		General Fund	PD Supplies
8/9/2018	SP * HYLANDS - HTTPSMOMS1STC, VT	Supplies	P. MAGEE	S. LADNIER	48.67		General Fund	Supplies
8/9/2018	TEMPRESS - 214-678-9400, TX	Lifeguard tower replacement chairs	P. MAGEE	B. KING	299.97		POOL	Supplies
8/9/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards (Various)	P. MAGEE	S. LADNIER	148.91		General Fund	Supplies
8/9/2018	EB CRITICAL CHARTER S - 801-413-7200, CA	Personnel training	P. MAGEE	A. NGUYEN	396.34		General Fund	Conference
8/13/2018	THE HOME DEPOT #1010 - INGLEWOOD, CA	Supplies	P. MAGEE	D. PARCELL	(16.43)		General Fund	Operations Supplies
8/13/2018	DOMINO'S 8546 - 310-473-6575, CA	Admin meeting materials	P. MAGEE	P. MAGEE	62.63		General Fund	Supplies
8/14/2018	NOAH'S-ONLINE CATERING - 180-022-4356, CO	HR Training	P. MAGEE	A. NGUYEN	115.45		General Fund	PD Supplies
8/14/2018	QUEEN MARY HOTEL - LONG BEACH, CA	Fuerza Unida Retreat	P. MAGEE	K. ELLIS	2,966.51		LCAP	Conference
8/16/2018	Amazon Prime - Amzn.com/bill, WA	AmazonPrime Membership	P. MAGEE	P. MAGEE	14.22		General Fund	Membership
8/20/2018	THE UPS STORE 1787 - PACIFIC PALIS, CA	Overnight mail	P. MAGEE	A. NGUYEN	9.63		General Fund	Communications
8/20/2018	RALPHS #0705 - PACIFIC PALIS, CA	Admin meeting materials	P. MAGEE	P. MAGEE	37.51		General Fund	Supplies
8/22/2018	WPY*CTE Conference - 855-4693729, CA	CTE Conference	P. MAGEE	C. LEE	561.35		General Fund	Conference
8/23/2018	DOMINO'S 8546 - 310-473-6575, CA	Justice League lunch	P. MAGEE	G. STEWART	69.48		General Fund	Hospitality Supplies
8/23/2018	SOUTHWES 5261479944386 - 800-435-9792, TX	Stanford math conference	P. MAGEE	M. NGO	214.96		Title 2	Conference
8/23/2018	SOUTHWES 5261479944385 - 800-435-9792, TX	Stanford math conference	P. MAGEE	C. ONOYE	214.96		Title 2	Conference
8/23/2018	SOUTHWES 5261479944384 - 800-435-9792, TX	Stanford math conference	P. MAGEE	J. Pazirandeh	214.96		Title 2	Conference
8/23/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	P. MAGEE	S. YUSI	41.61		General Fund	Supplies
8/23/2018	BELNICK RETAIL, LLC - 770-721-8200, GA	Furniture	P. MAGEE	D. PARCELL	599.50		General Fund	Furniture
8/28/2018	GELSON'S MARKETS #7 - PACIFIC PLSDS, CA	Admin meeting materials	P. MAGEE	P. MAGEE	33.91		General Fund	Supplies
8/30/2018	INDEED - 203-564-2400, CT	Job posting	P. MAGEE	A. NGUYEN	500.42		General Fund	HR supplies
8/31/2018	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	P. MAGEE	E. POUYA	47.95		General Fund	Supplies

Grand Total **8,175.50**



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING SEPTEMBER 25, 2018

2018-2019

Cash Balances for PCHS at the end of September was \$5.5 million (\$5.3 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.

Attendance

The initial enrollment report & attendance report for Month 1 was filed for the 2018-2019 School Year. For the first 16 days of School, the Enrollment was 2,959 students (712-9th, 784-10th, 784-11th & 713-12th). The ADA for Month 1 was 2,898 at a rate of 97.9%. While this ADA is above the 2018-19 Budget of 2,880, our full year projection would not be met based upon previous ADA patterns. As a result we have lowered our ADA projection to 2,865. PCHS is addressing this issue, the Attendance office brought in more students (2,979 at 9/21) and will target bringing in more students at the start of the second semester to mitigate any Budget shortfall.

2018-2019

The latest budget updates are attached indicating funding increases/decreases since the last report and added expenses for having 16 buses to start to semester and the need to reduce this to 10 buses next week. Additionally, more transportation for SpED students will be needed than originally budgeted. See attached materials for Agenda Item VII.



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING SEPTEMBER 25, 2018

Cafeteria

The overall participation rates for 2018-2019 are mixed to start the year. Lunch Participation is up 7.4% but Breakfast is down 3.4% from 2017-2018. Contributing factors are the shift in enrolled students from Free meal status to Paid status (approx. 100 students) and our Free & Reduced % is down from 35% to 30.5%.

Conversion Charters & LAUSD

PCHS hosted the CBO's from the 4 Conversion High Schools in LAUSD (Birmingham, El Camino, Granada & PCHS) and 3 of the 4 Executive Directors (Granada unable to attend). Multiple topics were discussed including the LAUSD relationship and the CSD Finance reviews that all indicated are not being reported accurately. We are requesting a meeting with the Executive Director at the CSD to review this and other common issues. We also learned that multiple Conversion Schools were being retroactively billed for LAUSD Maintenance & Operations fees going back several years. As it relates to PCHS, LAUSD is alleging that approximately \$329,000 in services were provided to PCHS for the past two years. PCHS staff are reviewing the legitimacy and accuracy of these charges and legal representation has been sought by all of the Charters involved.

ASB

- Homecoming at the museum of flying in Santa Monica
- Football fest 9/28 (food trucks!)
- Spirit week/Back to school night fundraisers



PALISADES

CHARTER HIGH SCHOOL

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_1_1_EDP_09_25_18.pdf
II_I_Part_2_EDP_Anti_Bullying_Campaign_InfoGraphic_09_25_18.pdf
II_I_Part_3_EDP_Anxiety_to_Resiliency_09_25_18.pptx
II_I_Part_4_EDP_Fuerza_Unida_Retreat_Minutes_08_30_18.pdf



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT SEPTEMBER 25, 2018

Focus on Equity

Fuerza Unida (FUN) Retreat - *Fuerza Unida* is a PCHS support program for Latino students. The mission statement for the organization is as follows: *As a coalition, we provide academic and personal support for Latino students by harnessing resources from our school, families and community, so students build self-efficacy to participate and contribute to an evolving global society.*

Sixteen *madrinas* and *padrinos* dedicated two days to goal setting, planning student events and parent meetings for the current school year. The group met at the Queen Mary in Long Beach where they were able to achieve a high level of analysis and planning for the year focused on aligning to the Math Task Force and school goals.

The first FUN event of the year was the Welcome Back! Workshops for all Latino students held this week. The workshops were designed to inspire students to pursue their best selves by using the resources provided at PCHS. A priority for *Fuerza Unida* is to identify ways to support traveling students in funding transportation. Our school is committed to maintaining and decreasing our diverse student body. Challenges paying for transportation to reach the PCHS campus is an obstacle that many families are unable to overcome.

FUN ASSEMBLIES - GRADE LEVEL AGENDAS

9th Grade Stations:

1. Tech Station
2. Self-advocacy, How to write an email-
3. Attack of the Zeros/Mayan Math
4. Upperclassmen w/ Evelyn's students/LSU & Link Crew: How to get involved at Pali
5. Academic/College Counselors

12th Grade Stations:

1. Checklist- deadlines for colleges/Senior Meeting (need laptops)
2. FAFSA PIN - Erika (We didn't talk about this station but do we still want this station?)
3. College Station
4. Digital citizenship/digital self-audit
5. Taking care of business



PALISADES

CHARTER HIGH SCHOOL

10th & 11th Grade Stations:

1. Checklist for 10th & 11th, A-G - Have you done this to get ready for graduation? Go to college? Log in to Naviance
2. College Acceptance GPA Game; protecting your GPA
3. Protecting your social media presence/digital citizenship
4. P.A.L.I. Acronym
5. Positive Coping Strategies and Mental Health

The Village Nation provides support for Pali's African American students. Their workshop and assemblies are scheduled for the coming weeks. More information to come!

Community Relations

PCHS hosted a meeting of four LAUSD conversion charter schools to share best practices. Executive Directors and Chief Business Officers from Birmingham Community Charter High School, El Camino Real Charter High School, and Granada Hills Charter High School participated. The group meets quarterly with the next gathering scheduled at El Camino. PCHS also hosted Granada Hills administrators at the annual Charter Bowl football game.

We also learned that multiple Conversion Schools were being retroactively billed for LAUSD Maintenance & Operations fees going back several years. As it relates to PCHS, LAUSD is alleging that approximately \$329,000 in services were provided to PCHS for the past two years. PCHS staff are reviewing the legitimacy and accuracy of these charges and legal representation has been sought by all of the Charters involved.

Academics

Math department co-chairs, Assistant Principal for the department, and a department member attended the Jo Boaler *Mathematical Mindsets* Conference at Stanford University. More information about the strategies from the conference is provided in the meeting materials.

Climate and Culture

The first **Community Day** of the year highlighted steps to prevent bullying. The program launched the "Choose Respect" public service announcement competition.

Schoolwide Assembly

On September 26 PCHS will launch the new standard values for all PCHS stakeholders. The PALI focal points for the year are positivity, aspiration, leadership, and integrity. This will be a joyous occasion for our campus where we will acknowledge our students' accomplishments according to our school's values. Student performances will be featured.

New Parent Breakfast - PCHS welcomed more than 100 parents on Saturday, September 9. Chartwell provided a full breakfast so that parents could sample cafeteria offerings. Pali administrators Chris Lee, Tami Christopher, and Pam Magee shared information with parents along with students from the Ambassadors program, Gio Stewart, Mike Rawson, and parent representatives from Boosters, PCHS Fund, and PTSA.



PALISADES

CHARTER HIGH SCHOOL

Back to School Night 2 at First AME Church - PCHS is committed to building strong relationships with all stakeholders. Our parent outreach program includes hosting informational meetings at satellite locations that are easier for traveling families to reach. On Thursday, September 20, PCHS in partnership with First AME Church met with parents and students to share information about programs such as campus unification, transportation, classroom expectations, support services, and parent involvement. PTSA provided food for the gathering.

Ambassadors Training on Saturday, September 9. More than 50 PCHS Ambassadors participated in training preparing them to lead parent tours for prospective families. More than 20 tours are planned for the school year at various times of the day to meet the needs of prospective parents. Ambassadors also participate in community events with the Optimist Club and other civic groups.

Executive Director/Principal Professional Development

CCSA Executive Summit - October 29 and 30 in San Francisco

The charter school association is providing lodging and transportation reimbursements for school leaders.

Los Angeles Advocacy Council - September 18

Charter Operated Programs/Coordinating Council -September 18

EDP participated for Assistant Principal of Special Education and Student Support Services

Department Updates

Admission and Attendance

- Swipe K12 system to be implemented to speed up students coming late—students will swipe in with ID cards. Swipe K12 works with Infinite Campus and OLR is an IC system.
- Sanford Pics has replaced all ID cards to resolve barcode issues.
- PCHS will begin using OLR (On-line registration) in October which will make the entire process automated and online.
- Enrollment as of 9/21 is 2979

English

- 10th and 11th Honors Classes (students can decide on CP)
- Pali Academy students are working with the same curriculum as main campus students thanks to Department Chairs Ms. Steinman and Dr. Adams
- PBL (Project Based Learning) in 11th grade through PLC



PALISADES

CHARTER HIGH SCHOOL

Tech Education

- Created common assessment with HERO curriculum

Counseling Office

- Counselors processed over 1,400 schedule requests
- Currently working on Senior Letters and checking for graduation credits
- Working on a policy along with Department Chairs regarding:
 - Waitlists and Student Priorities for AP/Specialty Classes Requests
 - Taking On-Line and/or Off-Site (ex: Community Colleges) Classes
- College Fair is October 8th
- Academic & Attendance Excellence Recognition October 23 & 24th
- Partnering with West LA College:
 - ASL & Psychology Classes for PCHS and College Credit
 - WLA College will start coming to Pali every Wednesday to help plan with 12th grade students to help them achieve their community college goal

Special Education and Student Support Services

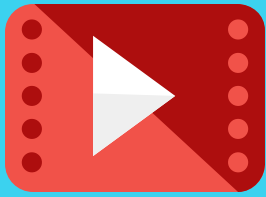
- PCHS continues to partner with the DirectEd team to provide oversight and support for the Special Education and Student Support Services program.
- The DirectEd team is working with PCHS to identify potential department efficiencies that could result in cost savings for the school that do not impact students.
- A restorative justice center and a therapeutic support center are being developed. Space has been allocated adjacent to the Deans Offices. Trained staff are assigned to the locations and are working with students who have a variety of mental health and emotional needs.
- Dr. Chris Lee provided a presentation to parents at this week's PTSA meeting on coping with anxiety. The presentation titled "Anxiety to Resiliency" is included in the meeting materials.

Community Day Activity

"PCHS Anti-Bullying Campaign Project"

🕒 5 min

1



Challenge Video

Teachers will help launch the first annual PCHS Anti-Bullying Campaign project by showing the following [CHALLENGE VIDEO](#) <--click link

🕒 1 min

2



Public Service Announcement

Teacher reads aloud:

Part 1 of the challenge is to CREATE a 2-3min Public Service Announcement on Bullying. This challenge will require students to form peer groups of approx. 2-3 people. Students do not have to be in the same class or grade to work together.

🕒 5 min

3



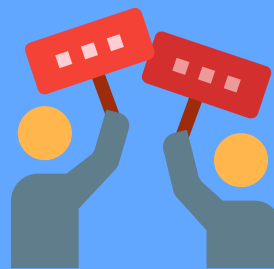
Play 2 Example Videos

Teachers will play the following 2 examples of student-made PSAs by clicking the links below:

[VIDEO 1 LINK](#)
[VIDEO 2 LINK](#)

🕒 1 min

4



Campaign Poster/Infographic

Teacher reads aloud:

Part 2 of the challenge is to create an infographic or poster that will be used to decorate the school during the school's First Annual Bullying Prevention Week (Nov 12th-16th)

🕒 5 min

5



4 Poster/Infographic Examples

Teachers will show the class 4 examples of posters/infographics on bullying by clicking this [LINK](#)

🕒 20 min

6



Access to Resources

Give students access to the Campaign resources provided on Schoology as well as here in this [LINK](#). Have students document their research on the Graphic Organizer. Collect Graphic Organizer as Exit Ticket, and turn in to AA room.

🕒 1 min

7



FINAL PRODUCT

Teacher reads aloud:

The culminating final product will be showing the top 3-5 student produced PSAs during the November 14th Community Day. All groups who submit a PSA will receive community service hours and the top 2 groups win \$500 each!

MOVING FROM ANXIETY TO RESILIENCY

PTSA PRESENTATION 2018

TEENS TODAY: THE GOOD NEWS



- ☞ MORE EDUCATED & AWARE OF THEIR EXTENDED WORLD
- ☞ MORE OPEN MINDED & CONCERNED ABOUT THEIR COMMUNITY AND WORLD
- ☞ SMOKING CIGARETTES LESS
- ☞ FEWER DRUNK DRIVING INCIDENTS
- ☞ DECLINE IN TEENAGE PREGNANCIES & STIs
- ☞ OVERALL PHYSICALLY SAFER





TEENS TODAY: THE NEW CONCERNS

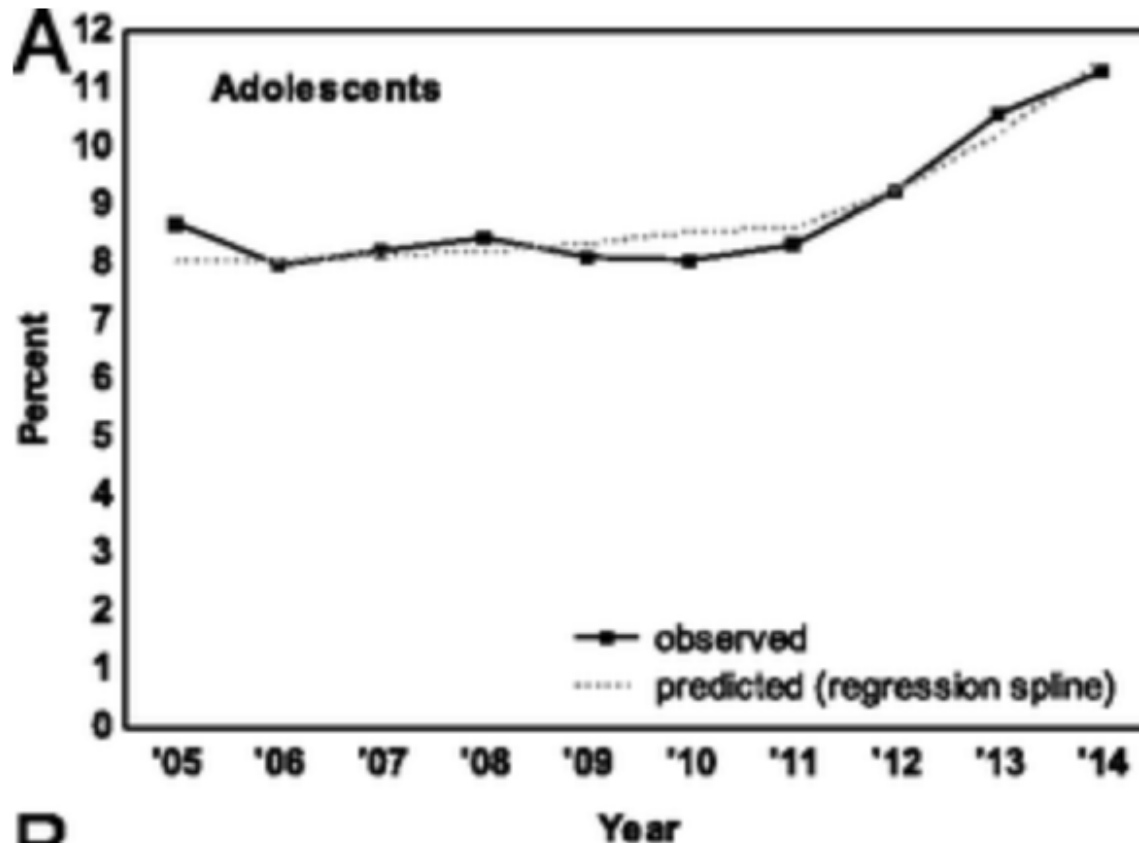
- ⌘ INCREASED ACCESSIBILITY TO OTHER TOBACCO PRODUCTS (VAPING/JUULING/MARIJUANA)
- ⌘ INCREASED PRESCRIPTION DRUG ADDICTIONS
- ⌘ INCREASED FINANCIAL RELIANCE ON PARENTS/FAMILIES
- ⌘ SLEEP DEPRIVATION
- ⌘ TEENS MORE TECH SAAVY...OFTEN MORE THAN PARENTS
- ⌘ NEW COLLEGE/JOB REALITIES
- ⌘ SEEK VIRTUAL ATTENTION



TEENS TODAY: THE NEW CONCERNS

☞ SINCE 2005, ALMOST A 40% INCREASE IN FEELINGS OF ANXIETY AND DEPRESSION.

☞ A HUGE SPIKE HAS OCCURRED SINCE 2010



HOWEVER,
STRESS DOES
NOT EQUAL
ANXIETY

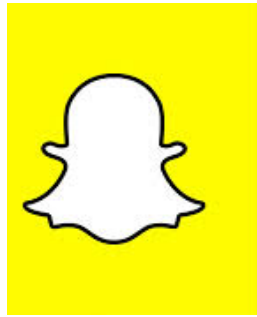
B

WHY THE INCREASE?



&





Ome.tv



TECHNOLOGY CAN ALSO OVERWHELM ADULTS

☞ GONE ARE THE "DIARY UNDER THE BED" DAYS

☞ GONE ARE THE "FACEBOOK ONLY" DAYS

☞ ONLY 1/3 PARENTS FREQUENTLY SPEAK TO THEIR CHILDREN ABOUT ONLINE SAFETY. EVEN FEWER FREQUENTLY MONITOR USAGE.

☞ SCHOOLS DO NOT ENGAGE STUDENT DISCUSSIONS ABOUT HEALTHY TECHNOLOGY PRACTICES.



ESSENTIAL STRATEGY: RESILIENCY



REMINDER: STRESS DOES NOT EQUAL ANXIETY

STRATEGIES

☞ **Brave v. Risky**

☞ **Liberty v. No Limits**

☞ **Private v. Secret**

☞ **Trust v. Faith**

☞ **Forgive v. Excuse**

☞ **Caring v. Worrying**

☞ **Authentic Attention v. Virtual Attention**



STRATEGIES: EXAMPLE

Boundary setting that relies upon individuals to take personal responsibility for thoughts and actions in age appropriate ways. The following are some criteria for establishing and enforcing cyber safe house rules:

- **Consider internet access and smart phones as a rite of passage – not a right.**
- **No secrets, no surprises. Transparency is mandatory.**
- **Explain why the rule exists and how they benefit individuals and the family**
- **Regulate schedule and access to cyber tools**
- **Unplug phones at a designated time in the evening**
- **Establish and enforce consequences for rules violations**
- **Clean slate. Once a consequence has been enforced give your child a clean slate, expressing confidence in your child's ability to stand corrected.**
- **Establish family-approved app list**

HOW PCHS SUPPORTS RESILIENCY: ACADEMIC SUPPORT

ONLINE LEARNING

PALI ACADEMY

504 PLANS/ IEPs

TUTORING/STUDY
CENTER

ACADEMIC
COUNSELORS

COLLEGE
COUNSELORS

ONLINE LEARNING
SYSTEMS
(SCHOLOGY &
INFINITE CAMPUS)

TEACHER OFFICE
HOURS

TEACHER
EVALUATIONS

HOW PCHS SUPPORTS RESILIENCY: SOCIO- EMOTIONAL WELLNESS

FULL TIME NURSE

THERAPEUTIC
CLASSROOM

RESTORATIVE
JUSTICE DEANS
OFFICE

PEER MEDIATION

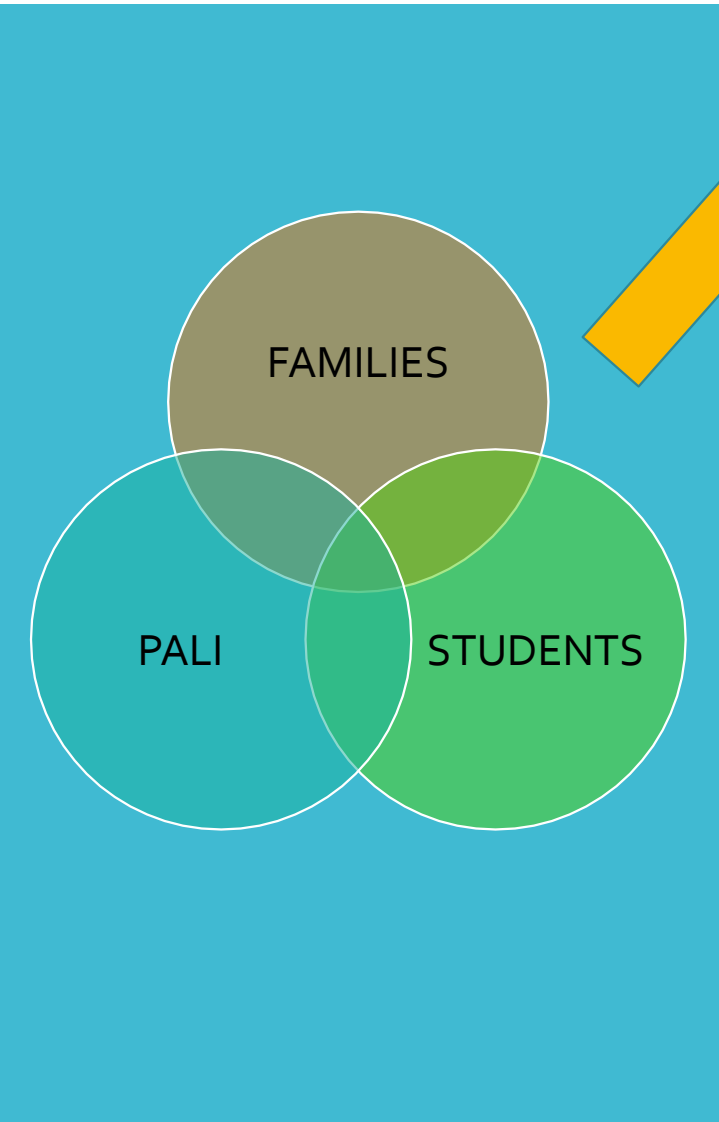
MENTAL HEALTH
COUNSELORS/
SCHOOL
PSYCHOLOGIST

STUDENT-LED
ORGANIZATIONS/
COMMUNITY DAYS

STUDENT SUPPORT
PROGRAMS (LGBT,
OUR HOUSE,
ANGELS AT RISK)

MINDFULNESS
PROGRAMS &
PRACTICES

BOARD GOALS



Your children are the experts about their thoughts and actions. Together we must educate the child so they can learn how to become trustworthy and take responsibility for their own thoughts and actions.



PALISADES

CHARTER HIGH SCHOOL

Fuerza Unida Minutes

08/30/18

Attendance: Rosa, Todd, James, Susan, Jill, Elva, Adelina, Karen, Christy, Monica, Joel, Lilian, Evelyn, Vidi, Sarah, Gio, Erika, Kevin, and Andy

- I. Introductions -
 - Everyone in attendance introduces themselves and shares a little of what they do at Pali
 - Monica talks about goals for Fuerza Unida this year
 - Equity in the classroom
 - Icebreaker activity
- II. Equity - Math (Kevin and Andy)
 - Empowering not just Latinos, but all students
 - Getting them to think more logically and critically
 - Giving students hope, when they see two Latinos experts in math empowers all students
 - Math is the most challenging subject for most students
 - How do we change this thinking?
 - Find a connection between other subjects with math
 - All teachers should be making connections between their subject and math
 - Maybe share personal experience with math
 - “We want to reach all students who want to go to college, but math is their one obstacle
 - Math Task Force - created to change how math is viewed at Pali and community, to make students feel included, to change the publicity (*see Math Task Force goals*)
 - Students and parents already have a negative view about math department/teachers in Middle school
 - How it looks like in the classroom - Kevin and Andy give one on one assistance to students (there’s four of them now - Rae and Sara).
 - While teachers are lecturing, they walk around making sure students taking notes and further explaining anything students missed because they went too fast for a student. In addition, once students have to do practice, they work with students one on one
 - Biggest success is the Math Lab - most students using lab are Latino students
 - In order to feel everyone feel welcomed they hired people they can identified with, the two new hires are women (one African American and one Caucasian)
 - Karen - what are we doing with students who complain about being taught one thing and being tested on something else. (Math Analysis)
 - Kevin - we only work with Algebra 1 and Geometry, so it’s hard to reach those students in higher levels of math



PALISADES

CHARTER HIGH SCHOOL

- Rosa needs information to give out to parents about this resource
- Joel adds information will be added to Fuerza Unida website
- Math Lab hours Monday - Friday
- Wed and Thurs till 4 p.m.
- Other days seventh period
- Do a meet and greet in high level math classes and mention Math Lab as a resource for them

III. Student Mentors/Teacher's Aide

- Student can mentor other students in your class
- Joel currently has two working with specific students who need additional help
- Mrs. Meinen is in charge of this program
- Study Center - English teachers to take them there one day to build equitable culture
- Placing tutors in English and Math classes
- Sarah proposes that Math student mentors shadow paraprofessionals to learn the appropriate way to mentor students
- Tod's classes in Study Center right now (Till September Maybe)

IV. Fun Website - John Vieira

- Pali website - Programs and Activities - Fuerza Unida
- Functional, simple, and bilingual
- John would like our webpage to look like the Fuerzaunida.org (different organization)
- Survey parents to ask what they would like to see in our webpage so he can make it easily accessible to them
- John's goal to build a webpage that is simple, one page, and accessible to everyone
- John can upload all resources and deadline information students and parents need (for example: Links, forms, etc...)
- PIQE is now FACTOR - so add FACTOR link to our webpage for parents to access information
- Add a section in website - for students (Student Spotlight)
- Class catalogue of AP courses
- Fuerzaunida.net (Possible webpage)

V. Writing Lab and College Advisory (Todd)

- His teaching experience has made him see the inequity in education
- Giving feedback is harder than it sounds
- Very important to give feedback in students' writing
- Have high expectations for students, however we need to increase the level of support
- College Advisory Program for college
- Use elements of college advisory in classroom



PALISADES

CHARTER HIGH SCHOOL

- Creating a College Board on campus to give students feedback
- Todd would like to build some kind of partnership with universities where graduate students come to our campus and work with students one on one

Break 10:30 - 10:40

VI. Counselors (Jill, Elva, and Adelina)

- New administrator Chris Lee
- Getting calendar out to community so they know what we're doing and where
- Working with departments in getting information about classes sooner, so counselors can offer courses to students
- ESSA - one qualifier is graduation rate, they predict 2018 will be better than 2017
- Lots of academic improvements this year (*see Grad Rate Report from Dashboard*)
- There is a shift still going on because counselors are still waiting for transcripts from summer online classes and/or community college transcripts to receive credit and switch out to the classes they need
- Counselors appreciate how our staff works together to encourage and support our students
- English Ds in 9th and/or 10th grade are keeping many of our Latino students from being a-g qualified. (*see a-g data for 2017*)
- Some credit recovery is not an option for Latino students -- it's "pay to play" for expensive online courses.
- AMC (advanced math concepts) already an option. What about other applied math options?
- Ask students *why* they are choosing to take online courses (Math Analysis online)-- a Focus Group.
 - Online is an easy A.
 - Teacher reputation.
- Explore pass-rate of kids who come back from online to calculus. Explore why/how the kids who stay in MA at PCHS are successful.
- Need positive math-opener at the beginning of class to get mindsets right (with content and teacher), particularly in MA.

VII. College Counselors

- Baseline= expect that the kids know nothing about getting into college. So many first generation kids are intimidated.
- Senior meeting-- "how many of you have applied to college before?" All hands went up. "Therefore, none of you know how to do this." → Getting lots of responses from seniors as a result.
- Black and brown kids going to directly to Karen (which is new).



PALISADES

CHARTER HIGH SCHOOL

- Seniors- getting file activated. Students must submit resume, senior questionnaire, parent questionnaire, rough draft of essay to get account activated (so they can get a letter of rec from the college center).
- Due date = 9/12. And MANY students coming in and saying, "I have no idea what to do."
- Juniors told to wait until Spring.
- Look out for Seniors who didn't have a Junior appt. They need to be caught up.
- Parent meeting goal= give parents the Junior info NOW (2+ months before the rest of the school) -- they'll be ahead/in the know.
- Activate Naviance in a Senior Meeting?
- A shift to get black and brown students into the College Center!
- Min GPA? No GPA= community college. 2.0 = CSU
- Mission and Vision created for College Center (NEW!)
- Rosa shared a story of a kid who was told they'd never get into college, kid crying; Karen responded that she knew of case like that and hoped that would never happen again.
- FUn assembly about parents sharing hopes and dreams for your kid.
- Make sure we are pacing it out to give kids info/dates/deadlines, like an advisory, as they go (so they don't feel like it's totally unknown).
- There is the 4-year plan, but we need more to educate kids about college requirements. Karen goes into 9th grade English, Karen went to DLA.
- Community College to BA stats are actually really low.
- On FUn website, have "how to apply" -- in Spanish.
- Parent Questionnaire needs to be in Spanish.
- Kids do not HAVE to go to the College Center; they can avoid it. We at least need to track FUn students!! We cannot accommodate a 1:1 appt for ALL seniors, all juniors.
- SMC rep comes 8xs. Can we have a calendar of when the SMC reps come?
- Make a "College Center" student account. on Naviance? This will lead to teacher support in classrooms.
- Class Rank-- We are stopping it! (Board approved). Will start in 2021, (so juniors and seniors, who have been fighting for their rank, aren't penalized). We will be using "decile" ranges.

PearDeck on Latino Student DATA- activity with John Vieira

Brainstorm for First Assembly

9th Grade-- (162 students)

- What is FUN?
- How do you identify with your Latino identity?
- Latino students are quiet/shy/need to be pushed. Give them a pep-talk of all the resources that can help.
- Role play to practice self-advocating; how to talk with a teacher; how to ask a question.



PALISADES

CHARTER HIGH SCHOOL

- Use Graphic Organizer on how to write an email to a teacher.
- How to use schoology, Gmail, and encouragement that it's ok to advocate for yourself.
- Scavenger Hunt-- how do you navigate?
- Using your voice-- Choral Response. En espanol?
- You can introduce students to Gio to have a conversation, establish an accountable/accountability relationship.
- Upperclassmen speakers/role models (see Evelyn; Latino link-crew)
- Stations in scavenger hunt passport situation? Required to use voice.
- Digital citizenship?
- Men's group-- on diversity within ethnic groups

9th Grade STATIONS-

Tech Station- JV, James

Attack of the Zeros/Math- Ms. I, Andy, Kevin

Self-advocacy, How to write an email- Vidi, Lisa, Lillian, Todd

Upperclassmen- Gio, Evelyn

Counselors- TBD

- We need to educate staff about Latino students being quiet in class and how to help bring them out.

How to get Latinos to talk more?

- FlipGrid?

Sophomores/Juniors STATIONS-

- **Checklist for 10th & 11th, a-g-- have you done this to get ready for graduation? To go to college? Log in to Naviance**
- **Karen's College Acceptance GPA Game; protecting your GPA**
- **Protecting your social media presence/digital citizenship**
- **PALI Acronym; Gio's this and that game.**
- **positive coping strategies- Susan, Jill**

Seniors STATIONS

- **College- SMC, Cal State Rep**
- **Checklist- deadlines for college/Senior Meeting (need laptops)**
- **Digital citizenship/digital self-audit**
- **Taking care of business**



PALISADES

CHARTER HIGH SCHOOL

Prep Meeting- Lunch, Fri, 9/14, U111

September 17th (even)-- Assemblies!

FUN Monthly Meetings, U111, TH

Sept 27- 3:15 PM plan parent meeting

Oct 25 - 3:15 PM

Dec 6 - 3:15 PM

Coversheet

Election Committee Updates

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: D. Election Committee Updates
Purpose: Vote
Submitted by:
Related Material: III_D_Part 3_PCCHS Charter-Excerpts (Pages 113, 121).pdf
III_D_Part 2_Bylaws - Elections Excerpt.pdf
III_D_Part 1_Election Committee Minutes_BOT_09_25_18.pdf

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

Board of Trustees as set forth therein. Board Policies may be modified or repealed by the Board of Trustees.

Should there be a vacancy on the Board of Trustees, the vacancy shall be filled in accordance with the Bylaws. However, nothing in the Bylaws shall in any way conflict with the concept that the stakeholder group or groups that elected the member whose vacancy is being filled shall be empowered to fill the vacancy, although the vacancy need not be filled by holding a new election of all stakeholders in the affected group.

The District reserves the right to appoint a single representative to the Board of Trustees governing board pursuant to Ed. Code section 47604(b).

Board Qualifications and Development

Board development shall include the following: orientation and training of new Board members in the PCHS Charter, the Board's Bylaws, the Board's Governance Policies and the Carver/Carpenter Governance Philosophy. The Board shall continue to discuss process policy improvements. Qualifications for Board members that should be considered include special skills that the community member may possess that would assist the Board of Trustees, as well as ties to PCHS.

GOVERNANCE PROCEDURES and OPERATIONS

The Board of Trustees is governed by, and adheres to, the Brown Act. Generally, the Board holds regular meetings on the third Tuesday of each month at 5 p.m. at PCHS, as per a schedule approved by the Board. In addition, the Board may hold special or emergency meetings as needed, provided that such meetings are consistent with the Brown Act. The public is invited to—and is welcome to attend—all Board meetings, and members of the public are invited to speak as provided in the Brown Act.

The Board's decision-making procedures are specified in its Bylaws and comply in all respects with the Brown Act. The current Bylaws state that a quorum consists of six voting members of the Board, and further specifies the minimum number of affirmative votes to pass a Board resolution. Board members may participate in meetings via teleconference as provided in the Bylaws and in a manner consistent with the Brown Act. Board members may abstain in their discretion. Board members must abstain from all aspects of discussion, deliberation, and action if they have a conflict of interest with regard to any matter under discussion.

Board committees typically meet on a monthly basis or as needed, and to the extent they are subject to the Brown Act, comply therewith in all respects, including notice. Long-Term Strategic Planning Committees typically meet monthly on the third Wednesday of each month at 3:30 p.m. at PCHS during the school year, but the LTSPC's may also meet more or less often as needed. The public is invited to those meetings, and is generally allowed to participate fully in each meeting.



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APPROVED BY BOARD OF TRUSTEES ON 2/16/16

EXCERPT SECTIONS FROM ARTICLE VII OF PCHS BYLAWS - ELECTIONS

Section 3. DESIGNATED TRUSTEES.

The number of trustees shall be eleven (11) voting members and one (1) non-voting student member, unless changed by amendments to these bylaws and revision of the charter that created Palisades Charter High School. Except as otherwise provided, all trustees shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Trustees, the Corporation may appoint an additional trustee to ensure an odd number of trustees. All trustees, except for the representative of the charter authorizer, shall be elected in accordance with this Section and Section 6 of this Article.

In accordance with the PCHS Charter and the adopted PCHS election policies, the trustees shall be as follows:

- Three (3) faculty members;

The faculty will elect two (2) faculty members to the Board, each of whom shall serve a staggered two-year term. The students will elect one (1) faculty member. The student-elected faculty member shall serve a one-year term.

A faculty member trustee must be currently employed as a faculty member at PCHS for the duration of the term. Employment as a faculty member includes, but is not limited to, positions that are eligible for UTLA representation. No teacher who currently serves as a faculty bargaining unit representative may serve as a trustee.

- One (1) administrative member (from directors and managerial staff);

The administrative staff shall elect the administrative member, who shall serve a two-year term. The administrative trustee cannot be the Executive Director/Principal or the Chief Business Officer.

An administrative member trustee must be currently employed as an administrator or management staff member for the duration of the term.

- One (1) classified member;

The classified staff shall elect the classified member, who shall serve a two-year term, to be staggered with the administrative member.



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A classified member trustee must be currently employed as a non-temporary classified staff member at PCHS for the duration of the term. No classified employee who currently serves as a classified bargaining unit representative may serve as a trustee.

- Three (3) parent members;

The parents shall elect the parent members, one of whom shall be designated as not living in PCHS's traditional geographic area. Parent members will serve two-year terms. The parent member designated as not living in PCHS's traditional geographic catch area shall be elected at the same time as one other parent member. The other parent member's term shall be staggered such that all parent members are not elected in the same year.

A parent member must be a parent of a current PCHS student for the entire term. (For example, if a candidate is running for a two-year term as a parent member, then the candidate must currently have a 9th or 10th grade PCHS student.) In addition, a parent member must not be an interested person as that term is defined in Section 4 of this Article.

In addition to the above requirements, the parent member designated as not living in PCHS's traditional geographic area must live outside the traditional PCHS residence area (based on the PCHS boundary map).

- Three (3) community members;

Two (2) of the three (3) community members will be elected by PCHS personnel, the parent stakeholder group, and the student body. All PCHS personnel will elect the third (3) community member. The community members will serve two-year terms. The terms shall be staggered so that the PCHS-elected community representative and one of the other community representatives are elected in one year, and the third community member representative will be elected in the other year. The year that one (1) parent member is elected shall be the year in which two (2) community members are elected.

A community member trustee must not be a parent of a PCHS student for the duration of the term. The candidate for a seat as a community member trustee must live in the communities served by PCHS at the time of the election.

A community member trustee must not be an interested person as that term is defined in Section 4 of this Article.

PCHS desires that community member trustees have experience and expertise in areas that include: education, law, finance, and/or fundraising. However, such experience and expertise is not a requirement to be eligible to serve as a community member trustee.

- One (1) non-voting student member.



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The ASB Student Body President shall serve as a non-voting member of the Board. He or she shall have the same rights as a voting member of the Board except the right to vote, to move or second a proposal, or to hold a Board office. The Student member of the Board shall not be counted when considering whether a quorum is present.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Trustees may be interested persons. PCHS shall abide by conflict of interest policies applicable to public entities, including Government Code Section 1090 and the Political Reform Act. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of the paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. BOARD MEMBERS' TERMS. Board members' terms shall be as described in Element 4 of the charter that created Palisades Charter High School and Section 3 of this Article.

Section 6. ELECTIONS COMMITTEE. The Board of Trustees shall appoint an Elections Committee. The composition and responsibilities of the Elections Committee and the election-related policies and procedures carried out by the Elections Committee shall be as set forth in Element 4 of the charter that created Palisades Charter High School.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT CANDIDATE. No corporation funds may be expended to support a candidate.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death or resignation of any trustee; (b) the removal of a trustee, with or without cause, by resolution of the board as noted below; (c) the declaration by resolution of the Board of Trustees of a vacancy in the office of a trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgement of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (d) the increase of the authorized number of trustees; (e) the failure to solicit a candidate for a vacant trustee position; and (f) termination of employment with the Charter School for a board member who is an interested member.

Any trustee may be removed, with or without cause, by the vote of the majority of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 14. Any vacancy caused by the removal of a trustee shall be filled as provided in Section 11.

Any trustee who does not attend three successive regular board meetings will automatically be removed from the board without board resolution unless (a) the trustee requests a leave of



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absence for a limited period of time, and the leave is approved by the trustees at a regular or special meeting (if such leave is granted, the number of board members will be reduced by one in determining whether a quorum is or is not present), (b) the trustee suffers from an illness or disability that prevents him or her from attending meetings and the board by resolution of the majority of board members agrees that trustee who has missed three meetings may be reinstated.

Section 9. RESIGNATION OF TRUSTEES. Except as provided below, any trustee may resign by giving written notice to the chairman of the board, if any, or to the vice chairman or the secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 10. TRUSTEE MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no trustee may resign if the corporation would be left without a duly elected trustee or trustees.

Section 11. VACANCIES FILLED BY ALTERNATES OR SPECIAL ELECTION. A vacancy on the Board of Trustees shall be filled by the appropriate alternate as designated in the PCHS Charter and these bylaws. The alternate for any particular trustee position shall be designated as the next highest vote earner in the election in which the vacating trustee was most recently elected.

Should the designated alternate no longer be eligible or willing to serve, the vacancy shall be filled by an appropriate special stakeholder election, with the exception that if the remaining term of office of a vacant trustee position is six (6) months or less, the vacancy may either be filled or left vacant by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) the unanimous consent of the trustees then in office, (2) the affirmative vote of a majority of the trustees then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (3) a sole remaining trustee.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of trustees shall not result in any being removed before his or her term of office expires.



PALISADES

CHARTER HIGH SCHOOL

Election Committee Meeting Minutes of Meeting on September 21, 2018

Attendees:

- Brooke King, Chair
- Camille Schoenberg
- Dara Williams
- Hallie McRae, ASB Vice President, non-voting member
- Rob King arrived at 9:50

Meeting called to order at 9:38 a.m.

Brooke King met with Rocky Montz to get input on running a special election
By-laws for Elections and Charter materials for elections were reviewed

Faculty member who resigned is a position elected by a faculty member. The by-laws governing this were approved by the Board on 2/16/16

Charter allows us to hold a special election but we do not have to per the Charter.

Applicants submit an application and sign the Conflict of Interest Form

Resume is preferred but not required

Asking that applications due by 9:00 a.m. September 28th

The committee was given the power to send out the application

If only one application then we will decide whether to simply accept the person

Bring this to the Board on Tuesday at the meeting on September 25th

If there are no applications then we will have to extend the period

The election is run by the administration so Dr. Magee will need to be asked to have the staff assist

So we request that Dr. Magee provide the staff resources to process the applications and if necessary run an election with Election Buddy

Next Meeting: September 28th at noon

Meeting adjourned at 10:07

Coversheet











Department Presentations/Initiatives

Section: V. Academic Excellence
Item: A. Department Presentations/Initiatives
Purpose: Discuss

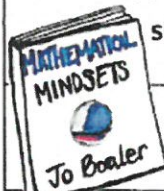
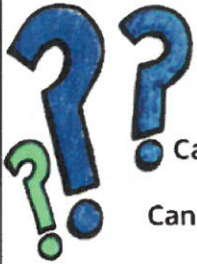
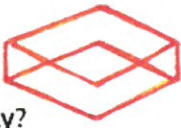
Submitted by:

Related Material:

V_A_Part 4_Math Dept Presentation_BOT_09_25_18.pdf
V_A_Part 3_Math Dept Presentations_BOT_09_25_18.pdf
V_A_Part 2_Math Dept Presentations_BOT_09_25_18.pdf
V_A_Part 1_Math Dept Presentations_BOT_09_25_18.pdf
V_A_Part 2_Language Dept_Regular Rigorous Spanish VS Honors Spanish_09_25_18.pdf
V_A_Part 1_Language Dept_CP vs. H Student and Parent Contract_09_25_18.pdf
V_A_Columbia Results_2018.pdf
V_A_PCHS Collaborative School Equity Review Report.pdf

  <p>Building a Mathematical Mindset Community</p> 	
<p>Teachers and students believe <i>everyone</i> can learn maths at HIGH LEVELS.</p> <ul style="list-style-type: none"> Students are not tracked or grouped by achievement All students are offered high level work "I know you can do this" "I believe in you" Praise effort and ideas, not the person Students vocalize self-belief and confidence 	<p>Communication and <i>connections</i> are valued.</p> <ul style="list-style-type: none"> Students work in groups sharing ideas and visuals. Students relate ideas to previous lessons or topics Students connect their ideas to their peers' ideas, visuals, and representations. Teachers create opportunities for students to see connections. Students relate ideas to events in their lives and the world. 
<p>The maths is VISUAL.</p> <ul style="list-style-type: none"> Teachers ask students to draw their ideas Tasks are posed with a visual component Students draw for each other when they explain Students gesture to illustrate their thinking  	<p>The maths is OPEN.</p> <ul style="list-style-type: none"> Students are invited to see maths differently Students are encouraged to use and share different ideas, methods, and perspectives Creativity is valued and modeled. Students' work looks different from each other Students use ownership words - "my method", "my idea" 
<p>The environment is filled with <i>WONDER</i> and <i>CURIOSITY</i>.</p> <ul style="list-style-type: none"> Students extend their work and investigate Teacher invites curiosity when posing tasks Students see maths as an unexplored puzzle Students freely ask and pose questions Students seek important information "I've never thought of it like that before." 	<p>The classroom is a <i>risk-taking</i>, <i>MISTAKE VALUING</i> environment</p> <ul style="list-style-type: none"> Students share ideas even when they are wrong Peers seek to understand rather than correct Students feel comfortable when they are stuck or wrong Teachers and students work together when stuck Tasks are low floor/high ceiling Students disagree with each other and the teacher 

Developed by Jo Boaler/Youcubed.org and Tulare County Office of Education

<p>Recommendations for Task/Lesson Design</p>	<p>Powerful Questions to develop a deep level of understanding</p>
<p>Open the task to encourage multiple methods, pathways and representations.</p>	<p>How do you see that idea?</p>
<p>Pose a problem before teaching the method.</p>	<p>Why does that answer make sense?</p> <p>Why does that method work?</p>
<p>Design a task that allows all learners to contribute to the learning and have room for extension.</p>	<p>How is that method connected to others?</p> <p>How can that idea be represented in different ways?</p>
<p>Make opportunities for students to authentically share their thinking with peers.</p>	<p>Can you prove it?</p> <p>Can you prove it visually?</p>
 <p>Add a visual component.</p>	 <p>Can you justify your thinking?</p>
<p>Add the requirement to convince and reason, be skeptical.</p>	 <p>Can you predict what would happen if....?</p> <p>Did you make any interesting mistakes?</p>

Developed by Jo Boaler/Youcubed.org and Tulare County Office of Education

PCHS WASC

ACHIEVEMENT AND DIRECTION

WASC SUCCESS



FIRST TIME
SIX YEAR CLEAR

March 11-14, 2018

ACHIEVEMENTS



PCHS Academies



AA Team



Cohesive Leadership



Board Governance



CTE, Course Offerings



PLC and SLC outcomes



Integrated Tech

DATA DRIVEN SCHOOL!

PCHS is using data to make changes to its instructional program. PCHS has implemented new programs and interventions to support student achievement (Dolphin Leadership Academy, Fuerza Unida, Peer Mediation, Link Crew, Hello!)

MORE SCHOOL STRENGTHS



- ✔ Robust counseling and emotional support
- ✔ Diverse population within an inclusive environment (Campus Unification)
- ✔ Student Empowerment (Student Bill of Rights and Responsibilities)

HOW TO BE THE BEST OF THE BEST

AREAS OF FOCUS



Align current technology and data management tools to better inform the school community and drive decision making.



Utilize instructional time to engage students through the class period, ensuring equitable access to additional supports. Increase Quality Learning Time in classrooms and explore project based learning models to increase student engagement.



Continue to close the opportunity gap in A-G access and Honors/AP curriculum. Keep expansion of rigorous and relevant course catalogue.



WASC TEAM RECOMMENDATIONS

1. Align school initiatives to work as efficiently as possible.
2. Identify critical data and summarize it in one key location. This will serve as a single data profile that can be accessible to all stakeholders.
3. Maximize instructional time by flipping instruction so that the students are actively learning with teachers serving as guides and coaches.
4. Continue to use LTSP committees to align school goals with the WASC action plan and LCAP.
5. Refine/adjust your plans after critical analysis of your data.

Noguera Equity Study

April 3-5, 2018

Domain 1. School Culture for Learning

Intentionally target and engage minoritized populations of students and families in support of a more inclusive campus.

Domain 2. Learning, Teaching, and Assessment

Across the 69 classrooms we observed, teachers regularly communicate agendas and activities students will be expected to participate in during the period, however the new knowledge and skills that students will learn are not always made explicit. In the majority of lessons, checking for understanding either did not take place or the efforts to check for understanding were insufficient for determining whether students completely understood and acquired newly introduced concepts.

Domain 3. Leadership, Management, and Accountability

Develop monitoring systems and strengthen leadership's "ways of knowing", so that leaders at various levels of the school have an accurate understanding of what is working well and what must be done to improve the quality of learning for students.

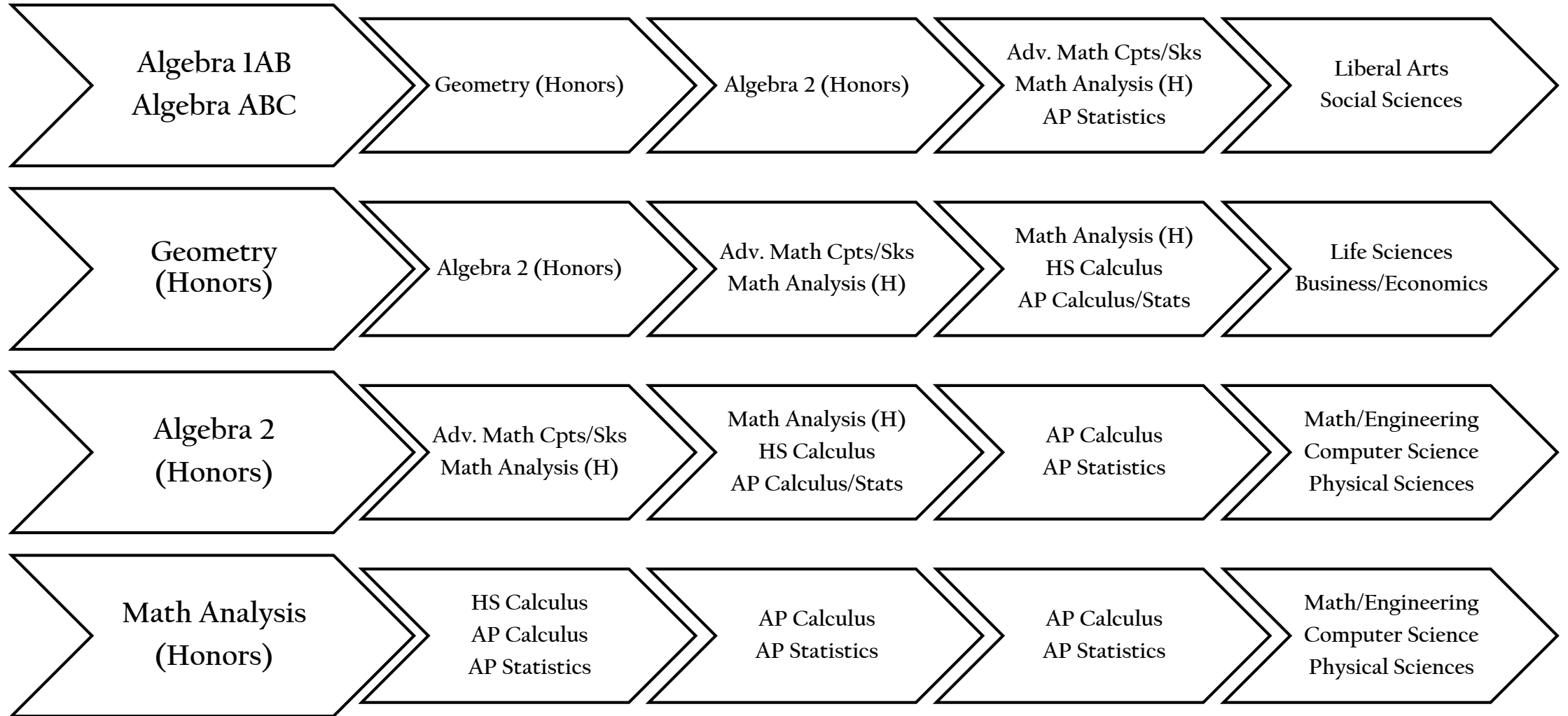
Domain 4. Partnerships with Families and Communities

We suggest a parent liaison or committees that work to engage and represent parents contribute to a targeted review of parent and community partnerships through an equity lens to determine strengths, targeted review of parent and community partnerships through an equity lens to determine strengths, and priority areas.



With our combined leadership, PCHS is soaring to new heights!

Palisades Charter High School Math Pathways



Mathematics at Palisades Charter High School

- PCHS offers two levels of Algebra 1: Algebra IAB or Algebra ABC
- PCHS offers Advanced Math Applications as an alternative to Geometry for seniors who need to fulfill the second year of math required for high school graduation. This class does not meet A-G requirements.
- PCHS offers honors level courses in Geometry, Algebra 2, and Math Analysis
- PCHS offers two levels of calculus: High School Calculus and Advanced Placement (AP) Calculus
- PCHS offers three types of AP math classes: AP Calculus AB, AP Calculus BC, and AP Statistics
- PCHS offers several options for a fourth year of A-G approved math courses: Advanced Math Concepts/Skills, Math Analysis, HS Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics
- Because every PCHS Math Pathway can lead to an AP-level math class, we do NOT recommend students take abbreviated courses during the summer or online to advance.



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Math Department Board Update – September 2018

In Spring 2015, we invested almost a quarter of a million dollars in Algebra 1, Geometry, and Algebra 2 textbooks that align with Common Core. Since the adoption of the new textbooks, math teachers have worked in course-specific PLCs to implement the new curriculum and differentiate instruction where necessary. All students in these courses have access to online resources provided by the publishers to complement the textbook. Students are able to focus on the particular lessons/sections in which they struggle. The Math Department continues to offer office hours and the Study Center continues to provide both peer and adult tutors to assist students outside of class time as well.

In addition to the textbook, we also provide each student in Algebra 1 through Math Analysis with access to IXL, an online platform that gives immediate feedback and adaptive practice on specific math skills. Teachers can assign IXL practice that is tailored for individual students or students can self-assess which skills they want to work on. We also use IXL in the Math Lab to insure students have practiced sufficiently before retaking a standards quiz.

For students who may need an alternative classroom environment, we have special sections with smaller class sizes designed to meet their needs. In collaboration with special education teachers, we have three classes where a math teacher and a special education teacher team-teach to make the general education math curriculum more accessible for students with IEPs. To support students who are at-risk of not meeting A-G requirements, this year we are also offering grade-level classes in Algebra 1, Geometry, and Algebra 2. These sections are intended for students in grades 10-12. In these classes, we are piloting the ALEKS program to track their skills and monitor their success. We continue to have off-track classes as well to allow students to make up credits right away.

To assist with differentiated instruction in the classrooms, PCHS has hired four full-time math paraprofessionals to provide additional support. These math paraprofessionals work individually or in small groups with students as teachers deem appropriate after assessing their students. They also work in the Math Lab during seventh period and after-school. They have even voluntarily tutored during Nutrition and Lunch. The results of the student survey we administered at the end of the fall semester last year indicate that both students and staff have benefitted from their presence in the classrooms. Their enthusiasm and effectiveness in helping and relating to students have made these math paraprofessionals an invaluable part of the Math Department.



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PCHS provides the Math Department with various professional development opportunities ranging from attending workshops/conferences to supporting PLC planning and work to training for the whole department. Most recently, we met before the school year began at a Department Retreat on campus to discuss curriculum mapping, grading practices, math mindsets, etc. This year, we have a new administrator, Ms. Iannessa, who has been providing support and feedback to individual math teachers and guiding our entire department to continuously improve. We have also added several new math teachers to our staff over the past few years that have helped to re-invigorate our department as well.

Student Satisfaction Survey (from Columbia Survey)

CLAIM	GRADE 9	GRADE 10-12
My teacher engages students during class.	82%	77%
My teacher does as much as he/she can to answer questions during class.	86%	80%
The homework load for this class is manageable.	86%	80%
The homework for this class is meaningful/helpful.	83%	79%
My teacher provides ample opportunity for help outside of class.	88%	84%
I think the material we learn is useful outside of school.	71%	60%
My teacher treats all students equally and with respect.	90%	83%
I would recommend this teacher to future students.	75%	69%

According to the latest results from the Columbia Survey regarding Teacher Effectiveness by Subject, most students strongly agreed or agreed positively with the claims detailed in the table above. The lowest percentage was in the relevance of the material being useful outside of school while the highest percentage was the perception that students were treated equally and with respect. Despite these positive results, some parent feedback still called for improvement in teacher effectiveness and/or math instruction.

Because Mathematics is a focus for PCHS, we created the Math Success Task Force last spring. The Task Force is composed of students, parents, math teachers, coordinators, administration,



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and community stakeholders. We met once a month to discuss strategies as to how to improve math instruction and achievement. Our discussions included renewed articulation with our feeder middle school, freshman testing and placements, parent feedback, and teacher effectiveness.



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Regular, Rigorous Spanish VS Honors Spanish

Our **Regular Spanish** classes will offer students access to rich language, exposure to various cultural components of the Spanish Speaking world, and provide students the opportunity to communicate in both written and oral formats. Students will be challenged to communicate in both interpersonal (back and forth) and presentational modes (one direction). Students will receive homework that serves to reinforce the skills taught in class that day. Sometimes, the homework may be smaller chunks to a larger project. ALL students will be required to demonstrate their knowledge of the content, grammatical structures, and cultural concepts taught in class through a variety of different formats.

Our **Honors Spanish** classes will give students access to everything the Regular Spanish classes do. In addition, students will be required to do additional homework, presentational projects, communicate in the target language with more detail and depth, and complete additional components to the regular assessments where they not only use the target language but also examine the content through the scope of more critical and higher level thinking questions.

Examples of the differentiation:

1. ALL students write 10 original sentences with vocabulary in the past tense. Honors students also write a 5-8 sentence paragraph about what they did last week, incorporating vocabulary words.
2. ALL students will receive the same vocabulary lists and have access to the same rich language. However, Honors students will be responsible for knowing all of the words on the list, where as Regular Spanish students will be responsible for $\frac{3}{4}$ of the list. These extra words will be higher level, enrichment words.
3. All students take an assessment on the vocabulary and grammar used to describe their daily routine. There may be fill in the blank, a listening section, and a paragraph where students describe their morning routine. Honors students will do all of that, plus an extra paragraph about their nightly routine and be responsible for knowing the additional vocabulary on the vocab list.



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4. All students will learn vocabulary about school life both here and in the Spanish Speaking world. They will all demonstrate their knowledge of the similarities and differences of the school systems. Honors students will do additional research into a specific Spanish Speaking country's school system and present that information in the form of a powerpoint, essay, video, or medium of their choice to the entire class. All students will then have access to this information.
5. All students may be given a grid of assignments of varied modalities and difficulties. Honors students must complete the more rigorous assignments.

EXAMPLES	Regular	Honors
Vocabulary	Full list – responsible for 75%	Fill list – responsible for 100%
Exams	Comprehensive vocabulary and structures	Extra writing with extra vocabulary.
Projects	Interesting projects that demonstrate mastery of “can-do’s”	Interesting projects that demonstrate mastery of “can-do’s” while asking students to do more, with greater depth.
Culture	Exposure to all aspects of cultures and perspectives of the target language communities; holidays, foods, lifestyles, etc.	Exposure to all aspects of cultures and perspectives of the target language communities; holidays, foods, lifestyles, with the addition of more independent research into cultures and perspectives



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World Languages: College Prep versus Honors Contract

Our World Language classes will offer all students access to rich language, exposure to various cultural components of the target language world they are studying, and will provide students the opportunity to communicate in both written and oral formats. All students will be required to demonstrate their knowledge of the content, grammatical structures, and cultural concepts taught in class through a variety of different formats. For students who choose the honors option in their language class, they will be required to do additional homework, presentational projects, communicate in the target language with more detail and depth, and complete additional components on the assessments where they not only use the target language but also examine the content through the scope of more critical and higher level thinking questions.

Examples of honors differentiation:

- 1) Extra sections on tests and quizzes
- 2) Extra projects
- 3) Expanded expectations on projects and assignments
- 4) Homework assignments that expect more depth
- 5) Larger vocabulary lists

Please note:

- Once a student is placed in College Prep or Honors, he or she must stay there until the end of the semester. There will be no movement after the deadline.
- Students in World Language may move in and out of honors and CP by semester. Taking CP now does not stop a student from choosing honors next semester/year.
- This decision should be made taking into account a student’s overall workload, aptitude for language, commitment, and preparation level.
- While the teacher recommendation is important, ultimately, the choice is that of the student. If you choose honors against a teacher’s recommendation, please do so carefully.

Please return to your teacher by 9/19.

Student Name: _____

Class: _____

Teacher: _____

Teacher recommendation: CP Honors

We acknowledge everything above and that our student’s placement will be for this entire semester with no changes after the submission of this form.

Parent Signature: _____

Student Signature: _____

Date _____

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%)

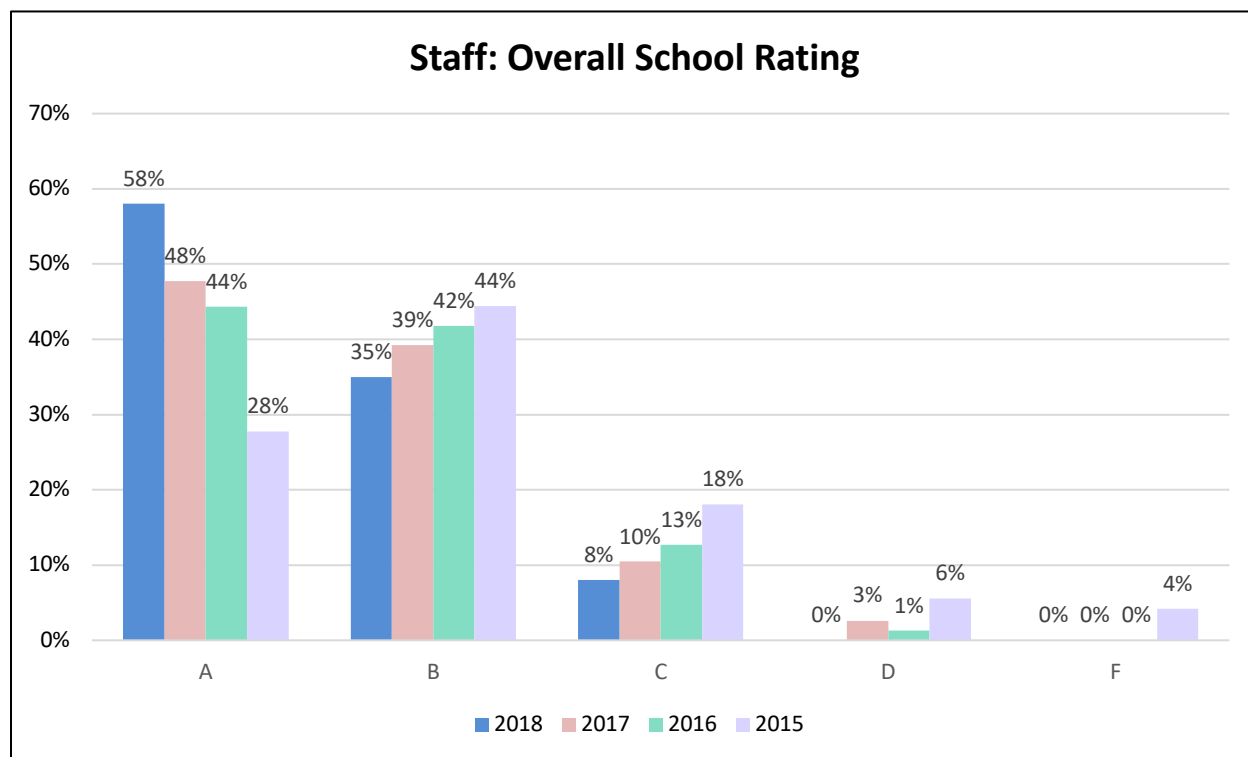
A substantial proportion of 9th grade students responded to the survey (85%) while a smaller proportion of upper-classmen responded to the 10th-12th grade survey (65%). Both response rates were sufficiently high, however, for responses from both surveys to be considered generalizable to all students.

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.

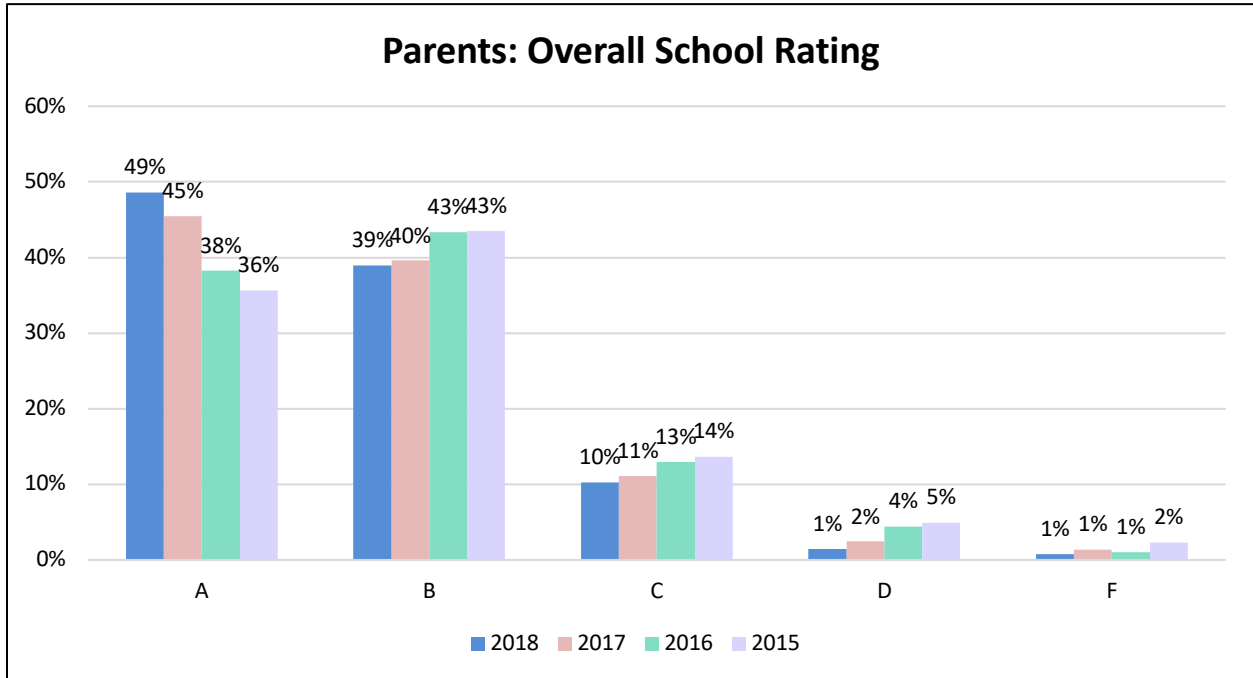
Organization of the Report

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



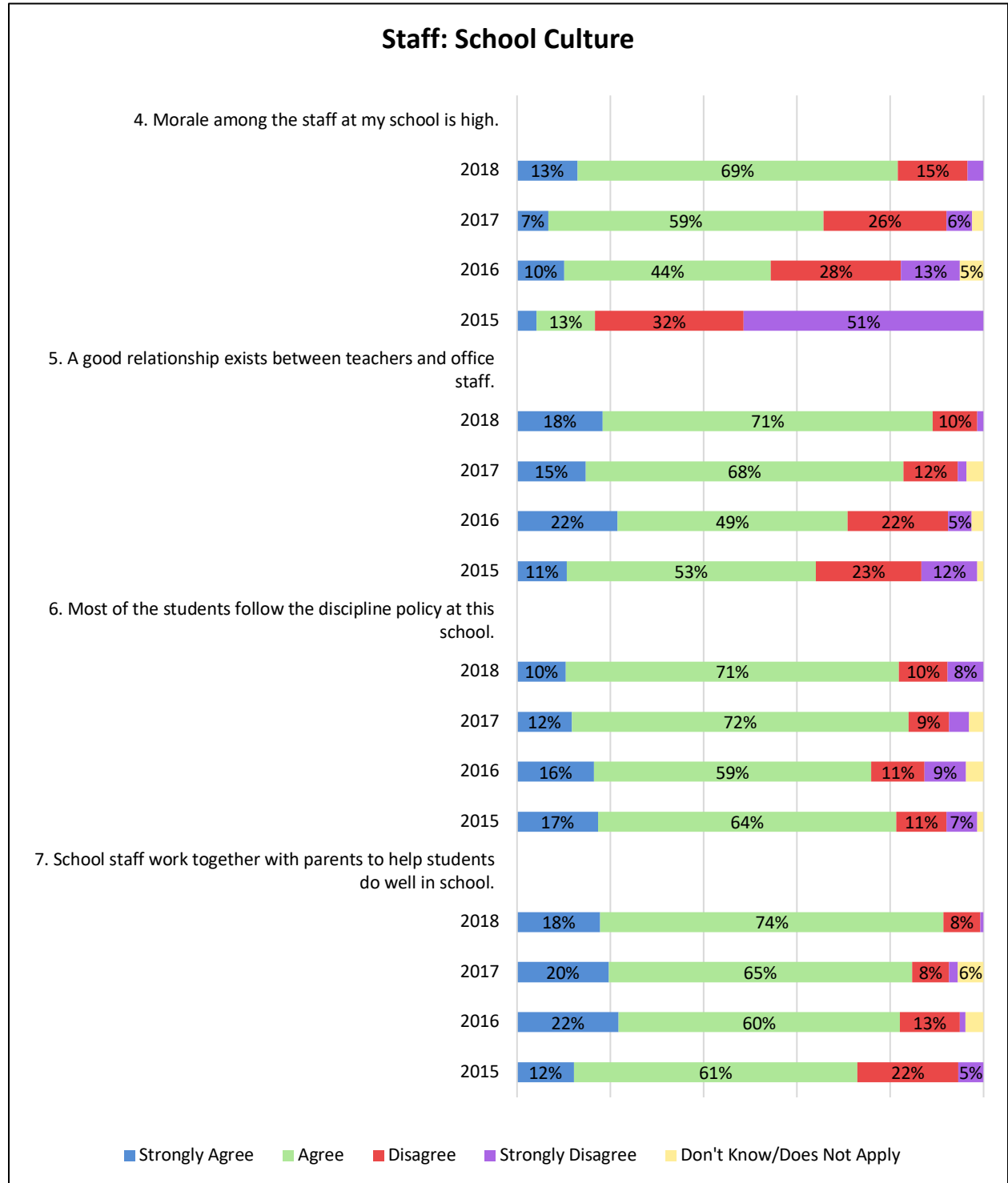
Overall school ratings among Palisades staff have increased since 2015. Fifty-eight percent of staff gave Palisades an “A” rating in 2018 (84 responses), compared to 48% in 2017 (73 responses), 44% percent in 2016 (35 responses), and 28% in 2015 (20 responses). The percentage of “B,” “C,” “D,” and “F” 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.

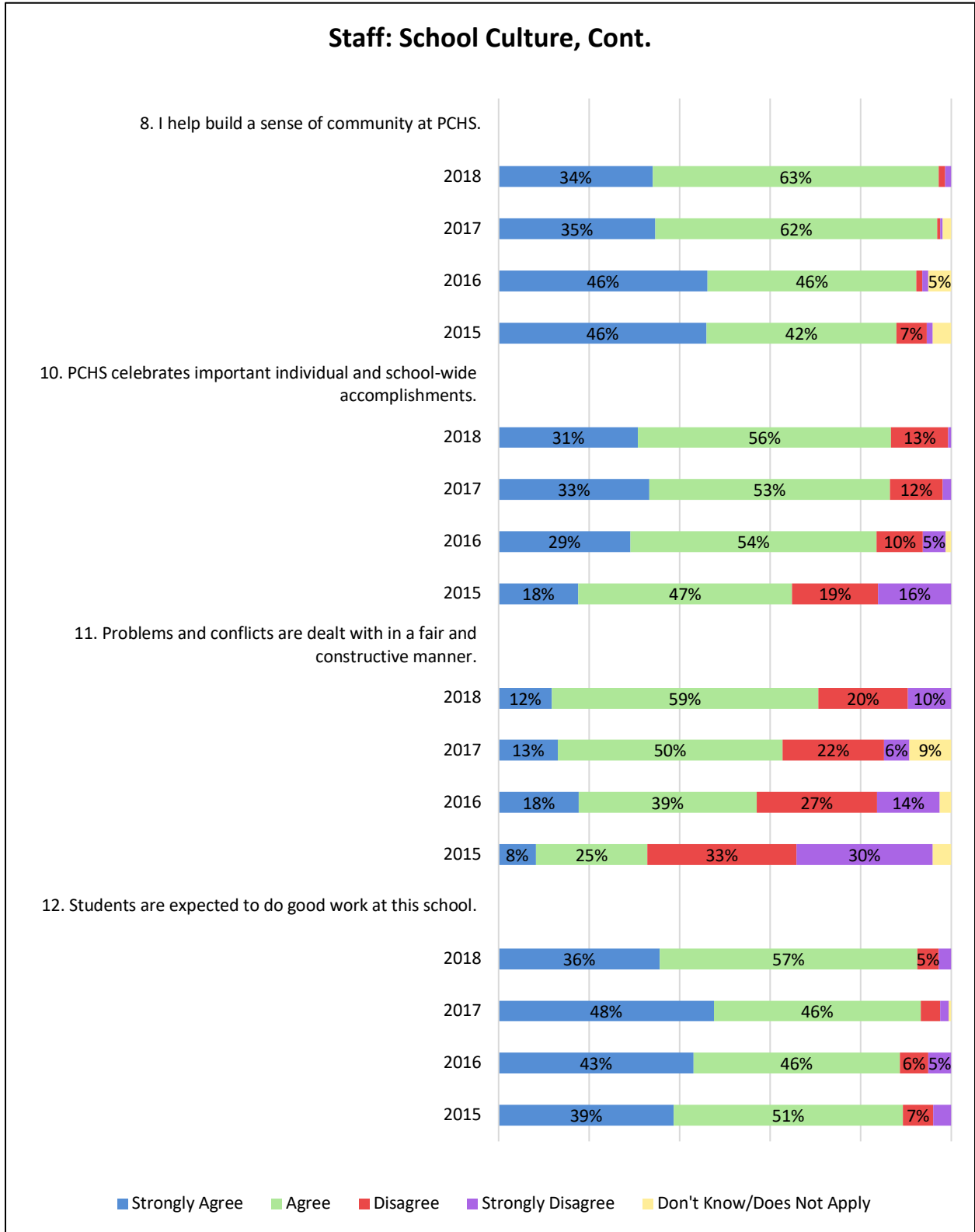


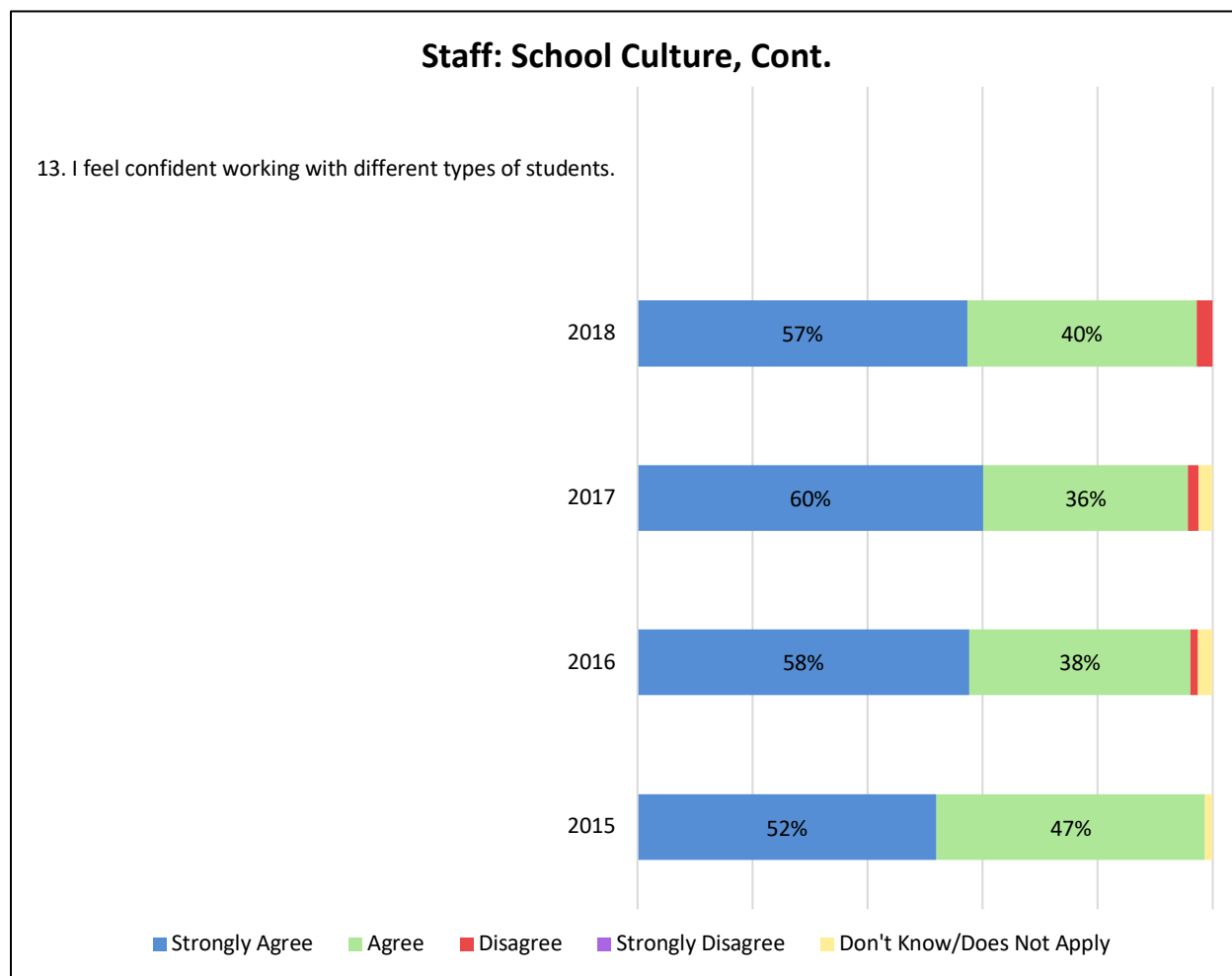
Parents rated Palisades overall very highly, as well as slightly more positively, on average, than in 2015 through 2017. Nearly half of parents gave the school an “A” in 2018 (49% / 266 responses), up from 45% (130 responses) in 2017. Thirty-nine percent of parents (213 responses) gave PCHS a “B” and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

Staff Survey Results

School Culture

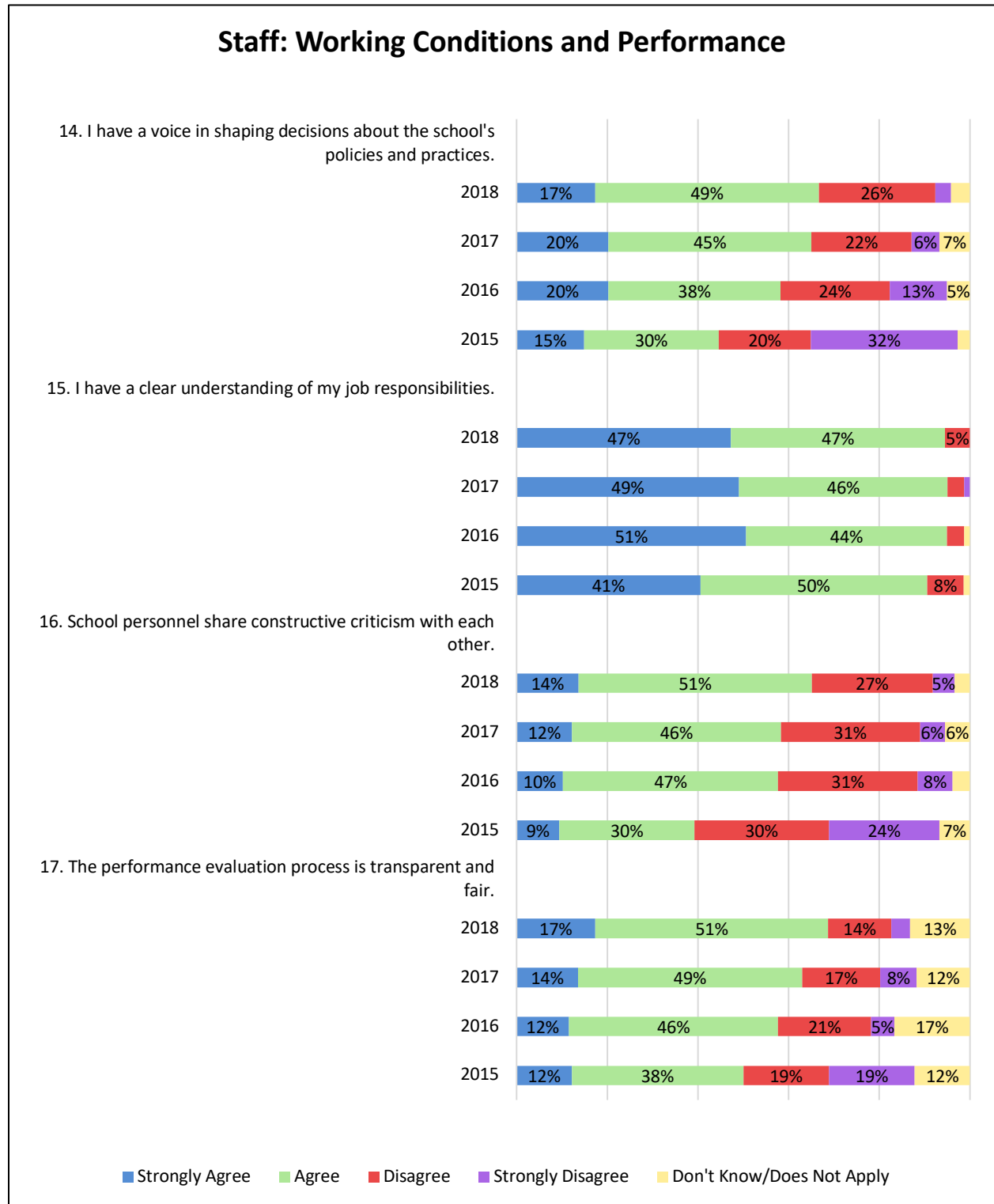


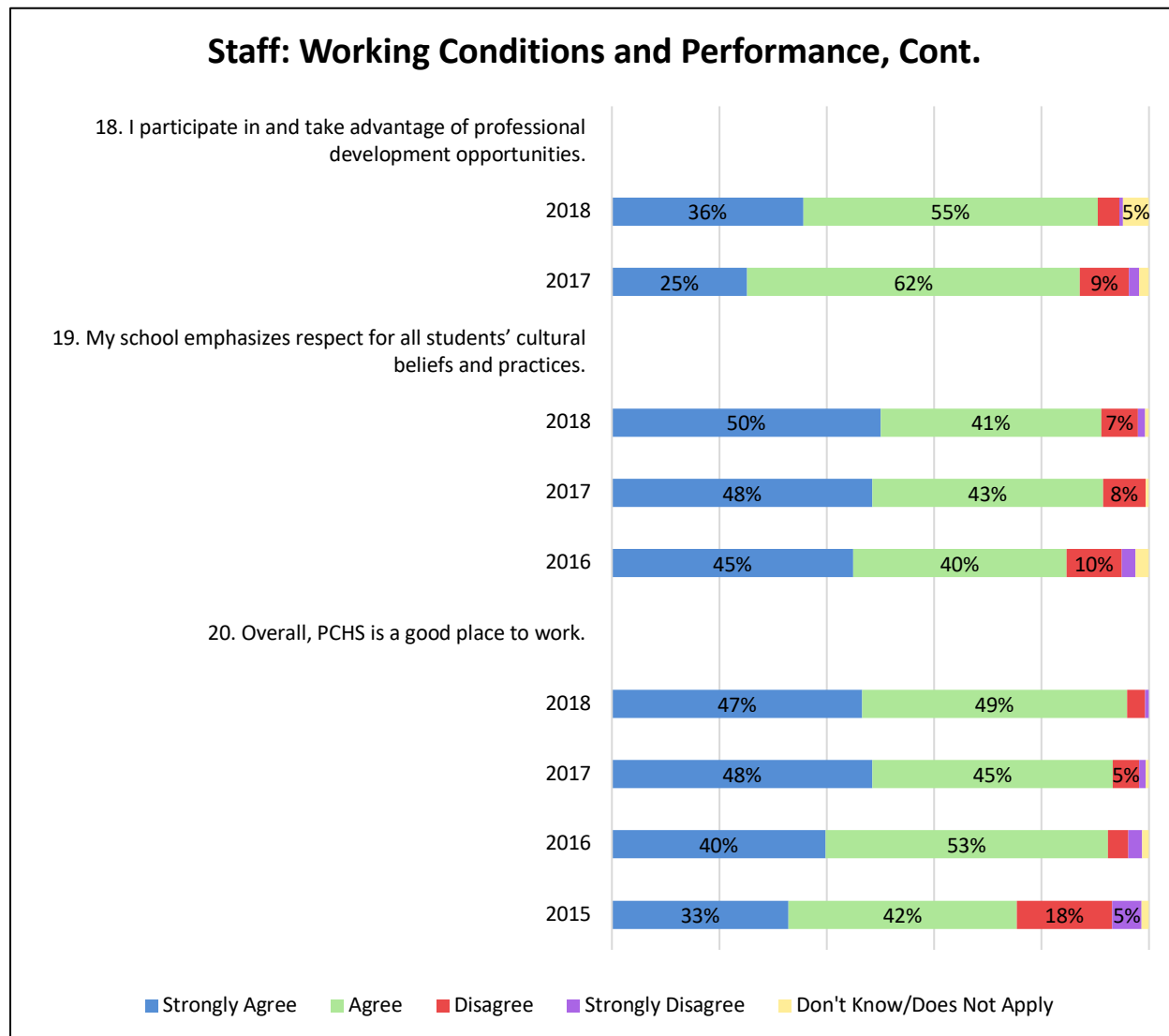




Generally, staff perceptions of school culture at Palisades have become more positive or remained consistently high over the past four years. Most notably, the percentage of staff respondents who agreed that staff morale was high increased from 17% (12 responses) in 2015 to 82% (120 responses) in 2018. 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).

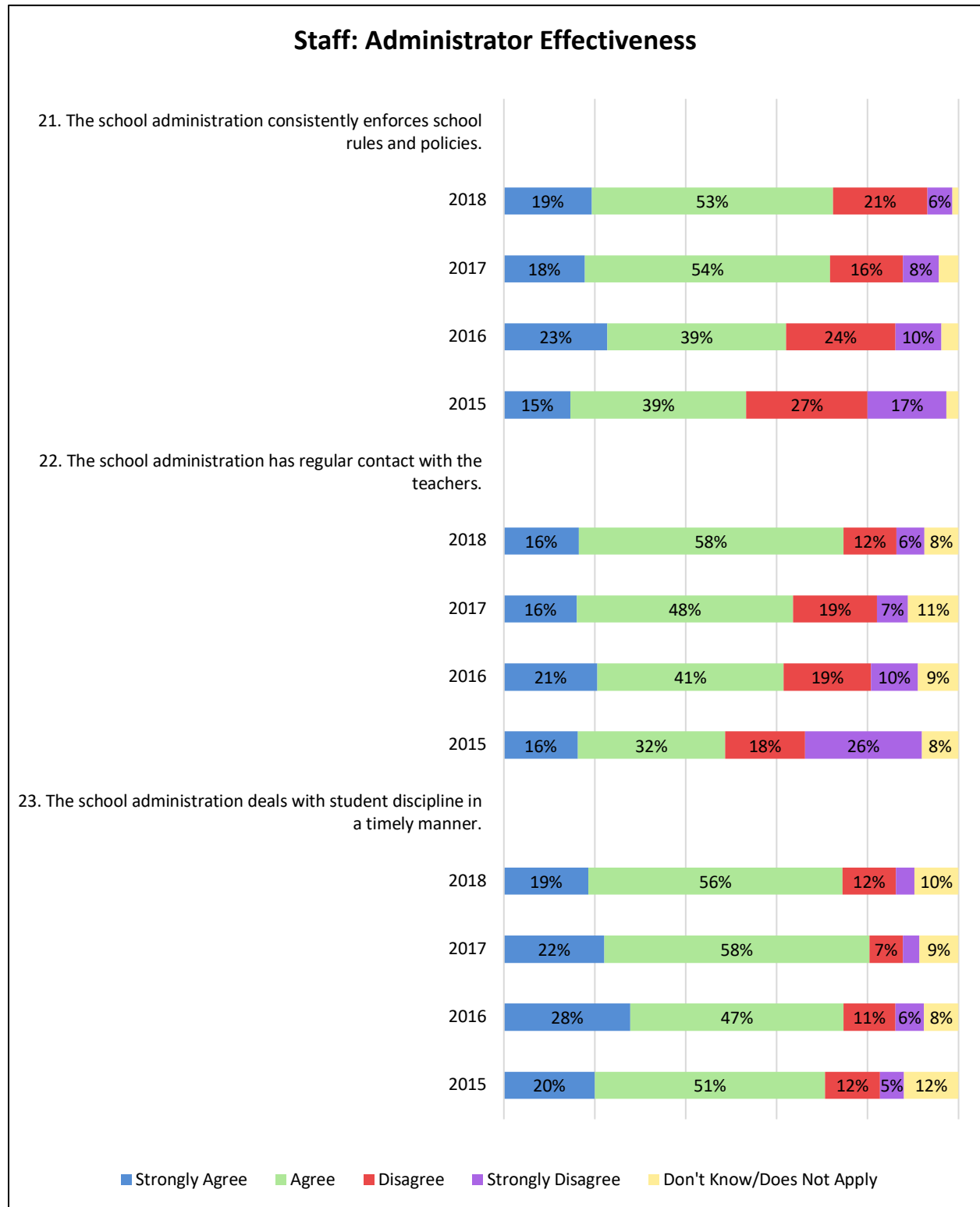
Working Conditions

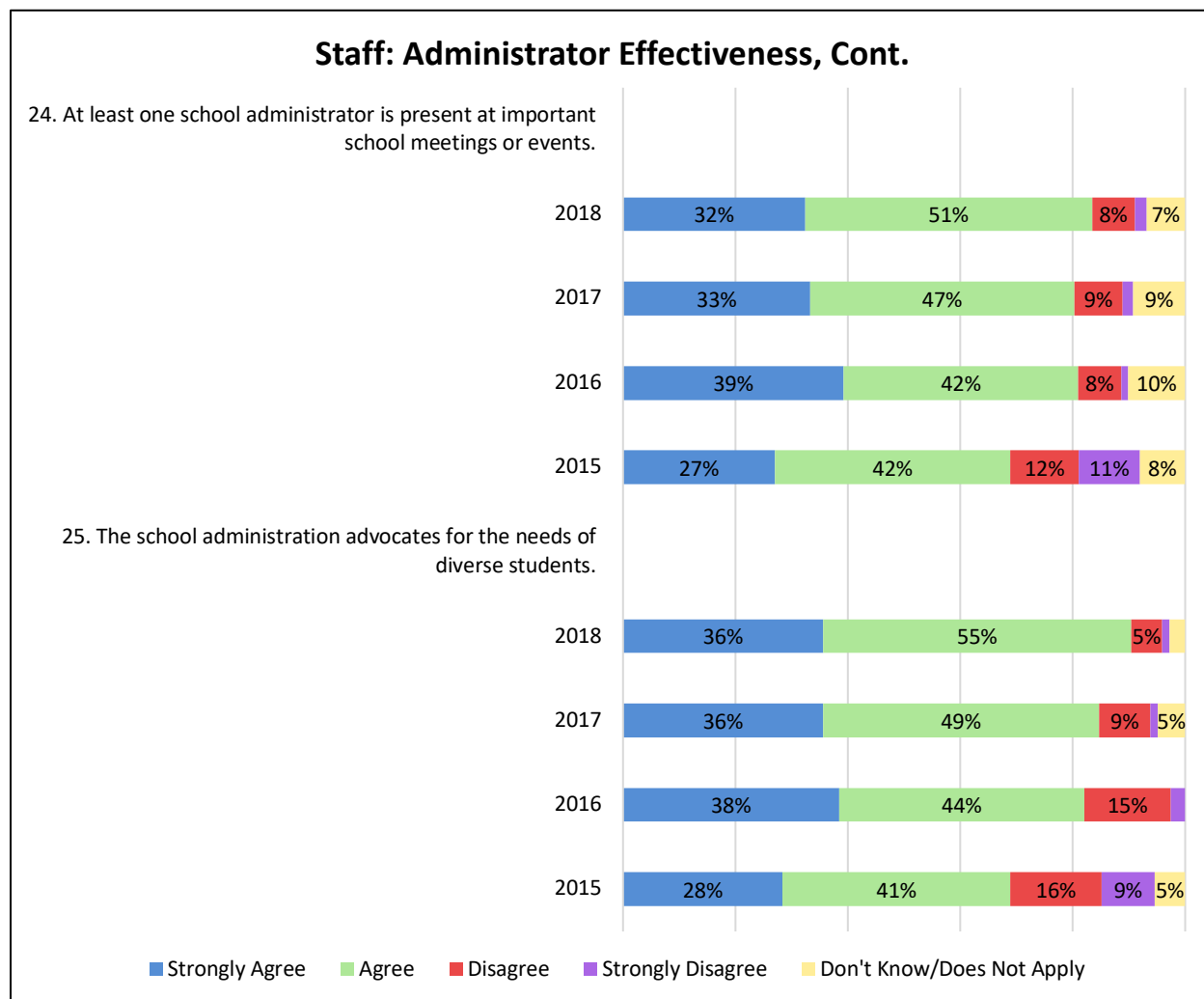




Overall, staff responses to statements concerning working conditions improved between 2015 and 2018. In particular, the vast majority of staff responded consistently that they had a clear understanding of their job responsibilities (94% / 138 responses) and that overall, PCHS was a good place to work (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.

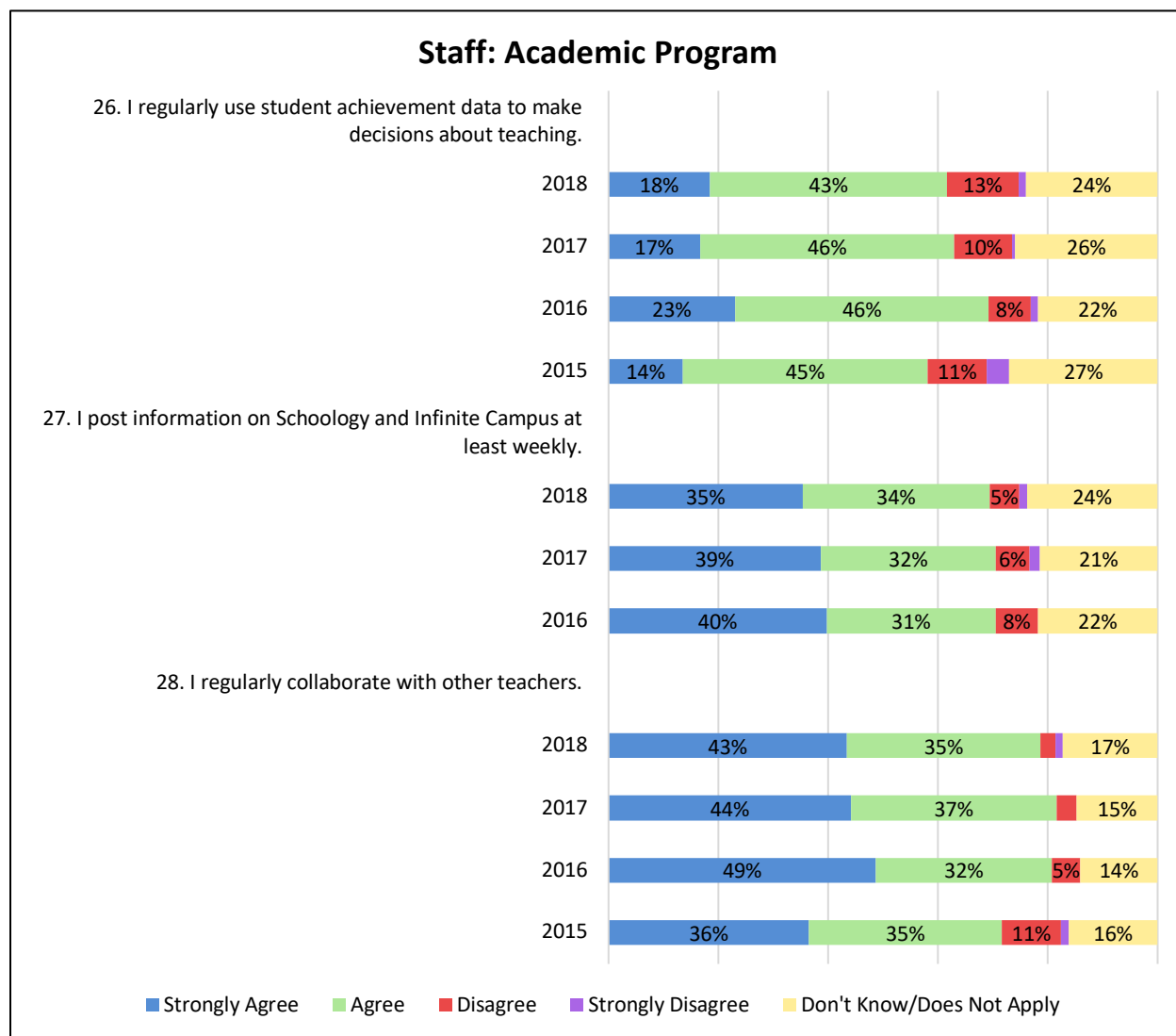
Administrator Effectiveness



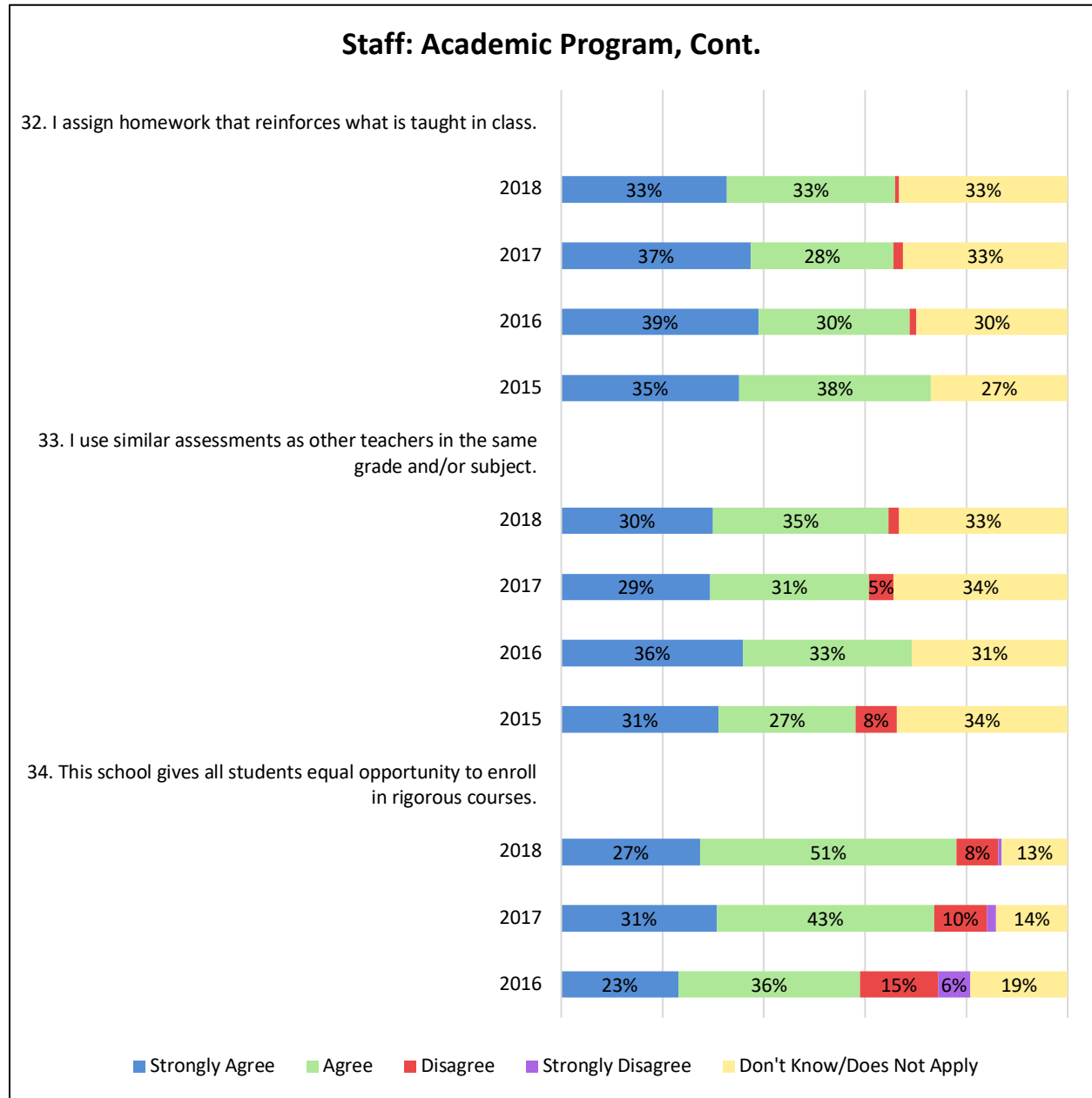


Staff perception of administrator effectiveness at PCHS improved between 2015 and 2018. Staff indicate a perception that administrators have made significant progress on advocating for the needs of diverse students. 91% of staff (132 responses) responded positively to that indicator in 2018, compared 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).

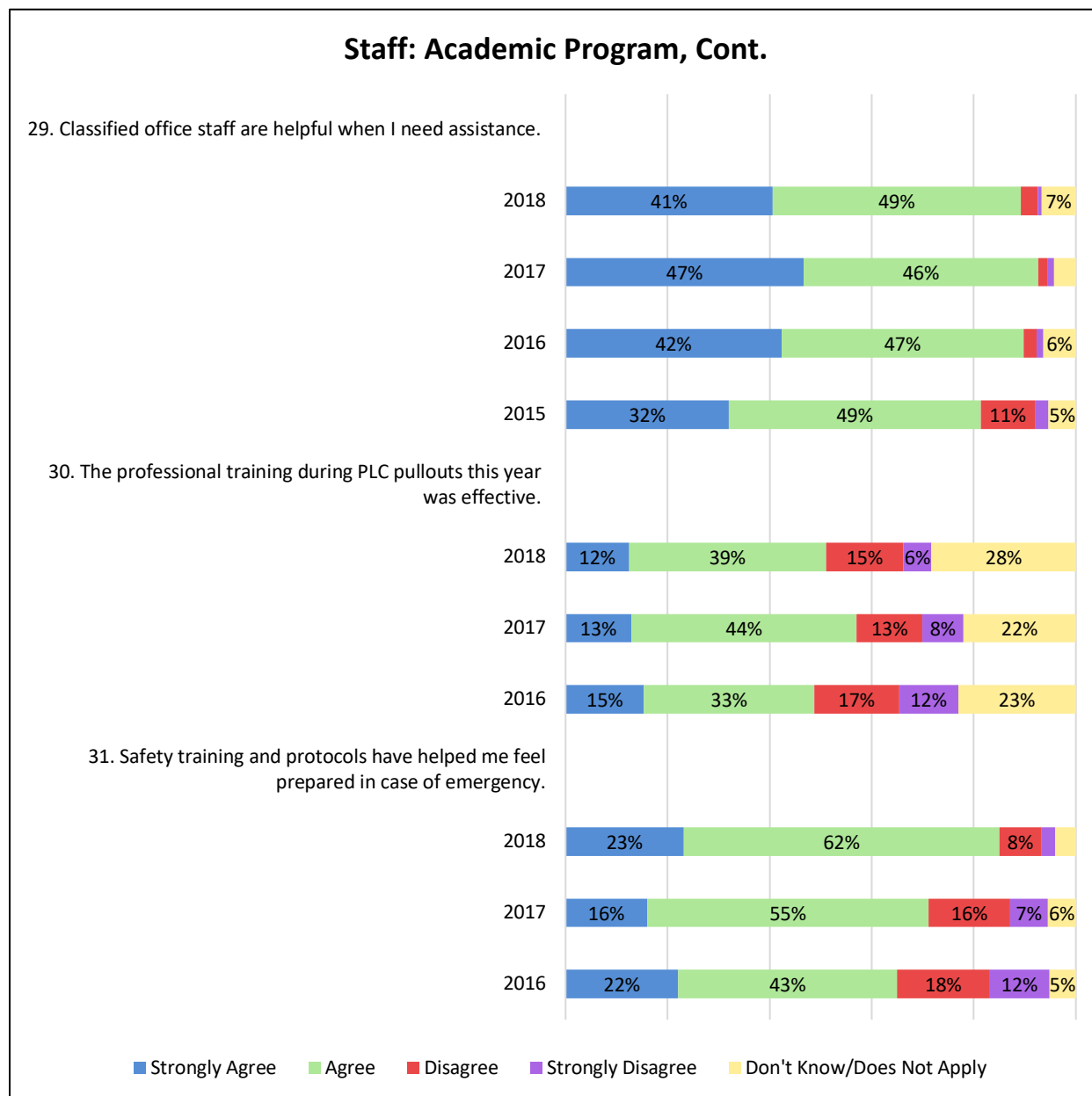
Academic Program



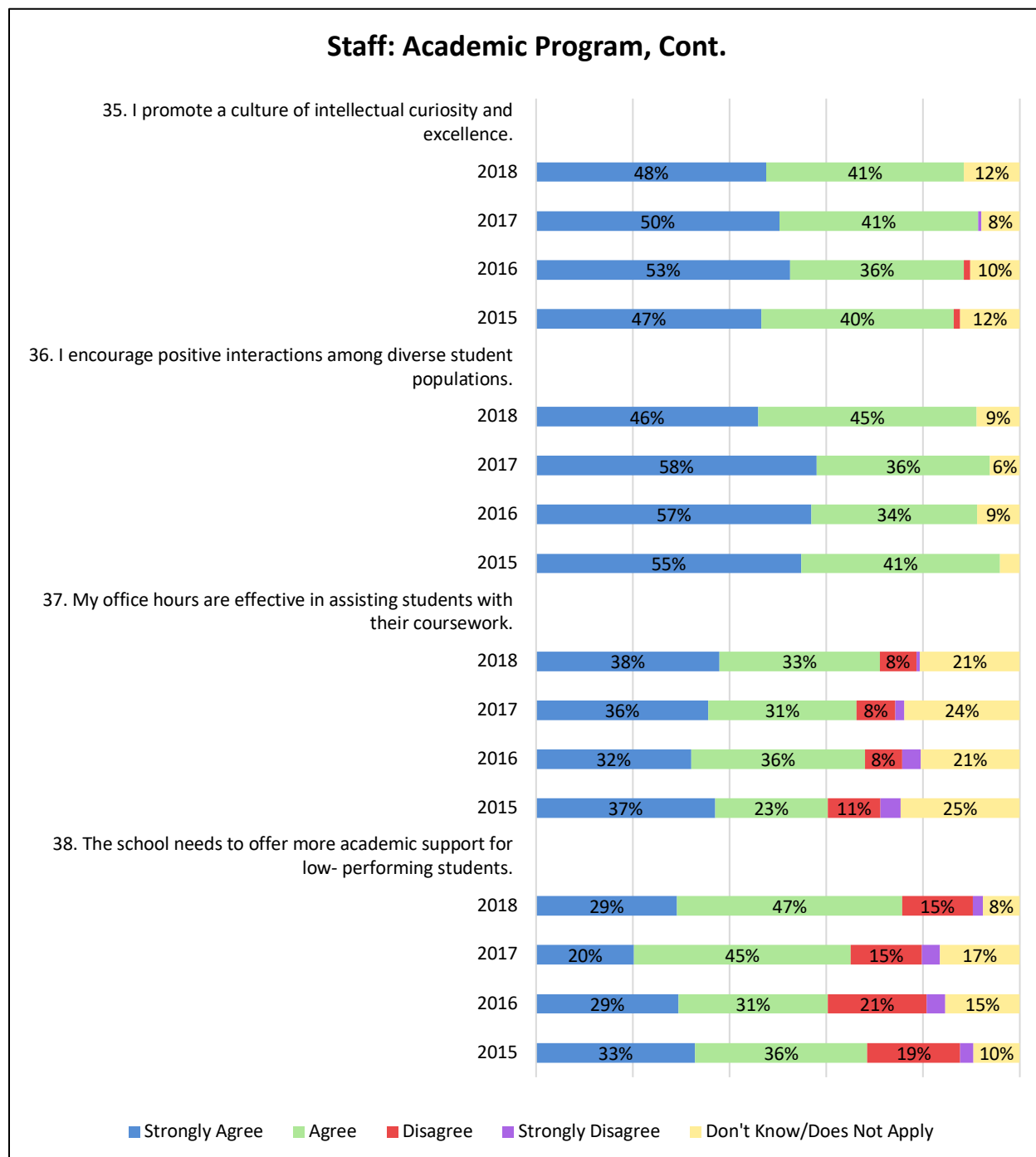
When asked to consider their own teaching practices, teachers responded relatively consistently across the four years compared in this report. The use of student achievement data remains an area for potential improvement with 14% of staff (21 responses) surveyed in 2018 *not* agreeing and nearly a quarter 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.



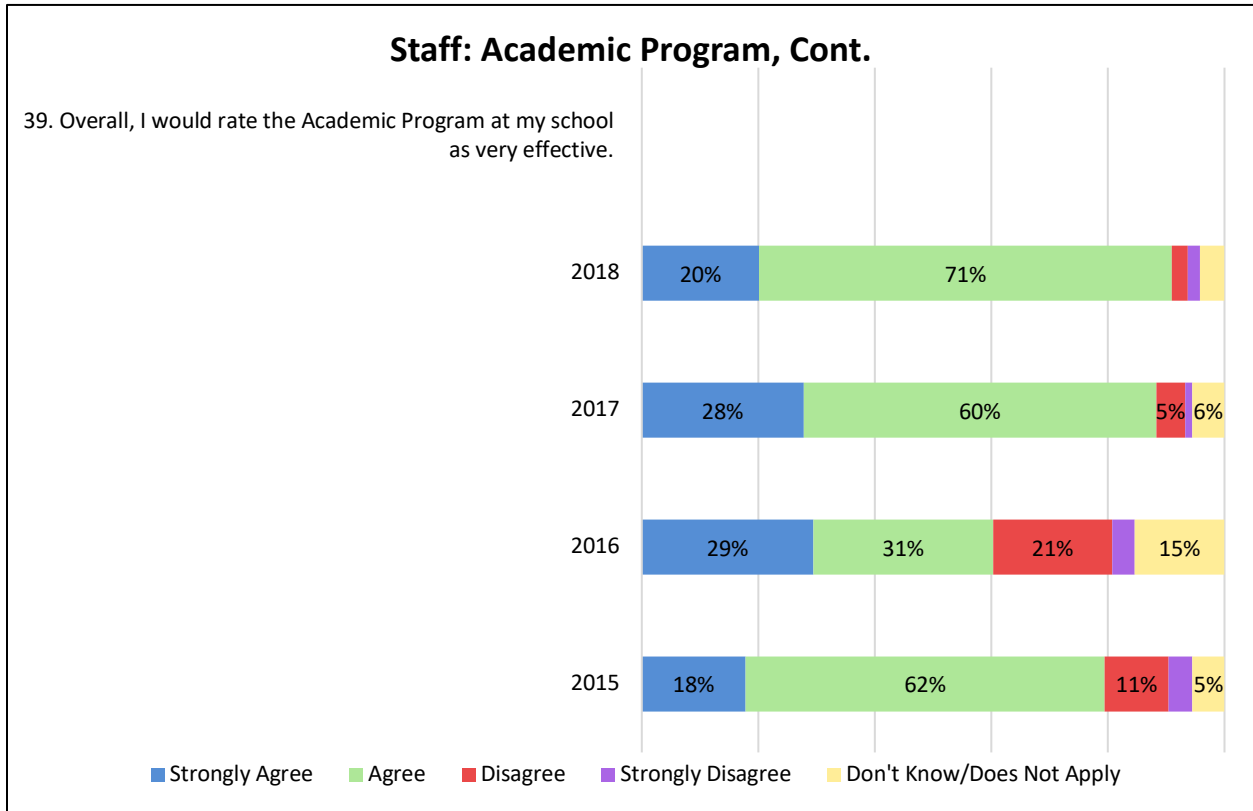
(Cont.) In 2018, only one teacher *disagreed* they assigned homework that reinforced what was taught in class and only three teachers *did not* use assessments similar to those of other teachers in the same grades or subjects. More staff also felt that PCHS gives all students equal opportunities to enroll 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.



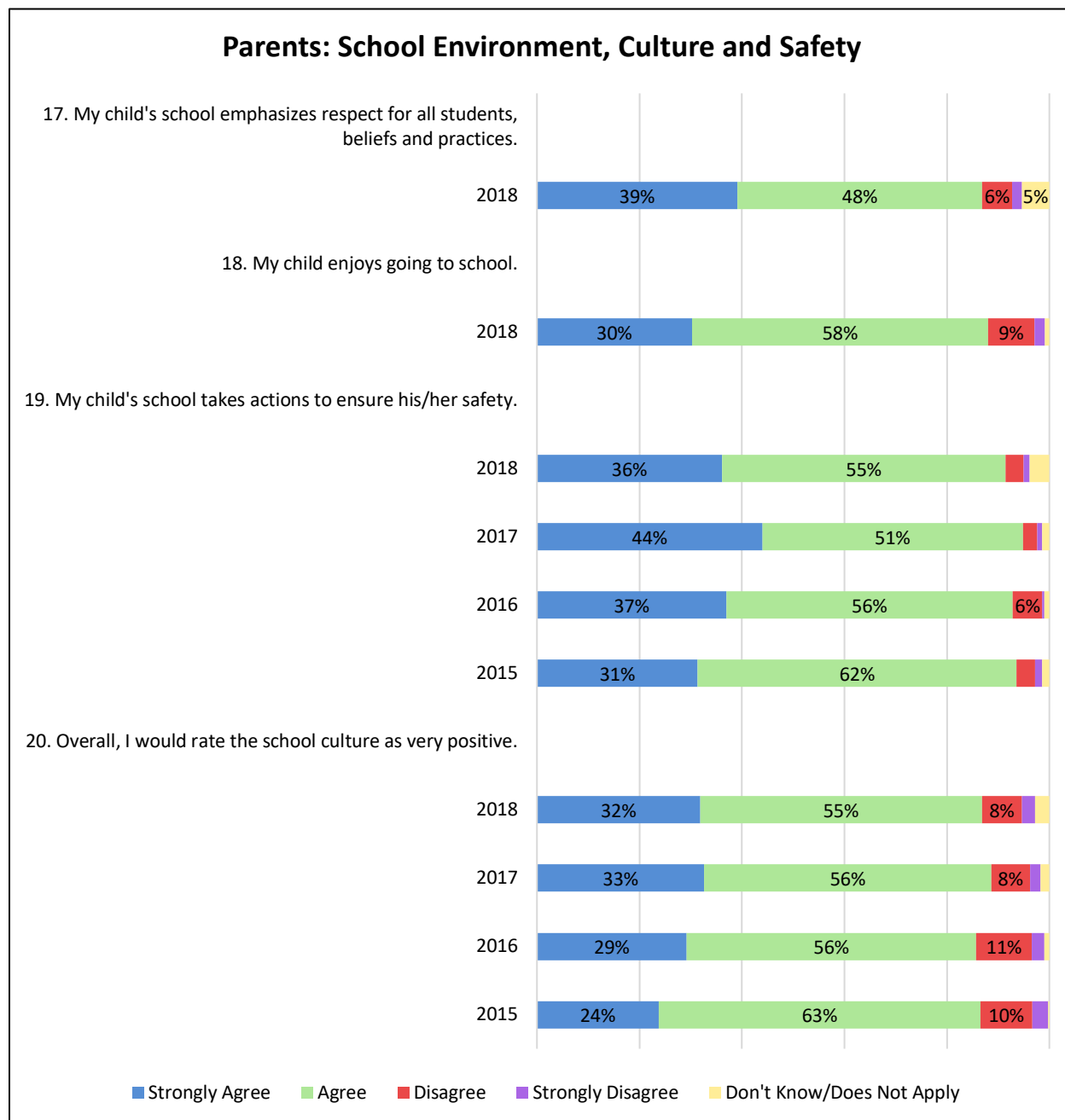
(Cont.) Staff feedback about classroom and school culture also remained relatively consistent across years. In 2018, 89% of staff surveyed (130 responses) agreed they promoted a culture of intellectual curiosity and excellence. Across all comparison years, nearly all teachers felt they encouraged positive 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.

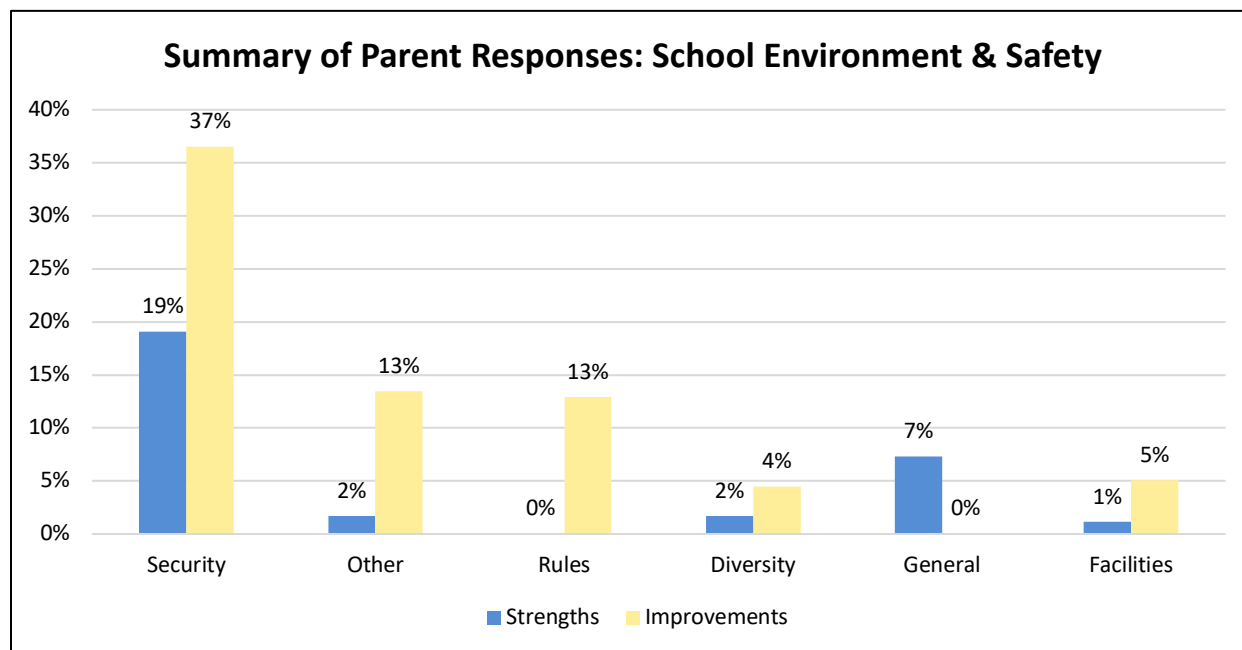
Parent Survey Results

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)

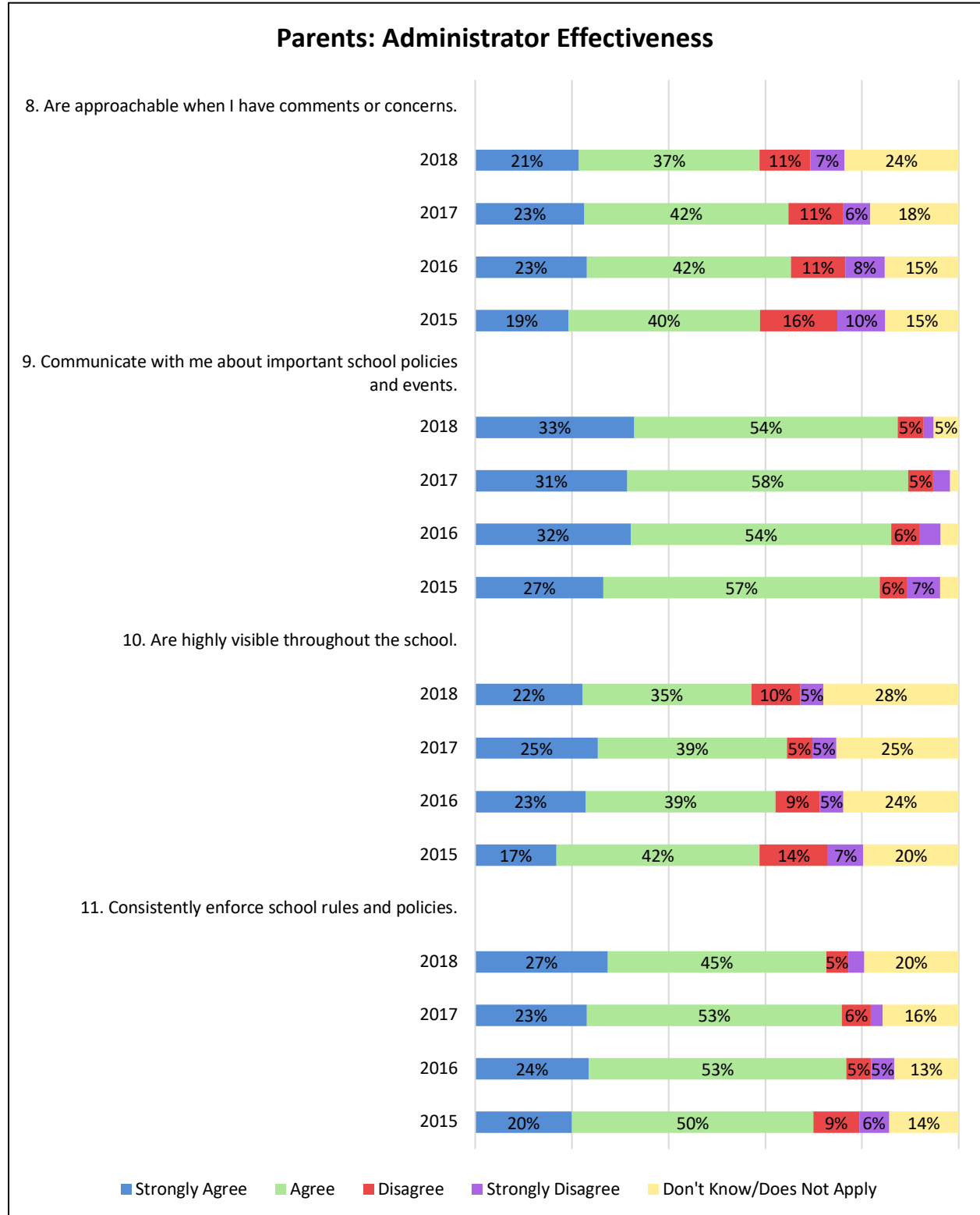
It's remarkable how the students from so many different backgrounds get along and respect each other.

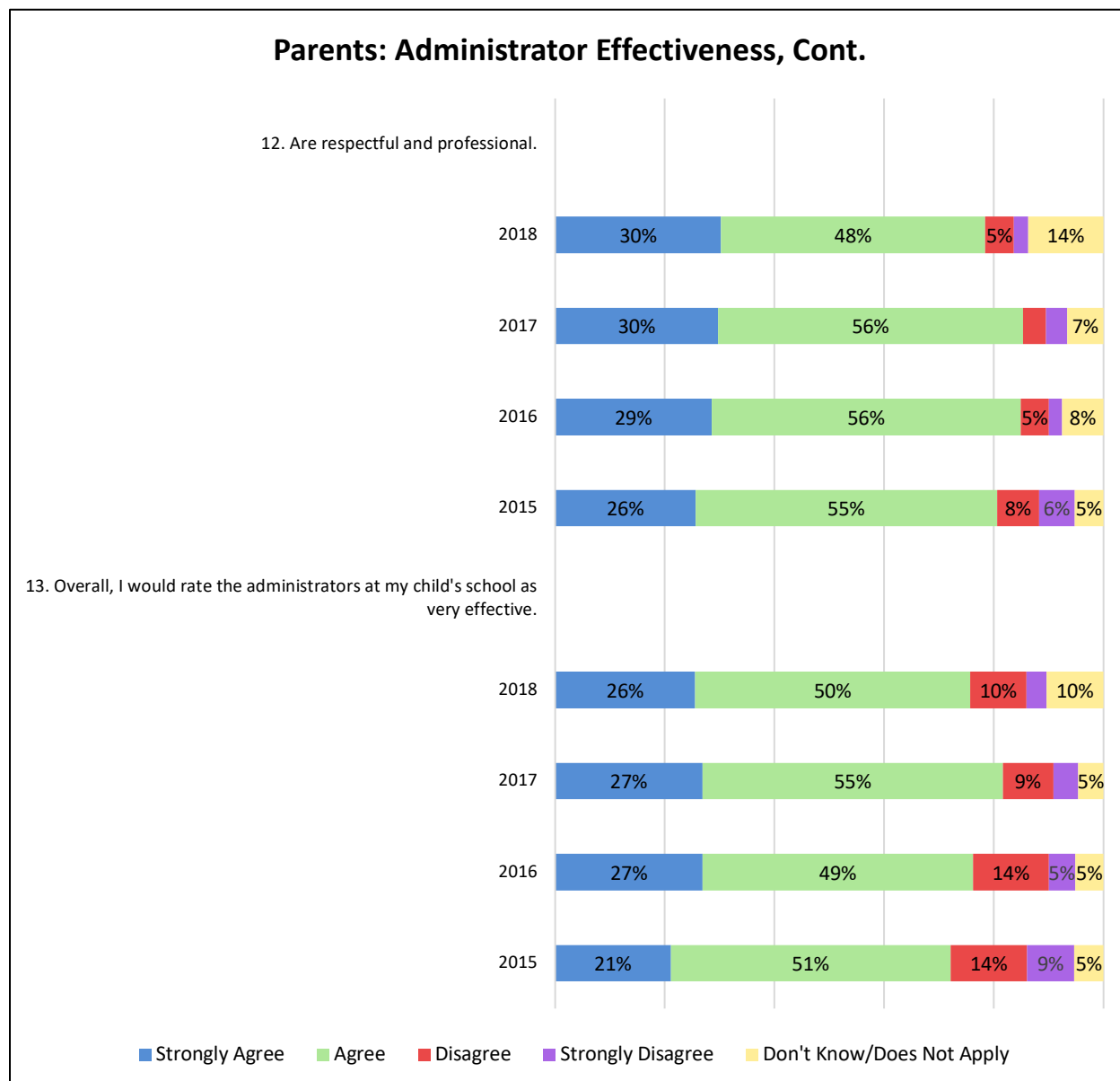
It would be comforting to see women of color and men on campus rather than only in security and catering departments. All ethnicities are not represented fairly on campus in faculty or administration.

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.

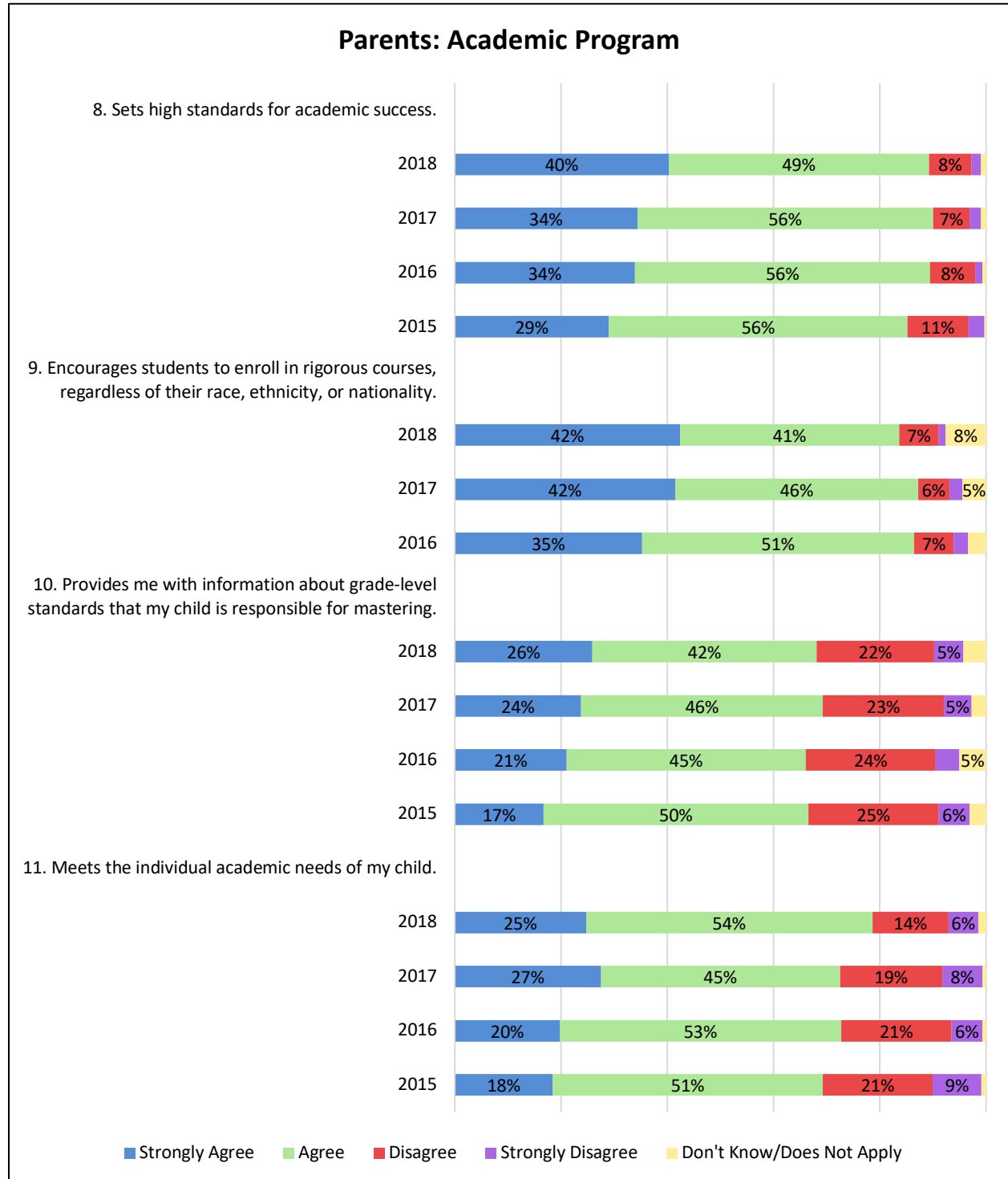
Administrator Effectiveness

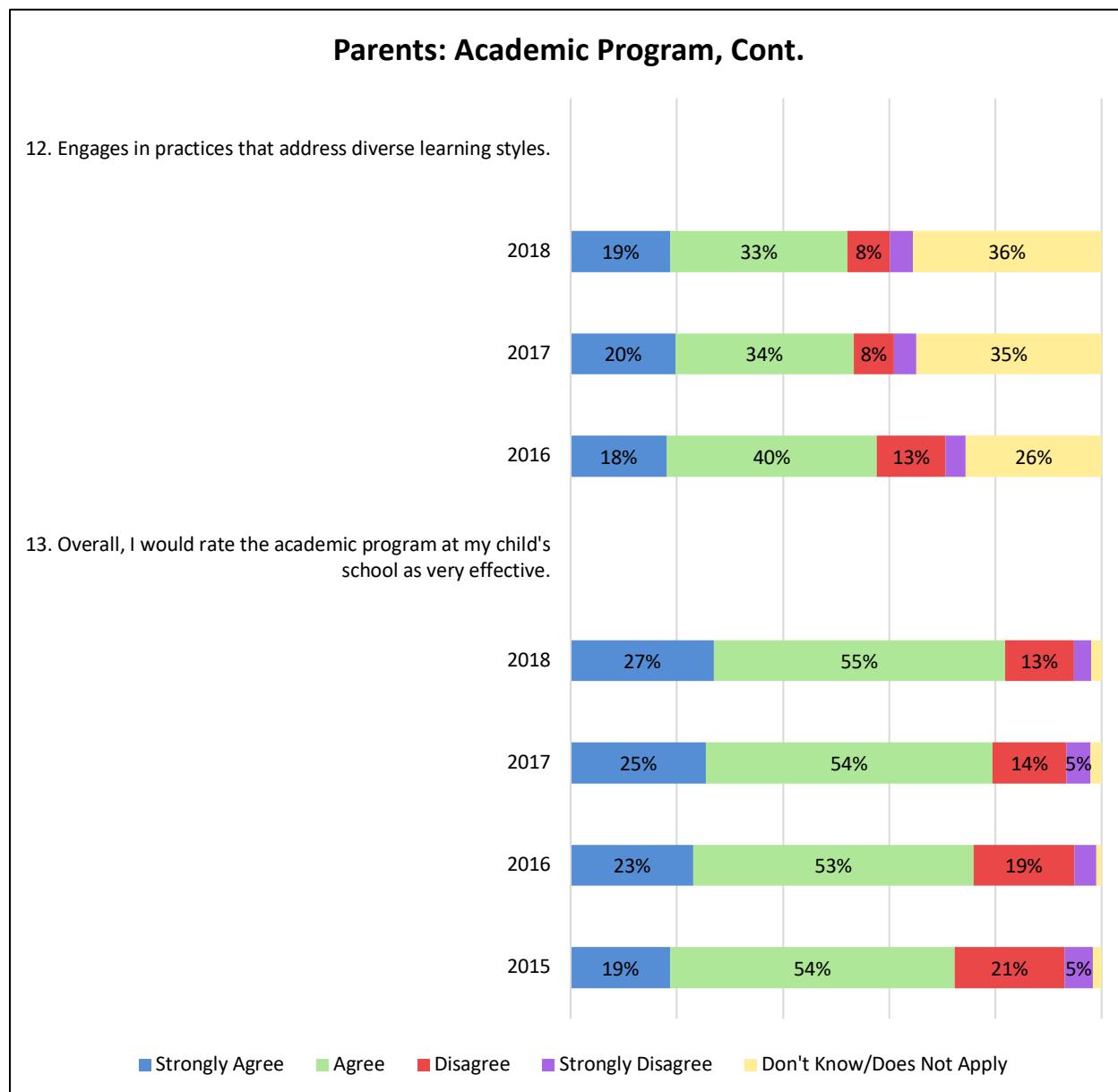




In general, parents reported favorable views about the administration at PCHS, although responses across all indicators were slightly less positive in 2018 than in 2017. As in previous years, most parents agreed the school communicated with parents about important school policies and events (87% / 504 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.

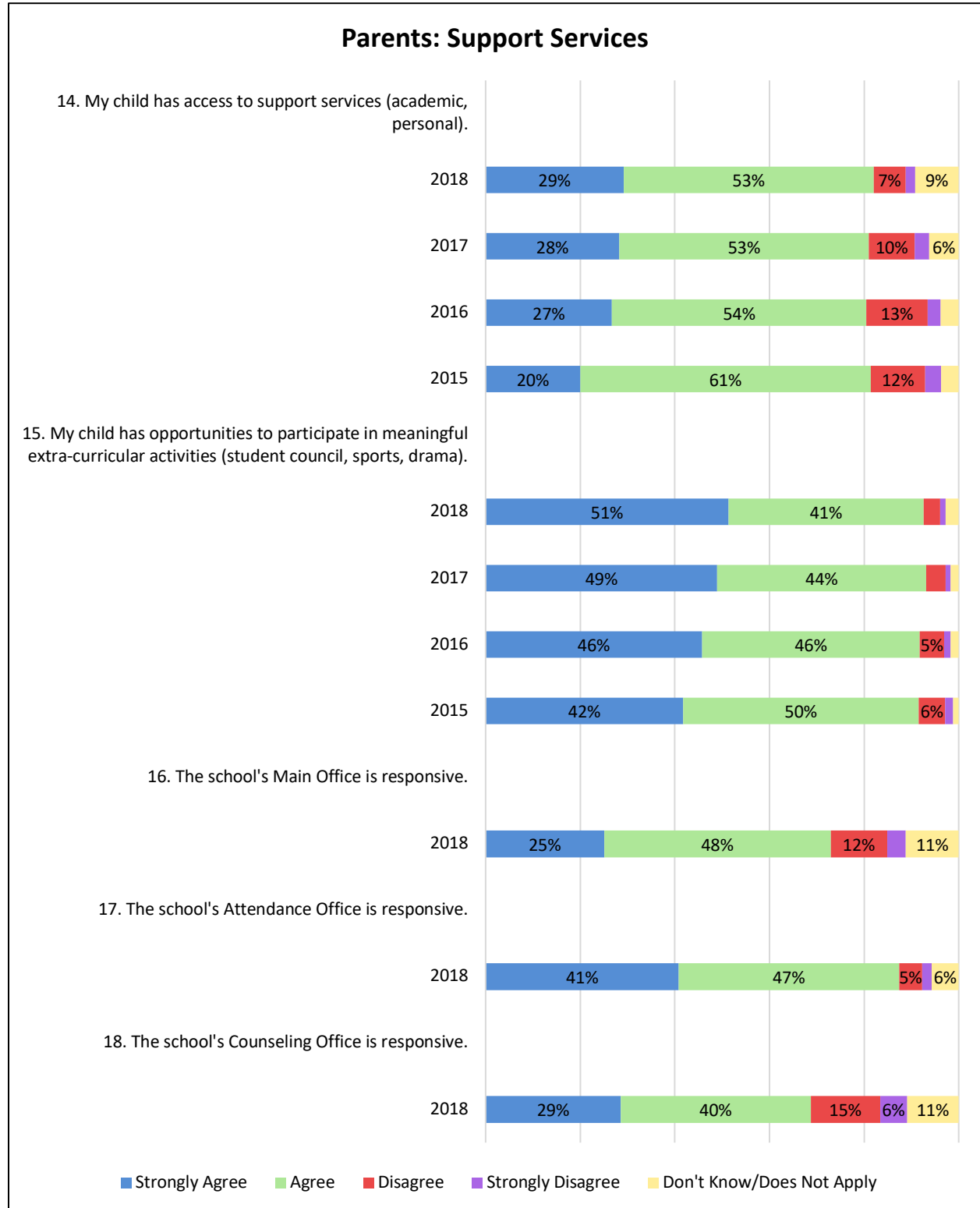
Academic Program

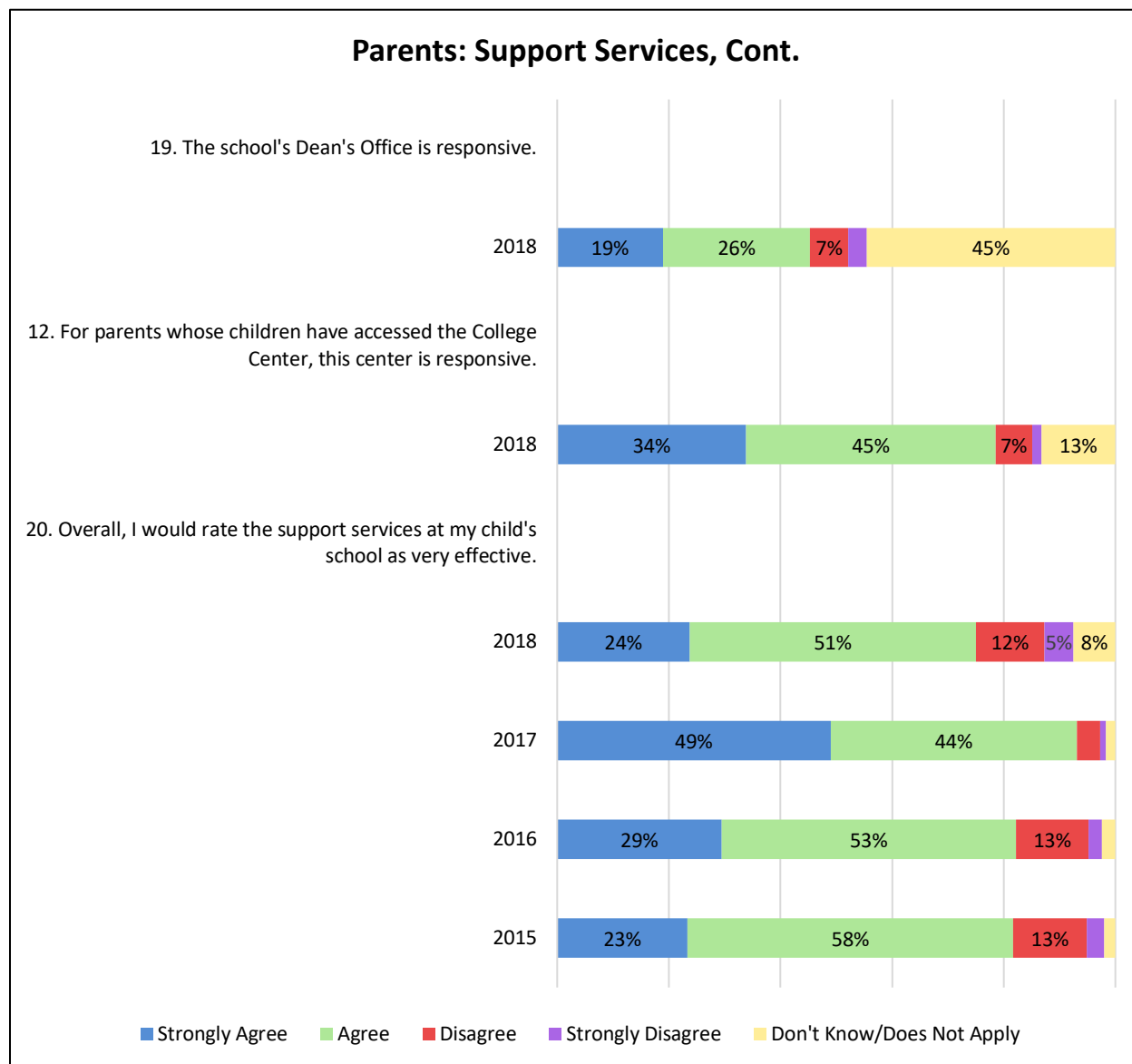




Parent feedback about the academic program at PCHS was generally positive, although some areas for improvement are indicated in their responses. Overall, 82% of parent respondents (328 responses) rated the academic program as very effective, the highest overall approval over the four-years of survey 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.

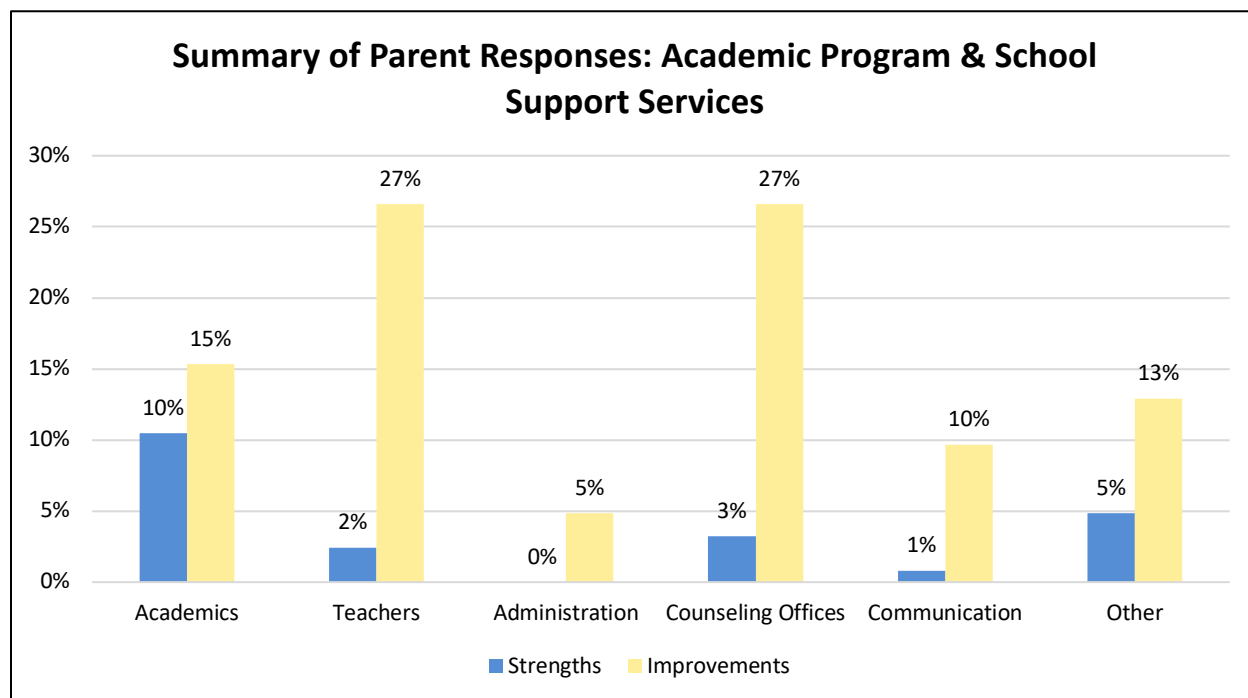
School Support Services





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 it 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.

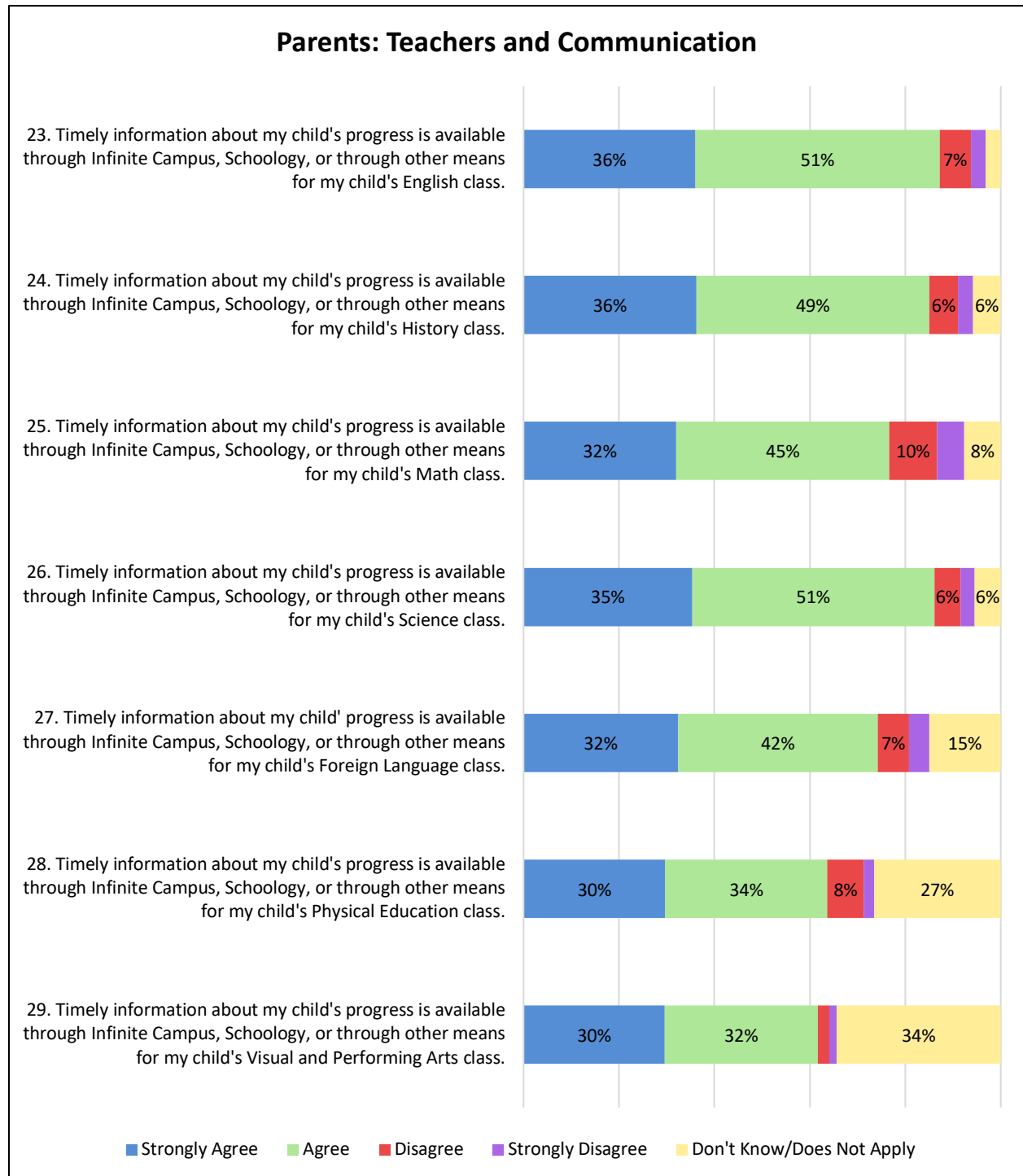
While there are resources on campus, the accessibility to teachers and their support of individual student needs varies widely.

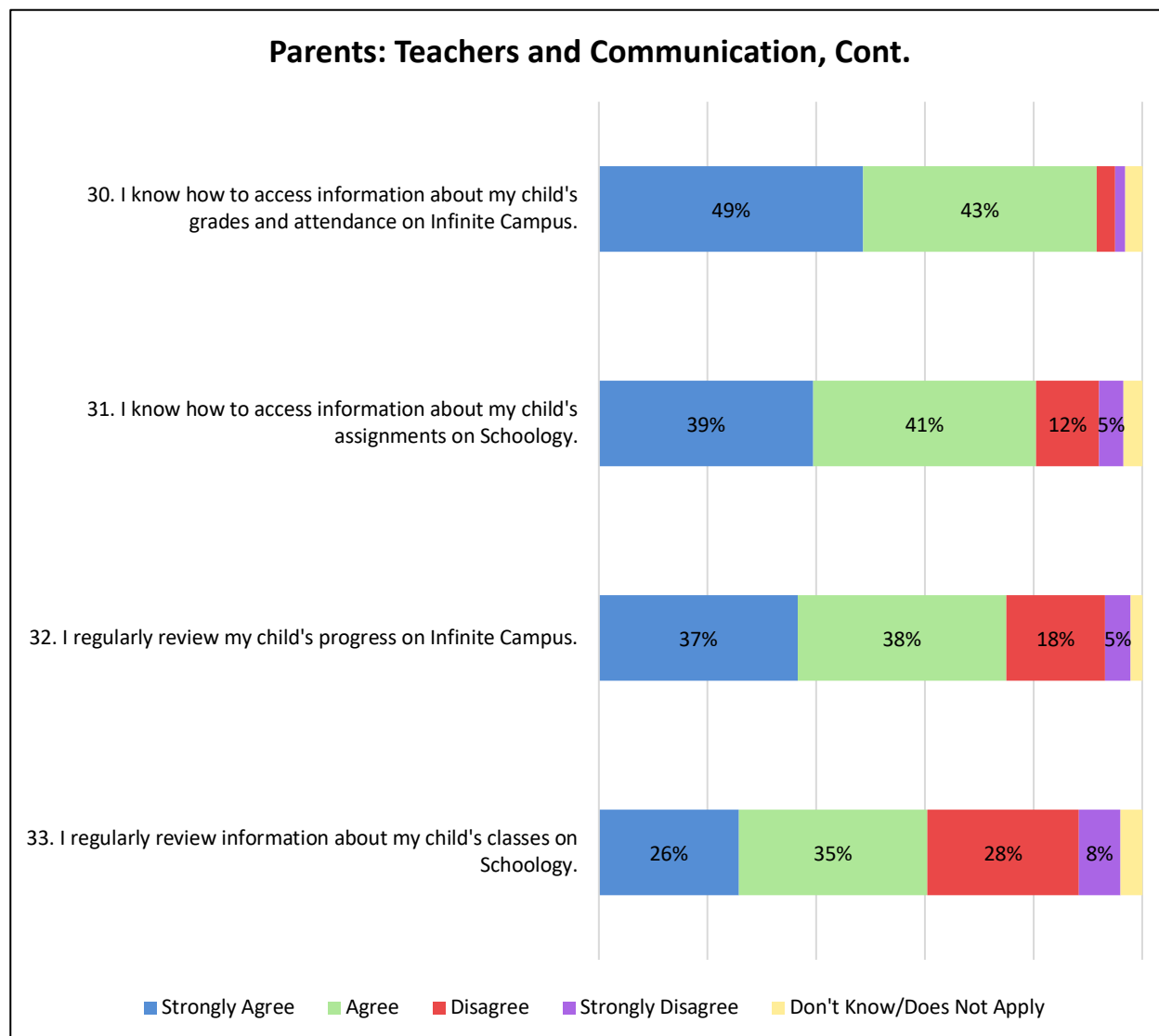
Administration (6 responses: 0 strengths, 6 improvements)

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

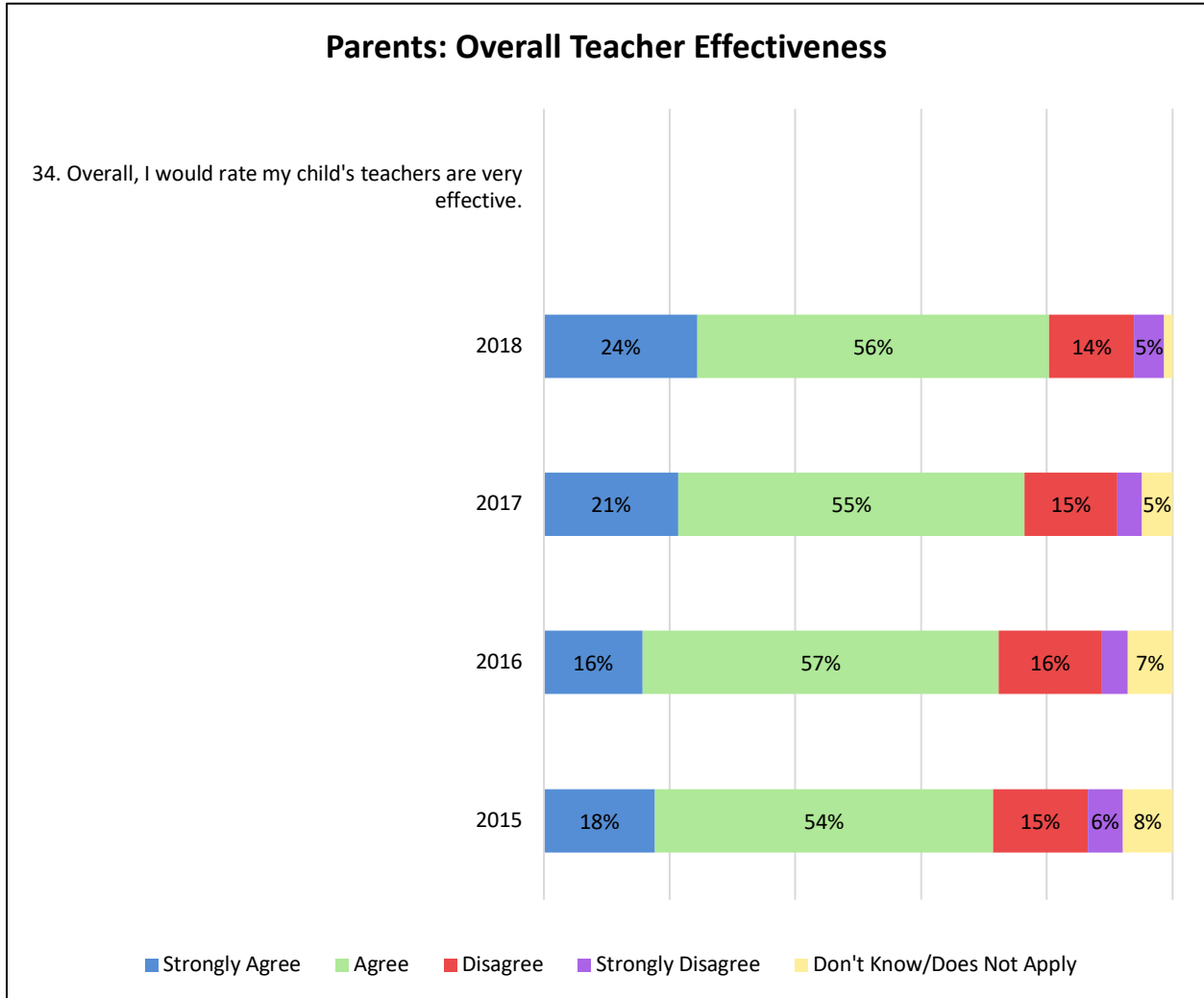
The dean is not very responsive.

Teacher Effectiveness



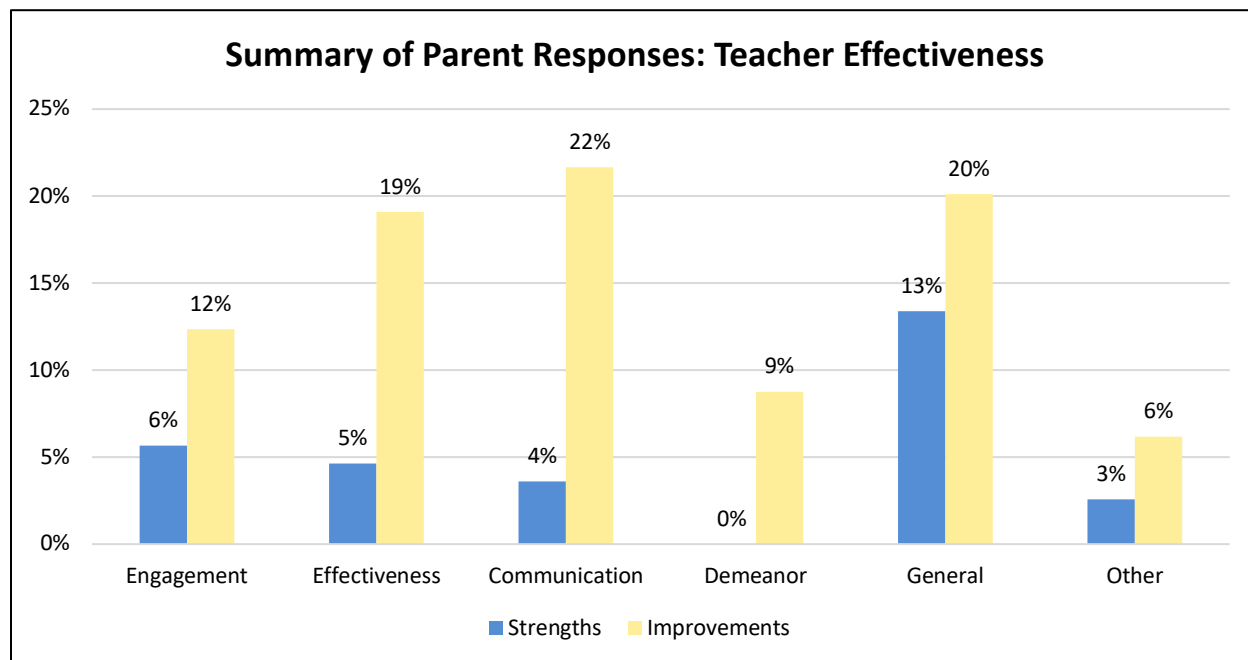


Parent responses indicated a high level of awareness and a moderate level of usage of online platforms for communication about their child’s academic progress. Parents mostly agreed with that timely information about their child’s progress was available to them via Infinite Campus, Schoology or other 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.

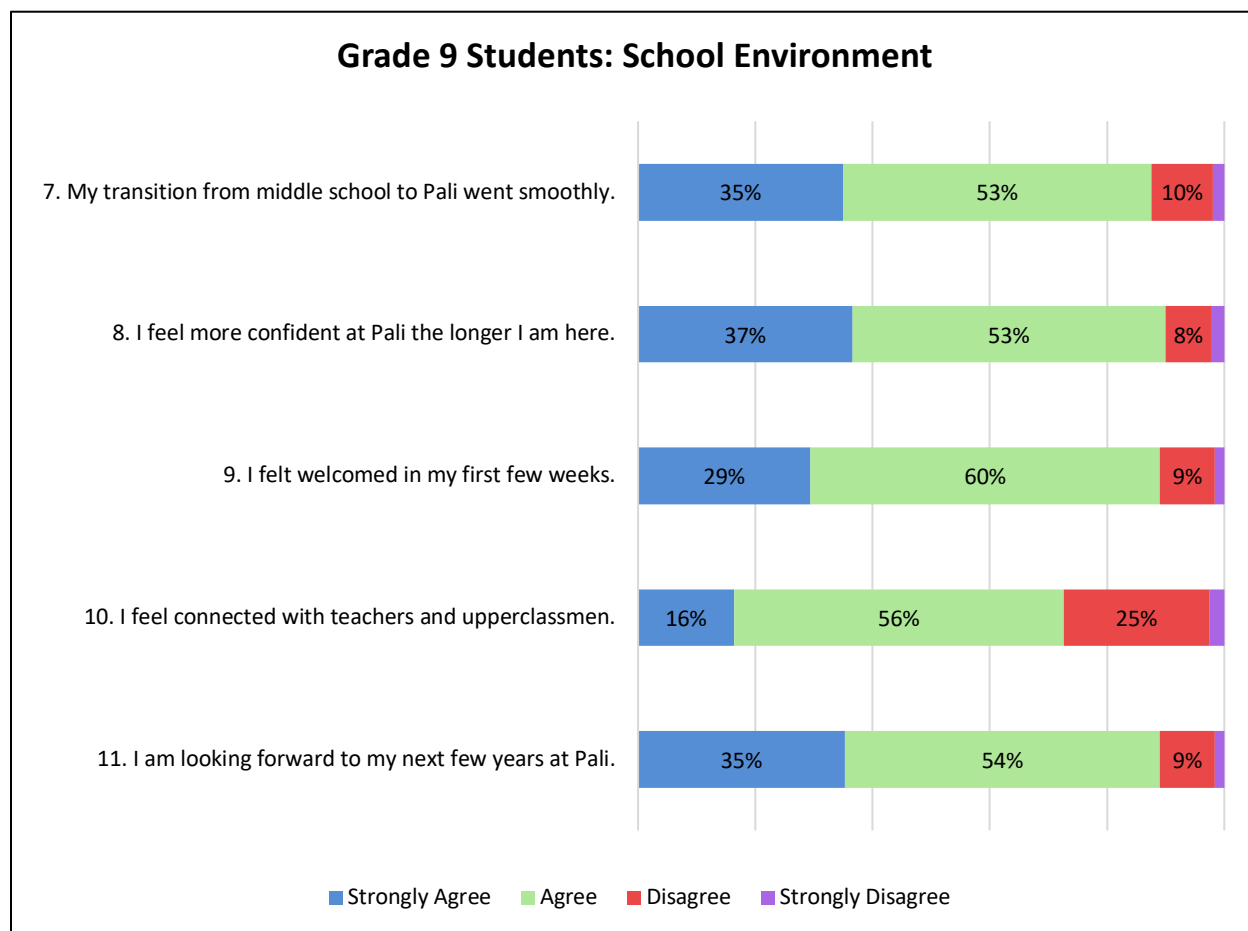
Demeanor (17 responses: 0 strengths, 17 improvements)

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.

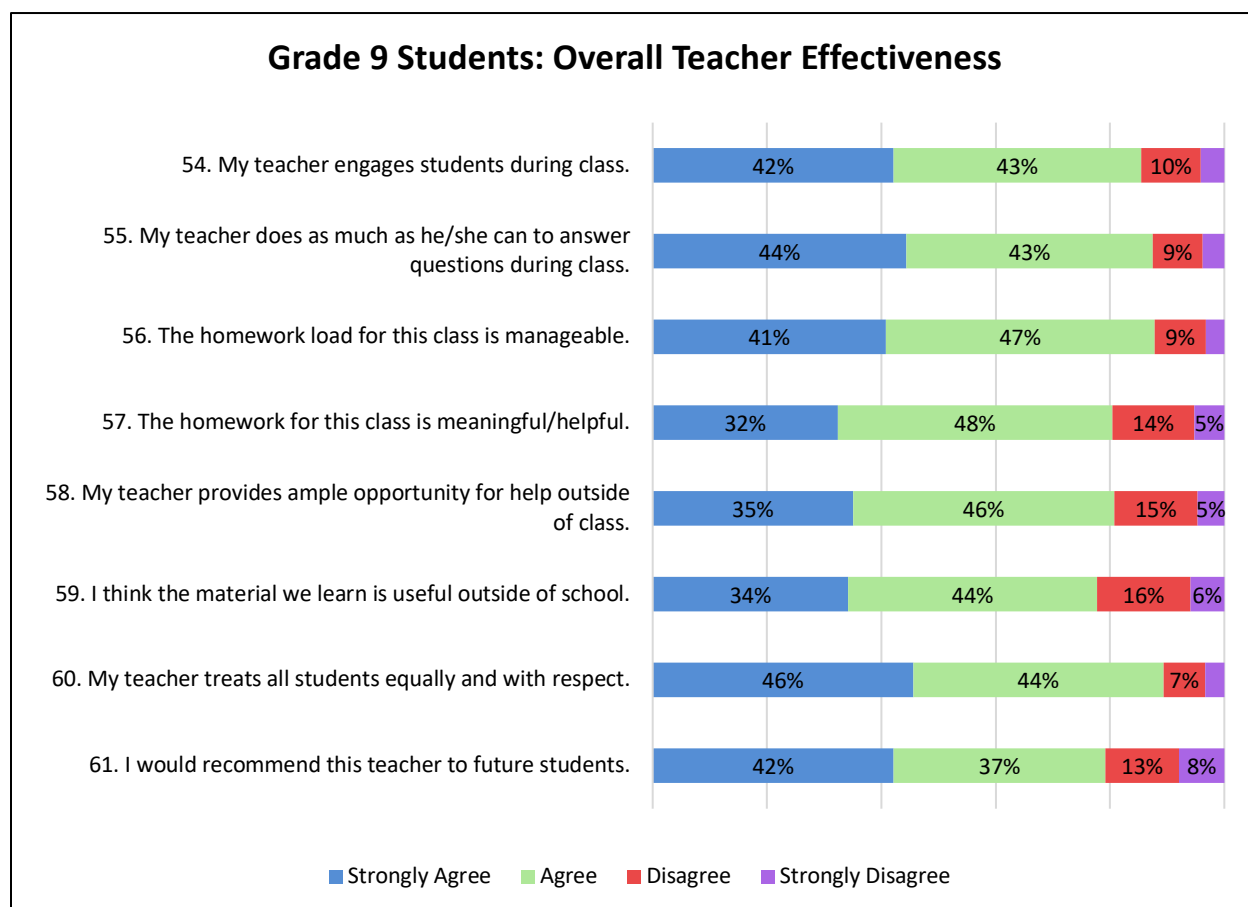
Student Survey Results

My School

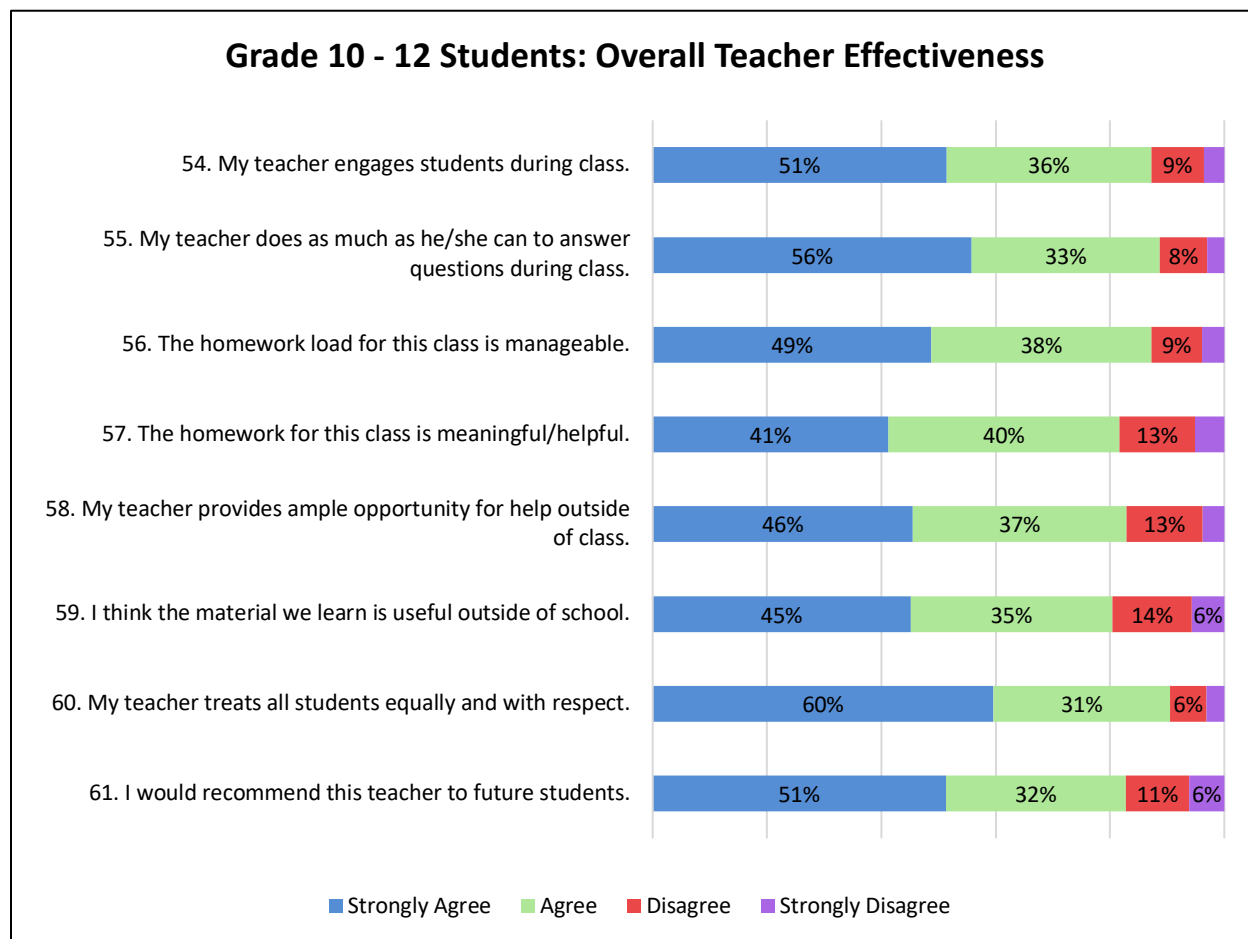


Grade 9 students expressed very positive views of the PCHS environment and of their transition into the school. The overwhelming majority of 9th grade students felt their transition from middle school to PCHS went smoothly (88% / 551 responses), that they felt welcomed in their first few weeks (89% / 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

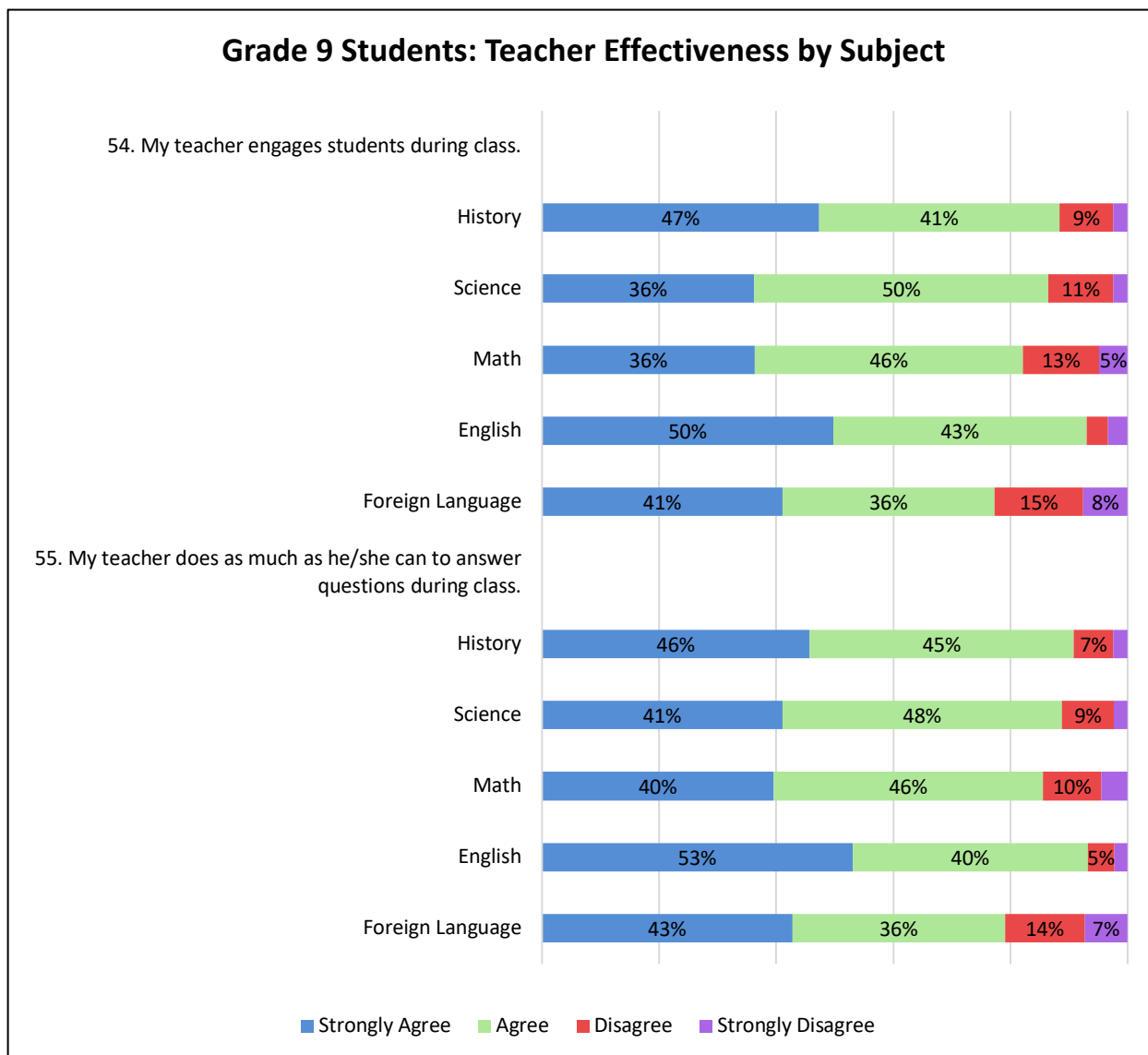


Ninth graders overall had a positive opinion of their teachers. Most students felt their teachers engaged students during class (85% / 427 responses), did as much as they could to answer questions in class (87% / 437 responses), treated all students equally and with respect (90% / 446 responses), and 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.

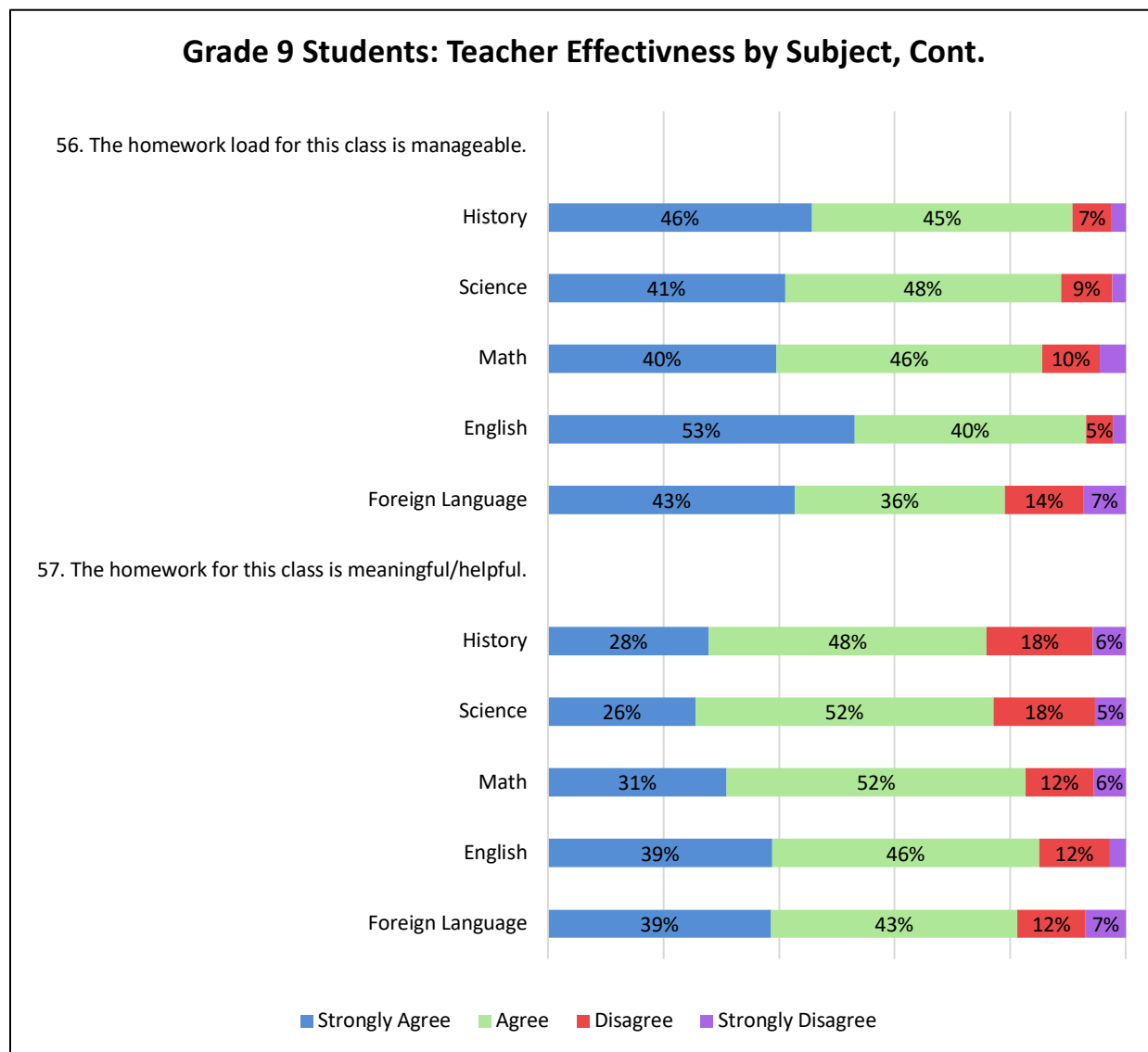


Tenth through 12th grade students, like the 9th grade students, had a positive opinion of their teachers. Most students felt their teachers engaged students during class (87% / 978 responses), that their teachers do as much as they can to answer questions in class (89% / 994 responses), that teachers 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.

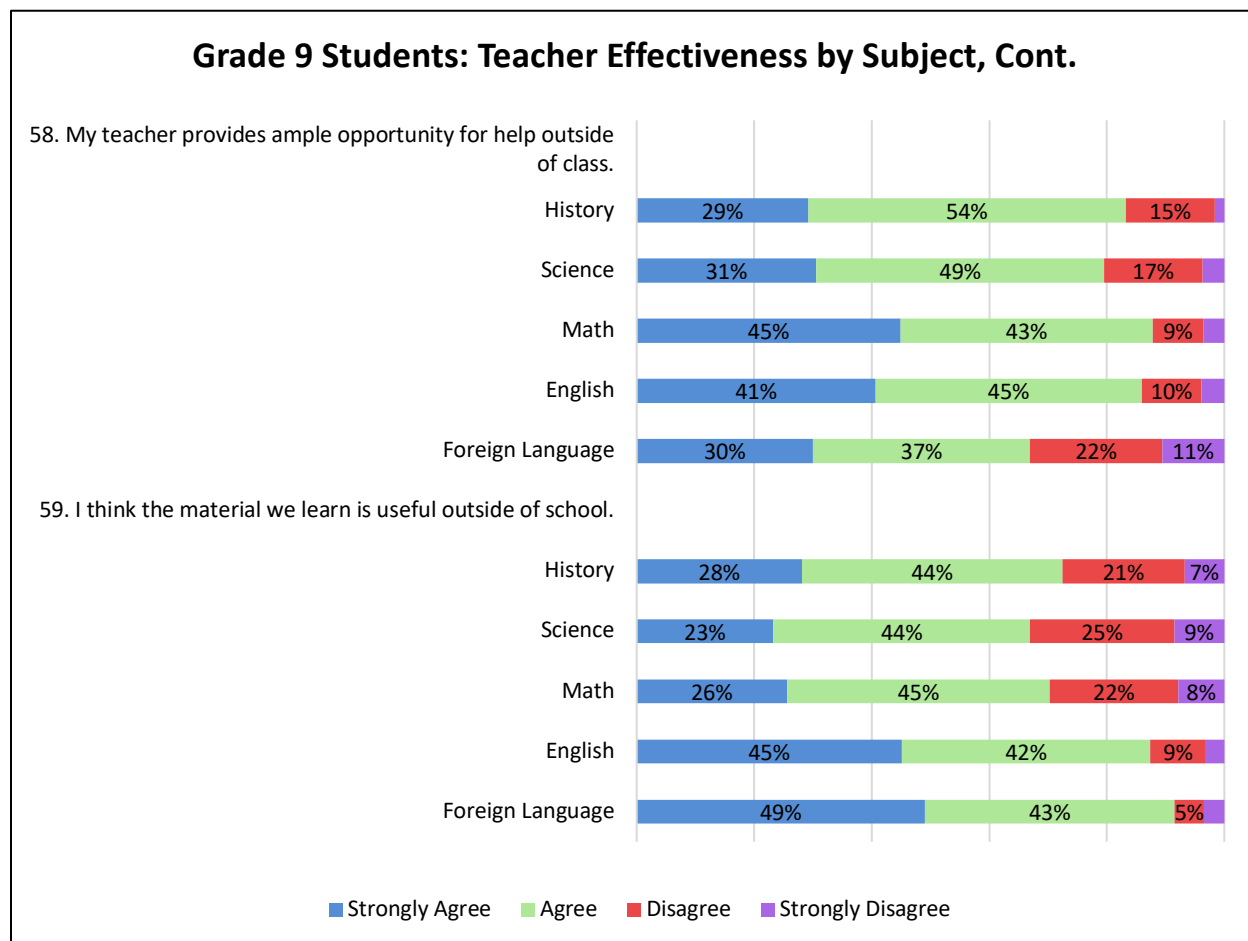
Teacher Effectiveness by Subject



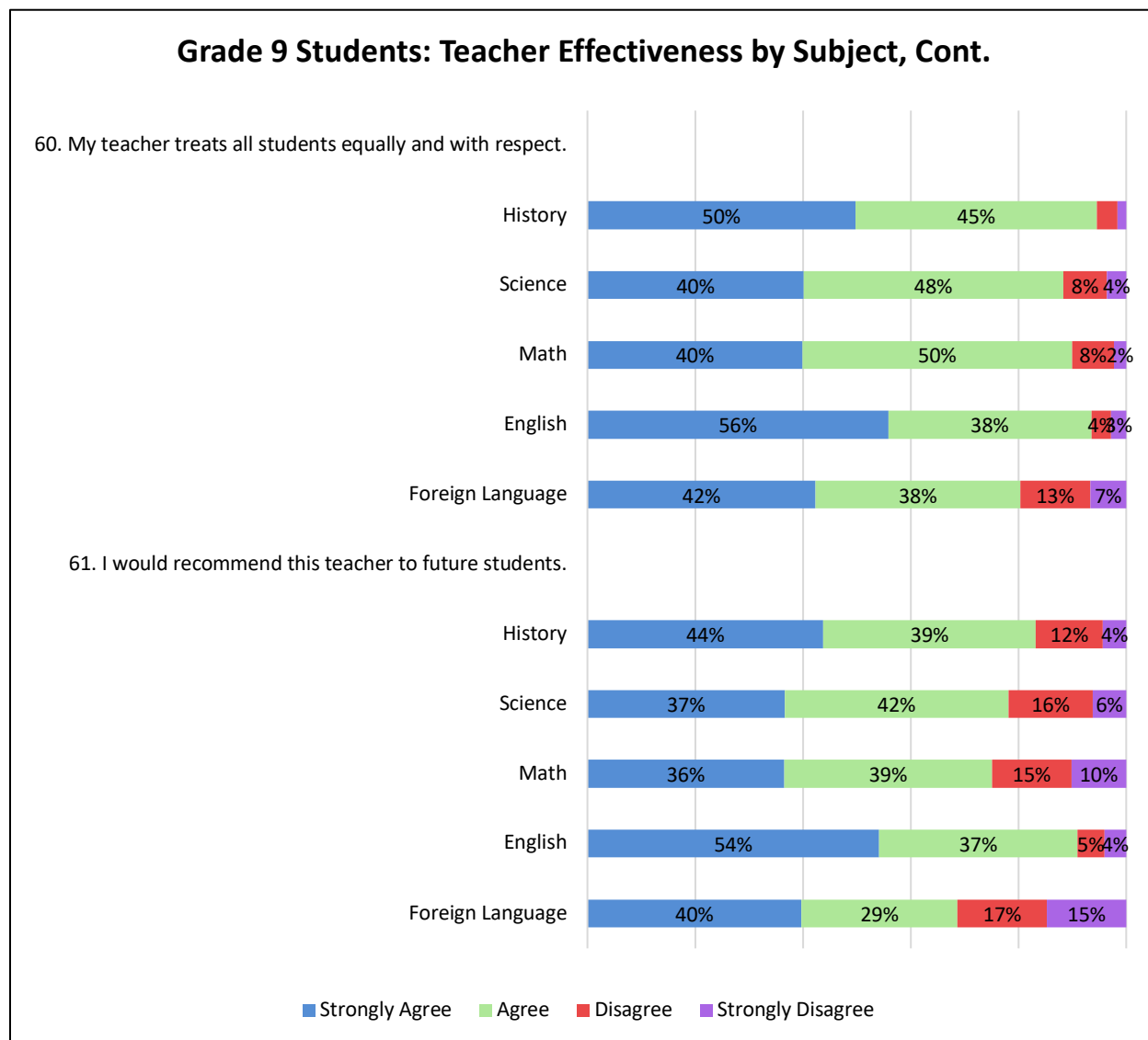
Ninth grade students felt especially positive about their English teachers; 93% of students (503 responses) felt their English teacher engaged students during class and did as much as they could do answer questions during class. Students indicated similar levels of satisfaction with teacher engagement 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.



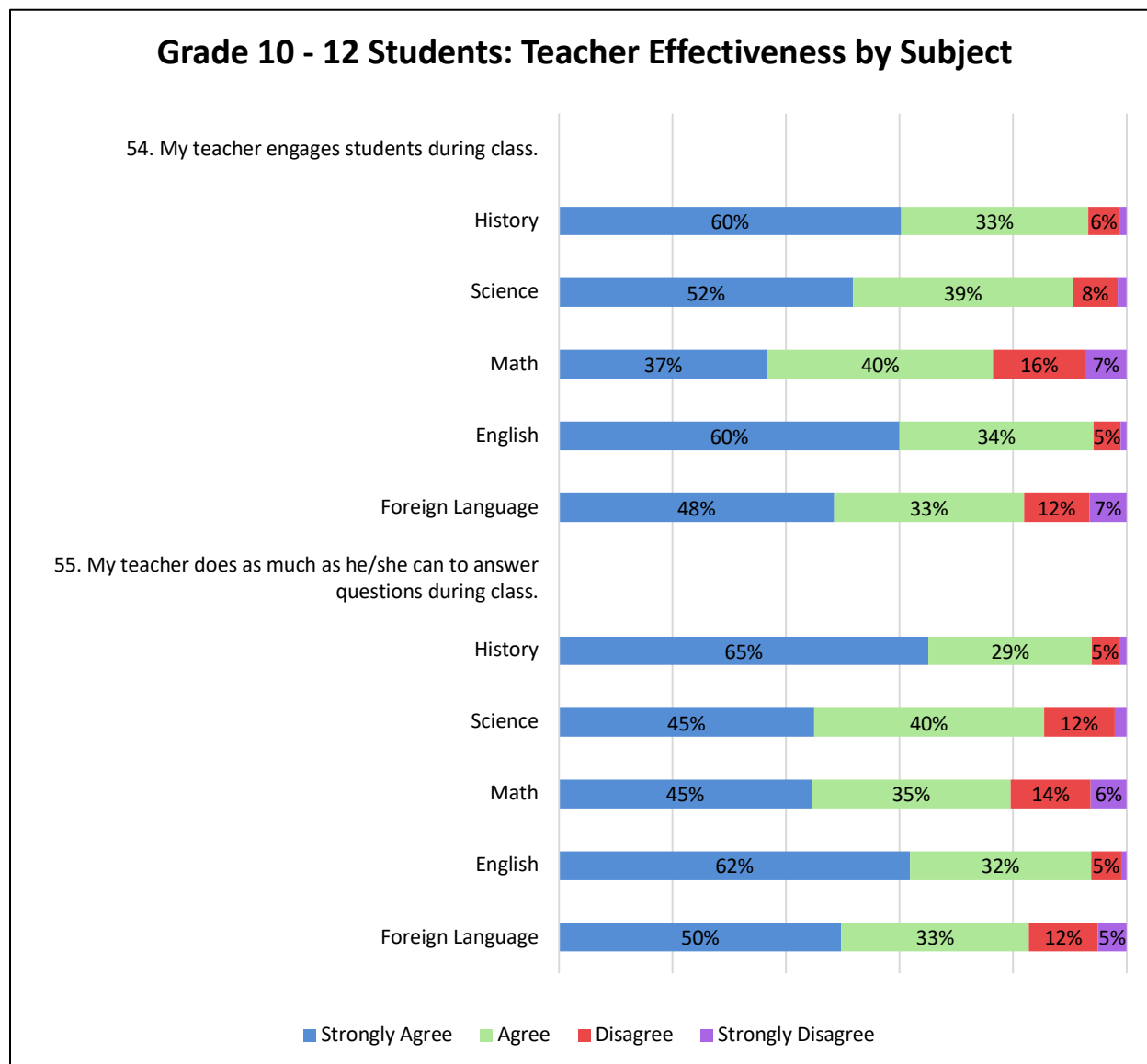
(Cont.) Most students across subject areas felt the homework loads for their classes were manageable, with the smallest proportion of students agreeing with this statement for their foreign language classes (79% / 412 responses) and the largest proportion of student agreeing with that statement for their 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.



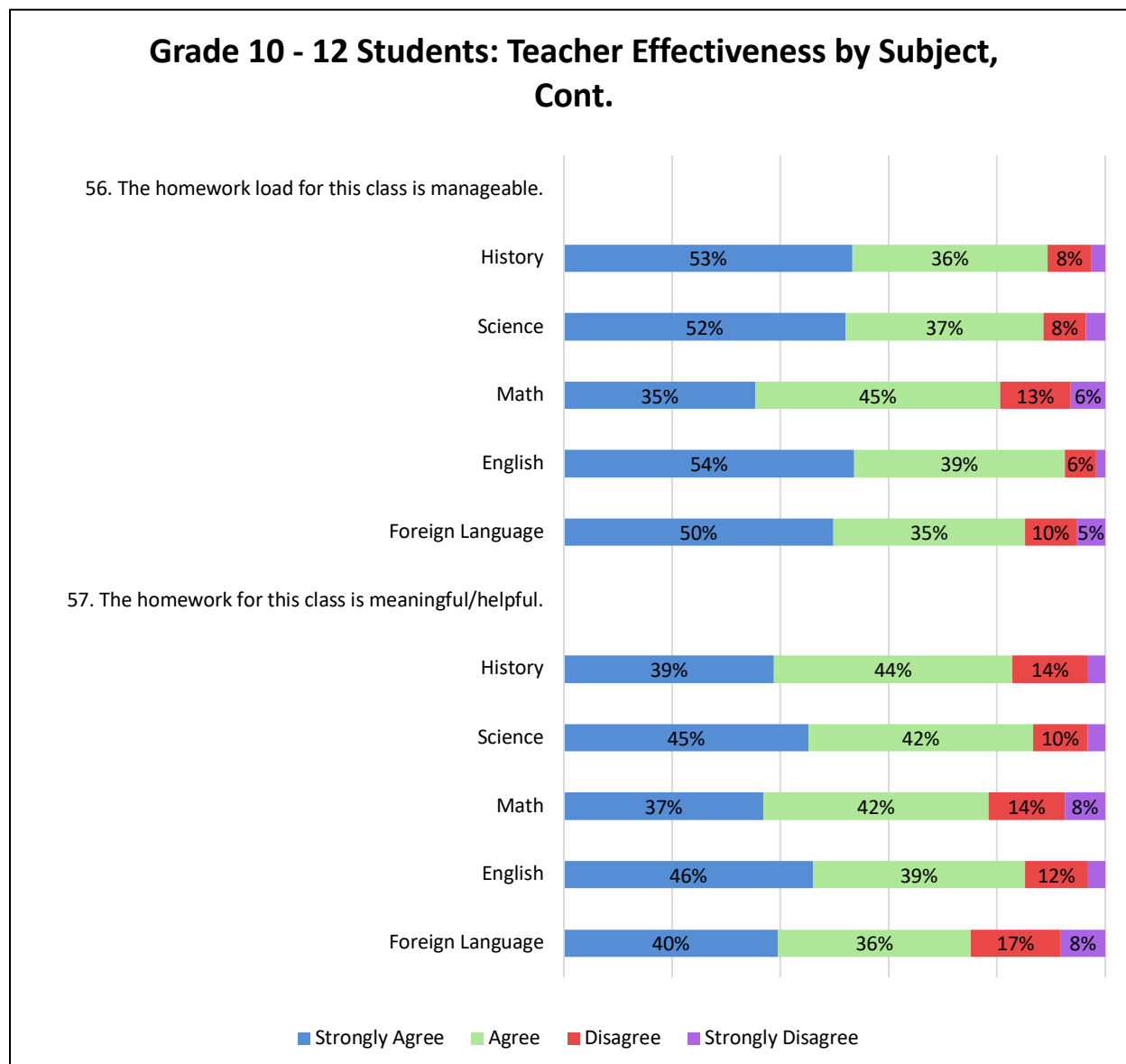
(Cont.) Many students did *not* feel supported by their foreign language teachers outside of class (33% / 153 responses) but did feel that their math (93% / 491 responses) and English (86% / 465 responses) teachers provided ample opportunities for help outside of class. Students felt that the material 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.



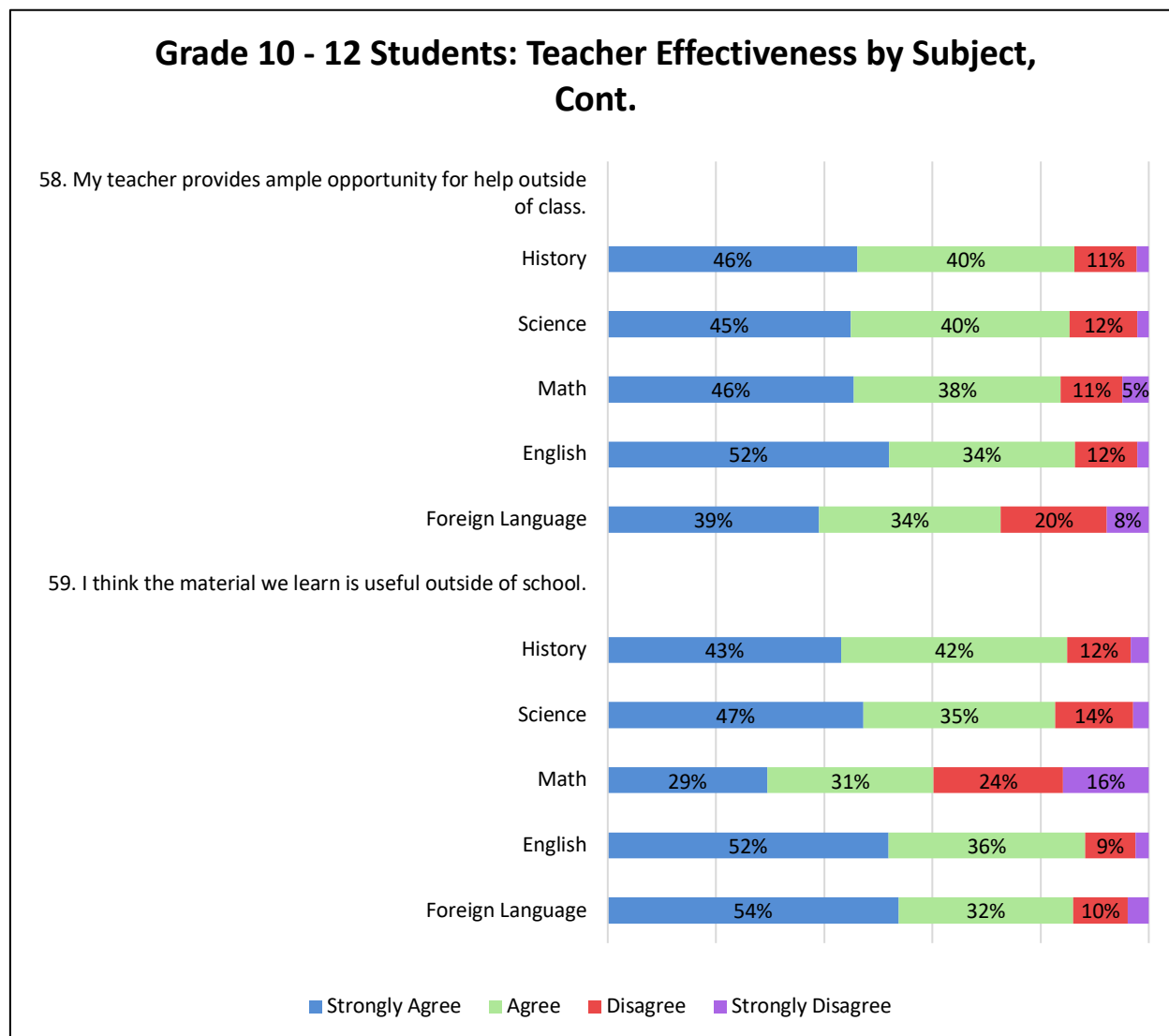
(Cont.) Across all subject areas nearly all students felt their teachers treated students equally and with respect, ranging from 95% of 9th grade respondents (350 responses) agreeing with this statement about their history teachers and 80% of students (372 responses) agreeing with this statement about 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.



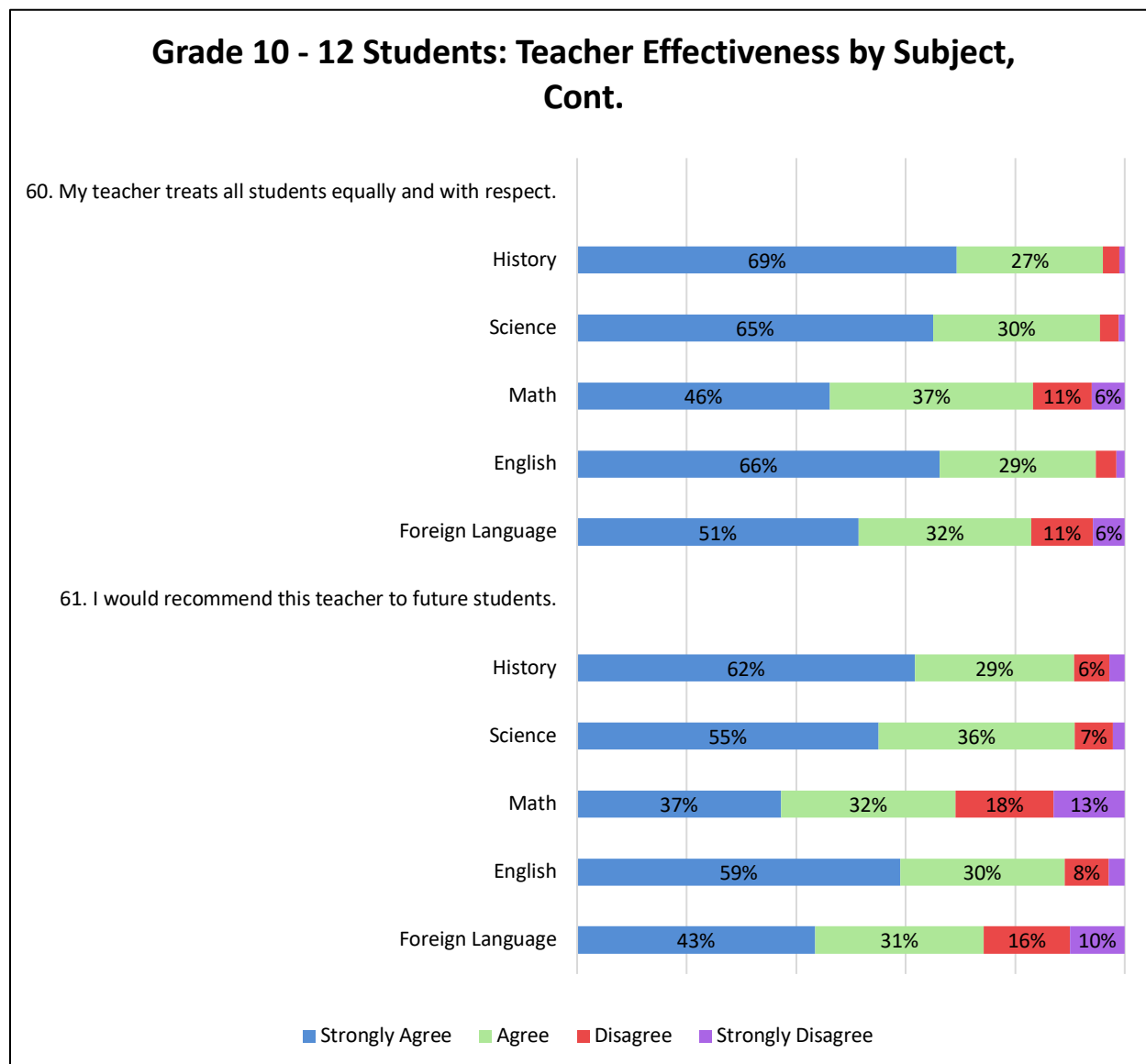
Students in 10th through 12th grade felt similarly positively about their teachers across most subject areas. For math and foreign language teachers, however, survey responses were somewhat more mixed. Only 77% and 81% of students, respectively, reported that their math (744 responses) and foreign language (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.

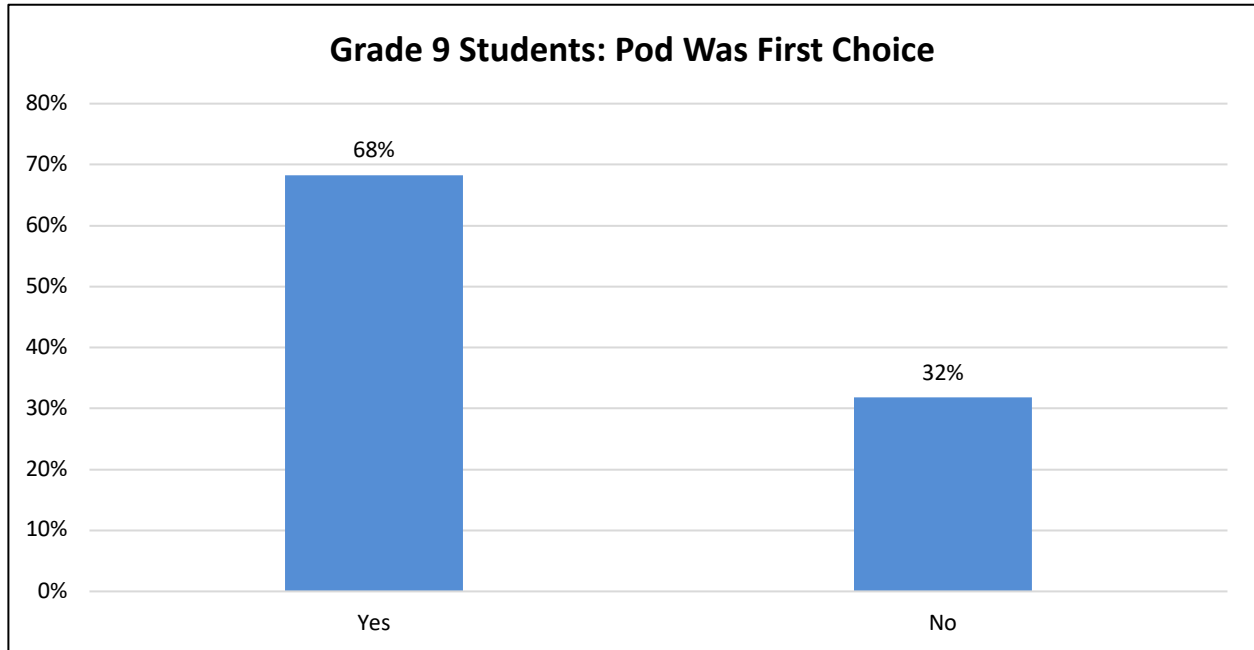


(Cont.) While some students did *not* feel supported by their foreign language teachers outside of class (28% / 273 responses), they otherwise indicated receiving ample opportunities for help outside of class from teachers in other subject areas, particularly English (86% / 1,070 responses). Students 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.

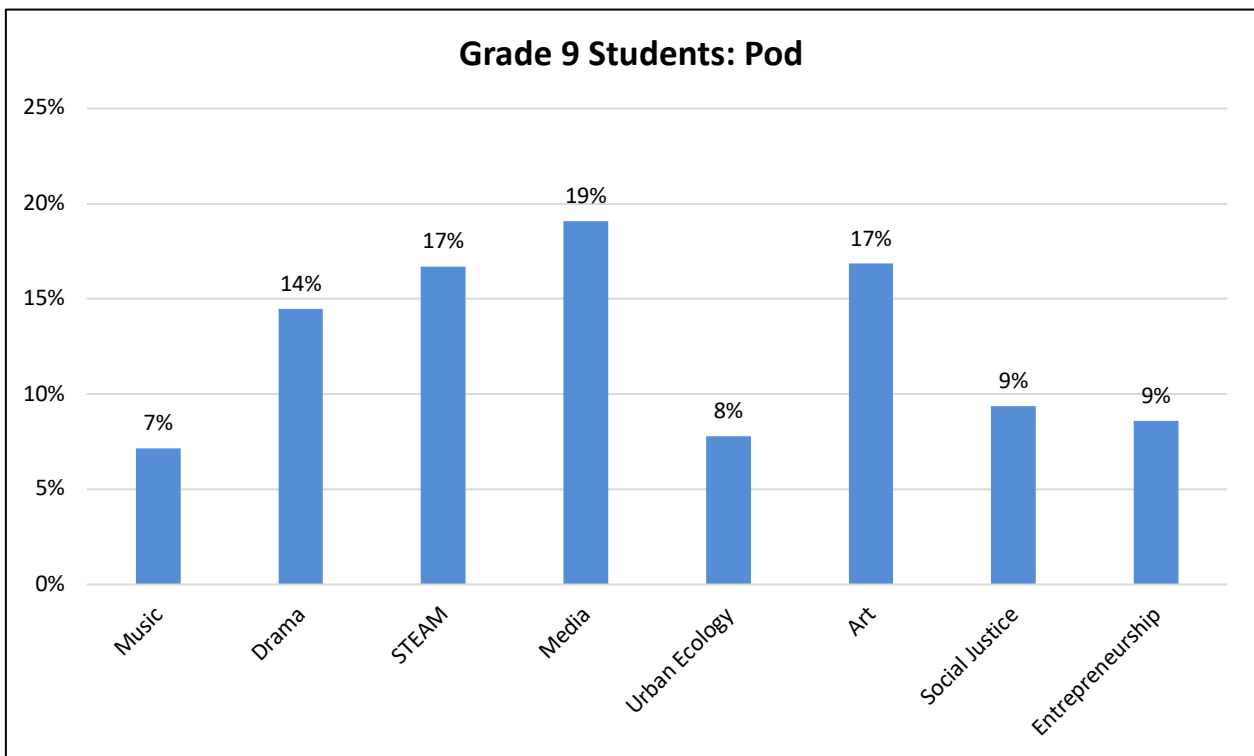


(Cont.) In history, science and English nearly all students felt their teachers treated students equally and with respect. For their math and foreign languages teachers, however, a group of students disagreed with this statement (17% / 163 responses). Overall, students felt most positively about their 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.

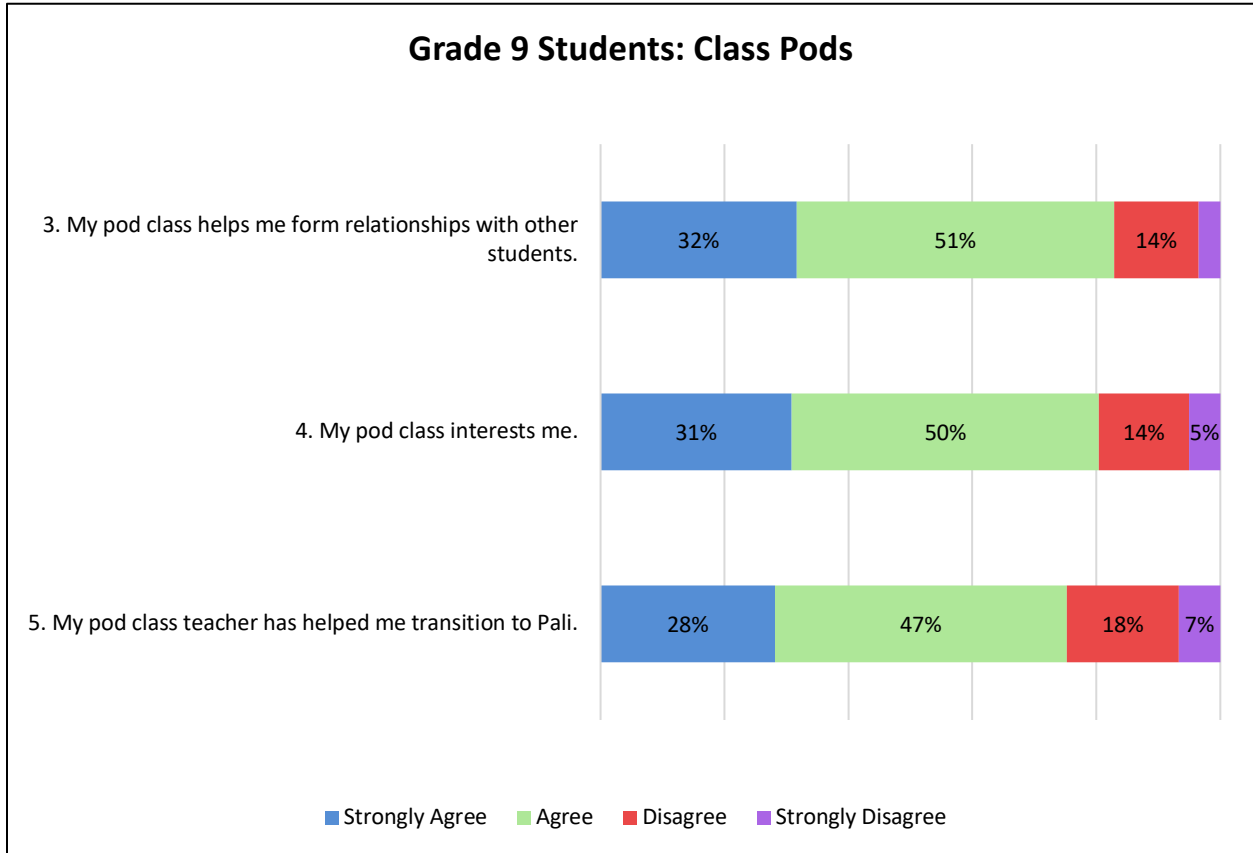
Grade 9 Pods



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

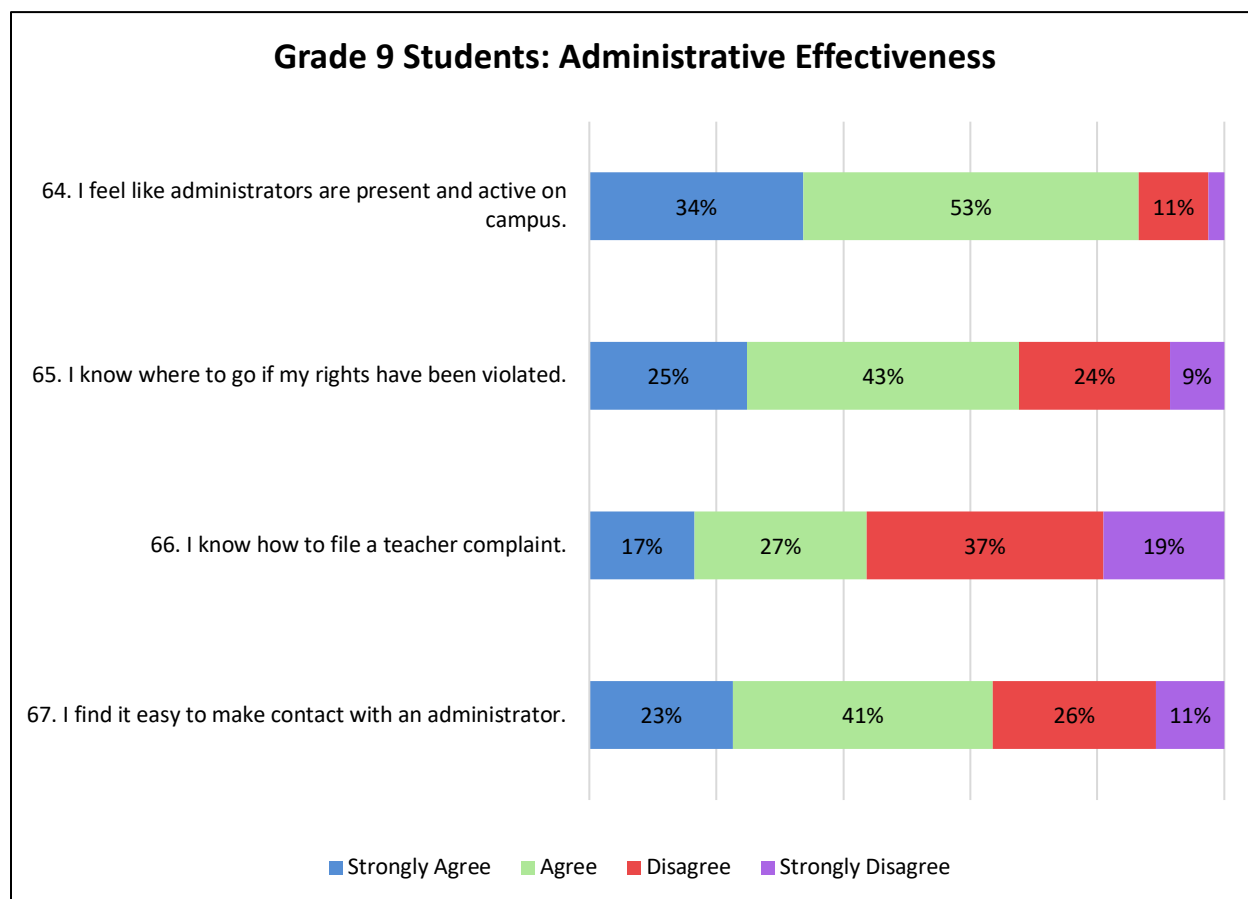


In this survey, the most represented pod groups were media (19% / 120 responses), STEAM (17% / 105 responses), and art (17% / 106 responses). The least represented pod groups were music (7% / 45 responses) and urban ecology (8% / 49 responses).

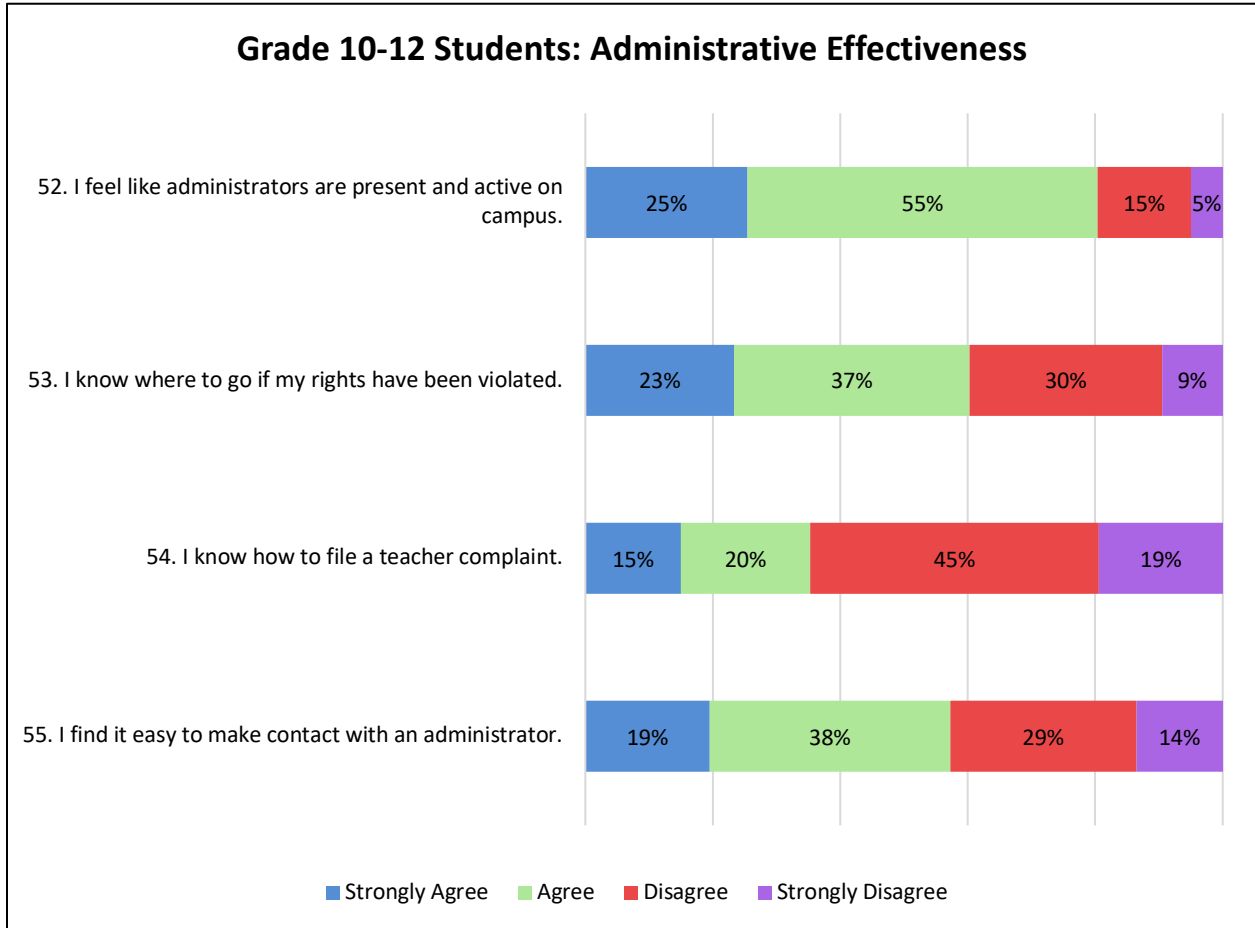


Overall, ninth grade students felt very positively about their pods. Eighty-two percent of student respondents felt their pod classes helped them form relationships with other students (521 responses), and 81% were interested in their course (506 responses). It should be noted, however, that one-quarter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

Administrative Effectiveness

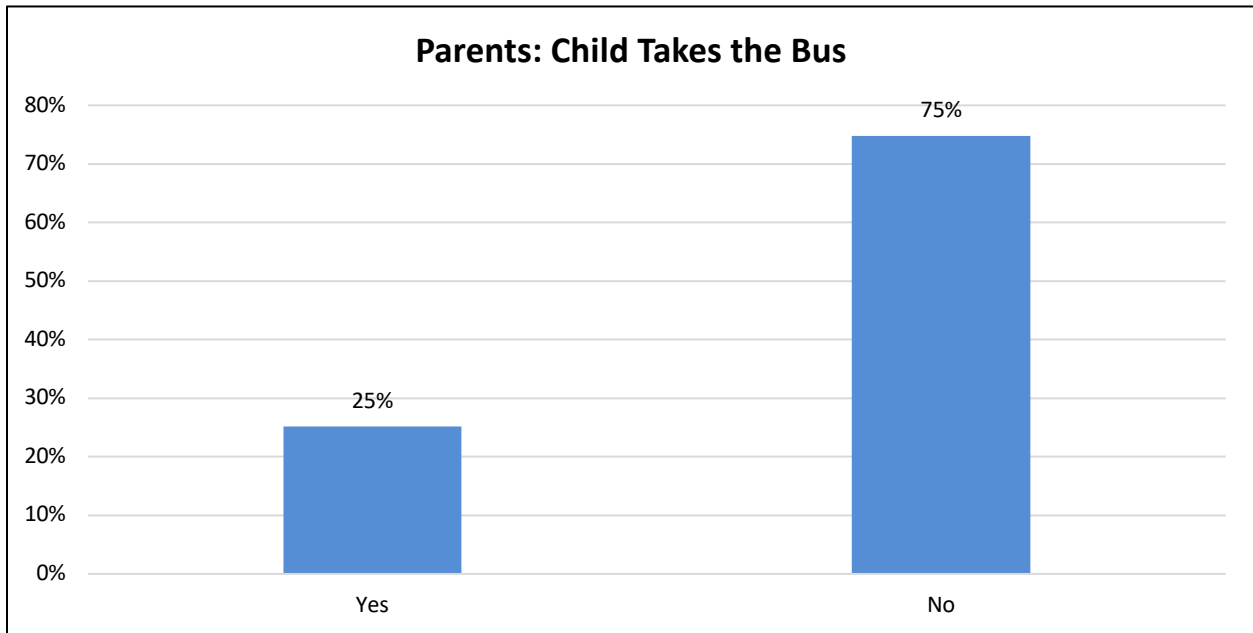


Ninth grade students provided mixed feedback about administrative effectiveness at Palisades. Positively, 87% (313 responses) of students felt administrators were present and active on campus. However, student responses indicated room for growth in communication between students and administrators. One-third 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.

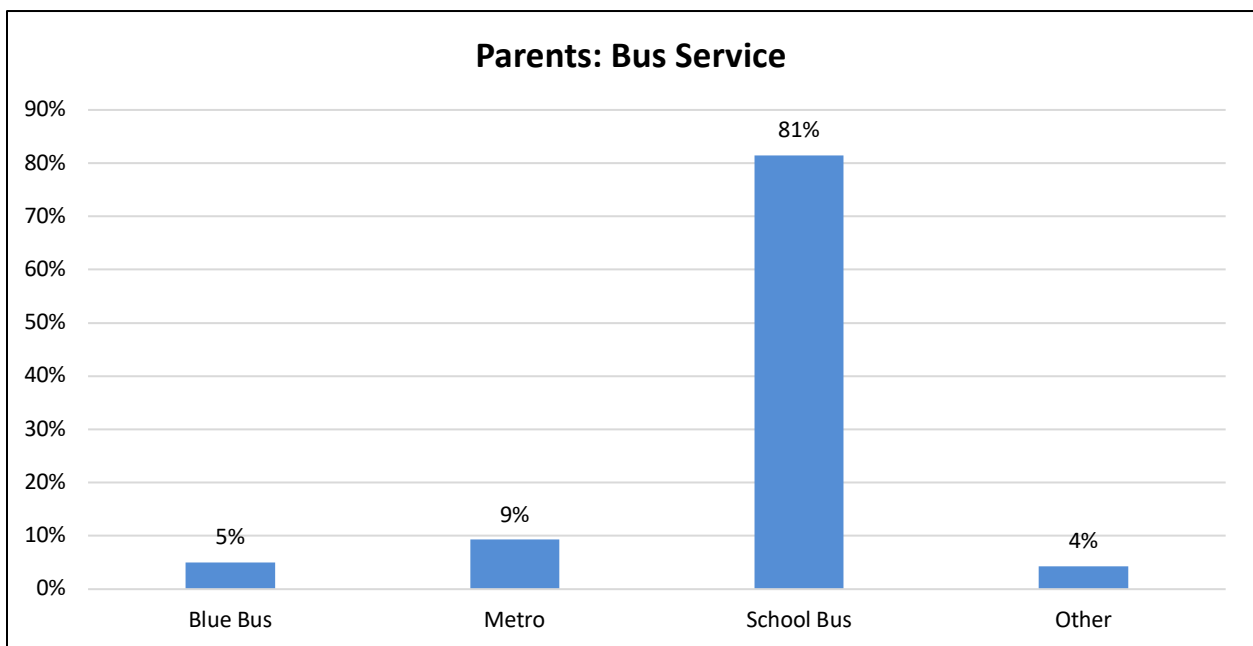


Tenth through 12th grade respondents were even less knowledgeable about administrative processes than the 9th grade respondents. Thirty-nine percent of respondents (381 responses) did *not* know where to go if their rights were violated, 43% of 10th through 12th graders (410 responses) did *not* find 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.

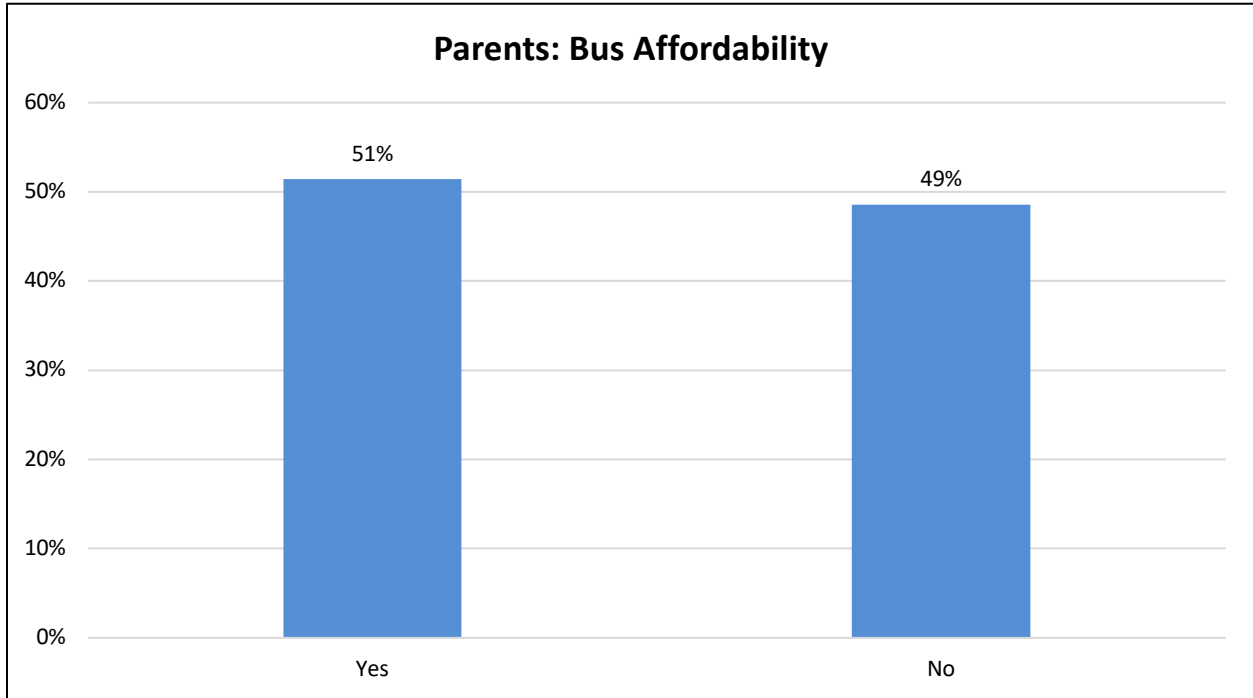
Bus Services



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



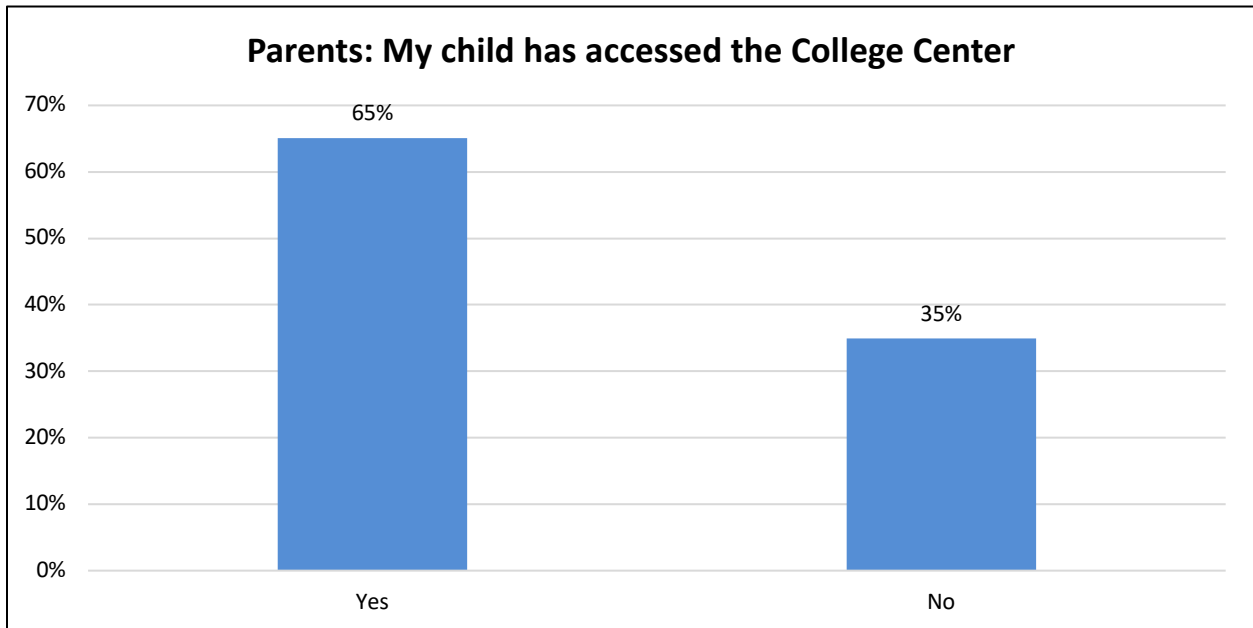
Of the parents whose child rode a bus to school, 81% indicated that their child rode the school bus (114 responses).



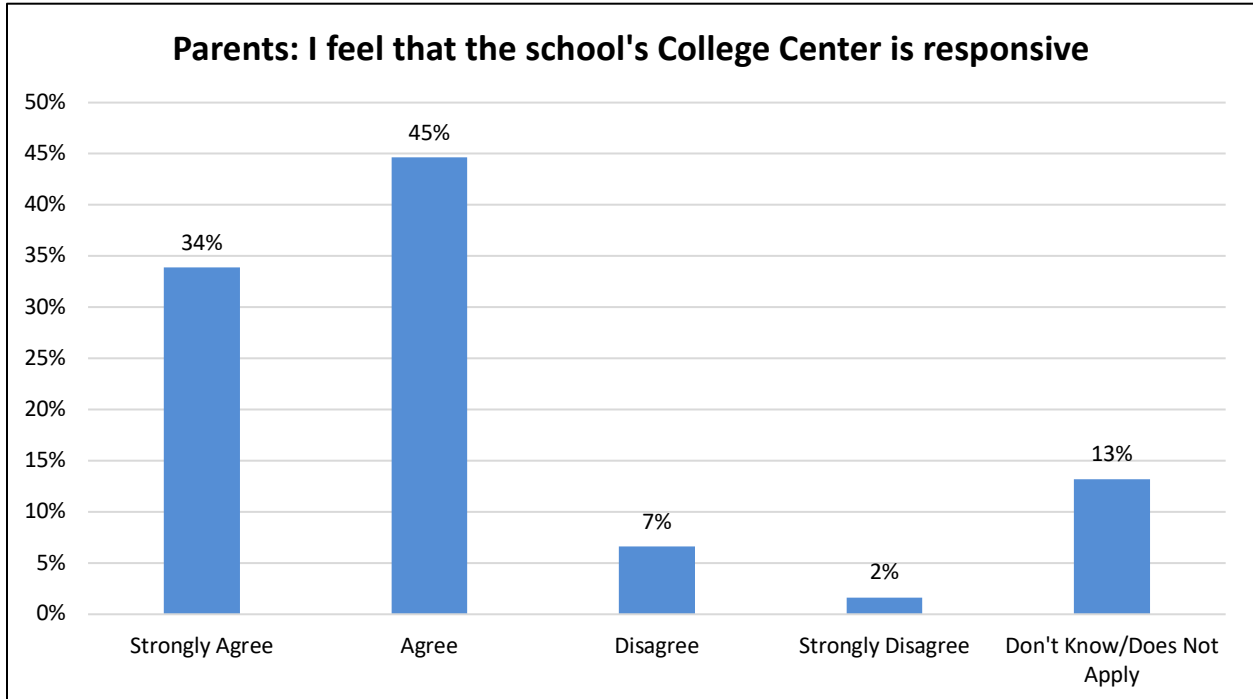
Roughly half of all families whose children rode the bus felt the buses were affordable (51% / 72 responses), but the other half *did not* agree that the buses were affordable (49% / 68 responses)

School Support Services

College Center

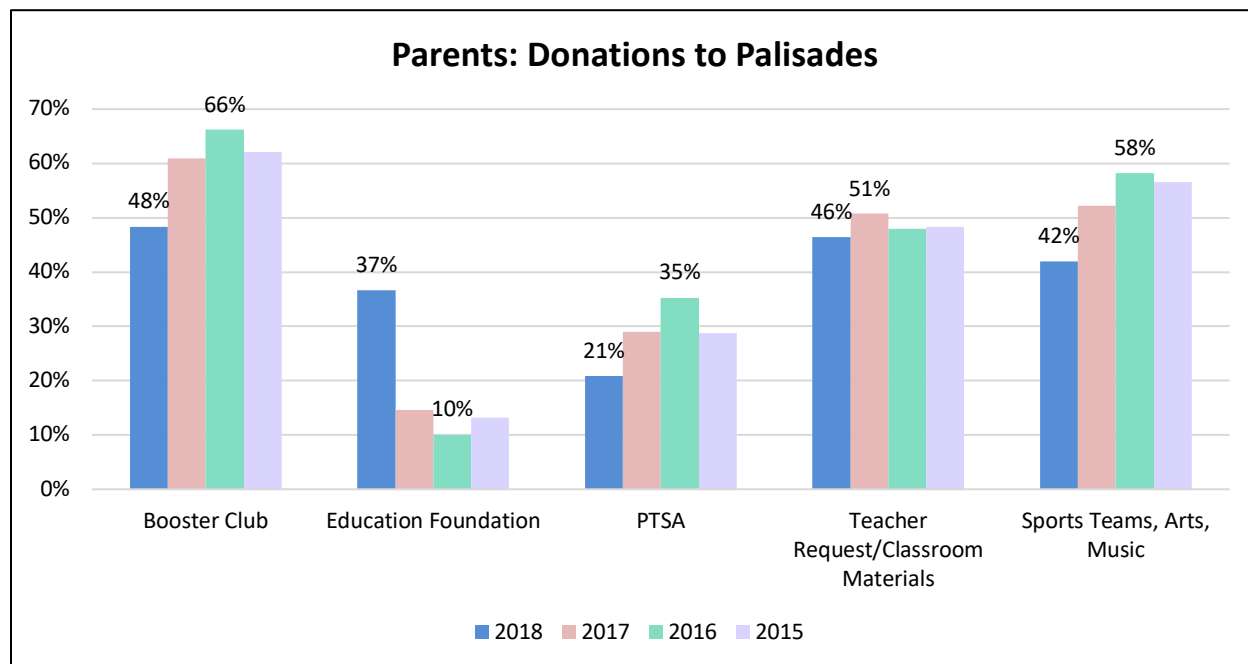


Roughly one-third of parent respondents indicated that their child had accessed the College Center at the time of the survey (65% / 263).

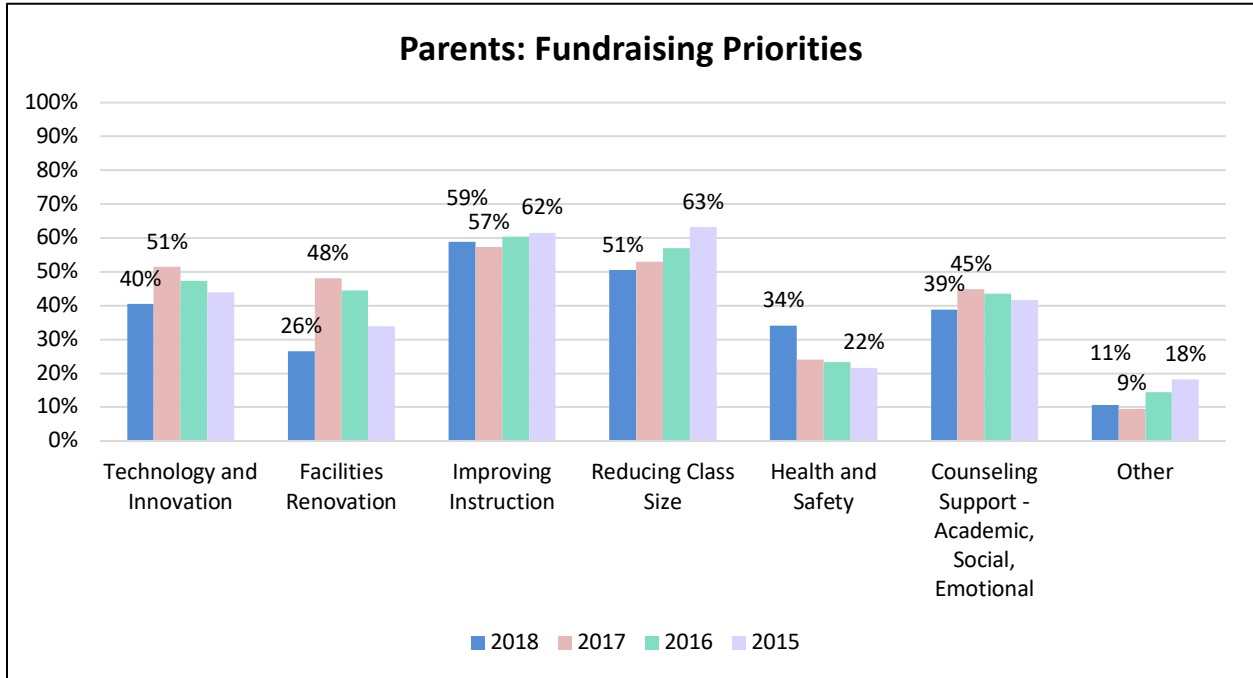


Of the parents whose children had accessed the College Center, 80% agreed that the College Center was responsive (190 responses).

Philanthropy

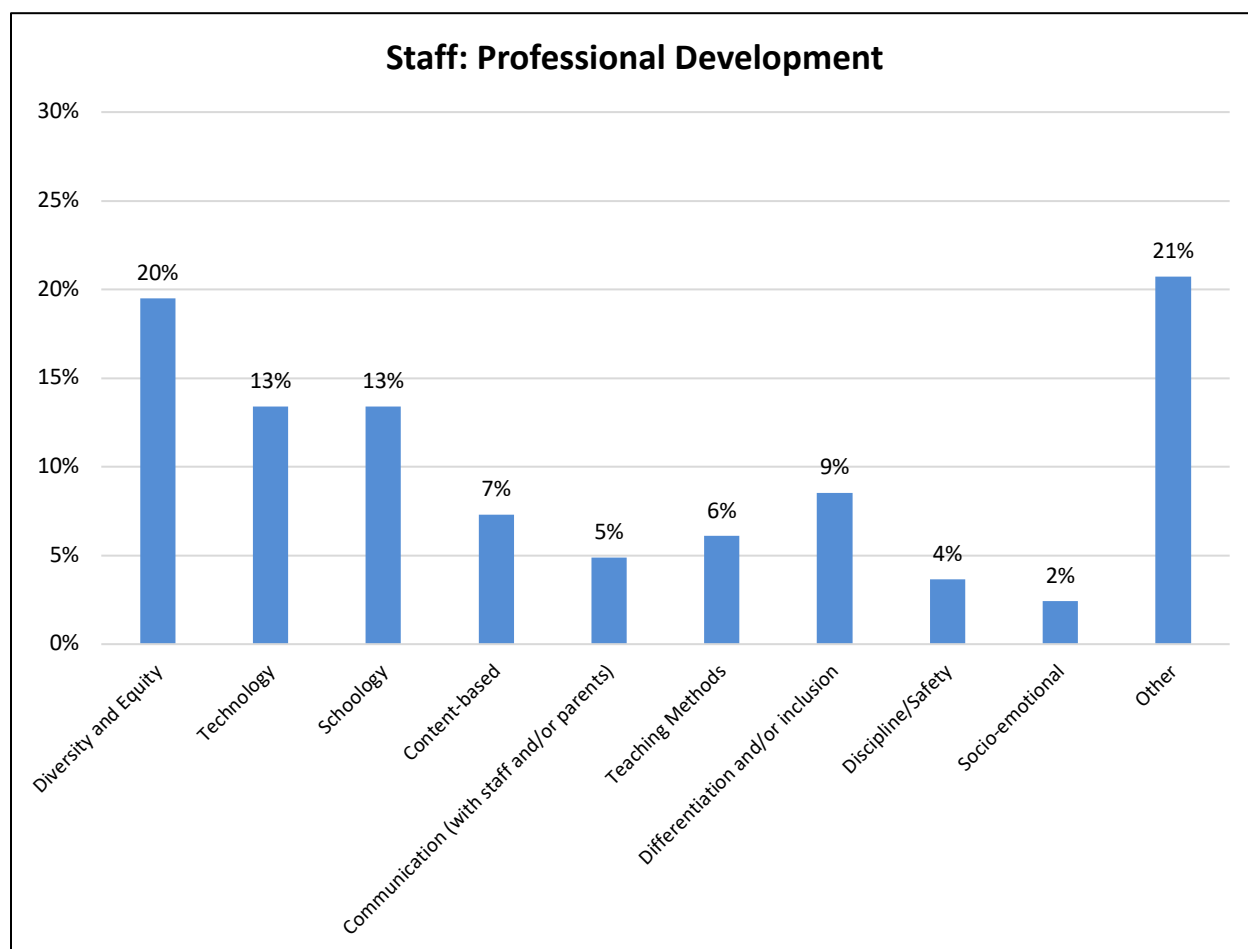


Parental donations to PCHS have remained fairly constant over the past four years, although parents appear to be shifting the allocation of their donations to the education foundation and away from other recipients in 2018. This year, fewer parent respondents indicated that they donated to the booster 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.

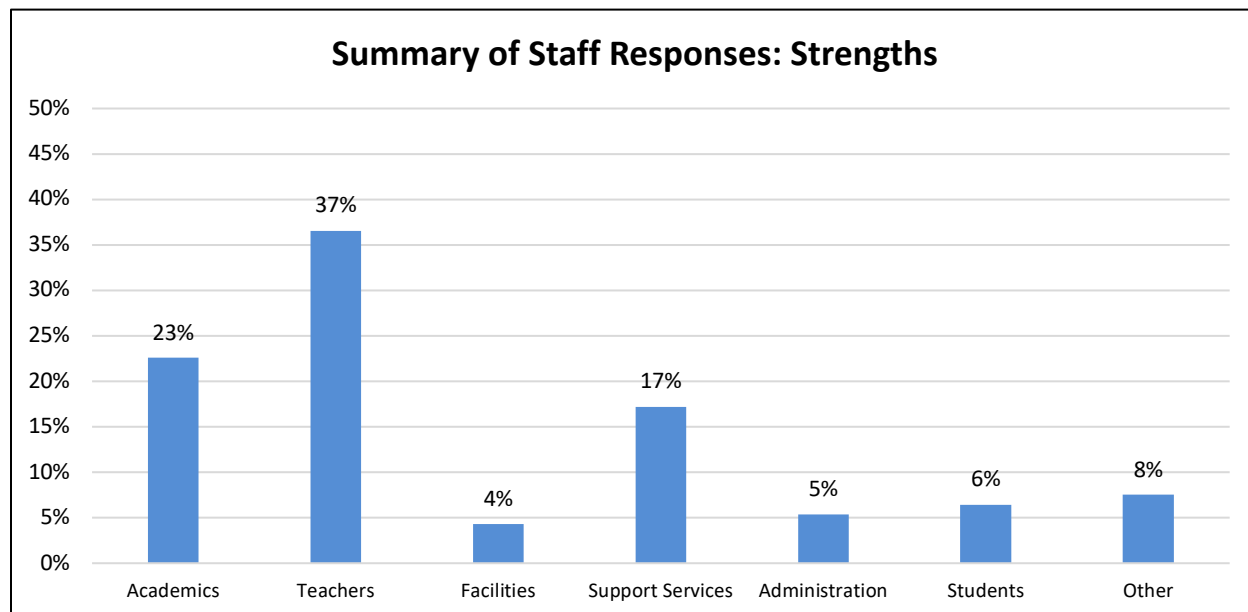
Staff Professional Development



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.

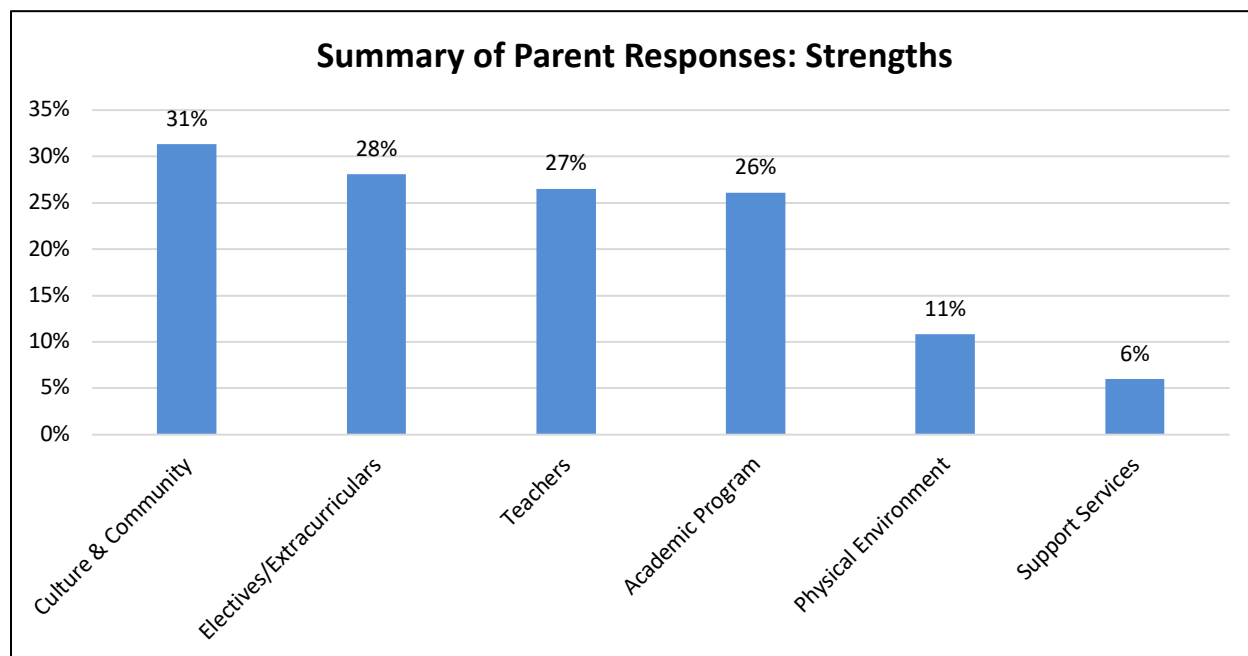
Other (7 responses)

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.

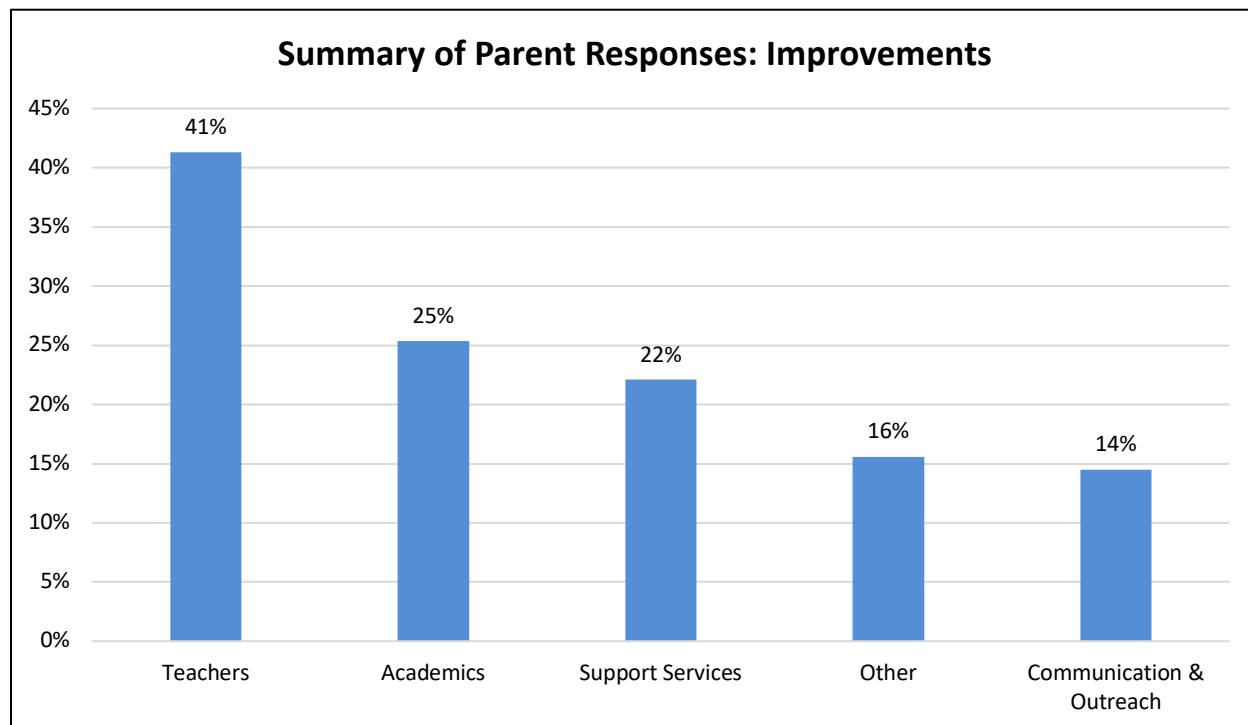
There are lots of choices and ways for kids to participate.

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
I2th 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.

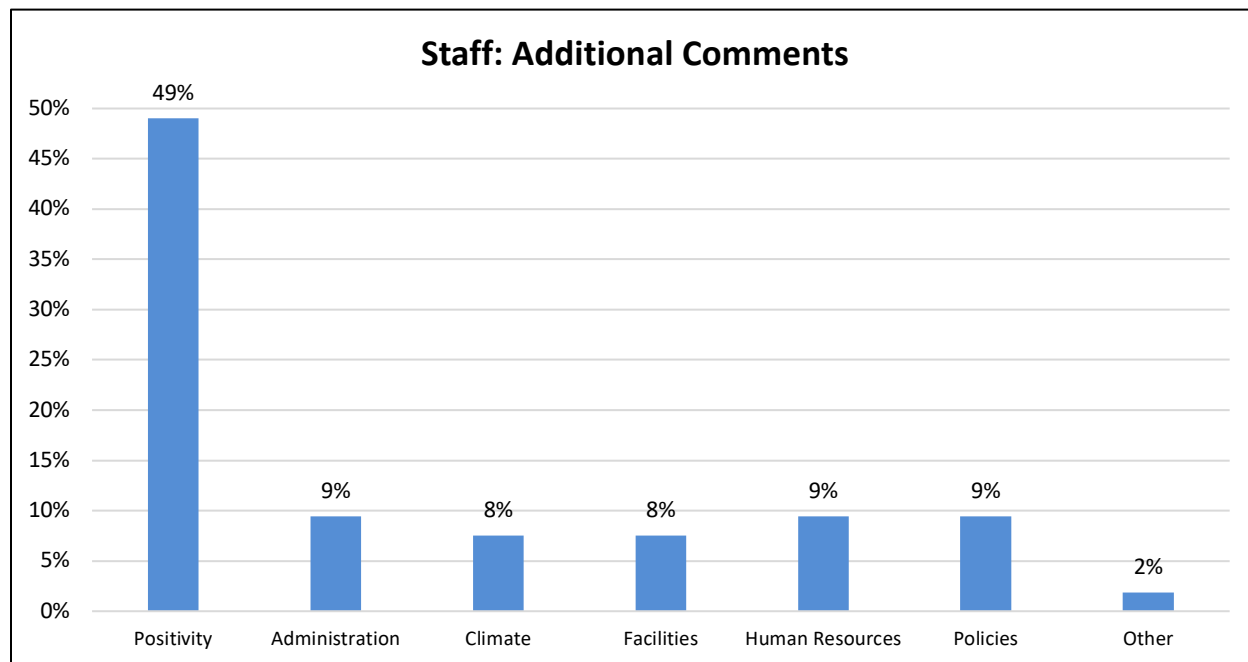
Listen to the students and parents, and not have everything be a top down decision.

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)

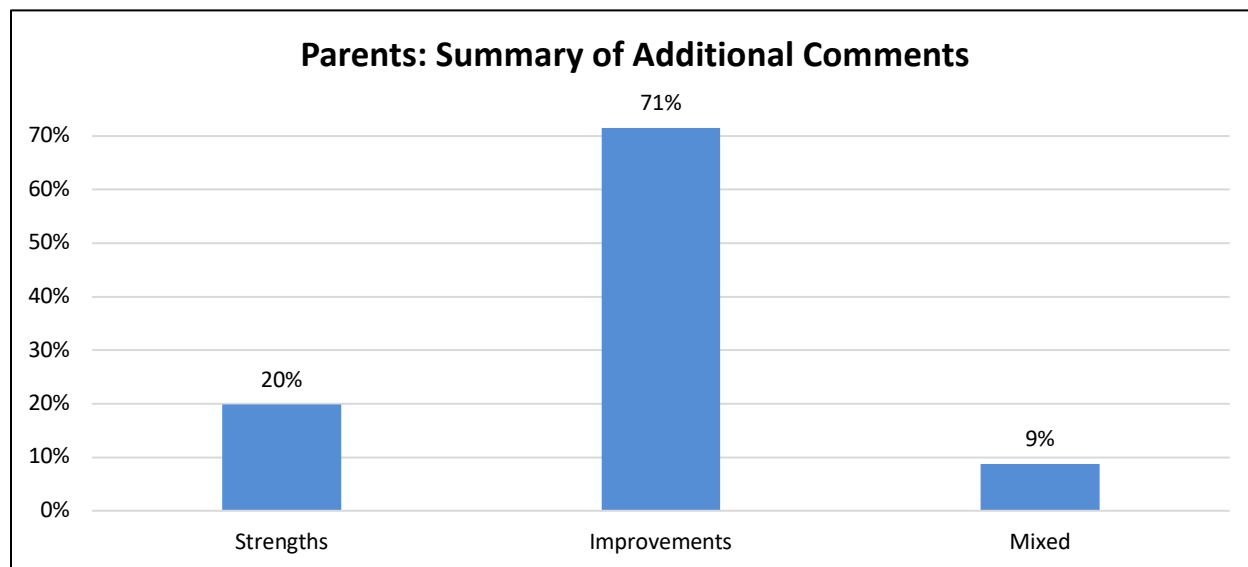
Can we stop full-day PLC pull-outs?

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

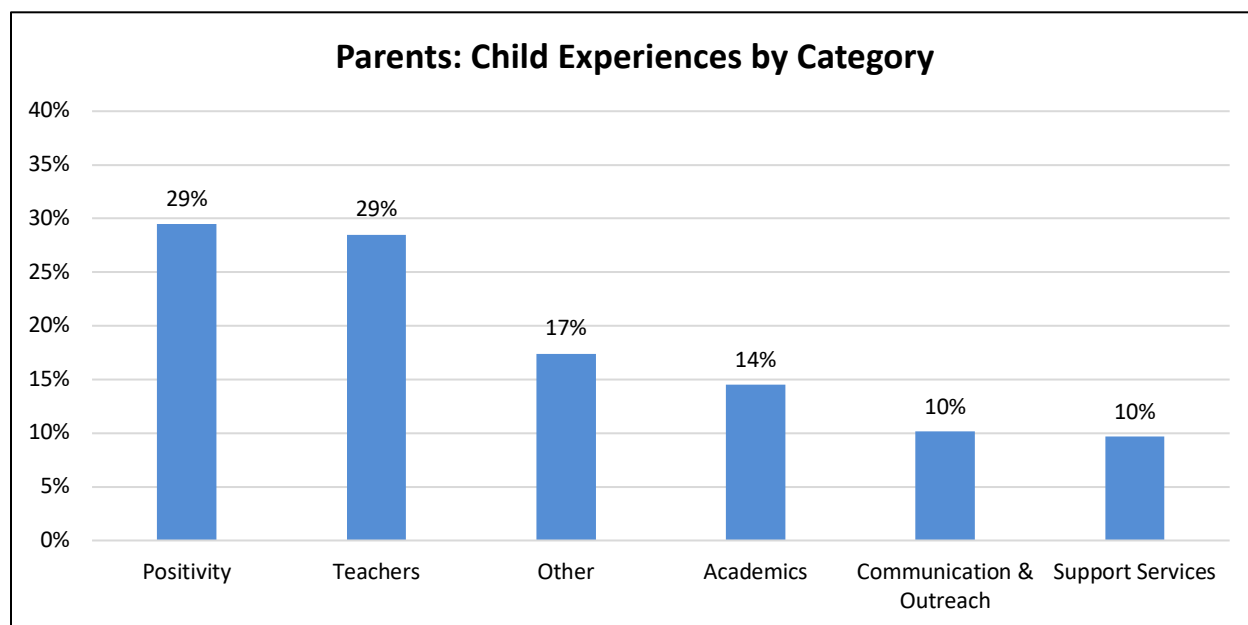
I think Pali should bring back student of the month, which promotes student success. Bring back AVID, which supports a diverse student population. Bring back the faculty cafeteria, which promotes faculty unity.

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.

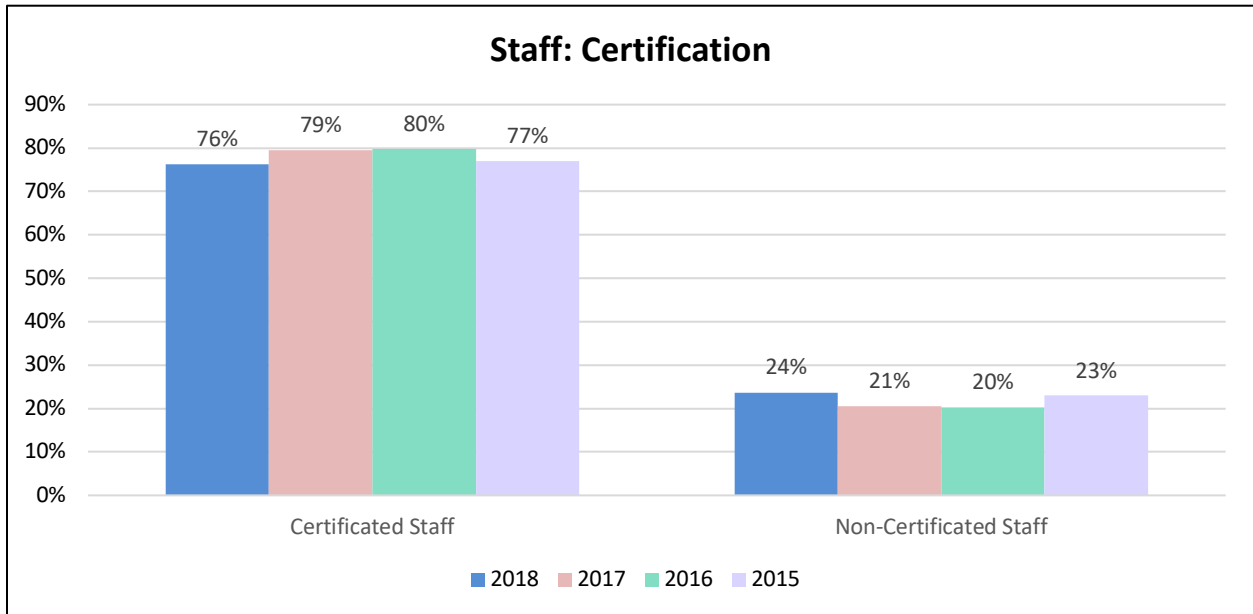
Staff perceptions of the administration continued to improve in 2018. Staff indicated feeling more recognized and appreciated for their work, but still expressed a belief that this could be improved. Many felt they had little role in shaping the school's policies and practices. Consider creating a joint 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

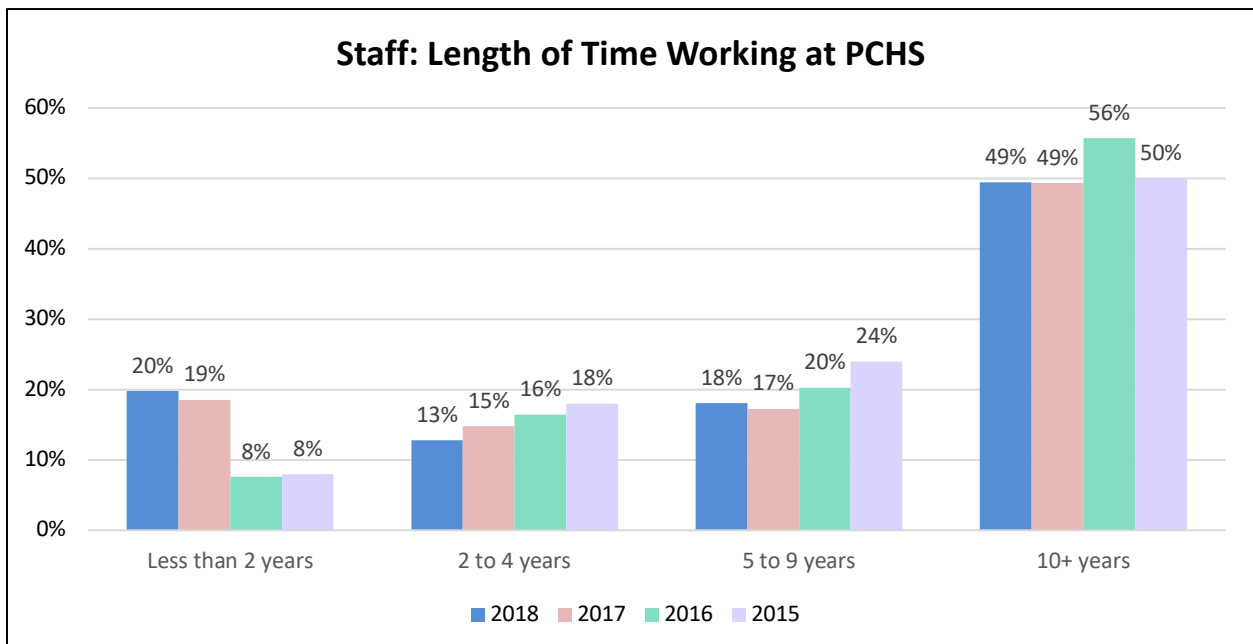
Consider adjusting the academic program section for the staff survey as the current items are not always getting specific responses. For instance, the survey could ask about staff as a whole instead of asking faculty to only evaluate themselves. Further, to follow up on the mixed parent views about campus 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

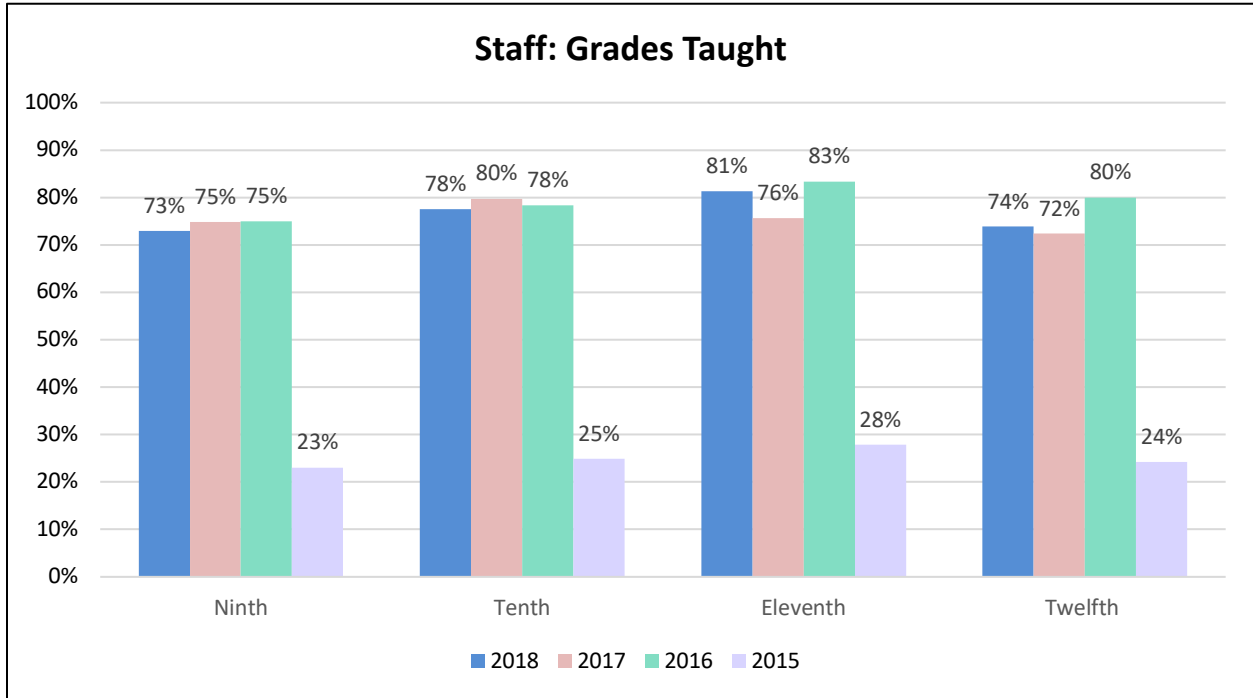
Staff



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

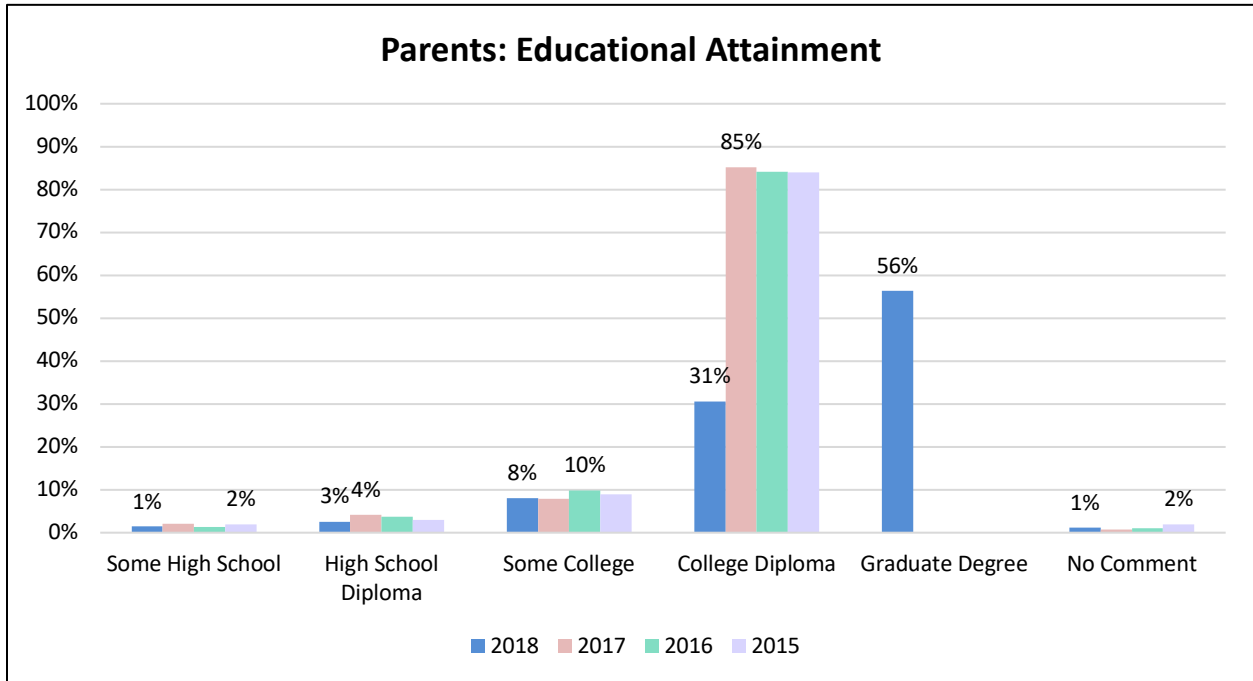


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 85 responses). One fifth of staff respondents (20% / 34 responses) have been working at PCHS for less than two years.

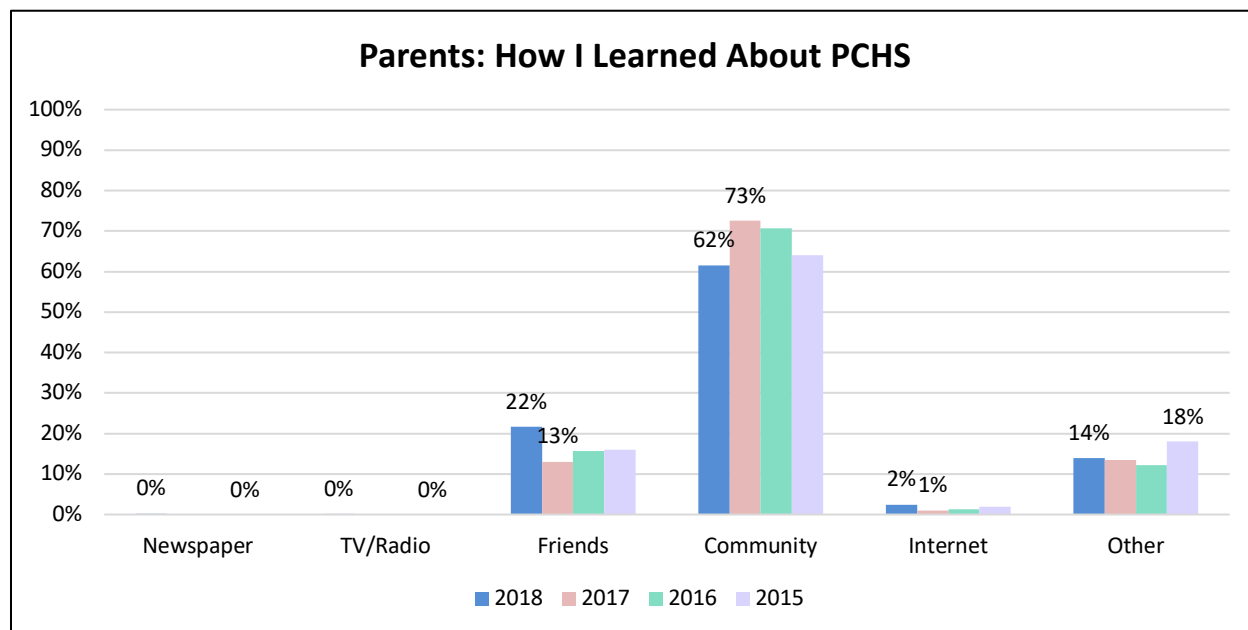


High school teachers were relatively evenly represented by grade, with eleventh grade teachers being slightly overrepresented (81% / 87 responses), and ninth grade teachers being slightly underrepresented (73% / 78 responses).

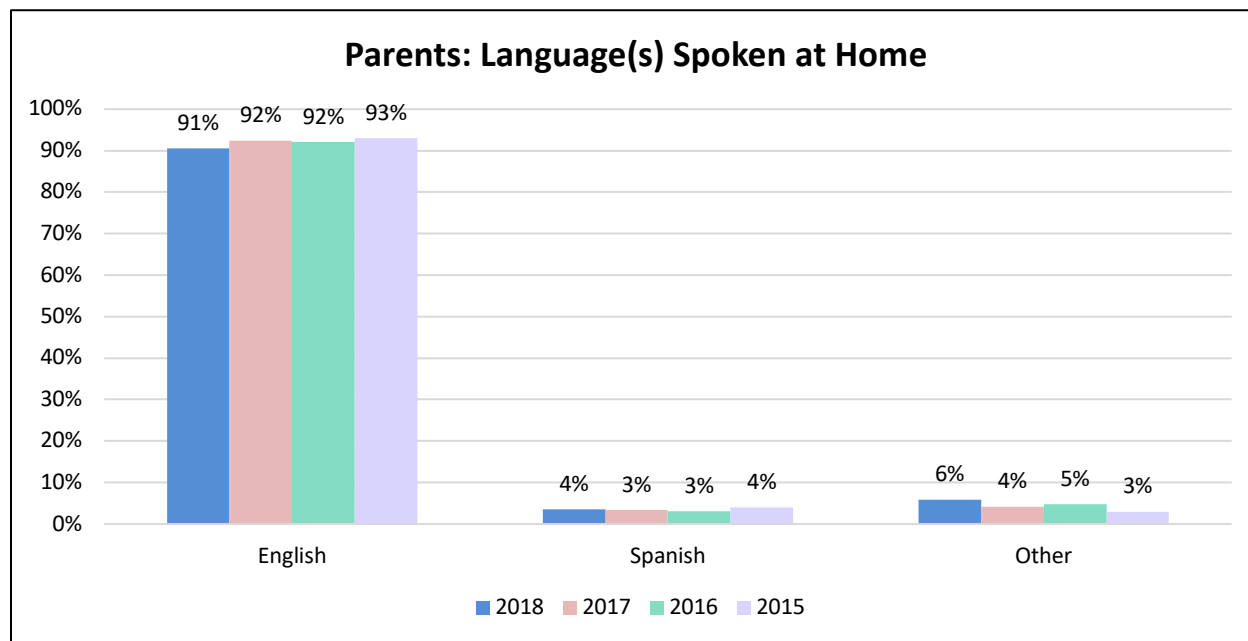
Parents



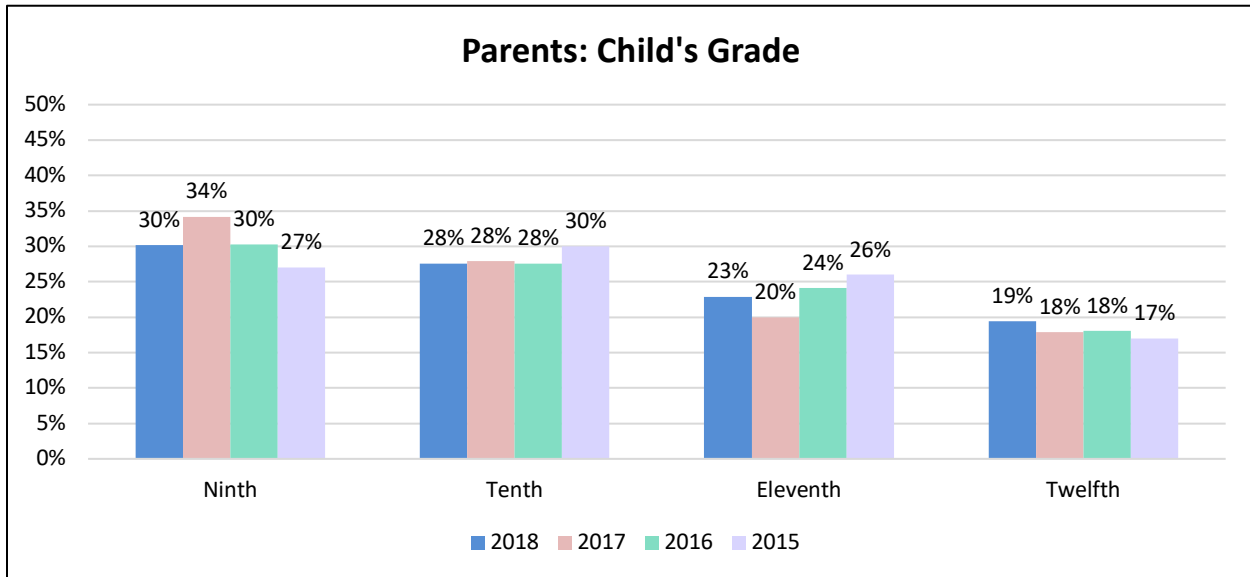
Just over half of parent respondents in 2018 had received a graduate degree (56% / 232 responses). Altogether, parent respondents who reported graduating college (including graduate degrees) increased slightly in 2018 (87% / 357 responses), compared to 2017 (85% / 248 responses). Other rates of educational 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%).



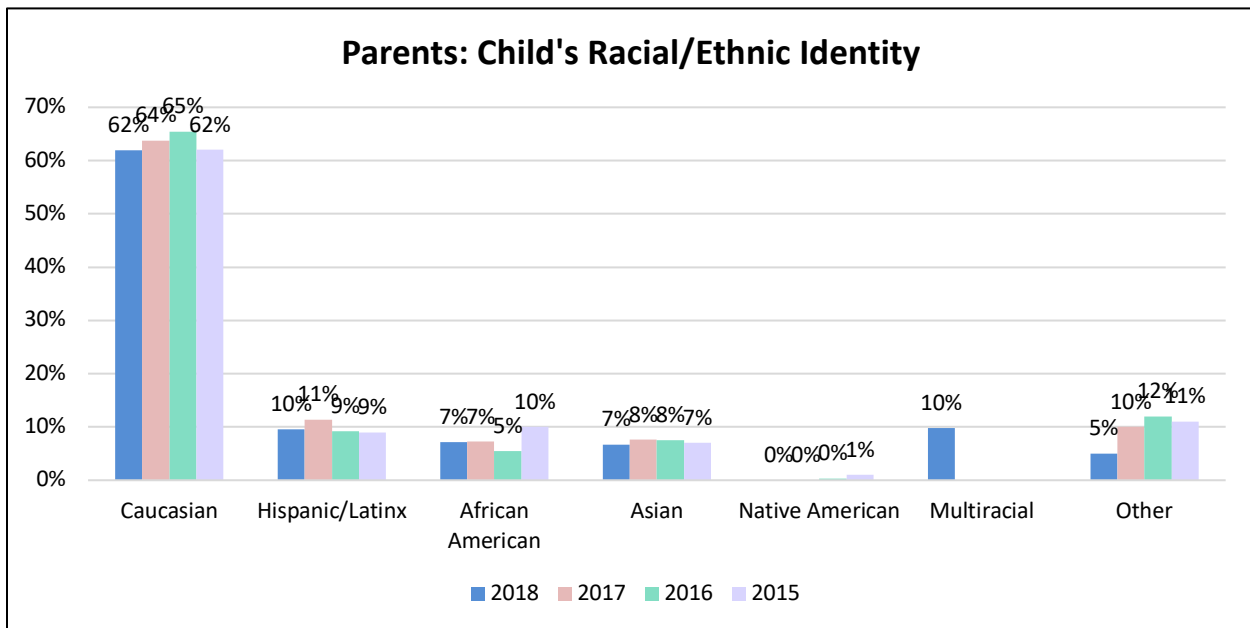
Across years that data were collected, most parents learned about Palisades Charter High School through their community. However, in 2018, an increased share of parent respondents reported learning about PCHS from friends (22% / 254 responses), compared to 2017 (13% / 38 responses). In 2018, twenty-nine 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.



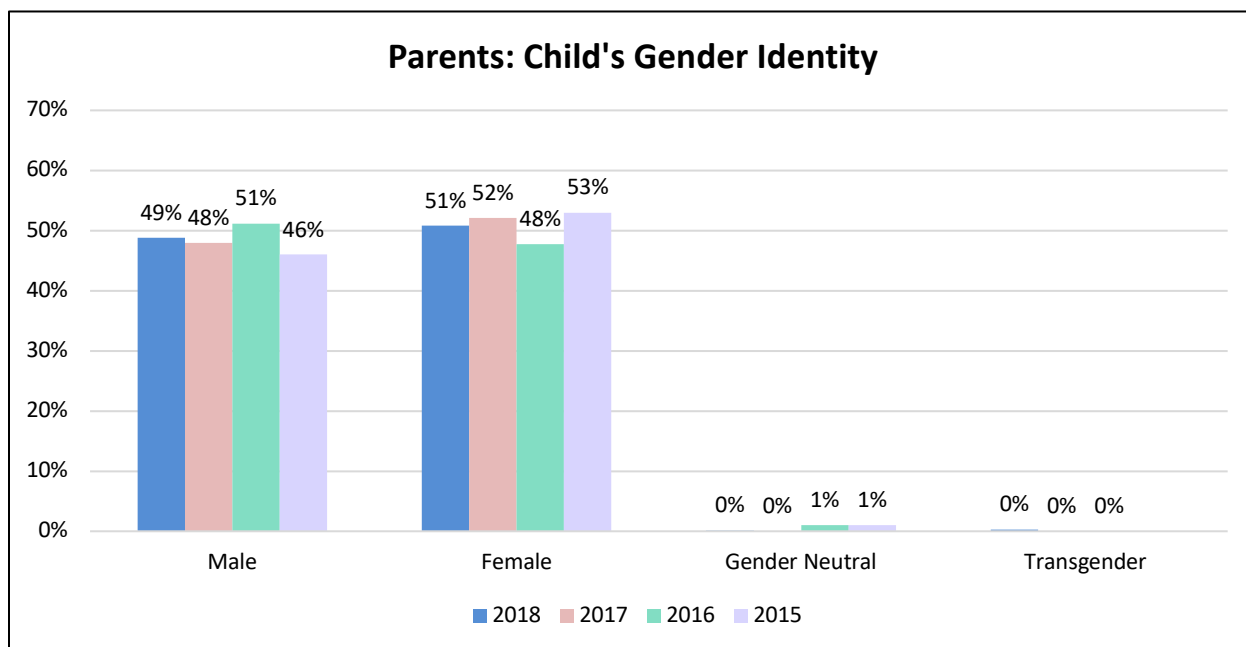
Across survey years, nearly every parent indicated English was the primary language spoken in their home. This portion decreased by one percentage point in 2018 (91% / 893 responses). Thirty-five parents stated that Spanish was their home language (4%) in 2018, and fifty-eight parents spoke a language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



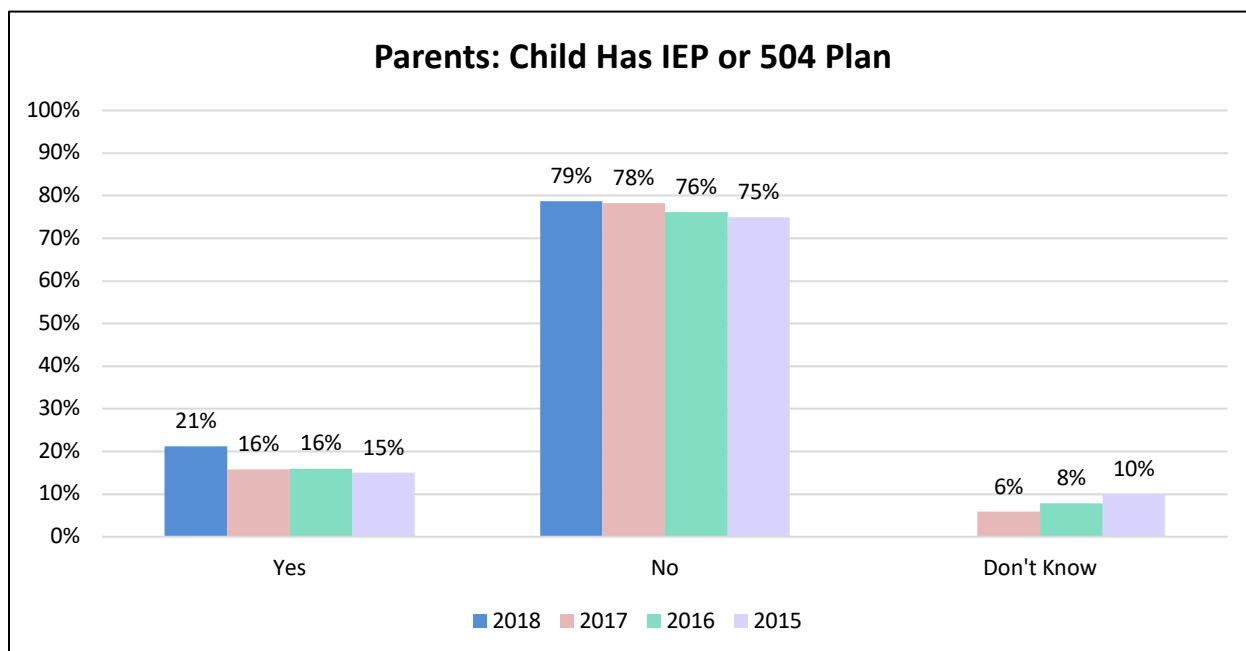
Parents of younger students were consistently the most represented in the surveys between 2015 and 2018. In 2018, 30% of parent respondents had children in ninth grade (99 responses), and 28% had children in the tenth grade (280 responses). Twenty-three percent of parents had children in eleventh grade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

Palisades Charter High School



Collaborative School Equity Review Report

Palisades Charter High School

**1577 Bowdoin Street
Pacific Palisades, California
90272**

Executive Director/Principal: Dr. Pamela Magee

Dates of review: April 3 – 5, 2018

Lead Reviewer: Joaquin Noguera

Small Axe Group (LLC)

Content of the Report

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Collaborative School Equity Review

A School Equity Review (SER) is a systematic examination of the systems, structures, practices and processes that shape student experiences and outcomes in a school setting that is intended to clarify the context and starting points of school development and improvement efforts through the lens of educational equity. Review results guide the development of a meaningful school plan and suggests benchmarks for evaluation. Schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

External reviews are helpful to schools for a wide range of reasons, however, it is also critical that schools develop mechanisms and the capacity to self-assess and take account of what is working well and what requires development/improvement if the school is to be responsive to the needs of its stakeholders. The process of training school staff and community members to conduct their own SER is called a Collaborative School Equity Review (CSER). The Collaborative School Equity Review is not an evaluation of individuals. Instead, it attempts to holistically examine the intentions, impact and outcomes of the school's work through four domains: 1) School Culture, 2) Leadership, Management and Accountability, 3) Teaching, Learning and Assessment, and 4) Partnerships with Families and the Community.

The Collaborative School Equity Review process includes:

1. Training for school staff in the School Equity Review process
2. Training for school staff in understanding equity in education
3. Collaborative development of a customized rubric to measure the effectiveness of various aspects of the school during the review, to develop shared language and understandings of the school, and to guide recommendations
4. Observations of student learning during classroom lessons and conversations with students about the work they are engaged in
5. Focus group interviews with teachers, administrators and other school staff, students, and family members
6. Analysis of available student and school data
7. Group analysis and prioritization of review findings and recommendations for the development and improvement of the school

The CSER builds participants' capacity by providing them with the opportunity to deepen understandings of equity and their own schools' needs, while also serving to mobilize community stakeholders to make collective decisions about and commit to actions that support equity. It is our hope that this document will be used to support decisions regarding the strategic development and improvement of services for underserved populations of students and families that make up the Palisades Charter High School Community, while retaining and building upon the many strengths of the school.

Understanding Equity in Education

The American Library Association (ALA) takes up the issue of clarifying the difference between *equity* and *equality*, terms that are often misused by being used interchangeably, since both related to fairness. Yet, these similar terms come with important distinctions and carry different implications. According to the ALA, fairness "...demands remedies to redress historic injustices that have prevented or diminished access in the first place: for just as there can be no fairness without equality, there can be none without justice... in order to maximize opportunities for access experienced by certain groups, a good society commits resources in order to level the playing field". *Equality*, on the other hand, can relate to uniform distribution and the same level of access, which is complicated when a society is "stratified into poles of advantage and disadvantage, with the inevitable consequence of privilege and exclusion" (Kranich, 2007).

Corson (2001) argues that equity is associated with 'fairness' or 'justice with fairness', meaning 'justice in the provision of education', and takes individual circumstances into consideration, while 'equality' connotes sameness in treatment by asserting the fundamental or natural equality of all persons (Espinoza, 2007). Discussing the importance of making distinctions between equity and equality, Espinoza (2007) provides historical and political context for understanding equity in education by affirming the role of education as a reproductive mechanism in society, "Indeed, critical theory affirms that educational systems in capitalist societies are involved in the reproduction and change of class relationships and cannot be understood by simply 'adding up' the effects of schooling on each individual to arrive at a sense of social impact (Bowles & Gintis, 1976)... in all those societies with a 'free' market economy a primary function of education is to reproduce the social relations of capitalist societies..." (Espinoza, 2007, p. 344). Her citing of Bowles & Gintis (1976) is a reminder that education is the main factor in upward mobility but also the main cause of the reproduction of social status from generation to generation, making education a social justice issue. Centralizing equity as a priority in education, therefore, comes with both long-term and immediate goals, commitments and implications, given the deep roots of existing social, cultural and economic inequity in our society.

Mingat and Tan (1985) explain two complementary approaches to assessing equity. The first focuses mainly on the question of who gets into school, taking into consideration characteristics of the enrolled population (sex, socioeconomic background, ethnic origin, etc.) and those of the reference population in the country. This form of analysis often leads to examination of the reasons for differences in access, such as prerequisites to admission, examinations, and promotion, and how they affect social selectivity. Considerations of who succeeds in school and why is expanded to include questions of how students with different social backgrounds perform and achievement is examined based on personal and social characteristics as well as access to school resources, availability of books, teacher qualifications, class size, etc. The second approach to analyzing educational equity starts by making explicit the gains associated with access to a particular level of education, viewed through the accumulation of human capital and the appropriation of public resources used to enable education. This is one 'long-term' view of educational benefits and attainment that considered outcomes and returns, or overall resources accrued as well as contributions made to overall government revenue (Mingat and Tan, 1985, p. 298-299). So, while the immediate goals and implications of equity work in education may have to do with understanding the range, difference and specifics of the needs of individual as well as groups of students, long-term implications and goals relate to life outcomes.

Discussing the difficulty of defining equity in education, Jordan (2010) points out that equity is a complex social phenomenon and equalizing opportunities and equalizing outcomes are vastly different endeavors. "What is equitable and fair can be better understood in relationship to other

things and from within a given context... problems in measuring and defining learning using 'objective' standards versus cultural knowledge or multiple ways of knowing complicated attempts to define equity" (p. 147). He goes on to argue that equity is not about providing the same to all students regardless of difference, but because of increasing cultural and linguistic diversity, it is important to define equity in terms of providing knowledge, skills, and worldviews that enable social mobility, meaning context must shape views of equity and it will take on different meaning in different populations. In fact, definitions of educational equity have changed meaning over time as discourse on inequity has evolved (Milem, Umbach, & Ting, 2004; Mohr & Lee, 2000). Educational equity in a global society is about providing transformative learning experiences for students who require such experiences for social mobility, as well as social and cultural reproduction for students already on top" (p. 151). Nieto (1999) frames equity in terms of either equality of opportunity or equal outcomes, including the contexts in which students participate in educational experiences and the extent to which those experiences enable their academic growth (Valenzuela et al., 2006).

Equity is a priority in education largely as a result of recognition that how we educate, who we educate, and how well that education serves future generations is a social justice issue that directly impacts the health and wellbeing of the nation as well as the individuals that make up the communities we serve. Schools are uniquely positioned to respond to the social and cultural forces at work in society and, as such, both research and practices aligned with equity goals recognize the need to draw from various disciplines to address the complex issues that manifest in education and schooling as a result of social, cultural and economic inequity (Carter & Reardon, 2014). For these reasons, equity in education requires a critical pedagogical approach and critical understandings of educational issues, making the following critical equity themes central to equity for teacher mindset in planning and the creation of *content* as well as learning and teaching *practices, processes, and outcomes*: 1) Power 2) Oppression 3) Inequity 4) Positionality 5) Agency (J. Duncan-Andrade, 2009; J. M. R. Duncan-Andrade & Morrell, 2008).

School Profile

Palisades Charter High School (PCHS) is a secondary charter school located in the Pacific Palisades with a long history of being recognized as an academically successful institution. Originally established as a traditional public high school in 1961, the school decided to become a dependent charter school in 1993 when it was threatened with closure due to low enrollment. As a charter, the school expanded the reach of the students it enrolled, intentionally targeting diverse communities throughout the Los Angeles Area and successfully increasing the student population. In 2003, it became an independent charter school.¹

PCHS serves 2,982 students in grades 9-12. 54.3% of the students are identified as White, 21.3% are Latino, 13.9% are African American/Black, 8.3% are Asian, 0.5% Native Hawaiian or Pacific Islander, 0.8% Filipino, 0.4% American Indian or Alaska Native, and 0.4% identify with two or more races. 1,976 of the students attending the school come from more than 113 zip codes, making the student body population one of the most ethnically diverse schools in Los Angeles. More than 25 different languages are spoken among this diverse population of students. 8.9% of the students are identified as special education students, 1.8% are English Learners and 30.9% are socioeconomically disadvantaged.

California Assessment of Student Performance and Progress (CAASPP) data indicate 77% of students in the 11th grad met or exceeded the State Standards in English language arts (ELA) and 50% in mathematics, compared to 40% (ELA) and 30% (math) for the district average and 48% (ELA) and 37% (math) for the State average. 76.66% of all 11th grade students have met or exceeded the standards for ELA, yet when disaggregated this means that 51.9% of African American/Black students, 92.31% of Asian students, 65.48% of Latino students, and 84.35% of White students meet or exceed the standards. 40% of students with disabilities meet those same standards. For math, 50.22% of students meet or exceed the standards in the 11th grade, which breaks down to 22.78% African American/Black, 78.85% Asian, 29% Latino, 61.5% White, and 15.94% for students with disabilities. When it comes to 11th grade students who are considered socioeconomically disadvantaged, 64.35% are meeting or exceeding the standards in ELA and 31.28% meet or exceed the standards in math. The percentage of students who complete Palisades Charter high School graduation requirements is 87.1%. African American/Black, American Indian or Alaska Native, Latino, Native Hawaiian and Pacific Islanders, Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, and Foster Youth all complete the graduation requirements at a rate lower than the percentage calculated for all students.

The data shows that despite the well-deserved recognition for providing high quality, innovative programming and maintaining high academic outcomes for the majority of students, Palisades Charter High School struggles to meet the needs of African American/Black and Latino students, as well as English learners, Socioeconomically disadvantaged students, students of parents with lower parental education levels, and students with disabilities. The school's leadership recognized the unfinished work of addressing the opportunity gaps at Palisades Charter High School and decided to partner with Small Axe Group LLC to begin the work of intentionally addressing equity.

¹ The data represented in this section of the report has drawn from the 2016-17 School Accountability Report Card (SARC) and the 2018 Western Association of Schools and Colleges (WASC) report.

Overview

Collaborative School Equity Review Methodology:

The CSQR team was comprised of Palisades school staff working alongside Small Axe Group team members. The school staff members selected to participate in Palisades' first CSER included: Jamie Agius (Science), Myrna Cervantes (ELL Coordinator), Monica Iannessa (Assistant Principal), Yakun James (Math), Jeanne Saiza (Social Studies), Giovanni Stewart (School Culture), and Todd Wilkinson.

The review took place over the course of three days². During the three-day review, the CSER team observed 69 classroom lessons for 10-20 minutes each, facilitated 30-60-minute interviews/focus groups with Palisades teachers (25 participants), students (83 participants), coordinators (3 participants), department chairs (10 participants), the school's leadership team (5 participants), school counselors (10 participants), classified staff (8 participants), and spoke with counselors in the college center. On April 30, 2018, our team met with a small group of parents (8 participants), predominantly parents of English learners. Despite organizing a follow-up meeting with parents, the population of parents that were engaged was extremely limited and the team concluded that the information gleaned from those focus groups was insufficient to draw conclusions about the systems, structures, practices and processes used by the school to support strong parent and community partnerships, although some findings did support existing findings related to teaching and learning.

Overview of strengths and focus areas for growth:

What the school does well to support equity:

- The school has established shared leadership structures that keep senior leaders informed and enables responsive decision-making and resource allocation based on analysis of school data and trends
- The school has done well to incorporate important resources and personnel to support the social-emotional needs of students and has become increasingly intentional about cultivating a school culture that embraces diversity and inclusion, while working to establish conditions that allow all members of the community to flourish
- There have been discussions and strategic planning to expand access to Honors courses in an attempt to diversify those classes
- In classes where high levels of student engagement were observed, it resulted from structured student collaboration and effective use of real-world connections and students' prior knowledge, making clear that those teachers had established a healthy rapport with students and made effective use of instructional time
- A wide array of student engagement programs have been developed to build community and make sure students feel connected to the school

To more effectively address equity on campus, the school must:

- Follow through with the charges of the revised 2018 WASC Action Plan for Equity.

² Parent focus groups were organized for a later date, after the three-day review.

- Make more effective use of time in class:
 - increase active engagement of students in lessons
 - regularly check for understanding and utilize formative assessment to provide appropriate rigor and support for students
 - Support students to generate knowledge based on prior learnings, lived experiences and real-world connections in relation to course content
- Utilize strategies that strengthen students' self-efficacy:
 - improve the quantity and quality of feedback provided to students on the progress of their learning and how they can improve (success criteria)
 - improve communication with community stakeholders regarding programmatic and support opportunities on campus
- Deepen teachers' understandings of equity and diversity so they can recognize equity related issues that surface in classes and make informed decisions when responding
- Create a bell schedule that allows for meaningful collaboration among staff and teachers and to allow more traveling students to take advantage of the many resources on campus, particularly those that begin at the start and end of the school day
- Build teacher capacity of what is necessary to support high quality learning for all students through the PLC structure in order to address issues like inconsistencies in grading policies, understandings of how to differentiate based on student needs, understandings of the necessary components of a lesson to support student learning, assessment needs, etc.
- Make better use of monitoring systems to ensure that trends in teaching and learning are known, but also to uphold expected standards for learning
- Empower leaders of learning and teaching to develop ways of understanding trends in teaching and learning within their departments, and provide non-evaluative support and feedback/collaboration on student learning and how (or for whom) it might be improved
- Improve the engagement and supports available to English learners
- Address the barriers to entry and success in AP classes for underrepresented students

Main Findings and Recommendations

Overall Evaluation

Equity is now the central focus of many schools and districts throughout the country. For those who have been working on equity issues for many years, this is a welcome development, but of course it is also reasonable to ask what took so long? Palisades Charter High School has maintained high academic results for the majority of its students for much of its institutional history and enjoys a strong and healthy reputation in the local and surrounding community. The decision to make equity a priority by the school's leaders should be commended as a forward thinking and restorative effort to move an already distinguished school from good to great. Yet, a focus on equity must not be trivialized, since it is a call to reexamine the institutional and social norms that have enabled inequity to thrive alongside the school's generally high academically achieving majority. In essence, a focus on equity brings the need to establish clearer expectations for the implementation of the school's systems and structures, and teaching and learning practices and processes, driven by the school's vision for student success and what is necessary to achieve that vision. The recent WASC study highlights the need to more intentionally support traditionally underserved populations of students, and specifically describes a need for capacity building in instruction, support and college- and career-readiness pathways for all students. The Collaborative School Equity Review team concurs with those recommendations, but also recognizes the need for greater attention on the part of leadership at various levels of the school to become more intentional and strategic in the development of monitoring systems and strategies that enable community responsiveness - to providing support and accountability as needed - and capacity building for stakeholders at all levels. Although accountability may require leadership to drive the initial focus on equity, eventually the high functioning community will need to shift away from top-down to mutual forms of accountability, by developing more inclusive ways of knowing about the context of the school and drawing from the knowledge and experiences of marginalized populations on campus. If the pursuit of equity is truly going to be more than a clever slogan for reform, it will be necessary to make changes in policies and practices, to deepen staff understandings of social, cultural and economic inequity in society and how such inequity manifests in schools, and to develop greater clarity of what educators at Palisades can and must do to interrupt those trends.

Domain 1: School Culture for Learning

The quality of the school's culture for learning requires support in targeted areas.

- The school building is well organized, clean and appropriately set up to enhance learning experiences for all students. The school generally runs smoothly on a daily basis, and there are effective systems in place to ensure that occasional challenges are managed appropriately and effectively.
- The school promotes a collective responsibility among staff, parents and students, and has made efforts to support students to develop positive attitudes, be motivated to work hard and believe they can succeed. Many staff uphold these expectations and goals, yet these efforts are inconsistent. On numerous occasions, staff expressed and demonstrated a lack of buy-in or lack of clarity as to the ways in which school staff do or should support and address students' and colleague's attitudes, perceptions and practices that influence motivation and persistence.
- In most classes, we observed positive rapport between teachers and students, with few disruptions from students that distracted from the work of teachers or other students. However, passive engagement in learning is very common in classrooms, even in support classes intended to accelerate learning and growth, with teacher-centered

lessons dominating the use of class time and a lack of structures used to ensure students who are known to require support receive the help they need. Most staff commit to a collective responsibility for student success by seeking to identify and remove barriers to learning, however, this is not accepted by all.

- Relationships between teachers and students are mostly pleasant, but do not demonstrate sufficient challenge or high expectations for the achievement of all students, but especially underperforming students, English learners and students with IEPs.
- Numerous teachers spoke about a lack of clear expectations for teaching and learning, and a lack of oversight, which many enjoy, but that no clear expectations regarding differentiation and support strategies for students results in only those who choose to provide support or targeted teaching doing so.
- There is inconsistent commitment to and clarity about the school's vision and mission. Too many staff and other stakeholders do not know that the main priorities are for the school and staff do not fully understand how their daily work must align to the vision and mission of the school.
- Policies and procedures are in place to support academic and behavior expectations, but not all students or other stakeholder know them or implement them consistently. As a result, standards and application of policy vary.
- Some students and families are aware of their rights and opportunities to take initiative in classrooms and across the school to influence the quality of stakeholder's experiences, but these opportunities are unevenly known across student and family demographic groups or perceived to be uninviting. The result is that despite the many high-quality programs and learning/development opportunities, involvement in those programs has not sufficiently generated a greater sense of community or empowerment among students who would most benefit from being more connected to the school.

Recommendations:

1. *Building on the learnings and findings of the Collaborative School Equity Review team, develop an Equity Task Force that will guide the focus on equity at Palisades Charter High School by: a) deepening understandings of inequity in education, generally, before investing in deep understandings of inequity at Palisades; b) identifying high-leverage practices capable of addressing the equity issues across Palisades classrooms and provide differentiated support and feedback for teachers to improve the quality of learning across the school (leveraging tier 1 in-class instructional practices and interventions); c) participating in strategic development and improvement planning to ensure equity goals and strategies are embedded in all aspects of the school's growth; d) regularly reviewing the systems, structures, practices and processes that shape learning experiences and the gaps between school-wide intentions and impact of efforts to meet students' short-term goals (i.e. attendance, engagement, skill and knowledge acquisition) and long-term goals (i.e. college, career, health and wellbeing).*
2. *Intentionally target and engage minoritized populations of students and families in support of a more inclusive campus, to improve general communication and engagement with those stakeholders, and to ensure that they feel empowered to contribute to the growth of the school.*
3. *Train and support all staff, including college center staff, to ensure that the school is both perceived and experienced by first generation, low-income, traveling students, students of color and their families as a welcoming and supportive space that is capable of addressing their specific needs.*

Domain 2: Learning, Teaching and Assessment

The quality of learning, teaching and assessment requires support in targeted areas.

- Across the 69 classrooms we observed, teachers regularly communicate agendas and activities students will be expected to participate in during the period, however the new knowledge and skills that students will learn are not always made explicit. Learning objectives and language objectives are not consistently made specific enough to support effective assessment of student progress and are not shared in ways that clearly give focus, purpose and relevance to learning.
- Many teachers use strategies and technology resources to drive lessons and learning, but not for the purpose of improving engagement and accelerating the learning of underperforming students. Students produce work but are not always clear about whether it is of high quality. Students who engage in off task behaviors, and who also struggle with course content, are too frequently able to distract themselves from learning without receiving support or redirects from teachers. The majority of the students who demonstrated blatant disengagement in lessons – either listening to music, sleeping or leaving class frequently – were of color, raising concerns about teacher’s willingness and comfort with addressing off-task behaviors and utilizing interventions in teaching practices capable of interrupting these trends.
- In some classrooms, teachers make consistent effort to enable learning through group and partner work. However, this is not consistent throughout the school, and in most classes, lessons are teacher-centered, promoting passive engagement for students. Most teachers understand why these strategies are necessary for deepening understanding of content and for literacy skill development (writing, reading, listening and speaking), yet implementation in classroom lessons does not reflect this knowledge.
- As a result of a majority of classes being structured in a manner that promotes teacher-centered learning, the use of questions that encourage students to extend their use of new vocabulary or language construction is too infrequent. Observations and interviews with students and teachers suggest that teachers do not always plan questions and activities that meet the specific needs of the range of levels in most classes. Expectations of student use of new skills, vocabulary and strategies are inconsistent across classes, even in the same courses.
- The relationship between teacher practices and students feeling connected to school, being interested in course content, and being motivated to persist through difficulty in order to learn is inconsistent across departments. Students, families and many teachers named mathematics as a department where teaching practices are perceived as fixed, despite student needs. Many teachers we spoke with conveyed an interest in learning more about differentiation strategies and other in-class practices that can support them to meet the wide range of needs in their classes.
- In the majority of lessons, checking for understanding either did not take place or the efforts to check for understanding were insufficient for determining whether students completely understood and acquired newly introduced concepts.
- It was clear through observations that some teachers adjust plans for learning in response to assessment outcomes, but this practice was not a common feature in most lessons.
- Success criteria for the skills and knowledge students are expected to learn are utilized in only a minority of classes across the school. As a result, students are often unclear about what is required of them to be successful. Where rubrics are used, their use does

not always lead to the setting of individual targets or clear explanations about what the next steps might be to improve student work.

- Staff regularly record student progress from interim assessments and utilize school systems to make that data available to students and families, which students and parents describe as helpful and necessary for intentional engagement.
- There are inconsistent opportunities for students to listen, speak, read and write across classrooms, particularly in subjects other than English language arts. Teachers provide some, but infrequent ongoing feedback to guide individuals and groups. Far too many students are reticent to speak and are not sufficiently supported to build confidence in their use of new vocabulary and literacy skills.
- The use of programs, strategies and materials for literacy development is too infrequent across the school to meet students' language needs. There is little adjustment to meet the specific language needs of students, at initial implementation (during class) or in response to ongoing assessment information.

Recommendations:

1. *Continue to develop Professional Learning Communities across the campus to establish shared understandings of learning and teaching needs and expectations for addressing equity and areas for growth outlined in this report.*
2. *Incorporate aspects of the workshop model into pedagogical practices across the school to provide more modeling and feedback, to enhance use of formative assessment to adjust plans and strategies for learning, and to differentiate engagement and support for students.*
3. *Provide differentiated professional development and coaching for teachers on culturally responsive learning, teaching and planning strategies that address school equity goals, and make curricula more robust, accurate and representative, but also to support teachers to personalize learning based on understanding of each student as a person and a learner, and to identify and take action on need for intervention and support and increase the relevance of teaching.*

Domain 3: Leadership, Management and Accountability

The quality of leadership, management and accountability is effective.

- The school's mission statement is displayed in parts of the school and on the school's website, yet they are not integrated into the daily work of teachers, school leaders, and staff. It is not sufficiently utilized as a compass to guide the school's work in teams or for individuals, and not all teachers, leaders and staff understand their roles in minimizing distractions and removing barriers that hinder student progress.
- School leaders empower teachers to take initiative and make decisions that shape learning and teaching practices in the classroom in alignment with the school's priorities. Leaders demonstrate high levels of trust through shared leadership structures that enable teachers to make decisions for themselves and their PLCs based on school priorities and student needs, as evidenced by in-class experiences and student achievement data.
- Leaders make effective use of ongoing data to set goals and monitor progress. Teachers are generally aware of students' changing needs but would benefit from more specific feedback on classroom systems, structures, practices and processes that effectively support student learning and ways that student learning could be improved.

- Structures are in place to facilitate collaborative planning for teachers and teachers meet regularly, but there is insufficient focus on the needs of underperforming students and little or not enough impact on their progress as a result of meetings. Leaders ensure that meetings are happening, but do not participate or ensure that effective decisions are made, and actions carried out.
- Leaders visit some classrooms more consistently than others, but not necessarily as in response to there being greater need for support or accountability in those classes, which garners limited information on the effectiveness of learning and teaching for students struggling academically. Sometimes, leaders do not provide support because it is not the main priority, because they do not know how to, or because there will be resistant responses.
- Leaders offer professional development to all staff, but provision is not determined by explicit understanding of what individual staff need or desire to improve outcomes for all students, especially underperforming students. Inconsistent follow-through/implementation of newly acquired skills/strategies and best practices in classrooms has the greatest impact on the students who would benefit most from their use.
- The school's development path is guided by a commitment to the notion that nothing happens by chance. Improvements are managed through short-, mid-, and long term-stages and a wide range of stakeholders contribute to the creation of action plans, although there is still a need to involve more of underrepresented stakeholders and parents of students who live furthest from the school. Strategic planning aligns with identified student needs and makes good use of available finances, people, time, facilities and materials. The process for allocating resources includes effective focus on monitoring and evaluating the impact on student progress, including underperforming students. Leaders revise and adapt strategies in response to ongoing evaluation.
- The school's board of trustees has a system in place to stay knowledgeable of the concerns and needs of the diverse stakeholders served by the school. The board's agendas and minutes reflect the mission and vision of the school, emphasizing student achievement and reflect a commitment to excellence and equity. Board members have clear roles and responsibilities, when contributes to them working as a cohesive unit. Communication protocols are consistently used to ensure stakeholders are informed of change processes and school priorities.

Recommendations:

1. *Establish learning and teaching leaders (LTLs) across the school to support team learning for teachers, which may take place in grade-level, departmental teams, or PLCs, that use student learning as a barometer for teacher needs. Charge LTLs with the task of taking greater ownership of what is happening in and across classrooms so that they can work with colleagues to inform how teams will address school priorities, to reflect on individual student learning, for gathering advice, ideas, and supports, and to take the next instructional steps necessary to advance student learning. LTLs will need to collaborate with the Equity Task Force, and vice-versa, to ensure equity is embedded in collaborative work, planning and teaching across the school. Establish systems and protocols for non-evaluative observations and feedback to enable teachers to practice, grow and take risks in teams without fear of consequence and to support continuous growth.*
2. *Develop monitoring systems and strengthen leadership's "ways of knowing", so that leaders at various levels of the school have an accurate understanding of what is working well and what must be done to improve the quality of learning for students across all classrooms, but*

also to ensure that support and accountability is provided to uphold teaching expectations that meet the community's standards for learning.

- 3. Engage school leaders at all levels in developing strong understandings of equity in education and equity issues at PCHS so that they understand how and where leadership is needed to support a school-wide focus on and commitment to equity.*

Domain 4: Partnerships with Families and the Community

Although a group of parents were engaged in focus groups with our team during an April 30th gathering, we do not believe the group was large enough to be considered a representative sample. Therefore, the CSER is unable to make judgements about the quality of family and community partnerships. We suggest a parent liaison or committees that work to engage and represent parents contribute to a targeted review of parent and community partnerships through an equity lens to determine strengths, growth and priority areas.

Scoring Summary

Grade	Descriptor	Definition
1	Requires School-Wide Support	There are insufficient guidelines, policies or practice in place to ensure that provision is of an appropriate quality to support student learning.
2	Requires Support in Targeted Areas	There are pockets of suitable work being done, or practices in place that could be built upon to improve the overall provision, but inconsistencies are apparent and the plan to embed the work is not solidly implemented to ensure that all students learn effectively.
3	Effective	The work is supported by consistently implemented policy, leading to consistency in practice, so that the majority of students make good rates of progress.
4	Exemplary	The work is of an exceptional quality leading to better than expected rates of progress for all students

Domain 1 – CULTURE FOR LEARNING		1	2	3	4
The extent to which:			x		
1.1	The school promotes a collective responsibility among staff, parents and students, ensuring all students develop positive attitudes, are motivated to work hard and believe that they can succeed.		x		
1.2	Staff members and other stakeholders have high expectations of the achievement and conduct of all students, demonstrate deep commitment, believe that students can succeed, set challenging goals, and maintain a common, consistent school-wide approach.		x		
1.3	Staff and other stakeholders are committed to the school's vision and mission and to doing what is necessary to ensure all students reach their potential.		x		
1.4	Stakeholders share mutually respectful and positive relationships, with staff who model and maintain high expectations for professional behavior. Equality of opportunity, understanding of cultural diversity and an appreciation of personal dignity support all students' continual improvement. All students and families feel safe and welcome.				NA
1.5	The school personnel consistently implement policies and procedures that address academics, attendance and expectations for behavior in order to establish clear and consistent routines that support a positive, academically stimulating, student-centered learning environment. The school is effective in communicating these policies and ensuring all stakeholders understand them.		x		
1.6	Students and adults feel empowered to make decisions, show initiative and take on responsibility that add value to the school and the wider community.		x		
1.7	Leaders and staff understand that a safe, clean, collaborative and well-ordered work environment can play a positive role in the culture of the school and develop a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.			x	
Overall score:				x	

Domain 2 – QUALITY OF LEARNING AND TEACHING		1	2	3	4
The extent to which			x		
2.1	All students clearly understand the learning target and know why they are relevant. Teachers set content and language objectives that are specific.		x		

	Learning targets have clear success criteria. Teachers share learning targets with students and reference them often in lessons.				
2.2	All students are challenged to new learning levels. Teachers use specific strategies, including technology, which motivate students' interest and encourage high levels of engagement and productivity.		x		
2.3	Students demonstrate progress towards standards-based learning targets through opportunities to work collaboratively, share ideas, solve problems, think critically and practice new language and content skills and knowledge.		x		
2.4	Students practice analytical skills and use strategies that promote better understanding, enabling practice and development of listening and speaking skills.	x			
2.5	Teachers make regular checks for understanding during lessons. By the close of the lesson, teachers know which students have and have not met the objective for learning.	x			
2.6	Multiple forms of data inform plans for teaching and learning. Learning activities are appropriately challenging and matched to the learning needs of all students.		x		
2.7	All students reflect on and analyze their own work to set individual targets.	x			
2.8	Teachers record and share ongoing assessment data to monitor the progress of all students.			x	
2.9	Students experience a rigorous, balanced, engaging and culturally relevant curriculum that emphasizes the development of speaking, listening, reading and writing across all content areas.		x		
2.10	The school implements programs and strategies and uses materials specifically designed to support English language development for all students.	x			
2.11	Real-world experiences and relevant links across subjects increase engagement and accelerate learning.		x		
	Overall score:		x		

Domain 3 – LEADERSHIP AND ACCOUNTABILITY		1	2	3	4
The extent to which				x	
3.1	The school has a clear and relevant vision for the success of students.		x		
3.2	School leaders model commitment to the school's mission and lead by example, demonstrating depth of commitment, tenacity to achieve the school's vision, and high expectations for the performance of staff and students.			x	
3.3	School leaders monitor the progress made by students in meeting their interim targets, develop an improvement plan to ensure the realization of the communities' values and beliefs, as well as the achievement of long and short-term benchmarks to ensure continuous improvement.			x	
3.4	School leaders recruit and hire effective staff that are developed and retained through differentiated professional development. School leaders guide and monitor the use of structured teacher planning time/PLCs to ensure it is used effectively and results in continuous progress for students.		x		
3.5	School leaders measure the effectiveness of teaching and learning across the school. They provide constructive feedback and set goals to improve practice.		x		
3.6	School leaders provide relevant support and professional development to improve teaching for all students.		x		
3.7	School leaders align resources for all students with strategic plans and goals to meet identified priorities for development and improvement.			x	
3.8	School governance provides proper oversight to ensure adherence to the mission and vision of the school as laid out in its charter.				x
Overall score:				x	

Domain 4 – PARTNERSHIPS WITH FAMILIES AND COMMUNITY					
The extent to which					
4.1	School leaders and teachers place a high priority on regularly communicating with parents and guardians to build collaborative relationships and engage them as partners in their child's learning. Home languages are used to ensure all families are engaged.				
4.2	Information for parents and guardians on the academic and social progress of students, expectations of standards, areas for improvement and potential pathways to college and career is shared regularly and in response to the school's growing awareness of the needs of families.				
4.3	The school encourages parents, guardians and families to participate in the decision-making processes within the school.				
4.4	The school creates opportunities to celebrate academic achievement with parents. The social and cultural diversity are recognized as integral components of the school community.				
4.5	The school creates collaborative partnerships with external agencies and community groups to support the academic and personal development of students.				
Overall score:					NA

Appendix A

After discussing learning and teaching, we agree that good teaching consists of:

- Checking for understanding
- Clear learning objectives and clear expectations – academic and behavioral
- Modeling
- Independent practice time
- Check-ins for prior knowledge and retention of previously introduced knowledge/skill
- Good use of formative assessment
- Interpersonal support/mutual respect/relationship building
- Providing quality feedback
- Providing opportunities for revision and the development of mastery
- Clear routines established to facilitate learning
- Students tracking their own progress
- Being responsive to the energy and feelings of students/the room
- Sharing success criteria with students
- Responding to, enabling and encouraging the development of multiple intelligences/learning styles
- Scaffolding and ensuring quality plans for intervention
- Validating prior knowledge

Appendix B

Team concerns after review of school data:

1. Do we have access to disaggregated data on students with special needs in our school?
2. What resources are committed to supporting disadvantaged students?
 - a. How are diagnostic assessments used?
 - b. What kind of interventions exist? What are they for?
 - c. Do we incentivize preparation and support for CAASPP?
3. What has changed about mathematics that has shaped student achievement trends (downward or “leveling off”)? Why are all students struggling with problem solving and data analysis?
4. Do students who have to travel long distances face additional challenges at Pali?
5. What are we doing to assess and reassess reading?
6. How do students perceive discipline at the school? How is race/ethnicity significant in perceptions and experiences with discipline?
7. What are relationships like between administrators and teachers?
8. What annual evaluations and adjustments do we use or plan for?
9. What can we do in our curriculum to better support/engage for African American, Latinos, RFEPs, and students coming from homes with less educated parents?

Appendix C

Articles on Palisades HS for historical context:

- Los Angeles Magazine (1998), (p. 52):

URL: <https://books.google.com/books?id=510EAAAAMBAJ&pg=PA52#v=onepage&q&f=false>

- *Driven to Learn: Minority Students endure long days to be bused to westside schools, but sometimes they get blamed for campus problems* (1994):

URL: http://articles.latimes.com/1994-06-19/news/we-5997_1_westside-schools

- *LAUSD Proposes ending PaliHi Buses* (2010):

URL: <https://archive.is/20120911090952/http://www.palisadespost.com/news/content.php?id=5529>

Coversheet

School Budget for Conferences

Section: V. Academic Excellence
Item: B. School Budget for Conferences
Purpose: FYI
Submitted by:
Related Material: V_B_School Budget for Conferences_CCSA_BOT_09_25_18.pdf

Shelby Ladnier

Subject: CCSACon 2019: Sacramento, here we come!

From: CA Charter Schools Conference <registration@ccsa.org>

Date: Friday, August 24, 2018 at 5:08 AM

To: Pamela Magee <pmagee@palihigh.org>

Subject: CCSACon 2019: Sacramento, here we come!



Pamela,

The California Charter Schools Conference returns to California's capitol – Sacramento, and we have a GREAT deal for you! The 26th annual conference will be held March 11-14, 2019 at the Sacramento Convention Center.

REGISTER

Our **Back-to-School registration rate** is open and only \$350 for members and \$425 for non-members. This is the best deal for conference! The deadline to register at this rate is Friday, September 28. After this date, the individual member rate jumps to \$450 and the individual non-member rate jumps to \$525. **Register TODAY!**

Secure your low rate with a credit card or a purchase order (PO) number. If you utilize the PO option you will receive an invoice for the total registration fees due; however, payment is not due until March 2019. Lock in today's low rate and pay when it is most convenient for you between now and the event!

Do not forget to book your hotel! Visit the **conference website** to review lodging options and book your hotel room.

CALL FOR PROPOSALS

Do you have practical models, helpful techniques and useful materials that should be shared with the charter community? If yes, we want to showcase your work. **Share your knowledge and expertise with your colleagues!** Attendees of the conference are looking for interactive sessions that share best practices and offer immediate takeaways. We invite you to share in the charter movement by **submitting a proposal** to present at the conference. The creative input and innovative work of the charter school community makes the conference a world-class event each year!

Do not forget to book your hotel! Visit the [conference website](#) to review lodging options and book your hotel room.

CALL FOR PROPOSALS

Do you have practical models, helpful techniques and useful materials that should be shared with the charter community? If yes, we want to showcase your work. **Share your knowledge and expertise with your colleagues!** Attendees of the conference are looking for interactive sessions that share best practices and offer immediate takeaways. We invite you to share in the charter movement by [submitting a proposal](#) to present at the conference. The creative input and innovative work of the charter school community makes the conference a world-class event each year!

Please note that the deadline to submit a proposal to present a breakout session or poster session is midnight (PST) on Friday, September 14, 2018.

Looking forward to March!
Hilary

Hilary Grider
Director, California Charter Schools Conference
California Charter Schools Association



This email was sent to pmagee@palihigh.org by registration@ccsa.org | [Unsubscribe](#)

California Charter Schools Conference
1107 9th Street, Ste. 200, Sacramento, CA 95814
charterconference.org

Coversheet

CSD Oversight Report Responses

Section: VII. Finance
Item: A. CSD Oversight Report Responses
Purpose: Discuss
Submitted by:
Related Material: VII_A_CSD Oversight Report Response_BOT_09_25_18.pdf



PALISADES

CHARTER HIGH SCHOOL

CSD Financial Review Report- Areas Noted for Further Growth and/or Improvement (Page 41 of 52 of CSD 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;

PCHS Response: The interest paid on the credit cards is due to the requirement by the Board to approve the Executive Director's Expenses prior to payment. Since the Board meets only once a month, there have been unavoidable occasions which caused the payment to be after the due date. These fees, while being paid, would violate the Board Approved PCHS Purchasing policy (see PCHS Fiscal Policy-Board approved 1/17/17) of requiring approval of purchases before paying or reimbursing

2. Lack of adequate responses to the CSD's inquiries:

PCHS Response: See attached file (#2) which outlines the timeline of the requests and responses to CSD inquiries. The request of the Operations Liaison involved a significant amount of research and work to compile the information needed. PCHS responded asking for more time to compile the information. This task ultimately took longer than expected but resulted in no subsequent inquiries. PCHS would request that if material request of information is needed, additional time be allocated.

3. Non- adherence to the school's approved fiscal policies and procedures;

PCHS Response: No specifics were provided that enable PCHS to respond to this statement. Some exceptions, as identified by the CSD were noted by PCHS, but in the few instance noted, exceptions were reviewed and approved by the Executive Director-Principal as allowed by the Board of Trustees in the Executive Limitations Policy #3.7 and approved by the Board of Trustees on 9/15/15.

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

PCHS Response: PCHS does have policies regarding authorized signatories. Annually, the Board approves the authorized list check signers using the LACOE Certificate of Signatures for the County Treasury account in its' posted Board materials (see Agenda Item XI.A. from the Board meeting posted on 12/12/2017).

The signatories for the external bank (Cathay Bank) are also approved by the Board at a Public meeting and posted in the minutes.



PALISADES

CHARTER HIGH SCHOOL

b. Procedures for bank reconciliation

PCHS Response: PCHS performs monthly reconciliations of all bank accounts and timing differences are cleared within one month of identification

c. Cash handling procedures

PCHS Response: PCHS does have policies regarding cash handling. PCHS would refer the CSD to the Financial Policies Manual on the Web site and review the 3 related Cash policies (pages 2-4) approved by the Board in 2015.

d. Procurement for Contracts

PCHS Response: PCHS does have policies regarding material Contracts. Contracts in excess of \$30,000 (per Executive Limitations Policy #3.7) have been regularly brought to the Board for approval. Samples of these contracts include: Food Services, Transportation and Custodial. All approved contracts can be found in the Board Materials



LAUSD CHARTER SCHOOLS DIVISION
Annual Performance-Based Oversight Visit Report

SCHOOL NAME: Palisades Charter High School
DATE OF VISIT: 5/15/2018

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):



PALISADES

CHARTER HIGH SCHOOL

Responses to LAUSD CSD Audit 2017/2018 (Page 42-45 of CSD Report-Attached):

1. The CSD' comments regarding lack of responsiveness is not in agreement with PCHS' records. The number and timing of inquiries are attached for reference. This timeline was sent to the Executive Director of the CSD for reference.

2. Purchases made on the PCHS credit card for the Executive Director are approved by the board prior to paying the expense. PCHS already has a procedure in place that enables the board to review and approve the school's credit card charges on a monthly report. Report is also reviewed by the Budget & Finance committee which functions as a sub-committee of the board.

3a. Unreconciled bank reconciliation reports for the operating bank accounts are due to timing differences between the book entries on PeopleSoft (our General Ledger), the issuance of manual checks for payroll adjustments, and when the checks are cleared by the bank.

3b. PCHS **did not** incur NSF/overdraft fees in our operating bank account. These checks were issued as a courtesy to employees who incurred NSF/overdraft fees in their bank account due to a timing issue between ADP and Banks making payroll deposits/checks available as a result of Columbus Day.

3c. PCHS has documented the correspondences with the CSD offices. PCHS has complied with all of the CSD requests until CSD began requesting same day responses for items previously provided or for items that would take more than a day to respond. PCHS Finance Office provided all items requested to CSD one month prior to their visit in May (as requested by CSD) and has complied with all additional requests afterwards.

4. PCHS does its best to enforce the board approved policies and procedures throughout the school. Items such as payment for instruction are standing items part of an approved contract done in the beginning of the year via the HR office. Yearbook invoice is sent during the summer where the advisor over the yearbook & the ASB bookkeeper is off during the summer.

5. PCHS does its best to enforce board approved policies throughout the school, but at times there are circumstances which yield a slight exception to the policy. PCHS club accounts purchased scrip donations from the booster club (a fundraising arm of PCHS, and not regular "gift cards" from the store) through money received in donations or sales for this specific purpose. While the reimbursement does not align with the Board Policy, the matter is brought to the Executive Director/Principal for final approval/rejection. In this case the request was approved.

5a. Please see response 3a above. The unreconciled amount for track and field has been corrected prior to December 2017 but did not get off the report.

5b. PCHS has implemented the recommendation of the CSD into action by recording the expenses of when manual checks in the other accounts outside of payroll when issued. However, any material check is not issued and is automatically recorded when issued.



PALISADES

CHARTER HIGH SCHOOL

LAUSD-CSD Charter School Division Financial Correspondence Timeline:

April 2nd, 2018: Initial request for documents pertaining to fiscal oversight visit (deadline of 4/16/18)

April 17th, 2018: Documents submitted via dropbox, link to EPA & board meeting minutes shared

Documents sent via dropbox:

- 1a/b: 2nd interim report
- 1c: 3-year cash flow
- 4. STRS/PERS/OASDI/MEDI payment evidence
- 10. Fiscal policies manual
- 14. Contracts
- 17. Credit Card Statements
- 17. Commercial warrant register
- 19. Bank Reconciliations
- 20. ASB Financials (Trial Balance, Income Statement, Balance Sheet, ASB Budget, ASB Bank Recs/Bank Statements (Bank statements provide copy of cleared checks))
- 21. Depreciation schedule
- 25. 16-17 Audit Report

April 17th, 2018: Acknowledgement of materials received. Additional request of disclosure of legal issues & board minutes of school approved fiscal policies, 16-17 audit discussion, and discussion of 16/17 oversight report

April 19th, 2018: Response provided to additional requests made on 4/17

April 19th, 2018: LAUSD-CSD sends email to Dr. Magee in regards to same additional requests made on 4/17

April 26th, 2018: LAUSD-CSD repeats request made on 4/17 and sends additional request of warrant back-up & credit card back-up (deadline of 5/1/18)

May 1st, 2018: Dropbox link of warrant back-up & credit card statement back requested provided to LAUSD-CSD

May 2nd, 2018: LAUSD-CSD acknowledges receipt of items

May 2nd, 2018: Dropbox link to April 17th request of legal issues & board minutes provided-Duplicate Request

May 3rd, 2018: LAUSD-CSD requests additional pages of credit card statements (deadline 5/4/18)

May 4th, 2018: Dropbox link provided again for credit card supporting documents

May 15th, 2018: LAUSD-CSD Oversight visit

May 17th, 2018: LAUSD-CSD request for signature pages of bank recs & ASB check register (deadline 5/17/18)

May 18th, 2018: requested documents from 5/17 sent to LAUSD-CSD



PALISADES

CHARTER HIGH SCHOOL

LAUSD-CSD Charter School Division Financial Correspondence Timeline: **(Continued)**

- May 21st, 2018: LAUSD-CSD acknowledges receipt of materials from 5/17 request
- May 23rd, 2018: LAUSD-CSD requests additional supporting documents for check numbers 24254142 and 24256743, along with consultant contract for Small Axe Group
- May 23rd, 2018: LAUSD-CSD requests additional credit card statements in preferred format (no deadline given)
- May 24th, 2018: Credit card statements sent to LAUSD-CSD
- May 24th, 2018: LAUSD-CSD acknowledges receipt of credit card statements from 5/23
- May 24, 2018: Checks & contract from 5/23 request sent
- May 24, 2018: LAUSD-CSD acknowledges receipt of checks/contract from 5/23
- May 24, 2018: LAUSD-CSD requests supporting documents pertaining to check# 4056 (payroll) (No deadline given)
- May 24th, 2018: LAUSD-CSD wants to know if Rocky & Richard are the same person & his employment status
- May 24th, 2018: response is provided to LAUSD-CSD
- May 24th, 2018: LAUSD-CSD acknowledges response to Rocky request
- May 24, 2018: LAUSD-CSD requests supporting documents for ASB checks (deadline 5/30/18)
- May 30th, 2018: Supporting documents for ASB checks sent to LAUSD-CSD
- May 31st, 2018: LAUSD-CSD acknowledges receipt of ASB supporting documents
- May 31st, 2018: LAUSD-CSD requests process/procedures on how checks are requested/approved (deadline 5/31)
- May 31st, 2018: response provided to LAUSD-CSD on check requests
- June 1st, 2018: LAUSD-CSD acknowledges receipt of responses, asks additional questions on bank rec process, bank accounts, operating accounts, why certain checks were issued
- June 1st, 2018: Supporting document for scholarship cashier's check sent to LAUSD-CSD
- June 4, 2018: LAUSD-CSD requests additional information in regards to ASB account (Deadline 6/5/18)
- June 4, 2018: LAUSD-CSD requests additional information on why there are 2 credit cards with 2 different numbers (deadline 6/5/18)



LAUSD CHARTER SCHOOLS DIVISION
Annual Performance-Based Oversight Visit Report

SCHOOL NAME: Palisades Charter High School
DATE OF VISIT: 5/15/2018

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.

- 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



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:
 - a. Unreconciled bank reconciliation reports for the Track & Field/Transportation bank account ending in xxx 1334, and the Operating bank account ending in 6940;
 - b. 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	Firstbank Card 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	\$ 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



LAUSD CHARTER SCHOOLS DIVISION
Annual Performance-Based Oversight Visit Report

SCHOOL NAME: Palisades Charter High School
DATE OF VISIT: 5/15/2018

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.

- 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

- 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	Pal/Cares 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/15/2018

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.

Coversheet

2018-2019 Budget Updates (including CapEX)

Section: VII. Finance
Item: B. 2018-2019 Budget Updates (including CapEX)
Purpose: Discuss
Submitted by:
Related Material: VII_B_Part 2_CAPEX UPDATES_BOT_09_25_18.pdf
VII_B_Part 1_2018_2019 Budget Updates_BOT_09_25_18.pdf

ResPrj	Goal	Func	Obj	Sch/Loc	Sch/Loc Description	Resource Description	Budgeted Amt	Expended Amt	Enc Amt	Remaining Amt (as of 9/20/18)	% Left	Comments
62300.0	00000	85000	6100	0000000	Prop 39 Projects	California Clean Energy Jobs A	0.00	1,242.50	0.00	-1,242.50	0.00	Amount Remaining = \$22K
Total for Object: 6100-Sites and Improvement of Sites							0.00	1,242.50	0.00	-1,242.50	0.00	
00000.0	00000	85000	6200	0000000	Safety 1	General Fund	148,000.00	0.00	19,600.00	128,400.00	87%	
00000.0	00000	85000	6200	0006001	Safety 2	General Fund	82,000.00	15,673.88	11,185.05	55,141.07	67%	
00000.0	00000	85000	6200	0006002	Room Split	General Fund	165,000.00	103,775.45	52,408.26	8,816.29	5%	
91000.0	00000	72000	6200	0000000	Restroom Rennovations	Ed Foundation	60,000.00	0.00	0.00	60,000.00	100%	
99500.0	00000	72000	6200	0009950	Permit Capital	Civic Center Permit	27,289.00	0.00	8,968.05	18,320.95	67%	
99500.0	00000	72000	6200	0200910	Pool Capital	Civic Center Permit	26,601.00	0.00	12,358.00	14,243.00	54%	
Total for Object: 6200-Bldg. & Improvement of Bldg							508,890.00	119,449.33	104,519.36	284,921.31	56%	
00000.0	11100	85000	6400	0000000	Tech E-Rate Project	General Fund	235,000.00	0.00	0.00	235,000.00	100.00	Start of project pending release of category 2 e-rate funds
Total for Object: 6400-Equipment							235,000.00	0.00	0.00	235,000.00	100.00	
00000.0	00000	82000	4410	0000000	Furniture	General Fund	83,000.00	31,990.48	32,120.80	18,888.72	0.00	
Total for Object: 4410- Non Capitalized Equipment							83,000.00	31,990.48	32,120.80	18,888.72	0.00	
00000.0	00000	82000	5610	0000000	Repairs - Ops (add'l)	General Fund	47,000.00	16,563.43	1,994.27	28,442.30	28.1	KML, Medina, Eclipse Heating/Air
Total for Object: 5610 - Repairs							47,000.00	16,563.43	1,994.27	28,442.30	0.00	

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

	2017-2018 Unaudited Acutals (6/30/18)	2018-2019 Budget (Admin/BF committee Recommended 6/4/18)	2018-2019 Budget Updates (8/28/18)	09/20/18 Changes	Comments/ Change (from 8/28)
ADA ESTIMATES/ACTUAL FUNDED	2,905	2,882	2,882	2,867	ADA Concerns- Need to increase (lower ADA # to be more realistic, by 15) Target 2nd Semester Enrollment
LCFF FUNDING PER ADA		9,814	9,873	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	28,305,891	(146,934)
NCLB:T1,Basic School Support	281,972	285,028	308,894	308,894	Updated Funding 7/18/18
Special Ed: IDEA Basic Local Assistance Entitlement	565,541	583,296	592,943	568,813	\$198.4/ADA (Actual Sp Funding-9/18)
NCLB:TII, Teacher Quality/ESSA	57,519	57,891	64,848	64,848	Updated Funding 7/18/18
MAA-Medical Reimbursements	16,925	18,000		-	
Perkins	24,736	29,570	29,570	29,570	
DOR-Rehab	8,550	20,000	20,000	20,000	
AP Fees	3,359	-			
Child Nutrition Program	362,687	397,851	397,851	397,851	
Federal Revenues-Total	1,321,289	1,391,636	1,414,106	1,389,976	(24,130)
Prop. 39 energy	220,105	-	-	-	
State Lottery:Non Prop 20 - Current Year	461,509	420,699	435,182	448,182	New Lottery Est 9/18 (\$151/Enrolled)
State Lottery:Non Prop 20 - PY adjustments	-			-	
Child Nutrition: School Programs	30,495	33,380	33,380	33,380	
Mandated Costs Reimbursement	125,271	130,330	130,353	130,353	
Educator Effectiveness Grant (3 year grant)	-	-	-	-	
One Time Discretionary Grant	419,051	991,236	530,288	530,288	revised @\$184/ADA per CDE
State Lottery:Prop 20 Inst Matls- Current Year	176,959	138,312	152,746	157,746	New Lottery Est 9/18 (\$53/Enrolled)
State Lottery:Prop 20 Ins Matls- PY adjustments	-				
Special Education- AB602	1,681,851	1,698,015	1,758,827	1,687,258	\$588.51/ADA (Actual P-1 Funding) 9/18
Student ID/CAHSEE	4,860	13,111	13,111	13,111	
CTE Grant	527,117		-	-	
College Readiness Block Grant	124,016	-	11,032	11,032	revenue recognized from 17/18 Recover Extra SpED Transportation Costs with COP Grant
LAUSD-Sp Ed Grants (Option 3)	172,997	143,850	143,850	163,850	
Other State Revenues-Total	3,944,232	3,568,933	3,208,769	3,175,200	(33,569)
Food Service Sales	202,852	190,255	190,255	190,255	
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,116,993	1,051,400	1,051,400	1,051,400	Increase Revenue to 17-18 Actuals
Interest	115,788	112,932	112,932	112,932	
Encroachment	0				
Lease Revenue- iPad Rentals					
Fundraising	343,734	488,004	488,004	488,004	Possible Uptick on these \$\$\$'s ??
Other Local Revenues-Total	1,779,367	1,842,590	1,842,591	1,842,591	(162,745)
Total Revenue	33,861,107	35,081,036	34,918,291	34,713,658	(204,633)
Teachers	12,976,082	12,757,083	12,757,083	12,757,083	(367,378)
School Admin	900,745	916,313	916,313	916,313	
Librarians	127,764	129,463	129,463	129,463	
Guidance,Welfare	698,603	723,633	723,633	723,633	
Other Support/Impact of / Step and Column	-	-			Auxiliaries still to be changed? Close Sections?
New Periods & Teachers (Master Budget- Other - SUBS)	-	-			
Certificated Salaries	14,703,193	14,526,492	14,526,492	14,526,492	Teachers on Paid Leave/Transition Position
Inst'l Aides	905,595	971,377	971,377	971,377	Review SpED Assistants?
Admin. Sal	435,684	412,863	412,863	412,863	
Clerical/Office	1,829,675	1,968,726	1,968,726	1,968,726	Review OT
Maint./Oper (incl. in Clerical/Office)	107,143	107,014	107,014	107,014	
Food Services	46,488	46,410	46,410	46,410	
Math Paraprofessionals	84,181	170,000	170,000	170,000	Use of Math Paraprofessionals-Savings?
Other Classified	1,183,398	986,461	986,461	986,461	
Impact Step and Column	-	56,000	56,000	56,000	
Proposed New Positions/Hours	-	80,000	80,000	80,000	
Classified Salaries	4,592,164	4,798,852	4,798,851	4,798,851	
Total Salaries	19,295,357	19,325,343	19,325,343	19,325,343	
STRS - Certificated (ER 16.28%)	2,059,405	2,364,913	2,364,913	2,364,913	
PERS - Classified (ER 18.06%)	609,158	866,673	866,768	866,768	
OASDI Regular - Certificated	14,330	15,000	15,000	15,000	
OASDI Regular - Classified	277,840	297,529	297,529	297,529	
OASDI Medicare - Certificated	209,576	210,634	210,634	210,634	
OASDI Medicare - Classified	67,090	69,583	69,583	69,583	

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

	2017-2018 Unaudited Acutals (6/30/18)	2018-2019 Budget (Admin/BF committee Recommended 6/4/18)	2018-2019 Budget Updates (8/28/18)	09/20/18 Changes	Comments/ Change (from 8/28)
ADA ESTIMATES/ACTUAL FUNDED					
	2,905	2,882	2,882	2,867	ADA Concerns- Need to increase (lower ADA # to be more realistic, by 15) Target 2nd Semester Enrollment
LCFF FUNDING PER ADA		9,814	9,873	9,873	
Health & Welfare Benefits - Certificated	2,302,720	2,335,548	2,335,548	2,335,548	
Health & Welfare Benefits - Classified	1,115,968	1,181,164	1,181,164	1,181,164	
Unemployment Insurance - Certificated	11,188	7,263	7,263	8,716	
Unemployment Insurance - Classified	4,795	2,399	2,399	2,399	
Workers' Compensation - Certificated	146,742	133,191	133,191	133,191	per chartersafe quote
Workers' Compensation - Classified	59,333	57,082	57,082	57,082	per chartersafe quote
Other Employment Benefits - Certificated (LT Benefits)	203,094	483,000	483,000	483,000	
Other Employment Benefits - Classified (LT Benefits)	26,134	208,000	208,000	208,000	
Employee Benefits	7,107,370	8,231,979	8,232,075	8,233,528	
Total Salary & Benefits	26,402,727	27,557,322	27,557,418	27,558,871	
Textbooks	156,447	99,583	99,583	99,583	Updates to VA/English Budgets?
Instructional Materials	303,557	240,000	240,000	240,000	
Non-capitalized Equipment	540,471	413,547	413,547	413,547	Lower?/ Freeze Furniture or other non Cap items
Other Supplies	220,386	165,000	165,000	165,000	Paper/Schoolwide supply cuts needed
Food Service Supplies	231,314	247,776	247,776	247,776	
Books & Supplies	1,452,174	1,165,906	1,165,906	1,165,906	
Personnel Services-Mileage	6,817	4,060	4,060	4,060	
Travel/Conference	101,280	36,034	36,034	36,034	
Due/Memberships (Subscriptions)	299,208	404,160	404,160	404,160	Review Subscriptions requested
Insurance	183,815	173,678	173,678	173,678	
Operation and Housekeeping Services	308,389	683,850	683,850	683,850	Operations needed to reduce 18-19/Prior Year LAUSD billing issue
Utilities	459,712				Utilities combined with Ops & Housekeeping
Rentals/Leases/Repairs & Noncapitalized Improvements	510,828	598,254	598,254	598,254	Further Review needed-Savings possible
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,097,378	2,370,680	2,370,680	2,370,680	Lower use of Consultants. Concerns re: SpED consultants
Pupil Transportation	689,084	607,651	607,651	712,651	Transportation issues-Add \$20k for SpEd Buses/\$85k for 6 extra buses
Other Expenses	233,213				Expenses combined below
Communications	70,315	279,837	279,837	279,837	Expenses combined
Services, Other Operating Exp	5,960,039	5,158,203	5,158,204	5,263,204	
Capital Outlay (6100-6500) -Total (Detail Below)	-	760,890	760,890	760,890	
Sites & Improvement (6100)	-	-	-	-	No Prop 39 funding
Bldgs & Improvement (6200)	-	525,890	525,890	525,890	Identify Projects to Freeze/Defer
Equipment-Technology (6400)	-	235,000	235,000	235,000	
Equipment/Furniture Replacement (6500)	-				
Depreciation Expense	637,921	860,000	860,000	860,000	
Interest	44,961	52,932	52,932	52,932	
Indirect Cost (Total charter school supervisory oversight fees only)	268,177	282,779	284,528	284,528	Indirect cost = 1% of LCFF
Total Expenses-Financial Reporting Basis	34,765,997	35,077,142	35,078,989	35,185,441	
Total Expenses-Cash Reporting Basis	34,128,077	34,978,032	34,979,879	35,086,331	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(904,890)	3,894	(160,698)	(471,783)	Looking to have a \$300,000+ Surplus
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB		(749,445)	-	-	
Revised Financial Reporting		(745,551)	(160,698)	(471,783)	
Net Reserve Fund Increase(Reduction)-Cash Basis	(266,969)	103,004	(61,588)	(372,673)	

Coversheet

Board Retreat Follow-up - Finalize Schoolwide Goals for (2018-2021)

Section: VIII. Governance
Item: A. Board Retreat Follow-up - Finalize Schoolwide Goals for (2018-2021)
Purpose: Vote
Submitted by:
Related Material:
VIII_A_Part 2_Article Later School Start Time_Schoolwide Goals BOT_09_25_18.pdf
VIII_A_Part 1_Board Retreat_Follow Up Schoolwide Goals_DRAFT_2018_2021.pdf

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OP-ED OP-ED OPINION

Later school start times won't ensure that students get the sleep they need. But less homework might

By VICKI ABELES
SEP 20, 2018 | 4:15 AM





Students nap on a school bus in Los Angeles, California. (Los Angeles Times)



California lawmakers voted last month to prohibit most middle schools and high schools from starting classes before 8:30 a.m. Once signed into law by Gov. Jerry Brown, schools across the state will have three years to comply.

The sponsors of the legislation, Senate Bill 328, rightly cite studies showing the importance of sleep to teen health and development, at a time when American children face a mounting mental health crisis and rising suicide rates.

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But while pushing back start times allows teens to wake later, the law still wouldn't ensure that they get the sleep and rest critical to their mental health. That's why lawmakers need to consider and regulate the overall amount of time students are required to do schoolwork, both inside and outside the classroom.

Most of us take for granted that there are legal limits on how much adults should be allowed to work without special compensation or protection. "Eight hours for work, eight hours for rest, and eight hours for what we will" was a rallying cry of unions in the early 20th century.

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Children should be afforded the same amount of time to rest and recharge as adults, if not more.

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But somehow we don't yet take for granted that our children's schoolwork ought to be subject to similar limits. The Fair Labor Standards Act established limits on children's employment, but not on their schoolwork.

In the wake of the Industrial Revolution, compulsory public education laws were passed in all 52 states, largely as an effort to protect children from labor exploitation. Freed from the physical hazards of factory work, children went to school to become literate American citizens and productive members of the workforce.

A century later, the student workweek remains unregulated, and schools have an unfettered ability to increase the amount of academic work that students are required to do. Children and teens are in school an average of [25 more](#)

days a year today than in the 1950s, and a University of Michigan study found that children between 6 and 17 spend about 7½ hours per week more on academics than they did 20 years ago.

This additional work has not led to a significant improvement in overall academic performance. The nation's Program for International Student Assessment scores have been falling for years. It also hasn't correlated with an increase in future employability. Scores on the Torrance Test for Creative Thinking, which assesses one of the qualities employers seek most, have plummeted since the 1990s.

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At the same time, the importance of unscheduled time for children has been well established. The United Nations Convention on the Rights of the Child, passed in 1989, recognizes children's rights "to rest and leisure, to engage in play and recreational activities." The United States is the only U.N. member state that hasn't ratified the child rights treaty.

U.S. states and school districts determine the number of instructional hours that American children and teens will have in the classroom. At most schools, the day starts sometime around 8 a.m. and lasts until 3 p.m. This alone makes for a nearly 35-hour workweek, not counting extracurricular activities and homework.

The National Education Assn. provides recommendations for time spent on homework, but at least one study indicates that the amount of homework given to elementary students far exceeds those suggested limits. A 2014 survey of American teachers found that high schoolers are assigned 17½ hours of homework a week, or 3½ hours per night.

The upshot of all this: For most students in the United States, the workweek often exceeds 40 hours — the work limit we set for employed adults.

Children should be afforded the same amount of time to rest and recharge as adults, if not more. Moreover, they should not be forced to choose between the sleep they need for good health and the work required to get good grades. Both will have a strong impact on their future prospects.

And, while the burdens and stakes are high for all students, they are even greater for those from underprivileged families, who often need to care for younger siblings and work after-school jobs on top of their other responsibilities.

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According to one recent study, only 15% of teens are getting the recommended eight to 10 hours of sleep on school nights. Studies suggests this could have a host of harmful effects, causing them to age faster and be more susceptible to disease as adults.

Too much schoolwork also cuts down on essential play time. The U.N. declared recreation a right for children for good reason. It is an essential contributor to their physical and mental health, and it helps them develop the social and decision-making skills they need in order to find fulfillment and success later in life.

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Children deserve legal protection from excessive schoolwork. If we believe, as science tells us, that rest and recreation are critical to children's health, we should ensure they get it.

Vicki Abeles is an attorney and the author of "Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation." She is also the director of two documentaries, "Race to Nowhere" and "Beyond Measure."

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PALISADES

CHARTER HIGH SCHOOL

2018-19 Schoolwide Goals

Balance budget and build fund balance for the future. Identify clear budget priorities.

Commit to equitable policies and practices to ensure Pali's diverse student population has access to academic opportunities.

PCHS will continue to cultivate and expand opportunities for social emotional wellness development and stress management both inside and outside the classroom.

Improve consistency in instructional curriculum, policies, and practices and increase student centered learning.

Utilize communication systems currently in place to convey Pali's strengths, needs, data, and opportunities for participation so that all stakeholders are well-informed and understood.

DRAFT

Coversheet

Approval of reimbursements for Executive Director/Principal

Section: X. Consent Agenda: Finance Items
Item: A. Approval of reimbursements for Executive Director/Principal
Purpose: Vote
Submitted by:
Related Material: IX_A_Expense Reimbursement 9_25-18_P Magee Part 2_Mileage.pdf
IX_A_Expense Reimbursement 9_25-18_P Magee Part 1_Mileage.pdf

Palisades Charter High School
Expense Report/ Reimbursement Form
2018 Calendar Year

Name: Pamela Magee

Date: 9/25/2018

P.O. # _____

<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Office Supplies</u>	<u>Classroom Materials</u>	<u>Conferences</u>	<u>Comm/Postage</u>	<u>Other*</u>	<u>Business Miles</u>	<u>Rate Per Mile</u>	<u>Total Mileage</u>
			4350	4310	5220	5920				5210
9/18/2018	Dr. Magee	CCSA LA Office Meeting (round-trip from PCHS)						37.80	0.545	20.60
9/18/2018	Dr. Magee	CCSA LA Office Meeting (Parking) Personal Card					\$5.00		0.545	-
9/18/2018	Dr. Magee	LAUSD Charter Operated Program Council Operated Programs Mtg. (Parking) Personal Card					\$8.00		0.545	-
9/20/2018	Dr. Magee	B15Night Day 2 - 2270 South Harbor Blvd., South LA (one way trip from PCHS)						16.00	0.545	8.72
									0.545	-
									0.545	-
									0.545	-
									0.545	-
									0.545	-
									0.545	-
									0.545	-
									0.545	-
Total			-	-	-	-	13.00	53.80	6.54	29.32

Grand Total	\$ 42.32
Charged Amount	\$ 13.00
Net Due Employee	\$ 55.32

Employee Signature: _____

Approved By: _____

Date: _____

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: X. Consent Agenda: Finance Items
Item: B. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: IX_B_Field Trip_09_25_18.pdf

Palisades Charter High School
REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

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

1. Destination Warner Center Marriot, Woodland Hills Are admission fees charged? Yes No
2. Dates of Trips Nov. 10-11 2018 3. Number of Students 20 Number of adults 2
4. Name and employee number of employee who will go on trip: Jeanne Saiza and Peymon Nazarian
5. Substitute required? Yes No How Many? n/a Source of funds n/a
6. Time schedule required by school: Leave School n/a Arrive destination n/a
 Leave destination n/a Return school n/a
7. Duration of trip: Less than one day One day Overnight (if overnight, how many days?) 2 days/1 nig
8. Method of transportation: School bus (indicate number required) Walking Automobile
 Public Carrier: airplane boat bus train other (explain)
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will participate in writing "bills" and political debates

Student will pay for themselves or fundraise

10. Source of funds for trip ↓

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

11. Have the locations of the nearest emergency facilities been obtained? Yes 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 *Don Meyer* Date: 8/18/19

Board of Trustees* _____ Date: _____

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