



Palisades Charter High School

Board Meeting

Date and Time

Tuesday March 19, 2019 at 5:00 PM PDT

Location

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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

Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will be 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 (2/12/19)
- E. Approve Minutes (3/8/19)

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

- “Candidate Application for Board Election due via email to Shelby Ladnier by March 25th.”

- E. Post-Retirement/Lifetime Healthcare Benefits

IV. Board Committees (Board Members Only)

- A. Audit Committee Updates

- Delegate to the Audit Committee the decision of who the new auditors will be

- B. Grade Appeal Committee Updates

- C. Survey Committee Updates

V. Academic Excellence

Academic Excellence

- A. Department Presentations/Initiatives

- Special Education
- Science

- B. Update on PCHS School Accountability Report Card (SARC)

- C. Information from CCSA Conference

- D. Update on School-wide Goals

VI. Facilities/Operations

- A. Update - Bus Transportation

- B. Update - Facilities Safety/Security

VII. Finance

Finance

- A. Consolidated Application for Federal Funding (CONAPP)
- B. 2017-2018 - Tax Return
- C. Set date for Special Board Meeting re: Budget

VIII. Governance

- A. LAUSD Charter School Division (CSD) Visit Update
- B. Charter School Renewal Response
- C. Addition of New District Required Language to current PCHS Charter
- D. Approval of 2019-2020 Board Meeting Dates

IX. Consent Agenda: Non-Finance Items

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

X. New Business / Announcements

- A. Announcements / New Business

- Date of next Board Meeting is Tuesday, April 30th, 2019

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

XI. Closed Session

- A. Conference with Legal Counsel: Anticipated Litigation

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

B. Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957)

XII. Open Session

A. Return to Open Session

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

XIII. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes (2/12/19)

Section: I. Opening Items
Item: D. Approve Minutes (2/12/19)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on February 12, 2019

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday February 12, 2019 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, Jeanne Saiza, Larry Wiener, Leslie Woolley, Reeve Chudd, Shawn McClellan, Susan Ackerman

Trustees Absent

None

Trustees who arrived after the meeting opened

Shawn McClellan

Trustees who left before the meeting adjourned

Brooke King

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Abby Fisher, Amy Nguyen, 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 Feb 12, 2019 at 5:08 PM.

B. Record Attendance and Guests

C. Public Comment

Paula Anderson with the special Education Department. Wanted to introduce herself to the Board.

D. Approve Minutes (1/15/19)

Agenda Item VII.A Person presenting was Michael Klein.

Loss of 2 million is in 2017-2018, and a couple of other places for that as well.

Fix Leslie Woolley's last name.

Brooke King made a motion to approve minutes from the Board Meeting on 01-15-19

Board Meeting on 01-15-19.

Jeanne Saiza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Organizational Reports

A. Student Report

This Thursday, Valentine's Day, tying into the Parkland shooting and stressing general kindness and positivity instead of romance. Looking for ideas for a spring event this year. Blood drive went very well.

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

Two changes on the board report.
New coaches will be hired for Girls Lacrosse and for Boys Baseball.

F. Director of Operations Report

Report stands as submitted.

G. Director of Development Report

Report stands as submitted.
CTE grant submitted to the state and we will know if we get an award in May. The maximum we could be awarded is \$450,000.

Working on another grant with Santa Monica City College for employment pathways. SMC has a Graphic Design Program for a BA. CTE grant has special needs incorporated into it so that those students have career pathways.

H. Chief Business Officer (CBO) Report

Editing changes to some materials. There is a replacement document because one of the columns was incorrect.

As of the last review, the surplus is now \$74,000.

Slightly less ADA and the faculty salaries are higher but this is offset by lower classified salaries. Net change is \$60,000.

We anticipate some additional bills from LAUSD as well and we will have an update as soon as we know.

Looking at budget changes that can be made this year.

Shawn McClellan arrived.

I. Executive Director/Principal (EDP) Report

The report stands as submitted.

In Sacramento on Friday to visit our Youth & Government students.

Working on an informational campaign about vaping.

Reeve Chudd asked about the LAUSD vote on charter schools. They did vote to ask the state to conduct a study of charter schools.

Leslie Woolley suggested taking out the word *prestigious* with regard to the college applications.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Updates

Need to approve the membership of the Academic Accountability Committee. Members were trying to figure out what the required membership is. 10 members wish to join, 2 of which are parents.

Steve Klima

Michael Friedman

Monica Iannessa

Chris Lee

Paul Mittelbach

Larry Weiner

Malika Mirkasymova

Randy Tenansnow

Tami Christopher

Keri Kraft

Discussion as to whether it matters if a teacher is on leave. We decided that there is no problem.

Looking at the bell schedule in order to support various student needs for academic support, extracurricular, and homework time.

There is a big achievement gap. Many students are unable to take advantage of the resources that Pali has either at lunch or after school. Everyone needs a break in the day. This is a directive from WASC as well to look at instruction time and the bell schedule. The committee agrees that any changes need to be tied to specific school-wide goals. Jeanne Saiza brought up that any changes to the bell schedule will have to be contractually agreed to by the teachers. Steve Klima brought up that there should be stakeholder buy-in and parents and students agreed that it would be nice to have some time built into the day to take advantage of school supports. It is nice that the students feel empowered to bring their ideas to the discussion and to reach out to all the students to get their input.

Larry Weiner commented that the meeting was very open-minded and that people were not shutting down ideas. There is a feeling that the more inclusive the process the more likely it is that we can come up with something that stakeholders will like.

Steve Klima spoke about the fact that getting out at 2:00 is a privilege. Also discussion about shortening some class time because 100 minutes can be very long. Building in times for clubs and tutoring. Ways to be more efficient with our time. Thinking about ways to bring the resources to the students in need rather than making the students seek it out.

Dara Williams made a motion to approve Steve Klima, Michael Friedman, Monica Iannessa, Chris Lee, Paul Mittelbach, Larry Weiner, Malika Mirkasymova, Randy Tenansnow, Tami Christopher, and Keri Kraft.

Reeve Chudd seconded the motion.

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

Roll Call

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

B. Budget & Finance Committee Updates

Sara Margiotta

Budget and Finance met yesterday. Stephanie Kaufman stepped down as a member. Started talking about the budget process for next year. 2019-2020 Budget Calendar handout distributed. Board vote will take place at the next meeting.

Camille Schoenberg moves to approve 2019/2020 Budget Calendar

Reeve Chudd seconds the motion.

The board unanimously votes to approve the 2019/2020 Budget Calendar.

C. Charter Committee Updates

Dara reported the discussions from the charter committee. Draft minutes are included in the materials.

D. Election Committee Updates

Need to vote on the committee members.

The committee voted on an election timeline, which is included in the draft minutes with the materials.

The following are asking to be approved as election committee members: Reeve Chudd, Jeanne Saiza, Rob King, Kevin Lorick, Christian Clark, and Halie McRae

Application period opens tomorrow.

These are the open seats:

Parent

Classified

Two Faculty

Two Community

Emily Hirsch made a motion to approve the following members: Reeve Chudd, Jeanne Saiza, Rob King, Kevin Lorick, Christian Clark, and Halie McRae.

Andrew Paris seconded the motion.

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

Roll Call

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

E.

Post-Retirement/Lifetime Healthcare Benefits

Minutes from the November meeting are with the materials.

There was another meeting on February 6th.

Greg Wood mentioned that stakeholder input and communication will be key. There are questions of solvency and whether there will be any additional funds.

Different scenarios discussed are included with the materials. Employees that are not eligible for lifetime health benefits have not been participating in the meetings. They are included in some of the scenarios. It is something that affects both eligible and non-eligible employees. Discussion of portable and non-portable HRA accounts.

No new meeting date has been set. Susan Ackerman pointed out that the ramifications for each scenario should be pointed out to the interested stakeholders.

IV. Board Committees (Board Members Only)

A. Audit Committee Updates

Audit company contacted Greg Wood today and are considering not continuing as our auditors. They may present us with a different bid for their rate. We will be looking at the contract to see if they have the option to do this. Camille Schoenberg pointed out that they likely underbid the audit. They were significantly less expensive than the next highest bid.

B. Grade Appeal Committee Updates

Grade appeals from last semester have started. One thing did come up. A parent missed their scheduled meeting so no grade appeal meeting was held. The parent asked for the meeting to go forward and have it placed back on calendar.

Suggested that the policy be that the Grade Appeals Committee make the decision as to whether to reschedule meetings that parents and/or students miss.

Dara Williams made a motion to delegate the decision as to whether to reschedule a grade appeal to the Grade Appeal Committee.

Reeve Chudd seconded the motion.

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

Roll Call

Leslie Woolley	Aye
Brooke King	Aye
Susan Ackerman	Aye
Jeanne Saiza	Aye
Camille Schoenberg	Aye
Reeve Chudd	Aye
Dara Williams	Aye
Larry Wiener	Aye
Andrew Paris	Aye
Shawn McClellan	Aye

Roll Call

Emily Hirsch Aye

C. Survey Committee Updates

Survey committee met and went through the previous surveys and made some amendments.

There is a question on the student survey because it has been done differently in the past. The students want to conduct their own survey. Columbia needs a month once they have the survey questions. Another meeting will be scheduled.

V. Academic Excellence

A. Department Presentations/Initiatives

Kim Theard presented information about the Pali Academy.

Smaller learning community.

Traditional Classes

Blended Learning - including math taught by Larry Wiener; this is going really well; science is taught by

Credit recovery

Special Education Support

Access to PCHS courses

Individualized Programs

UC A-G eligibility - there are students who now meet their A-G requirements (most are taking a language at a community college)

Early Graduation - 3 students graduated in the fall

Credit Recovery/Return to Main Campus - 2 students chose this

Special Education LRE

Flexible Schedule - Work Experience/Community College so students are allowed to leave to accommodate work

Post-Graduate Plans

Students taking Additional Math Courses - between Mr. Wiener, Ms. Chiu, and Ms. Jane the students are getting nearly one-on-one math

Senior English (GBD)

3 students applied to a 4-year college; one has already been accepted

40% applied to Los Angeles Community College - Pali Academy helps with their FASFA

32% plan to attend SMC

65 students in total

Out of the seniors, most will graduate on time (this is determined by their expected graduation date)

Students can go to school until they are 22 years old

59% of the students are on free or reduced lunch, nearly double of Pali's general population

Traveling students are 71% of the population

15% of the students are Special Education

Resources/Programs

Horticulture class

WLA Community Rep visits

Venice Family Services

Access to Pali services: study center, college center, library

Same admission requirements for Pali Academy as for Pali

There is a list of students who are being considered for Pali Academy and they are looked at to see who needs to be prioritized.

B. Resolution: Santa Monica City College Enrollment Classes for the 2018-2019 School Year

SMC requires a board resolution that one of our classes be a dual enrollment class. There may be 2 classes this semester.

Dara Williams made a motion to the PCHS Board of Trustees will allow non-PCHS students enrolled at SMCC with a valid and current SMCC identification Card on our campus for the purpose of attendance and completion of the SMCC courses.

Camille Schoenberg seconded the motion.

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

Roll Call

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

C. Update on School-wide Goals

Pam Magee talked about working on the data picture for stakeholder communication.

Monday, March 4th is the registration date for residents and Paul Revere students.

Chris Lee talked about online registration, which will be input directly into Infinite Campus, expediting the process and making it more streamlined for parents and students.

Will have more demographic information more quickly.

Dara Williams asked if they would have the parents set up an Infinite Campus and Schoology password at the time of the registration.

Chris Lee is not sure but Don Parcell believes that it will at least for Infinite Campus

VI. Facilities/Operations

A. Update - Bus Transportation

Enrollment will include transportation and requests for financial assistance.

Students should know by April what their financial award is, including the incoming students.

Camille Schoenberg brought up that we need to discuss the amount of the budget that will be allotted to transportation expenses.

So knowing the amount that is allotted for transportation by April would probably be best in order to determine how much can be awarded to transportation. Discussion about whether to allocate the money to scholarships based on need or whether to allocate and then award scholarships.

One issue is the 75% of the riders will likely be returning students.

There are other budget items that will need to be considered as well, such as technology, and contract negotiations.

There may have to be a special board meeting to determine the budget for transportation.

B. Update - Facilities Safety/Security

No one has any safety and security questions. Need more funding.

VII. Finance

A. Consolidated Application for Federal Funding (CONAPP)

CONAPP is twice a year, where we file with the state regarding the spending of the federal funding. The deadline is February 28th.

Need a Board vote on having Pam Magee sign the CONAPP on behalf of the school.

Shawn McClellan made a motion to authorize Dr. Magee to sign off on the CONAPP.

Emily Hirsch seconded the motion.

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

Roll Call

Larry Wiener Aye

Andrew Paris Aye

Roll Call

Reeve Chudd Aye
 Susan Ackerman Aye
 Emily Hirsch Aye
 Camille Schoenberg Aye
 Jeanne Saiza Aye
 Shawn McClellan Aye
 Brooke King Absent
 Dara Williams Aye
 Leslie Woolley Aye
 Brooke King left.

B. 2018 - 2019 New Grant Budget for the Low Performing Student Block Grant

Page 73 of the materials in the packet. We received a \$75,000 from the state for low performing students; it is intended to assist school district for the lowest performing students. There were 38 students in 2016-2017 that were the target students. The sooner we spend the money the more immediate impact we should see; the Budget & Finance Committee recommended that we spend this over two years. If we spend the money well then the scores of those students should go up.

Reeve Chudd made a motion to approve the budget for the low performing student block grant.

Camille Schoenberg seconded the motion.

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

Roll Call

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

VIII. Governance

A. Public Hearing :PESPU Initial Proposal for Bargaining Unit

Discussions in progress.

B. Form 700 Annual Completion

Form must be filled out by all Board Members. Employee board members must disclose that they are employees.

IX. Consent Agenda: Non-Finance Items

A. Approval of reimbursements for Executive Director/Principal

Dara Williams made a motion to approve the consent agenda with the caveat that the field trips will be approved only if there is sufficient private funding to cover the cost of the field trip in full.

Reeve Chudd seconded the motion.

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

Roll Call

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

B. Approval of Field Trips

X. New Business / Announcements

A. Announcements / New Business

We need to calendar a special budget workshop for a date after March 19th.

B. Announce items for closed session, if any.

XI. Open Session

A. Return to Open Session

7:56 returned to open session

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

The Board voted not reelect Employee #099973 under Ed Code section 44929.21 by a unanimous vote.

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 7:57 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Approve Minutes (3/8/19)

Section:	I. Opening Items
Item:	E. Approve Minutes (3/8/19)
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on March 8, 2019

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Friday March 8, 2019 at 5:00 PM

Location

G107 Bldg., Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272

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Trustees Present

Brooke King, Camille Schoenberg, Dara Williams, Emily Hirsch, Jeanne Saiza, Larry Wiener, Leslie Woolley, Reeve Chudd

Trustees Absent

Andrew Paris, Shawn McClellan, Susan Ackerman

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Amy Nguyen, 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 Friday Mar 8, 2019 at 5:10 PM.

B. Record Attendance and Guests

C. Public Comment

Stephen Berger

Supporting Todd Wilkinson. Was on his hiring committee and is here to advocate for him.

With regard to equity and trauma-informed schools, there is no one better suited to address these issues with students than Todd. He feels like he is a better teacher because of Todd and that losing Todd would be a devastating loss to the school. It is also the wrong message to send to the faculty if Todd is let go.

Lisa Saxon

Speaking on behalf of Todd Wilkinson. Shared a classroom with him and learned every day with Todd. He engaged students in learning. It is important to look at the intent of those involved. The student wanted to get out of the class; the intent of Todd was to help motivate a student. That student is now saying that he "won the war with Todd."

Shirin Ramzi

Pali trusts teachers to do what's best for students to encourage them to be their best; it pushes students using a growth mindset. Sometimes this can be uncomfortable and

annoying to be pushed. Mr. Wilkinson is one of the good ones who should not be a casualty of a bureaucratic process.

Minh Ha Ngo

Here to advocate for Mr. Wilkinson. She had the opportunity to work with him on the AA team. He is interested in the education of these students and we will lose a lot if we let him go.

Sarah Crompton

On the AA team with Todd. 20 minutes for public comment and 5 minutes for a discussion of this does not seem fair. The board needs to review the risk-reward: this is low risk with a high reward. There should be thinking outside the box on this as Todd leaving PCHS will hurt PCHS. His instruction is high rigor but is also meeting the kids' social-emotional needs.

Todd Wilkinson

Sees Pali as an ideal school because of its diversity. Would be very sad to leave. He understands that the school has to protect its students but he feels like his character should not be in question.

II. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

B. Public Employee Discipline/Dismissal/Release

All interested members left the meeting prior to Closed Session.

III. Open Session

A. Return to Open Session

The Board took action to accept the administration recommendation to non-reelect Employee #099993 with 4 board members voting in favor of the recommendation and 1 board member abstaining.

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

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 6:26 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: II_D_Faculty Report_03_19_19.pdf



Faculty Report to the PCHS Board of Trustees
March 19, 2019

Campus accessibility on school holidays: Faculty would like to be able to sign in and out with security on these “off” days so they might work on campus.

Payroll error: Teachers hired after 2013 had taxes taken out of their retirement contributions due to an error in coding by our payroll provider, ADP. Greg Wood conducted a meeting to inform those affected. He has since followed up with an email communication in which he provided written admission of fault by ADP, guaranteed that the errors will be corrected, and that any fees associated with these corrections will be paid for by ADP. The procedure for such payments will be forthcoming. At the meeting, concerns about the accuracy of payroll in general arose. Having inconsistent monthly paychecks is a source of anxiety amongst the faculty.

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_HR Report_03_19_19.pdf



PALISADES CHARTER HIGH SCHOOL

Human Resources Board Report

March 19, 2019

Staffing and Recruitment:

Human Resources has held and will continue to hold several diversity recruitment booths this month. These recruitment events include the Los Angeles Diversity Employment Day on March 6th, 2019; the Cal Lutheran University career fair on March 13th, and the Los Angeles Regional Charter Schools job fair on March 30th. HR will continue to seek timely notice from current employees regarding their own retirement plans by offering retirement information sessions.

Benefits:

On February 21st, 2019 Anthem Blue Cross hosted an informational session on the Employee Assistance Program. The Employee Assistance Program facilitates finance, legal and childcare support and information for staff as well as allowing for six weeks of free therapy and emotional support through the LMFT program. This was open to all faculty and staff and held in the staff cafeteria and over 30 people participated in the program.

Benefit bidding process: We continue to have brokerages work on bids for medical coverage for our employees. SISC and Charter Safe medical benefits providers will be on the PCHS campus to hold informational sessions with our Health & Welfare committee. The meetings will allow all interested staff members to review the offers made to PCHS. SISC will be at PCHS on April 4th, Charter Safe will be on campus April 5th. Charter Safe will be speaking at the faculty meeting on April 9th.

Negotiations:

The PCHS Administration continues the negotiations with the UTLA-PCHS union. PCHS is beginning negotiations with the PESPU union.

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_03_19_19.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report March 19, 2019

Security/Safety:

- The two recent Safety Drills (2/28 Safe Kids HERO Recap and 3/5 Active Intruder drill) were conducted. While things generally went well, there is room for improvement in terms of further education, practice and discussion.
- The next two scheduled Safety Drills are the 4/23 Shelter-in-Place and 5/21 Fire Drill.
- PCHS is being more diligent on ensuring adults are visibly wearing their PCHS IDs/Badges during school days/hours. A reminder that all adults should be wearing PCHS IDs or a Visitors Badge at all times.
- PCHS fundraising campaign for Safety & Security is needed for this semester to build up the necessary funds to implement the #1 Safety Priority as determined via a multiple Stakeholder & 3rd-Party expert process – Fencing.
- Unfunded and Currently Not Being Pursued, but Desired:
 - Fence Breach Detection/Alerting System
 - Contracting with a locally patrolling security company for on-call emergency support
 - Additional Security Cameras
 - Additional Emergency Exit Gates
 - Intrusion Detection System
- 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.

Permits & Setups:

- Permit Revenue for Feb 2019 was ~\$42,400:
 - ~\$31,100 from Facility Rentals
 - ~\$2,000 from Banner Rentals
 - ~\$8,600 from Filming
 - ~\$700 from Misc. Events
- Feb 2019 Revenue very healthy in light of it being a short month and the amount of rain that sometimes cancels outdoor usage.
- Permit Revenue for Mar 2019 will be available at the next board meeting



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups - Continued:

- Many filming requests coming in regularly with an Audi Commercial and a short film shoot looking the most promising at this time for remainder of March. Modern Family did shoot in March and an Adidas Shoot is hopeful for April.
- Banner demand continues strong
- Winter sports/permits finished and spring sports/permits well under way
- Feb 2019 Already Occurred Set-Ups/Events:
 - BSU Showcase Performances – 2/1
 - Junior Presentations – 2/4, 2/5 & 2/8
 - Basketball Bash (PCHS Boys Basketball Playoff Game) – 2/8
 - Pali Post Spelling Bee – 2/10
 - 4 Year Planning Sessions with Students (Mercer Hall Periods 1-6) – 2/11-2/19
 - CIF Playoff Qtr.-Finals – 2/16
 - Filming on Stadium Track and Field
 - CIF Playoff Semi-Finals – 2/20
 - Choral Theme Concert (Mercer) – 2/22 & 2/23,
 - Choral Theme In-School Performance 2/25
 - Senior Opportunities Fair (Mercer) – 2/27
 - Teen Court – 2/27
- Mar 2019 Coming Soon Set-Ups/Events:
 - CAASPP/CAST Testing – 3/1-3/8
 - Immigration Exhibit (Human Rights Watch) – 3/1
 - Gift of Light Benefit Concert – 3/2
 - FNL Performances – 3/8
 - 2019 VAPA Showcases Week – 3/8 to 3/15
 - Ambassadors – March Madness Basketball Tournament – 3/11 to 3/15
 - AP Info Week – 3/12 to 3/15
 - Pali Admissions Lottery – 3/13
 - 2019 VAPA Showcase Night – 3/14
 - VAPA Orchestra – 3/15
 - MomsLA Event – 3/16
 - CAASPP Testing – 3/18-3/22
 - JSA – one day convention – 3/23
 - Pali Symphony – 3/24
 - Spring Musical Performance – 3/28 to 3/30



PALISADES

CHARTER HIGH SCHOOL

Transportation:

- All buses operating reasonably well considering all the rain and traffic issues over the last month. Some delays have occurred in both AM and PM.
- PCHS Transportation Department has continued to allocate available donation funds. Four students helped over the last month. PCHS Bus Fund has additional funds for any families that fall on hard times the remainder of this year. Any remaining funds at year end to be held over for use for the 2019-20 school year. All 2018-19 scholarship funds were previously fully allocated.
- Former PCHS Student George Grimes, Class of 1975, unexpectedly passed away earlier this year. A memorial services was held here at PCHS in Mercer Hall and they setup a “George Grimes Bus Fund” that has received ~\$5,000 in donations. These funds will be used in George’s honor/memory in the same manner as the PCHS Bus Fund.
- The 2019-20 PCHS School Bus Program Registration and Financial Assistance Applications time periods opened March 1, 2019 and were scheduled to be open for 2+ weeks (closing March 17th) in correlation with PCHS Student Enrollment for 2019-20. The Registration/Application window is being extended for two more weeks to run through Sun March 31st.
- Unless the Board decides to subsidize all bus riders for the 2019-20 school year, bus costs for next year for students without a scholarship and without donations have gone up to \$225/mo./student for an annual cost/student of \$2,250/year. The Transportation Dept., Administration, Budget & Finance Committee and the Board need to determine the funding for 2019-20 PCHS School Bus Scholarships in order to let students and their families know what their net total cost/student will be in order for them to make their decisions on how to best get their students to/from PCHS every day.
- As reported last month, PCHS has worked with Metro LA and the Big Blue Bus (BBB) company to add additional public transportation buses, and create a Pali Express bus. We have also just reached an agreement with Metro LA for them to bring their Metro Customer Center (MCC) to PCHS’s campus once a month for the remainder of this school year and for the 2019-20 school year. The MCC will enable students and Faculty/Staff to apply for Tap Cards and the Re-Load TAP Cards for use on Metro Bus and Rail lines.
- Late last semester, the Metro Bus organization agreed to add a second bus to pre-existing Metro Bus Route 206 just after Pali’s first dismissal time so that more students could take the Metro 206 Bus route since the single bus at about that time was frequently full or near full. Details are on the Metro web pages in the Transportation section of PCHS’s website



PALISADES

CHARTER HIGH SCHOOL

Information Technology:

- IT Team is preparing for budget season and has starting to put together its internal budget for the 2019-20 school year. Significant purchases for maintenance, infrastructure repairs and upgrades, student devices, etc. will be included.
- The IT Team is also working with the Ed Tech Team with all the various departments on their technology budgeting for 2019-20.
- IT Management continued to collaborate with Ed Tech Management in preparation of PCHS's long-term Tech Plan.
- The Team have been working on deployments, tickets, testing, AV setups, software installs in labs, and SBAC testing support, while also updating our JAMF server, inventory, and Chromebook cart building to help support testing.
- The submitted to Boosters grant proposal to overhaul our main quad sound system is hoped to be awarded this week. The proposal requests funding to update the components and related materials that drive the existing speakers, providing options for better management, control, and usage of the system. The goals are to have fully functioning for safety drill/event needs and increase student and school event utilization of the sound system while greatly reducing the human resources required for typical quad setups.
- A new faculty device assignment model is being developed – Utilizing a desktop computer in every classroom for teacher/substitute use, while also issuing a Chromebook to each teacher for the frequently asked for teacher mobility within the classroom and device availability outside the classroom for meetings and professional development. This model could also reduce cost as the two items together typically cost less than the average faculty laptop purchase.
- Copy Center Repairs – The two Duplo devices we own have reached practical end-of-life. Manufactured in 2003, the machines have lost the ability to print lengthwise along the first few inches of the left hand side of paper. Unfortunately, this is not a repairable problem and the machines will need to be replaced. We are hopeful that the issue does not progress further before the end of the year. As we approach the start of our budget planning cycle, we will be submitting different models from multiple vendors to replace or augment both the Duplo and Konica printing devices



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- Continuing to work with Impero, our classroom device management tool, for a Spring Semester rollout. At this time, the software is working well with school owned devices but there are a few issues overall that still need to be ironed out. John Vieira is working with a small number of teachers to get feedback and create PD for teacher use when we are able to go live.
- The E-Rate infrastructure project – The company that was awarded the contract reached out to us and said that their eRate consultants said that we can proceed with our portion of the funding, allowing them to perform a percentage of the work until the Federal portion of the funding becomes available. We will be sending this information with our eRate consultants and if correct, work with the Administrative Team to determine the best course of action. Project highlights are:
 - Replace aged and failing core network infrastructure
 - Replace aged and/or failing classroom lab networks
 - Supplement wireless access points in classrooms with insufficient infrastructure
 - Grow physical network in insufficient, non-existent, or otherwise problematic areas
 - Provide for, repair, or replace the battery backup to each network IDF
 - Repair/Replace fiber runs that have stopped working
 - Run new fiber runs to new classroom labs and new IDF's
 - Add new Ethernet capacity where exhausted in lower A, B101, AA office, H, E, G, J, Mercer Hall, Cafeteria/Staff Cafeteria

MGAC/Pool:

- PE Classes have received swimming training during the last few months
- Regular PCHS and Club Teams Activities Continuing
- Lifeguard Training/Testing Ongoing
- Frequency of miscellaneous repairs continues 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

Facilities/Projects:

1. Main heating line leak near A-Bldg. has now been repaired. Heat flowing to classrooms again.
2. LAUSD completed the short-term temporary HVAC "Bypass" into the main line to complete the Winter Break heating line project. Concrete poured and fencing removed – Finally!
3. LAUSD conducted a wide scale assessment of HVAC system infrastructure for preventative maintenance purposes and in selected problematic classrooms. Remediation of issues found started during Winter Break. Strike and rains delayed completion, but they have all been completed now.
4. Repaired and addressed roof leaks stemming from latest rains storm for rooms W121; U104, U102 and U117
5. Unclogged drainage issue along J-Bldg gutters, near cafeteria and soon in the Upper Tier of the Stadium Parking Lot
6. Sealing/Securing animal entry points in and around Mercer Hall still underway
7. Kitchen class washer/dryer leak has been addressed and now operational

Larger Scale Projects:

- **Security Fencing (Unfunded)** – LAUSD mandated Architectural & Structural Engineering plans created by Breen Engineering Inc. - Funding needed for fence purchase/installation.
- **Student Restroom Renovation Project (Donor Funded)** – Project planning underway for interiors remodel summer 2019. Exterior Entrance improvements completed over Winter Break. A single restroom to be remodeled over Spring Break as a sample for the larger scale summer project.
- **Garden Gateway Phase 3 (Fully Boosters Funded)** – Project approval obtained from LAUSD. Original full-scope bids received for Construction determined by Boosters to be higher than desired. Boosters reduced project scope to remove the decorative pony brick wall and "Palisades Charter High School" sign and just do the landscaping portion of the project. Re-bid process completed, vendor selection completed (Liliput, Inc.), contract process was started with an expected start date 12/17/2018. However, Liliput backed out in Mid-December. Secondary bidder re-engaged and job-walk meeting conducted, revised bid accepted by Booster. MOU between Boosters and PCHS currently being reviewed and expected to be signed soon. Project looking to get started in April.
- **Long-Term Temporary Heating System Repair (Primarily LAUSD Funded)** – Project re-design believed to be completed by LAUSD. Phase 1 was anticipated to be done over Thanksgiving through Winter Breaks, but has been postponed until Late Spring 2019. Supposedly will be voted on at the March 2019 LAUSD Board Meeting. Funding expected to be provided by LAUSD - Any cost to PCHS still TBD.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Long-Term Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase still underway. Estimated start date Summer/Fall 2021 and completion Spring/Summer 2022 (anticipated as a 10-12 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.
- **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 “summer” 2019, but further start date delays are possible.

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_03_19_19.pdf

Board of Trustees Meeting
Development Report

3/14/2019

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc.	Budget
The PCHS Fund	General	\$154,435	\$164,435	\$10,000	
The Pali GO Fund	Pali GO	\$32,166	\$36,348	\$4,182	
Campus Safety & Security	General	\$2,150	\$2,860	\$710	
Donor Brick Campaign	General	\$1,276	\$1,276	\$0	
Donations to Athletic Teams	ASB	\$3,778	\$4,705	\$927	
Donations to Classroom Teachers	ASB	\$16,793	\$16,831	\$38	
Donations to Extra-Curriculars	ASB	\$10,612	\$25,150	\$14,538	
Donations to Pali Cares	ASB	\$0	\$0	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$221,210	\$251,605	\$30,395	
Rest. Donations/Pledges - Recd	General	\$54,098	\$79,727	\$25,629	
Rest. Donations/Pledges	General	\$100,043	\$74,414	-\$25,629	
TOTAL RESTRICTED FUNDS RAISED		\$154,141	\$154,141	\$0	
TOTAL FUNDS RECEIVED		\$375,351	\$405,746	\$30,395	\$488,000

TOTAL EXPENSES TO DATE:

Bacio Design	\$3,240	\$5,100
L.A. Press Printing	\$3,721	\$6,900
American Direct Mail	\$2,329	\$5,000
Postage	\$440	\$250
Subscriptions	\$4,642	\$10,000
California Consulting	\$12,041	\$12,041
SafeSave service fees	\$4,813	\$6,232
Salaries & Benefits (Campus Unification/Development Dir)	\$132,696	\$176,928
Office supplies	\$256	\$200
Videography	\$0	\$1,500
Young Alumni Pizza Lunch	\$199	\$190
Career Day & Fair Breakfast/Lunch	\$0	\$0
Donor Reception	\$0	\$1,500
Awards	\$0	\$200
New Parent Welcome Breakfast	\$1,162	\$1,162
TOTAL EXPENSES FOR UNRESTRICTED FUNDS	\$165,539	\$227,203

TOTAL NET FUNDS**\$240,207****\$260,797**

Board of Trustees Meeting
Development Report

Submitted Grant Proposals:

<i>Date Submitted</i>	<i>Found./ Grantor</i>	<i>Request Amt.</i>		<i>Award/Receipt Date</i>
3/28/2018	District 4 Facilities	\$20,000	Pending - Campus Safety & Security	4/15/18
7/16/2018	Norman F. Sprague, Jr	\$5,000	Transportation Assistance - Submitted	None
8/2/2018	Donald T. Sterling	\$5,000	Transportation Assistance - Submitted	Varies
8/2/2018	Hidden Leaf	\$10,000	Transportation Assistance - Submitted	9/1/19
8/2/2018	Hofmann Family	\$10,000	Transportation Assistance - Submitted	None
8/2/2018	Saban Family	\$10,000	Transportation Assistance - Submitted	2/15/19
8/2/2018	Kathryne Beynon	\$5,000	Transportation Assistance - Submitted	None
9/17/2018	Craigslist Charitable	\$5,000	Transportation Assistance - Submitted	None
9/18/2018	Cynthia & Wm Simon	\$5,000	Transportation Assistance - Submitted	None
1/25/2019	CTE Incentive Grant	\$450,000	Career Technical Education	4/1/19
3/15/2019	K12SWP Grant	\$165,000	Career Technical Education	4/30/19

Grants Received:

3/31/2018	PP Optimist Found.	\$1,500	Received - Surveillance camera	7/1/18
6/1/2018	Lewis A. Kingsley	\$10,000	Received - General program funds	7/3/18
9/24/2018	Lowe's Toolbox	\$5,000	Received - Interactive SmartBoard	1/30/19
10/15/2018	Mara Breech Found.	\$5,000	Received \$5,000 for professional dev.	12/31/18
10/15/2018	Cathay Bank Found.	\$5,000	Received \$5,000 for ELL program	11/20/18
10/22/2018	PP Women's Club	\$1,500	Library Renovation project	3/12/19
11/26/2018	Target Foundation	\$1,000	Approved - Soccer grant	12/15/18

Grants Denied:

4/28/2018	Motorola Solutions	\$30,000	Denied - PCHS lacked proven eval. proc.	7/15/18
7/12/2018	A & E Borchard Fdn	\$10,000	Not accepting uninvited proposals	None
7/16/2018	Jewett & Chandler	\$10,000	Denied - not a funding priority	Twice/yr
8/1/2018	American Honda	\$30,000	Denied - PCHS lacked proven eval. proc.	12/1/18
8/2/2018	William H. Hannon	\$10,000	Denied - already allocated funds for yr.	None
8/2/2018	Leonardt	\$5,000	Denied - already allocated funds for yr.	None
9/1/2018	Joseph Drown	\$25,000	Denied - do not fund for transportation	1/31/19
9/18/2018	T & D Leavey	\$10,000	Denied - already allocated funds for yr.	Varies
10/15/2018	Wm. Bannerman Fdn	\$10,000	Denied - transportation not a priority	3/15/19

Grants to be Submitted:

January	Bank of America Fdn.	\$5,000	Entrepreneurship/Leadership Developme	31-Jan
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Board of Trustees Meeting
Development Report

February	Armand Hammer Fdn.		Arts/Mental health	1-Feb
	Partner for Dev. Futures		Charter School Educaiton	1-Feb
	W.M. Keck Found.	\$100,000	Mathematics/Science/Technology Equip	1-Feb
	Sydney Stern Trust	\$5,000	Tech Equity	1-Feb
	Crail-Johnson Fdn.	\$9,500	Academic Equity (Albert I.O.)	5-Feb
	Amgen Foundation	\$10,000	Science probes for labs	15-Feb
	Joseph Stanley Leeds	\$5,000	Professional Development	28-Feb
	Semel Charitable Fdn		Performaing Arts/Dance/Econ. Disadv.	28-Feb
March	Motorola Solutions	\$30,000	STEM/Robotics/Science/Mathematics	2-Mar
	MUFG Union Bank	\$5,000	Transportation Assistance/Scholarships	5-Mar
	Chartwell Charitable	\$10,000	Performing Arts/Program Development	5-Mar
	S. Mark Taper Fdn.		Performing Arts	10-Mar
	AT&T Foundation	\$5,000	Tech Equity	15-Mar
	K12 Strong Workforce		Career Technical Education	15-Mar
	J.P. Morgan Found.	\$5,000	Entrepreneurship	30-Mar
April	California Arts Council		Arts	5-Apr
	U.S. Bank Foundation	\$5,000	Entrepreneurship	5-Apr
	M.B. Seretean Fdn.	\$5,000	Arts Education	5-Apr
	Willametta Day Fdn.		Performing Arts/General Support	15-Apr
	Eisner Foundation		Performing Arts	15-Apr
May	Mazda Foundation		Cross-Cultural Understanding	1-May
	David Bohnett Fdn.	\$5,000	Anti-discrimination/Human rights	1-May
	Bill Hannon Found.	\$10,000	Transportation Assistance/Scholarships	1-May
June	Ahmanson Found.			15-Jun
	Annenberg Found.	\$20,000	Tech Equity	15-Jun
	Carrie Estelle Doheny	\$20,000	Transportation Assistance/Scholarship	15-Jun



**Board of Trustees Meeting
Development Report**

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 3_Credit Card_03_19_19.pdf
II_H_Part 1_CBO Report_03_19_19.pdf
II_H_Part 2_IMA_03_19_19.pdf

Palisades Charter High School
Credit Card Reconciliation Form
For the Period of: 02/01/2019 - 02/28/2019

PLEASE COMPLETE

For finance use only

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
2/1/2019	LYFT *RIDE WED 10AM - lyft.com, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	17.07		SPECIAL ED	MILEAGE
2/1/2019	LYFT *RIDE WED 5AM - lyft.com, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	23.53		SPECIAL ED	MILEAGE
2/1/2019	LYFT *RIDE WED 12PM - lyft.com, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	17.80		SPECIAL ED	MILEAGE
2/4/2019	LYFT *RIDE THU 11AM - lyft.com, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	28.55		SPECIAL ED	MILEAGE
2/4/2019	LYFT *RIDE WED 7PM - lyft.com, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	30.67		SPECIAL ED	MILEAGE
2/4/2019	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	Monthly Communications System	P. MAGEE	S. LADINIER	150.00		GENERAL FUND	SUBSCRIPTIONS
2/5/2019	TAXI SVC GARDENA - GARDENA, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	48.18		SPECIAL ED	MILEAGE
2/5/2019	SOUTHWES 5262434462647 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462646 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462645 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462644 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462643 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462642 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462641 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434462640 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	169.96		ASB	DECA
2/5/2019	SOUTHWES 5262434479546 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	177.97		ASB	DECA
2/5/2019	SOUTHWES 5262434479547 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	177.97		ASB	DECA
2/5/2019	SOUTHWES 5262434479548 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	177.97		ASB	DECA
2/5/2019	SOUTHWES 5262434479549 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	177.97		ASB	DECA
2/5/2019	SOUTHWES 5262434479550 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	177.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472571 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472572 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472573 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472574 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472575 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472576 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472577 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	SOUTHWES 5262434472578 - 800-435-9792, TX	DECA to Oakland	P. MAGEE	B. KOLAVO	185.97		ASB	DECA
2/5/2019	LYFT *RIDE THU 1PM - lyft.com, CA	Transportation - COP Advisory Board	P. MAGEE	P. MAGEE	22.29		SPECIAL ED	MILEAGE
2/5/2019	THE MARINA INN ON SAN - SAN LEANDRO, CA	LAUSD SELPA Charter Tour	P. MAGEE	M. BUSH	192.66		SPECIAL ED	PROFESSIONAL DEV
2/5/2019	THE MARINA INN ON SAN - SAN LEANDRO, CA	LAUSD SELPA Charter Tour	P. MAGEE	P. MAGEE	192.66		SPECIAL ED	PROFESSIONAL DEV
2/8/2019	AMERICAN AIR0012335274891 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335274892 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335274893 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335274894 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335274895 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335274896 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335275728 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335275729 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335275730 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335275731 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335275732 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/8/2019	AMERICAN AIR0012335275733 - FORT WORTH, TX	Moot Court to Philadelphia	P. MAGEE	L. SPIVACK	405.59		ASB	MOOT COURT
2/11/2019	THE UPS STORE 1787 - PACIFIC PALIS, CA	Overnight Materials	P. MAGEE	A. NGUYEN	36.09		GENERAL FUND	OTHER SERVICES
2/12/2019	DOMINO'S 8546 - 310-473-6575, CA	Admin Meeting	P. MAGEE	P. MAGEE	42.54		GENERAL FUND	HOSPITALITY
2/12/2019	CALIF SCIENCE CTR FOUNDAT - 213-744-7642, CA	Fieldtrip - Special Ed	P. MAGEE	C. ESTES	25.00		FUNDRAISING	SPECIAL ED
2/12/2019	VENNGAGE.COM - TORONTO, ON	Digital License - Infographic	P. MAGEE	J. VIEIRA	468.00		GENERAL FUND	SUBSCRIPTIONS
2/15/2019	Amazon Prime - Amzn.com/bill, WA	AmazonPrime Membership	P. MAGEE	P. MAGEE	14.22		GENERAL FUND	SUBSCRIPTIONS



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING MARCH 19, 2019

2018-2019

Cash Balances for PCHS at the end of January 2019 was \$6.7 million (\$6.2 unrestricted) December 2018 was \$6.7 million (total).

Attendance

Current enrollment through 02/15/19 (Month 6) was 2,949. The Cumulative ADA to Month 6 was 2,845.6 at a rate of 96.2% (incl. estimated 7 NPS). The PCHS ADA is below the Budget of 2,867 and therefore latest Financial projections have been lowered to reflect this ADA in the 2nd Interim Report .

2018-2019 Budget

The 2nd Interim Report filed in March will presented and will be discussed at a Special Board meeting to be agendized on a date to be approved today. The latest 2018-2019 Budget projections, Adopted Budget and 2017-2018 Unaudited Actuals will be attached for reference. The Finance Department reviewed Revenue and Expenditures information through January 2019 to compare to the prior projections made when updating this information. Planning for 2019-2020 Budget priorities will also be discussed.

Other

PCHS attended a Conversion School CBO meeting with Birmingham, El Camino & Granada to continue the conversation of best practices & utilizing comparable data. PCHS Finance Staff also attended a Training meeting last week at LACOE to further learn and prepare for the implementation of the BEST Financial Software project, scheduled to go live at the start of the 2019-2020 School Year. PCHS will be the only Charter School in LA County to adopt this new software.



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING MARCH 19, 2019

Other (Continued)

PCHS staff sent 5 employees to the Annual CCSA Conference in Sacramento last week. Current and new vendors were contacted for updates on their services. Networking with other Charter School participants took place, as well as, information sessions with Technical experts or Charter School Employees with subject matter knowledge.

Cafeteria

The Free & Reduced population at PCHS remains largely unchanged at 31.4% of the total Enrollment (928 students) at the date of this report.

Audit

The Audit Committee has met and is sending out a new Request for Proposal (RFP) to 6 Audit firms to potentially replace the current Auditors for the 2018-2019 School Year. Our Current Audit Firm has finalizing our 2017-2018 Tax return and it is included as a separate item on the March 2019 Board of Trustees meeting.

ASB

Process of going over mid-year budget and addressing budget shortfall from last year (will bring to next meeting)

- Going through re-branding/re-marketing of ASB**
- Design contest for new merchandise to be sold in student store**

Palisades Charter High School
2018-2019 IMA
Budget to Actuals 03/08/19

Sch/Loc Description	Resource Description	Budgeted Amt	Expended Amt	Enc Amt	Remaining Amt	% Left
IMA/Savings	General Fund	\$ (28,047.00)	\$ -	\$ -	\$ (28,047.00)	100.56
English Department	General Fund	\$ 4,183.00	\$ 1,097.87	\$ -	\$ 3,085.13	73.75
Math Department	General Fund	\$ 2,500.00	\$ 1,576.81	\$ 0.01	\$ 923.18	36.93
Science Department	General Fund	\$ 65,000.00	\$ 28,590.02	\$ 13,862.47	\$ 22,547.51	34.69
World Language	General Fund	\$ 1,898.00	\$ -	\$ 811.21	\$ 1,086.79	57.26
Social Studies	General Fund	\$ 2,564.00	\$ 155.00	\$ -	\$ 2,409.00	93.95
Technical Education	General Fund	\$ 11,012.00	\$ 6,684.10	\$ 2,901.19	\$ 1,426.71	23.47
Visual & Performing Arts	General Fund	\$ 70,000.00	\$ 33,508.39	\$ 17,710.06	\$ 18,781.55	30.52
Physical Education	General Fund	\$ 9,000.00	\$ 9,602.78	\$ 3,335.22	\$ (3,938.00)	-43.76
Athletic Director	General Fund	\$ 28,000.00	\$ 13,412.73	\$ 6,750.10	\$ 7,837.17	27.99
Counseling Department	General Fund	\$ 5,799.00	\$ 2,290.80	\$ 810.84	\$ 2,697.36	46.51
Career Center	General Fund	\$ 1,088.00	\$ 277.36	\$ -	\$ 810.64	74.51
Writing Center	General Fund	\$ -	\$ -	\$ -	\$ -	0.00
Attendance Office	General Fund	\$ 3,600.00	\$ 1,393.86	\$ 295.75	\$ 1,910.39	53.07
Study Center	General Fund	\$ 700.00	\$ 182.83	\$ -	\$ 517.17	73.88
Main Office	General Fund	\$ -	\$ 600.91	\$ 354.02	\$ (954.93)	0.00
Nurses Office	General Fund	\$ 2,000.00	\$ -	\$ 1,461.64	\$ 538.36	26.92
Summer School	General Fund	\$ 500.00	\$ -	\$ -	\$ 500.00	100.00
Intervention	General Fund	\$ -	\$ 904.69	\$ -	\$ (904.69)	0.00
Independent Study	General Fund	\$ 888.00	\$ 61.30	\$ -	\$ 826.70	93.10
MESA Program	General Fund	\$ 1,500.00	\$ 392.95	\$ -	\$ 1,107.05	73.80
Library	General Fund	\$ 4,565.00	\$ 1,518.49	\$ 664.59	\$ 2,381.92	52.18
Deans	General Fund	\$ 3,050.00	\$ 1,825.39	\$ -	\$ 1,224.61	40.15
AA Room	General Fund	\$ 15,500.00	\$ 9,206.39	\$ 300.84	\$ 5,992.77	38.66
Pali Academy	General Fund	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00	100.00
ACADEMIC DECATHLON	General Fund	\$ 4,800.00	\$ 2,874.30	\$ 472.16	\$ 1,453.54	30.28
Leadership Class	General Fund	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00	100.00
College Center	General Fund	\$ 6,860.00	\$ 1,703.92	\$ 0.00	\$ 5,156.08	75.16
Undistributed	LCAP Expenses	\$ -	\$ 1,059.08	\$ -	\$ (1,059.08)	0.00
Summer School	LCAP Expenses	\$ -	\$ 3,344.38	\$ -	\$ (3,344.38)	0.00
ESL	IASA: Title I Part A	\$ 3,000.00	\$ 1,339.23	\$ 133.04	\$ 1,527.73	50.92
Special Ed 504	Special Education	\$ 1,132.00	\$ -	\$ -	\$ 1,132.00	100.00
Undistributed	Special Education	\$ 15,908.00	\$ 3,055.30	\$ 1,945.39	\$ 10,907.31	69.11
Total for Object:	4300-Materials and Supplies	\$ 240,000.00	\$ 126,658.88	\$ 51,808.53	\$ 61,532.59	0.26

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_EDPReport_03_19_19.pdf



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT MARCH 19, 2019

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

Spring Annual Reports for Compliance

- LAUSD Charter School Division Compliance visit May 8 and 9
Preliminary data questions and school response included in meeting materials
- Preparation for Charter Renewal 2019-20
- CALPADS
- Performance Indicator Review (PIR) – Special Education
- Local Control Accountability PLAN (LCAP) – Due July 1

Admin Team Professional Reading and Relationship with Pepperdine University Professional Development School

*“Opening Doors: An Implementation Template for Cultural Proficiency” by Trudy Tuttle Arriaga and Randall Lindsey**

This book was selected because it tells the story of a neighboring school district’s self-study and journey to cultural proficiency. The account “tells the story of Ventura Unified School District’s successful implementation of cultural proficiency, which opened long-closed doors for marginalized students and returned gains on every key success metric. Resources include:

- A method for evaluating the impact of educational decisions on students’ access to learning
- A clearly outlined three-year implementation plan for making your school culturally proficient
- A content-rich companion website that includes templates and forms for implementing the book’s suggestions”

*(summary from Amazon.com website)

Author Dr. Trudy Arriaga will be the keynote speaker at the 8th annual Professional Development Schools Conference on March 22 and 23 at Pepperdine University. The conference theme is Reimagining Equity in School-University Partnerships. PCHS Unification Director Gio Stewart and PCHS Pepperdine Professional Development Liaison/SLC Coordinator/English teacher Sarah Rosenthal will also be presenting at this conference. Pepperdine student teachers (Clinical Experience 1) recently took a field trip to PCHS where they learned about culturally relevant pedagogy.



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EDP Professional Development during February and March

Feb 15 YMCA Youth & Government VIP Day in Sacramento
Feb 22 Getting Down to Facts II invitational meeting
March 11-14 CCSA Conference in Sacramento

Highlights from CA Charter School Conference:

The annual conference showcased a new focus on collectively standing for outstanding choices in public education for all California children. Tami Christopher, Chris Lee, Amy Nguyen, Greg Wood and I traveled to Sacramento March 11-14 for an energizing and inspiring week of networking and workshops. Highlights of the trip included a regional meeting for LAUSD charters and a state-wide independent charter school meeting for EDs and CBOs with CCSA President and CEO Myrna Castrejon where we learned about CA initiatives that may directly impact our schools. This was also an opportunity for us to provide feedback on our priorities and concerns. We also met with several of our current as well as prospective vendors.

Breakout sessions and training covered a broad range of relevant topics. Some of the sessions we attended include:

- LCAP training on new format and new elements
- Strategic Planning
- Dashboards for greater effectiveness and transparency
- SART for single-site schools
- Preparing for Charter School Renewal

Keynote speakers Arne Duncan, former US Secretary of Education and Dr. Steve Perry, Founder and Head of Capital Preparatory Schools and author of “Transparenting” set the tone for activism and engagement at the pre-march rally.

The Pali team marched to the Capitol with approximately 8,000 charter supporters meeting on the front lawn. Thousands of charter school supporters demonstrated a vocal, united and powerful charter school community to our elected leaders. The rally included inspirational speakers, special guests and student performances. In the coming months the newly elected Governor, the State Superintendent of Public Schools, and legislators will be making decisions that directly impact charter school communities. Being informed and involved is important for all education and charter school stakeholders.

Want to know more about CCSA’s advocacy work? Here are some resources for review:

- Go to the CCSA webpage: www.ccsa.org
- [At the Capitol: Statewide Advocacy webpage](#): Track current legislation and regulations, schedule a legislative visit and more.



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- Have questions related to legislation or regulations? [Email Government Affairs](#) or call CCSA: (916) 448-0995, ext 308.
- [CCSACapitoltotheClassroom3.12.2019.pdf](#)

The 2020 CCSA Conference will be held in Long Beach

PCHS Technology Plan development

PCHS Ed Tech Coordinator John Vieira in collaboration with Jeff Roepel, Information Technology Coordinator is in the process of coordinating the development of the school's technology plan covering the next three years (July 2019-June 2022). The process has included conducting a technology inventory and a deep analysis of options to meet current and future schoolwide technology needs. Preliminary proposals have been discussed in the Long Term Strategic Planning Technology Committee. Broad stakeholder input will be gathered through upcoming surveys to determine technology proficiency, preferences and training needs. The PCHS Technology plan is a critical component of the upcoming annual and long-range budget planning process.

This year's technology integration into campus culture includes but is not limited to:

- Tech Corner established in the Academic Achievement Office where teachers and students can come for tech support
- Ed Tech presentations in monthly Faculty Meetings
- Technology resources on the Ed Tech
- Introduction of ISTE standards (International Society for Technology in Education) for students, teachers, administrators, tech coaches, and computer science educators.

CA Education Policy Development:

Getting Down to Facts II

February 22, 2019 from 9:00am-3:00pm

California Community Foundation (221 S Figueroa St Suite 400, Los Angeles)

From the program description:

More than 100 researchers from across the nation have focused their attention on the current status of California's schools as part of the [Getting Down to Facts II](#) project. This fall, the project released 36 detailed studies that examined progress and challenges in student success and provide a comprehensive overview of the state's preK-12 finance, personnel, and governance systems.

This event is designed to enable education influencers in the Los Angeles area to engage directly with leading education researchers and local system leaders, and to discuss how this evidence informs efforts to advance equity in Southern California. Topic areas of focus will include:



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- Promising practices in LCFF and LCAP implementation in Southern California
- Policies to support English Language Learners
- Data use for improvement and accountability
- Equity issues in special education
- Results from the PACE/USC Rossier Poll on education issues from Los Angeles area voters

The keynote address will be delivered by Christopher Edley, Jr., President and Co-Founder of the Opportunity Institute and Hon. William H. Orrick, Jr. Professor of Law, and Former Dean U.C. Berkeley School of Law. Chris was a co-author of the Getting Down to Facts II Summary Report and he serves as a Faculty Director of PACE. He will speak on Getting Down to Equity - research findings to advance equity in Southern California.

This conference is jointly hosted by Policy Analysis for California Education (PACE), the Center on Education Policy, Equity and Governance (CEPEG) at the USC Rossier School of Education, and the California Community Foundation.

<https://gettingdowntofacts.com/summary>

Coversheet

Charter Committee Updates

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: C. Charter Committee Updates
Purpose: FYI
Submitted by:
Related Material: III_C_Charter Committee Minutes DRAFT_2_22_19.pdf



PALISADES CHARTER HIGH SCHOOL

Charter Committee Meeting February 22, 2019

Attendees:

Susan Ackerman
Paula Anderson
Tami Christopher
Daphne Gronich
Monica Iannessa – Absent
Keri Kraft
Pam Magee
Lisa Saxon
Allen Schultz
Maddie Stein
Larry Weiner

Paul Mittlebach – Absent
Dara Williams - Absent

Attendees Volunteering for Committee Membership

Susan Ackerman moved to approve the minutes from the January 25, 2019 meeting.

Daphne Gronich seconds the motion with the amendment of spelling Keri Kraft and Monica Iannessa.

Discussion about opening enrollment for feeder schools.

Daphne shared that she had received three calls from PRMS parents who are concerned about possible changes in the enrollment priorities. Parents were informed that this is a discussion for the future that involves LAUSD approval.

Pam Magee and Tami Christopher shared that they are engaged in dialogue with the PRMS administration.

Tami Christopher shared highlights from preparation period meetings with PCHS teachers held on February 19 and 20.

1. Governance: Teachers can still have a voice through these possibilities:

- a) serve on an appointment panel*
- b) serve as a nonvoting member*
- c) serve as a board committee member*
- d) vote for a teacher/staff board member--like the community seat*



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2. Attendance/Admissions

- a) Automatic Fails put into IC after a certain amount of time
- b) Detach Fails from lack of attendance and assign additional Community Service Hours or Saturday School
- c) PCHS alumni in its own admissions category (OVERWHELMINGLY POPULAR)
- d) Open feeders too all LAUSD middle schools or all schools
- e) Create an open lottery for everyone other than residents, sibs, and employee family. Preference given as more entries per name
for example: PCHS or PHS alumni (4 "balls" in lottery draw), Paul Revere (3 "balls" in lottery draw), LAUSD (2 balls), and Non-LAUSD (1 ball)

3. Educational Program

- a) Possible Expansion of Virtual Academy Program enrollment- more definition about the program needed
- b) PLCs are still our through line!
- c) No one opposed using Equity Plan, LCAP and WASC writing to be woven through the narrative.
- d) Pali Academy was not represented; however, we probably need language in the charter about them.
- e) Growth of collaborative classes
- f) Socioemotional Learning
- g) Response to Intervention

4. Policies

- a) Summer Work- teachers, especially AP teachers were for keeping Summer Work; however, there would be advanced notice of the work and different ways to make-up the work if students were enrolled in the course late. General agreement that it should be worth no more than 3% of the overall semester grade.
- b) Homework- stating an average per course or an average per night was accepted. However, AP teachers wanted average homework hours to be specified and differentiated to reflect college-level work and reading.
- c) AP policy- AP teachers wanted a waiver procedure for students to waive out of testing.
- d) AP policy- AP teachers wanted a recommendation of number of APs per grade level.

*Issue with parent members on the board representing "parent" interest and not school interest
Revising the attendance policy to create a possible support period, extending the number of days before F, Saturday school and IC automatic assign grade
Paul Revere does not have a feeder school, either Resident or Lottery (perhaps we do the same)*

Students in the meeting shared that teachers are not consistent about applying the attendance policy. Suggested that the attendance policy be explained in detail during the registration.



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Susan asked how many students fail a class due to the attendance policy. Discussed how the policy was created. How does this policy impact students? Reviewed the Manhattan Beach USD attendance policy. \$47 loss of state funds per day when students are absent.

Students requested that there be another way to clear absences. Lisa suggested that the Attendance Office be consulted about their preference on best ways for students to clear absences. Email?

Tami explained the Swipe system that has been implemented.

The committee asked if Tami saw a need to change the policy. Discussion about teachers being hesitant to enforce the policy and being inconsistent about reporting absences. A default system to a failing grade at 7 absences with a clear explanation of steps to clear is needed.

Some teachers are in favor of no connection to grades and attendance. Santa Monica College and other post-secondary programs that offer courses at Pali have very rigorous attendance policies.

Recommended that the PCHS Attendance Policy be brought to staff. Ask UTLA to create a short survey to determine if faculty want to revisit and revise the policy.

Governance Board composition
Gov't Code 1090 – Conflict of Interests

Questions about the parent positions. Why are 9th grade parents not allowed to run for the Board?

Poor participation in elections is a concern. Low number of candidates and low voter turnout. PRMS elects parents at their spring parent meeting.

Who might be on the Board? Community members, professors, professionals, non-voting teacher advisor, retired teachers/staff

TO DO –

- Bring ideas from attorney Lisa Corr and proposals from other schools as alternative. Invite her to be part of this meeting in person or on a call.
- Department chair duties could be negotiated to include Grade Appeal Committee.
- Academic Component –
Review of graduation policies – Bring information to the group
- Review the current charter on the Governance section of website
- Convert charter to a Google doc



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- Get the PRMS magnet enrollment data from magnet office
- Bring discussion to Curriculum Council
- Review the PRMS enrollment/preferences language in their charter

Priority Areas of Discussion and Research

Attendance

Admissions

Governance

PA Academy

VA Academy

Next Meeting: March 22 Library at 3:30

Adjourned at 5:20pm

Coversheet

Election Committee Updates

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: D. Election Committee Updates
Purpose: FYI
Submitted by:
Related Material: III_E_02-15-2019 Election Committee Minutes_Draft.pdf



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Attendees

Committee Members

Brooke King
Kevin Lorick
Jeanne Saiza
Rob King

Students

Hallie McRae
Saba Johnson

Preliminary

- A. Call to order 2:29 PM
- B. Roll Call

Approval of the Minutes

January 25, 2019: review of timeline and working around Spring Break and student voting. Rob moved to approve the minutes with the change to the Election Buddy voting window to same week as student elections 4/8-4/12. Brooke seconded motion.

The motion passed. Brooke, Jeanne, Rob voted yes. Kevin abstained.

Public Comment

None

Discussion and Action Items

- A. Discussion: Candidate Recruitment—Brooke shared forms that would appear on school bulletin. Discussed how to outreach to parents. Considered changes to letter by Board member Reeve Chudd to recruit parents and community members.
- B. Discussion/Review of 2019 Elections Packet—Include information on committee requirements in addition to serving on Board. Include letter with Reeve Chudd in packet.
- C. Vote: 2019 Election Packet. Rob moved to approval update election packet to include the following: revision of Reeve Chudd's letter, add new section that includes information noting requirement that Board members must serve on at least 2 committees and that election materials released by 2/20/2019. Kevin seconded the motion. Motion passed unanimously.
- D. Vote: Cloud Voting System-Tabled
Using Election Buddy

Meeting adjourned at 3:56pm

Coversheet

Grade Appeal Committee Updates

Section: IV. Board Committees (Board Members Only)
Item: B. Grade Appeal Committee Updates
Purpose: FYI
Submitted by:
Related Material: IV_B_Grade Appeal_Board Committees_03_19_19_Spanish.pdf
IV_B_Grade Appeal_Board Committees_03_19_19_English.pdf



PALISADES CHARTER HIGH SCHOOL

Palisades Charter High School

Solicitud de Revisión de Grado

Según el código de educación de California 49066:

“La calificación otorgada a cada alumno será la determinada por el maestro del curso y la determinación de la calificación del alumno por el maestro, en ausencia de errores de oficina o mecánicos, fraude, mala fe o incompetencia, será definitiva. ”

Además, el Acuerdo de Negociación Colectiva de UTLA establece:

Artículo XXV - Libertad y responsabilidad académica 3.0 Determinación de calificaciones: La calificación que se otorgará a cualquier estudiante individual se determinará de acuerdo con el criterio profesional de buena fe del maestro y no será modificada por el Distrito, excepto en situaciones de error administrativo o mecánico. fraude, mala fe, incompetencia o incumplimiento de las políticas, procedimientos y criterios de calificación vigentes del Distrito entonces vigentes adoptados de acuerdo con las Secciones 49066 y 49067 del Código de Educación. No se cambiará una calificación por ninguna de las razones anteriores a menos que el maestro responsable ha recibido, en la medida de lo posible, (a) notificación previa y una oportunidad para explicar, verbalmente y / o por escrito, las razones por las cuales se otorgó la calificación; y (b) haber sido incluido en discusiones relacionadas con el cambio de grado.

El desacuerdo con los métodos de instrucción del maestro, el currículo del curso o la filosofía de los criterios de calificación de un maestro no es una base para cambiar un grado.

Si no asiste a su audiencia de apelación de grado programada, el comité de apelación de grado continuará con los procedimientos de apelación. La decisión del comité es definitiva.

Antes de solicitar una Revisión de Calificación, el estudiante y / o el padre primero deben intentar resolver el problema con el maestro directamente, por teléfono o por correo electrónico. Describa los intentos realizados a continuación y el resultado de estos intentos:

Las solicitudes para una Revisión de Calificación deben enviarse dentro de los primeros 30 días escolares del semestre siguiente a aquel en el que se asignó la calificación.



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Nombre del estudiante: _____ Fecha de solicitud: _____
 _____ Año del estudiante (círculo): 9 10 11 12 Teléfono o correo electrónico del
 estudiante: _____
 Nombre del padre / tutor: _____ Teléfono o correo electrónico: _____
 _____ Título del curso: _____ Período _____
 Maestro: _____ Calificación recibida: _____ Calificación esperada: _____

Bases para la solicitud de cambio de grado (Marque uno o más):
 ___ Error ___ Fraudar ___ Maldad de fe ___ Incompetencia ___ Violación de la política
 de calificaciones de PCHS

Describa los hechos objetivos específicos que respaldan su solicitud de un cambio de calificación. Adjunte cualquier documentación y explique cómo estos documentos respaldan su solicitud. Use papel separado si es necesario.

Firma del estudiante: _____ Firma del padre: _____
 Fecha: _____

Proceso de Apelación de Grado

Después de que un estudiante o padre / tutor se reúna con el maestro con respecto a un grado, si el maestro está de acuerdo en que hay una razón para cambiar el grado, el maestro debe obtener un formulario de Cambio de Marca de la Oficina de Consejería, completarlo y aprobarlo. y corregir el libro de calificaciones oficial en el archivo.

Si no se puede llegar a un acuerdo, el estudiante y el padre / tutor pueden completar el formulario de Solicitud de Revisión de Calificación disponible en línea en <http://www.palihigh.org/counseling.aspx> o en la Oficina de Consejería. Los formularios completados deben enviarse al Director de Planificación Académica y Servicios de Orientación dentro de los primeros 30 días escolares del semestre siguiente a aquel en que se asignó el grado en disputa. Los formularios incompletos o tardíos no serán elegibles para revisión.

El Director de Planificación Académica se pondrá en contacto con el maestro y proporcionará la evidencia presentada con el formulario de Solicitud de Revisión de Calificación. Si el maestro está de acuerdo en hacer un cambio, ellos siguen los pasos anteriores. Si no están de acuerdo con que se debe hacer un cambio, el Director de Planificación Académica se pone en contacto



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con el estudiante o el padre / tutor utilizando la información proporcionada en el formulario de Solicitud de Revisión de Calificación.

Si el estudiante / padre / tutor desea proceder con una apelación ante el Comité de Apelación de Grados (GAC) de la Junta de Fideicomisarios, el Director de Planificación Académica organizará una fecha para que el estudiante y / o el representante presenten sus pruebas ante el comité. Tendrán hasta 15 minutos para hacerlo. Luego se le da al maestro hasta 15 minutos para responder con su justificación del grado. Los miembros del comité pueden plantear preguntas a los presentes y luego excusarán a los presentadores para que puedan deliberar. Se tomará una decisión en hasta 10 días hábiles. Las siguientes son algunas aclaraciones del lenguaje legal utilizado por el comité para tomar su decisión:

El error administrativo se define como un error en la escritura o copia por parte del escritor (es decir, el maestro escribió mal la calificación al transferir una calificación de la página de la prueba a su libro de calificaciones).

El error mecánico se define como un error relacionado con, o producido o realizado por, el uso de un mecanismo o maquinaria (es decir, si hay un cálculo de calificación generado por computadora y el algoritmo o ingreso de datos incorrectos causó un cálculo incorrecto).

El fraude se define aquí como una práctica engañosa o un dispositivo voluntario, al que se recurre con la intención de privar a otro de su derecho, o de alguna manera para hacerle una lesión. Debe ser intencional. El fraude incluye todos los actos, omisiones y ocultamientos que implican una violación del deber legal o equitativo, la confianza o la confianza justamente reposados, y son perjudiciales o se aprovechan de otros.

La mala fe se define como implicar o implicar fraude, o un diseño para engañar o engañar a otra persona, o una negligencia o negativa a cumplir algún deber o alguna obligación contractual, no provocada por un error honesto en cuanto a los derechos o deberes de uno, sino por algunos interesados o motivo siniestro. Aquí, la mala fe debe estar en conexión con la asignación del grado.

La incompetencia se define como no adecuada o bien calificada o capaz, y debe estar respaldada por evidencia de actos específicos (es decir, un maestro que perdió el control de la disciplina en el aula, proporcionó una instrucción inadecuada y no corrigió sus faltas y se consideró incompetente). (Pérez v. Comm'n on Prof'l Competence (1983) 149 Cal. App. 3d 1167, 1175). Un profesor discapacitado por enfermedad o medicación al determinar el grado o si el grado fue determinado por un asistente no calificado puede ser motivo de incompetencia. La violación de la Política de calificaciones de PCHS es una acción específica para determinar el grado que está en desacuerdo directo con una política de calificaciones de PCHS aprobada por la Junta.



PALISADES

CHARTER HIGH SCHOOL

Las decisiones se enviarán por correo certificado a la dirección archivada para el estudiante o suplente que se proporcionó al momento de la reunión del comité de apelación. La decisión del Comité de Apelación de Grado de la Junta es final.

Las preguntas relacionadas con este proceso deben dirigirse al Director de Planificación Académica y Servicios de Orientación en la Oficina de Asesoría.

Revisado 03/2019



PALISADES CHARTER HIGH SCHOOL

Palisades Charter High School Request for Review of Grade

According to California Education code 49066:

“the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.”

Further, the UTLA Collective Bargaining Agreement states:

Article XXV – Academic Freedom and Responsibility 3.0 Determination of Grades: The grade to be given to any individual student shall be determined in the good faith professional judgment of the teacher and shall not be changed by the District except in situations of clerical or mechanical mistake, fraud, bad faith, incompetency, or failure to comply with the then-current District grading policies, procedures and criteria adopted in accordance with Education Code Sections 49066 and 49067. A grade shall not be changed for any of the above reasons unless the responsible teacher has, to the extent practical, (a) been given prior notice and an opportunity to explain, verbally and/or in writing, the reasons for which the grade was given; and (b) been included in discussions relating to the change of grade.

Disagreement with the teacher’s instructional methods, course curriculum or the philosophy of a teacher’s grading criteria is not a basis for changing a grade.

If you do not attend your scheduled grade appeal hearing, the Grade Appeal committee will go forward with the appeal proceedings. The committee’s decision is final.

Before requesting a Review of Grade the student and/or parent must first attempt to resolve the issue with the teacher directly, by phone or by email. Describe the attempts made below and the result of these attempts:

Requests for a Review of Grade must be submitted within the first 30 school days of the semester following the one in which the grade was assigned.

Name of student: _____ Date of request: _____

Year of student (circle): 9 10 11 12 Phone or email of student: _____

Name of parent/guardian: _____ Phone or email: _____

Title of Course: _____ Period _____ Teacher: _____

Grade received: _____ Grade expected: _____

Basis for request of grade change (Mark one or more):

Mistake Fraud Bad Faith Incompetency Violation of PCHS Grading Policy

Describe the specific objective facts that support your request for a grade change. Attach any documentation and explain how these documents support your request. Use separate paper if necessary.

Student Signature: _____ Parent Signature: _____ Date: _____

Grade Appeal Process

After a student or parent/Guardian meeting with the teacher regarding a grade, if the teacher agrees that there is a reason to change the grade, the teacher must obtain a Change of Mark form from the Counseling Office, complete it and have it approved, and correct the official gradebook on file.

If an agreement cannot be made, the student and parent/guardian can complete the Request for Review of Grade form available online at <http://www.palihigh.org/counseling.aspx> or in the Counseling Office. Completed forms must be submitted to the Director of Academic Planning and Guidance Services within the first 30 school days of the semester following the one in which the disputed grade is assigned. Incomplete or late forms will not be eligible for review.

The Director of Academic Planning will contact the teacher and provide the evidence submitted with the Request for Review of Grade form. If the teacher agrees a change should be made they follow the steps above. If they disagree that a change should be made the Director of Academic Planning contacts the student or parent/guardian using the information provided on the Request for Review of Grade form.

If the student/parent/guardian wishes to proceed with an appeal before the Board of Trustees Grade Appeal Committee (GAC), the Director of Academic Planning will arrange a date for the student and/or representative to present their evidence to the committee. They will have up to 15 minutes to do so. The teacher is then given up to 15 minutes to respond with their justification of the grade. The committee members may pose questions to those present and then will excuse presenters so that they may deliberate. A decision will be made in up to 10 weekdays. The following are some clarifications of the legal language used by the committee in making their decision:

Clerical mistake is defined as a mistake in writing or copying by the writer (i.e. the teacher miswrote the grade when transferring a grade from the test page to her grade book).

Mechanical mistake is defined as a mistake having relation to, or produced or accomplished by, the use of mechanism or machinery (i.e. if there is a computer generated grade calculation and the algorithm or inaccurate data entry caused an incorrect calculation).

Fraud is defined here as some deceitful practice or willful device, resorted to with intent to deprive another of his/her right, or in some manner to do him an injury. It must be intentional. Fraud includes all acts, omissions, and concealments which involve a breach of legal or equitable duty, trust, or confidence justly reposed, and are injurious to or takes advantage of another.

Bad faith is defined as implying or involving fraud, or a design to mislead or deceive another, or a neglect or refusal to fulfill some duty or some contractual obligation, not prompted by an honest mistake as to one's rights or duties, but by some interested or sinister motive. Here, the bad faith must be in connection with the assignment of the grade.

Incompetency is defined as not properly or well qualified or capable and must be supported by evidence of specific acts (i.e. a teacher who had lost control of classroom discipline, provided inadequate instruction, and failed to correct his faults was considered incompetent). (*Perez v. Comm'n on Prof'l Competence* (1983) 149 Cal. App. 3d 1167, 1175). A teacher impaired by illness or medication when determining the grade or if the grade was determined by an unqualified assistant may be grounds for incompetency.

Violation of PCHS Grading Policy is a specific action in determining the grade that is in direct odds to a Board- approved PCHS grading policy.

Decisions will be mailed by certified mail to the address on file for the student or alternate provided at the time of the appeal committee meeting. Decision of Board Grade Appeal Committee is final.

Coversheet

Department Presentations/Initiatives

Section: V. Academic Excellence
Item: A. Department Presentations/Initiatives
Purpose: Discuss
Submitted by:
Related Material: V_A_Part 1_CDE_PIR Report_Special Ed Presentation_03_19_19.pdf



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY TH
STATE SUPERIN
PUBLIC INS

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.C

March 13, 2019

Pamela Magee, Executive Director/Principal
Palisades Charter High
15777 Bowdoin Street
Pacific Palisades, CA 90272-3523

Dear Executive Director/Principal Magee:

Subject: 2018–19 Performance Indicator Review Notification for Data
Year 17/18

Notification

Based on data for students with disabilities, as reported in the California School Dashboard and the Local Level Annual Performance Report (Annual Performance Report or APR), the California Department of Education (CDE) has determined that Palisades Charter High will participate in the 2018–19 Performance Indicator Review (Performance Indicator Review or PIR) beginning in March, 2019.

Selection Process

The PIR, along with other CDE monitoring and enforcement processes concerning special education and related services for students with disabilities, is part of the CDE's overall system of supervision required under *Code of Federal Regulations*, Title 34, Section 300.600. The CDE has collected and reviewed data to determine the performance of each local educational agency (LEA) on each of the APR Indicators. In addition, the CDE uses data that is analyzed to determine and report LEA performance on Indicators included on the California School Dashboard.

The number of PIR participants increased from approximately 934 in the 2017–18 PIR to 1,503 in the 2018–19 PIR. That increase is due in part to the CDE's having expanded the criteria for selection to include all charter schools, regardless of their status as an LEA for purposes of special education, as participants for the 2018–19 PIR.

The LEAs, including all charter schools, selected for participation in PIR are those with one or more unmet Indicators applicable to PIR as calculated and reported on the California School Dashboard, or with one or more unmet Indicator targets applicable to PIR as calculated and reported on the Annual Performance Report. Each participating LEA must analyze its current practices and create a PIR Improvement Plan that includes activities to improve performance on those Indicators.

More specifically, the 2018–19 PIR will include each LEA having one or more 2018 California School Dashboard measures designated as “red” or “orange” for students with disabilities in the following Indicators:

(From the 2018 California School Dashboard)
Indicator 1-Graduation Rate
Indicator 3-Math/English Language Arts Achievement
Indicator 4a-Overall Discipline/Suspension Rate

The PIR will also include each LEA with one or more unmet performance targets as reported on its 2017–18 Annual Performance Report for the following Indicators:

(From the 2017–18 Annual Performance Report)
Indicator 2-Dropout Rate
Indicator 8-Parent Involvement
Indicator 3-Assessment Participation Rate
Indicator 14-Post-school outcomes
Indicator 5-Least Restrictive Environment

In addition, the PIR includes a Child Find component. Each LEA wherein the percentage of students with disabilities is less than 3.43 percent of the total student population will participate in the PIR and include Child Find in its PIR Improvement Plan.

The Palisades Charter High is required to complete a PIR Improvement Plan for the Indicators (including Child Find) noted in the chart below with a “Yes” in the selection column:

[See chart below.]

FY 2018-19 Performance Indicator Review (Using SY 2017-18 Data)

Indicator	Performance Indicator	17/18 Rate	Target	Target Met	17/18 Selection
1	Graduation Rate	GREEN			NO
2	Drop Out Rate	5.4%	≤ 11.72%	YES	NO
3b	ELA Participation	92.21%	> 95.0%	NO	YES
3b	Math Participation	93.51%	> 95.0%	NO	YES
3c	ELA Achievement	ORANGE			YES
3c	Math Achievement	RED			YES
4a	Overall Discipline	ORANGE			YES
5a	LRE Regular Class 80% or more	60.8%	≥ 51.2%	YES	NO
5b	LRE Regular Class 40% or less	2.5%	≤ 22.6%	YES	NO
5c	LRE Separate School	0.0%	≤ 4.0%	YES	NO
6a	Regular Class	NA	> 34.9%	NA	NA
6b	Separate Schools	NA	< 32.4%	NA	NA
8	Parent Involvement	100.0%	> 92.0%	YES	NO
14a	Higher Education	100.0%	> 53.3%	YES	NO
14b	Competitive Employment	100.0%	> 73.4%	YES	NO
14c	Any Education/Employment	100.0%	> 82.0%	YES	NO
Total count					5
Child Find	Percent of Special Education Students				17/18 Selection
	NC				NA

Note: In the above chart, the calculations for Graduation Rate, English Language Arts Achievement, Math Achievement, and Overall Discipline are from the 2018 California School Dashboard files. For the Child Find calculation, "Students with Disabilities" refers to the percent of students in the LEA identified as eligible for special education and related services. Statistical calculations were performed on LEAs (excluding outliers), and those found to be two standard deviations below the mean (i.e., found to be below 3.43%) are identified. "NA" indicates that there was no data for the LEA for that Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

General Requirements

Performance Indicator Review Assurances Form

The Special Education Local Plan Area (SELPA) must submit an Assurances Form specific to each participating LEA, completed and signed by both the LEA and the SELPA. The SELPA will submit all completed Assurances Forms to the CDE by email at: PIR@cde.ca.gov. The submission deadline to the CDE is **April 30, 2019**.

The SELPA may notify its respective LEAs of an earlier deadline by which each LEA must submit the completed and signed Assurances Form to the SELPA.

PIR Improvement Plan

Each participating LEA will establish a planning team to develop a PIR Improvement Plan that will lead to the improvement of the LEA's performance on the unmet Indicators.

The LEA will submit its PIR Improvement Plan to the SELPA for review. The SELPA must review the plan to ensure that it contains the required components, including the required attachments, in accordance with a checklist that the CDE will provide to the SELPA.

The SELPA, *not* the LEA, will submit the PIR Improvement Plan to the CDE for approval. The SELPA will submit all PIR Improvement Plans, with the SELPA-completed checklist, to the CDE by email at: PIR@cde.ca.gov. The submission deadline to CDE is **July 30, 2019**.

Be aware that each LEA must submit its completed PIR Improvement Plan to the SELPA for review early enough for the SELPA to review it, potentially return it to the LEA for amendment, and finally submit it to the CDE by the July 30, 2019, deadline.

Accordingly, the SELPA may notify its respective LEAs of an earlier deadline by which the LEA must submit its PIR Improvement Plan to the SELPA for review.

Criteria for Evaluating Performance Indicator Review Improvement Plans

The CDE will review each submitted PIR Improvement Plan for approval. The plan *must* include the following components:

1. A list of PIR planning team members that includes, *at the minimum*, representation from:
 - a. The SELPA
 - b. LEA special education administration
 - c. LEA general education administration
 - d. Site level participants representing *both* general education and special education.

Note: The list of PIR planning team members must also state the name, title, and role of each member of the planning team.

2. A list of PIR team meeting dates, including dates for data analysis, plan writing, plan implementation, and plan monitoring.
3. A list of data sources used in developing the PIR Improvement Plan.
4. A completed PIR LEA Identification form.

Note: Use of the PIR LEA Identification form is mandatory. The form, which also includes a data-source checklist, will cover components 1 through 3 above.

5. For each unmet Indicator, a summary of the issues/root causes that interfere with the performance of the LEA.
6. Overall strategies and specific activities to address each of the root causes.
7. Resources that will be used to implement the strategies and activities.
8. Title(s) and role(s) of person(s) responsible for carrying out activities.
9. Dates by which activities will be initiated and/or completed.
10. Methods and standards that will be used to measure success.

LEAs may submit their Local Control Accountability Plan as their PIR Improvement Plan if the Local Control Accountability Plan contains all of the required components of a PIR Improvement Plan, including attachments, as listed immediately above. For example, the planning team members or stakeholders must include, at a minimum, representation from the SELPA and from LEA special education administration, general education administration, and site level participants representing both general education and special education. The LEA must list those participants on the mandatory PIR LEA Identification form. The same applies for the list of team meeting dates and data sources. In addition, the LEA must provide notation and highlighting on the Local Control Accountability Plan that matches the pertinent Local Control Accountability Plan content to its specific required PIR Improvement Plan component.

PIR Improvement Plan submissions, including PIR Improvement Plans submitted within or as part of a Local Control Accountability Plan, that do not meet the above criteria must be amended.

The CDE will post the mandatory PIR forms to be used by the LEAs, including the Assurances Forms, as well as optional forms and other PIR information, at:

<https://cde.box.com/s/lq2iktrzlmdvmtdsmfdk0nfxuizjcw>

Local Governing Board Review

The CDE has adjusted the PIR Improvement Plan development timeline to align generally with Local Control Accountability Plan timelines. This will give each LEA the option of presenting the PIR Improvement Plan to the local governing board for review, should it choose to do so, at the same time that the board reviews the Local Control Accountability Plan. The CDE suggests, but does not require, such a review.

Guidance for Developing a Performance Indicator Review Improvement Plan

The purpose of the PIR Improvement Plan is to engage both general education and special education staff in an effort to build LEA capacity to improve the performance of students with disabilities and meet the statewide Indicator targets. Completion of a PIR Improvement Plan that includes all of the required components involves a multi-step process.

LEAs may use the steps below as guidance for developing an effective PIR Improvement Plan that contains all of the required components. Note that for purposes of consistency, this guidance also incorporates the mandatory components of a PIR Improvement Plan.

1. Establish a planning team (stakeholders) that, at the minimum consists of representation from:
 - a. The Special Education Local Plan Area (SELPA) (required)
 - b. LEA special education administration (required)
 - c. LEA general education administration (required)
 - d. Site level participants representing both general education and special education (required)

The PIR Improvement Plan must include a list stating the name, title, and role of each member of the planning team (required).

2. Develop a schedule of meetings, which collectively must include data analysis, plan writing, and plan implementation and plan monitoring. Remember that the PIR Improvement Plan must include a list of those dates. Some of the meeting dates, such as for monitoring, will necessarily include dates occurring after the plan is submitted to the CDE. (All required.)
3. Maintain a list of data sources used in developing the PIR Improvement Plan (required).

4. Enter the above information regarding planning team participants, meeting dates, and data sources onto the PIR LEA Identification form (required).
5. Analyze the LEA's performance on each of the unmet Indicators as noted on the FY 2018–19 Performance Indicator Review chart shown above. The information on that chart comes from the LEA's 2018 California School Dashboard report found at:

<https://www.caschooldashboard.org>

and from the LEA's 2017–18 Annual Performance Report.

6. Identify current LEA initiatives or plans aimed at improving the LEA's performance on each of the relevant Indicators, and discuss their effectiveness.
7. For each Indicator the LEA did not meet,
 - a. Identify root causes that interfere with the performance of the LEA on that Indicator (required). These may include such things as data collection and reporting issues, LEA policies and procedures, instructional practices, sufficiency of personnel, etc.

Remember that the California School Dashboard calculations differ from the Annual Performance Report calculations for the Indicators used in the PIR. This will affect the root cause analysis. The identified root causes must align appropriately with the California School Dashboard method for calculating and reporting on the unmet Indicator (i.e., Graduation Rate, Math/English Language Arts Achievement, Overall Discipline/Suspension rate), or with the Annual Performance Report method for calculating and reporting on the unmet Indicator, as applicable (required).

- b. Discuss and identify new strategies and activities to address the root causes. *Each* identified root cause *must* have corresponding identified strategies and activities (required). The LEA may wish to consult with experts, review existing models, and identify evidence based practices.
 - c. Identify resources (e.g., staff, training, curricula) that will be used to implement the strategies and activities (required).
 - d. Identify the title(s) and role(s) of the person(s) responsible for each strategy and activity (required).
 - e. Specify dates by which each activity will be initiated and/or completed (required).

- f. Identify methods and standards to be used to measure success for each strategy and activity (required).
- g. The LEA should seek to align the newly identified strategies with the LEA's Local Control Accountability Plan.

Role of the Special Education Local Plan Area

As part of the local plan requirements, the SELPA must provide assurance it has in effect policies, procedures, and programs that meet state and federal requirements regarding performance goals and Indicators [California *Education Code (EC)* Section 56205(a)(14)]. In addition, the SELPA is responsible for having regionalized service agreements that include ongoing review of local plan programs conducted, procedures utilized, and mechanisms for correcting any identified problem [*EC Section 56195.7(c)(6)*]. In order to fulfill these requirements, the SELPA must:

- Collect all Assurances Forms signed and completed by the LEAs, sign and complete the SELPA portion of each form, and submit to the CDE no later than April 12, 2019, by email at PIR@cde.ca.gov
- Play an active role in helping LEAs understand the calculation of the Indicators and the implications of not meeting the targets established for LEAs in California.
- Disseminate information about the requirements of the PIR and participate in the development of the PIR Improvement Plan.
- Assist LEAs to identify and correct noncompliant policies, procedures, and practices.
- Assist LEAs to identify, locate, and review data helpful in developing the LEA's PIR Improvement Plan.
- Assist LEAs to identify new strategies and activities that would contribute to each LEA's improvement.
- Commit resources to the PIR Improvement Plans of each LEA.
- Collect the PIR Improvement Plan, which must include the PIR LEA Identification form.
- Review the PIR Improvement Plan using the SELPA checklist. Return the PIR Improvement Plan to the LEA for amendment as necessary.

- Submit the SELPA-completed checklist and the LEA's completed PIR Improvement Plan to the CDE no later than July 30, 2019, by email at PIR@cde.ca.gov

Performance Indicator Review Improvement Plan Implementation

Given that PIR Improvement Plans may be designed for implementation at or before the beginning of the 2019–20 school year, the CDE encourages LEAs to begin implementation of the PIR Improvement Plans, as appropriate, prior to receiving CDE approval. The CDE's review of PIR Improvement Plans submissions received on or before the July 30, 2019, deadline will continue throughout the summer and potentially into the fall of 2019.

Summary of Dates and Required Documents

April 30, 2019: Assurances Form

SELPA's must submit the signed and completed Assurances Forms to the CDE on or before April 12, 2018. The SELPA may notify its respective LEAs of an earlier date by which each LEA must submit the LEA's completed and signed portion of the Assurances Form to the SELPA.

July 30, 2019: PIR Improvement Plan

SELPA's must submit the PIR Improvement Plans to the CDE on or before July 30, 2019. The SELPA may notify its respective LEAs of an earlier date by which each LEA must submit the PIR Improvement Plan to the SELPA for review.

The PIR Improvement Plan must include, as an attachment, the following:

- PIR Improvement Plan LEA Identification form, completed by the LEA.

The SELPA submission of the PIR Improvement Plan to the CDE must include:

- Checklist of required components, including attachments, completed by the SELPA.

Other Information

As stated above, the CDE will post the mandatory PIR forms to be used by the LEAs, as well as optional forms and other PIR information, at:

<https://cde.box.com/s/lg2iktrzlmdvmtdsmfdk0nfxuizjcw>

In the future, the CDE will create a second link to PIR forms and information at:

<https://www.cde.ca.gov/re/lc/>

If there are any questions, please contact Donna DeMartini, Administrator, Focused Monitoring and Technical Assistance Unit II by phone at 916-327-3696 or by email at ddemartini@cde.ca.gov.

Sincerely,

Donna DeMartini

Donna DeMartini, Administrator
Focused Monitoring and Technical Assistance Unit II
Special Education Division
Teaching & Learning Support Branch
California Department of Education

DD:vp

cc: Lisa Kendrick, Director, Los Angeles Unified Special Education
Local Plan Area

Coversheet

Update on PCHS School Accountability Report Card (SARC)

Section: V. Academic Excellence
Item: B. Update on PCHS School Accountability Report Card (SARC)
Purpose: Discuss
Submitted by:
Related Material: V_B_Update SARC_03_19_19.pdf

Palisades Charter High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/k/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Pamela Magee, Executive Director/Principal

Principal, Palisades Charter High

About Our School

It is my pleasure to extend a warm welcome to Palisades Charter High School, a high-performing, comprehensive high school serving approximately 3,000 diverse students from more than 110 zip codes throughout the Los Angeles area. A charter school since 2003, Palisades Charter High School is one of the first high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS is a California Gold Ribbon School, a California Distinguished High School, as well as being recognized by Newsweek, U.S. News and World Report, and LA Magazine. In 2017-18, Palisades Charter High School was fully accredited by the Western Association of Schools & Colleges (WASC) with a six-year accreditation status with a midterm report, the highest ranking that WASC awards.

An important characteristic of California's charter school landscape is the distinction between schools that operate as a non-profit public benefit corporation—called "independent" charters—and ones that, similar to traditional public schools, are governed by the district board—called "affiliated" charters. Independent charter status allows the school stakeholders and governing board to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back to School Retreat held in August.

I hope you will take a few moments to familiarize yourself with the school's School-wide Goals and Charter Renewal Report at www.palhigh.org. We have put into place a comprehensive strategic plan to increase student achievement, create a more responsive school climate, and address facilities and technology needs. Thank you for your interest in our wonderful school by the sea.

Principal's Comment

As chief administrative and supervisory official of Palisades Charter High School, Dr. Magee advocates for PCHS students to ensure that the rights of all students are respected and that all have equal access to educational opportunities. She works collaboratively with the PCHS Board of Trustees and school stakeholders to implement the school's vision through the PCHS Schoolwide Goals, LTSP, LCAP, and WASC Action Plan. Dr. Magee manages the administrative leadership team to

w/LAUSD, LA County Office of Education, and CA Department of Education and ensures compliance with federal and state laws.

Contact

*Palisades Charter High
15777 Bowdoin St.
Pacific Palisades, CA 90272-3523*

*Phone: 310-230-6623
E-mail: pmagee@palhkh.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified Charter
Phone Number	
Superintendent	
E-mail Address	
Web Site	

School Contact Information (School Year 2018—19)	
School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, Ca, 90272-3523
Phone Number	310-230-6623
Principal	Pamela Magee, Executive Director/Principal
E-mail Address	pmagee@palhigh.org
Web Site	http://palhigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 3/6/2019

School Description and Mission Statement (School Year 2018—19)

What makes the school unique?

PCHS has been a charter school since 2003, Palisades Charter High School is one of the first high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS is a California Gold Ribbon School and a California Distinguished High School, as well as being recognized by Newsweek, U.S. News and World Report, and LA Magazine.

Since its founding in September of 1961, the school has grown from a local district comprehensive high school that was built on a former horse ranch, to a comprehensive, independent charter school with diverse educational programs, involving 300 employees. Today, Palisades Charter High School maintains long-standing traditions of community activism, school involvement, and educational excellence. Its mission is to create global citizenship taught through diverse perspectives. Students who come to Palisades Charter High School are attracted by its reputation for excellence in both its academic and activity programs.

Palisades Charter High School (PCHS) has provided children from far-reaching areas of Los Angeles with access to a high-quality educational program that focuses on skills needed for college and career readiness. PCHS is the home school to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, approximately 68% at the school live outside the traditional attendance boundaries. In 2017-18, PCHS served 2,893 students. Of these students, 1976 come from more than 113 ZIP codes, making this student body population one of the most ethnically diverse (Mexican, Central American, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, and Arab) and geographically diverse (West Los Angeles, Mid City, Baldwin Hills, Palms/Mar Vista, Koreatown, Inglewood) in Los Angeles. Some students come from distant areas such as Long Beach, Downey, Granada Hills, Carson City, and Highland Park. Applications for transportation scholarships and subsidies are made available to students from low-income households. Many of PCHS' traveling students commit to making daily one- to three-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs.

What are the school's goals, as expressed in the single school plan?

PCHS envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. Through shared responsibility, a student-centered curricular and a co-curricular program, a standards-based and aligned curriculum, inclusive classes, and an extensive use of technology, the overarching goal is to create a highly enriched comprehensive secondary school. PCHS will educate all students to reach their intellectual, physical, psychological, and social potential in a safe, cooperative, and supportive environment. The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning, and postsecondary career fields.

Values

A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language. A commitment to provide a safe and secure learning environment. Recognition that communication and knowledge acquisition require maximizing use of technology. The need for personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

2018-2021 School-wide Goals

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

Commit to equitable policies and practices to ensure Pal'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 Pal's strengths, needs, data, and opportunities for participation so that all stakeholders are well-informed and understood.

What are the school's progress indicators?

PCHS uses CAASPP scores, ELPAC scores, Reclassification Rates, SPeD data, foster and homeless data, discipline data, interim block assessments, internal assessments (Formative and Summative), stakeholder surveys, grade distribution data, SAT/ACT test data, A-G course data, enrollment data, attendance rates, graduation rates, parent/guardian attendance data, professional development data, Honors and AP course enrollement, intervention data, and parent advisory council minutes.

How often are the progress indicators monitored?

Progress is monitored on a weekly to monthly basis.

What schoolwide programs exist at the school?

PCHS has expanded support for students over the last five years. An intervention team, comprised of academic counselors, two intervention coordinators, and an administrator, monitor student success and develops intervention plans with the student, teachers, and other significant supports on campus using the Response to Intervention model. Interventions include access to tutoring on site, counseling, positive discipline practices (peer mediation, teen court), mentoring program (Link Crew).

PCHS has a comprehensive mental health program and a fully staffed Mental Health Team. Our mental health efforts include groups for grief support through the Our House programs that come to us from off campus. PCHS staff includes a full-time School Psychologist and eight full-time guidance counselors as well as additional counselor interns. This staff offers support for students suffering from depression through a care group that meets on campus during the lunch period. There is additional support through LAUSD psychologists and mental health professionals that have been contracted to work on campus. An online curriculum is provided for students in short term treatment facilities.

Our support staff collaborates with the agency educational staff to allow students to earn credits when unable to physically attend school.

The Virtual Academy offers students a progressive alternative opportunity to take online classes meeting A-G requirements or Advanced Placement courses in a blended learning environment. All courses are aligned with Professional Learning Communities and Common Assessments to prepare them for college and future career opportunities. Students have complete access to the College Center where counselors advise students about their college options. All VA students have access to the same services available to the traditional student. They have access to counseling, 504, and IEP accommodations.

A blended learning environment.

Independent learning through reading and interactive technology

AP and Honors classes

Access to all Palisades Charter High clubs, athletic teams, music programs, drama programs and any of the arts or technology programs

Traditional Community Service requirements

The Study Center for a tutorial and the Library for resources

Virtual Academy's success is measured by the percentage of students who successfully complete each semester's enrolled courses.

Pali Online Program (POP) offers credit recovery options during the school year using the Acellus online curriculum through the PCHS POP Coordinator. POP credit recovery classes are open to all students each summer during a 4-6 week session.

The Tutoring Program provides tutoring by a teacher, peer or community member by appointment in a welcoming, nurturing, and safe environment. Students may access tutoring by request or referral through our full-time Tutoring Coordinator who provides training and oversight to our tutors and oversees the Study Center.

An intervention team comprised of the students' counselor, an intervention coordinator, parent, student, teachers, and relevant support staff may meet (Student Success Team) to review the students' strengths, challenges, and factors that may be impacting student success. From that meeting, available supports are identified and made accessible to the student. The campus supports available include:

Tutoring Program (tutoring provided by the teacher, peer and community members)

Teacher provided tutoring

Socio-emotional supports

Literacy class to support reading instruction

Study Seminar class

Referral to outside agency support(s)

Health Office support

Monitoring/check-ins

Teachers, parents, or the student may request a Student Success Team meeting to address concerns. The SST meeting can be effective in identifying issues impacting student success and supports to meet student needs. Having all teachers participate is helpful in identifying strategies effective in some classes and applying them to classes where the student is struggling. The team may require the student to access specific resources, such as tutoring. The SST coordinator then configures a schedule that works best for the student and monitors student access to the designated support. This plan can be continued the following semester to monitor the students' access to supports.

Study Seminars taught by general education teachers provide monitoring and support to students recommended by the Intervention Team. These classes serve up to 20 students per class and are designed to monitor and assist work completion in general education classes.

The Math Lab is open during 7th period three days per week, with extended hours after school on one of those days for an additional hour and one-half. The Math Lab offers tutoring by at least one California Credentialed Mathematics Instructor at all times. Math paraprofessionals also attend to tutoring students. Integrated into the program is www.ixl.com which provides very specific and targeted practice of skills. IXL provides students with instant feedback regarding the accuracy of work and remediation/explanations of skills if an instructor is helping another student.

building that will promote a successful freshman year at Palisades Charter High School and beyond. The PCHS Intervention Coordinator outreaches to Paul Revere Middle School and the Admissions Office in the spring to analyze middle school grade data and standardized assessments for the incoming 9th-grade class. Based on previous grade history and test scores, students are identified as academically at-risk. These identified students are invited by letter of invitation to the summer bridge program for incoming freshman. The Dolphin Leadership Academy is designed to help prepare incoming freshmen to be successful and establish roles as leaders in the high school setting. In addition to learning about academic and behavioral expectations, students have the opportunity to learn about graduation requirements, school spirit, sports teams, and clubs. Taught by a team of five teachers from a variety of departments, this program impacts over 120 students.

The bridge program has been in operation since 2013. It has proven to be successful in providing skills to incoming freshman. DLA has exceeded all of its Annual Measurable Outcomes, and over 86% of the DLA participants have passed all of their classes on their progress reports and fall semester grades.

The National School Lunch Program:

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. In 2017-18, the average daily participation has been 941 meals served a day. This represents over 32 percent of our student population.

Pali Academy (formerly Temescal Academy)

As a third tier in the Response to Intervention, PCHS has a small learning community to provide individualized support called Pali Academy. To provide intervention for all students, those in need of credit recovery as well as those seeking the opportunity to accelerate, PCHS has established a small learning community called Pali Academy, located south of the main campus in an enclosed facility once owned by LAUSD. The Academy focuses on individualized instruction and intervention opportunities for each of the approximately 70 students enrolled. The curriculum is blended and uses Acellus online content to give students the ability to recover credits. Acellus allows learners to study at their own pace, adapts core educational experiences to the learner, and personalizes instruction to address students' individual and unique learning styles. The intention of the program is to provide alternative learning techniques as well as a wide range of support services in order to assure that each student is able to reach his or her goals and to earn a place in line on graduation day.

The Village Nation (TVN)

This student, teacher, staff, parent, counselor, and administrator coalition operates with a pledge to unlock the leadership potential of the African American students to promote success in their classes, communities, and careers. TVN pledges to unlock the leadership potential of the African American students to promote success in their classes, communities, and careers. The Village Nation was brought to PCHS in 2008 with a mission to boost the capacity of caring adult mentors and support them in creating culturally responsive learning environment that engage and inspire African American youth and encourage them to embrace their natural intelligence and leadership capabilities. As a result, the youths can become more fully developed individuals, rooted in their history, who make better choices and demonstrate extraordinary achievement gains as they prepare to succeed in college, career, and community. In working with students, parents, teachers and administrators, we strive to maintain the highest possible standards and quality while grooming our youth to be the change agents of tomorrow. The Village Nation impacts over 400 students and their parents.

Through yearly professional development and leader retreats, meetings and consistent financial support, this coalition commits to the following objectives:

To be motivators through understanding and high expectations

To establish a higher level of trust and rapport with the students and their parents.

To be introspect about personal perceptions and beliefs. To improve awareness of personal attitudes toward and perceptions of young people and how those attitudes and perceptions influence behavior.

To reflect on personal practice and the consequences so as to be viable role models for students

To commit to a responsibility to other team members and students in order to shift the academic culture of the school and implement an agenda that creates opportunity for students

To create and implement a game plan for the school that dramatically affects student achievement, and that creates a template/foundation to be used for other student populations to improve the entire school.

To provide equitable access to quality higher education

Designed in 2011 after The Village Nation model, this student, teacher, staff, parent, counselor, and administrator coalition operates with the mission to "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." This program serves approximately 600 students.

PCHS Latino students make up 21% of the population. The achievement of the Latino population closely correlates to the achievement of our Reclassified Fluent English Proficient population. Overall, Latino students demonstrated an increase of 8% in ELA CAASPP scores of "met or exceeded." Additionally, this subgroup demonstrated improvement in writing skills. However, there is a achievement gap that still persists in ELA and math. In ELA, there is a 21% difference between white and Latino students. The gap is wider in the math standard achievement with a 34% difference between white and Latino students. The school has made gains with Latinos taking more honors and AP classes. The number of Latinos taking these courses rose from 50.07% in 2013-14 to 73.96% in 2016-Fall. Moreover, Latinos completing UC/CSU requirements have risen from 2011-2012 = 39.8%, 2014-2015 = 45.8%, to 2015-17 = 52.2%.

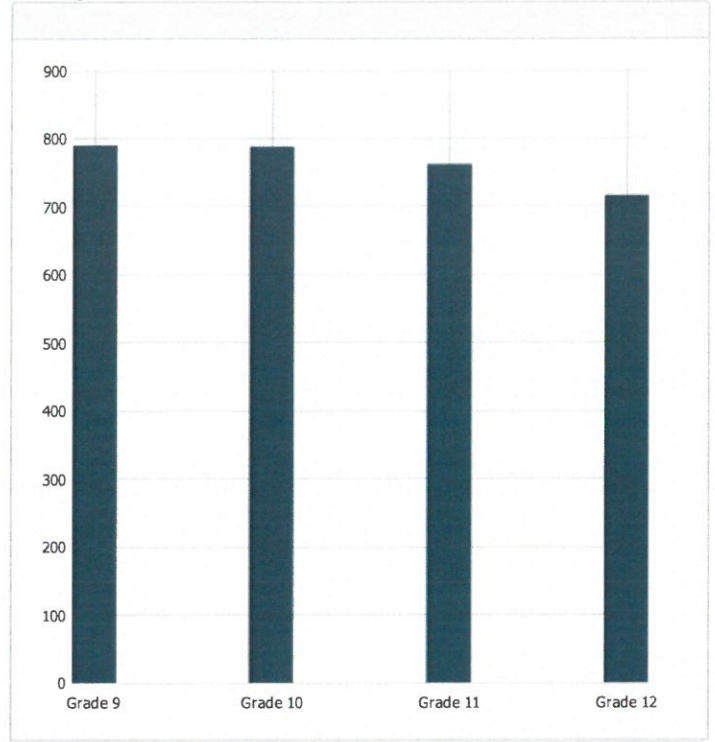
The Fuerza Unida assemblies held each year highlights the resources provided by the school including, free SAT and ACT prep courses, FAFSA application information, and scholarship opportunities for Latino/Hispanic students. These and many more resources are found on the Fuerza Unida Web Page (<https://tinyurl.com/fuerzaunida>), located on the school's website.

To address gaps in math achievement, PCHS provides a free after school math and free tutoring. Additionally, PCHS has invested in enrichment programs and clubs, such as Science Technology Engineering Art and Math (STEAM) clubs, Society of Hispanic Professional Engineers (SHPE) and Math Engineering Science Achievement (MESA) for the strengthening math and fostering engineering skills.

Last updated: 3/6/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	790
Grade 10	788
Grade 11	762
Grade 12	716
Total Enrollment	3056



Last updated: 3/6/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	13.7 %
American Indian or Alaska Native	0.4 %
Asian	8.0 %
Filipino	0.9 %
Hispanic or Latino	19.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	56.9 %
Two or More Races	0.0 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.0 %
English Learners	0.9 %
Students with Disabilities	9.0 %
Foster Youth	0.1 %

A. Conditions of Learning

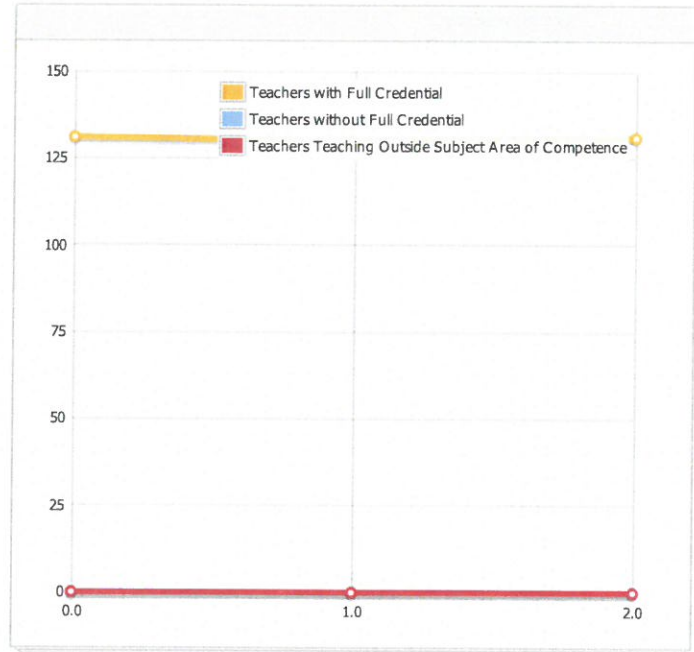
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

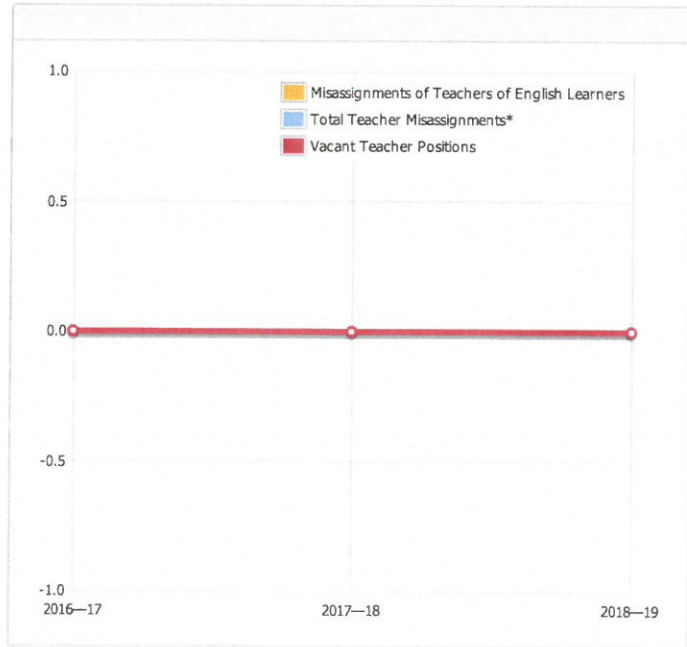
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	131	130	131	131
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 3/6/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 3/6/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>CLASS TITLE</p> <p>PUBLISHER COPYRIGHT</p> <p>English of Literature 4th Course Holt, Rinehart, and Winston 2000 Elements</p> <p>Literature Analysis of Literature 5th Course Holt, Rinehart and Winston 2000 Elements</p> <p>AP Language Adventures in American Literature Holt, Rinehart and Winston 1996 Question</p> <p>English and Forms in Literature Scott, Foresman, and Company 1982 Perrine's</p> <p>AP Literature Literature Structure, Sound, and Sense Thomson Higher Education 2006 The</p> <p>English Compact Reader Bedford/ St. Martin's 2011</p>	Yes	0.0 %
Mathematics	<p>CLASS TITLE</p> <p>PUBLISHER COPYRIGHT</p> <p>Algebra 1A or 1B Algebra 1: Common Core Pearson 2015</p> <p>Geometry 1A or 1B Geometry: Common Core Pearson 2015</p> <p>Algebra 2A or 2B Algebra 2: Common Core (green cover) Pearson 2015</p> <p>Math Analysis Precalculus with Trig Concepts Key curriculum Press 2007 The</p> <p>Math Applications Heart of the Mathematics Houghton Mifflin 2005</p> <p>Honors Math Analysis Precalculus and Discrete Mathemaatics (pink cover) Scott Foresman 1992</p> <p>Adv. Math Concepts Functions, Statistics and Trigonometry Uchicagosolutions 2016</p> <p>Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley 1999</p> <p>AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin 2003 Multiple</p> <p>AP Calculus Choice and Free Response in prep for AP Calc (BC) DandS marketing systems 2003 Multiple</p> <p>AP Calculus Choice and Free Response in prep for AP Calc (AB) DandS marketing systems 2003 The</p> <p>AP Statistics Practice of Statistics WH Freeman and Company 2008</p>	Yes	0.0 %
Science	<p>CLASS</p>	Yes	0.0 %

Physiology	Hole's Human Anatomy & Physiology	Mc Graw Hill Glencoe
		2003
Marine Biology	Marine Biology (6th Edition)	Mc Graw Hill
		2007
Marine Biology	Marine Biology	Mc Graw Hill
		2003
Biology	Modern Biology	Holt, Rinehart and Winston
		2002
AP Biology	Biology in Focus	Pearson
		2014
Physics	Physics	Prentice Hall
		1998
AP/H Physics	Physics for Scientist & Engineers with Modern Physics	Pearson Prentice Hall
		2009
Physical Geo.	Modern Earth Science	Holt, Rinehart and Winston
		2002
Chemistry	Modern Chemistry	Holt, Rinehart and Winston
		2005
H Chemistry	General Chemistry: The Essential Concepts	Mc Graw Hill
		2008
AP Chemistry	Chemistry	Thomson Brooks/Cole
		2012
	AP Enviro. Science	
	Environmental Science : A Global Concern	Mc Graw Hill
		2018
	Honors Envio. Science	
	Enviromental Science	Prentice Hall
		2011

History-Social Science	CLASS	PUBLISHER	TITLE	Yes	0.0 %
	AP History	Bedford/ St. Martin's	America's		
		2014			
	AP US History				
	United States History preparing for the AP				
	School		Exam Amsco		
		2018			
	AP American Government				
	American Government Cases and Readings (19th edition)	Longman			
		2012			
	AP European History A		History of		
	Western Society- 17th Edition	Bedford, Freeman&Worth			
		2017			
	AP World History 10 Traditions & Encounters	Mc Graw Hill			
	US History	2008 9780007330679			
	History	Houghton Mifflin Harcourt	American		
		2018			
	US History		The		
	Americans	Holt Mc Dougal			
		2012			
	Principles of American Democracy		United States		
	Government	Houghton Mifflin Harcourt			
		2018			
	Economics		Economics		

Farrar, Straus, Giroux
2007

AP Human Geography
Geography People, Place & Culture

Human

Wiley
2012

Foreign Language

Yes

0.0 %

CLASS
TITLE

COPYRIGHT

PUBLISHER

Spanish 1
Realidades 1

2008

Prentice Hall

Spanish 2
Realidades 2

2008

Prentice Hall

Spanish 3
Realidades 3

2008

Prentice Hall

Spanish 4
Real 4 (media edition)

2016

Cambridge University Press
Mundo

AP Spanish Literature

2012

Wayside
Azulejo

French 1
Discovering French 1

2004

McDougal Little

French 2
Discovering French 2

2004

McDougal Little

French 3
Discovering French 3

2004

McDougal Little

French 4
du Temps

2005

Glencoe McGraw Hill
Tresors

French 4

2004

Glencoe McGraw Hill
Reprise

AP French
French

2012

Pearson
AP

AP French

2016

Vista
Themes

Health

0.0 %

CLASS

COPYRIGHT

TITLE

PUBLISHER

Health

2004

Lifetime Health

Holt, Rhinehart & Winston

Visual and
Performing Arts

Yes

0.0 %

CLASS
TITLE

COPYRIGHT

PUBLISHER

Foods
Wellness for Life

2012

Goodheart- Wilcox
Nutrition &

AP Computer Science
A (5th ed.)

2010

Barrons
AP Computer Sci

AP Computer Science
Java

2011

Course Technology
Fundamentals of

Child Development
Child

2016

Glenco/McGraw-Hill
The Developing

Drawing/Painting
Drawing

2000

Davis Pub.
Discovering

Drawing/Painting Masters	Watson Guptill 2000	Anatomy of	
Drawing/Painting Hands	Watson Guptill 2002	Drawing Dynamic	
Drawing/Painting Feet	Search Press 2005	Drawing Hands &	
Drawing/Painting Nude	Search Press 2007	Drawing the	
Drawing/Painting techniques in Acrylics	Barrons 2004	All about	
Drawing/Painting Artist's secrets	Walter Foster 2011	Shortcuts &	
Drawing/Painting Drawing	Walter Foster 2005	The Art of Basic	
Drawing/Painting made amazingly easy	Watson Guptill 2000	Human anatomy	
Drama Doing!	Cavanaugh 2012	Acting means	
Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 3/6/2019

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

A. Describe the Safety, Cleanliness and Adequacy of the School Facility:

Other than the poor condition of the heating system, missing A/C system, and rapidly deteriorating temporary classroom trailers, the campus is in good overall condition.

Classrooms, offices, restrooms, common areas and grounds are cleaned and maintained daily and are in very clean condition

Overall school facilities are in good working condition

B. Description of any planned or recently completed facility improvements:

Cafeteria main line gas regulator and shut off/on valve fully replaced

Gym floors resurfaced at Winter break

Baseball infield/outfield repaired/reseeded

Assess and addressed gutter, downspout and drainage issues ahead of rainy season

Installed new floor drains in hallway platform pertaining to U101 – U104 to rid of large puddles/sitting water that would normally eventually make its way into class doors

New gutters on H-Bldg. Loading dock roof to rid of water run off slip hazard into hallway

Identified and remediated campus wide potential trip hazards

U109 is now a carryover of U110 Deans office for overflow

Main campus heating line bypass repair completed. Miscellaneous other heating line breaks/leaks repaired as occurring.

Termite ridden bookshelves replaced with a new counter area in library

Campus wide replacement of fluorescent light bulbs with LED light bulbs

Energy efficient "misers" installed to reduce energy consumption in campus vending machines

Mercer Hall light fixtures upgraded to LED fixtures and new light switches installed to accommodate dimming feature and isolate each set/row light fixtures

Additional campus signage for various aspects implemented

A-Bldg. 1st floor hallway baseboards fully replaced.

Emergency gates located at center median have been relocated 8' outwards to not be adjacent to the tunnel in the event of an earthquake that could possibly collapse the tunnel

Additional emergency exit push-bar gate added in an area of campus that had none and needed one

C. Description of any needed maintenance to ensure good repair as specified:

Main water lines shut off valves to buildings and mechanical rooms so that we don't have to shut off water supply campus-wide when issues arise. Same for the plumbing based heating system.

HVAC heating system needs to be replaced and completely abandon the current outdated underground piping system

Restroom toilet/urinal on/off valves could use overall repairs and/or replacement

Restroom toilet/urinal automated flushing sensors desired

Sewer lines/drainage – Loading dock drain needs to be re layered for optimal functioning after Phase 1 repairs completed to remove tree roots impediment.

Additional drainage desired around main quad area for better/faster drainage during heavy downpour rain.

Irrigation System – Irrigation system water pressure could be improved and better balanced (be more consistent).

Main Bogen PA System – Central PA System unit could benefit from repairs/enhancement. Major repair needed for the centralized Clock System that no longer functions. The Bell System works as needed.

Additional items described in the "Description of repair status for systems listed" section

School Safety Plan

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Operations Department, Safety Committee and ultimately reviewed/approved by the Board of Directors. This year's plan was reviewed/updated in August & September, presented to the Board at the 10/16/2018 Board Meeting and approved at the 11/6/2018 Board Meeting.

Faculty & Staff had Professional Development (PD) and refreshers at the start of each semester and as Safety Drills are conducted. The SEOP is also available for access/review on PCHS's website for all stakeholders. Safety Drills are conducted regularly for Fire, Earthquake, Active Intruder and Airborne incidents. A schedule of drills is provided to all at the start of each semester, and exists on the school's Master Calendar available to all stakeholders.

Last updated: 3/6/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Conditions of Learning – School Facility Repair Status</p> <p>Description of repair status for systems listed and Description of any needed maintenance to ensure good repair as specified in statute:</p> <p>Systems:</p>

A/C System is non-existent in the vast majority of school buildings and classrooms. The classrooms are in desperate need of an A/C System implementation.

Sewer – Sewer service/system is in good working order. A few drainage system clogs from time to time, but we’re remediating those as they occur.

Plumbing – Plumbing system in somewhat adequate working order. Internal/underground infrastructure is aged and at end of its useful life and needs significant repairs/replacement. More frequent leaks are occurring and being addressed as they occur.

Interior: Interior Surfaces Good

Interior Surfaces:

Floors – Flooring in general is in good working condition. Many classrooms still have original tile flooring and some individual tiles need repair from time to time. Floors are cleaned/mopped and waxed regularly to maintain good condition.

Walls – All visible walls both indoors and outside appear in good working condition. Rooms/walls are cleaned/painted regularly as needed to maintain good condition.

Countertops – Countertops generally in good working condition. Those that have had issues have been repaired or replaced regularly.

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Good

Cleanliness:

General/Overall – Very good condition. Janitorial staff in mornings, day shift and night shift clean classrooms daily and weekly as per an annually reviewed schedule.

Pests/Vermin – Rats/Mice do visit campus regularly, and we have ants/termites in some locations, but there are actively addressed and managed via a Pest Control Professional. No sprays/chemicals/etc. are used on campus, only traps and district approved treatments.

Electrical: Electrical Good

Electrical – General electrical service and infrastructural working are in good working condition, but many of our internal electrical panels are at or near capacity. Electrical service for the central PA/Clock/Bell System related to Clocks is no longer working so battery operated clocks have been provided and maintained. Central PA & Bell system is operating adequately.

Restrooms/Fountains: Restrooms, Sinks/Fountains Good

Restrooms/Fountains:

Restrooms – Restrooms are generally in good working other than the above mentioned plumbing infrastructure issues. Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed.
Sinks/Toilets/Faucets - Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed.

Fountains – Most of the working water fountains are in reasonable working condition (a few are newer and in very good condition), but some are either no longer operational or very aged and need significant repair/replacement. The District is in the middle of an overall bond-funded assessment and repair/replacement project that will address these issue within the next year or so.

<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>Safety:</p>
<p>Fire Safety - Annual fire safety inspection occurred in July for this school year. No major issues reported and all minor issues were addressed in August. Fire system preventative and reactive maintenance is performed by a certified fire system specialist.</p> <p>Hazardous Materials – PCHS maintains a School Safety Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.</p>		
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>Structural:</p>
<p>Buildings – All permanent buildings are in good working condition, but all are now 58 years old and aging. Temporary structures (trailers/bungalows) are in deteriorating condition and toward the end of their useful life and should soon be replaced with newer versions of temporary classrooms or permanent buildings.</p> <p>Roofs – All permanent building rooves are in good working condition, though protective covering of original architecturally designed building connections could use enhancement to ensure longer-term protection. Above mentioned temporary classrooms have more significant roof problems due to aging and end of useful life aging.</p> <p>Any Damage or Critical Repairs – Mentioned in above responses</p>		
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p>	<p>External:</p>
<p>School Grounds – Grounds generally in good working condition. Swampy conditions at the Pali Academy area need to be addressed and have been discussed numerous times with the school district. Slopped parking lot areas in reasonable working condition but could use some minor repairs and complete resurfacing.</p> <p>Playgrounds – Playgrounds in good working condition</p> <p>Windows/Doors/Gates/Fences – Doors, windows, gates and existing fencing generally in good working condition. Additional perimeter fencing needed as significant portions of the front of the school have no permanent fencing and need it for safety/security reason. The school does not have the available funding to install the needed fencing and could use district or city/state financial assistance to install the needed fencing.</p> <p>Overall Facility Rating – Other than the poor condition of the heating system, missing A/C system, and rapidly deteriorating temporary classroom trailers, the campus is in good overall condition.</p> <p>The year and month in which the data were collected – Jul 2018 through Jan 2019</p> <p>The overall rating– Other than the poor condition of the heating system, missing A/C system, and rapidly deteriorating temporary classroom trailers, the campus is in good overall condition.</p>		

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

<p>Overall Rating</p>	<p>Good</p>
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Last updated: 3/6/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	76.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	48.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 3/6/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	736	725	98.51%	75.86%
Male	368	361	98.10%	70.08%
Female	368	364	98.91%	81.59%
Black or African American	104	102	98.08%	54.90%
American Indian or Alaska Native	--	--	--	
Asian	75	75	100.00%	88.00%
Filipino	--	--	--	
Hispanic or Latino	139	137	98.56%	62.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	411	404	98.30%	83.42%
Two or More Races				
Socioeconomically Disadvantaged	274	269	98.18%	63.57%
English Learners	18	18	100.00%	33.33%
Students with Disabilities	78	73	93.59%	34.25%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/6/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	737	719	97.56%	47.77%
Male	369	358	97.02%	48.46%
Female	368	361	98.10%	47.09%
Black or African American	104	102	98.08%	25.49%
American Indian or Alaska Native	--	--	--	
Asian	75	74	98.67%	70.27%
Filipino	--	--	--	
Hispanic or Latino	139	137	98.56%	32.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	412	399	96.84%	54.64%
Two or More Races				
Socioeconomically Disadvantaged	274	268	97.81%	30.22%
English Learners	18	18	100.00%	27.78%
Students with Disabilities	79	73	92.41%	15.28%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/6/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 3/6/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

CTE Mission: Provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.

CTE Vision: Career Technical Education will engage every student in high-quality, rigorous and relevant educational pathways and programs developed in partnership with business and industry promoting creativity, innovation, leadership, and lifelong learning and allowing students to turn their passion into their dream careers.

CTE Courses

The following courses comprise 8 CTE pathways at PCHS:

1. Theater Ensemble Workshop AB (Period 7)

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Production and Managerial Arts- This course is appropriate for the experienced and inexperienced acting, directing and design students. These artists will collaborate to practice the craft of acting and prepare work for acting festivals and showcase performances. Each participant works at his or her own level without comparison to fellow students' talents. Throughout the semester, each student will actively participate in creative scene work. The student will demonstrate an understanding of the basic elements of acting and theatre. Acting students will develop performance skills addressing theatre etiquette, voice, movement, character development, improvisation, voice, movement, character development, and story-telling. Directing students will explore editing, script analysis, stage direction, and ensemble performance. Attending or auditioning for PCHS's co-curricular shows and festivals is encouraged.

2. Stage Craft /Stage Design AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Instructor Approval.

CAREER PATHWAY: Arts, Media & Entertainment- Production and Managerial Arts- Stage Craft and Stage Design students work directly with the Theater Production class designing multiple stage productions at Pali including the Fall Play and the Spring Musical. These students collaborate with skilled actors, stage managers, and directors to develop and design several types of artistic events in the fields of drama, music, dance and media. They will learn to navigate the technical, managerial and financial elements of a dramatic production with an emphasis on programming and construction. This course prepares students interested in the professional student design world.

3. Theater Production AB

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Advanced Drama AB or Instructor approval.

CAREER PATHWAY: Arts, Media & Entertainment - Production and Managerial Arts- Theater Production is art in action. This is the theater class that designs and produces multiple stage productions at Pali including the Fall Play and Spring Musical. It is the artistic hub where technical designers, skilled actors, and stage managers collaborate to explore the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected Pali productions as a semester project and will have an opportunity to participate in several types of artistic events in the fields of drama, music, dance, and media. The course prepares all students for eventual involvement in the professional theatre world.

4. Theater Improvisation AB

Length: 2 semesters Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts- This course is for students interested in the performing arts. Experience is not necessary BUT a willingness to perform is! Each participant works at their own level without comparison to fellow students. Throughout the semester, students will learn the basics of improvisation and acting as well as relevant theatre history, stage terminology and theatre, and film criticism. Character development, script writing, theatrical games, student skits and direction of showcases will be used to teach these topics. Group cooperation, confidence, and creativity will be improved when students learn to speak and perform comfortably in front of an audience.

5. Theater Ensemble Workshop AB (Period 7)

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts- Students who sign up for this course must be highly motivated and self-directed. This course is designed for students who wish to take an active leadership role in their own theatre learning and development. Students will perform audition monologues in addition to actively selecting, cutting, proposing, casting, directing, and acting in scenes from plays, musicals, and/or film in accordance with the festival rules outlined on the DTASC website. Students are expected to perform in an evening performance prior to each festival and to attend either the C or B division festival.

6. Advanced Drama AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Instructor Approval.

CAREER PATHWAY: Arts, Media & Entertainment- Performing Arts- This course teaches students how to understand and utilize the tools of the performing arts. In-depth study of drama, acting theory, theatre history, writing, directing and producing will be emphasized. Specific theatrical styles will be addressed as well as techniques including but not limited to: improvisation, mime, comedy, drama, musical performance, and experimental theatre. The theme of this course is social engagement, and students will learn how to use drama to reflect and impact our world. Students will study current trends in performance, participate in live, video and radio productions as well as explore the technical aspects of producing, scriptwriting, designing, editing etc. They will experiment with spoken word, and create an original play for community performance as well as perform in the various traditional performance styles. Advanced Drama supports students in discovering the performing arts' potential for shining a light on the human condition and how that light creates relevance and impacts our society.

7. Beginning Dance AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Performing Arts- The major emphasis of this course is on enabling students to use the body creatively as a means of communication and expression. The instruction encourages the student, through movement, to explore time, space, force, design, and rhythm patterns. Students will have an opportunity to develop and improve flexibility, strength, endurance, balance, and coordination, as well as dance techniques.

8. Advanced Dance AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Audition only

CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts- The major emphasis of this course is on challenging the advanced dance student. The dance artist will be encouraged to use the body creatively as a means of communication and expression. The instruction encourages the student, through movement, to explore time, space, force, design, and rhythm patterns. Students will have an opportunity to develop and improve flexibility, strength, endurance, balance, and coordination, as well as dance techniques. Students at the advanced level will begin to develop their choreography and rehearsal skills. They will begin to explore the discipline and focus required to succeed in the professional dance world. They will also perform representing Pali at numerous venues.

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts- Photo 1 is a yearlong class that concentrates of the fundamentals of photography including shutter speeds, apertures, composition and film photography.

Photography 2AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Photo 1 or Instructor Approval

CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts- Photo 2 is a yearlong class that stresses black and white film as well as advanced photographic techniques including long exposures, multiple imaging, and visual presentations. Students will work with film and digital formats as well as learning about photographic career possibilities.

10. AP Photography AB (AP Studio Art 2D)

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Instructor Approval.

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts- AP Photo is a yearlong class that is tailored to the student that wants to be an artist or career photographer as this class is more of an independent study that attempts to further the individual's skill set. This class also attempts to find the pathway for career opportunities within the visual media world.

11. Film Integrated Art

Length: 1 semester

Credit: 5.0 Grade Level: 9

Postsecondary: None

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts- This one-semester course designed to help students develop the digital literacy skills needed to access, analyze, evaluate, and create messages embedded in films and other forms of mass media. Students will learn how to deconstruct – and then construct -- a variety of products, including short films, audio clips, and images.

12. New Media (Pali Production)

Length: 1 semester Credit: 5.0

Grade Level: 9-12

Postsecondary: None

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts- This class will provide a meaningful experience, in both studio and mobile environments, to apply various media skill sets in the use of camera operations, audio mixing, lighting, advanced editing techniques, and graphics applications. Production teams composed of students in various job roles will manage and distribute media to the local community and student body using the latest live production equipment for both audio and video formats. Students will have the opportunity to meet with industry professionals and visit production studios. Student production teams will be given several opportunities to apply "best practices" learned from these professionals in student-run productions. In this manner, students can further explore career options by learning several roles in the production process. The experience of meeting strict deadlines, producing a creative yet professional product while developing media skills in a collaborative environment will benefit the student while bringing the student body, faculty, and community closer together through the use of live media.

13. Media I

Length: 1 semester

Credit: 5.0 + 5.0 (by registering with SMC)

Grade Level: 11-12

Postsecondary: Receive college credit through SMC; UC/CSU transferable

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts- Media 1 introduces students to mass media and mass communication studies. In this class, students survey mass media, such as newspapers, radio, television, and the Internet, and explore the impact of mass media on individuals and society. Students are also introduced to media research, media theories, and media processes and effects.

Culinary Arts (New)

Length: 4 semesters

Credit: 5.0

Grade Level: 9-12

Postsecondary: Pending articulation agreement with the local community college

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts Food Nutrition- This program will intend to develop practical skills in the planning, purchase, and preparation of nutritious meals. Students will learn and demonstrate safe working habits and the basic concepts of nutrition. All students will

storage & handling in all categories of food. Additionally, there will be an emphasis on the business side including profit margins, marketing, cost analysis, and research & development. Students will operate a small catering business to simulate business operations and management.

14. Business Enterprise 1AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: None

Prerequisites: None

CAREER PATHWAY: Business and Finance- Business Management- With an emphasis on college and career readiness, Business Enterprise is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology.

15. Business Enterprise 2AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: None

Prerequisites: Business Enterprise 1 or Instructor Approval

CAREER PATHWAY: Business and Finance - Business Management- With an emphasis on college and career readiness, Business Enterprise 2 is a more in-depth experience with an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology.

16. Introduction to STEAM

Length: 1 semester

Credit: 5.0 Grade Level: 9

Postsecondary: Meets UC/CSU G requirement

Prerequisites: None

CAREER PATHWAY: Information & Communication Technologies - Software and Systems- STEAM is an interdisciplinary approach to learning through project-based and problem-based lessons that blend Science, Technology, Engineering, Art, and Math. The Introduction to STEAM course will expose students to four key areas of STEAM: Game Design, Wood Craft, 3D Design, and Electronics. Each five-week unit will introduce core concepts and develop student fluency in the tools of innovation. Design Thinking will serve as a framework to support the production of student projects in each unit, giving students multiple opportunities to learn through the cycle of Empathize, Define, Ideate, Prototype and Test. Students will document their work using collaborative portfolio tools and demonstrate concept fluency and tool mastery through public presentations of unit projects. Students will have reading and writing assignments every week. Introduction to STEAM serves as a gateway course to a CTE Pathway in Game Design and Robotics.

17. UCCI Environmental Engineering

Length: 2 semesters

Credit: 5.0 per semester Grade

Level: 9 - 12

Postsecondary: Meets UC/CSU G requirement

Prerequisites: None

CAREER PATHWAY: Engineering & Architecture - Engineering Technology- This is an integrated Environmental Engineering course utilizing Chemistry concepts in an environmental engineering context. The applications and projects throughout the course allow students to see the connection between chemistry and environmental principles in solving engineering problems. Students use chemical and engineering principles to propose, design, build, and test a solution or prototype to solve an identified environmental water problem. Through the thread of water, students will connect their education to problems found in the real world, preparing our students with skills that both college and career demand.

CTE Advisory Committee

Mike Rawson
Director of Development
Pacific Palisades Charter High School
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Bart Bartholomew, Professional Photographer

Hilary Collier, Ph.D Associate Professor, UCLA Molecular, Cell & Developmental Biology

Scott Gibson, President & CEO Gibson International

Adam Glazer, President, Pacific Palisades Chamber of Commerce and

Daniel Kianmahd, Principal, The Panorama Group

Katie Meyers, UCLA Head Athletic Photographer

Chuck Peil, Head of Business Development/Strategic Partnerships Reel FX

Reed Saxon, AP Press Photographer

Don Scott, President, Pacific Palisades Optimist Club and

First Financial Bancorp

Christine Ko, Principal, Venia Collection

Dr. Farhad Rostamian, Professor, UCLA Anderson School of Management

Last updated: 3/6/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	655
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	35.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	67.0%

Last updated: 3/6/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.7%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	12.1%	29.7%	41.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/6/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The Palisades Charter High School vision, mission, and school-wide learner outcomes are reviewed throughout the school year using a variety of stakeholder meetings and retreats. Due to the frequency and consistency of this dialogue among PCHS trustees, administration, staff, students, parents, and the school community at large; there is a high level of commitment to the purpose and outcomes of the school.

At the beginning of the school year, all parents are invited to attend the annual PCHS Board of Trustees Retreat in August. All stakeholder groups (parents, staff, students, and administration) are represented by elected Board trustees. Goals for the school year are established by the Board, administration, student representatives. Additionally, PCHS has a very well attended Parent Back-to-School Night and New Parent Information Meetings. Parents attend College Information Nights and Workshops throughout the year as well as student Showcase Nights.

Throughout the year, on a monthly basis, parents who serve on the Long-term Strategic Planning Committee look at different aspects of school operation and governance. These meetings are broadly publicized through a variety of communication tools distributed to the school community including the following:

1. PCHS calendar updates
2. Weekly email blasts sent out on Saturdays to faculty, parents, and all subscribers to the PCHS newsletter
3. Schoology posts for both parents and students
4. Infinite Campus parent and student portal messages and phone blasts

In addition to these communiques, PCHS participates in the following parent programs to increase communication between parents and school staff. Here are the different organizations where parents are involved in either decisionmaking, participation, or communication:

Palisades Charter High School Board of Trustees (monthly)

PCHS Audit Committee (as needed)

Parents have three seats on the eleven member school board.

PCHS Budget and Finance Committee (monthly)

PCHS Academic Accountability Committee (monthly)

PCHS Charter Committee (monthly)

Long-term Strategic Planning Committee (monthly)

Pali Parent Special Education Council (quarterly)

Multilingual Parent Council (formerly known as Bilingual Council; seven meetings)

CTE Advisory Board (quarterly)

FACTOR (biannually)

Fuerza Unida (multiple Saturday workshops)

Fuerza Unida is a school-specific coalition of parents, community members, teachers, staff, administrators, and students who support Latino student scholarship and development.

The Village Nation (multiple Saturday workshops)

The Village Nation is a coalition of parents, community members, teachers, staff, administrators, and students who support Black student scholarship and development.

PCHS Math Task Force (quarterly)**Pali Ambassador Program (monthly)****Pali Parent Volunteer Program****PALI CARES program**

Pali Cares is an anonymous support program discreetly assisting students in need.

Pali Transportation Fund

The mission of the Pali Transportation Fund is to make PCHS school as accessible as possible to as many as possible.

Maggie Gilbert Aquatic Center

Many PCHS parents are members of the Maggie Gilbert Aquatic Center in order to use this state of the art facility.

Pali Faculty

PCHS is proud to have Pali parents who serve the school in the capacity of faculty, staff, and administration.

Palisades Charter Parent Teacher Student Association (PTSA)

The PCHS PTSA helps make a difference in the education and lives of our children. PTSA is the largest grassroots child advocacy organization in the world working to improve the vital partnership between home and school. This critical role on campus is achieved through a collaboration of parents, teachers, administrators, staff and students—partners in the PTSA mission: "every child. one voice." Pali PTSA continues this long tradition by supporting the following programs on campus: PTSA Reflection Contest, PTSA Parent Education Workshops, PTSA Carpooling Program

Palisades Charter High School Booster Club

The Palisades High School Booster Club is a parent-run, non-profit organization dedicated to raising funds to enhance the learning environment for all students at Palisades Charter High School, by supporting academics, arts, athletics, drama, music and technology. Through annual fundraising efforts such as the Annual Giving Campaign and the Spring Auction, the Booster Club distributes more than \$300,000 to programs that directly benefit the student body. The Booster Club depends on the generous contributions of parents, volunteer organizations and members of the community, who value excellence in public education. Established in 1961, the Booster Club meets monthly to receive and fund requests from students, staff and parents at the school. These are fun, lively meetings and all are welcome to attend. When: 4th Tuesday of every month, 6:30 pm Where: Palisades Charter High School Library Contact: Dick Held, Booster Club Pres. rod264@aol.com

State Priority: Pupil Engagement

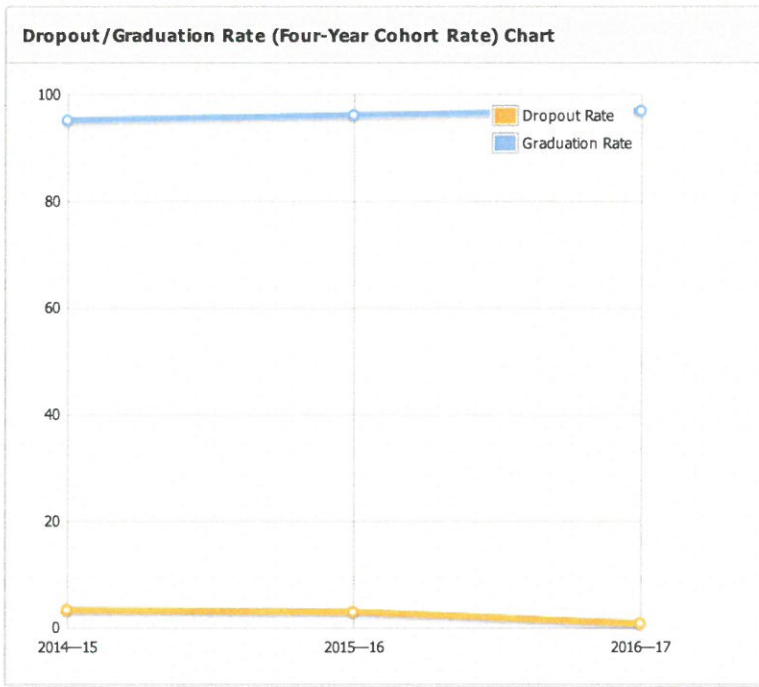
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.3%	3.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	95.1%	96.1%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.8%	10.8%	9.1%
Graduation Rate	96.9%	79.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/saj/>.

Last updated: 1/31/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.1%	88.5%	88.7%
Black or African American	96.6%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	96.7%	91.6%	94.9%
Filipino	0.0%	90.8%	93.5%
Hispanic or Latino	94.6%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	96.4%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	94.1%	86.8%	88.6%
English Learners	84.6%	43.1%	56.7%
Students with Disabilities	91.5%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

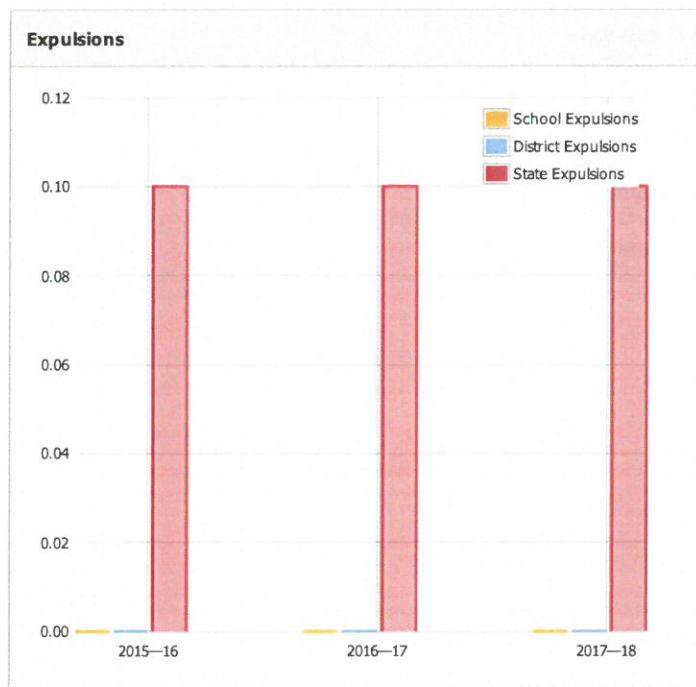
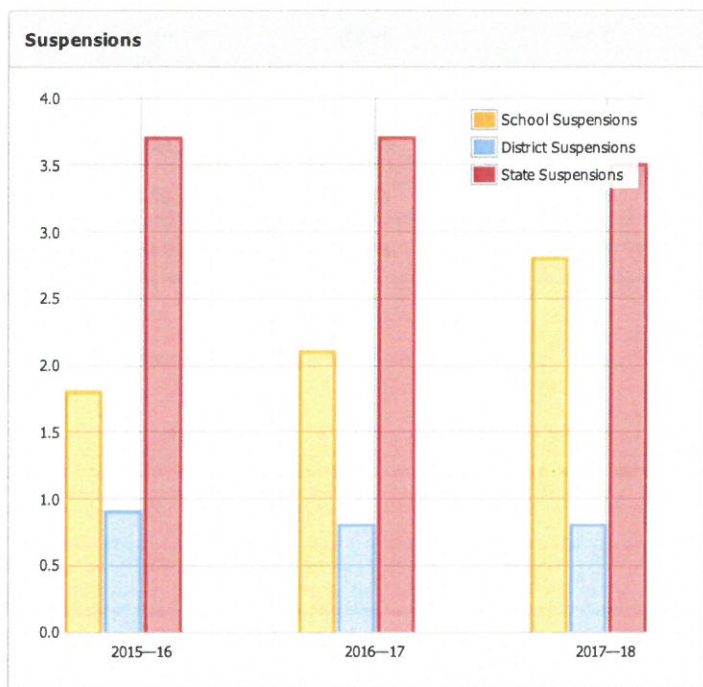
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.8%	2.1%	2.8%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

In continually researching and training to maintain a safe and secure campus, Palisades Charter High School partnered with Safe Kids Inc. to pilot safety curriculum to all PCHS students called H.E.R.O. The H.E.R.O. program was designed with Common Core and State Standards built into the curriculum. This enables PCHS to fit the H.E.R.O. Program into existing ELA time slots. 21st-century critical thinking concepts are incorporated into every lesson, teaching students to work together as a team and be empowered to create and maintain a safe classroom. Additionally, teachers have the option to earn professional development units through Brandman University upon completing an extra module in the safety professional development course.

Additionally, PCHS has created a Campus Unification Director position to: 1) Cultivate Culture & Climate 2) Promote Social-Emotional Learning 3) Create programs and activities for Equity & Inclusion.

Through the leadership of the Campus Unification Director, PCHS students participate in Community Days (CD), which are monthly schoolwide lesson plans and events set aside for Social Emotional Learning (SEL) and Culture & Climate Building (CCB). All classes are required to participate in the lessons around a particular SEL or CCB topic (examples: Bullying, Anxiety, Earth Day, Civic Responsibility, etc.). CD have their own bell schedule to accommodate for 40 extra class minutes during 3rd and 4th periods, on either odd or even days, according to the block schedule. CD also include a lunchtime event or activity that supports the classroom lesson.

Finally, the discipline office has devoted time and resources to its restorative justice program, adding peer mediators and restorative circles to assist in conflict management. The deans work with both the PCHS Special Education Department and the Counseling Department to support students in times of conflict and personal crisis. In addition to academic counselors (nine), PCHS has a staff of available psychologists (eight) to counsel students in need.

The complete PCHS School Safety Plan is available with this link:[PCHS School Safety Plan](#)

Last updated: 1/31/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	56	44	44
Mathematics	24.0	37	42	30
Science	29.0	17	35	49
Social Science	26.0	31	25	51

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	60	61	30
Mathematics	25.0	29	42	35
Science	29.0	18	37	47
Social Science	25.0	33	36	39

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	53	51	39
Mathematics	22.0	38	54	23
Science	30.0	19	31	48
Social Science	25.0	37	19	54

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	372.0
Counselor (Social/Behavioral or Career Development)	2.5	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	2.2	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	7.5	N/A
Other	1.4	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10886.0	\$1969.0	\$8917.0	\$83477.0
District	N/A	N/A	\$0.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	8917.0%	75094.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

[Black Student Union](#)

[Campus Unification](#)

[Career Technology Education](#)

[Center for Social Responsibility- YMCA Community Service](#)

[College Readiness Programs](#)

College and Career Pathways

[Counseling Services](#)

[College Center](#)

Dolphin Leadership Academy

Drug Cessation Programs

[English Language Learner Support](#)

[Fuerza Unida- Men's Group](#)

[Gay-Straight Alliance](#)

[Health Services/Mobile Health Center](#)

Homeless and Foster Youth Services

[Library Services and Programs](#)

[Link Crew](#)

Latino Student Union

[Math Lab](#)

Math Paraprofessionals

[Pali Academy](#)

Pali Online Program for Credit Recovery

[Pali 9th Grade Pod Program](#)

Phenomenal Women Group

The Phenomenal Woman Leadership Academy (PWLA) is a new prevention and enrichment-mentoring program designed to engage and empower female student in various activities that develop their social-emotional and professional skills through quantifiable resources.

This leadership academy focuses on real world issues such as Cultural Diversity, Social Policy, Technology, Social Media, Self-Love, Self-Esteem, Self-Respect, Self-Awareness, Peer Pressure, Relationships, Stress Management, Critical Thinking and Problem Solving, Personal Responsibility, Accountability, Mental Health, Nutrition, Etiquette, Higher Education, Drug and Alcohol Prevention, Character Building, Resume writing, Mock Interviews, Career Development, Financial Literacy, Philanthropy, etc.

[Special Education Program](#)

Student Success Teams

Study Skills Classes

[Technical Equity Campaign and Chromebook Program](#)

[Tutoring Program- Free in the Study Center](#)

[The Village Nation- Men's Group](#)

[Virtual Academy](#)

Last updated: 1/31/2019

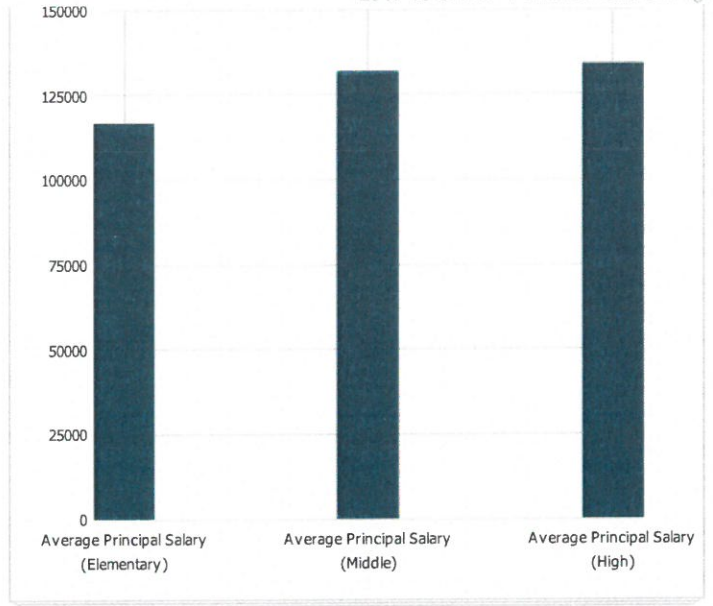
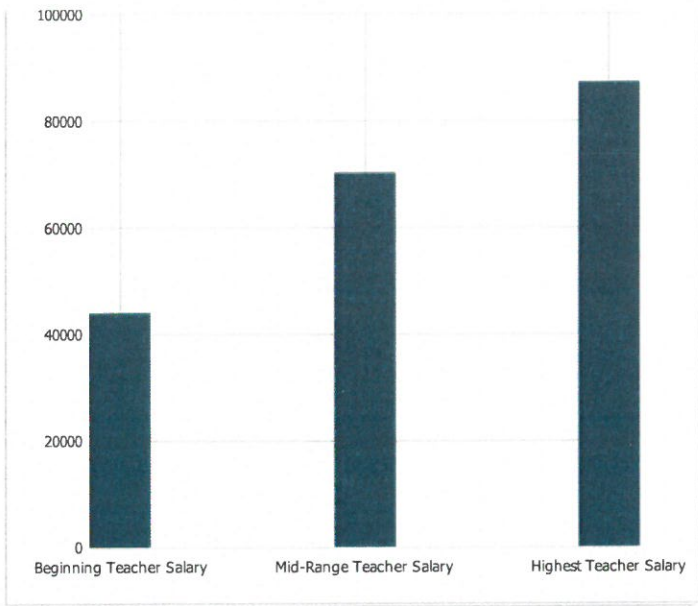
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	25	N/A
Fine and Performing Arts	5	N/A
Foreign Language	5	N/A
Mathematics	11	N/A
Science	12	N/A
Social Science	28	N/A
All Courses	86	39.2%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2019

Professional Development

PCHS has invested in internal school-wide PD, particularly in the areas of Common Core Standards, CAASPP testing, school-wide instructional analysis, use of technology in the classroom, Specially-Designed Academic Instruction in English (SDAIE) engagement strategies, autism, mindfulness, student safety, adaptive schools training, trauma-informed schools, growth mindset, classroom bias, and school equity training. Additionally, staff received Professional Development culturally responsive teaching and learning, cultural awareness, and relationship building. Because the number of students dealing with socio-emotional issues has increased, all staff received focused Professional Development on issues pertaining to student mental health and wellness, mindfulness, and trauma-informed schools at the beginning of both fall and spring semesters.

Professional Learning Communities

Teachers who teach the same course are given opportunities to work with their colleagues to collaborate on:

- Standards Alignment
- Assessment and Rubric Development
- Curricular Development (Unit Planning, Lesson Planning, and Pacing Plans)
- Professional Development (Classroom Technology, Socioemotional Learning, Classroom Equity)

At the beginning of the school year, PLCs design a SMART goal to be reached. SMART goals are specific, measurable, attainable, relevant, and timebound. Most PLC SMART goals are centered around student learning and achievement. Each PLC collects data to examine the degree of student learning success and generate plans to reteach and reassess the students who have not yet learned targeted content. Each PLC submit student sample work and other outcomes to the PLC coordinator and administrator for review.

Personalized Professional Development

There are three strands in PCHS professional development:

I. Teacher personalized PD plan

Teacher developed SMART personal goal is written by the teacher for the school year.

The teacher indicates conferences, workshops, or activities that would help him/her accomplish the goal.

II. Primary PLC/SLC directed plan:

PLC SMART Goal: The PLC determines the goal at the beginning of the school year. The AA team supports PLC goals that focus on:

- deciphering standards and learning targets
- determining the rigor of each learning target
- developing how to assess a (common, formative) learning target
- creating a common rubric to grade the learning target
- infusing common lessons
- analyzing common FORMATIVE assessment results
- devising COMMON LESSONS as responses from the formative assessment results

The team's PLC goal will be worked on during PLC meetings &/or PLC Work Days &/or PLC Work Periods. PLCs work with PLC facilitators and the AA team to set PD dates.

PLC Collaboration- expected to meet at least twice a month for an hour each meeting. At least one meeting a semester will be held in the AA team Room.

SLC Collaboration- expected to meet with the pod during a common conference period. If the pod team's schedule does not allow for a common conference, they are expected to meet at least twice a month for an hour each meeting. At least one meeting a semester will be held in the AA team room.

III. PCHS school-wide plan:

For the year 2017-19, PCHS is continuing its school-wide focus to improve Human Relations. PCHS is working on the implementation of a comprehensive school-wide practice that promotes respect, peace, and progress for all, regardless of age, disability, ethnicity, gender identity, language, immigration status, national origin, race, religion, sex, and sexual orientation. PCHS also seeks to understand, monitor and take effective actions to correct educational inequities. In order to remedy inequities, PCHS is continuing training on mindfulness, socio-emotional learning, trauma-informed schools, restorative justice practices, Student Bill of Rights and Responsibilities, culturally relevant curriculum, unconscious bias, and social justice.

Academic Achievement Team

The goal of the Academic Achievement team is to support staff in order to attain the school goals for the 2018-19 academic school year. Both school goals and school needs have been established from the ground up through: Long-term Strategic Plan committee (Academic Achievement subcommittee), WASC committees, Multilingual Education program (EL Master Plan), State Standards, Local, State, and Federal mandates.

The PCHS Academic Achievement team is a community of teachers, classified, management and PCHS administrators who work together during the school day to help reach the student achievement goals of the school.

For PCHS teachers, this creates nine job reassignments with out-of-classroom time to work on these goals. The team includes a Professional Learning Community Coordinator, Testing Coordinator, Data Coordinator, Educational Technology Coordinator, Campus Unification Director, Intervention Coordinator, Multilingual Coordinator and three part-time teacher coaches/mentors. The Academic Achievement team includes one senior office professional. This team partners with the teachers to provide teacher support and professional development. Staff who apply enjoy collaborating on various trainings, projects, pilots and initiatives as well as sharing a common workspace.

Adaptive Schools

In the summer of 2017, PCHS administration, coordinators and instructional coaches experienced a week-long Adaptive Schools training by the Thinking Collaborative. The aim of Adaptive Schools is to develop the collective identity and capacity of an organization and advance its members as collaborators, inquirers, and leaders.

Adaptive Schools operates under the premise that productive teams are fostered, not born. After PCHS administration completed their week-long training, all PCHS staff participated in a one-day introduction to Adaptive Schools before classes started on August 15, 2017. The prominent staff Survey Monkey feedback about the Adaptive Schools professional development day was that staff needed more time to absorb the training. Therefore, the administrators are considering more embedded training for faculty and staff. Currently, the communication and presentation strategies learned from this training have been incorporated into the school's Professional Learning Community training/work days, faculty meetings, and department meetings.

Advancement of Educational Technology

EdTech Professional Development Plan

There are three main themes that emerge when looking at what defines effective professional development are (1) a dedicated focus on content knowledge, (2) opportunities for active learning and (3) coherence with other learning activities and teacher goals. These three things are kept in mind when developing EdTech PD opportunities for the PCHS staff. In addition to those three characteristics that define effective PD it is also crucial that coaches allow for sufficient TIME. Only prolonged, sustained PD with ongoing support, feedback and collaborative reflection will yield the type of tech integration that PCHS staff and students deserve.

The GOALS of the PCHS EdTech PD plan are:

LINKING ED TECH TO OUR PALI HIGH IDENTITY

PROVIDE INDIVIDUALIZED, SUSTAINED TEACHER ED TECH SUPPORT

INTEGRATE STUDENT TECH STANDARDS ACROSS THE CURRICULUM

After attending conferences and workshops dedicated to implementing effective tech integration within school districts, PCHS has established 10 Key elements of an effective EdTech professional development plan. Listed below are the 10 key elements of PCHS' Edtech professional development plan. See the link above for more details on each one:

1. Branding
2. Establish a 24 Hour Presence
3. Communication
4. Pre-service Days and Summer Camps
5. Physical Coach's Corner in the AA room
6. Individualized Ongoing Support for Staff
7. Active Learning within Curriculum-Based PD
8. Incentivizing - Badges and More

Equity Training/Classroom Bias Training

The current reality of bias, harassment, prejudice, and discrimination in our schools and communities challenges us all to take effective measures to create and sustain a safe and enjoyable learning environment for our students. To that end, PCHS has focussed on classroom bias training and performed an equity study in PCHS classrooms. Additionally, PCHS teachers have been trained on Trauma-Informed Schools; this training has given teachers strategies for creating an inclusive environment for learning.

Last updated: 1/28/2019

Coversheet

Consolidated Application for Federal Funding (CONAPP)

Section: VII. Finance
Item: A. Consolidated Application for Federal Funding (CONAPP)
Purpose: Discuss
Submitted by:
Related Material: VII_A_Part 2_2018-2019 Title I ConApp Certification.pdf
VII_A_Part 1_2018-2019 LEA Level ConApp Certifications.pdf

2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Palisades Charter High	1995836	N				

*****Warning*****

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

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 2/26/2019 2:16 PM**2018-19 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595
Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$64,646
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$64,646

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	\$18,335
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2018-19 Title IV, Part A entitlement after transfers out	\$18,335

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California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 2/26/2019 2:16 PM**2018-19 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$314,053
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$314,053

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$5,000
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$1

Authorized Reservations

Public school Choice transportation	\$15,700
Other authorized activities	
Indirect cost reservation	\$11,354
Administrative reservation	\$30,740

Reservation Summary

Total LEA required and authorized reservations	\$57,795
School parent and family engagement reservation	\$5,000
Amount available for Title I, Part A school allocations	\$251,258

*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

Geeta Rezvani, Title II / Standards Implementation Support, grezvani@cde.ca.gov, 916-323-5595

2018-19 Title II, Part A entitlement	\$64,646
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$64,646
Repayment of funds	
2018-19 Allocation	\$64,646
Administrative and indirect costs	\$3,303
Equitable services for nonprofit private schools	\$0
2018-19 Title II, Part A adjusted allocation	\$61,343

*****Warning*****

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$18,335
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2018-19 Title IV, Part A allocation	\$18,335
Indirect cost reservation	\$937
Administrative reservation	
Equitable services for nonprofit private schools	
2018-19 Title IV, Part A adjusted allocation	\$17,398

*****Warning*****

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Palisades Charter High (19 64733 1995836)

Status: Certified
 Saved by: Gregory Wood
 Date: 6/21/2018 10:52 AM

2018-19 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

2018-19 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	None Known

*****Warning*****

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

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

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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Coversheet

2017-2018 - Tax Return

Section: VII. Finance
Item: B. 2017-2018 - Tax Return
Purpose: Discuss
Submitted by:
Related Material: VII_B_2017_2018_Tax Return_Draft.pdf

Form **990**

OMB No. 1545-0047

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
 ▶ Do not enter social security numbers on this form as it may be made public.
 ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

2017

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2017 calendar year, or tax year beginning 7/01, 2017, and ending 6/30, 2018

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C PALISADES CHARTER HIGH SCHOOL 15777 BOWDOIN ST PACIFIC PALISADES, CA 90272	D Employer identification number 92-0184898
	F Name and address of principal officer: PAMELA MAGEE Same As C Above	E Telephone number 310-230-6623

I Tax-exempt status <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527	H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If No, attach a list. (see instructions)
--	---

J Website: WWW.PALHIGH.ORG

K Form of organization: Corporation Trust Association Other ▶

L Year of formation: 2003 **M** State of legal domicile: CA

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: <u>PALISADES CHARTER HIGH SCHOOL WILL EMPOWER OUR DIVERSE STUDENT POPULATION TO MAKE POSITIVE CONTRIBUTIONS TO THE GLOBAL COMMUNITY BY DEDICATING OUR RESOURCES TO ENSURE EDUCATIONAL EXCELLENCE, CIVIC RESPONSIBILITY, AND PERSONAL GROWTH.</u>		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3 11	
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4 6	
	5	Total number of individuals employed in calendar year 2017 (Part V, line 2a)	5 377	
	6	Total number of volunteers (estimate if necessary)	6 36	
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a 0.	
7b	Net unrelated business taxable income from Form 990-T, line 34.	7b 0.		
Revenue	8	Contributions and grants (Part VIII, line 1h)	32,556,345.	33,770,347.
	9	Program service revenue (Part VIII, line 2g)	392,238.	552,501.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 4d)	78,560.	115,788.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	1,097,331.	616,149.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	34,124,474.	35,054,785.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	26,948,514.	28,472,599.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	16b	Total fundraising expenses (Part IX, column (D), line 25) ▶		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	7,894,952.	8,540,961.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	34,843,466.	37,013,560.
19	Revenue less expenses. Subtract line 18 from line 12	-718,992.	-1,958,775.	
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	18,504,991.	17,165,004.
	21	Total liabilities (Part X, line 26)	21,342,788.	21,960,829.
	22	Net assets or fund balances. Subtract line 21 from line 20	-2,837,797.	-4,795,825.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date
	<u>PAMELA MAGEE</u> Type or print name and title	<u>Executive Director</u>

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	<u>Michael Klein, CPA, EA</u>	<u>Michael Klein, CPA, EA</u>		<input type="checkbox"/>	<u>P01084572</u>
	Firm's name ▶ <u>NIGRO & NIGRO PC</u> Firm's address ▶ <u>25220 Hancock Ave Ste 400 MURRIETA, CA 92562-9739</u>	Firm's EIN ▶ <u>30-0636241</u> Phone no. <u>(951) 698-8783</u>			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:

PALISADES CHARTER HIGH SCHOOL WILL EMPOWER OUR DIVERSE STUDENT POPULATION TO MAKE POSITIVE CONTRIBUTIONS TO THE GLOBAL COMMUNITY BY DEDICATING OUR RESOURCES TO ENSURE EDUCATIONAL EXCELLENCE, CIVIC RESPONSIBILITY, AND PERSONAL GROWTH.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 30,432,999. including grants of \$) (Revenue \$ 552,501.)

AS A NON-PROFIT PUBLIC HIGH SCHOOL SERVING STUDENTS IN GRADES 9-12, PALISADES CHARTER HIGH SCHOOL SERVES IN EXCESS OF 2,800 STUDENTS FROM OVER 100 ZIP CODES IN THE GREATER LOS ANGELES AREA BY PROVIDING EDUCATION AND INSTRUCTION.

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4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ▶ 30,432,999.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If 'Yes,' complete Schedule A.	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I.		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If 'Yes,' complete Schedule C, Part II.		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If 'Yes,' complete Schedule C, Part III.		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If 'Yes,' complete Schedule D, Part I.		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If 'Yes,' complete Schedule D, Part II.		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If 'Yes,' complete Schedule D, Part III.		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If 'Yes,' complete Schedule D, Part IV.		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If 'Yes,' complete Schedule D, Part V.	X	
11 If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If 'Yes,' complete Schedule D, Part VI.	X	
b Did the organization report an amount for investments — other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VII.		X
c Did the organization report an amount for investments — program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VIII.		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part IX.		X
e Did the organization report an amount for other liabilities in Part X, line 25? If 'Yes,' complete Schedule D, Part X.	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If 'Yes,' complete Schedule D, Part X.	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? If 'Yes,' complete Schedule D, Parts XI and XII.	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional.		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E.	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If 'Yes,' complete Schedule F, Parts I and IV.		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If 'Yes,' complete Schedule F, Parts II and IV.		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If 'Yes,' complete Schedule F, Parts III and IV.		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If 'Yes,' complete Schedule G, Part I (see instructions).		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If 'Yes,' complete Schedule G, Part II.		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If 'Yes,' complete Schedule G, Part III.		X

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Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H.</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>	X	
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V.

		Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3 b	If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O.		
4 a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4 b	If 'Yes,' enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?		
6 a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year.		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the sponsoring organization make any taxable distributions under section 4966?		
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year.		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13 b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans.		
13 c	Enter the amount of reserves on hand		
14 a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O.		

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Part VI Governance, Management, and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI. X

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O. See Sch. O		
1 a	11		
b	Enter the number of voting members included in line 1a, above, who are independent		
1 b	6		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7 b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
8 a			
b	Each committee with authority to act on behalf of the governing body?	X	
8 b			
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O.		X
9			

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?		X
10 a			
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10 b			
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11 a			
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13.	X	
12 a			
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12 b			
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. See Schedule O	X	
12 c			
13	Did the organization have a written whistleblower policy?	X	
13			
14	Did the organization have a written document retention and destruction policy?	X	
14			
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official. See Schedule O	X	
15 a			
b	Other officers or key employees of the organization. If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).	X	
15 b			
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16 a			
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16 b			

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed ▶ CA
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O
- 20 State the name, address, and telephone number of the person who possesses the organization's books and records: ▶
 GREGORY WOOD 15777 BOWDOIN ST PACIFIC PALISADES CA 90272 310-230-6623

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(1) EMILIE LAREW CHAIR/TEACHER	40 0	X		X			129,826.	0.	31,247.
(2) LESLIE WOOLLEY VICE CHAIR	2 0	X		X			0.	0.	0.
(3) DEANNA HAMILTON Secretary	2 0	X		X			0.	0.	0.
(4) RICHARD MONTZ Trustee/MANAGER	40 0	X					69,226.	0.	24,281.
(5) ROBERT RENE Trustee	2 0	X					0.	0.	0.
(6) ANDREW PARIS Trustee/SPED	40 0	X					54,620.	0.	21,488.
(7) EMILY HIRSCH Trustee	2 0	X					0.	0.	0.
(8) CAMILLE SCHOENBERG Trustee	2 0	X					0.	0.	0.
(9) DAVID CARINI Trustee/TEACHER	40 0	X					75,796.	0.	24,807.
(10) SHAWN MCCLELLAN Trustee	2 0	X					0.	0.	0.
(11) MYSTIC THOMPSON Trustee/TEACHER	40 0	X					127,133.	0.	31,350.
(12) PAMELA MAGEE Executive Dir.	40 0			X			201,018.	0.	41,884.
(13) GREGORY WOOD CBO	40 0			X			143,553.	0.	35,885.
(14) MARY BUSH DIR. OF SPECIAL ED	40 0					X	137,589.	0.	33,191.

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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) RUSSEL HOWARD ASST. PRINCIPAL	40 0					X	137,589.	0.	32,937.	
(16) MONICA IANNESSA ASST. PRINCIPAL	40 0					X	135,403.	0.	33,109.	
(17) JEFFREY HARTMAN ASST. PRINCIPAL	40 0					X	134,519.	0.	33,306.	
(18) DAVID SUAREZ TEACHER	40 0					X	150,186.	0.	34,644.	
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Sub-total							1,490,458.	0.	378,129.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							1,490,458.	0.	378,129.	
2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization 61										

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	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i>	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes,' complete Schedule J for such individual.</i>	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i>	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
CHARTWELLS DINING SERVICES PO BOX 50196 LOS ANGELES, CA 90074-0196	FOOD SERVICES	541,978.
UNISERVE 2363 S. ATLANTIC BLVD COMMERCE, CA 90040	CUSTODIAL	481,507.
VERDUGO HILLS AUTISM PROJECT 16600 SHERMAN WAY #165 VAN NUYS, CA 914	SPECIAL EDUCATION	320,825.
KML GROUP 149 BARRINGTON AVENUE LOS ANGELES, CA 90011	GENERAL CONTRACTORS	262,004.
GREEN ECONOMIE 860 VIA DE LA PAZ PACIFIC PALISADES, CA 90272	ENERGY CONSULTING	287,561.
2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization 12		

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 33,273,911.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 496,436.				
	g Noncash contributions included in lines 1a-1f: \$	200,000.				
	h Total. Add lines 1a-1f	33,770,347.				
Program Service Revenue	2 a <u>STUDENT ACTIVITIES</u>	Business Code	349,649.		349,649.	
	b <u>STUDENT FOOD SALES</u>		202,852.		202,852.	
	c -----					
	d -----					
	e -----					
	f All other program service revenue					
	g Total. Add lines 2a-2f	552,501.				
Other Revenue	3 Investment income (including dividends, interest and other similar amounts)		115,788.		115,788.	
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real	1,116,993.			
		(ii) Personal				
		b Less: rental expenses	500,844.			
		c Rental income or (loss)	616,149.			
	d Net rental income or (loss)		616,149.		616,149.	
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
d Net gain or (loss)						
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
b Less: direct expenses	b					
c Net income or (loss) from fundraising events						
9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses	b					
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a					
b Less: cost of goods sold	b					
c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code				
11 a -----						
b -----						
c -----						
d All other revenue						
e Total. Add lines 11a-11d						
12 Total revenue. See instructions	35,054,785.	0.	0.	1,284,438.		

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX.

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21.				
2 Grants and other assistance to domestic individuals. See Part IV, line 22.				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	1,199,570.	704,083.	495,487.	0.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	18,090,164.	16,051,007.	2,039,157.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	3,735,292.	3,409,201.	326,091.	
9 Other employee benefits	4,878,742.	4,486,691.	392,051.	
10 Payroll taxes	568,831.	519,177.	49,654.	
11 Fees for services (non-employees):				
a Management				
b Legal	340,993.		340,993.	
c Accounting	30,702.		30,702.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17.				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	3,131,388.	1,910,567.	1,220,821.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology	85,785.	15,470.	70,315.	
15 Royalties				
16 Occupancy	1,217,079.	484,766.	732,313.	
17 Travel	108,097.	71,438.	36,659.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	44,960.		44,960.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	637,921.	74,455.	563,466.	
23 Insurance	183,815.		183,815.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a STUDENT TRANSPORTATION	732,204.	732,204.		
b BOOKS AND SUPPLIES	566,799.	524,240.	42,559.	
c SMALL EQUIPMENT	540,471.	534,273.	6,198.	
d STUDENT ACTIVITIES	390,226.	390,226.		
e All other expenses	530,521.	525,201.	5,320.	
25 Total functional expenses. Add lines 1 through 24e.	37,013,560.	30,432,999.	6,580,561.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)
		Beginning of year		End of year
Assets	1 Cash — non-interest-bearing.....	1,686,255.	1	942,326.
	2 Savings and temporary cash investments.....	8,758,917.	2	6,242,182.
	3 Pledges and grants receivable, net.....		3	
	4 Accounts receivable, net.....	626,070.	4	1,156,573.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L.....		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L.....		6	
	7 Notes and loans receivable, net.....		7	
	8 Inventories for sale or use.....	5,481.	8	5,481.
	9 Prepaid expenses and deferred charges.....	293,629.	9	147,296.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D.....	10a 15,234,494.		
	b Less: accumulated depreciation.....	10b 6,563,348.	7,134,639.	10c 8,671,146.
	11 Investments — publicly traded securities.....		11	
	12 Investments — other securities. See Part IV, line 11.....		12	
	13 Investments — program-related. See Part IV, line 11.....		13	
	14 Intangible assets.....		14	
	15 Other assets. See Part IV, line 11.....		15	
16 Total assets. Add lines 1 through 15 (must equal line 34).....	18,504,991.	16	17,165,004.	
Liabilities	17 Accounts payable and accrued expenses.....	3,272,313.	17	3,005,590.
	18 Grants payable.....		18	
	19 Deferred revenue.....	399,023.	19	92,829.
	20 Tax-exempt bond liabilities.....		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D.....		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L.....		22	
	23 Secured mortgages and notes payable to unrelated third parties.....		23	
	24 Unsecured notes and loans payable to unrelated third parties.....		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D.....	17,671,452.	25	18,862,410.
	26 Total liabilities. Add lines 17 through 25.....	21,342,788.	26	21,960,829.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets.....	-3,303,220.	27	-5,527,940.
	28 Temporarily restricted net assets.....	150,969.	28	443,486.
	29 Permanently restricted net assets.....	314,454.	29	288,629.
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds.....		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund.....		31	
	32 Retained earnings, endowment, accumulated income, or other funds.....		32	
	33 Total net assets or fund balances.	-2,837,797.	33	-4,795,825.
34 Total liabilities and net assets/fund balances.	18,504,991.	34	17,165,004.	

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Form 990 (2017)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI.

1	Total revenue (must equal Part VIII, column (A), line 12)	1	35,054,785.
2	Total expenses (must equal Part IX, column (A), line 25)	2	37,013,560.
3	Revenue less expenses. Subtract line 2 from line 1	3	-1,958,775.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	-2,837,797.
5	Net unrealized gains (losses) on investments	5	747.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-4,795,825.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII.

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2b	Were the organization's financial statements audited by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
3b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.	X	

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Form 990 (2017)

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SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization PALISADES CHARTER HIGH SCHOOL	Employer identification number 92-0184898
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
 - g Provide the following information about the supported organization(s).

	(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
				Yes	No		
(A)							
(B)							
(C)							
(D)							
(E)							
Total							

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3.						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7 Amounts from line 4.						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10.						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

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Section C. Computation of Public Support Percentage

14 Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f)).	14	%
15 Public support percentage from 2016 Schedule A, Part II, line 14.	15	%
16a 33-1/3% support test—2017. If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 33-1/3% support test—2016. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2017. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2016. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**.

Section C. Computation of Public Support Percentage

15 Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f)).	15	0%
16 Public support percentage from 2016 Schedule A, Part III, line 15.	16	0%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f)).	17	0%
18 Investment income percentage from 2016 Schedule A, Part III, line 17.	18	0%

19a **33-1/3% support tests—2017.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization.

b **33-1/3% support tests—2016.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization.

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions.

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If 'Yes,' answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If 'Yes,' describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ('foreign supported organization')? If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If 'Yes,' provide detail in Part VI .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If 'Yes,' provide detail in Part VI .		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If 'Yes,' provide detail in Part VI .		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If 'Yes,' provide detail in Part VI .		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If 'Yes,' answer 10b below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If 'Yes' to a, b, or c, provide detail in Part VI.		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If 'No,' describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If 'Yes,' explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If 'No,' describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

- 1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).
- a The organization satisfied the Activities Test. Complete line 2 below.
 - b The organization is the parent of each of its supported organizations. Complete line 3 below.
 - c The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).

2 Activities Test. Answer (a) and (b) below.

	Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If 'Yes,' then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If 'Yes,' explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If 'Yes,' describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4).	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

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Schedule A (Form 990 or 990-EZ) 2017

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D – Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013			
c From 2014			
d From 2015			
e From 2016			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7:			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2018. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013			
b Excess from 2014			
c Excess from 2015			
d Excess from 2016			
e Excess from 2017			

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Schedule A (Form 990 or 990-EZ) 2017

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Name of the organization

PALISADES CHARTER HIGH SCHOOL

Employer identification number

92-0184898

Organization type (check one):

Filers of:

Form 990 or 990-EZ

Section:

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 14, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 1% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Name of organization PALISADES CHARTER HIGH SCHOOL	Employer identification number 92-0184898
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	LEWIS A KINGSLEY FOUNDATION ----- ----- -----	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
2	GOLDBERG CHARITABLE TRUST ----- ----- -----	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
3	----- ----- -----	\$ 5,001.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
4	WALSH ASPEN TRUST ----- ----- -----	\$ 10,001.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
5	FIDELITY CHARITABLE TRUST ----- ----- -----	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
6	DANIEL AND MELINDA BERMAN ----- ----- -----	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>

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Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Name of organization
PALISADES CHARTER HIGH SCHOOL

Employer identification number
92-0184898

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	CHRISTELE BALESTRA	\$ 5,010.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	ROBERT RENE	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	JOLIE BUSCH	\$ 10,001.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
10	MIRANDA TOLMAN	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
11	LAUREN ROJANY	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
12	PALISADES CHARTER BOOSTER CLUB	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

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TEEA0702L 08/09/17

Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Name of organization

PALISADES CHARTER HIGH SCHOOL

Employer identification number

92-0184898

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13	MARIAN MANN	\$ 200,000.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

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Name of organization PALISADES CHARTER HIGH SCHOOL	Employer identification number 92-0184898
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
13	PUBLICLY TRADED SECURITIES	\$ 200,000.	1/11/18
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

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**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization

Employer identification number

PALISADES CHARTER HIGH SCHOOL

92-0184898

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		

- 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? Yes No
- 6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? Yes No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space
- 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2 a
b Total acreage restricted by conservation easements	2 b
c Number of conservation easements on a certified historic structure included in (a)	2 c
d Number of conservation easements included in (c) acquired after 7/25/06 and not on a historic structure listed in the National Register	2 d

- 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____
- 4 Number of states where property subject to conservation easement is located ▶ _____
- 5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No
- 6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____
- 7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____
- 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No
- 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

- 1 a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
- b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
- (i) Revenue included on Form 990, Part VIII, line 1. ▶ \$ _____
- (ii) Assets included in Form 990, Part X. ▶ \$ _____
- 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
- a Revenue included on Form 990, Part VIII, line 1. ▶ \$ _____
- b Assets included in Form 990, Part X. ▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If 'Yes,' explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|--------------------------------------|--------|
| c Beginning balance..... | 1 c |
| d Additions during the year..... | 1 d |
| e Distributions during the year..... | 1 e |
| f Ending balance..... | 1 f |
- 2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII.

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance.....	311,002.	311,002.	324,892.	341,657.	364,333.
b Contributions.....	14,185.				
c Net investment earnings, gains, and losses.....					
d Grants or scholarships.....	36,558.		13,890.	16,765.	22,676.
e Other expenditures for facilities and programs.....				0.	
f Administrative expenses.....					
g End of year balance.....	288,629.	311,002.	311,002.	324,892.	341,657.

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment ▶ 100.00 %
- c Temporarily restricted endowment ▶ _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations.....	3a(i)	X
(ii) related organizations.....	3a(ii)	X
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?.....	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds. See Part XIII

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land.....				
b Buildings.....				
c Leasehold improvements.....		11,517,600.	5,577,240.	5,940,360.
d Equipment.....		2,223,104.	986,108.	1,236,996.
e Other.....		1,493,790.		1,493,790.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.).....				8,671,146.

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Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives.....		
(2) Closely-held equity interests.....		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.) . . . ▶		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.) . . . ▶		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 15.) . . . ▶	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) COMPENSATED ABSENCES	80,848.
(3) DUE TO STUDENT GROUPS	317,612.
(4) POSTEMPLOYMENT BENEFITS	18,463,950.
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.) . . . ▶	18,862,410.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII. See Part XIII.

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	35,556,376.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments	2 a	747.	
	b Donated services and use of facilities	2 b		
	c Recoveries of prior year grants	2 c		
	d Other (Describe in Part XIII.) See Part XIII	2 d	500,844.	
	e Add lines 2a through 2d	2 e		501,591.
3	Subtract line 2e from line 1		3	35,054,785.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4 a		
	b Other (Describe in Part XIII.)	4 b		
	c Add lines 4a and 4b	4 c		
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	35,054,785.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	37,514,404.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2 a		
	b Prior year adjustments	2 b		
	c Other losses	2 c		
	d Other (Describe in Part XIII.) See Part XIII	2 d	500,844.	
	e Add lines 2a through 2d	2 e		500,844.
3	Subtract line 2e from line 1		3	37,013,560.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4 a		
	b Other (Describe in Part XIII.)	4 b		
	c Add lines 4a and 4b	4 c		
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 13.)		5	37,013,560.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

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Part V, Line 4 - Intended Uses Of Endowment Fund

THE ORGANIZATION IS REQUIRED TO USE IT'S ENDOWMENT FUNDS FOR THE ADMINISTRATION OF SCHOLARSHIPS AND GRANTS TO STUDENTS OF PALISADES CHARTER HIGH SCHOOL.

Part X - FIN 48 Footnote

THE CHARTER SCHOOL HAS ADOPTED FASB TOPIC 740 THAT CLARIFIES THE ACCOUNTING FOR UNCERTAINTY IN TAX POSITIONS TAKEN OR EXPECTED TO BE TAKEN ON A TAX RETURN AND PROVIDES THAT THE TAX EFFECTS FROM AN UNCERTAIN TAX POSITION CAN BE RECOGNIZED IN

THE CONSOLIDATED FINANCIAL STATEMENTS ONLY IF, BASED ON ITS MERITS, THE POSITION IS

Part XIII Supplemental Information *(continued)*

Part X - FIN 48 Footnote (continued)

MORE LIKELY THAN NOT TO BE SUSTAINED ON AN AUDIT BY TAXING AUTHORITIES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT TO BE SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED.

**Schedule D, Part XI, Line 2d
Other Revenue Included In F/S But Not Included On Form 990**

DIRECT RENTAL EXPENSE.....	\$ 500,844.
Total	<u>\$ 500,844.</u>

**Schedule D, Part XII, Line 2d
Other Expenses And Losses Per Audited F/S**

DIRECT RENTAL EXPENSE.....	\$ 500,844.
Total	<u>\$ 500,844.</u>

REVISED DRAFT

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization **PALISADES CHARTER HIGH SCHOOL**

Employer identification number
92-0184898

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?.....	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?.....	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II..... <u>THE SCHOOL'S ENROLLMENT PACKAGES DISCLOSE THIS POLICY.</u> ----- ----- -----	X	
4 Does the organization maintain the following? a Records indicating the racial composition of the student body, faculty, and administrative staff?.....	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?.....	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?.....	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?..... If you answered 'No' to any of the above, please explain. If you need more space, use Part II. ----- ----- -----	X	
5 Does the organization discriminate by race in any way with respect to: a Students' rights or privileges?.....		X
b Admissions policies?.....		X
c Employment of faculty or administrative staff?.....		X
d Scholarships or other financial assistance?.....		X
e Educational policies?.....		X
f Use of facilities?.....		X
g Athletic programs?.....		X
h Other extracurricular activities?..... If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II. ----- ----- -----		X
6 a Does the organization receive any financial aid or assistance from a governmental agency?.....	X	
b Has the organization's right to such aid ever been revoked or suspended?..... If you answered 'Yes' on either line 6a or line 6b, explain on Part II.		X
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II.....	X	

REVISED DRAFT

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions).

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**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.
- ▶ Attach to Form 990.

▶ Go to www.irs.gov/form990 for instructions and the latest information

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization **PALISADES CHARTER HIGH SCHOOL**

Employer identification number
92-0184898

Part I Questions Regarding Compensation

	Yes	No
1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
<input type="checkbox"/> First-class or charter travel		
<input type="checkbox"/> Travel for companions		
<input type="checkbox"/> Tax indemnification and gross-up payments		
<input type="checkbox"/> Discretionary spending account		
<input type="checkbox"/> Housing allowance or residence for personal use		
<input type="checkbox"/> Payments for business use of personal residence		
<input type="checkbox"/> Health or social club dues or initiation fees		
<input type="checkbox"/> Personal services (such as, maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.	1 b	
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
<input type="checkbox"/> Compensation committee		
<input type="checkbox"/> Independent compensation consultant		
<input type="checkbox"/> Form 990 of other organizations		
<input type="checkbox"/> Written employment contract		
<input type="checkbox"/> Compensation survey or study		
<input checked="" type="checkbox"/> Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a Receive a severance payment or change-of-control payment?	4 a	X
b Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4 b	X
c Participate in, or receive payment from, an equity-based compensation arrangement?	4 c	X
If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a The organization?	5 a	X
b Any related organization?	5 b	X
If 'Yes' on line 5a or 5b, describe in Part III.		
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a The organization?	6 a	X
b Any related organization?	6 b	X
If 'Yes' on line 6a or 6b, describe in Part III.		
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III.	7	X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III.	8	X
9 If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2017

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
	(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
PAMELA MAGEE	(i) 201,018.	0.	0.	27,304.	14,580.	242,902.	0.
1 Executive Dir.	(ii) 0.	0.	0.	0.	0.	0.	0.
EMILIE LAREW	(i) 123,826.	0.	0.	16,700.	14,547.	155,073.	0.
2 CHAIR/TEACHER	(ii) 0.	0.	0.	0.	0.	0.	0.
MYSTIC THOMPSON	(i) 127,133.	0.	0.	17,027.	14,323.	158,483.	0.
3 Trustee/TEACHER	(ii) 0.	0.	0.	0.	0.	0.	0.
GREGORY WOOD	(i) 143,553.	0.	0.	21,088.	14,797.	179,438.	0.
4 CBO	(ii) 0.	0.	0.	0.	0.	0.	0.
MARY BUSH	(i) 137,589.	0.	0.	18,395.	14,796.	170,780.	0.
5 DIR. OF SPECIAL ED	(ii) 0.	0.	0.	0.	0.	0.	0.
RUSSEL HOWARD	(i) 137,589.	0.	0.	18,395.	14,542.	170,526.	0.
6 ASST. PRINCIPAL	(ii) 0.	0.	0.	0.	0.	0.	0.
MONICA IANNESSA	(i) 135,403.	0.	0.	18,395.	14,714.	168,512.	0.
7 ASST. PRINCIPAL	(ii) 0.	0.	0.	0.	0.	0.	0.
JEFFREY HARTMAN	(i) 134,519.	0.	0.	17,981.	15,325.	167,825.	0.
8 ASST. PRINCIPAL	(ii) 0.	0.	0.	0.	0.	0.	0.
DAVID SUAREZ	(i) 150,286.	0.	0.	20,149.	14,495.	184,830.	0.
9 TEACHER	(ii) 0.	0.	0.	0.	0.	0.	0.
10	(i)						
	(ii)						
11	(i)						
	(ii)						
12	(i)						
	(ii)						
13	(i)						
	(ii)						
14	(i)						
	(ii)						
15	(i)						
	(ii)						
16	(i)						
	(ii)						

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

REVISED DRAFT

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2017

Open to Public Inspection

- ▶ Complete if the organizations answered 'Yes' on Form 990, Part IV, lines 29 or 30.
- ▶ Attach to Form 990.
- ▶ Go to www.irs.gov/Form990 for the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

Employer identification number

PALISADES CHARTER HIGH SCHOOL

92-0184898

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art – Works of art				
2 Art – Historical treasures				
3 Art – Fractional interests				
4 Books and publications				
5 Clothing and household goods				
6 Cars and other vehicles				
7 Boats and planes				
8 Intellectual property				
9 Securities – Publicly traded	X	1	200,000	FAIR VALUE
10 Securities – Closely held stock				
11 Securities – Partnership, LLC, or trust interests				
12 Securities – Miscellaneous				
13 Qualified conservation contribution – Historic structures				
14 Qualified conservation contribution – Other				
15 Real estate – Residential				
16 Real estate – Commercial				
17 Real estate – Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶ ()				
26 Other ▶ ()				
27 Other ▶ ()				
28 Other ▶ ()				

REVISED DRAFT

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement

29

- 30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period?
- b If 'Yes,' describe the arrangement in Part II.
- 31 Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?
- 32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?
- b If 'Yes,' describe in Part II.
- 33 If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.

	Yes	No
30 a		X
31	X	
32 a		X
33		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) (2017)

Part II Supplemental Information. Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

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SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

OMB No. 1545-0047

2017

Department of the Treasury
Internal Revenue Service

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

Open to Public Inspection

▶ Go to www.irs.gov/Form990 for the latest information.

Name of the organization

Employer identification number

PALISADES CHARTER HIGH SCHOOL

92-0184898

SCHEDULE E

SCHEDULE E IS NOT FILED AS THE ORGANIZATION OPERATES A PUBLIC CHARTER SCHOOL IN THE STATE OF CALIFORNIA.

Form 990, Part VI, Line 1a - Explanation of Material Differences of Voting Rights

FIVE OF THE MEMBERS OF THE BOARD ARE PAID STAFF MEMBERS OF THE CHARTER SCHOOL.

Form 990, Part VI, Line 11b - Form 990 Review Process

THE FORM 990 IS AVAILABLE TO ALL BOARD MEMBERS FOR REVIEW PRIOR TO FILING THE RETURN.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

PALISADES CHARTER HIGH SCHOOL REQUIRES ALL KEY EMPLOYEES AND MEMBERS OF THE BOARD OF TRUSTEES TO COMPLETE A CALIFORNIA FORM 700 "ANNUAL STATEMENT OF ECONOMIC INTEREST". IF A CONFLICT ARISES THE BOARD MEMBER IS ASKED TO EXCUSE HIM/HERSELF FROM ALL DISCUSSION AND VOTING ON THE ISSUE.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

THE SALARIES ARE REVIEWED AND APPROVED BY THE BOARD OF TRUSTEES.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

THE REQUIRED DOCUMENTS ARE AVAILABLE AT THE BUSINESS ADDRESS DURING NORMAL BUSINESS HOURS UPON REQUEST.

REVISED DRAFT

TAXABLE YEAR
2017

**California Exempt Organization
Annual Information Return**

FORM
199

Calendar Year 2017 or fiscal year beginning (mm/dd/yyyy) **7/01/2017**, and ending (mm/dd/yyyy) **6/30/2018**

Corporation/Organization name
PALISADES CHARTER HIGH SCHOOL
Additional information. See instructions.

California corporation number
2575043

FEIN
92-0184898

PMB no.

Street address (suite or room)
15777 BOWDOIN ST

City
PACIFIC PALISADES

State
CA

Zip code
90272

Foreign country name

Foreign province/state/county

Foreign postal code

A First Return Yes No

B Amended Return Yes No

C IRC Section 4947(a)(1) trust Yes No

D Final Information Return?
 Dissolved Surrendered (Withdrawn) Merged/Reorganized
 Enter date (mm/dd/yyyy) _____

E Check accounting method:
 1 Cash 2 Accrual 3 Other

F Federal return filed? 1 990T 2 990-PF 3 Sch H (990)
 4 Other 990 series

G Is this a group filing? See instructions Yes No

H Is this organization in a group exemption? If 'Yes,' what is the parent's name? Yes No

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions. Yes No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions Yes No

K Is the organization exempt under R&TC Section 23701g? If 'Yes,' enter the gross receipts from nonmember sources \$ _____ Yes No

L If organization is exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required Yes No

M Is the organization a Limited Liability Company? Yes No

N Did the organization file Form 100 or Form 109 to report taxable income? Yes No

O Is the organization under audit by the IRS or has the IRS audited in a prior year? Yes No

P Is federal Form 1023/1024 pending? Date filed with IRS Yes No

CACAI112L 01/02/18

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8.	1	1,785,282.
	2	Gross dues and assessments from members and affiliates.	2	
	3	Gross contributions, gifts, grants, and similar amounts received. SEE SCH. B.	3	33,770,347.
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B.	4	35,555,629.
	5	Cost of goods sold.	5	
	6	Cost or other basis, and sales expenses of assets sold.	6	
	7	Total costs. Add line 5 and line 6.	7	
	8	Total gross income. Subtract line 7 from line 4.	8	35,555,629.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18.	9	37,514,404.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8.	10	-1,958,775.
Filing Fee	11	Total payments.	11	
	12	Use tax. See General Information K.	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11.	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12.	14	
	15	Filing fee \$10 or \$25. See General Information F.	15	10.
	16	Penalties and Interest. See General Information J.	16	
	17	Balance due. Add line 12, line 15, and line 16. Then subtract line 11 from the result.	17	10.

Sign Here Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer **EXECUTIVE DIRECTOR** Title Date Telephone **310-230-6623**

Preparer's signature **MICHAEL KLEIN, CPA, EA** Date Check if self-employed PTIN **P01084572**

Firm's name (or yours, if self-employed) and address **NIGRO & NIGRO PC** Telephone **30-0636241**
25220 HANCOCK AVE STE 400
MURRIETA, CA 92562-9739 Telephone **(951) 698-8783**

May the FTB discuss this return with the preparer shown above? See instructions. Yes No

PALISADES CHARTER HIGH SCHOOL

92-0184898

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts – complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions.	●	1	
	2	Interest	●	2	
	3	Dividends	●	3	
	4	Gross rents	●	4	1,116,993.
	5	Gross royalties	●	5	
	6	Gross amount received from sale of assets (See Instructions)	●	6	
	7	Other income. Attach schedule. SEE STATEMENT 1	●	7	668,289.
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1.		8	1,785,282.
Expenses and Disbursements	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule.	●	9	
	10	Disbursements to or for members	●	10	
	11	Compensation of officers, directors, and trustees. Attach schedule	●	11	1,199,570.
	12	Other salaries and wages	●	12	18,090,164.
	13	Interest	●	13	44,960.
	14	Taxes	●	14	568,831.
	15	Rents	●	15	1,217,079.
	16	Depreciation and depletion (See instructions)	●	16	637,921.
	17	Other Expenses and Disbursements. Attach schedule SEE STATEMENT 2	●	17	15,755,879.
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9.		18	37,514,404.

Schedule L Balance Sheet

	Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)
Assets				
1 Cash		10,445,172.	●	7,184,508.
2 Net accounts receivable		626,070.	●	1,156,573.
3 Net notes receivable			●	
4 Inventories		5,481.	●	5,481.
5 Federal and state government obligations			●	
6 Investments in other bonds			●	
7 Investments in stock			●	
8 Mortgage loans			●	
9 Other investments. Attach schedule			●	
10a Depreciable assets	13,060,066.		15,234,494.	
b Less accumulated depreciation	5,925,427.	7,134,639.	6,563,348.	8,671,146.
11 Land			●	
12 Other assets. Attach schedule. STM 3		293,629.	●	147,296.
13 Total assets		18,504,991.		17,165,004.
Liabilities and net worth				
14 Accounts payable		3,272,313.	●	3,005,590.
15 Contributions, gifts, or grants payable			●	
16 Bonds and notes payable			●	
17 Mortgages payable			●	
18 Other liabilities. Attach schedule. STM 4		18,070,475.		18,955,239.
19 Capital stock or principal fund		-2,837,797.	●	-4,795,825.
20 Paid-in or capital surplus. Attach reconciliation			●	
21 Retained earnings or income fund			●	
22 Total liabilities and net worth		18,504,991.		17,165,004.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1	Net income per books	●	-1,958,028.	7	Income recorded on books this year not included in this return. Attach schedule. SEE ST. 5	●	747.
2	Federal income tax	●		8	Deductions in this return not charged against book income this year. Attach schedule.	●	
3	Excess of capital losses over capital gains	●		9	Total. Add line 7 and line 8		747.
4	Income not recorded on books this year. Attach schedule	●		10	Net income per return. Subtract line 9 from line 6.		-1,958,775.
5	Expenses recorded on books this year not deducted in this return. Attach schedule	●					
6	Total. Add line 1 through line 5		-1,958,028.				

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

California Copy
Schedule of Contributors

▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2017

Name of the organization PALISADES CHARTER HIGH SCHOOL	Employer identification number 92-0184898
--	---

Organization type (check one):

Filers of:

Form 990 or 990-EZ

Section:

- 501(c)(3) (enter number) organization
- 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
- 527 political organization

Form 990-PF

- 501(c)(3) exempt private foundation
- 4947(a)(1) nonexempt charitable trust treated as a private foundation
- 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Name of organization

PALISADES CHARTER HIGH SCHOOL

Employer identification number

92-0184898

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	LEWIS A KINGSLEY FOUNDATION 2415 CAMPUS DR, SUITE 225 IRVINE, CA 92612	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
2	GOLDBERG CHARITABLE TRUST 14004 MERCADO DRIVE DEL MAR, CA 92014	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
3	SANFORD & LAURA MICHELMAN 10100 SANTA MONICA BLVD, #650 LOS ANGELES, CA 90067	\$ 5,001.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
4	WALSH ASPEN TRUST 133 UDINE WAY LOS ANGELES, CA 90077	\$ 10,001.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
5	FIDELITY CHARITABLE TRUST PO BOX 770001 CINCINNATI, OH 45277	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
6	DANIEL AND MELINDA BERMAN 607 MUSKINGUM AVE PACIFIC PALISADES, CA 90272	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>

REVISED DRAFT

Name of organization PALISADES CHARTER HIGH SCHOOL	Employer identification number 92-0184898
--	---

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	CHRISTELE BALESTRA 1008 AMAFI DRIVE PACIFIC PALISADES, CA 90272	\$ 5,010.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
8	ROBERT RENE 235 N. CARMELINA AVENUE LOS ANGELES, CA 90049	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
9	JOLIE BUSCH 134 W 168TH ST. GARDENA, CA 90248	\$ 10,001.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
10	MIRANDA TOLMAN 14230 W SUNSET BLVD PACIFIC PALISADES, CA 90272	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
11	LAUREN ROJANY 226 N. SALTAIR AVE LOS ANGELES, CA 90049	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>
12	PALISADES CHARTER BOOSTER CLUB PO BOX 223 PACIFIC PALISADES, CA 90272	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> <small>(Complete Part II for noncash contributions.)</small>

Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Page 3 of 3 of Part I

Name of organization

Employer identification number

PALISADES CHARTER HIGH SCHOOL

92-0184898

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13	MARIAN MANN ----- 401 ALMA REAL DR ----- PACIFICA PALISADES, CA 90272 -----	\$ 200,000.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

REVISED DRAFT

Name of organization PALISADES CHARTER HIGH SCHOOL	Employer identification number 92-0184898
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
13	PUBLICLY TRADED SECURITIES	\$ 200,000	1/11/18
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

REVISED DRAFT

Name of organization: PALISADES CHARTER HIGH SCHOOL
 Employer identification number: 92-0184898

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once. See instructions.) ▶ \$ _____ N/A
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

2017

California Statements

Page 1

PALISADES CHARTER HIGH SCHOOL

92-0184898

Statement 1
Form 199, Part II, Line 7
Other Income

Other Investment Income.....	\$ 115,788.
Program Service Revenue.....	552,501.
Total	<u>\$ 668,289.</u>

Statement 2
Form 199, Part II, Line 17
Other Expenses

Accounting Fees.....	\$ 30,702.
BOOKS AND SUPPLIES.....	566,799.
DUES & SUBSCRIPTIONS.....	299,207.
FOOD SERVICES.....	231,314.
Information Technology.....	85,785.
Insurance.....	183,815.
Legal Fees.....	340,993.
Other Employee Benefit.....	4,878,742.
Other fees.....	3,131,388.
Pension Plan Contributions.....	3,735,292.
Rental Expenses.....	500,844.
SMALL EQUIPMENT.....	540,471.
STUDENT ACTIVITIES.....	390,226.
STUDENT TRANSPORTATION.....	732,204.
Travel.....	108,097.
Total	<u>\$15,755,879.</u>

REVISED DRAFT

Statement 3
Form 199, Schedule L, Line 12
Other Assets

Prepaid Expenses and Deferred Charges.....	147,296.
Total	<u>\$ 147,296.</u>

Statement 4
Form 199, Schedule L, Line 18
Other Liabilities

COMPENSATED ABSENCES.....	80,848.
Deferred Revenue.....	92,829.
DUE TO STUDENT GROUPS.....	317,612.
POSTEMPLOYMENT BENEFITS.....	18,463,950.
Total	<u>\$ 18,955,239.</u>

2017

California Statements

Page 2

PALISADES CHARTER HIGH SCHOOL

92-0184898

Statement 5
Form 199, Schedule M-1, Line 7
Income Recorded on Books Not on Return

Net Unrealized Gains.....	\$	747.
Total	\$	<u>747.</u>

REVISED DRAFT

Coversheet

Charter School Renewal Response

Section: VIII. Governance
Item: B. Charter School Renewal Response
Purpose: FYI

Submitted by:

Related Material:

VIII_B_Part 3_PCHS_Charter Renewal Response Note_Submitted_03_08_19_FINAL.pdf

VIII_B_Part 2_Palisades Charter High_8798 Data Set Revised 01072019.pdf

VIII_B_Part 1_PALIHS 8798 Renewal Letter_03_19_19.pdf



PALISADES

CHARTER HIGH SCHOOL

Palisades Charter High School Root Cause Analysis

Introduction

In the 2017- 18 school year Palisades Charter High School earned a six-year **clear** Western Association Schools and College's accreditation. In this successful self-study, diverse data sets were analyzed to form a picture of the strengths and needs of the school. Some of the following school's strengths identified are:

- *Professional Learning Communities (PLC)*

Vibrant PLC ecosystem

PLC coordinator

Pull-out training days for PLC

PLC goals for student learning and student skill acquisition

Common formative and summative assessments

Performance tasks

Writing prompts and common rubrics created by PLCs

Curricular and school culture that reflects work of PLCs (Freshmen Pods, MathLab, Social Science and English honors)

- *Career Technology Education*

Eleven career pathways across 4 career sectors; student-empowering classroom environments that exhibit real-world application through student projects

Director of Development Position to support CTE development

Career Center

Career workshops offered by The Village Nation and Fuerza Unida

- *Technology*

In-House Professional Development for faculty in tech plan

Adoption of tech standards (ISTE) and revised AUP

Tech-embedded skills in career pathways

Expansion of STEAM courses

Use of technology by teachers and/or students in classrooms

Commitment to access for all students at school and at home

EdTech Coordinator position

- *Expansion of course offerings*

CTE pathways

Freshmen pods such as social justice, entrepreneurship, and STEAM

African American literature

African American US History

Chicano Literature courses



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ERWC courses

ELA support classes

- *Accessibility*

Freshman pods

Math paraprofessionals

MathLab

Study Center

Honors courses in Social Sciences, English, and World Languages

Pali Academy

Pali Online Program

Secondly, PCHS has adopted an assessment model utilizing multiple measures to assess the effectiveness of the instructional program and its impact on student learning. As presented in the school's self-study and discussed during the accreditation visit, the assessment model includes measures of student outcomes listed below:

Essential Assessment Measures

- English language acquisition of English learners
 - achievement on the ELPAC assessments
 - rates of reclassification of English language learners (ELLs) from Limited-English proficient (LEP) to Fluent-English proficient (FEP)
- Indicators of college preparation
- PSAT results
- SAT scores
- Advanced Placement scores
- Enrollments and ethnicity reports in AP coursework
- Number of AP tests taken
- Students' pass rates on AP tests
- Grade 11 students' English and Math achievement levels on the Smarter Balanced Assessment, which measures progress toward proficiency on the Common Core English and math standards
- Assessment of students' school attendance
- ADA rates
- Student tardiness
- Full-period trancies
- Numbers of chronic absentees
- Student dropout rate
- Student in-class performance on formative assessments
- Student GPA data
- Students with "D" or "F" grades at the regular grading periods



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Student performance on the California Physical Fitness Tests

- Student graduation rates

Additional Measures of Student Achievement

- Student discipline data
- Student enrollment and completion of dual-enrollment coursework
- Students' participation in the school's sports program
- State Seal of Bi-literacy data
- Responses to "school satisfaction" surveys of students, parents, and staff
- Formative assessments that measure students' skill and knowledge levels in English, Math, Science, and Social Science core standards (Mastery Manager, Scholastic Reading Inventory, Albert Io, iXL, Achieve 3000, Accelus, etc.)

Finally, PCHS prides itself in the school's last annual charter oversight review conducted by LAUSD in 2017, which cited data-based decision making as a strength.

(G5) DATA-BASED DECISION-MAKING The Governing Board of Palisades Charter High School regularly monitors school performance providing updated internal and standardized academic data which informs decision-making as evidenced from direct observation and from binder review during oversight with examples of discussion from agendas/minutes dated 5/11/17, 4/6/17, 3/9/17, and 2/16/17. (LAUSD Charter Annual Review 2017)

Root Cause Analysis: Skewed Metrics

This year, the LAUSD Office of Data and Accountability designed a metric in which CAASPP data from three schools were selected by the office and compared to Palisades Charter High School CAASPP scores. This metric was called a "Similar Schools Median." The schools selected by the Office of Data and Accountability for the LAUSD Charter Office Criteria Renewal deemed "similar" to Palisades Charter High School (PCHS) are:

1. CHAMPS-- Charter High School of Arts, Multimedia, and Performing
2. Harbor Teacher Preparation Academy
3. High Tech High Los Angeles.

CHAMPS is a 9-12 high school that serves a predominantly Latino population with a total enrollment of 750 students of which 179 are juniors and were tested through CAASPP.

Harbor Teacher Preparation Academy is a 9-12 high school with a total enrollment of 453, of which 125 are juniors who would have taken the CAASPP. Additionally, its population is 54% Latinx and 20% Filipino. The final school identified as similar to PCHS is High Tech LA. This high school of 9-12 grades has a total enrollment of 394, of which 93 were juniors that took the CAASPP.



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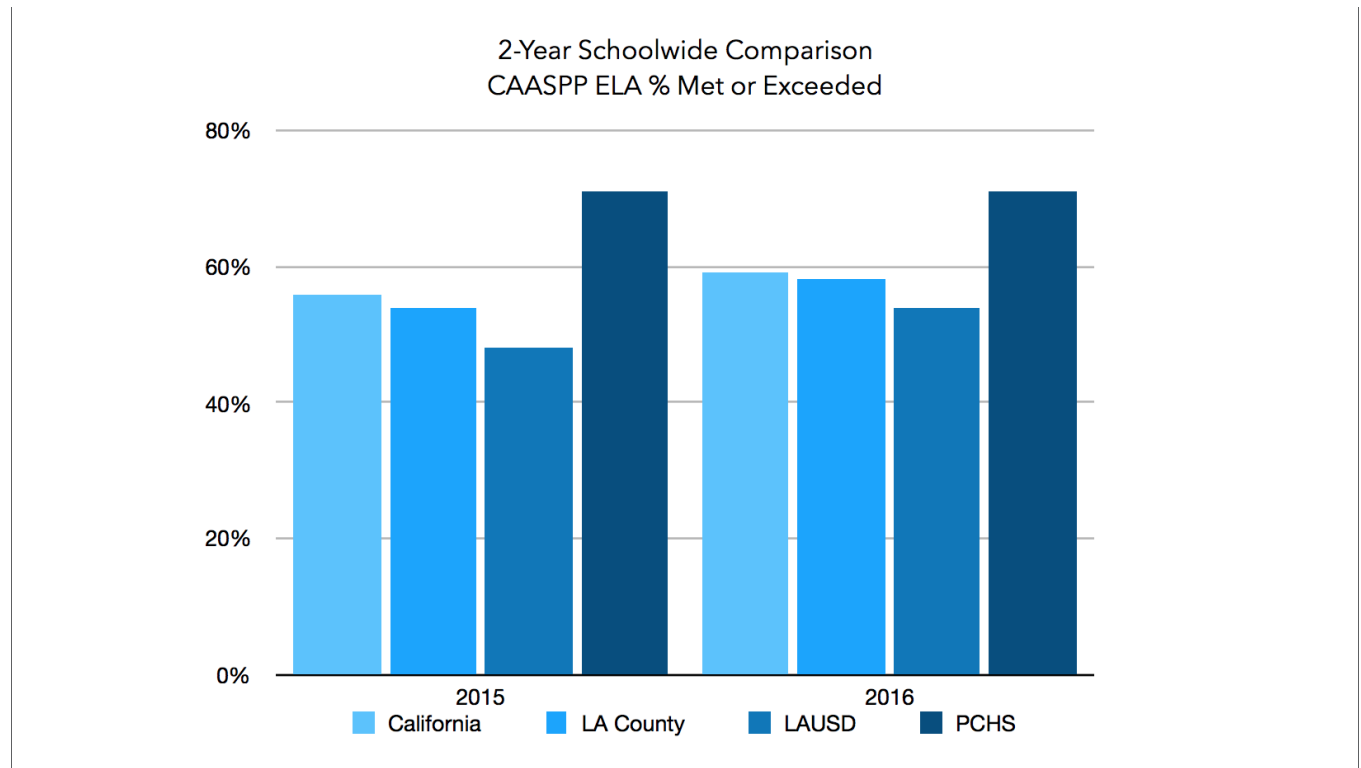
CHARTER HIGH SCHOOL

In contrast, PCHS has a total enrollment 3,056 students, including 725 juniors who take the CAASPP test. The average of these three schools' enrollments is approximately 532. Compared to this average, PCHS has an enrollment over six times the average enrollment of these schools. In fact, CHAMP's total population is approximately 25% of our school population.

A PCHS study of each of these schools revealed that the enrollment, demographic, and socioeconomic status of these populations are not comparable to the student population at Palisades Charter High School.

CAASPP comparison data would be more accurate and meaningful if data were analyzed both from a wide and narrow comparison. However, the narrow comparison should include schools that are similar to PCHS in size and population.

The first analysis is a wide comparison of CAASPP results with the state, county, and district results.

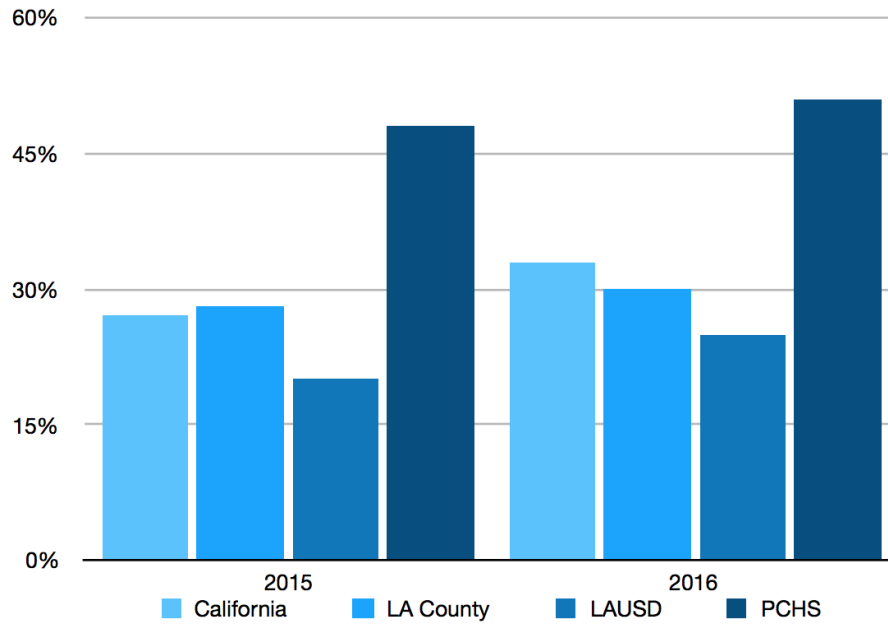




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Schoolwide Comparison
CAASPP Math % Met or Exceeded

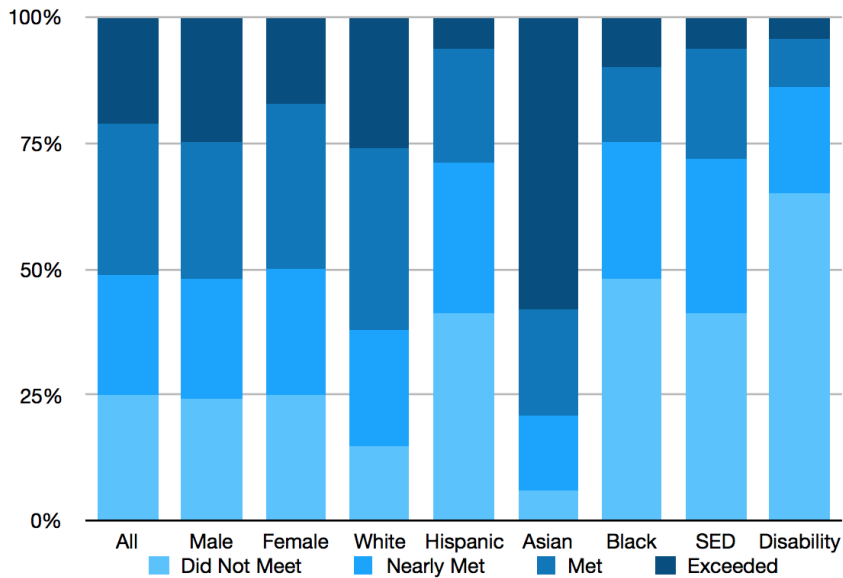




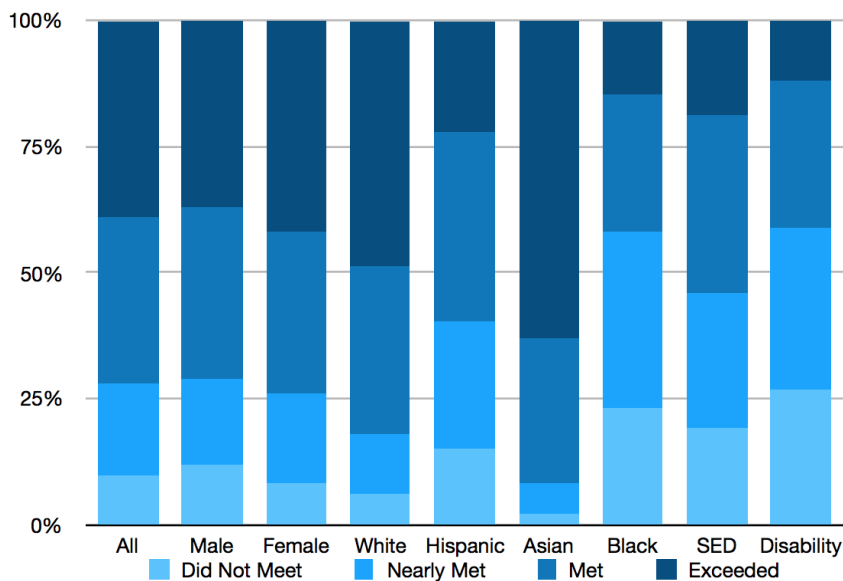
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PCHS Disaggregated 2016
CAASPP Math % Met or Exceeded



PCHS Disaggregated 2016
CAASPP ELA % Met or Exceeded





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External student achievement data from 2015-2017 CAASPP scores reveal several dynamics at PCHS. When viewed through the narrow lens of CAASPP achievement, PCHS still remains a high-performing school with gradual improvement in overall student learning outcomes.

However, there remain persistent gaps between white and Asian students, and Black/African

American and Latinx students, most of whom travel a significant distance to Pali from areas east of La Cienega Boulevard with significantly lower median income and parental education levels. Significant and persistent gaps also exist between other SED and disability students.

When looking at how PCHS compares to similar schools, PCHS analyzed schools that were from the given LAUSD data set that had similar enrollment, junior class cohort size, educational programs, and student populations. The following data sets show a realistic comparison to similar schools. This is represented by our calculated "Similar" Schools Median.

Multi-year Graduation Rates Similar School, Resident School, LAUSD

LD	BD	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
XR	4	Palisades Charter High	All Students	738	95.7	95.1	96.1	0.9
		"Similar" Schools Median	All Students	513	87	87.8	89.7	2.6
W	4	University High	All Students	379	87	87.8	90.8	3
WJ	4	Venice High	All Students	445	79.6	78.8	79.8	1
W	1	Hamilton High	All Students	653	83.9	83.2	89.3	6.1
NW	4	Taft Charter High	All Students	513	89.5	91.9	89.7	-2.2
XR	3	Birmingham Comm. Charter High	All Students	712	89	91.2	93.8	2.6
		Resident Schools Median	All Students	199	76.7	77.4	78.6	1.2
		LAUSD	All Students	34563	70.2	72.2	77.3	5.1

The following schools were analyzed for comparison:

1. University High
2. Venice High
3. Hamilton High
4. Taft Charter High
5. Birmingham Community Charter High

In composing appropriate comparisons within the data set, see the attached data sets for graduation trends, suspension rates, and CAASPP scores. PCHS is out-scoring the Resident School Median, LAUSD, and our own adjusted Similar School Median. (See attachment 1)

Root cause analysis: CAASPP test limitations

Using the CAASPP test as a primary way to measure student achievements has its limitations. The primary limitation is that it is a test of English and Math only, it is not a measure of school quality although it is commonly misinterpreted that way. CAASPP provides data that is not fully disaggregated. For example, the test scores can tell us how Socio-economically disadvantaged Latinx students are doing, however it cannot differentiate how many of the same students may or may not also be English learners, have learning disabilities, are migrant, or have parents with



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various education levels to inform precision targeting of actions and supports services. “Apples to Apples” comparisons are rare on the state’s data site.

CAASPP test bias is an ongoing debate. Computer adaptive tests by nature remove students from the same set of experiences/test items which may affect the comparability of test results.

Language skills related to fully understanding the question being asked may introduce a language fluency bias and a wrong answer where a student may actually know the content. Life experience perspective in responding to the constructed response, performance task, or interpreting question meaning creates inherent socioeconomic, ethnic, parent education level, and language fluency biases.

PCHS concluded that, overall, comparing school test scores are not representative of differences in the strength of educational programs so much as reflections of the demographic challenges in the neighborhoods that the school serves.

Given the CAASPP limitations, PCHS is continually exploring the best use of its CAASPP testing data, while keeping in mind that the state testing system is still in the process of refinement.

Root cause analysis:

The root cause analysis on the decline in performance in ELA for Asian, Latinx, Socioeconomically Disadvantaged, Students with Disabilities, and White students determined that there are multifaceted reasons that the performance scores have not jumped.

In a continuous effort to improve all PCHS student learning outcomes, including but not limited to the following groups, Asian, Latinx, Socioeconomically Disadvantaged, Students with Disabilities, and White students; the school’s executive team, Governing Board and school-site leadership have developed and executed numerous plans. Additionally, PCHS has an active Long Term Strategic Planning (LTSP) committee that is comprised of several sub-committees, one of which is the Academic Achievement Committee.

PCHS executive team continuously analyzes and reviews data amongst the team and with various stakeholder groups that include teachers, parents, faculty, and staff. An extensive school-wide survey, known as the Columbia survey, is utilized each year to collect pertinent detailed input from various stakeholder groups. The annual survey results help inform school-wide goals and establish benchmarks.

To address PCHS decline in ELA SBAC scores in the aforementioned subgroups, PCHS is increasing in-class supports through SDAIE strategies, cross-curricular writing, and have



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opened sheltered classes, and reading courses for students who are tested with the English department diagnostic.

With a focus on improving the achievement outcome for PCHS students with disabilities, the following actions are occurring:

- Collaborative classes, co-taught by General and Special Education teachers in:
 - English 11
 - Plans for a collaborative Social Science class(es) with a focus on strengthening written language
- Special education teachers are active members of PLC's to ensure students in core content Special Day Classes have access to the General Education curriculum
- SDP 12th grade English course design to meet the ECRW standards for admissions to Cal State
- Reteaching responses to Interim Assessment Block results in grades 9-11
- Focused staff development to ensure appropriate accommodations are provided to students taking state assessments

Root Cause Analysis: Math CAASPP

Root cause analysis and detailed plans that outline the actions of the school's executive team, Governing Board, and school-site leadership to improve the decline in performance in Math for Asian, Latinx, Socioeconomically Disadvantaged, Students with Disabilities, and White students

In a continuous effort to improve all PCHS student learning outcomes, including but not limited to the following groups: Asian, Latinx, Socioeconomically Disadvantaged, Students with Disabilities, and White students the school's executive team, Governing Board and school-site leadership have developed and executed numerous plans. Additionally, PCHS has an active Long Term Strategic Plan (LTSP) committee that is comprised of several sub-committees, one of which is the Academic Achievement Committee.

The PCHS executive team continuously analyzes and reviews statewide, similar school, school wide, and departmental internal data, both with the team and with various stakeholder groups that include teachers, parents, faculty, and staff. An extensive school-wide survey, known as the Columbia survey, is utilized each year to collect pertinent detailed input from various stakeholder groups. The annual survey results help inform school-wide goals and establish benchmarks. Additionally, the math department collects its own survey data to assess its effectiveness with students.



PALISADES

CHARTER HIGH SCHOOL

Root Cause Analysis

Statistically, consistent performance is shown in Math CAASPP assessments, and a performance plateau has been stubbornly present.

In its root cause analysis, PCHS concluded that there is no one root cause for the underperformance of the identified subgroups. Therefore, PCHS is taking a multi-pronged approach to increase achievement. The following are elements of a school wide plan that aims to create a positive trend in math student achievement in all subgroups:

Math Task Force and Action Plan (see attached)
 Math Paraprofessional Program (initiated in 2017)
 Math Lab expansion (initiated in 2017)
 Math Peer Tutors placement in targeted math courses (initiated in 2018)
 Middle School Articulation with Paul Revere (initiated in 2017)
 Testing Coordinator and Counselor Position filled
 Continued Teacher training in Interim Assessment Block data and state testing
 Addition of collaborative classes (Special Education and Math departments)
 Interim Assessment Block formative data used to create PLC work plans
 Jo Boaler (Stanford University) Growth Mindset Training to all Math Department Staff
 Math curriculum and course review
 Math Campaign/Focus Groups with Fuerza Unida and Black Student Union
 AP Information Week and Fuerza Unida and Black Student Union pull out meetings
 Articulation and visits with schools with high-level math performance (DaVinci and High Tech High)
 Special Education Department training on state testing platforms and analysis of embedded and non-embedded student test accommodation

With a focus on improving the achievement outcome for PCHS students with disabilities, the following actions are occurring:

- Collaborative classes, co-taught by General and Special Education teachers in:
 - Algebra I, Geometry and Algebra II
- Special education teachers are active members of PLC's to ensure students in core content Special Day Classes have access to the General Education curriculum
- Reteaching responses to Interim Assessment Block results in grades 9-11
- Focused staff development to ensure appropriate accommodations are provided to students taking state assessments



PALISADES

CHARTER HIGH SCHOOL

Reply to Outreach

How does the school conduct outreach for Students who qualify for Free/Reduced Priced Meals, African Americans, English Learners, Latinos, and Socioeconomically Disadvantaged students?

Each PCHS family is sent the Free and Reduced Lunch Application at the start of every school year. The students must turn the Free and Reduced lunch application before their schedules are released to them. In fact, this application is available to families in different languages throughout the entire school year. This ensures we receive all applications from all of our students; even the families that do not qualify nor want assistance must submit an application with their students' name at the top and the financial information left blank.

PCHS has parent-funded school buses available that serve a broad range of geographic areas around Los Angeles. For socioeconomically disadvantaged students, PCHS finances school bus scholarship assistance to families who demonstrate financial need, and solicits additional school bus donations to further assist students of financial need. Traveling families can appeal to receive additional financial assistance for school bus transportation throughout the school year should their financial situations change.

PCHS also works with Metro LA and the Big Blue Bus (BBB) public transportation services to assist students that utilize public transportation to attend PCHS. PCHS has increased the number of buses servicing the local bus stops at campus, as well as jointly creating a BBB Pali Express bus that runs without stops to/from the Santa Monica Metro train station and PCHS. Additionally, we have arranged with Metro's Customer Center (MCC) to be at PCHS on a monthly basis for students (and faculty/staff) to apply for or reload TAP Cards.

To maintain diversity, PCHS attends a variety of middle school recruitment fairs throughout Los Angeles. These middle schools are diverse and represent a large population of African American, English Learners, Latinx, and Socioeconomically disadvantaged students. Such schools include:

- Animo Westside Charter Middle (60% Latinx, 32% African American, 92% Socioeconomically Disadvantaged, 13% English Learners)
- KIPP Charter Schools (80% Latinx, 18% African American, 90% Socioeconomically Disadvantaged, 22% English Learners)
- New LA Middle School (82.5% Latinx, 92% Socioeconomically Disadvantaged, 15% English Learners)
- Emerson Charter Middle School (40% Latinx, 20% African American, 56% Socioeconomically Disadvantaged)



PALISADES

CHARTER HIGH SCHOOL

- Palms Middle School (45% Latinx, 25% African American, 64% Socioeconomically Disadvantaged)
- Libertas College Prep (72% Latinx, 26% African American, 94.5% Socioeconomically Disadvantaged, 24.5% English Learners)
- Paul Revere Middle School (Similar Demographics to PCHS)

The PCHS Board of Trustees, through the Charter Committee, is exploring changes to the school's admissions process in order to specifically increase student diversity.

PCHS has a variety of programs and institutions that serve to support our African-American, Latinx, English Learners, and Socioeconomically Disadvantaged students. Support for college and career readiness is provided through programs such as The Village Nation and Fuerza Unida, programs that support African-American and Latinx students respectively. The Career Center and the College Center are designed with the intent of supporting PCHS students in their postsecondary plans. The Study Center provides free tutoring for all students. The centers provide counseling, workshops, financial aid workshops information, and direct support to all students. Student unions, such as Black Student Union and Latinx Student Union, encourage, support, and develop students' postsecondary plans. ELA and Math specific data is discussed through a math Campaign and focus groups with Fuerza Unida and Black Student Union, as well as through an AP Information Week and with Fuerza Unida and Black Student Union pull out meetings. Through these unions, African American/Black students have shown significant gains in A-G course attainment.

Data about student performance is communicated through student and parent participation programs including Families Acting Towards Results (FACTOR), The Village Nation, Fuerza Unida, Parent Booster Club, Palisades Parent Special Education Committee (PPSEC), Bilingual Advisory Committee, weekly email blasts, the PCHS Website, town hall meetings, Back to School Nights, Parent Orientation meetings and English Learner Advisory Committee (ELAC). Additionally, PCHS participates in multiple parent programs to increase communication between parents and school staff through presentations, town halls, evening/weekend parent classes, dialogues, and committee work. These parent programs include:

- FACTOR (Families Acting Towards Results)
- The Village Nation (TVN)
- Fuerza Unida
- English Learner Advisory Committee (ELAC)

PCHS complies with all federal and state laws to ensure the needs of students with disabilities are met. Outreach begins prior to the school year for students with Individualized Education Plans or Section 504 Plans to ensure services and supports are in place on the first day of school.



PALISADES

CHARTER HIGH SCHOOL

Finally, PCHS counselors meet with all 9th-grade students to develop their four-year plans to promote positive post-secondary outcomes. Parents are informed of the plans. Counselors meet with all interested juniors and their families concerning postsecondary options. Counselors communicate with all seniors and their families concerning graduation status. Counselors are available to students and their families for any needs. The College Center offers workshops to assist students and their families in preparing for college, including financial aid. The FACTOR program is designed to assist the parents of first-generation college-bound students. Workshops and information are provided to assist parents to navigate the process of choosing and applying to a college.

Attachments

1. PCHS Similar Schools Data Set
2. Math Task Force Action Plan
3. PCHS LCAP
4. PCHS WASC six-year action plan

Palisades Charter High

Data Set

Loc. Code: **8798**
CDS Code: **1995836**

CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605 and 47607. Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code § 47607(a)(3)(A).) The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” (5 CCR § 11966.4.) Please see Policy for Charter School Authorizing (LAUSD Board of Education, February 7, 2012) for more information.

Palisades Charter High
SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	4	8798	Palisades Charter High	All Students	709	10.00	18.00	32.00	39.00	71.00
				American Indian or Alaska Native	2	*	*	*	*	--
				Asian	52	2.00	6.00	29.00	63.00	92.00
				Black or African American	94	23.00	35.00	27.00	15.00	42.00
				English Learner	9	*	*	*	*	--
				Filipino	5	*	*	*	*	--
				Foster Youth	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--
				Latino	172	16.00	25.00	38.00	22.00	60.00
				Native Hawaiian or Pacific Islander	7	*	*	*	*	--
				Socioeconomically Disadvantaged	231	19.00	27.00	35.00	19.00	54.00
				Students with Disabilities	62	27.00	32.00	29.00	11.00	40.00
				Two or More Races	10	*	*	*	*	--
				White	367	6.00	12.00	32.00	49.00	81.00
Similar Schools										
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	All Students	197	13.00	29.00	38.00	20.00	58.00
S	7	8518	Harbor Teacher Preparation Academy	All Students	116	1.00	6.00	30.00	63.00	93.00

Palisades Charter High
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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	3	8885	High Tech LA	All Students	85	5.00	15.00	44.00	36.00	80.00
Similar Schools Median				All Students	116	5.00	15.00	38.00	36.00	80.00
Resident Schools										
C	5	8714	Thomas Jefferson Senior High	All Students	152	38.00	30.00	25.00	7.00	32.00
W	4	8886	University Senior High	All Students	369	10.00	21.00	41.00	28.00	69.00
W	4	8907	Venice Senior High	All Students	361	15.00	18.00	39.00	28.00	67.00
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	All Students	198	37.00	30.00	27.00	6.00	33.00
W	1	8686	Alexander Hamilton Senior High	All Students	571	17.00	19.00	37.00	27.00	64.00
W	1	8600	Susan Miller Dorsey Senior High	All Students	197	44.00	31.00	19.00	5.00	24.00
NW	4	8880	Taft Charter High	All Students	502	20.00	20.00	32.00	28.00	60.00
W	1	8736	Los Angeles Senior High	All Students	228	33.00	26.00	31.00	11.00	42.00
W	4	8943	WESM Health/Sports Medicine	All Students	239	18.00	31.00	39.00	12.00	51.00
W	1	8928	George Washington Preparatory High	All Students	199	38.00	38.00	17.00	7.00	24.00
W	4	8621	Fairfax Senior High	All Students	408	16.00	25.00	38.00	22.00	60.00
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	380	14.00	25.00	40.00	21.00	61.00
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	64	9.00	28.00	45.00	17.00	62.00
C	2	8748	West Adams Preparatory High	All Students	248	35.00	31.00	27.00	7.00	34.00
C	2	7771	Ambassador-Global Leadership	All Students	281	42.00	34.00	18.00	7.00	25.00

Palisades Charter High
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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	81	6.00	16.00	53.00	25.00	78.00
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	118	63.00	21.00	15.00	1.00	16.00
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	104	22.00	35.00	33.00	11.00	44.00
C	1	8132	Foshay Learning Center	All Students	1,327	44.00	27.00	23.00	5.00	28.00
C	5	7614	NAVA College Preparatory Academy	All Students	--	--	--	--	--	--
XR	7	8087	Alain Leroy Locke College Preparatory Academy	All Students	369	41.00	23.00	29.00	7.00	36.00
NE	6	8893	Van Nuys Senior High	All Students	451	13.00	21.00	43.00	23.00	66.00
C	1	8743	Manual Arts Senior High	All Students	311	41.00	31.00	21.00	7.00	28.00
W	4	7734	STEM Academy at Bernstein High	All Students	108	4.00	16.00	52.00	29.00	81.00
XR	3	8557	Birmingham Community Charter High	All Students	787	14.00	22.00	40.00	24.00	64.00
S	7	8664	Gardena Senior High	All Students	319	35.00	30.00	29.00	6.00	35.00
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	All Students	111	24.00	31.00	37.00	8.00	45.00
C	2	8543	Belmont Senior High	All Students	154	22.00	25.00	37.00	16.00	53.00
C	2	8544	Edward R. Roybal Learning Center	All Students	215	31.00	30.00	29.00	11.00	40.00

Palisades Charter High
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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	59	10.00	34.00	47.00	8.00	55.00
C	2	7780	UCLA Community K-12	All Students	482	32.00	29.00	28.00	11.00	39.00
C	2	7783	New Open World Academy K-12	All Students	654	46.00	23.00	24.00	6.00	30.00
C	2	8206	School for the Visual Arts and Humanities	All Students	67	16.00	24.00	46.00	13.00	59.00
C	2	8501	Los Angeles High School of the Arts	All Students	78	17.00	46.00	24.00	13.00	37.00
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	All Students	109	48.00	29.00	18.00	5.00	23.00
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	All Students	126	36.00	33.00	25.00	6.00	31.00
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	114	24.00	35.00	32.00	10.00	42.00
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	76	32.00	26.00	33.00	9.00	42.00
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	All Students	86	20.00	40.00	36.00	5.00	41.00
S	7	8650	John C. Fremont Senior High	All Students	348	26.00	32.00	32.00	9.00	41.00
S	7	8867	Public Service Community at Diego Rivera Learning Complex	All Students	76	9.00	21.00	47.00	22.00	69.00

Palisades Charter High
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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	7	7722	Dr. Maya Angelou Community High	All Students	147	29.00	37.00	28.00	5.00	33.00
Resident Schools Median				All Students	199	24.00	29.00	32.00	10.00	42.00
Los Angeles Unified					266,008	36.00	25.00	25.00	14.00	39.00

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

Palisades Charter High

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	4	8798	Palisades Charter High	All Students	705	25.00	24.00	30.00	21.00	51.00
				American Indian or Alaska Native	2	*	*	*	*	--
				Asian	52	6.00	15.00	21.00	58.00	79.00
				Black or African American	94	48.00	27.00	16.00	10.00	26.00
				English Learner	9	*	*	*	*	--
				Filipino	5	*	*	*	*	--
				Foster Youth	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--
				Latino	170	41.00	30.00	22.00	6.00	28.00
				Native Hawaiian or Pacific Islander	7	*	*	*	*	--
				Socioeconomically Disadvantaged	229	41.00	31.00	22.00	6.00	28.00
				Students with Disabilities	62	65.00	21.00	10.00	5.00	15.00
				Two or More Races	10	*	*	*	*	--
				White	365	15.00	23.00	36.00	26.00	62.00
Similar Schools										
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	All Students	198	52.00	31.00	16.00	1.00	17.00
S	7	8518	Harbor Teacher Preparation Academy	All Students	116	3.00	16.00	35.00	46.00	81.00

Palisades Charter High

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	3	8885	High Tech LA	All Students	85	19.00	24.00	31.00	27.00	58.00
Similar Schools Median				All Students	116	19.00	24.00	31.00	27.00	58.00
Resident Schools										
C	5	8714	Thomas Jefferson Senior High	All Students	150	60.00	28.00	11.00	1.00	12.00
W	4	8886	University Senior High	All Students	367	40.00	29.00	22.00	9.00	31.00
W	4	8907	Venice Senior High	All Students	358	32.00	27.00	25.00	16.00	41.00
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	All Students	194	76.00	18.00	7.00	0.00	7.00
W	1	8686	Alexander Hamilton Senior High	All Students	557	42.00	29.00	19.00	10.00	29.00
W	1	8600	Susan Miller Dorsey Senior High	All Students	200	78.00	16.00	6.00	1.00	7.00
NW	4	8880	Taft Charter High	All Students	496	40.00	25.00	23.00	12.00	35.00
W	1	8736	Los Angeles Senior High	All Students	231	55.00	22.00	15.00	8.00	23.00
W	4	8943	WESM Health/Sports Medicine	All Students	238	45.00	35.00	17.00	3.00	20.00
W	1	8928	George Washington Preparatory High	All Students	209	71.00	23.00	6.00	0.00	6.00
W	4	8621	Fairfax Senior High	All Students	406	41.00	25.00	23.00	11.00	34.00
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	382	42.00	31.00	20.00	7.00	27.00
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	64	38.00	39.00	16.00	8.00	24.00
C	2	8748	West Adams Preparatory High	All Students	244	58.00	25.00	14.00	2.00	16.00
C	2	7771	Ambassador-Global Leadership	All Students	295	65.00	25.00	7.00	3.00	10.00

Palisades Charter High

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	81	31.00	46.00	20.00	4.00	24.00
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	121	73.00	21.00	6.00	0.00	6.00
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	104	69.00	18.00	11.00	2.00	13.00
C	1	8132	Foshay Learning Center	All Students	1,341	59.00	26.00	12.00	3.00	15.00
C	5	7614	NAVA College Preparatory Academy	All Students	--	--	--	--	--	--
XR	7	8087	Alain Leroy Locke College Preparatory Academy	All Students	366	71.00	19.00	9.00	1.00	10.00
NE	6	8893	Van Nuys Senior High	All Students	439	35.00	28.00	25.00	13.00	38.00
C	1	8743	Manual Arts Senior High	All Students	307	71.00	20.00	8.00	1.00	9.00
W	4	7734	STEM Academy at Bernstein High	All Students	108	34.00	38.00	22.00	6.00	28.00
XR	3	8557	Birmingham Community Charter High	All Students	793	44.00	31.00	19.00	7.00	26.00
S	7	8664	Gardena Senior High	All Students	321	66.00	24.00	8.00	2.00	10.00
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	All Students	109	78.00	20.00	2.00	0.00	2.00
C	2	8543	Belmont Senior High	All Students	156	53.00	23.00	20.00	4.00	24.00
C	2	8544	Edward R. Roybal Learning Center	All Students	219	61.00	23.00	12.00	4.00	16.00

Palisades Charter High

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	59	51.00	29.00	14.00	7.00	21.00
C	2	7780	UCLA Community K-12	All Students	486	38.00	31.00	22.00	10.00	32.00
C	2	7783	New Open World Academy K-12	All Students	662	60.00	26.00	10.00	5.00	15.00
C	2	8206	School for the Visual Arts and Humanities	All Students	67	55.00	22.00	19.00	3.00	22.00
C	2	8501	Los Angeles High School of the Arts	All Students	79	63.00	25.00	11.00	0.00	11.00
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	All Students	109	80.00	16.00	5.00	0.00	5.00
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	All Students	124	75.00	20.00	3.00	2.00	5.00
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	115	56.00	30.00	13.00	2.00	15.00
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	76	63.00	25.00	9.00	3.00	12.00
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	All Students	84	63.00	31.00	6.00	0.00	6.00
S	7	8650	John C. Fremont Senior High	All Students	336	60.00	22.00	15.00	3.00	18.00
S	7	8867	Public Service Community at Diego Rivera Learning Complex	All Students	75	53.00	33.00	12.00	1.00	13.00

Palisades Charter High**SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	7	7722	Dr. Maya Angelou Community High	All Students	145	75.00	21.00	3.00	1.00	4.00
Resident Schools Median				All Students	209	59.00	25.00	12.00	3.00	15.00
Los Angeles Unified					267,596	43.00	28.00	17.00	11.00	28.00

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths. The sum of the achievement level percentages may not add to 100% due to rounding.

**Palisades Charter High
2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

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English Language Arts				2016-17						2017-18						Change from 2017-18	
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard		Met/Exceeds Standard, Combined %
XR	4	8798	Palisades Charter High	All Students	694	10.81	12.54	30.84	45.82	76.66	725	11.86	12.28	25.66	50.21	75.86	-0.80
				American Indian or Alaska Native	--	--	--	--	--	--	*	*	*	*	*	*	--
				Asian	52	3.85	3.85	17.31	75.00	92.31	75	2.67	9.33	18.67	69.33	88.00	-4.31
				Black or African American	79	24.05	24.05	30.38	21.52	51.90	102	16.67	28.43	32.35	22.55	54.90	3.00
				English Learner	--	--	--	--	--	--	*	*	*	*	*	*	--
				Filipino	11	9.09	0.00	36.36	54.55	90.91	*	*	*	*	*	*	--
				Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--
				Latino	168	19.05	15.48	40.48	25.00	65.48	137	21.90	15.33	33.58	29.20	62.77	-2.71
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	*	*	*	*	*	*	--
				Socioeconomically Disadvantaged	215	20.00	15.81	40.00	24.19	64.19	269	17.10	19.33	32.71	30.86	63.57	-0.62
				Students with Disabilities	70	34.29	25.71	28.57	11.43	40.00	71	38.03	29.58	22.54	9.86	32.39	-7.61
				Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
				White	377	5.31	10.34	28.12	56.23	84.35	404	8.91	7.67	23.02	60.40	83.42	-0.93
Similar Schools																	
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	All Students	177	15.25	26.55	36.16	22.03	58.19	165	18.18	26.67	29.70	25.45	55.15	-3.04
S	7	8518	Harbor Teacher Preparation Academy	All Students	89	0.00	5.62	22.47	71.91	94.38	122	0.82	5.74	22.13	71.31	93.44	-0.94
XR	3	8885	High Tech LA	All Students	89	3.37	8.99	31.46	56.18	87.64	93	1.08	8.60	32.26	58.06	90.32	2.68
Similar Schools Median				All Students	89	3.37	8.99	31.46	56.18	87.64	122	1.08	8.60	29.70	58.06	90.32	2.68
Resident Schools																	
C	5	8714	Thomas Jefferson Senior High	All Students	118	23.73	33.90	33.05	9.32	42.37	126	42.06	27.78	26.19	3.97	30.16	-12.21
W	4	8886	University Senior High	All Students	388	13.40	19.85	39.69	27.06	66.75	315	12.38	20.95	37.78	28.89	66.67	-0.08
W	4	8907	Venice Senior High	All Students	350	13.71	17.71	38.00	30.57	68.57	390	22.56	20.77	27.44	29.23	56.67	-11.90
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	All Students	185	36.76	31.35	26.49	5.41	31.89	178	62.36	23.03	11.80	2.81	14.61	-17.28
W	1	8686	Alexander Hamilton Senior High	All Students	553	20.80	22.78	30.92	25.50	56.42	567	28.40	23.46	28.40	19.75	48.15	-8.27
W	1	8600	Susan Miller Dorsey Senior High	All Students	236	55.93	28.39	13.56	2.12	15.68	199	52.76	23.12	19.60	4.52	24.12	8.44
NW	4	8880	Taft Charter High	All Students	572	13.29	18.88	35.49	32.34	67.83	566	18.55	20.14	35.16	26.15	61.31	-6.52
W	1	8736	Los Angeles Senior High	All Students	243	28.81	28.81	31.28	11.11	42.39	232	33.19	27.59	27.16	12.07	39.22	-3.17
W	4	8943	WESM Health/Sports Medicine	All Students	225	24.00	26.22	35.56	14.22	49.78	179	33.52	29.05	30.17	7.26	37.43	-12.35
W	1	8928	George Washington Preparatory High	All Students	93	33.33	33.33	27.96	5.38	33.33	186	55.38	21.51	19.35	3.76	23.12	-10.21
W	4	8621	Fairfax Senior High	All Students	470	12.55	20.43	36.38	30.64	67.02	394	30.46	26.90	22.08	20.56	42.64	-24.38
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	341	18.18	22.29	36.36	23.17	59.53	346	17.92	24.57	36.42	21.10	57.51	-2.02

**Palisades Charter High
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LD	BD	Loc Code	English Language Arts School	Subgroup	2016-17						2017-18						Change from 2017-18
					Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	78	14.10	23.08	50.00	12.82	62.82	64	26.56	37.50	28.13	7.81	35.94	-26.88
C	2	8748	West Adams Preparatory High	All Students	267	38.95	29.21	25.47	6.37	31.84	243	26.75	27.16	30.45	15.64	46.09	14.25
C	2	7771	Ambassador-Global Leadership	All Students	319	50.47	27.90	16.61	5.02	21.63	289	39.45	32.87	23.18	4.50	27.68	6.05
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	73	15.07	23.29	41.10	20.55	61.64	99	16.16	24.24	37.37	22.22	59.60	-2.04
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	150	38.00	31.33	24.00	6.67	30.67	132	53.03	27.27	15.91	3.79	19.70	-10.97
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	103	23.30	30.10	29.13	17.48	46.60	91	34.07	28.57	27.47	9.89	37.36	-9.24
C	1	8132	Foshay Learning Center	All Students	1,194	47.74	26.72	21.11	4.44	25.54	1,181	42.51	24.81	23.88	8.81	32.68	7.14
C	5	7614	NAVA College Preparatory Academy	All Students	192	16.15	31.77	36.46	15.63	52.08	138	19.57	26.81	42.75	10.87	53.62	1.54
XR	7	8087	Alain Leroy Locke College Preparatory Academy	All Students	293	35.84	31.74	24.23	8.19	32.42	310	52.58	19.68	21.29	6.45	27.74	-4.68
NE	6	8893	Van Nuys Senior High	All Students	494	13.77	18.42	32.19	35.63	67.81	553	13.92	20.25	33.09	32.73	65.82	-1.99
C	1	8743	Manual Arts Senior High	All Students	312	36.86	30.13	21.79	11.22	33.01	376	34.84	32.71	23.67	8.78	32.45	-0.56
W	4	7734	STEM Academy at Bernstein High	All Students	135	6.67	20.74	40.00	32.59	72.59	120	2.50	19.17	43.33	35.00	78.33	5.74
XR	3	8557	Birmingham Community Charter High	All Students	733	15.42	21.69	36.43	26.47	62.89	720	10.00	19.44	39.17	31.39	70.56	7.67
S	7	8664	Gardena Senior High	All Students	278	24.82	34.89	27.70	12.59	40.29	258	34.88	24.03	31.78	9.30	41.09	0.80
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	All Students	106	43.40	31.13	18.87	6.60	25.47	83	38.55	33.73	22.89	4.82	27.71	2.24
C	2	8543	Belmont Senior High	All Students	177	30.51	30.51	25.99	12.99	38.98	206	33.50	29.13	25.24	12.14	37.38	-1.60
C	2	8544	Edward R. Roybal Learning Center	All Students	236	33.05	23.73	29.66	13.56	43.22	173	10.98	24.86	39.31	24.86	64.16	20.94
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	77	24.68	29.87	35.06	10.39	45.45	79	48.10	31.65	16.46	3.80	20.25	-25.20
C	2	7780	UCLA Community K-12	All Students	461	36.88	24.73	28.63	9.76	38.39	452	34.07	26.33	28.10	11.50	39.60	1.21
C	2	7783	New Open World Academy K-12	All Students	624	46.31	22.92	22.12	8.65	30.77	630	42.38	29.84	21.27	6.51	27.78	-2.99
C	2	8206	School for the Visual Arts and Humanities	All Students	71	18.31	23.94	39.44	18.31	57.75	106	28.30	33.02	33.02	5.66	38.68	-19.07
C	2	8501	Los Angeles High School of the Arts	All Students	91	21.98	28.57	38.46	10.99	49.45	104	27.88	25.96	32.69	13.46	46.15	-3.30
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	All Students	94	60.64	22.34	14.89	2.13	17.02	80	48.75	26.25	22.50	2.50	25.00	7.98
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	All Students	102	51.96	21.57	23.53	2.94	26.47	123	40.65	23.58	26.83	8.94	35.77	9.30
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	108	37.96	26.85	29.63	5.56	35.19	107	31.78	28.04	32.71	7.48	40.19	5.00

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English Language Arts					2016-17						2017-18						Change from 2017-18
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	90	12.22	16.67	48.89	22.22	71.11	104	29.81	23.08	34.62	12.50	47.12	-23.99
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	All Students	119	33.61	26.05	31.93	8.40	40.34	129	32.56	27.91	28.68	10.85	39.53	-0.81
S	7	8650	John C. Fremont Senior High	All Students	328	24.39	28.05	35.67	11.89	47.56	326	38.34	23.01	24.23	14.42	38.65	-8.91
S	7	8867	Public Service Community at Diego Rivera Learning Complex	All Students	123	15.45	17.07	41.46	26.02	67.48	127	13.39	22.83	46.46	17.32	63.78	-3.70
C	7	7722	Dr. Maya Angelou Community High	All Students	137	37.23	34.31	24.09	4.38	28.47	135	31.85	29.63	29.63	8.89	38.52	10.05
Resident Schools Median				All Students	209	24.75	26.47	31.10	11.56	42.81	183	32.88	26.11	28.12	10.37	38.95	-3.86
Los Angeles Unified					260,525	36.30	24.14	24.96	14.59	39.55	255,279	34.25	23.44	25.82	16.49	42.31	2.76

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

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LD	BD	Loc Code	School	Subgroup	2016-17					2017-18					Change from 2017-18		
					Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met		% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	4	8798	Palisades Charter High	All Students	687	25.33	24.45	25.47	24.75	50.22	718	31.48	20.75	22.28	25.49	47.77	-2.45
				American Indian or Alaska Native	--	--	--	--	--	--	*	*	*	*	*	*	--
				Asian	52	7.69	13.46	19.23	59.62	78.85	74	9.46	20.27	25.68	44.59	70.27	-8.58
				Black or African American	79	50.63	26.58	16.46	6.33	22.78	102	45.10	29.41	17.65	7.84	25.49	2.71
				English Learner	--	--	--	--	--	--	*	*	*	*	*	*	--
				Filipino	11	18.18	27.27	18.18	36.36	54.55	*	*	*	*	*	*	--
				Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--
				Latino	165	39.39	31.52	20.00	9.09	29.09	137	48.18	19.71	21.90	10.22	32.12	3.03
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	*	*	*	*	*	*	--
				Socioeconomically Disadvantaged	210	41.43	27.62	17.62	13.33	30.95	267	44.19	25.47	17.98	12.36	30.34	-0.61
				Students with Disabilities	69	69.57	14.49	10.14	5.80	15.94	72	72.22	12.50	8.33	6.94	15.28	-0.66
				Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
				White	374	16.31	22.19	31.02	30.48	61.50	399	26.32	19.05	23.31	31.33	54.64	-6.86
Similar Schools																	
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	All Students	172	60.47	21.51	15.70	2.33	18.02	162	54.94	30.86	11.73	2.47	14.20	-3.82
S	7	8518	Harbor Teacher Preparation Academy	All Students	89	1.12	15.73	32.58	50.56	83.15	122	7.38	15.57	28.69	48.36	77.05	-6.10
XR	3	8885	High Tech LA	All Students	89	6.74	28.09	34.83	30.34	65.17	93	11.83	24.73	31.18	32.26	63.44	-1.73
Similar Schools Median					89	6.74	21.51	32.58	30.34	65.17	122	11.83	24.73	28.69	32.26	63.44	-1.73
Resident Schools Median																	
C	5	8714	Thomas Jefferson Senior High	All Students	118	63.56	23.73	12.71	0.00	12.71	127	75.59	16.54	7.09	0.79	7.87	-4.84
W	4	8886	University Senior High	All Students	388	35.05	30.15	24.74	10.05	34.79	313	43.13	23.64	21.09	12.14	33.23	-1.56
W	4	8907	Venice Senior High	All Students	347	33.72	29.97	18.73	17.58	36.31	380	40.00	25.26	18.42	16.32	34.74	-1.57
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	All Students	187	81.82	16.04	2.14	0.00	2.14	179	88.27	10.06	1.68	0.00	1.68	-0.46
W	1	8686	Alexander Hamilton Senior High	All Students	544	50.92	22.61	17.28	9.19	26.47	569	52.90	27.59	14.76	4.75	19.51	-6.96
W	1	8600	Susan Miller Dorsey Senior High	All Students	237	83.54	14.35	1.69	0.42	2.11	197	82.74	12.18	4.57	0.51	5.08	2.97
NW	4	8880	Taft Charter High	All Students	561	38.50	23.35	23.71	14.44	38.15	564	45.21	24.65	20.57	9.57	30.14	-8.01
W	1	8736	Los Angeles Senior High	All Students	244	59.43	16.39	15.16	9.02	24.18	233	52.36	29.18	15.02	3.43	18.45	-5.73
W	4	8943	WESM Health/Sports Medicine	All Students	223	60.09	25.11	10.76	4.04	14.80	179	72.07	20.67	5.59	1.68	7.26	-7.54
W	1	8928	George Washington Preparatory High	All Students	153	75.82	20.92	3.27	0.00	3.27	185	81.08	15.68	3.24	0.00	3.24	-0.03
W	4	8621	Fairfax Senior High	All Students	472	36.23	26.48	22.67	14.62	37.29	398	44.72	22.86	23.12	9.30	32.41	-4.88
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	343	50.73	28.28	16.03	4.96	20.99	347	46.97	33.43	15.85	3.75	19.60	-1.39

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LD	BD	Loc Code	Mathematics School	Subgroup	2016-17					2017-18					Change from 2017-18		
					Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met		% Exceeds Standard	Met/Exceeds Standard, Combined %
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	77	46.75	27.27	22.08	3.90	25.97	64	59.38	23.44	14.06	3.13	17.19	-8.78
C	2	8748	West Adams Preparatory High	All Students	261	58.24	24.52	13.03	4.21	17.24	244	60.25	24.59	13.52	1.64	15.16	-2.08
C	2	7771	Ambassador-Global Leadership	All Students	321	66.67	22.74	8.72	1.87	10.59	293	58.02	29.35	7.85	4.78	12.63	2.04
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	74	52.70	24.32	20.27	2.70	22.97	99	53.54	25.25	14.14	7.07	21.21	-1.76
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	147	75.51	19.05	4.76	0.68	5.44	135	81.48	14.07	2.96	1.48	4.44	-1.00
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	101	57.43	22.77	16.83	2.97	19.80	91	73.63	16.48	7.69	2.20	9.89	-9.91
C	1	8132	Foshay Learning Center	All Students	1,237	59.74	24.25	12.77	3.23	16.01	1,204	57.64	25.83	12.29	4.24	16.53	0.52
C	5	7614	NAVA College Preparatory Academy	All Students	188	63.30	22.34	11.17	3.19	14.36	136	70.59	25.74	2.94	0.74	3.68	-10.68
XR	7	8087	Alain Leroy Locke College Preparatory Academy	All Students	290	71.72	20.69	6.21	1.38	7.59	314	71.97	18.79	8.92	0.32	9.24	1.65
NE	6	8893	Van Nuys Senior High	All Students	494	37.45	21.86	22.27	18.42	40.69	543	37.75	23.02	25.97	13.26	39.23	-1.46
C	1	8743	Manual Arts Senior High	All Students	308	73.05	17.86	6.82	2.27	9.09	373	69.71	20.38	7.51	2.41	9.92	0.83
W	4	7734	STEM Academy at Bernstein High	All Students	135	28.15	33.33	22.96	15.56	38.52	121	41.32	24.79	23.97	9.92	33.88	-4.64
XR	3	8557	Birmingham Community Charter High	All Students	745	51.68	24.16	18.52	5.64	24.16	722	46.68	24.24	18.28	10.80	29.09	4.93
S	7	8664	Gardena Senior High	All Students	275	65.82	21.09	10.18	2.91	13.09	260	65.00	22.69	8.46	3.85	12.31	-0.78
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	All Students	105	78.10	20.00	1.90	0.00	1.90	84	75.00	22.62	2.38	0.00	2.38	0.48
C	2	8543	Belmont Senior High	All Students	178	66.29	22.47	10.67	0.56	11.24	206	67.48	18.93	10.19	3.40	13.59	2.35
C	2	8544	Edward R. Roybal Learning Center	All Students	238	63.87	21.43	13.87	0.84	14.71	172	33.72	30.23	19.19	16.86	36.05	21.34
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	77	62.34	29.87	7.79	0.00	7.79	78	74.36	20.51	3.85	1.28	5.13	-2.66
C	2	7780	UCLA Community K-12	All Students	461	40.35	32.54	16.27	10.85	27.11	453	39.96	29.36	19.87	10.82	30.68	3.57
C	2	7783	New Open World Academy K-12	All Students	632	56.33	26.90	12.34	4.43	16.77	634	54.73	27.60	12.62	5.05	17.67	0.90
C	2	8206	School for the Visual Arts and Humanities	All Students	71	57.75	25.35	14.08	2.82	16.90	106	76.42	16.98	4.72	1.89	6.60	-10.30
C	2	8501	Los Angeles High School of the Arts	All Students	90	56.67	25.56	16.67	1.11	17.78	105	66.67	17.14	10.48	5.71	16.19	-1.59
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	All Students	94	88.30	10.64	1.06	0.00	1.06	80	90.00	8.75	0.00	1.25	1.25	0.19
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	All Students	101	72.28	14.85	11.88	0.99	12.87	123	59.35	27.64	12.20	0.81	13.01	0.14
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	108	63.89	28.70	7.41	0.00	7.41	109	61.47	27.52	7.34	3.67	11.01	3.60

**Palisades Charter High
2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Mathematics					2016-17						2017-18						Change from 2017-18
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	90	54.44	25.56	18.89	1.11	20.00	102	46.08	28.43	17.65	7.84	25.49	5.49
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	All Students	118	65.25	26.27	8.47	0.00	8.47	129	69.77	17.05	10.85	2.33	13.18	4.71
S	7	8650	John C. Fremont Senior High	All Students	324	60.80	27.78	10.19	1.23	11.42	324	65.74	22.53	10.19	1.54	11.73	0.31
S	7	8867	Public Service Community at Diego Rivera Learning Complex	All Students	123	52.85	32.52	12.20	2.44	14.63	127	49.61	29.13	19.69	1.57	21.26	6.63
C	7	7722	Dr. Maya Angelou Community High	All Students	139	79.86	16.55	3.60	0.00	3.60	135	66.67	25.19	6.67	1.48	8.15	4.55
Resident Schools Median				All Students	206	59.92	23.95	12.53	2.57	14.76	182	60.86	23.54	10.67	3.27	13.39	-1.37
Los Angeles Unified					262,953	43.52	26.62	17.46	12.40	29.86	256,285	42.07	26.30	17.65	13.67	31.32	1.46

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

**Palisades Charter High
OCTOBER 2017 CALPADS DEMOGRAPHIC INFORMATION**

This page displays CALPADS K-12 enrollment number and percentages of select subgroups as of October 4, 2017 Census Day (first Wednesday in October).

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
XR	4	8798	Palisades Charter High	3,056	34.13%	7.79%	0.36%	7.98%	13.74%	0.95%	0.88%	0.07%	0.26%	19.34%	0.29%	35.05%	9.03%	0.03%	56.94%
Similar Schools																			
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	750	50.00%	5.87%	0.13%	1.07%	9.33%	3.73%	2.13%	0.27%	0.40%	40.67%	0.00%	50.93%	12.00%	7.60%	39.07%
S	7	8518	Harbor Teacher Preparation Academy	453	64.46%	57.84%	0.00%	7.51%	10.38%	0.00%	20.31%	0.00%	0.22%	53.86%	1.99%	65.34%	0.44%	1.99%	3.75%
XR	3	8885	High Tech LA	394	49.24%	0.00%	0.25%	3.30%	1.78%	2.54%	2.03%	0.00%	0.00%	34.26%	0.25%	49.49%	9.90%	2.28%	42.13%
Similar Schools Median				453	50.00%	5.87%	0.13%	3.30%	9.33%	2.54%	2.13%	0.00%	0.22%	40.67%	0.25%	50.93%	9.90%	2.28%	39.07%
Resident Schools																			
C	5	8714	Thomas Jefferson Senior High	668	92.22%	11.53%	0.30%	0.15%	9.88%	29.19%	0.00%	0.90%	2.99%	88.02%	0.15%	93.71%	15.27%	0.15%	1.35%
W	4	8886	University Senior High	1,564	74.23%	24.55%	0.45%	7.03%	24.62%	6.52%	1.85%	0.26%	2.17%	52.88%	0.38%	75.64%	12.60%	1.15%	11.64%
W	4	8907	Venice Senior High	2,038	69.77%	25.12%	0.25%	6.38%	13.00%	7.26%	1.57%	0.39%	1.23%	63.49%	0.25%	72.13%	13.10%	1.52%	13.54%
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	781	89.37%	6.15%	0.13%	0.26%	69.27%	13.70%	0.13%	3.84%	3.84%	27.91%	0.13%	90.40%	20.23%	0.77%	1.02%
W	1	8686	Alexander Hamilton Senior High	2,637	67.58%	27.57%	0.38%	3.30%	25.26%	6.86%	1.10%	0.53%	1.71%	51.50%	0.30%	69.13%	11.41%	1.52%	16.61%
W	1	8600	Susan Miller Dorsey Senior High	972	74.28%	6.48%	0.10%	0.21%	52.47%	19.55%	0.00%	2.88%	3.81%	45.37%	0.00%	77.57%	21.19%	0.41%	1.44%
NW	4	8880	Taft Charter High	2,364	67.26%	31.94%	0.38%	6.13%	9.26%	6.77%	3.38%	0.08%	1.23%	37.18%	0.13%	68.06%	12.48%	1.73%	41.71%
W	1	8736	Los Angeles Senior High	1,293	85.92%	12.53%	0.15%	3.02%	12.92%	20.80%	2.55%	0.62%	1.55%	79.66%	0.08%	89.79%	16.01%	0.31%	1.24%
W	4	8943	WESM Health/Sports Medicine	965	73.58%	16.17%	0.41%	1.04%	73.37%	1.35%	0.31%	0.52%	1.04%	20.00%	0.41%	74.09%	11.61%	0.62%	3.83%
W	1	8928	George Washington Preparatory High	888	90.99%	8.45%	0.56%	0.34%	40.54%	20.05%	0.34%	2.93%	2.82%	55.52%	0.11%	93.13%	20.72%	0.90%	1.58%
W	4	8621	Fairfax Senior High	1,918	79.87%	26.59%	0.10%	16.63%	15.12%	9.65%	4.22%	0.26%	0.99%	55.63%	0.16%	82.22%	11.00%	1.25%	6.67%
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	1,280	74.38%	23.20%	0.39%	4.69%	7.81%	5.31%	3.28%	0.31%	2.11%	70.86%	0.08%	75.70%	10.47%	0.86%	12.03%
C	2	8207	Contreras Learning Center-Academic Leadership Community	451	96.01%	15.52%	0.22%	0.44%	0.89%	35.25%	2.00%	0.22%	7.76%	96.23%	0.00%	98.23%	11.31%	0.22%	0.00%
C	2	8748	West Adams Preparatory High	1,491	95.98%	11.13%	0.07%	0.60%	6.24%	30.11%	0.13%	0.80%	2.82%	91.48%	0.00%	97.32%	13.48%	0.07%	1.34%
C	2	7771	Ambassador-Global Leadership	617	91.73%	12.64%	0.49%	14.10%	1.94%	27.07%	3.73%	0.16%	2.11%	76.82%	0.16%	93.68%	15.07%	0.00%	2.43%
C	2	8517	School of Business and Tourism at Contreras Learning Complex	449	96.21%	12.25%	0.00%	0.89%	1.11%	27.17%	1.11%	0.00%	6.01%	94.43%	0.00%	97.10%	12.25%	0.00%	2.45%
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	707	93.78%	7.21%	0.00%	0.00%	21.78%	26.87%	0.28%	1.13%	1.98%	77.09%	0.00%	95.05%	15.84%	0.14%	0.57%
C	2	8527	Contreras Learning Center-School of Social Justice	454	95.81%	12.33%	0.00%	0.00%	1.32%	31.50%	1.10%	0.22%	9.91%	97.14%	0.00%	96.92%	8.81%	0.00%	0.44%
C	1	8132	Foshay Learning Center	1,886	88.49%	19.19%	0.16%	0.32%	15.06%	13.94%	0.11%	0.37%	1.59%	83.78%	0.05%	90.35%	7.00%	0.21%	0.32%
C	5	7614	NAVA College Preparatory Academy	774	96.90%	15.37%	0.13%	0.00%	2.84%	18.48%	0.00%	0.13%	1.55%	94.57%	0.00%	98.45%	12.14%	0.00%	2.45%
XR	7	8087	Alain Leroy Locke College Preparatory Academy	1,532	95.76%	0.00%	0.46%	0.00%	25.07%	29.77%	0.00%	1.70%	2.62%	72.98%	0.07%	97.39%	18.99%	0.52%	0.72%
NE	6	8893	Van Nuys Senior High	2,712	80.46%	32.49%	0.15%	13.09%	4.28%	14.34%	6.56%	0.29%	1.59%	63.05%	0.26%	82.08%	9.51%	0.74%	11.84%
C	1	8743	Manual Arts Senior High	1,408	91.12%	10.65%	0.28%	0.28%	15.98%	31.25%	0.07%	0.99%	3.20%	81.46%	0.14%	93.04%	14.56%	0.36%	1.35%
W	4	7734	STEM Academy at Bernstein High	565	98.76%	24.07%	0.00%	6.19%	0.35%	12.39%	4.78%	0.18%	2.48%	83.89%	0.35%	98.76%	8.67%	0.53%	3.89%
XR	3	8557	Birmingham Community Charter High	3,154	84.31%	22.19%	0.00%	1.36%	4.06%	10.27%	2.16%	0.57%	0.82%	84.40%	0.16%	87.03%	11.92%	1.71%	6.15%

**Palisades Charter High
OCTOBER 2017 CALPADS DEMOGRAPHIC INFORMATION**

This page displays CALPADS K-12 enrollment number and percentages of select subgroups as of October 4, 2017 Census Day (first Wednesday in October).

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	8664	Gardena Senior High	1,431	85.26%	13.28%	0.14%	3.42%	22.57%	12.37%	3.00%	1.54%	4.19%	67.71%	0.91%	87.07%	15.02%	0.56%	1.61%
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	447	92.62%	8.50%	0.00%	0.00%	12.30%	36.02%	0.00%	1.12%	4.03%	85.46%	0.00%	95.08%	12.75%	0.22%	1.34%
C	2	8543	Belmont Senior High	973	88.90%	9.25%	0.00%	2.16%	2.47%	43.68%	4.32%	0.62%	6.37%	86.74%	0.00%	91.06%	13.77%	1.13%	3.19%
C	2	8544	Edward R. Roybal Learning Center	1,021	96.28%	12.34%	0.29%	3.23%	2.64%	30.75%	4.11%	0.49%	4.02%	87.76%	0.00%	97.36%	16.65%	0.59%	1.18%
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	347	92.80%	9.22%	0.00%	1.73%	0.58%	31.41%	0.00%	0.00%	8.07%	95.97%	0.00%	96.25%	8.65%	0.00%	1.73%
C	2	7780	UCLA Community K-12	1,004	91.04%	11.85%	0.50%	9.66%	1.69%	35.06%	5.38%	0.30%	4.58%	80.78%	0.00%	91.83%	13.15%	0.40%	1.59%
C	2	7783	New Open World Academy K-12	1,153	95.23%	5.98%	0.17%	5.12%	2.34%	37.21%	1.99%	0.69%	3.99%	86.21%	0.43%	95.92%	12.66%	0.78%	2.86%
C	2	8206	School for the Visual Arts and Humanities	421	94.54%	9.50%	0.24%	7.60%	2.61%	26.84%	1.66%	0.48%	3.80%	85.75%	0.00%	95.25%	16.15%	0.00%	1.66%
C	2	8501	Los Angeles High School of the Arts	430	92.56%	15.58%	0.23%	6.74%	3.02%	22.56%	5.58%	0.23%	1.40%	82.56%	0.00%	93.49%	13.49%	0.23%	1.63%
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	377	90.19%	6.90%	0.27%	0.00%	25.73%	30.50%	0.00%	1.33%	1.59%	72.15%	0.00%	90.98%	8.75%	0.27%	1.33%
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	531	87.01%	8.29%	0.38%	0.00%	12.43%	34.84%	0.38%	0.75%	2.82%	84.18%	0.19%	91.34%	11.49%	0.56%	1.51%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	537	93.30%	10.24%	0.19%	0.00%	4.84%	23.09%	0.00%	0.56%	1.49%	94.23%	0.00%	95.16%	13.04%	0.19%	0.56%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	505	97.82%	12.28%	0.00%	0.00%	5.74%	20.00%	0.00%	0.00%	3.56%	93.86%	0.00%	98.02%	13.07%	0.00%	0.40%
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	511	97.26%	11.35%	0.20%	0.00%	7.63%	22.11%	0.00%	0.78%	2.94%	91.19%	0.00%	97.85%	8.22%	0.39%	0.39%
S	7	8650	John C. Fremont Senior High	1,871	96.04%	14.16%	0.00%	0.11%	7.59%	24.32%	0.05%	0.86%	1.50%	91.61%	0.00%	97.06%	12.29%	0.05%	0.53%
S	7	8867	Public Service Community at Diego Rivera Learning Complex	553	95.30%	11.39%	0.18%	0.00%	3.98%	15.73%	0.00%	0.36%	1.27%	95.30%	0.00%	96.20%	8.32%	0.00%	0.54%
C	7	7722	Dr. Maya Angelou Community High	1,035	93.72%	6.86%	0.00%	0.10%	8.02%	33.04%	0.00%	0.48%	3.19%	91.21%	0.00%	95.17%	15.56%	0.10%	0.48%
Resident Schools Median				969	91.97%	12.26%	0.18%	0.75%	7.72%	22.82%	0.74%	0.50%	2.72%	83.83%	0.03%	93.58%	12.71%	0.37%	1.54%
Los Angeles Unified				621,414	81.1%	9.5%	0.2%	3.7%	8.1%	23.0%	1.9%	0.7%	2.4%	74.1%	0.3%	82.3%	12.5%	1.3%	10.1%

Palisades Charter High RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
XR	4	8798	Palisades Charter High	53	7	13.2	40	9	22.5	33	11	33.3
Similar Schools												
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	29	1	3.4	23	12	52.2	14	2	14.3
S	7	8518	Harbor Teacher Preparation Academy	2	0	0.0	0	0	0.0	1	1	100.0
XR	3	8885	High Tech LA	6	4	66.7	11	0	0.0	12	6	50.0
Similar Schools Median				6	1	3.4	11	0	0.0	12	2	50.0
Resident Schools												
C	5	8714	Thomas Jefferson Senior High	294	26	8.8	224	21	9.4	212	22	10.4
W	4	8886	University Senior High	135	13	9.6	145	19	13.1	145	29	20.0
W	4	8907	Venice Senior High	190	29	15.3	180	29	16.1	152	30	19.7
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	73	11	15.1	109	11	10.1	117	7	6.0
W	1	8686	Alexander Hamilton Senior High	193	25	13.0	194	32	16.5	178	23	12.9
W	1	8600	Susan Miller Dorsey Senior High	156	14	9.0	208	23	11.1	188	8	4.3
NW	4	8880	Taft Charter High	161	36	22.4	196	43	21.9	183	32	17.5
W	1	8736	Los Angeles Senior High	283	37	13.1	297	42	14.1	257	28	10.9

Palisades Charter High RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
W	4	8943	WESM Health/Sports Medicine	20	2	10.0	19	8	42.1	17	3	17.6
W	1	8928	George Washington Preparatory High	177	27	15.3	149	22	14.8	165	19	11.5
W	4	8621	Fairfax Senior High	191	37	19.4	172	22	12.8	173	24	13.9
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	106	26	24.5	83	12	14.5	69	18	26.1
C	2	8207	Contreras Learning Center-Academic Leadership Community	141	16	11.3	150	16	10.7	137	4	2.9
C	2	8748	West Adams Preparatory High	459	53	11.5	478	58	12.1	462	59	12.8
C	2	7771	Ambassador-Global Leadership	167	32	19.2	174	35	20.1	204	47	23.0
C	2	8517	School of Business and Tourism at Contreras Learning Complex	74	19	25.7	82	12	14.6	103	10	9.7
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	138	7	5.1	170	17	10.0	193	12	6.2
C	2	8527	Contreras Learning Center-School of Social Justice	102	16	15.7	124	15	12.1	136	13	9.6
C	1	8132	Foshay Learning Center	248	22	8.9	283	51	18.0	274	53	19.3
C	5	7614	NAVA College Preparatory Academy	61	7	11.5	97	42	43.3	107	8	7.5

Palisades Charter High RECLASSIFICATION RATES

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LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
XR	7	8087	Alain Leroy Locke College Preparatory Academy	513	40	7.8	442	12	2.7	386	43	11.1
NE	6	8893	Van Nuys Senior High	371	56	15.1	319	40	12.5	384	59	15.4
C	1	8743	Manual Arts Senior High	406	44	10.8	414	51	12.3	424	31	7.3
W	4	7734	STEM Academy at Bernstein High	68	14	20.6	67	16	23.9	67	14	20.9
XR	3	8557	Birmingham Community Charter High	412	76	18.4	352	67	19.0	353	45	12.7
S	7	8664	Gardena Senior High	203	24	11.8	199	46	23.1	207	31	15.0
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	135	17	12.6	140	16	11.4	167	10	6.0
C	2	8543	Belmont Senior High	274	34	12.4	316	19	6.0	407	27	6.6
C	2	8544	Edward R. Roybal Learning Center	319	37	11.6	303	36	11.9	359	26	7.2
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	83	15	18.1	101	15	14.9	86	6	7.0
C	2	7780	UCLA Community K-12	461	46	10.0	439	83	18.9	356	97	27.2
C	2	7783	New Open World Academy K-12	463	95	20.5	505	97	19.2	493	91	18.5

Palisades Charter High RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
C	2	8206	School for the Visual Arts and Humanities	116	12	10.3	121	21	17.4	116	19	16.4
C	2	8501	Los Angeles High School of the Arts	86	21	24.4	89	10	11.2	107	17	15.9
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	105	16	15.2	119	8	6.7	134	8	6.0
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	122	10	8.2	122	11	9.0	153	8	5.2
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	140	11	7.9	154	25	16.2	141	20	14.2
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	116	9	7.8	121	14	11.6	106	10	9.4
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	86	11	12.8	130	7	5.4	119	20	16.8
S	7	8650	John C. Fremont Senior High	509	51	10.0	480	29	6.0	508	69	13.6
S	7	8867	Public Service Community at Diego Rivera Learning Complex	95	17	17.9	104	18	17.3	99	17	17.2
C	7	7722	Dr. Maya Angelou Community High	322	15	4.7	323	29	9.0	345	30	8.7
Resident Schools Median				159	22	12.5	171	22	13.0	170	21	12.8

Palisades Charter High RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
			Los Angeles Unified	164,349	19,952	12.1	165,453	27,793	16.8	157,619	31,718	20.1

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Palisades Charter High

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2017 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2017) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2017 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

LD	BD	Loc Code	School	OCT 2017 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# MR	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
XR	4	8798	Palisades Charter High	3,056	278	9%	78%	22%	45	0	1	6	0	2	3	77	4	138	1	0	1
Similar Schools																					
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	750	85	11%	74%	26%	12	0	0	8	0	0	0	26	2	37	0	0	0
S	7	8518	Harbor Teacher Preparation Academy	453	2	0%	100%	0%	0	0	0	0	0	0	0	0	0	2	0	0	0
XR	3	8885	High Tech LA	394	38	10%	53%	47%	15	0	0	3	0	0	0	10	0	10	0	0	0
Similar Schools Median				453	38	10%	74%	26%	12	0	0	3	0	0	0	10	0	10	0	0	0
Resident Schools																					
C	5	8714	Thomas Jefferson Senior High	668	98	15%	79%	21%	5	0	0	3	0	0	9	10	2	66	1	0	2
W	4	8886	University Senior High	1,564	182	12%	75%	25%	36	0	0	1	0	3	5	38	0	98	1	0	0
W	4	8907	Venice Senior High	2,038	255	13%	65%	35%	37	0	0	9	0	2	24	36	15	131	0	0	1
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	781	155	20%	69%	31%	19	0	0	6	0	1	19	28	3	78	1	0	0
W	1	8686	Alexander Hamilton Senior High	2,637	294	11%	71%	29%	55	0	0	8	0	5	12	60	5	148	1	0	0
W	1	8600	Susan Miller Dorsey Senior High	972	200	21%	69%	32%	34	0	1	5	0	1	18	21	3	114	2	1	0
NW	4	8880	Taft Charter High	2,364	280	12%	73%	27%	31	0	13	5	0	19	1	61	4	141	3	2	0
W	1	8736	Los Angeles Senior High	1,293	203	16%	66%	34%	40	0	0	13	0	3	12	26	1	108	0	0	0
W	4	8943	WESM Health/Sports Medicine	965	104	11%	90%	10%	5	0	0	1	0	1	3	26	0	67	1	0	0
W	1	8928	George Washington Preparatory High	888	173	19%	65%	35%	21	0	0	10	0	1	29	25	0	87	0	0	0
W	4	8621	Fairfax Senior High	1,918	204	11%	69%	31%	48	0	0	6	0	2	6	23	1	115	2	0	1
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	1,280	135	11%	71%	29%	12	0	11	4	0	12	0	25	0	70	1	0	0
C	2	8207	Contreras Learning Center-Academic Leadership Community	451	52	12%	69%	31%	2	0	0	1	0	3	8	6	2	30	0	0	0
C	2	8748	West Adams Preparatory High	1,491	191	13%	73%	27%	30	0	0	2	0	2	14	18	2	120	1	1	1
C	2	7771	Ambassador-Global Leadership	617	92	15%	74%	26%	21	0	0	0	0	1	0	5	1	62	1	0	1
C	2	8517	School of Business and Tourism at Contreras Learning Complex	449	53	12%	94%	6%	1	0	0	1	0	1	0	4	0	46	0	0	0
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	707	97	14%	75%	25%	11	0	0	3	0	0	7	18	2	55	0	0	1

Palisades Charter High

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2017 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2017) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2017 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

LD	BD	Loc Code	School	OCT 2017 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# MR	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	2	8527	Contreras Learning Center-School of Social Justice	454	39	9%	95%	5%	1	0	0	0	0	0	0	8	0	29	0	0	1
C	1	8132	Foshay Learning Center	1,886	126	7%	83%	17%	9	0	0	0	0	3	9	21	1	80	3	0	0
C	5	7614	NAVA College Preparatory Academy	774	96	12%	89%	11%	6	0	0	0	0	0	6	4	79	0	1	0	0
XR	7	8087	Alain Leroy Locke College Preparatory Academy	1,532	257	17%	59%	41%	44	0	0	12	0	0	40	29	8	121	2	1	0
NE	6	8893	Van Nuys Senior High	2,712	254	9%	73%	27%	44	0	0	5	0	6	11	54	2	129	2	0	1
C	1	8743	Manual Arts Senior High	1,408	199	14%	67%	33%	37	0	0	3	0	1	22	26	2	108	0	0	0
W	4	7734	STEM Academy at Bernstein High	565	49	9%	76%	24%	10	0	0	0	0	2	0	9	0	27	1	0	0
XR	3	8557	Birmingham Community Charter High	3,154	377	12%	84%	16%	34	0	0	7	0	7	9	63	2	254	1	0	0
S	7	8664	Gardena Senior High	1,431	194	14%	69%	31%	41	0	0	2	0	3	11	11	2	123	0	0	1
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	447	54	12%	74%	26%	11	0	0	0	0	0	2	8	1	31	1	0	0
C	2	8543	Belmont Senior High	973	122	13%	51%	49%	36	0	0	3	0	5	13	7	3	52	3	0	0
C	2	8544	Edward R. Roybal Learning Center	1,021	166	16%	53%	47%	39	0	0	11	0	2	17	12	7	75	1	0	2
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	347	28	8%	89%	11%	1	0	0	1	0	1	0	1	0	24	0	0	0
C	2	7780	UCLA Community K-12	1,004	130	13%	78%	22%	8	0	0	0	0	4	10	18	4	73	10	1	2
C	2	7783	New Open World Academy K-12	1,153	142	12%	90%	10%	11	0	0	0	0	1	0	17	2	97	14	0	0
C	2	8206	School for the Visual Arts and Humanities	421	69	16%	70%	30%	21	0	0	0	0	0	0	5	0	43	0	0	0
C	2	8501	Los Angeles High School of the Arts	430	57	13%	81%	19%	7	0	0	0	0	4	0	8	0	38	0	0	0
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	377	31	8%	97%	3%	0	0	0	1	0	0	0	8	0	21	1	0	0
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	531	61	11%	87%	13%	1	0	0	4	0	1	0	11	0	42	0	0	2
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	537	69	13%	70%	30%	18	0	0	2	0	0	1	10	0	37	1	0	0
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	505	65	13%	78%	22%	1	0	0	1	0	0	10	6	1	44	1	0	1
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	511	41	8%	90%	10%	3	0	0	0	0	0	0	2	1	35	0	0	0

Palisades Charter High

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2017 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2017) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2017 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

LD	BD	Loc Code	School	OCT 2017 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# MR	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	8650	John C. Fremont Senior High	1,871	224	12%	72%	28%	31	0	1	9	0	4	12	19	3	141	2	2	0
S	7	8867	Public Service Community at Diego Rivera Learning Complex	553	43	8%	84%	16%	5	0	0	1	0	1	0	2	0	34	0	0	0
C	7	7722	Dr. Maya Angelou Community High	1,035	158	15%	72%	28%	14	0	0	2	0	4	17	14	7	99	1	0	0
Resident Schools Median				969	128	12%	74%	26%	16	0	0	2	0	1	8	16	2	74	1	0	0
Los Angeles Unified				621,414	85,442	14%	70%	30%	15,561	16	352	1,673	4	1,418	4,347	10,580	2,059	36,247	12,634	109	442



**Palisades Charter High
2017-18 "At-Risk" and Long-Term English Learners (LTEL) NEW**

LD	BD	Loc Code	School	English Learners								RFEP Number	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent			
XR	4	8798	Palisades Charter High	9	1.9%	1	0.2%	16	3.4%	3	0.6%	439	93.8%	468
Similar Schools														
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	8	4.1%	2	1.0%	17	8.8%	1	0.5%	166	85.6%	194
S	7	8518	Harbor Teacher Preparation Academy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	120	100.0%	120
XR	3	8885	High Tech LA	5	3.7%	0	0.0%	5	3.7%	0	0.0%	125	92.6%	135
Similar Schools Median				5	3.7%	0	0.0%	5	3.7%	0	0.0%	125	92.6%	135
Resident Schools														
C	5	8714	Thomas Jefferson Senior High	80	15.6%	4	0.8%	81	15.8%	30	5.8%	318	62.0%	513
W	4	8886	University Senior High	39	6.3%	3	0.5%	50	8.1%	10	1.6%	519	83.6%	621
W	4	8907	Venice Senior High	46	5.2%	5	0.6%	65	7.4%	32	3.6%	731	83.2%	879
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	61	34.1%	6	3.4%	32	17.9%	8	4.5%	72	40.2%	179
W	1	8686	Alexander Hamilton Senior High	60	6.2%	10	1.0%	80	8.3%	31	3.2%	783	81.2%	964
W	1	8600	Susan Miller Dorsey Senior High	82	22.4%	8	2.2%	79	21.6%	21	5.7%	176	48.1%	366
NW	4	8880	Taft Charter High	82	9.7%	11	1.3%	41	4.8%	26	3.1%	686	81.1%	846
W	1	8736	Los Angeles Senior High	107	11.7%	10	1.1%	110	12.0%	42	4.6%	646	70.6%	915
W	4	8943	WESM Health/Sports Medicine	3	2.7%	0	0.0%	7	6.3%	3	2.7%	98	88.3%	111
W	1	8928	George Washington Preparatory High	81	19.8%	11	2.7%	56	13.7%	30	7.3%	232	56.6%	410
W	4	8621	Fairfax Senior High	79	7.5%	12	1.1%	70	6.6%	24	2.3%	872	82.5%	1,057

**Palisades Charter High
2017-18 "At-Risk" and Long-Term English Learners (LTEL) NEW**

LD	BD	Loc Code	School	English Learners								RFEP Number	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent			
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	15	2.4%	2	0.3%	39	6.3%	12	1.9%	553	89.0%	621
C	2	8207	Contreras Learning Center-Academic Leadership Community	81	19.7%	13	3.2%	52	12.7%	13	3.2%	252	61.3%	411
C	2	8748	West Adams Preparatory High	248	20.8%	42	3.5%	123	10.3%	36	3.0%	744	62.4%	1,193
C	2	7771	Ambassador-Global Leadership	78	15.6%	14	2.8%	50	10.0%	25	5.0%	333	66.6%	500
C	2	8517	School of Business and Tourism at Contreras Learning Complex	73	18.5%	7	1.8%	28	7.1%	14	3.5%	273	69.1%	395
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	81	17.4%	9	1.9%	71	15.2%	29	6.2%	276	59.2%	466
C	2	8527	Contreras Learning Center-School of Social Justice	77	19.3%	14	3.5%	31	7.8%	21	5.3%	256	64.2%	399
C	1	8132	Foshay Learning Center	70	6.8%	8	0.8%	125	12.2%	60	5.9%	760	74.3%	1,023
C	5	7614	NAVA College Preparatory Academy	54	8.4%	6	0.9%	65	10.1%	18	2.8%	501	77.8%	644
XR	7	8087	Alain Leroy Locke College Preparatory Academy	196	21.2%	20	2.2%	192	20.8%	48	5.2%	467	50.6%	923
NE	6	8893	Van Nuys Senior High	211	13.3%	27	1.7%	114	7.2%	37	2.3%	1,203	75.6%	1,592
C	1	8743	Manual Arts Senior High	255	25.8%	26	2.6%	111	11.2%	48	4.8%	550	55.6%	990
W	4	7734	STEM Academy at Bernstein High	22	5.1%	8	1.8%	25	5.7%	15	3.4%	365	83.9%	435
XR	3	8557	Birmingham Community Charter High	111	6.1%	25	1.4%	129	7.1%	59	3.2%	1,497	82.2%	1,821
S	7	8664	Gardena Senior High	57	7.5%	4	0.5%	99	13.0%	17	2.2%	582	76.7%	759

**Palisades Charter High
2017-18 "At-Risk" and Long-Term English Learners (LTEL) NEW**

LD	BD	Loc Code	School	English Learners								RFEP Number	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent			
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	86	26.2%	6	1.8%	46	14.0%	23	7.0%	167	50.9%	328
C	2	8543	Belmont Senior High	287	35.3%	28	3.4%	74	9.1%	36	4.4%	389	47.8%	814
C	2	8544	Edward R. Roybal Learning Center	141	17.1%	25	3.0%	106	12.9%	42	5.1%	510	61.9%	824
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	63	20.3%	9	2.9%	24	7.7%	13	4.2%	202	65.0%	311
C	2	7780	UCLA Community K-12	209	25.7%	40	4.9%	58	7.1%	45	5.5%	461	56.7%	813
C	2	7783	New Open World Academy K-12	257	28.0%	69	7.5%	56	6.1%	47	5.1%	490	53.3%	919
C	2	8206	School for the Visual Arts and Humanities	57	16.5%	8	2.3%	36	10.4%	12	3.5%	232	67.2%	345
C	2	8501	Los Angeles High School of the Arts	49	14.0%	3	0.9%	34	9.7%	11	3.1%	253	72.3%	350
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	63	30.3%	11	5.3%	33	15.9%	8	3.8%	93	44.7%	208
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	84	22.2%	14	3.7%	68	17.9%	19	5.0%	194	51.2%	379
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	42	10.1%	7	1.7%	51	12.3%	24	5.8%	290	70.0%	414
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	31	8.4%	4	1.1%	44	11.9%	22	5.9%	269	72.7%	370
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	46	12.3%	9	2.4%	36	9.6%	22	5.9%	262	69.9%	375

**Palisades Charter High
2017-18 "At-Risk" and Long-Term English Learners (LTEL) NEW**

LD	BD	Loc Code	School	English Learners								RFEP Number	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent			
S	7	8650	John C. Fremont Senior High	206	14.5%	21	1.5%	152	10.7%	76	5.3%	969	68.0%	1,424
S	7	8867	Public Service Community at Diego Rivera Learning Complex	33	7.9%	3	0.7%	35	8.4%	16	3.8%	330	79.1%	417
C	7	7722	Dr. Maya Angelou Community High	124	14.5%	16	1.9%	158	18.5%	44	5.2%	512	60.0%	854
Resident Schools Median				79	15.1%	10	1.8%	57	10.2%	24	4.4%	377	67.6%	567
Los Angeles Unifed				85,544	27.4%	16,450	5.3%	22,696	7.3%	18,506	5.9%	169,044	54.1%	312,240

**Palisades Charter High
OUT-OF-SCHOOL SUSPENSION EVENTS**

LD	BD	Loc Code	School	2017-18						2017-18 SUBGROUPS										
				Susp. Event Rate 2015-16	Susp. Event Rate 2016-17	Susp. Event Rate	Single Std. Susp. %	# Enrolled	# Events	# Days	AFRICAN AMERICAN STUDENTS					STUDENTS WITH DISABILITY				
											# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18
XR	4	8798	Palisades Charter High	1.7%	2.4%	2.6%	2.3%	3,056	78	140	420	26	58	6.2%	5.7%	276	5	11	1.8%	1.8%
Similar Schools																				
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	1.4%	3.5%	3.5%	2.9%	750	26	75	70	8	23	11.4%	10.0%	90	6	16	6.7%	4.4%
S	7	8518	Harbor Teacher Preparation Academy	0.0%	0.0%	0.0%	0.0%	453	0	0	47	0	0	0.0%	0.0%	2	0	0	0.0%	0.0%
XR	3	8885	High Tech LA	3.8%	2.8%	3.0%	3.0%	394	12	20	7	0	0	0.0%	0.0%	39	2	2	5.1%	5.1%
Similar Schools Median				1.4%	2.8%	3.0%	2.9%	453	12	20	47	0	0	0.0%	0.0%	39	2	2	5.1%	4.4%
Resident Schools																				
C	5	8714	Thomas Jefferson Senior High	4.0%	2.2%	0.7%	0.7%	668	5	10	83	3	7	4.5%	0.0%	102	0	0	0.0%	0.0%
W	4	8886	University Senior High	1.5%	1.1%	0.7%	0.6%	1,564	11	20	413	4	5	1.0%	0.0%	197	2	2	1.0%	0.5%
W	4	8907	Venice Senior High	0.4%	0.3%	0.0%	0.0%	2,038	1	1	243	0	0	0.0%	0.0%	267	1	1	0.4%	0.4%
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	2.1%	4.7%	1.2%	1.0%	781	9	9	580	7	7	1.3%	0.0%	158	4	4	2.5%	1.9%
W	1	8686	Alexander Hamilton Senior High	2.4%	1.6%	1.3%	1.1%	2,637	33	51	666	18	25	2.7%	2.4%	301	9	16	3.0%	2.3%
W	1	8600	Susan Miller Dorsey Senior High	2.9%	1.4%	2.9%	2.6%	972	28	61	536	20	48	3.9%	0.0%	206	6	14	2.9%	2.4%
NW	4	8880	Taft Charter High	1.5%	1.4%	1.1%	1.0%	2,364	26	43	270	6	11	2.7%	0.0%	295	9	15	3.1%	2.4%
W	1	8736	Los Angeles Senior High	1.2%	0.2%	0.3%	0.3%	1,293	4	12	184	1	5	0.6%	0.0%	207	0	0	0.0%	0.0%
W	4	8943	WESM Health/Sports Medicine	3.0%	2.2%	5.7%	4.7%	965	55	66	740	0	53	0.0%	0.0%	112	13	21	11.6%	8.0%
W	1	8928	George Washington Preparatory High	2.7%	0.0%	2.1%	1.9%	888	19	35	408	0	29	0.0%	0.0%	184	8	17	4.3%	3.8%
W	4	8621	Fairfax Senior High	0.1%	0.0%	0.0%	0.0%	1,918	0	0	320	0	0	0.0%	0.0%	211	0	0	0.0%	0.0%
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	0.2%	0.4%	0.0%	0.0%	1,280	0	0	110	0	0	0.0%	0.0%	134	0	0	0.0%	0.0%
C	2	8207	Contreras Learning Center-Academic Leadership Community	0.2%	0.2%	0.4%	0.4%	451	2	2	3	0	0	0.0%	0.0%	51	0	0	0.0%	0.0%
C	2	8748	West Adams Preparatory High	0.1%	0.2%	0.4%	0.4%	1,491	6	14	90	0	0	0.0%	0.0%	201	1	5	0.5%	0.5%
C	2	7771	Ambassador-Global Leadership	0.3%	0.2%	0.3%	0.3%	617	2	2	14	1	1	8.3%	8.3%	93	0	0	0.0%	0.0%
C	2	8517	School of Business and Tourism at Contreras Learning Complex	0.4%	0.0%	0.7%	0.2%	449	3	8	6	0	0	0.0%	0.0%	55	0	0	0.0%	0.0%
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	1.8%	1.7%	2.8%	2.5%	707	20	44	154	17	39	11.0%	9.7%	112	12	27	10.7%	8.9%
C	2	8527	Contreras Learning Center-School of Social Justice	0.4%	0.8%	0.9%	0.9%	454	4	9	6	0	0	0.0%	0.0%	40	0	0	0.0%	0.0%
C	1	8132	Foshay Learning Center	3.8%	3.9%	2.0%	1.6%	1,886	38	81	335	22	49	7.7%	0.0%	132	16	38	12.1%	9.8%
C	5	7614	NAVA College Preparatory Academy	3.3%	2.1%	0.5%	0.5%	774	4	9	17	0	0	0.0%	0.0%	94	1	1	1.1%	1.1%
XR	7	8087	Alain Leroy Locke College Preparatory Academy	6.7%	4.9%	4.4%	2.8%	1,532	67	198	384	46	148	12.0%	10.9%	291	21	54	7.2%	5.5%
NE	6	8893	Van Nuys Senior High	0.4%	0.2%	0.1%	0.1%	2,712	4	18	114	1	5	0.9%	0.0%	258	0	0	0.0%	0.0%
C	1	8743	Manual Arts Senior High	2.0%	1.0%	0.3%	0.3%	1,408	4	16	239	4	16	1.8%	0.0%	205	2	8	1.0%	1.0%
W	4	7734	STEM Academy at Bernstein High	0.0%	0.7%	0.2%	0.2%	565	1	1	5	0	0	0.0%	0.0%	49	0	0	0.0%	0.0%
XR	3	8557	Birmingham Community Charter High	2.7%	3.1%	3.3%	2.9%	3,154	103	129	128	17	19	13.3%	10.9%	376	28	35	7.4%	6.1%
S	7	8664	Gardena Senior High	1.6%	1.2%	0.5%	0.5%	1,431	7	15	330	4	4	1.2%	0.0%	215	2	6	0.9%	0.9%

**Palisades Charter High
OUT-OF-SCHOOL SUSPENSION EVENTS**

LD	BD	Loc Code	School	Susp. Event Rate 2015-16	Susp. Event Rate 2016-17	2017-18			2017-18 SUBGROUPS											
						Susp. Event Rate	Single Std. Susp. %	# Enrolled	AFRICAN AMERICAN STUDENTS			STUDENTS WITH DISABILITY								
									# Events	# Days	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	0.9%	0.6%	0.9%	0.9%	447	4	4	55	1	1	1.8%	1.8%	57	0	0	0.0%	0.0%
C	2	8543	Belmont Senior High	1.8%	1.3%	0.0%	0.0%	973	0	0	24	0	0	0.0%	0.0%	134	0	0	0.0%	0.0%
C	2	8544	Edward R. Roybal Learning Center	0.4%	0.3%	0.4%	0.4%	1,021	4	4	30	0	0	0.0%	0.0%	170	0	0	0.0%	0.0%
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	0.0%	0.3%	0.9%	0.9%	347	3	13	4	0	0	0.0%	0.0%	30	0	0	0.0%	0.0%
C	2	7780	UCLA Community K-12	0.5%	0.2%	0.3%	0.3%	1,004	3	4	22	0	0	0.0%	0.0%	132	1	1	0.8%	0.8%
C	2	7783	New Open World Academy K-12	0.3%	0.6%	0.6%	0.6%	1,153	7	15	34	0	0	0.0%	0.0%	146	3	8	2.1%	2.1%
C	2	8206	School for the Visual Arts and Humanities	0.9%	0.0%	0.0%	0.0%	421	0	0	7	0	0	0.0%	0.0%	68	0	0	0.0%	0.0%
C	2	8501	Los Angeles High School of the Arts	0.2%	0.0%	0.2%	0.2%	430	1	1	13	0	0	0.0%	0.0%	58	0	0	0.0%	0.0%
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	2.4%	2.5%	1.9%	1.6%	377	7	9	97	4	5	4.1%	4.1%	33	2	3	6.1%	3.0%
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	0.9%	0.9%	1.1%	1.1%	531	6	9	66	4	6	6.1%	6.1%	61	2	3	3.3%	3.3%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	2.0%	0.6%	0.9%	0.7%	537	5	6	19	1	1	3.8%	0.0%	70	2	2	2.9%	1.4%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	0.0%	0.0%	0.0%	0.0%	505	0	0	26	0	0	0.0%	0.0%	66	0	0	0.0%	0.0%
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	0.0%	0.4%	0.0%	0.0%	511	0	0	52	0	0	0.0%	0.0%	42	0	0	0.0%	0.0%
S	7	8650	John C. Fremont Senior High	0.6%	0.6%	0.1%	0.1%	1,871	2	2	156	1	1	0.7%	0.0%	230	0	0	0.0%	0.0%
S	7	8867	Public Service Community at Diego Rivera Learning Complex	0.2%	0.2%	0.2%	0.2%	553	1	5	21	0	0	0.0%	0.0%	46	0	0	0.0%	0.0%
C	7	7722	Dr. Maya Angelou Community High	0.8%	0.4%	0.0%	0.0%	1,035	0	0	99	0	0	0.0%	0.0%	161	0	0	0.0%	0.0%
Resident Schools Median				0.9%	0.6%	0.5%	0.5%	969	4	9	94	0	1	0.0%	0.0%	133	1	1	0.2%	0.2%

Suspension Events: The number out-of-school suspension events issued by the school.
 Suspension Days: The total number of days issued for all suspension events
 Suspension Event Rate: The rate is calculated by dividing the total number of suspension events for the school or subgroup by the total enrollment of the school or subgroup (events/enrollment)
 Single Student Suspension %: The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment)

Palisades Charter High Graduation Rate Multi-Year Summary

This report shows The Cohort Graduation Rate multi-year summary for all student groups. Note: The methodology used to calculate the four-year Adjusted Cohort Graduation Rate (ACGR) for the graduating classes of 2010–2016 is not consistent with published non-regulatory guidance from the U.S. Department of Education. The CDE has since modified the four-year ACGR calculation methodology to fully align with currently published non-regulatory guidance effective for the graduating class of 2017 forward. As a result, the CDE strongly recommends against comparing the four-year ACGR for 2017 onward with the four-year ACGR for 2010–2016.

Graduation Rate Indicator									
LPD	BD	Loc Code	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
XR	4	8798	Palisades Charter High	All Students	738	95.7	95.1	96.1	0.9
				American Indian or Alaska Native	*	100.0	100.0	100.0	0.0
				Asian	61	96.3	98.0	96.7	-1.3
				Black or African American	119	93.7	94.1	96.6	2.5
				English Learner	26	94.4	86.7	84.6	-2.1
				Filipino	*	100.0	100.0	100.0	0.0
				Foster Youth	*	--	100.0	66.7	-33.3
				Homeless	--	--	--	--	--
				Latino	148	95.4	91.2	94.6	3.4
				Native Hawaiian or Pacific Islander	*	100.0	100.0	80.0	-20.0
				Socioeconomically Disadvantaged	304	94.9	93.0	94.1	1.1
				Students with Disabilities	71	86.8	90.9	91.6	0.6
				Two or More Races	*	0.0	100.0	100.0	0.0
				White	389	96.3	96.9	96.4	-0.5

Palisades Charter High Graduation Rate Multi-Year Summary

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Graduation Rate Indicator									
LPD	BD	Loc Code	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
Similar Schools									
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	All Students	196	89.6	91.2	93.4	2.2
S	7	8518	Harbor Teacher Preparation Academy	All Students	91	100.0	100.0	100.0	0.0
XR	3	8885	High Tech LA	All Students	78	96.4	96.4	92.3	-4.1
Similar Schools Median				All Students	91	96.4	96.4	93.4	-3.1
Resident Schools									
C	5	8714	Thomas Jefferson Senior High	All Students	244	61.9	75.7	73.8	-1.9
W	4	8886	University Senior High	All Students	379	87.0	87.8	90.8	3.0
W	4	8907	Venice Senior High	All Students	445	79.6	78.8	79.8	1.0
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	All Students	216	78.3	78.0	79.2	1.1
W	1	8686	Alexander Hamilton Senior High	All Students	653	83.9	83.2	89.3	6.1
W	1	8600	Susan Miller Dorsey Senior High	All Students	245	76.1	69.6	75.5	5.9
NW	4	8880	Taft Charter High	All Students	513	89.5	91.9	89.7	-2.2
W	1	8736	Los Angeles Senior High	All Students	335	57.9	67.0	77.9	10.9
W	4	8943	WESM Health/Sports Medicine	All Students	254	83.8	78.7	88.6	9.9
W	1	8928	George Washington Preparatory High	All Students	253	70.7	70.0	67.2	-2.8

Palisades Charter High Graduation Rate Multi-Year Summary

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Graduation Rate Indicator									
LPD	BD	Loc Code	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
W	4	8621	Fairfax Senior High	All Students	458	84.3	81.9	85.8	3.9
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	360	85.5	89.6	95.6	6.0
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	87	69.0	72.8	78.2	5.3
C	2	8748	West Adams Preparatory High	All Students	401	79.7	74.4	78.1	3.6
C	2	7771	Ambassador-Global Leadership	All Students	89	80.2	64.4	75.3	10.9
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	117	64.3	79.3	81.2	2.0
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	124	55.3	68.9	75.0	6.2
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	118	77.8	82.3	84.8	2.5
C	1	8132	Foshay Learning Center	All Students	149	98.9	95.7	98.7	3.0
C	5	7614	NAVA College Preparatory Academy	All Students	--	--		--	--

Palisades Charter High Graduation Rate Multi-Year Summary

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Graduation Rate Indicator									
LPD	BD	Loc Code	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
XR	7	8087	Alain Leroy Locke College Preparatory Academy	All Students	413	57.8	61.6	55.9	-5.7
NE	6	8893	Van Nuys Senior High	All Students	604	86.3	85.7	83.9	-1.8
C	1	8743	Manual Arts Senior High	All Students	300	78.7	78.6	82.7	4.1
W	4	7734	STEM Academy at Bernstein High	All Students	145	69.5	79.6	93.1	13.6
XR	3	8557	Birmingham Community Charter High	All Students	712	89.0	91.2	93.8	2.6
S	7	8664	Gardena Senior High	All Students	361	81.1	84.5	85.9	1.3
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	All Students	90	62.2	64.2	62.2	-2.0
C	2	8543	Belmont Senior High	All Students	199	78.6	80.6	73.4	-7.2
C	2	8544	Edward R. Roybal Learning Center	All Students	271	71.5	69.8	73.8	4.0
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	97	79.6	71.9	78.4	6.4
C	2	7780	UCLA Community K-12	All Students	110	75.8	79.5	80.9	1.4
C	2	7783	New Open World Academy K-12	All Students	42	76.7	74.6	78.6	4.0
C	2	8206	School for the Visual Arts and Humanities	All Students	87	81.3	72.6	67.8	-4.8

Palisades Charter High Graduation Rate Multi-Year Summary

This report shows The Cohort Graduation Rate multi-year summary for all student groups. Note: The methodology used to calculate the four-year Adjusted Cohort Graduation Rate (ACGR) for the graduating classes of 2010–2016 is not consistent with published non-regulatory guidance from the U.S. Department of Education. The CDE has since modified the four-year ACGR calculation methodology to fully align with currently published non-regulatory guidance effective for the graduating class of 2017 forward. As a result, the CDE strongly recommends against comparing the four-year ACGR for 2017 onward with the four-year ACGR for 2010–2016.

Graduation Rate Indicator									
LPD	BD	Loc Code	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
C	2	8501	Los Angeles High School of the Arts	All Students	94	75.3	77.2	83.0	5.8
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	All Students	123	73.1	58.3	69.9	11.6
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	All Students	135	69.8	70.3	78.5	8.2
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	110	59.7	67.7	75.5	7.8
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	93	67.7	77.4	76.3	-1.0
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	All Students	127	72.6	85.1	84.3	-0.8
S	7	8650	John C. Fremont Senior High	All Students	415	63.2	70.3	77.8	7.6
S	7	8867	Public Service Community at Diego Rivera Learning Complex	All Students	113	80.0	77.5	86.7	9.3
C	7	7722	Dr. Maya Angelou Community High	All Students	199	67.8	71.0	72.9	1.9
Resident Schools Median				All Students	199	76.7	77.4	78.6	1.2

Palisades Charter High Graduation Rate Multi-Year Summary

This report shows The Cohort Graduation Rate multi-year summary for all student groups. Note: The methodology used to calculate the four-year Adjusted Cohort Graduation Rate (ACGR) for the graduating classes of 2010–2016 is not consistent with published non-regulatory guidance from the U.S. Department of Education. The CDE has since modified the four-year ACGR calculation methodology to fully align with currently published non-regulatory guidance effective for the graduating class of 2017 forward. As a result, the CDE strongly recommends against comparing the four-year ACGR for 2017 onward with the four-year ACGR for 2010–2016.

Graduation Rate Indicator									
LPD	BD	Loc Code	School	Subgroup	Number of 2015-16 cohort students	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Change from 2015-16
Los Angeles Unifed					34,563	70.2	72.2	77.3	5.1



Palisades Charter High Four-Year Adjusted Cohort Graduation Rate

This report displays the Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Graduation Rate Indicator								
LPD	BD	Loc Code	School	Subgroup	Number of 2017-18 cohort students	2016-17 Adjusted Cohort Graduation Rate	2017-18 Adjusted Cohort Graduation Rate	Change from 2016-17
XR	4	8798	Palisades Charter High	All Students	733	96.9	96.0	-0.9
				American Indian or Alaska Native	*	*	*	--
				Asian	52	94.3	100	5.7
				Black or African American	90	100.0	95.6	-4.4
				English Learner	12	81.3	91.7	10.4
				Filipino	13	*	100	--
				Foster Youth	*	*	*	--
				Homeless	*	*	*	--
				Latino	176	96.7	96	-0.7
				Native Hawaiian or Pacific Islander	*	*	*	--
				Socioeconomically Disadvantaged	331	95.6	95.5	-0.1
				Students with Disabilities	73	91.2	93.2	2
				Two or More Races	*	91.7	*	--
				White	396	96.6	95.5	-1.1
Similar Schools								

Palisades Charter High Four-Year Adjusted Cohort Graduation Rate

This report displays the Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Graduation Rate Indicator								
LPD	BD	Loc Code	School	Subgroup	Number of 2017-18 cohort students	2016-17 Adjusted Cohort Graduation Rate	2017-18 Adjusted Cohort Graduation Rate	Change from 2016-17
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	All Students	195	89.4	90.8	1.4
S	7	8518	Harbor Teacher Preparation Academy	All Students	87	100.0	100.0	0
XR	3	8885	High Tech LA	All Students	80	92.0	93.8	1.8
Similar Schools Median				All Students	87	92.0	93.8	1.8
Resident Schools								
C	5	8714	Thomas Jefferson Senior High	All Students	172	70.1	73.3	3.2
W	4	8886	University Senior High	All Students	405	91.8	88.9	-2.9
W	4	8907	Venice Senior High	All Students	479	82.1	79.5	-2.6
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	All Students	213	80.3	77	-3.3
W	1	8686	Alexander Hamilton Senior High	All Students	617	86.3	86.4	0.1
W	1	8600	Susan Miller Dorsey Senior High	All Students	268	66.9	73.9	7
NW	4	8880	Taft Charter High	All Students	632	89.5	86.1	-3.4
W	1	8736	Los Angeles Senior High	All Students	326	72.2	71.8	-0.4
W	4	8943	WESM Health/Sports Medicine	All Students	239	87.3	87.4	0.1
W	1	8928	George Washington Preparatory High	All Students	208	81.7	72.6	-9.1
W	4	8621	Fairfax Senior High	All Students	498	85.4	85.9	0.5
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	343	91.9	96.5	4.6
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	105	74.5	77.1	2.6

Palisades Charter High Four-Year Adjusted Cohort Graduation Rate

This report displays the Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Graduation Rate Indicator								
LPD	BD	Loc Code	School	Subgroup	Number of 2017-18 cohort students	2016-17 Adjusted Cohort Graduation Rate	2017-18 Adjusted Cohort Graduation Rate	Change from 2016-17
C	2	8748	West Adams Preparatory High	All Students	356	71.0	77.8	6.8
C	2	7771	Ambassador-Global Leadership	All Students	108	70.3	78.7	8.4
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	94	80.2	71.3	-8.9
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	All Students	145	82.7	76.6	-6.1
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	125	76.4	73.6	-2.8
C	1	8132	Foshay Learning Center	All Students	155	98.4	98.7	0.3
C	5	7614	NAVA College Preparatory Academy	All Students	220	--	89.5	--
XR	7	8087	Alain Leroy Locke College Preparatory Academy	All Students	369	56.8	53.7	-3.1
NE	6	8893	Van Nuys Senior High	All Students	570	84.5	88.2	3.7
C	1	8743	Manual Arts Senior High	All Students	373	79.9	74	-5.9
W	4	7734	STEM Academy at Bernstein High	All Students	140	93.7	95	1.3
XR	3	8557	Birmingham Community Charter High	All Students	728	90.6	89.1	-1.5
S	7	8664	Gardena Senior High	All Students	346	85.1	82.9	-2.2
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	All Students	130	80.6	75.4	-5.2
C	2	8543	Belmont Senior High	All Students	241	68.0	61	-7
C	2	8544	Edward R. Roybal Learning Center	All Students	265	75.6	80.8	5.2
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	88	78.5	68.2	-10.3

Palisades Charter High Four-Year Adjusted Cohort Graduation Rate

This report displays the Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Graduation Rate Indicator								
LPD	BD	Loc Code	School	Subgroup	Number of 2017-18 cohort students	2016-17 Adjusted Cohort Graduation Rate	2017-18 Adjusted Cohort Graduation Rate	Change from 2016-17
C	2	7780	UCLA Community K-12	All Students	102	83.8	82.4	-1.4
C	2	7783	New Open World Academy K-12	All Students	80	83.7	76.3	-7.4
C	2	8206	School for the Visual Arts and Humanities	All Students	97	68.5	63.9	-4.6
C	2	8501	Los Angeles High School of the Arts	All Students	105	80.8	74.3	-6.5
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	All Students	105	79.2	77.1	-2.1
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	All Students	105	79.5	73.3	-6.2
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	All Students	110	73.4	86.4	13
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	79.0	79.1	0.1
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	All Students	126	78.3	85.7	7.4
S	7	8650	John C. Fremont Senior High	All Students	449	82.8	80.6	-2.2
S	7	8867	Public Service Community at Diego Rivera Learning Complex	All Students	150	80.0	86.7	6.7
C	7	7722	Dr. Maya Angelou Community High	All Students	224	61.1	67.4	6.3
Resident Schools Median				All Students	211	80.2	78.25	-1.95
Los Angeles Unified					33,059	76.1	76.6	0.5

Palisades Charter High Four-Year Adjusted Cohort Graduation Rate

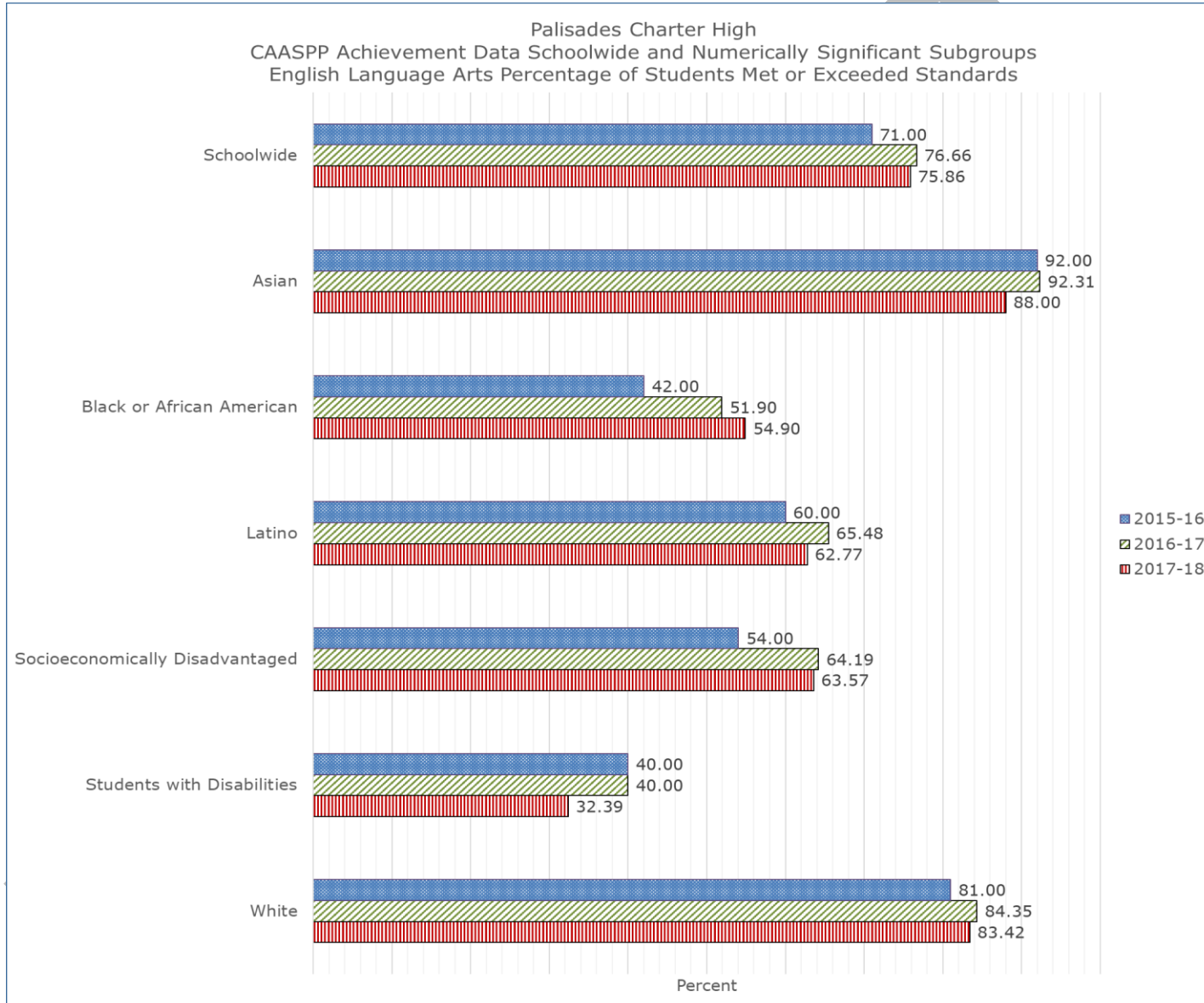
This report displays the Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Graduation Rate Indicator								
LPD	BD	Loc Code	School	Subgroup	Number of 2017-18 cohort students	2016-17 Adjusted Cohort Graduation Rate	2017-18 Adjusted Cohort Graduation Rate	Change from 2016-17

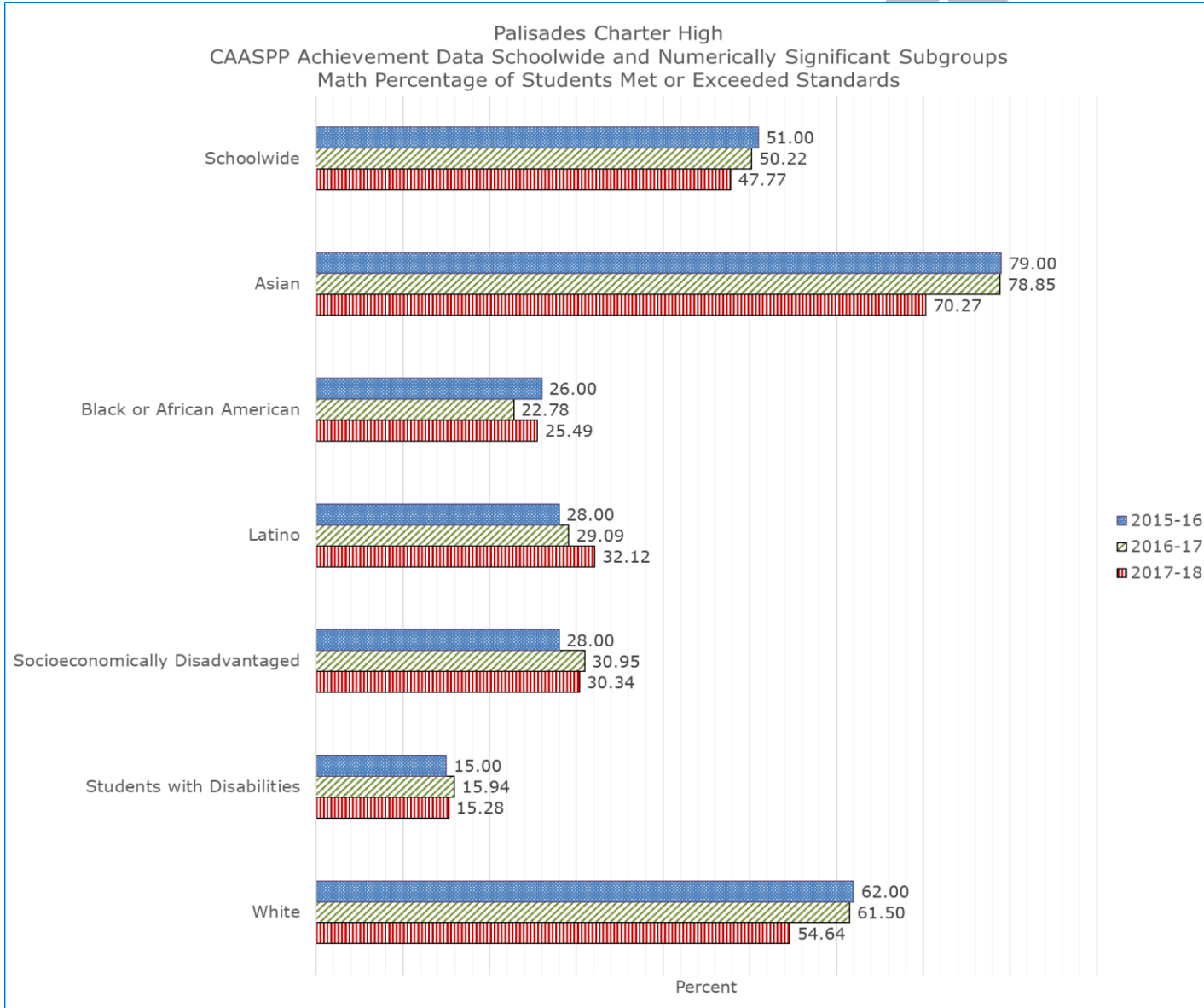
The four-year ACGR is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For the ACGR, a "regular high school diploma" is the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. Additionally, for the ACGR, a high school is a secondary school that grants a regular high school diploma and includes, at least, grade twelve (Elementary and Secondary Education Act (ESEA) section 8101(28)).

Multi-Year School Performance Summary Charts Palisades Charter High

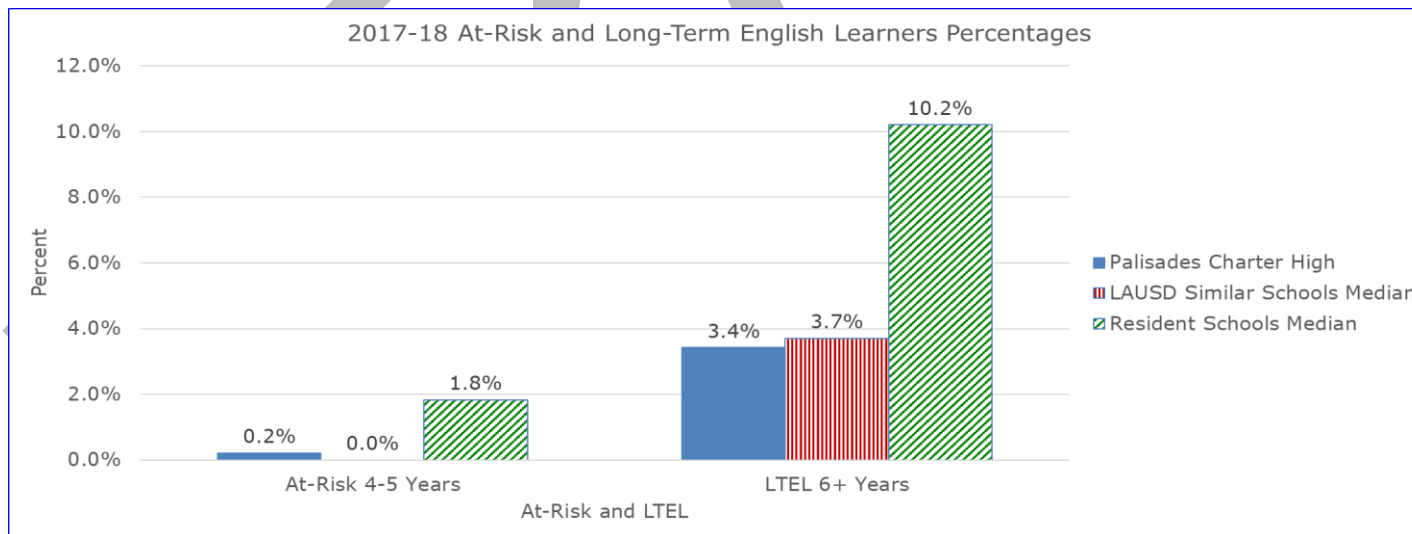
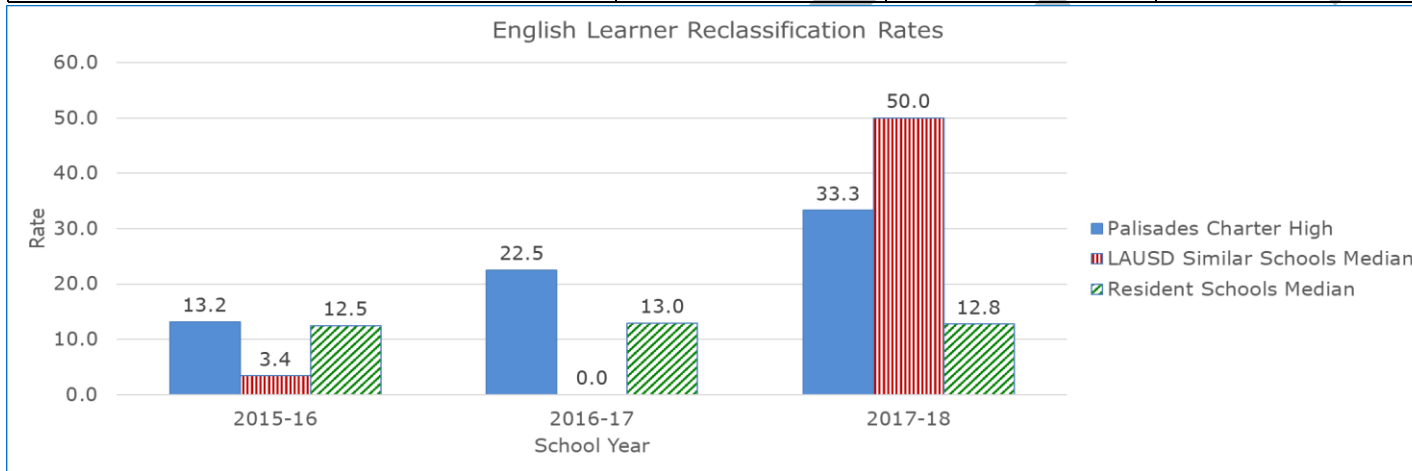


Multi-Year School Performance Summary Charts Palisades Charter High

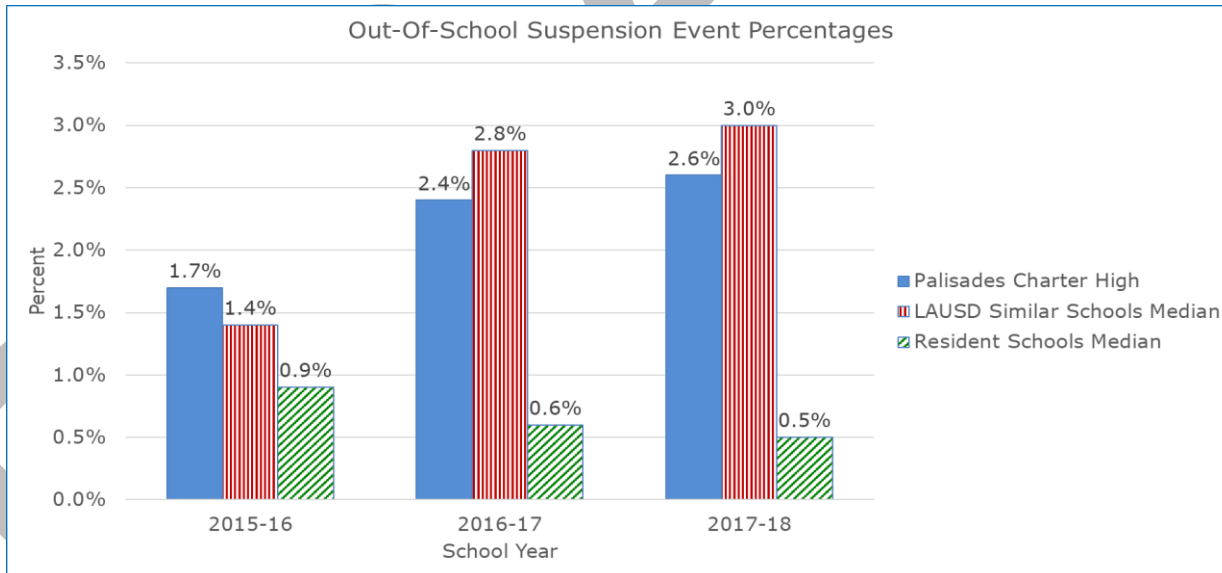
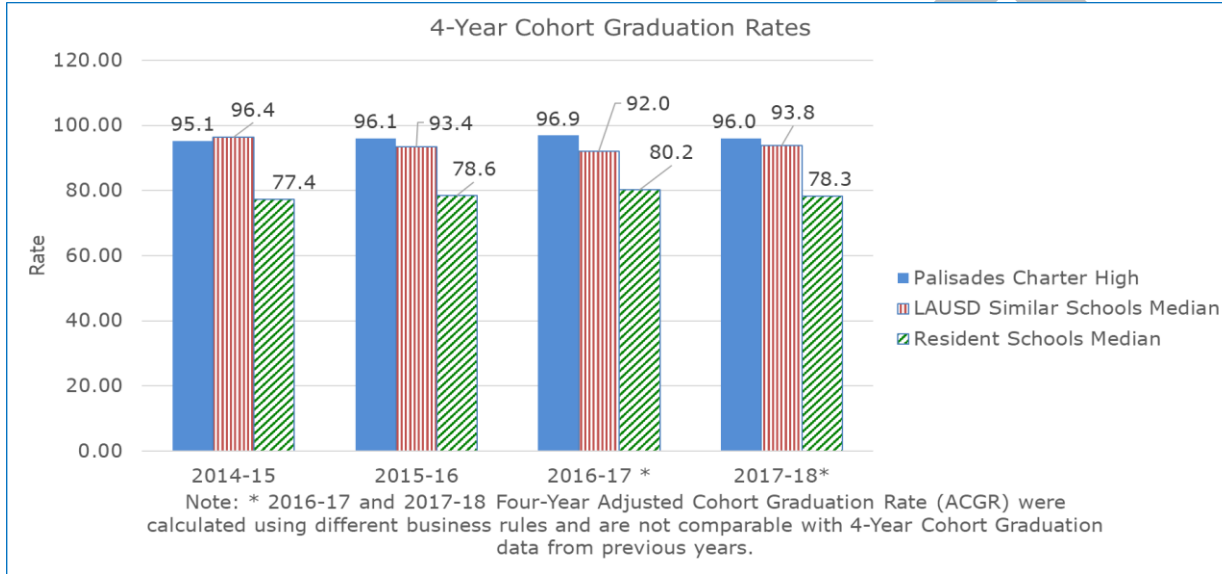


Multi-Year School Performance Summary Charts Palisades Charter High

2017-18 CAASPP Assessment			
Percentage of Students who Met/Exceeded the Standards			
	Schoolwide	Resident Schools Median	Similar Schools Median
<i>English Language Arts</i>	75.86	38.95	90.32
<i>Mathematics</i>	47.77	13.39	63.44



Multi-Year School Performance Summary Charts Palisades Charter High



**Palisades Charter High
IN AND OUT-OF-SCHOOL SUSPENSION EVENTS**

LD	BD	Loc Code	School	2017-18						2017-18 SUBGROUPS										
				Susp. Event Rate 2015-16*	Susp. Event Rate 2016-17*	Susp. Event Rate	Single Std. Susp. %	# Enrolled	# Events	# Days	AFRICAN AMERICAN STUDENTS			STUDENTS WITH DISABILITY						
											# Enrolled	# Events	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18	# Enrolled	# Events	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18
XR	4	8798	Palisades Charter High	1.7%	2.4%	2.6%	2.3%	3,056	78	140	420	26	58	6.2%	5.7%	276	5	11	1.8%	1.8%
Similar Schools																				
XR	6	8586	CHAMPS - Charter HS of Arts-Multimedia & Performing	1.4%	3.5%	3.5%	2.9%	750	26	75	70	8	23	11.4%	10.0%	90	6	16	6.7%	4.4%
S	7	8518	Harbor Teacher Preparation Academy	0.0%	0.0%	0.0%	0.0%	453	0	0	47	0	0	0.0%	0.0%	2	0	0	0.0%	0.0%
XR	3	8885	High Tech LA	3.8%	2.8%	3.0%	4.1%	394	12	20	7	0	0	0.0%	0.0%	39	2	2	5.1%	5.1%
Similar Schools Median																				
				1.4%	2.8%	3.0%	2.9%	453	12	20	47	0	0	0.0%	0.0%	39	2	2	5.1%	4.4%
Resident Schools																				
C	5	8714	Thomas Jefferson Senior High	4.0%	2.2%	0.7%	0.7%	668	5	10	83	3	7	3.6%	4.5%	102	0	0	0.0%	0.0%
W	4	8886	University Senior High	1.5%	1.1%	0.7%	0.6%	1,564	11	20	413	4	5	1.0%	0.8%	197	2	2	1.0%	0.5%
W	4	8907	Venice Senior High	0.4%	0.3%	0.0%	0.0%	2,038	1	1	243	0	0	0.0%	0.0%	267	1	1	0.4%	0.4%
W	1	8596	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	2.1%	4.7%	1.2%	1.0%	781	9	9	580	9	9	1.6%	1.5%	158	4	4	2.5%	1.9%
W	1	8686	Alexander Hamilton Senior High	2.4%	1.6%	1.3%	1.1%	2,637	33	51	666	18	25	2.7%	2.4%	301	9	16	3.0%	2.3%
W	1	8600	Susan Miller Dorsey Senior High	2.9%	1.4%	2.9%	2.6%	972	28	61	536	20	48	3.7%	3.3%	206	6	14	2.9%	2.4%
NW	4	8880	Taft Charter High	1.5%	1.4%	1.1%	1.0%	2,364	26	43	270	6	11	2.2%	2.7%	295	9	15	3.1%	2.4%
W	1	8736	Los Angeles Senior High	1.2%	0.2%	0.3%	0.3%	1,293	4	12	184	1	5	0.5%	0.6%	207	0	0	0.0%	0.0%
W	4	8943	WESM Health/Sports Medicine	3.0%	2.2%	5.7%	4.7%	965	55	66	740	52	59	7.0%	5.9%	112	15	23	13.4%	9.8%
W	1	8928	George Washington Preparatory High	2.7%	0.0%	2.1%	1.9%	888	19	35	408	14	29	3.4%	3.3%	184	8	17	4.3%	3.8%
W	4	8621	Fairfax Senior High	0.1%	0.0%	0.0%	0.0%	1,918	0	0	320	0	0	0.0%	0.0%	211	0	0	0.0%	0.0%
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	0.2%	0.4%	0.0%	0.0%	1,280	0	0	110	0	0	0.0%	0.0%	134	0	0	0.0%	0.0%
C	2	8207	Contreras Learning Center-Academic Leadership Community	0.2%	0.2%	0.4%	0.4%	451	2	2	3	0	0	0.0%	0.0%	51	0	0	0.0%	0.0%
C	2	8748	West Adams Preparatory High	0.1%	0.2%	0.4%	0.4%	1,491	6	14	90	0	0	0.0%	0.0%	201	1	5	0.5%	0.5%
C	2	7771	Ambassador-Global Leadership	0.3%	0.2%	0.3%	0.3%	617	2	2	14	1	1	7.1%	8.3%	93	0	0	0.0%	0.0%
C	2	8517	School of Business and Tourism at Contreras Learning Complex	0.4%	0.0%	0.7%	0.2%	449	3	8	6	0	0	0.0%	0.0%	55	0	0	0.0%	0.0%
S	7	7667	Academy for Multilingual Arts and Science at Mervyn M. Dymally High	1.8%	1.7%	2.8%	2.5%	707	20	44	154	17	39	11.0%	9.7%	112	12	27	10.7%	8.9%
C	2	8527	Contreras Learning Center-School of Social Justice	0.4%	0.8%	0.9%	0.9%	454	4	9	6	0	0	0.0%	0.0%	40	0	0	0.0%	0.0%
C	1	8132	Foshay Learning Center	3.8%	3.9%	2.0%	1.6%	1,886	38	81	335	22	49	6.6%	6.0%	132	16	38	12.1%	9.8%
C	5	7614	NAVA College Preparatory Academy	3.3%	2.1%	0.5%	0.5%	774	4	9	17	0	0	0.0%	0.0%	94	1	1	1.1%	1.1%
XR	7	8087	Alain Leroy Locke College Preparatory Academy	6.7%	4.9%	14.2%	11.0%	1,532	218	361	384	131	244	34.1%	25.8%	291	62	102	21.3%	17.5%
NE	6	8893	Van Nuys Senior High	0.4%	0.2%	0.1%	0.1%	2,712	4	18	114	1	5	0.9%	0.9%	258	0	0	0.0%	0.0%
C	1	8743	Manual Arts Senior High	2.0%	1.0%	0.3%	0.3%	1,408	4	16	239	4	16	1.7%	1.8%	205	2	8	1.0%	1.0%
W	4	7734	STEM Academy at Bernstein High	0.0%	0.7%	0.2%	0.2%	565	1	1	5	0	0	0.0%	0.0%	49	0	0	0.0%	0.0%
XR	3	8557	Birmingham Community Charter High	2.7%	3.1%	3.6%	3.3%	3,154	115	141	128	18	20	14.1%	10.9%	376	30	37	8.0%	6.4%
S	7	8664	Gardena Senior High	1.6%	1.2%	0.5%	0.5%	1,431	7	15	330	4	4	1.2%	1.2%	215	2	6	0.9%	0.9%
W	1	7665	Augustus F. Hawkins High B Community Health Advocates	0.9%	0.6%	0.9%	0.9%	447	4	4	55	1	1	1.8%	1.8%	57	0	0	0.0%	0.0%
C	2	8543	Belmont Senior High	1.8%	1.3%	0.0%	0.0%	973	0	0	24	0	0	0.0%	0.0%	134	0	0	0.0%	0.0%
C	2	8544	Edward R. Roybal Learning Center	0.4%	0.3%	0.4%	0.4%	1,021	4	4	30	0	0	0.0%	0.0%	170	1	1	0.6%	0.6%
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	0.0%	0.3%	0.9%	0.9%	347	3	13	4	0	0	0.0%	0.0%	30	0	0	0.0%	0.0%
C	2	7780	UCLA Community K-12	0.5%	0.2%	0.3%	0.3%	1,004	3	4	22	0	0	0.0%	0.0%	132	1	1	0.8%	0.8%
C	2	7783	New Open World Academy K-12	0.3%	0.6%	0.6%	0.6%	1,153	7	15	34	0	0	0.0%	0.0%	146	3	8	2.1%	2.1%
C	2	8206	School for the Visual Arts and Humanities	0.9%	0.0%	0.0%	0.0%	421	0	0	7	0	0	0.0%	0.0%	68	0	0	0.0%	0.0%
C	2	8501	Los Angeles High School of the Arts	0.2%	0.0%	0.2%	0.2%	430	1	1	13	0	0	0.0%	0.0%	58	0	0	0.0%	0.0%
W	1	7666	Augustus F. Hawkins High C Responsible Indigenous Social Entrepreneurship	2.4%	2.5%	1.9%	1.6%	377	7	9	97	4	5	4.1%	4.1%	33	2	3	6.1%	3.0%
W	1	8713	Augustus F. Hawkins High A Critical Design and Gaming	0.9%	0.9%	1.1%	1.1%	531	6	9	66	4	6	6.1%	6.1%	61	2	3	3.3%	3.3%
S	7	7718	Communication and Technology at Diego Rivera Learning Complex	2.0%	0.6%	0.9%	0.7%	537	5	6	19	1	1	5.3%	3.8%	70	2	2	2.9%	1.4%
S	7	7719	Diego Rivera Learning Complex Green Design STEAM Academy	0.0%	0.0%	0.0%	0.0%	505	0	0	26	0	0	0.0%	0.0%	66	0	0	0.0%	0.0%
S	7	7721	Performing Arts Community at Diego Rivera Learning Complex	0.0%	0.4%	0.0%	0.0%	511	0	0	52	0	0	0.0%	0.0%	42	0	0	0.0%	0.0%
S	7	8650	John C. Fremont Senior High	0.6%	0.6%	0.1%	0.1%	1,871	2	2	156	1	1	0.6%	0.7%	230	0	0	0.0%	0.0%
S	7	8867	Public Service Community at Diego Rivera Learning Complex	0.2%	0.2%	0.2%	0.2%	553	1	5	21	0	0	0.0%	0.0%	46	0	0	0.0%	0.0%
C	7	7722	Dr. Maya Angelou Community High	0.8%	0.4%	0.0%	0.0%	1,035	0	0	99	0	0	0.0%	0.0%	161	0	0	0.0%	0.0%
Resident Schools Median				0.9%	0.6%	0.5%	0.5%	969	4	9	94	1	1	0.6%	0.7%	133	1	1	0.4%	0.4%

Suspension Events: The number in and out-of-school suspension events issued by the school.
Suspension Days: The total number of days issued for all suspension events
Suspension Event Rate: The rate is calculated by dividing the total number of suspension events for the school or subgroup by the total enrollment of the school or subgroup (events/enrollment)
Single Student Suspension %: The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment)

Note: a. The 2017-18 data is inclusive of in-school and out-of-school suspension events.
b. The 2015-16 and 2016-17 data represents out-of-school suspension events only.

DRAFT



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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

AUSTIN BEUTNER
Superintendent of Schools

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

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

February 13, 2019

Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

Attention: Dr. Pamela Magee Executive Director/Principal, and Leslie Woolley, Governing Board President

Via Email and U.S. Mail:
RESPONSE DUE: On or before
Friday, March 8, 2019

SUBJECT: CHARTER SCHOOL RENEWAL for Palisades Charter High School

Dear School Leader Dr. Pamela Magee and Governing Board President Woolley:

Our records indicate that Palisades Charter High School will be up for renewal during the 2019-2020 school year. In an effort to have a shared understanding of the school's current performance status as you approach the charter renewal process, the Charter Schools Division (CSD) has summarized below what we consider to be areas of concern based on the District's ongoing oversight of your school, as previously documented over the course of your current charter term. Please note that this summation is not exhaustive, but instead strives to highlight key, salient factors considered at the time of renewal.

The Charter Schools Division is providing this correspondence to support a transparent, consistent, and predictable renewal process. However, this letter should not be taken as an indication of whether your school will be recommended for renewal by the CSD, or eventually approved by the Board¹. Rather, the information provided below is intended to support, inform, and/or guide the school's decision-making as it approaches the fifth year of its charter term. For your awareness, an update of the school's Facilities Use Agreement with the District will need to occur as part of the renewal process.

According to our preliminary review of the Palisades Charter High School's record of performance, based on available CAASPP (SBAC) data, it appears that the school will partially meet minimum renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools and District Similar Schools). For example, on the 2017-2018 CAASPP (SBAC) assessment in English Language Arts, 75.86% of Palisades Charter High School students Met and

¹ The feedback provided herein is not intended to supplant or supplement the renewal criteria established by the Charter Schools Act, nor is the letter intended to serve as a Notice to Cure or Notice of Violation for purposes of charter revocation. Please also note that the timing of this letter does not place formal or informal limitations or constraints on the timing of your charter renewal submission. Each charter renewal petition will be assessed based on the criteria outlined in Education Code sections 47607(b) and 52052(3)(4)(c), and the policies and procedures outlined in the District's Administrative Procedures for Charter Authorizing.

Exceeded the performance standards, which is higher than the Resident Schools Median of 38.95%, but lower than the Similar School's Median at 90.32%. In Math, 47.77% of Palisades Charter High School's students Met and Exceeded the performance standards, which is higher than the Resident Schools Median of 13.39%, but lower than the Similar Schools Median at 63.44%. The school's reclassification rate for the 2017-2018 school year was at 33.3%, which is 20.5 percentage points above the Resident Schools Median at 12.8%. In 2016-2017, the school's reclassification rate was at 22.5%, which was 9.5 percentage points above the Resident Schools Median at 13.0%. The school's CALPADS demographics for Students who qualify for Free/Reduced Priced Meals, African Americans, English Learners, Latinos, and Socioeconomically Disadvantaged Students reflect rates below the Resident Schools Median and/or Similar Schools Median. The school's CALPADS demographics for White students reflect a rate higher than the Resident Schools Median and Similar Schools Median.

In addition to the above, pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all group of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code 47607(a)(3)(A).) Based on the past two years of CAASPP (SBAC) data from 2016-2017 to 2017-2018, while the schoolwide outcomes demonstrate slight declines in English Language Arts and Math performance, comparison of the percentages of students that Met and Exceeded the performance standards reveals that several of Palisades Charter High School's student subgroups experienced declines in academic performance. In ELA, five out of six numerically significant subgroups demonstrated declines. Asian students decreased by 4.31 percentage points, from 92.31% to 88.0% Met and Exceeded; Latino students decreased by 2.71 percentage points, from 65.48% to 62.77% Met and Exceeded; Socioeconomically Disadvantaged decreased by 0.62 percentage points, from 64.19% to 63.57% Met and Exceeded; Students with Disabilities decreased by 7.61 percentage points from 40.00% Met and Exceeded to 32.39% Met and Exceeded; White students decreased by 0.93 percentage points, from 84.35% to 83.42% Met and Exceeded, while African American students demonstrated growth by 3.00 percentage points, from 51.90% to 54.90% Met and Exceeded. In Math four out of six numerically significant subgroups demonstrated declines. Asian students decreased by 8.58 percentage points, from 78.85% to 70.27% Met and Exceeded; Socioeconomically Disadvantaged decreased by 0.61 percentage points, from 30.95% to 30.34% Met and Exceeded; Students with Disabilities decreased by 0.66 percentage points from 15.94% Met and Exceeded to 15.28% Met and Exceeded; White students decreased by 6.86 percentage points, from 61.50% to 54.64% Met and Exceeded, while African American students demonstrated growth by 2.71 percentage points, from 22.78% to 25.49% Met and Exceeded and Latino students also demonstrated growth by 3.03 percentage points, from 29.09% to 32.12% Met and Exceeded.

Moreover, in the three year comparison 2015-2016 to 2017-2018 for the SBAC ELA assessment, two out of six of Palisades Charter High School numerically significant subgroups experienced declines. Asian students decreased by 4.00 percentage points, from 92.00% to 88.0% Met and Exceeded; Students with Disabilities decreased by 7.61 percentage points from 40.00% Met and Exceeded to 32.39% Met and Exceeded, while African American students demonstrated growth by 12.90 percentage points, from 42.00% to 54.90% Met and Exceeded; Latino students demonstrated growth by 2.77 percentage points, from 60.00% to 62.77% Met and Exceeded; Socioeconomically Disadvantaged demonstrated growth by 9.57 percentage points, from 54.00% to 63.57% Met and Exceeded, and White students demonstrated growth by 2.42 percentage points, from 81.00% to 83.42% Met and Exceeded. In Math three out of six numerically significant

subgroups demonstrated declines. Asian students decreased by 8.73 percentage points, from 79.00% to 70.27% Met and Exceeded; African American students demonstrated declines by 0.51 percentage points, from 26.00% to 25.49% Met and Exceeded; White students decreased by 7.36 percentage points, from 62.00% to 54.64% Met and Exceeded, while Latino students also demonstrated growth by 4.12 percentage points, from 28.00% to 32.12% Met and Exceeded; Socioeconomically Disadvantaged demonstrated growth by 2.34 percentage points, from 28.00% to 30.34% Met and Exceeded, and Students with Disabilities demonstrated growth by 0.28 percentage points from 15.00% Met and Exceeded to 15.28% Met and Exceeded. Please know, the CSD is looking forward to reviewing the 2018-2019 CAASPP results for your school, along with other relevant data you may provide as part of your full renewal analysis.

On May 19, 24, and 26, 2017 and May 10 and 15, 2018, the CSD conducted its annual oversight visits to Palisades Charter High School. The 2016-2017 and 2017-2018 Annual Performance-Based Oversight Reports indicate that the Palisades Charter High School earned ratings of “3” and/or “4” in the categories of Governance and Student Achievement. However, for the 2016-2017 Palisades Charter High School earned a rating of “1” (Unsatisfactory) in the category of Organizational Management, Programs, and Operations. This rating was a result of the school’s failure to conduct child abuse mandated reporter training in accordance with AB1432. Moreover, the school earned a rating of “3” (Proficient) in the category of Fiscal Operations for both Fiscal Years 2016-2017 and 2017-2018. According to the school’s independent audit report for Fiscal Year 2017-2018, the school reported a negative fund balance at the end of 2017-2018, which was primarily due to its reporting obligations related to its Other Post-Employment Benefits, in accordance with Accounting Standards Codification 715.

Based on the above information, the CSD is requesting that the school provide a response, inclusive of the following information:

- 1) Root cause analysis and detailed plans (SMART goals) that outline the actions of the school’s executive team, Governing Board, and school-site leadership to improve the decline in performance in ELA for Asian, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White students.
- 2) Root cause analysis and detailed plans (SMART goals) to improve the decline in performance for all subgroups in Math. (Asian, Socioeconomically Disadvantaged, Students with Disabilities, and White students)
- 3) How the school conducts outreach for Students who qualify for Free/Reduced Priced Meals, African Americans, English Learners, Latinos, and Socioeconomically Disadvantaged students.

Please provide responses, as well as documentation, on school letterhead on or before March 8, 2019. You may choose to include supporting documentation as separate email attachments. Again, the CSD will review further when the 2018-2019 CAASPP (SBAC) data is published by the California Department of Education. If you have questions or would like to discuss the items outlined above and/or the upcoming renewal process, please contact.

Specialist: Blanca A. Alves-Monaster, email: b.alvesmonaster@lausd.net, (213) 241-8626.
Fiscal Services Manager: Allan Villamor, allan.villamor@lausd.net (213) 241-0338.

Thank you for your timely attention to this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blanca A. Alves-Monaster". The signature is stylized and cursive.

Blanca A. Alves-Monaster, Ed.D.
Specialist, CSD

c: José Cole Gutiérrez, Director CSD
Robert Perry, Administrative Coordinator, CSD
James Robinson, Fiscal Administrator, CSD
Sharon Bradley, Senior Coordinator, CSD
Emmaliza Baquir, Fiscal Oversight Administrator, CSD

Coversheet

Addition of New District Required Language to current PCHS Charter

Section: VIII. Governance
Item: C. Addition of New District Required Language to current PCHS Charter
Purpose: Vote
Submitted by:
Related Material:
VIII_C_Part 2_New District Language for Charter_Exhibit A Policies_03_19_19.pdf
VIII_C_Part 1_New District Language for Charter_PCHS_03_19_19.pdf

EXHIBIT “A”

**District Required Language for Independent Charter School Petitions
(New and Renewal) and Material Revisions**

District Policies Applicable to LAUSD-Authorized Independent Charter Schools

The following list of District policies are subject to change with notice to charter schools. This list is in addition to all other requirements that are outlined in the document entitled "District Required Language." Moreover, this list does not include District policies specific and facilities related agreements (e.g. Proposition 39, co-location, etc.)

	DOCUMENT	PURPOSE
1.	Administrative Procedures for Charter School Authorizing	The administrative procedures are designed to guide the work of the Charter Schools Division (CSD) of the Los Angeles Unified School District (LAUSD) and to give charter school governing boards, administrators, staff and the public a clear understanding of its authorizing practices. This document contains the administrative procedures that implement the LAUSD's Policy for Charter School Authorizing, as previously approved by the Board of Education in January 2010.
2.	Cumulative Records for Public School Choice and Charter Schools [BUL-5528.0]	The purpose of this Bulletin is to clarify the procedure for providing cumulative records to charter schools that are conversion charter schools or were chartered as part of Public School Choice.
3.	District Policy Regarding Transfer of Cumulative Records Between District and Charter Schools [BUL-6118]	When students transfer between district schools and charter schools, it is important to provide the complete cumulative records to the student's new school. This bulletin outlines procedures regarding transfer of cumulative records including the requirement that charter schools provide a copy of the complete cumulative record of a student who has transferred as quickly as possible, no later than 10 schooldays after it is requested.
4.	Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System [BUL-6718.0]	This Bulletin provides information related to the educational rights of identified Specialized Student Populations.
5.	English Learner Master Plan 2012	Pursuant to state and federal laws, charter schools are required to develop an English learner master plan outlining how it would provide an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful. Charter schools may adopt and implement LAUSD's English Learner Master Plan, or implement the Charter School's own English Learner Master Plan. This policy document would apply to those charter schools who choose to adopt and comply with LAUSD's English learner Master Plan.

District Policies Applicable to LAUSD-Authorized Independent Charter Schools

The following list of District policies are subject to change with notice to charter schools. This list is in addition to all other requirements that are outlined in the document entitled “District Required Language.” Moreover, this list does not include District policies specific and facilities related agreements (e.g. Proposition 39, co-location, etc.)

	DOCUMENT	PURPOSE
6.	Keeping Parents Informed: Charter Transparency (Res-017-15/16)	This LAUSD Board of Education Resolution requires charter schools to notify all parents, guardians and teachers in writing within 72 hours when the District issues a Notice of Violations, a Notice of Intent to Revoke and/or the Recommendation for Notice of Non-renewal; and that the notification include the District’s rationale for the action, if provided by the District. It further sets forth the requirement for charter schools to have information available to parents and staff regarding safety and facilities, curriculum, staff, governance structure and financial management, food services, admissions, student demographic rates, audited financial statements, and LCAP.
7.	Policy For Charter School Authorizing	The purpose of this policy is to provide a framework to guide the Board of Education and District staff in establishing a coordinated and coherent approach to fulfilling its authorizing responsibilities effectively and promoting the quality of the schools it charters.
8.	<p>School Discipline:</p> <ul style="list-style-type: none"> • School Discipline Policy and School Climate Bill of Rights (Res-2013) • Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support [BUL-6231.0] 	The LAUSD is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time. Furthering the District’s commitment to create safe, supportive school environments, the Los Angeles Board of Education adopted the “School Discipline Policy and School Climate Bill of Rights” on May 14, 2013. Since then, LAUSD has been hard at work transforming our discipline policies to build safe, respectful, positive school cultures through mutual respect and cooperation. These overarching efforts include school-wide positive behavior intervention and support (SWPBIS), alternatives to suspension, and Restorative Justice approaches. The Discipline Foundation Policy bulletin incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

District Policies Applicable to LAUSD-Authorized Independent Charter Schools

The following list of District policies are subject to change with notice to charter schools. This list is in addition to all other requirements that are outlined in the document entitled “District Required Language.” Moreover, this list does not include District policies specific and facilities related agreements (e.g. Proposition 39, co-location, etc.)

	DOCUMENT	PURPOSE
9.	Special Education: <ul style="list-style-type: none"> • Special Education Policies and Procedures Manual • Section 504 of the Rehabilitation Act of 1973 [BUL-4692.6] 	As a “public school of the District” as defined in Education Code section 47641(b) for purposes of special education, charter schools must adhere to LAUSD’s Special Education Policies and Procedures Manual. The purpose of the Special Education Policies and Procedures Manual is to assist school personnel to understand and practice consistent with Federal, State, and District requirements. The Manual is designed to be used as a structured process for implementing special education policies; reference for answering questions; staff development tool; and a source for resources of support and assistance.
10.	Uniform Complaint Procedures (UCP) [BUL-5159.7]	



Los Angeles Unified School District

District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Updated November 3, 2017

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the “District Required Language” (“DRL”) that must be included in a comprehensive independent charter school petition.*

Please follow the instructions below:

- Check the Charter Schools Division website (<http://charterschools.lausd.net>) to ensure that this document is the current version of the DRL, as it may be changed from time to time.
- Provide the “Assurances, Affirmations, and Declarations” page (the first two pages of the DRL) at the beginning of the petition, immediately after the table of contents.
- Place the DRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the DRL, including the statutory language for each Element.
- Highlight all DRL in gray, as shown here, to facilitate easy identification of the DRL within the petition. Do not highlight any other text in gray.
- On the “Assurances, Affirmations, and Declarations” page, replace “[Charter School]” with the name of the proposed charter school and replace “[short form of school name]” with an appropriate identifier.
- Do not add, delete, or change any provision of the DRL other than the instruction above.**
- Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the DRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the DRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific DRL as well.**

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either

on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the

same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed

- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any

related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If

the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all

new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

**AGREEMENT TO AMEND CHARTER TO INCORPORATE
LAUSD BOARD-APPROVED DISTRICT REQUIRED LANGUAGE
PALISADES CHARTER HIGH**

INTRODUCTION

This Agreement to Amend Charter to Incorporate LAUSD Board-Approved District Required Language (“Agreement”) is made between the Los Angeles Unified School District (“LAUSD” or “District”), a California public school district, and Palisades Charter High School, a California non-profit corporation, operating a California public charter school known as Palisades Charter High (“Charter School”). The District and Charter School are sometimes referred to herein as the “Parties” and/or individually as a “Party.”

This Agreement is to be read in conjunction with and shall expressly revise the existing charter of Charter School, which was most recently approved, renewed or materially revised by the Los Angeles Unified School District Board of Education on or about **June 9, 2015** (“Charter”). The effective date of this Agreement is the date of the last signature executed by a Party. Should there be a conflict between this Agreement and the existing charter of the Charter School, this Agreement shall control.

RECITALS

A. WHEREAS, on April 3, 2018, the LAUSD Board of Education, in a public meeting, approved the “District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions” (“DRL”);

B. WHEREAS, also on April 3, 2018, the LAUSD Board of Education approved authorized District staff to administratively amend the charters for District-authorized independent charter schools that do not currently have the DRL, which includes the Charter for Charter School, with mutual consent of the Parties;

C. WHEREAS, each District-authorized independent charter school’s charter currently includes a version of District required language (either the DRL or otherwise) that was current at the time of that charter’s approval. District required language contains, in part, required provisions pursuant to the Charter Schools Act and other applicable statutes; the Modified Consent Decree and provision of special education services; recent legislation that applies to charter schools; applicable District policies; and procedures and requirements related to health and safety, insurance and indemnification, closure, and school sites/facilities;

D. WHEREAS, while each District-authorized independent charter school’s charter term is for a period of time as set forth in its charter (potentially up to five years), the District required language therein may be revised as federal laws, state laws, and District policies change over time;

**AGREEMENT TO AMEND CHARTER TO INCORPORATE
BOARD-APPROVED DISTRICT REQUIRED LANGUAGE
PALISADES CHARTER HIGH**

E. WHEREAS, the DRL is intended to, among other things, provide additional transparency to all stakeholders, including parents, community members and other entities, about the responsibilities of the District as the authorizer and the accountabilities of the Charter School as the provider of public school education; and

F. WHEREAS, Parties desire to amend the Charter, pursuant to Education Code sections 47607(a) and 47607(b), by replacing the existing District required language therein with the DRL, subject to and as noted below.

NOW, THEREFORE, in consideration of the foregoing recitals, in reliance upon the foregoing representations, and the covenants and agreements set forth herein, the Parties hereby acknowledge the adequacy of the consideration given for this Agreement and, notwithstanding any provision to the contrary set forth in the Charter, the Parties hereto expressly agree as follows:

TERMS AND CONDITIONS

1. **Incorporation of Introduction and Recitals.** The Introduction and Recitals sections set forth above are incorporated into the Terms and Conditions portion of this Agreement.
2. **The DRL:** Except as set forth in Paragraph 3 herein below, the Charter is hereby amended, whereby all existing District required language is stricken and replaced with the DRL attached hereto as Exhibit “A” which is incorporated herein by reference.
3. **Dispute Resolution Process:** All provisions, including, but not limited to, the terms, procedures, and timelines, set forth in Element 14 (entitled, “Mandatory Dispute Resolution”) existing in the Charter on the date a Dispute (as that term is defined therein) is initiated by a Party shall be applicable and remain in full force and effect from the initiation of the Dispute through its final conclusion. As an example, if a Party initiated a Dispute on April 15, 2018, the provisions of Element 14 existing in the Charter as of April 15, 2018 (not the DRL) would govern the entire mandatory dispute process for the Parties, even if this Agreement is executed prior to the final conclusion of the Dispute.
4. **Public School Choice Resolution Charter Schools:** Independent charter schools that are part of the District’s Public School Choice (“PSC”) Resolution program have additional PSC-related provisions. The PSC-related provisions will remain in effect.
5. All other provisions of the Charter shall remain in full force and effect.

AGREEMENT TO AMEND CHARTER TO INCORPORATE
BOARD-APPROVED DISTRICT REQUIRED LANGUAGE
PALISADES CHARTER HIGH

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: _____
Month/Day/Year

PALISADES CHARTER HIGH
("Charter School")

By: _____
Title: _____
Authorized Representative

DATED: _____
Month/Day/Year

LOS ANGELES UNIFIED SCHOOL DISTRICT
("District")

By: _____
Title: _____
Authorized Representative

**AGREEMENT TO AMEND CHARTER TO INCORPORATE
BOARD-APPROVED DISTRICT REQUIRED LANGUAGE
PALISADES CHARTER HIGH**

Coversheet

Approval of 2019-2020 Board Meeting Dates

Section: VIII. Governance
Item: D. Approval of 2019-2020 Board Meeting Dates
Purpose: Vote
Submitted by:
Related Material: VIII_D_Board_Meeting_Schedule_2019_2020_Proposed V2.pdf

Board of Trustees

Meeting Dates – 2019/2020

June 22, 2019 – **Board Governance Training**

June 18, 2019

No July Regular Meeting

August 27, 2019

September 14, 2019 – **Board Retreat**

September 24, 2019

October 15, 2019

November 5, 2019

December 10, 2018

January 14, 2020

February 11, 2020

March 17, 2020

April 21, 2020

May 19, 2020

June 9, 2020 (Budget)

June 23, 2020

Coversheet

Approval of reimbursements for Executive Director/Principal

Section: IX. Consent Agenda: Non-Finance Items
Item: A. Approval of reimbursements for Executive Director/Principal
Purpose: Vote
Submitted by:
Related Material: IX_A_Part 2_EDP Expense Report_03_19_19.pdf
IX_A_Part 1_EDP Expense Report_03_19_19_mileage.pdf

Palisades Charter High School Expense Report/ Reimbursement Form 2019 Calendar Year

Name: Pamela Magee Date: 2/27/2019 P.O. # _____

Date	Vendor	Description	Office		Confer- ences	Comm/		Business Rate Per Mile	Total Mileage
			Supplies	Materials		Postage	Other*		
			4350	4310	5220	5920		5210	
2/13/2019	Dr. Magee	Admin Meeting for (2/13/19) Food charged on School Card			\$55.40			0.580	-
								0.580	-
								0.580	-
								0.580	-
								0.580	-
								0.580	-
								0.580	-
								0.580	-
								0.580	-
								0.580	-
Total			-	-	55.40	-		0.580	-

Grand Total	\$ 55.40
Charged Amount	\$ 55.40
Net Due Employee	\$ -

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: IX. Consent Agenda: Non-Finance Items
Item: B. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: IX_A_Part 2_Field Trip_03_19_19.pdf
IX_A_Part 1_Field Trip_03_19_19.pdf

#1

Palisades Charter High School

Fundraising Acct.

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) USAD - ACADEMIC DECATHLON STATE COMPETITION

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

1. Destination SACRAMENTO Are admission fees charged? Yes No
2. Dates of Trips 3/20 - 3/24 3. Number of Students 9 Number of adults 4
4. Name and employee number of employee who will go on trip: JOEL JIMENEZ, Kevin Oliva, Chris Lee

5. Substitute required? Yes No How Many? 1 Source of funds PALI
6. Time schedule required by school: Leave School _____ Arrive destination _____
Leave destination 3/20 Return school 3/24
7. Duration of trip: Less than one day One day Overnight (if overnight, how many days?) 5
8. Method of transportation: School bus (indicate number required) Walking _____ Automobile
Public Carrier: airplane boat _____ bus _____ train _____ other _____ (explain) UBER / SHUTTLE BUS TO/FROM AIRPORT TO HOTEL

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will OUR ACADEMIC DECATHLON TEAM QUALIFIED FOR STATE COMPETITION.

10. Source of funds for trip SCHOOL - \$600 REQ \$4,772.64
Booster - paying transportation / food costs

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: N/A
a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes No
b. Has the area been checked for potential hazards? Yes No
c. Has the School Police Department been notified of the trip? Yes No

APPROVALS:
Principal or Asst. Principal [Signature] Date: 2/14/19
Board of Trustees* _____ Date: _____

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

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

3/14/2019

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

Name of School: Palisades Charter High School Employee Supervising trip: JAMIE ABUS Certified [X] Non-Cert. []

Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER INC. A FEW UPPER CLASS-MEN ENROLLED IN MY SECTION

1. Destination IFLY HOLLYWOOD Are admission fees charged? Yes [X] No []

2. Dates of Trips WED 5/1 & THU 5/2 2019 3. Number of Students 80/DAY Number of adults 5/DAY

4. Name and employee number of employee who will go on trip: JAMIE ABUS 510-333-0230

5. Substitute required? Yes [X] No [] How Many? 1/DAY Source of funds ABUS TRUST

6. Time schedule required by school: Leave School 8:15 AM Arrive destination 9:00 AM Leave destination 1:00 PM Return school 2:00 PM

7. Duration of trip: Less than one day [X] One day [] Overnight [] (if overnight, how many days?)

8. Method of transportation: School bus (indicate number required) 2/DAY Walking [] Automobile [] Public Carrier: airplane [] boat [] bus [] train [] other [] (explain)

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

10. Source of funds for trip ABUS TRUST -> FUNDED BY PARENT DONATIONS

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

11. Have the locations of the nearest emergency facilities been obtained? Yes [] No [X] NOT YET

12. Have forms for parent's or guardian's permission been obtained? Yes [] No [X] NOT YET

13. If hiking or camping activity: a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes [] No [] b. Has the area been checked for potential hazards? Yes [] No [] c. Has the School Police Department been notified of the trip? Yes [] No []

APPROVALS: Principal or Asst. Principal [Signature] Date: 3/14/19

Board of Trustees* _____ Date: _____

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

Jamie Agius

Environmental Engineering

iFLY Field Trip - Justification & Educational Benefits

iFLY
EDUCATIONAL
BENEFIT

By 2019 the United States workforce will be in need of over 8 million workers in the Science, Technology, Engineering and Math (STEM) fields. As PCHS continues to bolster our own STEM programs, one of my aims is to help students develop a passion for these subjects by connecting our content to real-world applications and experiential learning outside the classroom. An indoor skydiving experience serves as the literal launching pad for a wide range of physics, math, and engineering learning opportunities that make STEM fields relevant and fun.

This trip fosters an inclusive environment by incorporating educational offering activities that cater to a variety of learning styles such as in-tunnel demonstrations of aerodynamics; the physics of flight; a hands-on lab activity; challenge questions and experiments; and a chance for students to fly in the tunnel.