



Palisades Charter High School

Board Meeting

Date and Time

Tuesday April 30, 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>.

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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 (3/19/19)
- E. Approve Minutes (3/26/19)

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

- Vote on new members

D. Election Committee Updates

- Next Election Committee Meeting is 5/3, 2:30pm: Pool Office
- We will be certifying election results at that meeting

E. Post-Retirement/Lifetime Healthcare Benefits

IV. Board Committees (Board Members Only)

A. Audit Committee Updates

B. Grade Appeal Committee Updates

C. Survey Committee Updates

V. Academic Excellence

Academic Excellence

A. Department Presentations/Initiatives

- Admissions/Attendance Dept., - OLR Review (Online Registration System) by Tami Christopher
- Science Dept., - by Chris Lee/Karyn Newbill

B. Approval to submit PCHS (SARC)

- (SARC) School Accountability Report Card

C. New & Revised Policies

- D. Update on School-wide Goals
- E. Math Task Force Progress Update

VI. Facilities/Operations

- A. Security Guard Contract
- B. Janitorial Contract
- C. Update - Bus Transportation
- D. Update - Facilities Safety/Security

VII. Governance

A. Board Member Recusal Policy Review

- Advisement from Legal Counsel on PCHS's Recusal policies - some revisions to review and vote on

B. LAUSD Charter School Division (CSD) Visit Update

C. Charter Renewal - Board Resumes

- Board Members to submit an updated resume per LAUSD requirements covering the last 10 years without any gaps. Shelby will send you a WORD template. Please submit via email in WORD format. Please submit to Shelby Ladnier by May BOT.

D. Charter Renewal - Board Member Questionnaire

- Board members to fill out the questionnaire and submit via email in WORD format to Shelby Ladnier. Shelby will send you the WORD template. Please submit by May BOT.

E. Charter Renewal - Due Diligence Questionnaire for EDP & CBO

- EDP & CBO to fill out the Due Diligence Form and return in WORD format to Shelby Ladnier by May BOT.

VIII. Consent Agenda: Non-Finance Items

A. Approval of reimbursements for Executive Director/Principal

B. Approval of Field Trips

IX. New Business / Announcements

A. Announcements / New Business

- Date of next Board Meeting is Tuesday, May 21, 2019

B. Announce items for closed session, if any.

X. 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)

C. Negotiation Update

- PESPU
- UTLA

XI. Open Session

A. Return to Open Session

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

XII. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes (3/19/19)

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

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday March 19, 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

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 19, 2019 at 5:11 PM.

B. Record Attendance and Guests

Ryan Loyola - change.org petition over 600 signatures in support of Todd Wilkinson

C. Public Comment

Nancy Frachiolla made a public comment.

Given the groundswell of support for Todd Wilkinson she is asking the Board to listen to the stakeholders and to entertain the thought that this deserves additional consideration. Listed a number of teachers who support Mr. Wilkinson and pointed out that over 600 students have signed a petition in favor of Todd Wilkinson. New information has come to their attention that they think deserves consideration but want to share it in private to maintain confidentiality. Need to review policies if they lead to this much unease and discontent. They feel this is not a fair outcome and that he is a great teacher. Never been fired or written up in his 19 years of teaching. Concerned that this incident will rebound on all of this because the teachers are concerned about how affects all of them. Julie Benke gave her time to Nancy Frachiolla.

John Vieira

Been an educator for 14 years and has been in leadership positions. Educators are always trying to find the best things to invest in as far as professional development. The one thing that was found to be most impactful on student learning was the quality of the educators. So the most important decision the school can make is to higher and keep impactful teachers who increase student learning. Keeping Todd Wilkinson is a gain for the school and believes that in looking back we will regret letting him go.

Devin Radfar

Student here. Has had some issues at home and extracurriculars. Mr. Wilkinson has been the most accommodating teacher that he has had. He has made sure that he is on track to succeed in AP. He has not witnessed any hateful confrontations between him and his students. Made it a goal to make his classroom a welcome and loving environment.

Saba Johnson

Known fact that some bathrooms are closed because of vaping. Consequences of closing them are disproportionately impacting transgender students as they are the gender-neutral bathrooms. AB 1266 requires that gender-neutral bathrooms be available. Some students are not out and they need to use these bathrooms. Having limited bathroom availability is not sufficient and is not in compliance with state law. There are other options to limit vaping.

Sam Rene

Speaking on behalf of Todd Wilkinson. Described an activity that Mr. Wilkinson had the students engage in: writing a song they loved on a postcard. 7 months later he remembered it. He is one of the few teachers she has made a connection with. He brings creativity and passion to his classroom.

Sloan Benezra

Fortunate to have many inspiring teachers but specifically Todd Wilkinson. She has been going through some tough times but he always puts a smile on her face. Asking the Board to look at the different perspectives of the people speaking tonight.

Gregg Strouse

No nuance to this administration who he says acts on fear. Gather information from rumor and conjecture. They rely on public shaming; no room for discourse. Investigations are childish. The administration will believe students who lie and who will not hold students accountable.

Shirin Ramzi

The concerns that she has about what the Board and the administration has to do is a concern of lowest common denominators. We have to do the very best and use the best practices. Cannot treat anyone at the school with the lowest common denominators. So we have to look at the laws of humanity and not treat everyone the same. When one

person doesn't do their homework that has to be addressed. Asking again for the Board to reconsider the decision and Mr. Wilkinson's application to stay.

Caroline Ross

Mr. Wilkinson is one of the best teachers she has ever had. Truly look forward to going to his class and her day is made better by his contagious positivity. One of the most nurturing classes she has ever been in.

Jack Ross

One of the few teachers at this school who truly loves his jobs and students. Prepares them for the real world. He has made a huge impact on his students. Great teacher and a great friend to anyone who needs one.

Maxwell Stiggants

Mr. Wilkinson belongs teaching at this school. He is a legend. Everyone else has already said what he feels.

Also mentioned that the gender-neutral bathrooms should be reopened.

Nilay Desai

Bathrooms in Mercer being closed means more time spent out of friends. Very inconvenient to have to find a bathroom that is open and it isn't going to stop juuling.

D. Approve Minutes (2/12/19)

Location of the meeting needs to be corrected.

On the Budget & Finance Committee updates: typographical error handout.

Reeve Chudd made a motion to approve minutes from the Board Meeting on 02-12-19 Board Meeting on 02-12-19.

Larry Wiener seconded the motion.

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

Roll Call

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

Roll Call

Shawn McClellan Abstain
Brooke King Aye

E. Approve Minutes (3/8/19)

Mark who was absent from the meeting.

Reeve Chudd made a motion to approve minutes from the Special Board Meeting on 03-08-19 Special Board Meeting on 03-08-19.

Emily Hirsch seconded the motion.

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

Roll Call

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

II. Organizational Reports

A. Student Report

Currently concerns about a few things but they have been said in public comment. Survey has been created for the students; they feel more comfortable responding to surveys from fellow students.

B. Parent Report

Discussed the schoology messages that go out multiple times per day. Discussed the safety drills being too often at the expense of instructional time and that there is a question as to their effectiveness.

C. Classified Staff Report

Andy Paris:
The payroll errors are a big concern. The budgetary issues are also one of the concerns they voiced.

D. Faculty Report

Larry feels that the school has been very transparent about the payroll errors and had a meeting to show that the fault lay with the payroll provider and not with the school. The payroll company is working on it and addressing it in the order of urgency by year. Some people came to him with general payroll issues. May need to consider more consistency month to month with regard to the amount in their checks creates anxiety. Numerous faculty members have expressed concern that they are being denied access to their classrooms on the weekends when they are here to do work. Pam pointed out that people can come but that the administration wants to be notified ahead of time. Don pointed out that this has mainly happened on holidays because the campus is officially closed. On the weekends, the administration is just asking that the faculty check-in with the guards because the campus is not closed. Other than official holidays, faculty can come. The rules are different if the faculty is bringing students, in which case the faculty member needs to make a reservation to use the classroom or room that they wish to use.

E. Human Resources Director (HR) Report

The report stands as submitted.

F. Director of Operations Report

The report stands as submitted.

G. Director of Development Report

The report stands as submitted.

Last Friday received news about the CTE grant, which is approximately \$172,000. Three grants submitted that need matching dollars. This health service career pathways grant written with Santa Monica College (as you need to be part of a consortium or a community college). Looking to team with Santa Monica College on other things to team up on. Information and Communications grant also submitted to introduce an Amazon Cloud computing class. At the completion of the program, students would receive a certification. Arts Media and Entertainment pathways grant for our Media program, looking to expand our offerings. Santa Monica is well respected for its digital media and design classes.

A former Pali teacher passed away recently and the family is asking for donations to the high school .

H. Chief Business Officer (CBO) Report

The report stands as submitted.

I. Executive Director/Principal (EDP) Report

The report stands as submitted.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Updates

B. Budget & Finance Committee Updates

Considering changing the IME freeze date but decided to keep it the same.

Only have so much money and we have more requests than there is money. Looking to the Board and Dr. Magee to determine what the priorities are.

We will be putting a date on the calendar tonight for a special board meeting.

C. Charter Committee Updates

Minutes with the materials. Pam gave a brief summary of the discussion reflected in the minutes.

Dara Williams brought up that she found it offensive that someone would accuse the parents of representing their own interests. Daphne Gronich explained that this was mentioned as a possible concern for the future, not that this had happened in the past. Arguments on both sides of the issue of having 9th-grade parents on the Board raised by Reeve Chudd and Dara Williams.

Camille Schoenberg brought up the shift in the discussion on the feeder schools. There have been some brainstorming sessions on this on these were just ideas that were raised.

D. Election Committee Updates

2 community seats

1 teacher seat elected by students

1 additional teacher seat

1 parent seat

1 classified seat

Recently posted on NextDoor about the community seat. Urges people to tell their friends about the open community seats.

Next Election Committee meeting is the March 29th at 2:15 pm at the pool. Hoping to get more applications by then.

E. Post-Retirement/Lifetime Healthcare Benefits

No meetings since last report. A meeting will be scheduled.

IV. Board Committees (Board Members Only)

A. Audit Committee Updates

Camille Schoenberg explained that we have lost our auditors from this last year. We have put out an RFP to seven firms. The committee will need to meet and interview auditors and decide on an auditor. Asking the Board to

Emily Hirsch made a motion to give the audit committee the authority to choose the next year's auditor.

Dara Williams seconded the motion.

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

Roll Call

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

B. Grade Appeal Committee Updates

Last meeting we discussed what to do if a student/parent fails to show up. Now the form for the grade appeal indicates that the committee will go forward without the parent and/or student. Some grade appeals have been scheduled but there are others that have not been scheduled.

C. Survey Committee Updates

The survey process is going well. Some portions have been submitted to Columbia. Encourages everyone to fill it out. Fewest returns from parents. Last year the first portion of the survey had a high number of responses relative to prior surveys but the percentage was still small.

V. Academic Excellence

A. Department Presentations/Initiatives

Mary Bush

Presentation on Student Support Services

A handout was presented.

Described the functions of the school nurse.

Described the Mental Health Services as set forth in the handout.

504 Plans

Therapeutic Classroom

Special Education District Validation Review

CDE Performance Indicator Review

Discussed strategies for improvement for Special Education students
Assessments cost about \$180,000 a year for kids who aren't our students.
The 4 conversion charters are meeting with counsel to discuss this issue with the district.
We did receive a STEP grant to offset some of the Special Education costs.
When weren't able to budget for a student we are able to do a request for assistance, which may give us some additional funding.
Jeanne Saiza asked about who does the assessments. Our staff does some of the assessments but we don't have enough staffing so we may have to hire consultants.
Reeve Chudd asked if anyone looked at our PCHS fund in making these determinations. 9% of our student population have an IEP; Emily Hirsch says that the average is 10% historically.
Camille Schoenberg asked about the legal fees; that is accounted for in the \$177,000. Settlements are not included in the amount noted in the handout.

Break at 7:08.

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

Next meeting this will be up for vote.

C. Information from CCSA Conference

CA Charter Schools are doing a bit of a pivot to focus on all public school students and that we should be fighting for what is best for all kids. Schools had their kids come walk. Over 8000 people on the Capitol lawn.
Bills on the floor now that we should all be watching including limiting charter schools.

The letter we received from LAUSD is skewed. Working with other conversion charters to revisit the narrative to ensure that the information is accurate. Now it's all about "the root cause" of things.

D. Update on School-wide Goals

Focused on working on compliance demands and that has taken the bulk of their time.

VI. Facilities/Operations

A. Update - Bus Transportation

Don Parcell
Extended the timeline to the end of March.
If all the ridership is the same as this year then the routes would stay the same.
What we would like to avoid is having changes in the middle of the school year.
We need to have more conversations around our scholarship pool.

Able to help many families this year and people will have a need next year.
Trying to get the public transportation aspect to be the best that it can be for us.
Metro will set up a mobile customer center once a month to be able to sell TAP cards and to reload them.
The transportation deadline was extended because some people said they didn't receive the information.
Also, we had the enrollment process for school and we felt it may have ended without enough time for them to enroll.
Incoming students may be getting the message that transportation is not free. The message is definitely being communicated.
Concerns about losing our charter if we lose our diversity.

B. Update - Facilities Safety/Security

Don Parcell
Because the focus was on safety we did have drills on active intruder training. Idea is to have every staff member know what they need to do. Next year we are looking to have a focus on shelter in place. Over a 4 year period the focus shifts on each of the 4 type drills.
We can adapt based on what's going on in the world and on campus. Some people complain that we are doing too much and some people complain that we are doing too little. They do listen and try to adapt but there are many different opinions. We had a safety and security campaign last year but didn't raise as much as we wanted so would like to see that again.

VII. Finance

A. Consolidated Application for Federal Funding (CONAPP)

Greg Wood discussed the report.
Jeanne asked about some of the money designated for transportation. We could designate more.
Discussion about the Public School of Choice designation. Designation dropped off when we stopped being a magnet.

B. 2017-2018 - Tax Return

Greg Wood discussed our tax return.

C. Set date for Special Board Meeting re: Budget

Trying to finish this year in the black. This next year's budget will be critical. We need to set a meeting to determine our priorities so that we can budget accordingly. We are seeing cost increases and not necessarily seeing additional funding.

Looking at March 26th and maybe starting at 4:00 pm.
Discussion about interested parties discussing the budget and finances.

Reeve Chudd made a motion to to have the Special Board Budget meeting for March 26th at 4:00 pm.

Dara Williams seconded the motion.

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

Roll Call

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

VIII. Governance

A. LAUSD Charter School Division (CSD) Visit Update

Visit is May 9th and 10th. We are in the correspondence stage. This is an annual compliance visit but since year is our charter renewal this will be an important one. The administration will keep us in the loop.

B. Charter School Renewal Response

This is in our packet. All of the schools were asked to hold off for a legal review with regard to language that LAUSD was asking for. The other charter schools were asked to do this as well.

Just seems unusual to ask for language to be included in our charter right before our charter renewal.

C. Addition of New District Required Language to current PCHS Charter

Dara Williams made a motion to approve the addition of New District Required Language to current PCHS Charter.

Reeve Chudd seconded the motion.

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

Roll Call

Emily Hirsch	Aye
Susan Ackerman	Aye

Roll Call

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

D. Approval of 2019-2020 Board Meeting Dates

There was a mistake in the original packet; it was corrected so that the meeting designated as April 24th is April 21st. And a correction to the year for the December date.

Andrew Paris made a motion to approve the 2019/2020 Board Meeting Dates.

Brooke King seconded the motion.

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

Roll Call

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

IX. Consent Agenda: Non-Finance Items

A. Approval of reimbursements for Executive Director/Principal

Reeve Chudd made a motion to approve reimbursements for Executive Director/Principal.

Emily Hirsch seconded the motion.

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

Roll Call

Leslie Woolley	Aye
Susan Ackerman	Aye
Emily Hirsch	Aye
Reeve Chudd	Aye
Brooke King	Aye

Roll Call

Jeanne Saiza	Aye
Dara Williams	Aye
Camille Schoenberg	Aye
Larry Wiener	Aye
Shawn McClellan	Aye
Andrew Paris	Aye

B. Approval of Field Trips

Dara Williams made a motion to approve the field trips for Jaime Ageis and Joel Jimenez for Academic Decathlon.

Reeve Chudd seconded the motion.

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

Roll Call

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

X. New Business / Announcements

A. Announcements / New Business

No new business.

B. Announce items for closed session, if any.

XI. Open Session

A. Return to Open Session

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

Nothing to report.

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:53 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Approve Minutes (3/26/19)

Section: I. Opening Items
Item: E. Approve Minutes (3/26/19)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 26, 2019

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Tuesday March 26, 2019 at 4:00 PM

Location

G107 Room, 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, Jeanne Saiza, Larry Wiener, Leslie Woolley, Reeve Chudd, Susan Ackerman

Trustees Absent

Emily Hirsch, Shawn McClellan

Trustees who left before the meeting adjourned

Andrew Paris, Dara Williams

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 26, 2019 at 4:09 PM.

B. Record Attendance and Guests

C. Public Comment

Sarah Crompton (through Jeanne Saiza)
Virtual Academy is not supported by the Science Department. It is too costly. The science classes do not have labs. Science classes at VA are too expensive.
Better transportation options are also needed. The yellow school bus is not sustainable
Administrator's salaries are also a concern

Julie Benke (through Jeanne Saiza)
Lifetime benefits are not a negotiable item
VA is not an expense we can afford and should not offer VA classes in science
Safety and security costs are too high and are not increasing safety
Paying an administrator for fundraising is not needed because we have the Booster Club
Paying for students from far zip codes are not sustainable and diversity can be achieved in other ways

Stephanie Chew

VA has 58 students and each of those students bring in ADA and VA does not take ADA away from Pali for the program

Should not do away with it because one department does not support the program

Jeanne Saiza: As an interested Board Members she strongly disagree with the policy that they should leave and she thinks it is ridiculous that they cannot stay for a vote and to report what happened.

II. Finance

A. 2019/2020 Budget Cycle Preview & Priorities

Sarah Margiotta

We are going to have to make some tough decisions on budget priorities to serve our student population.

B. 2018/2019 Budget Updates & 2019/2020 Budget Priorities

Greg Wood

Handout 2018-2019 2nd Interim and Future Budget Challenges

Not necessarily thinking that the priorities will be determined today.

Multi-Year Projection

Lifetime health benefits, we have to accrue the liability because we are not fully funding the lifetime health benefits.

We could decide to increase ADA but we can only go up to 3000 and there are staffing issues if we increase ADA, the necessity for more staff would negate any budgetary gains by increasing enrollment

With these projections, it would take us to 2021-22 to see any surplus

These figures do not include any raises for teachers, only step increases

The lifetime health benefits fund would still be underfunded based on our actuarial report

The STRS 1% reduction is something that Newsom committed to for more than one year

Funding Challenges

Technology

Capital

Transportation

Lifetime Benefits

Security/Safety

Using \$2.3 million from the general fund to pay for Special Education; 5-year increase in special ed funding has risen 32%

Hard to compare with other schools but Greg Wood believes that other schools have had increases as well

Eligible for technology funding from the federal government; we have delayed technology spending until we receive the federal funding but we do have to match it so it ends up that we pay 50%

There are technology projects that have to be taken care of; for the E-Rate Project we already have a contract to do this and we are just waiting for federal funding; so this expense (\$235,000) can only be deferred, not eliminated

Special Ed buses have to be covered; we are using taxis and this saves money

Don's sense is that the younger students are using the buses more than students are higher grade levels

The vast majority of students are dropped off

Late buses are for kids who are in after-school activities

Rise in health costs but we have a coverage provider that has reasonable costs

We need to know what the breakdown of costs in each of the challenging funding categories

Might need to see that actual details and implement line-item vetoes

Perhaps there may need to be a reduction in the curriculum

Everything is on the table

Need to see how many students it impacts

Salaries and benefits are 80% of our budget

Then there are things that we have to pay: things that break down; technology that we have to maintain

Then the extra is really all that we have left

Have to look at our fixed costs and determine if they are really fixed costs

And look at sustainability even for classes which were started with CTE grant

Revenue from renting out the facility is a balancing act as far as interfering with after-school sports and activities

Level of disruption during school is always an issue

Filming is not predictable and some of the revenue has restrictions

Budget and Finance needs some directive as to what our budgeting priorities are

Concerns about the interested parties on the Budget & Finance Committee

Doesn't know if the Board wants to get that granular

But we do need to prioritize

Everything at bare bones in all categories

Curriculum should not be off the table

The things we voted on last year should not automatically roll over until next year because we thought we had a surplus.
Books and IMA can be looked at.
Need to have a better process.

Dara Williams left.

We need to have a better process for the budget cycle.

Transportation conversation is more than budget and finance conversation. When PCHS originally started to pay for bussing, what was the plan? Were we trying to phase it out? When LAUSD originally pulled our bussing they shared the cost for 2 years.

Administration to look at curriculum as a place to cut?

Anything we can get from the county for special ed? No, we are not eligible.
We are looking at special ed costs in depth, is there anything we can do? Reduce consulting costs?

Direction from Sara:

- Look at decreasing transportation cost? Phase out? Is transportation sustainable?
- Trying to maintain - not add technology. Not the year for hopes and dreams, not expanding or enhancing.
- Where else can we conserve?

Now it is time to gather information. Next month's board meeting should include more detailed budget requests. Also should have more accurate estimates.

Andrew Paris left.

III. New Business / Announcements

A. Announcements / New Business

B. Announce items for closed session, if any.

Closed open session at 607pm.

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 6:07 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report_4_30_19.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

April 30, 2019

Retirement/Resignation/Leaves/Release:

Name	Classification/Position	Funding	Effective Date
Matt Silvera	Coach	General	March 19, 2019

Staffing and Recruitment:

Human Resources continues to attend and have booths at several diversity recruitment booths this month. The events include the Los Angeles Regional Charter Schools job fair on April 13th. HR will continue to seek timely notice from current employees regarding their own retirement plans by offering retirement information sessions.

Benefits:

On April 4st, 2019 Armando Cabrera from Self Insured Schools of California meet with all interested employees on the cost and benefits offered for employees in the 2019/2020 school year. Mr. Cabrera hosted an informational session on the full range of SISC plans including options for receiving a second physician's recommendation and the Employee Assistance Program. A little over twenty people were able to attend and participated in the Health and Welfare committee meeting.

Benefit bidding process: We continue to have brokerages work on bids for medical coverage for our employees. The Charter Safe medical benefits provider will be at Pali on Friday, May 3rd to meet with HR and the CBO to provide further information regarding benefit cost and options for 2019/2020. The company will return for informational sessions with our Health & Welfare committee as appropriate. The meetings will allow all interested staff members to review the offers made to PCHS.

Negotiations:

The PCHS Administration continues negotiations with the UTLA-PCHS union as well as continuing 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_04_30_19.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report April 30, 2019

Security/Safety:

- The next scheduled Safety Drill is the Tue 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 for Safety & Security needed to build up the necessary funds to implement the #1 Safety Priority as determined via a multiple Stakeholder & 3rd-Party expert process – Fencing. Other Unfunded and Currently Not Being Pursued, but Desired:
 - Additional Security Cameras
 - Additional Emergency Exit Gates
 - Fence Breach Detection/Alerting System
 - Contracting with a locally patrolling security company for on-call emergency support
 - 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.
- New Security Guard contract for 2019-20 being presented to board for a vote

Transportation:

- 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 was extended through Sun April 7th.
- 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.



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CHARTER HIGH SCHOOL

Transportation (Continued):

- 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 per bus riding student will be so they can make their decisions on how to best get their students to/from PCHS every day. timeline for this is ideally in early May (before the next Board Meeting), so the appeals process can be concluded in May, so all families can make their decisions in June to assist PCHS in knowing it's enrollment and bus ridership to ensure budget rightsized busing for 2019-20.
- ~200 PCHS School Bus financial aid requests have been received representing ~225 students (some families have multiple students), and more requests are anticipated during the finalization of the enrollment process. The process of determining financial need based awards is well underway, but School Bus Scholarship funding determination is needed to finalize scholarship awards for families.
- As reported previously, 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. All seems to be working well with those changes and have been well received by PCHS students.
- The Metro LA Mobile Customer Center (MCC) has been to PCHS's campus twice (March & April) and has been well utilized. The MCC representatives are pleased with their customer volume and are looking forward to being on-campus throughout our 2019-20 Orientation Week and monthly throughout 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.

Information Technology:

- The IT Team supported the Round 1 of CAASPP testing and is now working through Round 2 while also prepping for the extensive AP Testing support requirements coming in May.
- Jeff Roepel attended the BEST training for the new hosted HRIS, ERP, Financial, and Payroll applications at LACOE, of which Pali will be using the Financial portion. Go-Live date is late May 2019 but it is undetermined at this point when PCHS will be required to fully transition to the new system.
- Meetings being held with Adobe re upcoming licensing changes that will affect pricing and how we license devices in the 2019-20 school year. This is the third year their licensing model has changed and increased price. A large portion of our student and faculty population rely on one or more Adobe products.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- Signed new agreement with Worth Avenue Group for parent funded group insurance for 2019-20 school year for PCHS owned student devices. Worth Avenue Group provides very comprehensive coverage for some of the lowest rates. Currently a family may be liable for device damages of anywhere from \$50 - \$350. Enrollment in the program will cover a school owned student device for only \$32, which covers loss, theft, and breakage, with no additional deductible.
- George worked with Assistive Technology support to resolve device access issues for some of our high needs students.
- The IT Team provided setup and technical support for the Senior Class Meeting with LAPD guests who spoke about the dangers of drugs, alcohol, and driving with emphasis on Prom night.
- Finalized bid for eRate services for Internet Service. The award went to Spectrum for 7/1/2019 – 6/30/2021 resulting in a savings of \$15,000 each year of the contract. Given the competitive nature of the internet market, we will likely re-bid the services for the 2021-22 year.
- Jeff/IT collaborated with John Vieira and Brightbytes, a data analytics as a service company. Met with the vendor to define needs, scope, and rollout of information gathering survey of stakeholder input, which will feed directly into and largely drive the direction of the forthcoming Tech Plan. To date 75/129 teachers, 1857/2982 students, and 326 parents have taken the survey.
- Manny met and worked with one of the contractors that will be performing an electrical statement of work for our eRate C2 project. Measurements taken for load, space, and location of power distribution and backup equipment covered by the project. While we are still in a holding patterning awaiting Federal funding, this completes the last of the background work that could be done without committing funds.
- Thank You to PCHS Boosters & American Legion for the funding for the major renovation of the Main Quad audio system. The system was installed over Spring Break and is currently being fine-tuned and tested live during student lunches. Student feedback has been overwhelmingly positive.
- Jeff met with the Tech Committee whose charge it is to determine the SIS, LMS, and AMP needs of the school, weigh them against our current systems (SIS-Infinite Campus, LMS-Schoology, and Amp - Mastery Manager) and compare them to available systems on the market to see if we are using the systems that are the best affordable fit for PCHS. The group will continue to meet every Thursday for the next 5 weeks.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- The IT Team supported the PCHS “New Pali Families Night” for incoming freshman parents for 2019-20. Spoke to parents about school owned and personal student devices, purchase vs. borrow pros and cons, and device insurance plans.
- Manny has been working with AkinsIT to support a new infrastructure issue at Pali Academy. One of their network switches is experiencing intermittent issues causing connectivity problems. It is likely the switch will need to be replaced.
- Reviewing school wide departmental InfoTech budget requests to determine if requests align with school standards and can be approved for the Budget Committee cycle.
- During spring break, the team performed their annual asset inventory of classrooms and offices, while also replacing four (4) failed projectors.
- Laura Bachrach was awarded a \$5,000 grant for the purchase of a SMART Board. Utilizing the new LACOE piggyback contract, we are excited to procure and install the new device in her classroom in the coming weeks.
- The migration of all 2018-19SY Chromebook checkouts from our old asset management system into the Destiny system has been completed. This is a significant milestone and the new system will reduce the amount of time spent checking devices in and out and has far superior reporting, tracking, and management capabilities.
- Library Projector RMA – We are still waiting for a part to replace one of the failed library projectors. There is still one of two projectors functional.
- The IT Team is preparing for the annual year-end Chromebook rush. This is a two part event where we have a very high spike in device borrows before finals, and then we setup a booth in the library that needs to be staffed full-time to accept returns before the year-end.
- First Charter Schools Instructional and Information Technology Leaders meetup is being held on May 10th. Palisades, Granada, Birmingham, Larchmont, and High Tech Los Angeles will be meeting at the hosting El Camino Real Charter School to discuss and collaborate on a number of ET and IT topics.
- 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 also continued to collaborate with Ed Tech Management in preparation of PCHS’s long-term Tech Plan.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- 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.
- Continuing to work with Impero, our classroom device management tool, for increased utilization. The software is working well with school owned devices but there are a few issues overall that still need to be ironed out. InfoTech and EdTech continuing to collaborate to help increase adoption/utilization.
- 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
- The E-Rate infrastructure project (still awaiting Federal approval/funding) – 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



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups:

- Permit Revenue for Mar 2019 was ~\$85,300:
 - ~\$33,100 from Facility Rentals
 - ~\$1,000 from Banner Rentals
 - ~\$50,500 from Filming
 - ~\$700 from Misc. Events
- Mar 2019 Revenue very robust due to several solid film shoots - Thank You Kalei! Shoots included heavyweights Modern Family and Sephora. Permit Revenue for Apr 2019 will be available at the next board meeting
- Many filming requests coming for April & May, including but not limited to: Hyundai, a Music Video, Old Navy, Oshkosh, American Eagle, etc.
- Banner demand continues strong.
- Spring sports/permits going well – Club Sports revenues are strong.
- Mar 2019 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
 - Rev Prep/SAT Bootcamp – 3/16
 - CAASPP Testing – 3/18-3/22
 - JSA – one day convention – 3/23
 - Rev Prep/SAT Bootcamp – 3/23
 - Pali Symphony – 3/24
 - Spring Musical Performance – 3/28 to 3/30



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups - Continued:

- Apr 2019 Coming Soon Set-Ups/Events:
 - CAASPP/CAST Make Up Testing – 4/1- 4/30
 - Incoming 9th Grade Family Night – 4/2
 - Spring Musical Performance – 4/4-4/6
 - Spring Spirit Week – 4/8- 4/12
 - Coffeehouse Concert – 4/10
 - Mr./Mrs. Palisades Contest – 4/12
 - Spring Break – 4/15-4/19
 - After Spring Break Spirit Week – 4/22-4/26
 - Career Day Fair – 4/24
 - Earth Day Celebration – 4/25
 - QB Club Mattress Sale – 4/28
 - Usual Monthly Meetings for Board, Budget & Finance Committee, PTSA, Faculty, Boosters, LTSP, etc.

MGAC/Pool:

- PE Classes continue to finish up their swimming and water safety training
- 180 PCHS PE students certified in ARC First Aid and CPR for Students
- ARC Lifeguard certification training will be held 5/18-19 at MGAC
- Regular PCHS Team and Club Team Activities Continuing
- Swim Meet Season - Hosted New Roads League Final, CIF Western League Final, CIF City Section Finals
- Q3 Revenue for Pool - \$109,000
- Summer Season permits finalized-IVERBE (4th year), YMCA, Village School, Chabad, Gerry Blanck camps (9th year)
- Permit rate increases being evaluated for roll out 7/1/2019
- Public rates to be streamlined for 2019-20 fiscal year (effective 7/1/19)
- MGAC Policies Updated and can be found here:
 - Permit: <https://4.files.edl.io/b357/04/06/19/014743-705073de-5da5-492a-bf86-582a0d697a3e.pdf>
 - Pool: <https://4.files.edl.io/3c7b/04/06/19/015837-a0c813c0-9ce3-44a8-a6fc-03af2df03f91.pdf>
- 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:

- In early April conducted Spring Break Survey of all Faculty & Staff for a variety of indoor and outdoor needs. The majority of accomplishable items were successfully completed. Follow-up of feasible items is continuing in April. Many areas covered, including but not limited to: plumbing, electrical, lighting, HVAC, locksmith, cleaning, etc. while also gathering information/requests for future consideration.
- Upgraded lighting in Nurse's office boys/girls waiting rooms, boys/girls restroom and office storage room to LED fixtures
- Finalized J-Bldg LED Lighting project by completing J122 & J123 overhead lighting
- Stadium light fixture replacement on Visitors side – Replaced under warranty
- Various Building Mechanical Rooms cleaned/cleared
- Continued efforts on proactive closing/sealing of small entry points in the Music, Mercer, Cafeteria Complex
- Service Cart Maintenance & Repairs
- Removal of 2 old/unusable cars left on campus
- Cleaning out under Mercer Stage to create additional storage space
- Making Room for LAUSD to start loading in material for the Long-Term Temporary Heating System repair
- Student Restroom Renovation: Installed New BOYS/GIRLS and CUSTODIAL signs in finishing off the exterior phase of this project
- Prepping for Annual LAUSD Charter School Division (CSD) oversight/compliance visit
- Prepping for Annual LAUSD School Accountability Report Card (SARC) Facilities compliance visit
- Graduation Preparations/Planning Starting: Re-Seed/Fertilize Main Quad & Gilbert Quad Areas, Touch-Up Painting Main Quad, Tunnel & Stadium Areas, Landscaping Tune-Ups, etc.
- Ongoing Day-to-Day Operations/Facilities Support as usual
- Beginning Summer Break Project Planning

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. Restroom planned to be remodeled over Spring Break was not due to contractor inability to complete in one week. Delayed until summer.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Garden Gateway Phase 3 (Fully Boosters Funded)** – Project is underway. MOU between Boosters and PCHS was signed on April 4th. Contract between Boosters and American Heritage signed soon after. Projected started on April 13th. Broken irrigation line to supply water to the area has been repaired, demolition of the asphalt is completed, fence being moved the weekend before this board meeting, and finalization of the benches underway. Project seems to be on target for completion before Graduation.
- **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, was then postponed until Late Spring 2019, and is now targeted for Summer 2019. Funding expected to be provided by LAUSD - Any cost to PCHS still TBD.
- **Long-Term Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase still ongoing. 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 prepared bid packages for General Contractor bidding/selection. Projected estimates came in much higher than anticipated. Project now being reviewed for cost reduction via Value Engineering, reduction in scope, or both. New target start date is TBD, but will likely not be Mid-June. Earliest estimated start date pushed back to Mid-Summer 2019, but further start date delays are likely.

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_04_30_19.pdf

Board of Trustees Meeting
Development Report

4/25/2019

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc.	Budget
The PCHS Fund	General	\$164,435	\$176,289	\$11,854	
The Pali GO Fund	Pali GO	\$36,348	\$42,018	\$5,670	
Campus Safety & Security	General	\$2,860	\$2,860	\$0	
Donor Brick Campaign	General	\$1,276	\$1,276	\$0	
Donations to Athletic Teams	ASB	\$4,705	\$4,705	\$0	
Donations to Classroom Teachers	ASB	\$16,831	\$19,350	\$2,519	
Donations to Extra-Curriculars	ASB	\$25,150	\$28,550	\$3,400	
Donations to Pali Cares	ASB	\$0	\$0	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$251,605	\$275,048	\$23,443	
Rest. Donations/Pledges - Recd	General	\$79,727	\$79,727	\$0	
Rest. Donations/Pledges	General	\$74,414	\$74,414	\$0	
TOTAL RESTRICTED FUNDS RAISED		\$154,141	\$154,141	\$0	
TOTAL FUNDS RECEIVED		\$405,746	\$429,189	\$23,443	\$488,000

TOTAL EXPENSES TO DATE:

Bacio Design	\$4,905	\$5,100
L.A. Press Printing	\$10,746	\$6,900
American Direct Mail	\$2,228	\$5,000
Postage	\$443	\$250
Subscriptions	\$4,642	\$10,000
California Consulting	\$12,041	\$12,041
SafeSave service fees	\$5,176	\$6,232
Salaries & Benefits (Campus Unification/Development Dir)	\$147,440	\$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	\$189,238	\$227,203

TOTAL NET FUNDS**\$239,951****\$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
8/2/2018	Hidden Leaf	\$10,000	Transportation Assistance - Submitted	9/1/19
8/2/2018	Saban Family	\$10,000	Transportation Assistance - Submitted	2/15/19
9/18/2018	Cynthia & Wm Simon	\$5,000	Transportation Assistance - Submitted	None
1/25/2019	CTE Incentive Grant	\$450,000	Career Technical Education	5/1/19
3/15/2019	K12SWP Grant	\$165,000	Career Technical Education	4/30/19
4/25/2019	District 4 Board Grant	\$20,000	Chromebooks	5/15/19

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:

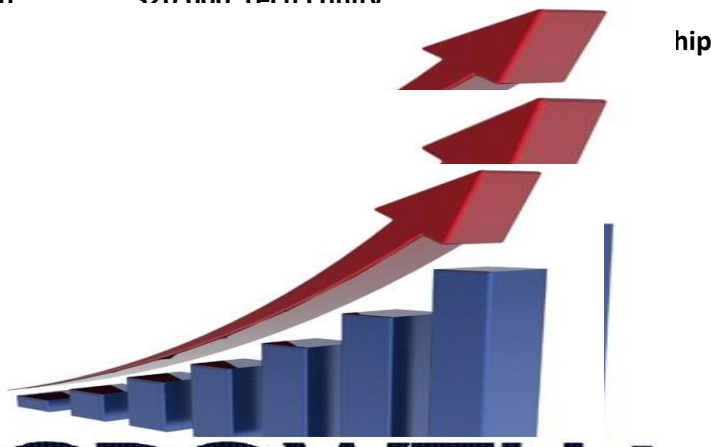
4/28/2018	Motorola Solutions	\$30,000	Denied - PCHS lacked proven eval. proc.	7/15/18
7/12/2018	A & E Borchard Fdn	\$10,000	Not accepting uninvited proposals	None
7/16/2018	Jewett & Chandler	\$10,000	Denied - not a funding priority	Twice/yr
7/16/2018	Norman F. Sprague, Jr	\$5,000	Unsolicited requests not accepted	None
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
8/2/2018	Donald T. Sterling	\$5,000	Foundation not active since 2014 incident	Varies
8/2/2018	Hofmann Family	\$10,000	Only supports local charities (No. Cal.)	None
8/2/2018	Kathryne Beynon	\$5,000	Supports only higher education	None
9/17/2018	Craigslist Charitable	\$5,000	Supports only higher education	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:

April	J.P. Morgan Found.	\$5,000	Entrepreneurship	5-Apr
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Board of Trustees Meeting
Development Report

	U.S. Bank Foundation	\$5,000	Entrepreneurship	5-Apr
	M.B. Seretean Fdn.	\$5,000	Arts Education	5-Apr
	Bank of America Fdn.	\$5,000	Entrepreneurship/Leadership Developme	30-Apr
	Partner for Dev. Future	\$5,000	Charter School Education	30-Apr
	W.M. Keck Found.	\$100,000	Mathematics/Science/Technology Equip	30-Apr
	Sydney Stern Trust	\$5,000	Tech Equity	30-Apr
	Crail-Johnson Fdn.	\$9,500	Academic Equity (Albert I.O.)	30-Apr
	Amgen Foundation	\$10,000	Science probes for labs	30-Apr
	Joseph Stanley Leeds	\$5,000	Professional Development	30-Apr
	Semel Charitable Fdn		Performing Arts/Dance/Econ. Disadv.	30-Apr
	Motorola Solutions	\$30,000	STEM/Robotics/Science/Mathematics	30-Apr
	MUFG Union Bank	\$5,000	Transportation Assistance/Scholarships	30-Apr
	Chartwell Charitable	\$10,000	Performing Arts/Program Development	30-Apr
	S. Mark Taper Fdn.		Performing Arts	30-Apr
	Willametta Day Fdn.		Performing Arts/General Support	30-Apr
	Eisner Foundation		Performing Arts	30-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
	Willametta Day Fdn.		Performing Arts/General Support	
	Eisner Foundation		Performing Arts	
May	Mazda Foundation		Cross-Cultural Understanding	
	David Bohnett Fdn.	\$5,000	Anti-discrimination/Human rights	
	Bill Hannon Found.	\$10,000	Transportation Assistance/Scholarships	
June	Ahmanson Found.			
	Annenberg Found	\$20,000	Tech Equity	
	Carrie Este			



GROWTH

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 6_CBO_CreditCardMarch_04_30_19.pdf
II_H_Part 5_CBO_CafeteriaMarch_04_30_19.pdf
II_H_Part 4_CBO_ThreeYearCastFlow_04_30_19.pdf
II_H_Part 3_CBO_BudgetDetails_04_30_19.pdf
II_H_Part 2_CBO_BudgetSummary_04_30_19.pdf
II_H_Part 1_CBO_04_30_19.pdf

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 03/01/19 - 03/31/19

PLEASE COMPLETE

For finance use only

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
3/4/2019	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	Monthly Communications System	P. MAGEE	S. LADINIER	150.00	NO	GENERAL FUND	SUBSCRIPTIONS
3/5/2019	SQ *SQUARE HARDWARE - 877-417-4551, MI	Contactless & Chip POS	P. MAGEE	B. KING	217.91	NO	POOL	SUPPLIES
3/6/2019	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	P. MAGEE	K. ELLIS	64.26	NO	GENERAL FUND	OFFICE SUPPLIES
3/6/2019	HFT*HARBOR FRGHT TOOLS - 805-388-1000, CA	Marching Band Supplies	P. MAGEE	A. DALE	90.17	NO	GENERAL FUND	IMA (VAPA)
3/6/2019	Amazon.com *MI16U1HI2 - Amzn.com/bill, WA	Culturally Profiecent Leadership Books	P. MAGEE	P. MAGEE	318.29	NO	GENERAL FUND	OFFICE SUPPLIES
3/7/2019	SP * DISTRIBUTITVE EDU - DECAIMAGES.MY, VA	DECA Blazers	P. MAGEE	B. KOLAVO	106.52	NO	ASB	DECA
3/11/2019	THE UPS STORE 1787 - PACIFIC PALIS, CA	HR Employee Documents	P. MAGEE	A. NGUYEN	66.03	NO	GENERAL FUND	OTHER SERVICES
3/13/2019	LYFT *RIDE MON 4AM - LYFT.COM, CA	CCSA Conference	P. MAGEE	P. MAGEE	25.48	YES	GENERAL FUND	PD
3/14/2019	LYFT *RIDE MON 8AM - LYFT.COM, CA	CCSA Conference	P. MAGEE	P. MAGEE	32.52	YES	GENERAL FUND	PD
3/14/2019	LYFT *RIDE TUE 8AM - lyft.com, CA	CCSA Conference	P. MAGEE	P. MAGEE	9.97	YES	GENERAL FUND	PD
3/15/2019	LYFT *RIDE TUE 6PM - lyft.com, CA	CCSA Conference	P. MAGEE	P. MAGEE	9.33	YES	GENERAL FUND	PD
3/15/2019	Amazon Prime - Amzn.com/bill, WA	AmazonPrime Membership	P. MAGEE	P. MAGEE	14.22	NO	GENERAL FUND	SUBSCRIPTIONS
3/18/2019	AMERICAN AIR0012342663624 - FORT WORTH, TX	DECA Interntaitonal Conference	P. MAGEE	B. KOLAVO	439.59	NO	ASB	DECA
3/18/2019	AMERICAN AIR0012342663625 - FORT WORTH, TX	DECA Interntaitonal Conference	P. MAGEE	B. KOLAVO	439.59	NO	ASB	DECA
3/18/2019	AMERICAN AIR0012342663626 - FORT WORTH, TX	DECA Interntaitonal Conference	P. MAGEE	B. KOLAVO	439.59	NO	ASB	DECA
3/18/2019	AMERICAN AIR0012342663627 - FORT WORTH, TX	DECA Interntaitonal Conference	P. MAGEE	B. KOLAVO	439.59	NO	ASB	DECA
3/18/2019	LYFT *RIDE THU 10AM - LYFT.COM, CA	CCSA Conference	P. MAGEE	P. MAGEE	21.31	NO	GENERAL FUND	PD
3/19/2019	SMF IRON HORSE TAVERN - SACRAMENTO, CA	CCSA Conference	P. MAGEE	P. MAGEE	14.00	NO	GENERAL FUND	PD
3/19/2019	AMERICAN AIR0012342891205 - FORT WORTH, TX	DECA Interntaitonal Conference	P. MAGEE	B. KOLAVO	395.59	NO	ASB	DECA
3/19/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	345.52	NO	ASB	DECA
3/19/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	345.52	NO	ASB	DECA
3/19/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	345.52	NO	ASB	DECA
3/19/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	345.52	NO	ASB	DECA
3/19/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	361.48	NO	ASB	DECA
3/19/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	361.48	NO	ASB	DECA
3/19/2019	SHERATON - SACRAMENTO, CA	CCSA Hotel	P. MAGEE	P. MAGEE	712.56	YES	GENERAL FUND	PD
3/19/2019	WEB*NETWORKSOLUTIONS - 888-6429675, FL	web domain	P. MAGEE	P. MAGEE	39.99	NO	GENERAL FUND	SUBSCRIPTIONS
3/20/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	(14.95)	NO	ASB	DECA
3/20/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	(345.52)	NO	ASB	DECA
3/20/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	345.52	NO	ASB	DECA
3/20/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	14.95	NO	ASB	DECA
3/21/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	(345.52)	NO	ASB	DECA
3/22/2019	ALCATRAZ CRS 415-438-8320 - SAN FRANCISCO, CA	DECA Conference	P. MAGEE	B. KOLAVO	731.00	NO	ASB	DECA
3/22/2019	SQ *DECA INC. - 877-417-4551, VA	DECA	P. MAGEE	B. KOLAVO	907.00	NO	ASB	DECA
3/25/2019	PAVILION #2231 - SANTA MONICA, CA	Admin Meeting Materials	P. MAGEE	P. MAGEE	26.99	NO	GENERAL FUND	HOSPITALITY
3/25/2019	OAKLAND MARRIOTT CITY - OAKLAND, CA	DECA Conference	P. MAGEE	B. KOLAVO	322.72	NO	ASB	DECA
3/26/2019	THE MASTER TEACHER - 800-669-9000, KS	Online Training Course	P. MAGEE	A. NGUYEN	39.00	NO	GENERAL FUND	PD
3/26/2019	AMZN Mktp US*MW7Q25JM2 - Amzn.com/bill, WA	Spring Musical Prop	P. MAGEE	C. SMITH	784.00	NO	ASB	SPRING MUSICAL
3/27/2019	JOTFORM INC. - HTTPSWWW.JOTF, CA	Online form building tool	P. MAGEE	J. VIEIRA	9.50	NO	GENERAL FUND	SUBSCRIPTIONS
3/18/2019	RESIDENCE INN DOWNTOWN - SACRAMENTO, CA	CCSA Hotel	G. WOOD	G. WOOD	253.37	NO	CLASSIFIED PD	PD
3/19/2019	RESIDENCE INN DOWNTOWN - SACRAMENTO, CA	CCSA Hotel	G. WOOD	A. NGUYEN	506.74	NO	CLASSIFIED PD	PD
3/19/2019	RESIDENCE INN DOWNTOWN - SACRAMENTO, CA	CCSA Hotel	G. WOOD	C. LEE	760.11	NO	TITLE 2	PD
3/19/2019	RESIDENCE INN DOWNTOWN - SACRAMENTO, CA	CCSA Hotel	G. WOOD	T. CHRISTOPHER	760.11	NO	TITLE 2	PD

Grand Total **10,906.57**

	July 2018	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	Year To Date 18/19
Cash sales per day	\$ -	\$ 1,129.35	\$ 1,509.72	\$ 1,601.98	\$ 1,558.14	\$ 1,235.99	\$ 1,455.18	\$ 1,555.36	\$ 1,619.90	
Revenue										
A La Carte/Paid	\$ 4,321	\$ 16,940	\$ 25,665	\$ 36,846	\$ 23,372	\$ 11,124	\$ 24,738	\$ 29,552	\$ 34,018	
Total Sales	\$ 4,321	\$ 16,940	\$ 25,665	\$ 36,846	\$ 23,372	\$ 11,124	\$ 24,738	\$ 29,552	\$ 34,018	\$ 206,576
Catering Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ -
State Reimbursements	\$ 124	\$ 1,775	\$ 2,755	\$ 4,086	\$ 2,657	\$ 1,318	\$ 2,756	\$ 3,188	\$ 3,706	\$ 22,366
Federal Reimbursements	\$ 1,701	\$ 21,746	\$ 33,227	\$ 49,306	\$ 31,721	\$ 15,053	\$ 33,091	\$ 38,270	\$ 44,311	\$ 268,425
Total Revenue	\$ 6,146	\$ 40,461	\$ 61,647	\$ 90,238	\$ 57,751	\$ 27,495	\$ 60,585	\$ 71,010	\$ 82,035	\$ 497,367
Cumulative	\$ 6,146	\$ 46,607	\$ 108,254	\$ 198,492	\$ 256,243	\$ 283,738	\$ 344,322	\$ 415,332	\$ 497,367	
Expenses										
Total Salaries & Benefits		\$ 3,525	\$ 6,844	\$ 6,140	\$ 8,275	\$ 6,671	\$ 6,224	\$ 7,641	\$ 6,914	\$ 52,234
Food Expense 44.27%	\$ 1,409	\$ 16,199	\$ 24,829	\$ 33,810	\$ 22,874	\$ 10,900	\$ 24,074	\$ 28,397	\$ 32,473.20	\$ 194,964
Chartwells Management 55.73%	\$ 1,774	\$ 20,392	\$ 31,256	\$ 42,562	\$ 28,795	\$ 13,721	\$ 30,306	\$ 35,747	\$ 40,879.42	\$ 245,434
Total Chartwells Expenses (Invoice)	\$ 3,184	\$ 36,590	\$ 56,085	\$ 76,373	\$ 51,669	\$ 24,621	\$ 54,380	\$ 64,144	\$ 73,353	\$ 440,398
Total Expenses (Before Commodity Credit)	\$ 3,184	\$ 40,115	\$ 62,929	\$ 82,513	\$ 59,944	\$ 31,292	\$ 60,604	\$ 71,785	\$ 80,266	\$ 492,632
Commodity Credit	\$ (14,475)	\$ (1,675)	\$ (3,848)			\$ (2,895)		\$ (6,057)	\$ (14,475)	
Net Expenses	\$ 3,184	\$ 38,441	\$ 62,929	\$ 78,665	\$ 59,944	\$ 31,292	\$ 57,709	\$ 71,785	\$ 74,209	\$ 478,158
Net Income/(Loss)	\$ 2,962	\$ 2,020	\$ (1,282)	\$ 11,573	\$ (2,193)	\$ (3,797)	\$ 2,876	\$ (776)	\$ 7,826	\$ 19,210
Operational Expenses	\$ -	\$ 8,550	\$ 932	\$ (3,395)	\$ 15,236	\$ -	\$ -	\$ 3,107	\$ 1,425	\$ 25,857
Net Income/(Loss) - After Operations	\$ 2,962	\$ (6,530)	\$ (2,214)	\$ 14,967	\$ (17,429)	\$ (3,797)	\$ 2,876	\$ (3,883)	\$ 6,401	\$ (6,648)
Per day profit		\$ (435.32)	\$ (130.24)	\$ 650.75	\$ (1,161.96)	\$ (421.90)	\$ 169.16	\$ (204.37)	\$ 372.66	
Operating Days	12	15	17	23	15	9	17	19	21	
Operating Days-Cumulative	12	27	44	67	82	91	108	127	148	148
Free Students	29	738	733	751	745	739	743	744	743	
Reduced Students	13	189	203	185	186	185	185	192	194	
Total F & R-	42	927	936	936	931	924	928	936	937	-
Enrollment (Per Infinite Campus)	-	2,968	2,966	2,949	2,948	2,967	2,952	2,945	2,945	
F & R %	0	31%	31.56%	31.74%	31.58%	31.14%	31.44%	31.78%	31.82%	
Meals Served:										
Breakfast										
Free	141	2,769	4,597	6,676	4,573	2,650	4,551	5,312	6,231	37,500
Reduced	36	437	750	1,151	788	521	868	967	1,229	6,747
Paid	92	428	796	1,186	841	550	899	1,080	1,396	7,268
Lunch										
Free	179	3,766	5,341	7,933	4,929	1,975	5,154	6,018	6,870	42,165
Reduced	53	639	947	1,497	931	421	1,064	1,167	1,320	8,039
Paid	159	1,426	2,115	2,986	1,876	766	2,109	2,301	2,684	16,422
Total Meals	660	9,465	14,546	21,429	13,938	6,883	14,645	16,845	19,730	
Participation:										
Free										
Breakfast	9%	18%	38%	33%	38%	49%	28%	38%	30%	
Lunch	7%	21%	42%	37%	44%	73%	30%	41%	32%	
Reduced										
Breakfast	33%	9%	24%	21%	23%	39%	17%	22%	18%	
Lunch	23%	13%	30%	30%	34%	58%	25%	31%	24%	
Paid										
Breakfast & a la carte	13%	1%	2%	1%	2%	3%	1%	1%	1%	
Lunch	8%	10%	17%	15%	16%	27%	11%	16%	15%	

2018-19 Budget Cash Flow															
PALISADES CHARTER HS															
Description	Source/ Object Codes	Budget 2018-19	July	August	September	October	November	December	January	February	March	April	May	June	
STARTING CASH			5,779,096	4,624,315	4,355,840	5,401,836	4,482,256	4,227,241	5,107,480	5,236,369	5,212,933	6,112,388	5,124,132	5,121,716	
A. REVENUES															
1) Revenue Limit Sources	8010-8099	+	28,216,198	1,250,086	1,671,142	3,318,997	2,053,663	2,053,663	3,318,996	2,053,663	2,469,656	2,974,725	1,952,279	1,952,279	3,172,629
2) Federal Revenues	8100-8299	+	1,334,311	34,623	69,247	46,165	70,615	176,280	67,166	133,930	75,116	66,888	72,202	82,417	191,687
3) State Revenues	8300-8599	+	3,422,645	102,703	282,618	161,339	139,076	139,692	426,402	604,330	247,619	322,406	233,188	228,188	165,368
4) Local Revenues	8600-8799	+	1,971,591	87,026	173,160	172,791	174,480	142,914	153,356	120,259	72,444	219,450	166,094	166,094	156,105
PY Revenues Received			-	(94,443)	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUES		=	34,944,745	1,474,439	2,196,167	3,699,292	2,437,834	2,512,549	3,965,920	2,912,183	2,864,834	3,583,469	2,423,763	2,428,978	3,685,790
B. EXPENDITURES															
1) Certificated Salaries	1000-1999	+	14,576,492	-	1,075,277	1,236,191	1,233,822	1,261,345	1,220,491	1,262,173	1,228,458	1,250,862	1,217,716	1,217,716	1,217,716
2) Classified Salaries	2000-2999	+	4,558,851	-	235,558	408,919	386,497	456,479	400,692	361,054	432,949	401,647	369,857	369,857	369,857
3) Employee Benefits	3000-3999	+	7,771,803	47,568	856,411	636,580	685,346	673,493	630,252	569,617	654,413	653,958	643,642	643,642	656,466
4) Books and Supplies	4000-4999	+	919,274	6,897	60,801	49,745	138,664	37,884	73,659	56,678	45,650	73,683	54,421	86,317	85,468
5) Services, Other Operating Expen	5000-5999	+	5,723,688	199,560	368,916	534,935	614,837	414,604	581,177	438,845	917,412	491,405	298,107	352,312	238,107
6) Capital Outlay	6000-6599	+	860,000	-	136,697	52,989	94,729	19,566	50,308	16,142	6,919	10,333	71,667	71,667	71,667
7) Other Outgoing	7100-7299	+	282,162	16,091	32,181	21,454	21,454	21,454	21,454	21,454	37,545	30,286	23,513	23,513	23,513
8) Interprogram/Interfund Support C	7300-7399	+	-	-	-	-	-	-	-	-	-	-	-	-	-
9) Other Debt Service	7438-7439	+	52,932	4,225	4,971	4,870	4,768	4,665	4,460	4,357	4,253	4,411	4,411	4,411	
Principal Payments			-	-	-	-	-	-	-	-	-	-	-	-	
PY Expenses Paid			-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL PAYMENTS	34,745,182	=	34,745,182	274,340	2,770,812	2,945,682	3,180,116	2,889,490	2,982,596	2,730,424	3,327,703	2,916,427	2,683,334	2,769,436	2,667,205
NET REVENUES LESS PAYMENTS				1,200,099	(574,645)	753,610	(742,282)	(376,941)	983,324	181,759	(462,869)	667,042	(259,571)	(340,457)	1,018,584
Balance Sheet Items															
Assets															
Other Cash Equivalents	9111-9149	-	-	(505,307)	(308,246)	537,647	(160,962)	(51,982)	(9,215)	4,348	307,318	210,820	(129,399)	192,121	(82,022)
Investments	9150-9199	-	-	(62,152)	114,210	(67,217)	(25,127)	(9,857)	(61,742)	186,613	(425)	(86,915)	180,800	(60,060)	(6,983)
Acct Recvbl & Other Curr Assets	9200-9399	-	-	104,120	430,821	152,141	86,287	62,172	25,608	(162,104)	74,693	35,496	(674,960)	2,259	(854,237)
Capital Assets	9400-9499	-	-	-	-	-	-	-	-	-	-	-	(10,664)	-	(415,390)
Liabilities															
Accounts Payable	9500-9540	-	-	(2,082,335)	(75,375)	(374,965)	(41,493)	140,532	(87,139)	1,106,491	81,739	15,837	(76,138)	221,638	2,446,063
Other Liabilities	9541-9659	-	-	190,794	144,760	44,779	(36,002)	(18,940)	29,402	(175,566)	(23,892)	57,176	(18,323)	(17,917)	87,002
L-T Liab not in Govt/Exp Trust Fd	9660-9669	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Undefined	9670-9699	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fund Balance/Net Assets	9700-9799	-	-	-	-	-	-	-	-	(1,012,652)	-	-	-	-	-
Error Account	9999	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Transactions	9xxx	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Balance Sheet Acct Transactions				(2,354,880)	306,170	292,386	(177,297)	121,926	(103,085)	(52,869)	439,433	232,413	(728,684)	338,040	1,174,434
D. TOTAL CASH MONTH ENDING				4,624,315	4,355,840	5,401,836	4,482,256	4,227,241	5,107,480	5,236,369	5,212,933	6,112,388	5,124,132	5,121,716	6,140,300

2019-20 Budget Cash Flow

PALISADES CHARTER HS		Source/ Object Codes	Budget 2019-20	July	August	September	October	November	December	January	February	March	April	May	June
STARTING CASH				6,140,300	6,240,004	5,366,964	6,296,137	6,355,240	6,023,972	7,115,118	6,993,265	7,245,695	8,453,815	8,235,345	7,650,000
A. REVENUES															
1) Revenue Limit Sources	8010-8099	+	29,185,253	1,283,276	1,742,068	3,358,055	2,095,793	2,095,793	3,358,055	2,095,793	2,554,585	3,281,590	2,019,328	2,019,328	3,281,590
2) Federal Revenues	8100-8299	+	1,329,283	35,006	70,012	76,590	79,892	79,892	185,839	79,892	114,898	259,213	74,058	74,058	196,613
3) State Revenues	8300-8599	+	2,862,093	103,412	237,820	171,514	171,514	171,514	171,514	326,724	278,926	288,661	309,488	154,279	156,514
4) Local Revenues	8600-8799	+	2,022,261	145,507	159,316	170,363	170,363	170,363	170,363	170,363	170,363	170,363	170,363	170,363	170,363
PY Revenues Received			314,809	784,387	-	-	336,166	-	-	-	-	-	-	-	-
TOTAL REVENUES		=	35,398,889	2,351,588	2,209,215	3,776,522	2,853,728	2,517,562	3,885,771	2,672,771	3,118,772	3,999,826	2,573,236	2,418,027	3,805,080
B. EXPENDITURES															
1) Certificated Salaries	1000-1999	+	14,384,993	-	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708	1,189,708
2) Classified Salaries	2000-2999	+	4,833,883	-	402,824	402,824	402,824	402,824	402,824	402,824	402,824	402,824	402,824	402,824	402,824
3) Employee Benefits	3000-3999	+	8,793,464	336,832	615,128	616,128	616,128	616,128	616,128	616,128	616,128	616,128	616,128	616,128	616,128
4) Books and Supplies	4000-4999	+	951,449	99,038	155,364	89,339	56,326	56,326	56,326	56,326	56,326	56,326	56,326	89,339	89,339
5) Services, Other Operating Exper	5000-5999	+	5,923,996	163,611	434,985	449,985	430,274	484,479	430,274	430,274	484,479	430,274	430,274	608,927	554,722
6) Capital Outlay	6000-6599	+	860,000	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667
7) Other Outgoing	7100-7299	+	291,853	17,511	35,022	23,348	23,348	23,348	23,348	23,348	40,859	20,430	20,430	20,430	20,430
8)Interprogram/Interfund Support C	7300-7399	+													
9)Other Debt Service	7438-7439	+	52,213	4,351	4,351	4,351	4,351	4,351	4,351	4,351	4,351	4,351	4,351	4,351	4,351
Principal Payments			-	-	-	-	-	-	-	-	-	-	-	-	-
PY Expenses Paid			1,343,013	1,558,874	173,208	-	-	-	-	-	-	-	-	-	-
TOTAL PAYMENTS	34,748,838	=	36,091,851	2,251,884	3,082,256	2,847,348	2,794,625	2,848,830	2,794,625	2,794,625	2,866,341	2,791,706	2,791,706	3,003,372	2,949,167
NET REVENUES LESS PAYMENTS				99,704	(873,040)	929,174	59,103	(331,268)	1,091,146	(121,854)	252,431	1,208,120	(218,470)	(585,345)	855,913
Balance Sheet Items															
Assets		+													
Other Cash Equivalents	9111-9149	-													
Investments	9150-9199														
Acct Recvbl & Other Curr Assets	9200-9399	-													
Capital Assets	9400-9499	-													
Liabilities		-													
Accounts Payable	9500-9540	-													
Other Liabilities	9541-9659	=													
L-T Liab not in Govt/Exp Trust Fd	9660-9669	=													
Undefined	9670-9699														
Fund Balance/Net Assets	9700-9799														
Error Account	9999														
Other Balance Sheet Transactions	9xxx														
Total Balance Sheet Acct Transactions															
D. TOTAL CASH MONTH ENDING		=		6,240,004	5,366,964	6,296,137	6,355,240	6,023,972	7,115,118	6,993,265	7,245,695	8,453,815	8,235,345	7,650,000	8,505,913

2020-21 Budget Cash Flow

PALISADES CHARTER HS		Source/ Object Codes	Budget 2020-21	July	August	September	October	November	December	January	February	March	April	May	June	
STARTING CASH				8,505,913	8,625,534	7,730,166	8,681,556	8,730,310	8,388,694	9,505,883	9,377,018	9,629,859	10,866,567	10,638,625	10,037,502	
A. REVENUES																
1) Revenue Limit Sources	8010-8099		+ 29,964,499	1,317,539	1,788,581	3,447,715	2,151,751	2,151,751	3,447,715	2,151,751	2,622,793	3,369,208	2,073,244	2,073,244	3,369,208	
2) Federal Revenues	8100-8299		+ 1,380,465	35,759	71,517	78,237	81,610	81,610	190,246	81,610	117,368	265,609	75,650	75,650	201,252	
3) State Revenues	8300-8599		+ 2,909,947	105,635	211,271	143,539	143,539	143,539	143,539	302,086	249,175	263,205	284,480	125,933	128,226	
4) Local Revenues	8600-8799		+ 2,065,739	148,636	162,741	174,026	174,026	174,026	174,026	174,026	174,026	174,026	174,026	174,026	174,026	
PY Revenues Received			+ 1,120,553	784,387	-	-	336,166	-	-	-	-	-	-	-	-	
TOTAL REVENUES	36,320,650		= 36,320,650	2,391,956	2,234,110	3,843,517	2,887,091	2,550,925	3,955,526	2,709,472	3,163,361	4,072,048	2,607,399	2,448,853	3,872,712	
B. EXPENDITURES																
1) Certificated Salaries	1000-1999		+ 14,494,319	-	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	1,198,749	
2) Classified Salaries	2000-2999		+ 4,869,169	-	405,764	405,764	405,764	405,764	405,764	405,764	405,764	405,764	405,764	405,764	405,764	
3) Employee Benefits	3000-3999		+ 9,268,043	350,768	631,500	632,500	632,500	632,500	632,500	632,500	632,500	632,500	632,500	632,500	632,500	
4) Books and Supplies	4000-4999		+ 982,180	102,236	160,382	92,224	58,145	58,145	58,145	58,145	58,145	58,145	58,145	92,224	92,224	
5) Services, Other Operating Expe	5000-5999		+ 6,115,341	167,703	449,143	464,143	444,432	498,637	444,432	444,432	498,637	444,432	444,432	624,989	570,784	
6) Capital Outlay	6000-6599		+ 860,000	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	71,667	
7) Other Outgoing	7100-7299		+ 299,645	17,979	35,957	23,972	23,972	23,972	23,972	23,972	41,950	20,975	20,975	20,975	20,975	
8)Interprogram/Interfund Support	7300-7399		+ -	-	-	-	-	-	-	-	-	-	-	-	-	
9)Other Debt Service	7438-7439		+ 37,294	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	
Principal Payments			+ 169,848	-	-	-	-	-	-	-	-	-	-	-	-	
PY Expenses Paid			+ 1,787,082	1,558,874	173,208	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENDITURES	34,969,061		= 36,925,992	2,272,334	3,129,478	2,892,127	2,838,337	2,892,542	2,838,337	2,838,337	2,910,521	2,835,340	2,835,340	3,049,976	2,995,771	
NET REVENUES LESS EXPENDITURES																
				119,621	(895,368)	951,390	48,754	(341,617)	1,117,189	(128,865)	252,841	1,236,708	(227,941)	(601,123)	876,941	
Balance Sheet Items																
Assets			+ -													
Other Cash Equivalents	9111-9149		- -													
Investments	9150-9199		- -													
Acct Recvbl & Other Curr Assets	9200-9399		- -													
Capital Assets	9400-9499		- -													
Liabilities			- -													
Accounts Payable	9500-9540		- -													
Other Liabilities	9541-9659		- -													
L-T Liab not in Govt/Exp Trust Fd	9660-9669		= -													
Undefined	9670-9699		- -													
Fund Balance/Net Assets	9700-9799		- -													
Error Account	9999		- -													
Other Balance Sheet Transactions	9xxx		- -													
Total Balance Sheet Acct Transactions			- -													
D. TOTAL CASH MONTH ENDING																
				-	8,625,534	7,730,166	8,681,556	8,730,310	8,388,694	9,505,883	9,377,018	9,629,859	10,866,567	10,638,625	10,037,502	10,914,443

PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 4/30 Updates

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget Updates (8/28/18)	Actuals to 10/31/18	1st Interim Budget Updates	Actuals Until 1/31/19	2nd Interim Budget Updates	Financial Updates 04/30/19	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED	2,905	2,882	2,867		2,867	2,845	2,834	Final P-2 ADA
LCFF FUNDING PER ADA		9,873	9,873		9,873	9,918	9,918	Per pupil funding increased per FCMAT
LCFF HIGH NEEDS PER ADA								
EPA Funding-Prop 30	4,657,544	4,614,937	1,265,334	5,061,334	2,530,667	4,881,402	4,863,043	
LCFF Entitlement - State Aid - Current Year	15,142,505	16,218,110	4,642,570	16,327,203	9,119,335	15,942,152	15,882,194	
LCFF Entitlement - State Aid - PY adjustments								
ADA Adjustment 1/2019						-	-	
LCFF PY Adjustments	(265,161)							
C S Funding In Lieu of PropTax -	7,281,331	7,619,778	2,385,985	6,917,354	4,070,210	7,392,644	7,364,840	
C S Funding In Lieu of PropTax - PY adjustments	-							
LCFF Funding-Total	26,816,219	28,452,825	8,293,889	28,305,891	15,720,212	28,216,198	28,110,077	
NCLB:T1,Basic School Support	281,972	308,894	-	308,894	77,224	308,894	321,894	Updated TI per CDE
Special Ed: IDEA Basic Local Assistance Entitlement	565,541	592,943	196,199	568,813	335,840	568,813	568,813	\$198.4/ADA (Actual Sp Funding-9/18)
NCLB:TII, Teacher Quality/ESSA	57,519	64,848	1,131	64,848	16,212	64,848	64,848	
ESSA:TIV,Student Support and Academic Enrichment	-	-	-	18,335	4,584	18,335	18,335	
MAA-Medical Reimbursements	16,925		-	-				
Perkins	24,736	29,570	-	29,570	26,594	29,570	29,570	
DDR-Rehab	8,550	20,000	-	20,000		20,000	20,000	
AP Fees	3,359		-					
Child Nutrition Program	362,687	397,851	23,320	323,851	137,573	323,851	323,851	
Federal Revenues-Total	1,321,289	1,414,106	220,650	1,334,311	598,027	1,334,311	1,347,311	
Prop. 39 energy	220,105	-	-					
State Lottery:Non Prop 20 - Current Year	461,509	435,182		448,182	158,974	448,182	448,182	
State Lottery:Non Prop 20 - PY adjustments	-		9,541	9,541	9,541	9,541	9,541	
Child Nutrition: School Programs	30,495	33,380	1,899	28,380	11,398	28,380	28,380	
Mandated Costs Reimbursement	125,271	130,353	240	131,554	131,554	131,554	131,554	
Classified School Employees Professional Development Block Grant		-		13,998	13,998	13,998	13,998	
One Time Discretionary Grant	419,051	530,288		535,301	267,652	535,301	535,301	
State Lottery:Prop 20 Inst Matls- Current Year	176,959	152,746		157,746	3,710	157,746	157,746	
State Lottery:Prop 20 Ins Matls- PY adjustments	-		14,862	15,218	15,218	15,218	15,218	
Special Education- AB602	1,681,851	1,758,827	581,982	1,687,258	996,520	1,687,258	1,687,258	
Student ID/CAHSEE	4,860	13,111		13,111		13,111	13,111	
CTE Grant	527,117	-						
College Readiness Block Grant	124,016	11,032		11,032	11,032	11,032	11,032	revenue recognized from 17/18
Low-Performing Students Block Grant				75,089	37,545	37,545	37,545	
LAUSD-Sp Ed Grants (Option 3)	172,997	143,850	77,213	163,850	198,779	333,779	354,835	Consulting with COP Grant/Step Grant (round 2) Updated 04/2019
Other State Revenues-Total	3,944,232	3,208,769	685,736	3,290,260	1,855,921	3,422,645	3,443,701	
Food Service Sales	202,852	190,255	83,776	269,255	142,976	269,255	269,255	
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,116,993	1,051,400	369,445	1,101,400	570,390	1,101,400	1,101,400	
Interest	115,788	112,932	19,607	112,932	70,531	112,932	112,932	
Fundraising	343,734	488,004	134,630	488,004	240,090	488,004	488,004	
Other Local Revenues-Total	1,779,367	1,842,591	607,458	1,971,591	1,023,986	1,971,591	1,971,591	
Total Revenue	33,861,107	34,918,291	9,807,733	34,902,053	19,198,145	34,944,744	34,872,680	
Teachers	12,976,082	12,757,083	3,052,212	12,507,083	6,430,353	12,807,083	12,807,083	Teacher Savings from 17/18 not returning 2018/19, increased teacher salaries by \$300K
School Admin	900,745	916,313	230,084	916,313	451,339	916,313	916,313	
Librarians	127,764	129,463	32,540	129,463	63,839	129,463	129,463	
Guidance,Welfare	698,603	723,633	180,509	723,633	343,766	723,633	723,633	
Certificated Salaries	14,703,193	14,526,492	3,545,289	14,276,492	7,289,297	14,576,492	14,576,492	
Inst'l Aides	905,595	971,377	137,008	971,377	381,571	971,377	971,377	
Admin. Sal	435,684	412,863	103,216	412,863	206,432	412,863	412,863	
Clerical/Office	1,829,675	1,968,726	456,953	1,968,726	921,988	1,864,726	1,864,726	240K savings in classified salaries

PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 4/30 Updates

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget Updates (8/28/18)	Actuals to 10/31/18	1st Interim Budget Updates	Actuals Until 1/31/19	2nd Interim Budget Updates	Financial Updates 04/30/19	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED	2,905	2,882	2,867		2,867	2,845	2,834	Final P-2 ADA
LCFF FUNDING PER ADA		9,873	9,873		9,873	9,918	9,918	Per pupil funding increased per FCMAT
LCFF HIGH NEEDS PER ADA								
Maint./Oper (incl. in Clerical/Office)	107,143	107,014	29,660	107,014	80,680	107,014	107,014	
Food Services	46,488	46,410	8,907	46,410	22,554	46,410	46,410	
Math Paraprofessionals	84,181	170,000	29,426	170,000	82,591	170,000	170,000	
Other Classified	1,183,398	986,461	265,803	986,461	553,384	986,461	986,461	
Impact Step and Column	-	56,000		56,000		-	-	
Proposed New Positions/Hours	-	80,000		80,000		-	-	
Classified Salaries	4,592,164	4,798,851	1,030,973	4,798,851	2,249,200	4,558,851	4,558,851	
Total Salaries	19,295,357	19,325,343	4,576,263	19,075,343	9,538,497	19,135,343	19,135,343	
STRS - Certificated (ER 16.28%)	2,059,405	2,364,913	565,348	2,324,213	1,071,798	2,313,053	2,313,053	Reduced STRS to account for STRS refund
PERS - Classified (ER 18.06%)	609,158	866,768	161,538	866,672	349,024	823,328	823,328	
OASDI Regular - Certificated	14,330	15,000	2,835	15,000	7,187	15,000	15,000	
OASDI Regular - Classified	277,840	297,529	62,409	297,529	134,558	282,649	282,649	
OASDI Medicare - Certificated	209,576	210,634	50,675	207,009	103,844	211,359	211,359	
OASDI Medicare - Classified	67,090	69,583	14,719	69,583	32,215	66,103	66,103	
Health & Welfare Benefits - Certificated	2,302,720	2,335,548	766,660	2,335,548	1,376,214	2,355,548	2,355,548	
Health & Welfare Benefits - Classified	1,115,968	1,181,164	375,793	1,181,164	686,563	1,181,164	1,181,164	
Unemployment Insurance - Certificated	11,188	7,263	5,068	11,716	5,068	11,716	11,716	Adjust 18/19 to PY levels
Unemployment Insurance - Classified	4,795	2,399	2,172	4,879	2,172	4,879	4,879	Adjust 18/19 to PY levels
Workers' Compensation - Certificated	146,742	133,191	85,206	143,191	120,882	143,191	143,191	Worker's Comp Audit
Workers' Compensation - Classified	59,333	57,082	27,475	64,082	39,367	64,082	64,082	Worker's Comp Audit
Other Employment Benefits - Certificated (LT Benefits)	203,094	483,000	85,577	256,731	133,293	236,731	236,731	No "Extra Fund Payments (re-classified)
Other Employment Benefits - Classified (LT Benefits)	26,134	208,000	20,431	48,000	37,083	63,000	63,000	No "Extra Fund Payments (re-classified)
Employee Benefits	7,107,370	8,232,075	2,225,905	7,825,317	4,099,266	7,771,803	7,771,803	
Total Salary & Benefits	26,402,727	27,557,418	6,802,167	26,900,660	13,637,763	26,907,146	26,907,146	
Textbooks	156,447	99,583	39,396	99,583	32,830	51,851	51,851	Textbook Account Frozen
Instructional Materials	303,557	240,000	59,176	240,000	104,441	205,000	205,000	2nd Interim savings identified, budget committee to freeze IMA early
Non-capitalized Equipment	540,471	413,547	74,134	335,547	102,861	249,647	249,647	Freeze Furniture or other non Cap items (Incl. VAPA Board & Science Venier)
Other Supplies	220,386	165,000	41,906	165,000	87,699	165,000	165,000	
Food Service Supplies	231,314	247,776	41,495	247,776	96,497	247,776	247,776	
Books & Supplies	1,452,174	1,165,906	256,107	1,087,906	424,329	919,274	919,274	
Personnel Services-Mileage	6,817	4,060	750	4,060	2,390	4,060	4,060	
Travel/Conference	101,280	36,034	15,386	43,534	28,410	43,534	43,534	
Due/Memberships (Subscriptions)	299,208	404,160	235,633	386,160	259,604	286,160	286,160	Reduced expenses in Subscriptions, updated analysis of subscriptions remaining to be paid (removed full cost of social sentinel)
Insurance	183,815	173,678	91,089	173,678	133,433	173,678	173,678	
Operation and Housekeeping Services	308,389	272,850	36,724	272,850	91,519	207,993	207,993	Reduced operations supplies expenses (compared to last year at this point, spending has decreased)
Utilities	459,712	411,000	62,187	411,000	64,315	411,000	411,000	
Rentals/Leases/Repairs & Noncapitalized Improvements	510,828	598,254	168,642	578,254	261,323	474,952	474,952	Reduced rental/lease budget for leases ending
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,097,378	2,370,680	771,557	2,430,680	323,377	3,294,010	3,294,010	Increased consulting expenses for special ed NPS, mental health services (LAUSD, \$300K), and legal
Pupil Transportation	689,084	607,651	262,910	712,651	1,874,292	626,281	626,281	Reduced budget for right-sized transport adjustment
Other Expenses	233,213	207,837	48,783	207,837	75,050	130,000	130,000	decreased expenses to reflect PY levels
Communications	70,315	72,000	24,588	72,000	39,161	72,000	72,000	decreased expenses to reflect PY levels
Services, Other Operating Exp	5,960,039	5,158,204	1,718,248	5,292,704	3,152,874	5,723,668	5,723,668	
Capital Outlay (6100-6500) -Total (Detail Below)	-	760,890	284,414	610,890	349,238	375,890	375,890	Capital Reduction in spending
Sites & Improvement (6100)	-	-	18,916	-	-	-	-	No Prop 39 funding

PALISADES CHARTER HIGH SCHOOL
2017-2018 Unaudited Actuals 2018-2019 4/30 Updates

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Budget Updates (8/28/18)	Actuals to 10/31/18	1st Interim Budget Updates	Actuals Until 1/31/19	2nd Interim Budget Updates	Financial Updates 04/30/19	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED	2,905	2,882	2,867		2,867	2,845	2,834	Final P-2 ADA
LCFF FUNDING PER ADA		9,873	9,873		9,873	9,918	9,918	Per pupil funding increased per FCMAT
LCFF HIGH NEEDS PER ADA								
Bldgs & Improvement (6200)	-	525,890	230,254	375,890	313,994	375,890	375,890	Safety 1 & Safety 2 Projects to Freeze/Defer
Equipment-Technology (6400)	-	235,000	-	235,000	-	-	-	E-rate project deferred, TBD
Equipment/Furniture Replacement (6500)	-		35,245		35,245			
Depreciation Expense	637,921	860,000	286,666	860,000	286,666	860,000	860,000	
Interest	44,961	52,932	18,833	52,932	32,521	52,932	52,932	
Indirect Cost (Total charter school supervisory oversight fees only)	268,177	284,528	91,180	283,059	155,542	282,162	282,162	Indirect cost = 1% of LCFF
Total Expenses-Financial Reporting Basis	34,765,997	35,078,989	9,173,201	34,477,261	17,689,695	34,745,182	34,745,182	
Total Expenses-Cash Reporting Basis	34,128,077	34,979,879	9,170,949	34,228,151	17,752,267	34,261,072	34,261,072	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(904,890)	(160,698)	634,532	424,792	1,508,450	199,563	127,498	Board approved restoration of deficit at \$1.3M, 18/19 ending balance must be at \$904K, total of 17/18 deficit
Net Reserve Fund Increase(Reduction)-Cash Basis	(266,969)	(61,588)	636,784	673,902	1,445,878	683,673	611,608	
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB		-				1,092,149	1,092,149	Based on actuarial study done on 6/30/18
Revised Financial Reporting						(892,586)	(964,651)	

PALISADES CHARTER HIGH SCHOOL
2017-2018 AND 2018-2019 FINANCIAL UPDATES as of 4/30/19

	Unaudited Actuals	Adopted	Re-Adopted	2nd Interim		Updated 17/18	
	2017-2018	2018-2019	2018-2019	2018-2019	2018-2019	vs. 18/19	
	Updated 8/31	Budget	Budget	2nd Interim	4/30 Updates	Incr./((Decr.)	
Revenue							
ADA	2,905.08	2,881.50	2,867.00	2,845.00	2,834.30	-2.4%	Lower ADA Per P-2 Filed (4/19)
LCFF Revenue	26,816,219	28,277,877	28,305,891	28,216,198	28,110,077	4.8%	Lower Revenue due to lower ADA
Federal Revenue	1,321,289	1,391,636	1,389,976	1,334,311	1,347,311	2.0%	Title I Updated Revenue
Other State Revenue	3,944,232	3,568,933	3,206,174	3,422,645	3,443,701	-12.7%	Updated SpED Revenue
Local Revenue	1,779,367	1,842,590	1,892,591	1,971,591	1,971,591	10.8%	
Total Revenue	33,861,107	35,081,036	34,794,632	34,944,744	34,872,680	3.0%	
Expenses							
	2017-2018	2018-2019	2018-2019	2018-2019	2018-2019	2017-2018	2018-2019
						% OF Total	% Of Total
Certificated Salaries (Excl. Admin)	13,802,448	13,610,179	13,360,179	13,660,179	13,660,179	39.7%	39.3%
Certificated Salaries-Admin	900,745	916,313	916,313	916,313	916,313	2.6%	2.6%
Classified Salaries (Excl. Admin)	4,156,480	4,385,989	4,385,988	4,145,988	4,145,988	12.0%	11.9%
Classified Salaries -Admin	435,684	412,863	412,863	412,863	412,863	1.3%	1.2%
Benefits	7,107,370	8,231,979	7,835,308	7,771,803	7,771,803	20.4%	22.4%
Total Salaries & Benefits	26,402,727	27,557,322	26,910,651	26,907,146	26,907,146	75.9%	77.4%
Books & Supplies	1,452,174	1,165,906	1,087,906	919,274	919,274	4.2%	2.6%
Services & Other Operating	5,960,039	5,158,203	5,243,204	5,723,668	5,723,668	17.1%	16.5%
Interest	44,961	52,932	52,932	52,932	52,932	0.1%	0.2%
Depreciation	637,921	860,000	860,000	860,000	860,000	1.8%	2.5%
District Oversight	268,177	282,779	284,528	282,162	282,162	0.8%	0.8%
						24.1%	22.6%
Total Expenses	34,765,997	35,077,142	34,439,221	34,745,182	34,745,182	100.0%	100.0%
Fund Balance-Excess/(Deficit)	(904,890)	3,894	355,411	199,563	127,498		



**CBO REPORT
BOARD OF TRUSTEES MEETING
APRIL 30, 2019**

2018-2019

Cash Balances for PCHS at the end of March 2019 was \$7.1 million (\$6.6 unrestricted) February 2019 was \$6.1 million (total). PCHS received the benefit of the Quarterly LCFF Funding in March.

Attendance

Current enrollment through Month 8 (4/12/19) was 2,933 (2,941-Month 7). The Cumulative ADA to Month 8 was 2,834.3 at a rate of 95.9% (incl. 6.3 NPS students). PCHS ADA is below the revised 2nd Interim Budget of 2,845. Month 8 signifies the end of the ADA period (P-2) for which ADA Funding is calculated. The 2018-2019 Financial projections (attached) are now updated to reflect this lower ADA from the prior Interim report (down 10.7 ADA)

2018-2019 Budget

PCHS attended the Special Education Charter Operated Programs (Option 3) meeting this month and learned about additional local funding will be approved & received for Special Education funding for the remainder of the 2018-2019 School Year. As a result of the awards granted (\$14k Step Grant, \$130k Assistance Grants), our projected revenue in this area will increase approximately.

Other

PCHS has prepared and sent the requested LAUSD CSD financial review packet last week to prepare for the LAUSD visit on May 8th-9th. We are also including as an attachment to this report, the Summary Cash Flow Projection for 2018-2019 and the succeeding 2 years. These projections align to the Budget updates we have previously provided to the Board in March 2019.



**CBO REPORT
BOARD OF TRUSTEES MEETING
APRIL 30, 2019**

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. A separate attachment is provided for review of the PCHS/Cafeteria Financial results to March 2019. The 2019-2020 Contract with Chartwell's (our Food Service Provider) is in the final stages of review by the CDE. We will present the contract Amendment at the next meeting.

Audit

Christy White & Associates will be the PCHS Auditors for 2018-2019, which 2 additional option years available. We have scheduled their review to start in July 2019 and return visit to take place in October 2019.

2019-2020

We met with our current Medical provider (SISC) to discuss premium renewals for 2019-2020. The preliminary information is that premiums will be increasing anywhere for 2.2% for Anthem Blue Cross PPO plans to 4.9% for Kaiser plans (HMO plans up 4.1%). The overall increase would be approx. 3.2%. Another Health Benefit provider (CharterLife) is scheduled to present a proposal to PCHS in the near future. PCHS is also anticipating receiving the 2019-2020 premium quotes for General Liability and Worker's Compensation Insurance from CharterSafe. Early indications are that while the Worker's Compensation rates will decrease in 2019-2020 (current year premium-\$207,000), the General Liability rate increase may approach 10% (current year premium \$174,000).

PCHS met with various Charter Leaders to coordinate utilizing the State of California's School Based Medi-Cal Administrative Activities Program (SMAA). SMAA has the potential to provide PCHS with State of California SMAA reimbursements that could amount to tens of thousands of dollars.

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material:
II_I_Part 2_EDP Report_Math Task Force _2_23_19 Minutes_04_30_19.pdf
II_I_Part 1_EDP Report_04_30_19.pdf



Math Task Force Agenda Items 4.23.19

1. Updates on Math Task Force Action Plan
2. Professional Development Plan/ Update on Math PD Donation
 - a. UCLA: Center X, UCLAMP, Curtis Center
<http://curtiscenter.math.ucla.edu/educators/math-teachers/>
 - b. Stanford: Jo Boaler [October 15-16, 2019](#)
[December 9-10, 2019](#)
3. Math Placement Exam Update, May 18, 2019
4. Math Placement Exam 2019 - 2020 (May 2020)
 - a) CSU/UC MDTP Placement tests
<https://mdtpucla.files.wordpress.com/2016/02/using-mdtp-tests-for-placement.pdf>
<https://mdtp.ucsd.edu/available-tests/placement-tests.html>

Math minutes from the last meeting, 2/26/19:

Math Task Force Location: Library Agenda 2/26/19 3:39 PM – 4:49 PM

1. Math Department Updates

January Department Training was completed

IAB Assessments are being administered and teachers are analyzing student results

Planning for SBAC in Math and ELA (250 juniors were not currently enrolled in math at PCHS last year so it made testing participation challenging)

CSU and Community College requirements with SBAC scores

2. CAASPP and CSU/Community Colleges Update

Dr. Ngo researched SBAC data to compare concurrent PCHS math class v Non-PCHS

Nearly Met and Met/ Not Met and Nearly Met

The difference in their scale scores of 200 points

The department is beginning the Course Planning for the 2019-20 school year

English and Math SBAC class to minimize burnout...change sequencing so that students take math first

All administrators and testing coordinator have given presentations in Junior English classes and the junior class meeting

The SBAC scores are also being assessed in our charter renewal process

3. Draft of the Concurrent Enrollment Policy

The committee reviewed the concurrent enrollment policy and new science pathways for the 2019-20 school year.



PALISADES

CHARTER HIGH SCHOOL

**PALISADES CHARTER HIGH SCHOOL
BOARD OF TRUSTEES MEETING
EXECUTIVE DIRECTOR AND PRINCIPAL REPORT
APRIL 30, 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.

PCHS Schoolwide Goal: Improve consistency in instructional curriculum, policies, and practices to increase student-centered learning.

Policy development, review, and revision

PCHS administration is concluding the year-long process of developing new and revising existing key academic policies. These policies have been discussed in Curriculum Council meetings, department meetings, and preparation period meetings held in February and April. Feedback from faculty has been incorporated into policies which are posted in the shared Faculty Google Drive for review and input. These policies will be given a final review by Curriculum Council for implementation during the 2019-20 school year and inclusion in the Faculty Handbook and Parent/Student Handbook. The primary policies included in Board of Trustees meeting materials address

- Attendance
- Grading
- Homework
- Advanced Placement
- Concurrent Enrollment

Student Support and Intervention Developments for 2019-20:

School Attendance Review Team and Saturday School

- **School Attendance Review Team (SART) proposal** - *included in revised Attendance Policy*

PCHS is creating a **School Attendance Review Team (SART)** to address the needs of students who are chronically absent, tardy, and truant. The goal of the SART team is to identify possible solutions to improve the student's attendance and/or behavior. This team may be composed of a retired judge, school psychologist, school police, social worker, deputy DA, principal, student's counselor, and teachers who do not know the student. The team will meet monthly and decide collectively the next steps for the student and what the parent must do to address and correct the poor attendance.

Saturday School – PCHS is creating a Saturday School program to provide educative opportunities for students in lieu of out of school suspensions. The Saturday program will provide information related to a variety of issues including substance abuse, stress and anger management, and making decisions with ethics and integrity.

Math Success Task Force – April 23, 2019 meeting

The task force continues to meet monthly. The agenda from the April meeting included the following items:

Updates on Math Task Force Action Plan



PALISADES

CHARTER HIGH SCHOOL

Professional Development Plan

UCLA: Center X, UCLAMP, Curtis Center

<http://curtiscenter.math.ucla.edu/educators/math-teachers/>

Stanford: Jo Boaler Mindset Mathematics Workshop [October 15-16, 2019](#)

[December 9-10, 2019](#)

Math Placement Exam Update, May 18, 2019

Math Placement Exam pilot 2019 - 2020 (May 2020)

Minutes from the February 26, 2019 meeting are included in the meeting materials.

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

National Alliance on Mental Illness (NAMI) Presentations

Students in 9th grade pods participated in the NAMI program called “Ending the Silence”, which aims to reduce the stigma surrounding mental health, educate about prevention, and inform students about how to help if someone is suffering from anxiety and depression. Presentations were held April 22-25.

CA Public Records Act

CCSA is hosting a CA Public Records Act seminar with attorneys from Young, Minnie, & Corr which will include guidance on responding to CPRA requests and sample charter school board policies for addressing and complying with CPRA requests. A representative from PCHS will participate in the seminar.

The California State Legislature adopted the Public Records Act in 1968. It is designed to give the public access to information in the possession of public agencies. The Act also provides that public records shall be open for inspection during regular office hours of the agency. The public can inspect or receive a copy of any record unless the record is exempted from disclosure under the act.

PCHS has contracted with **NextRequest**, a system designed to receive and track requests through an online portal, route requests to appropriate staff, maintain compliance with dashboards and audit trails, and release records after legal review.

Collective Bargaining is ongoing with UTLA and PESPU is ongoing. Management most recently met with UTLA on April 26 and with PESPU on April 30.

Culture and Climate Meetings

A group of PCHS teachers met with facilitator John Matich who has previously worked with PCHS conducting Adaptive Schools training to examine school climate challenges and concerns raised by the faculty. The focus of the group is the development of an action plan to go forward immediately. The group is continuing the work initiated in 2015 with Alan Rasmussen and Richard Tauer.

Upcoming Events:

Staff Appreciation Week - May 6-10

LAUSD Charter School Division Annual Compliance Visit – May 8 and 9

Coversheet

Charter Committee Updates

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: C. Charter Committee Updates
Purpose: Vote
Submitted by:
Related Material:
III_C_Part 2_Charter Committee Meeting Minutes_DRAFT_04_5_19.pdf
III_C_Part 1_Charter Committee MeetingMinutes_APPROVED_3_22_19.pdf



PALISADES CHARTER HIGH SCHOOL

Charter Committee Meeting Minutes from April 5, 2019

Attendance

Dara Williams
Pam Magee
Monica Iannessa
Tami Christopher
Susan Ackerman
Larry Wiener
Daphne Gronich
Student – Maddie Stein
Student – Arlene Cruz
Lisa Saxon
Keri Kraft arrived late

The following people would like to be on the Charter Committee:

Pam Magee, Dara Williams, Monica Iannessa, Tami Christopher, Susan Ackerman, Larry Wiener, Daphne Gronich, Keri Kraft, and Maddie Stein

Discussion about District Required Language

Monica has started looking at modifying some of the language based on the updates she is of which she is aware.

Approval of minutes:

Paul
Lisa
Monica and Daphne abstain
Unanimously approved

Attendance Policy

Instituting a policy for bringing notes for clearing absences; maybe shortening the time period to turn in notes

Closing loopholes on make-up work

Suggestion by Minh Ha Ngo that we tie community service hours to excess absences as opposed to it having it affect a grade

There is a lack of consistency in attendance policies and make-up work



PALISADES CHARTER HIGH SCHOOL

If the absence excused, then teachers are required to give the make-up work
Keri Kraft arrived

Right now there are a lot of kids excusing absences because they want to go to prom
Many teachers do not want to fail a student for excessive absences
Infinite Campus does not automatically do it
Can't use a grade to punish a student for behaving badly
Granada is very strict with their grading policy

Discussion of SARB possibility

First period tardies may not depend on the student
Maybe there are different punishments that could be implemented
If we have tardies removed from the equation for failing that might work

Doesn't seem to be an attendance issue at Pali Academy
Discussion about how this works with IEPs; probably need to intervene through the IEP
Distance traveled might play into the problem

Sometimes with the 7 absences those kids are already failing
Nobody writes truancy tickets anymore
An absence just shows up as unknown
Make unknown unappealable if they miss the window for clearing up
If your absence is uncleared then no make-up work, that will have an impact on their grade
Either 5 to 10-day window

Tardy sweeps
Granada puts kids in study hall
Many of the kids do need supports and that is why they are missing class

For the 7th period PE some kids stop going after the season is over and that results in many absences; no reason to pay teachers to coach sports when the kids do not need the PE credits
Cross-country and track there are so many kids
Where the teacher of record is not the coach it is costing money so no reason to pay a teacher to just take roll; kids can still get their PE credit but not a grade

SARB members possibilities:

Principal
School psychologist



PALISADES CHARTER HIGH SCHOOL

School counselor
Deputy District Attorney
School police officer
Teachers
Social workers

We could think of offering attendance incentives:

Like getting premium seats at graduation for great attendance over 4 years
Attendance cookies
Gift cards
Attendance banquets

Absences and tardies trigger an intervention

We should look at it from a support issue

Tami Christopher will prepare something for our next meeting

The benefit of looking at it this way is that it is individualized

Perhaps sometimes prohibiting after school activities might work

Looking at it on an individualized basis; some kids would be motivated by this

DRAFT



PALISADES CHARTER HIGH SCHOOL

Charter Committee Meeting Minutes from March 22, 2019

Attendance

Dara Williams
Keri Kraft
Susan Ackerman
Larry Wiener
Tami Christopher
Paul Mittelbach
Lisa Saxon
Pam Magee
Paula Anderson
Student – Maddie Stein
Daphne Gronich (arrived late)

Janelle Ruley of Young, Minney & Corr presented
She is assisting with the Charter Renewal

Handout on Charter Renewal Presentation
Right now only 2018 Application Guide is online
Estimating that the 2019 Guide will be online around May
Application and potential appeals may take up to 10-11 months
Time constraints as to when can submit – certain application windows
So we want to get this submitted in July or August so that we can prepare for the worst-case scenario; it's likely that the earliest they will accept it in July

If District doesn't renew within 60 days, the Charter is automatically renewed
But if they can't meet the timeline they would likely ask for an extension

Movement within Charter School Association to submit at the same time as it makes it harder for them to target one of us.

Makes sense to work with the existing template and then later make the adjustments.
There are a series of new laws applicable to Charter Schools so the question is whether the Application Guide will incorporate those laws in the Application Guide
Doubtful that the headers will change significantly from 2018.



Charter Schools have to follow some of the same rules that standard public schools have to follow and so they have to be incorporated
Some of it is boilerplate language

LAUSD oversight visit is May 8th and 9th

What are the chances of LAUSD indicating that school faculty and employees (interested parties) cannot sit on Boards?
Newsom has signed into law that a bill that carves out an exception for employees to sit on their Boards
Her belief is that if UTLA wants faculty/staff on the Board then LAUSD will acquiesce.
LAUSD will likely not require us to have a Board without faculty/staff but if they pushed the issue we could go to the county or the state to have one of those entities issue our charter.

Issues with Budget & Finance Committee having faculty and staff because they are interested parties.

DRL stands for District Required Language – this has to be in the charter
There will be new DRL. Most of it will not be objectionable but sometimes there will be a few things that we take issue with.

Overview of Charter Schools Act (in handout)
If we had to go to the county or state, we would have to submit a Prop 39 facility request in order to keep this facility
Hoping to get this done at the District level

15 Elements of the Charter (in the handout)
Most legal changes to 4, 6, 8, and 10
Suspension and Expulsion (10) – new procedure for involuntary removal
Admission Policies and Procedures (8) – if there is a big change it sometimes has to be done separately; District would have to approve of the preferences
She would think that efforts to maintain/increase diversity would be well received

Magnet
9th Grade 100/144 of Revere's Magnet 8th
10th Grade 99/147 of Revere's Magnet 9th

Transportation – an annual notice is required around transportation safety



Charter schools are not required to provide transportation

May or June meeting for a resolution on the charter renewal.

Additional Documents required are listed in the handout

Need certain documents from administrators and board members
So it should be on the next Board meeting agenda so that we have them by May

Timeline (handout)

Discussion of Budget & Finance not having interested members
Don't need to have a Budget & Finance Committee

So for governance, we talked about the options for appointing some board members

Two things faculty we will want to have a voice in are:
The makeup of the Board and Budget & Finance
Priorities for admissions

Biggest issue we are dealing with is the cost of transportation and maintaining our diversity

Things to Do:

Board Member Resumes
Publicizing Budget & Finance Committee Issues
Job descriptions

Motion to approve the minutes made by Susan Ackerman
Paula Anderson seconds the motion
Paul Mittelbach abstains
Dara Williams abstains
All other members unanimously vote to approve the minutes

Next meeting is April 5, 2019

Coversheet

Department Presentations/Initiatives

Section: V. Academic Excellence
Item: A. Department Presentations/Initiatives
Purpose: Discuss
Submitted by:
Related Material: V_A_Admissions OLR Presentation_04_30_19.pptx

Palisades Charter High School

Admissions Process for PCHS

Prepared by:
Tami Christopher-Hooker, M.Ed
PCHS
Director/Assistant Principal
Admissions and Attendance

PCHS Preference Order

Per PCHS Charter the preference order is as follows:

1. Residents, those who reside in Pacific Palisades, Topanga and parts of Brentwood
2. Brothers and sisters of current and continuing students
3. Students **graduating** from Paul Revere Charter Middle School and Paul Revere Magnet
4. Family members of PCHS staff
5. Students who reside within LAUSD boundaries
6. All Other Applicants in the state of California

PCHS Admissions Process

- 10/1/2018-2/20/2019 Submit the initial application
- March 4, 2019 Potential PCHS families notified of acceptance and next steps
- Step #1 **FOR ALL** families complete OLR (Online Registration) by March 18, 2019 (initial deadline)
- Proof of residency (residents **ONLY**) April 8-11th, 2019

Why OLR???


- It's 2019!!
- Utilizing more functions of IC
- Linking multiple families in IC
- Uploading *some* documents (i.e. Immunization records or transcripts)
- Receiving parent verification of receiving and reading PCHS Parent and Student Handbook, upload Emergency Card Information, and other information collected each school year
- Orientation Day 2019 **ONE** piece of paper to collect Free And Reduced Lunch Form



INFINITE CAMPUS ONLINE REGISTRATION



Infinite Campus Online Registration Application Number 848



Welcome to the Palisades Charter High School Online Enrollment. Before you begin, please gather the following:

- Household information -- address and phone numbers, and a proof of address document
- Parent information -- work and cell phone numbers, email addresses
- Student information -- demographic and health/medication information, and a birth certificate document. If applicable, your latest IEP and/or 504 Plan.
- Emergency Contact - phone numbers.

Note: Required fields are marked with a red asterisk, and the district will receive the data exactly as it is entered. Please be careful of spelling, capitalization and punctuation. Dates should be entered as MM/DD/YYYY and phone numbers as xxx-xxx-xxxx.

If you need assistance, please call the Attendance Office at (310) 230-6629.

[Begin](#)

Infinite Campus Online Registration Application Number 849

*Indicates a required field

▼ Student(s) Primary Household ✓ Parent/Guardian ✓ Emergency Contact ✓ Siblings in Grades 6-8 ▶ Student ▶ Completed

Home phone

Home Address

*Please verify or add the information below. Please update any information that is incorrect.

Number: 10236 Prefix: Street: Tag: Direction: Apartment: City: State: Zip: Ext.: County:

Clear Address Fields

Click on your address if it appears in box

10236 CHARING CROSS RD, LOS ANGELES, CA 90024

Your address as entered above
10236 Ch

◀ Previous Next ▶

Mailing Address

Cafeteria Lunch Application

[Save/Continue](#)

Infinite Campus Online Registration Application Number 849

*Indicates a required field

✓ Student(s) Primary Household ▼ Parent/Guardian ✓ Emergency Contact ✓ Siblings in Grades 6-8

Parent/Guardian

First Name	Last Name	Gender	Completed	
Mr	Incredible	M	✓	Edit/Review
Elastigirl	Incredible	F	✓	Edit/Review

Please list all primary Parent/Guardian's in this area.

Yellow - Indicates that person is missing required information. Select the highlighted row to continue.

✓ - Indicates that person is completed.

[Add New Parent/Guardian](#)

[Back](#) [Save/Continue](#)

Infinite Campus Online Registration Application Number 849

*Indicates a required field

✓ Student(s) Primary Household ✓ Parent/Guardian ✓ Emergency Contact ✓ Siblings in Grades 6-8 ▼ Student ▶ Completed

Student Name: Violet Incredible

Demographics

There will be a few steps for each student you enter. The first is general demographic information. Please verify or add the information below. Please update any information that is incorrect.

Please enter the student's name exactly as it appears on the birth certificate.

If your student has two last names, please enter both in the box marked "last name". Please enter both names without a dash in between.

Legal First Name: Violet Gender: Female Enrollment Grade: 09

Legal Middle Name: Birth Date: 04/01/2005

Legal Last Name: Incredible Birth Country: United States School: Palisades Charter High School

Suffix: Birth State: California Foreign Exchange: Yes, this is a foreign exchange student No, this is not a foreign exchange student

Nickname: Birth City: Los Angeles

Student Cell Number: () - Date Entered U.S.: 04/01/2005

Date Entered U.S. School: 08/16/2010

Date Entered CA School: 08/16/2010

[Next](#)

Transportation

Race/Ethnicity

Housing

Tribal Enrollment

OLR for Our NEW to Pali Parents



- Each tab requires information
- There are also places for document uploads (birth certificate, report card, 2 utility bills or immunization)
- Process takes 30-45 mins to complete

OLR Processing for Pali

- Each application reviewed
- Family member accounts are linked together
- Accounts are approved, placed on hold or denied

Online Registration - Google Chrome
https://palisades.infinitecampus.org/campus/olr2/coreOLR/portal/shell.xml?applicationMode=admin&x=olr2.coreOLR.Olr2Main-applicationList&applicationGUID=84E4542A-07E2-4F6F-AED5-940A3...

Infinite Campus Online Registration Application Number 138

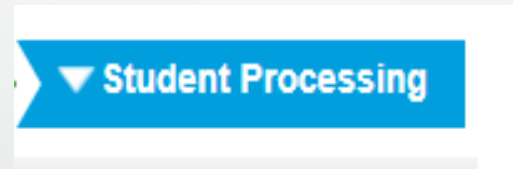
* Indicates a required field

✓ Student(s) Primary Household → ✓ Parent/Guardian → ✓ Emergency Contact → ✓ Student → ✓ Review → **Staff Approval** → Student Processing

Current Application Status: Approved- New Family
New Application Status: **Approved- New Family**
Comments: **Approved- New Family**
Email Comments: **Approved- New Family** figured.
Hold
Approved/Posted-without Parent Portal Activation
Denied

[Back](#)

OLR Processing for Pali



- Pali staff input NEW students into IC

New to Pali OLR Numbers (as of April 24, 2019)

- **713 Approved Families**
(9th – 678, 10th – 18, 11th – 13, 12th – 4)
- **50 Families on Hold**
(9th – 46, 10th – 2, 11th – 1, 12th – 1)
- Hold = need information/documents, families have been contacted (target PRMS families)

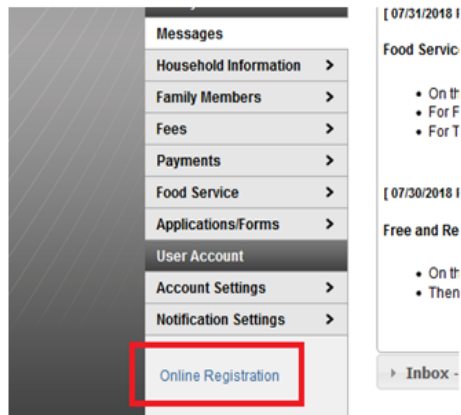
OLR for Returning Pali Families

PCHS has implemented a new registration system this year. This will allow us to update your contact information. It will also allow you to complete PCHS's emergency contact form, Parent/Student Handbook acknowledgement, and various other forms needed for the 2019-2020 school year. This eliminates the paper forms we used to collect during orientation.

Online Registration will be open from today through May 17, 2019, and can be accessed from your parent portal account. If you do not have a Parent Portal Infinite Campus account, a separate E-mail was sent. Please look for that email if you need to create an Infinite Campus account.

Please start your registration as soon as possible! If you encounter issues, you may contact the Admissions/Attendance Office at (310)230-6629 Monday-Friday from 8:30am-4:00pm.

Online Registration **MUST** be accessed from a parent portal account (**not the student's log-in information**). If you are still using the old version of the parent portal, then you can find the Online Registration link here (click on Online Registration at the bottom of the left-side menu):



- Families have from 4/26-5/17/2019 to complete
- Ensuring parents access Parent Portal
- No documents to upload (verification of information)
- Potentially invite more families from the waitlist

Attendance Question

Impact of Coachella on Senior Attendance???

- **Coachella, April 12th – ADA 86%**
- **Senior Ditch Day, April 11th – ADA 77%**
- **Monday, April 9th – ADA 94%**

(ADA = Average Daily Attendance)

Coversheet

Approval to submit PCHS (SARC)

Section: V. Academic Excellence
Item: B. Approval to submit PCHS (SARC)
Purpose: Vote
Submitted by:
Related Material: V_B_SARC_04_30_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%.

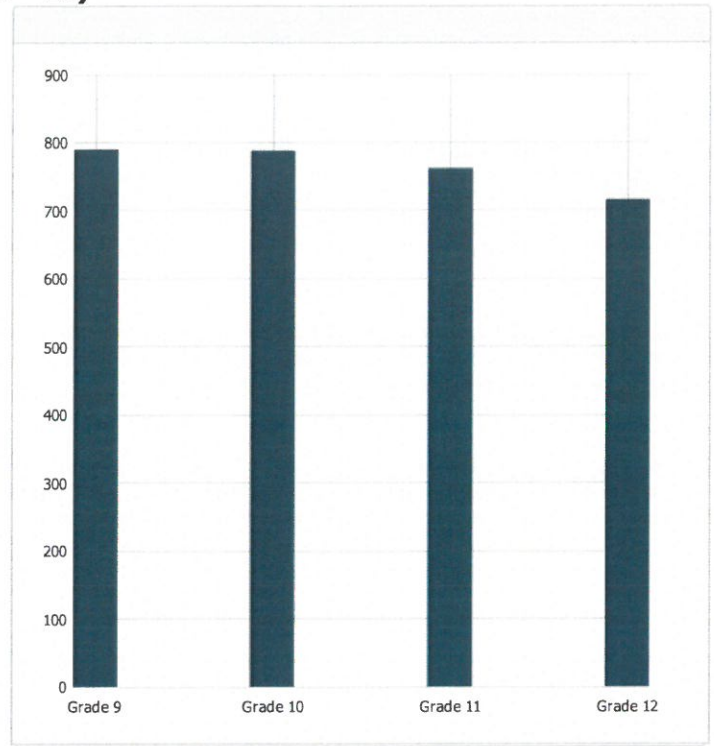
The Fuerza Unida assemblies held each year highlights the resources provided by the school including, free SAT and ACT prep courses, FAFSA application information, and scholarship opportunities for Latino/Hispanic students. These and many more resources are found on the Fuerza Unida Web Page (<https://tinyurl.com/fuerzaunida>),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

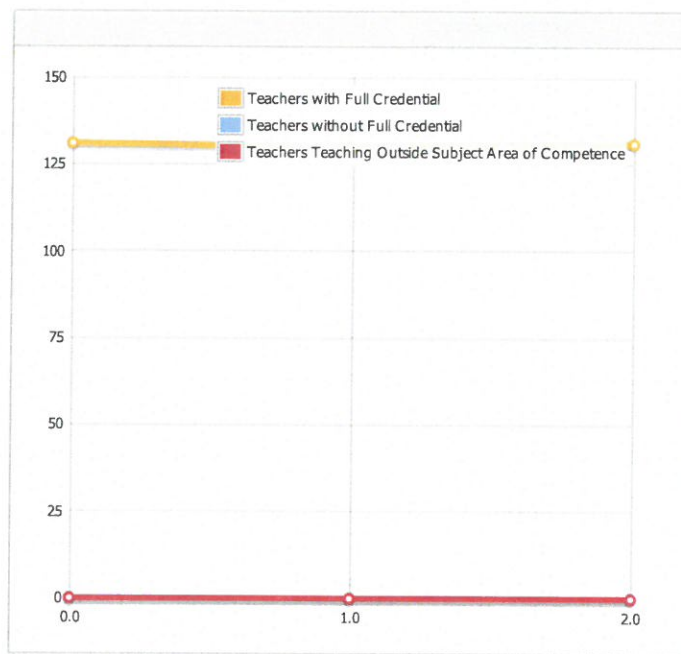
State Priority: Basic

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

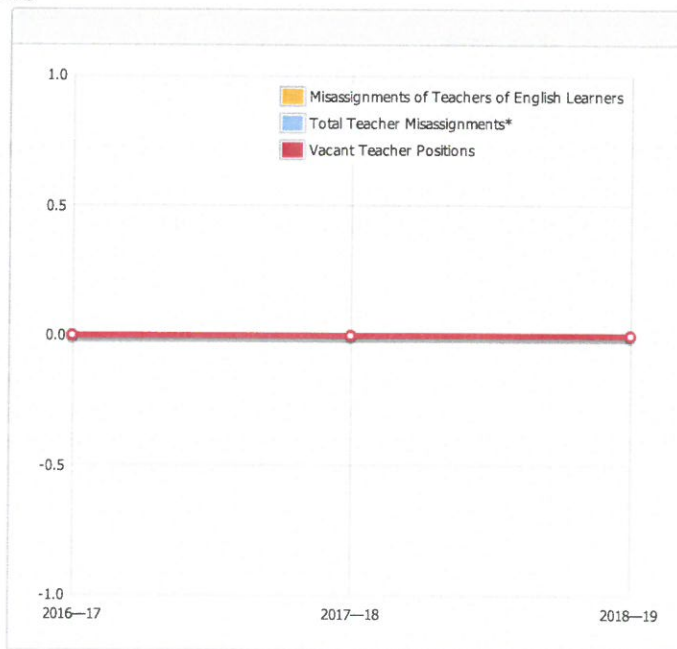
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	131	130	131	131
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	CLASS	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 %
		COPYRIGHT			
	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 2008 9780007330679			
	US History		American		
	History	Houghton Mifflin Harcourt			
		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

PUBLISHER

COPYRIGHT

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

PUBLISHER

COPYRIGHT

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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">External:</p> <p>School Grounds – Grounds generally in good working condition. Swampy conditions at the Pall 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

Overall Rating	Good
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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
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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

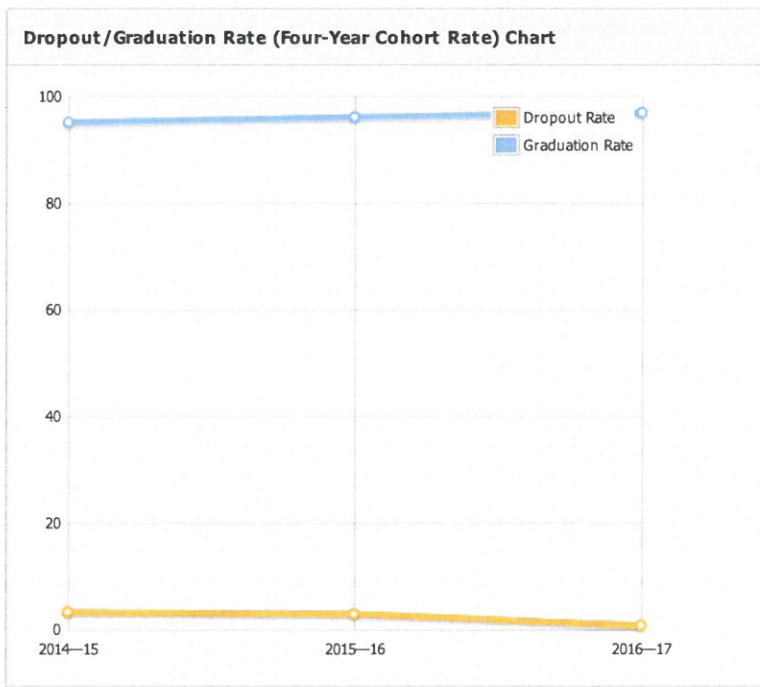
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%

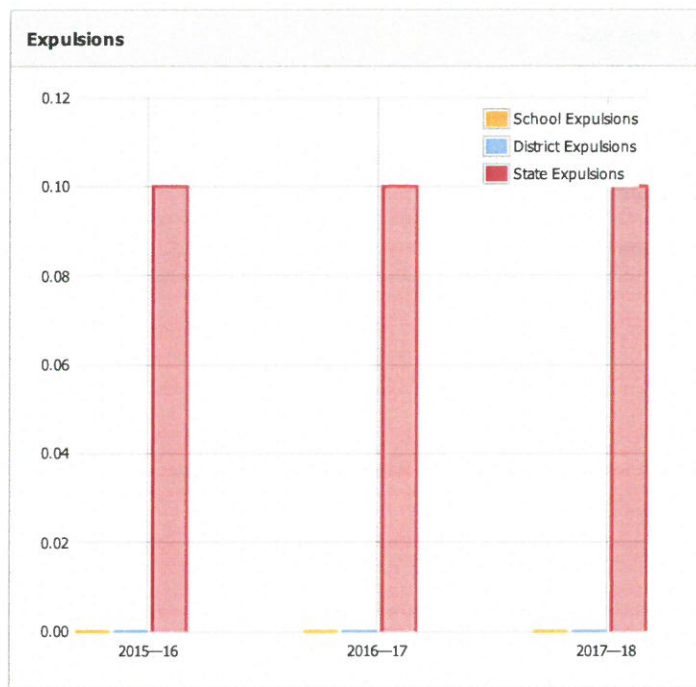
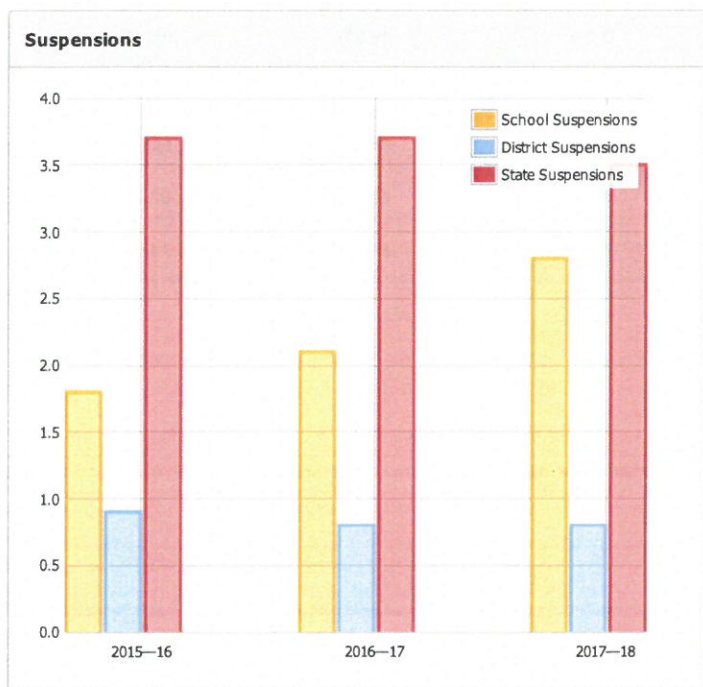
State Priority: School Climate

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](#)

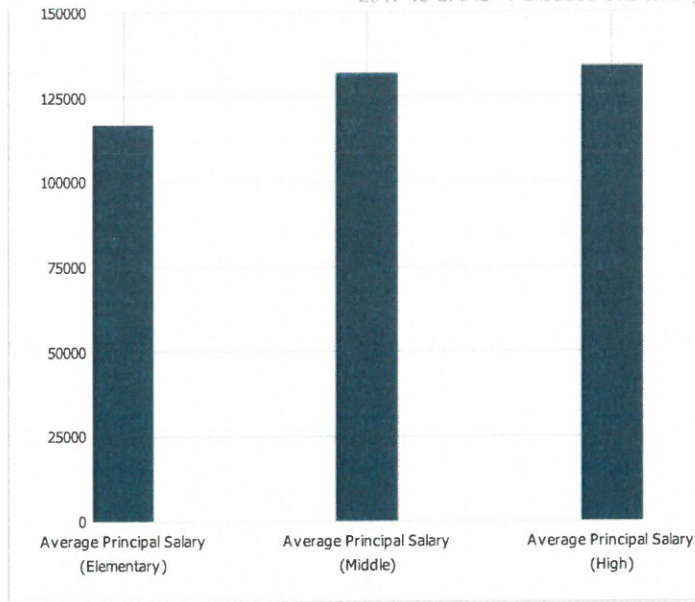
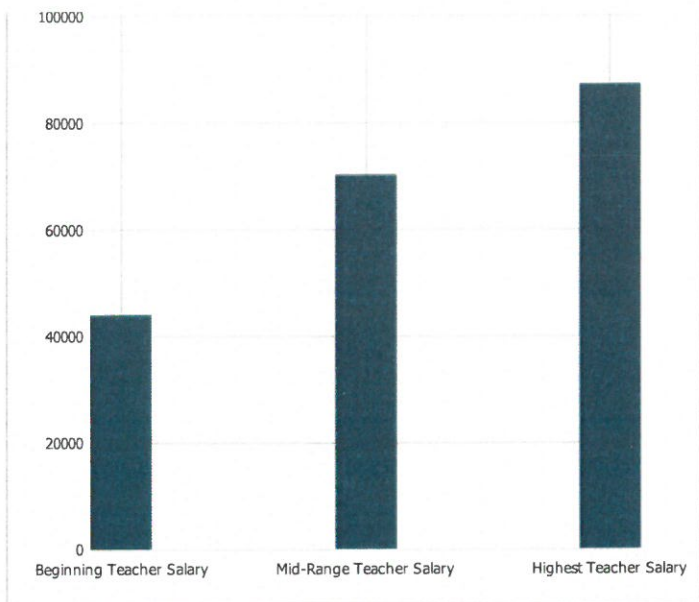
Last updated: 1/31/2019

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. 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

New & Revised Policies

Section: V. Academic Excellence

Item: C. New & Revised Policies

Purpose: FYI

Submitted by:

Related Material:

V_C_Part 5_Attendance Policy Amendment_04_23_19_DRAFT_04_30_19.pdf

V_C_Part 4_PCHS ADVANCED PLACEMENT POLICY DRAFT_04_30_19.pdf

V_C_Part 3_4_23_19_PCHS_Homework Policy_DRAFT For Board approval_04_30_19.pdf

V_C_Part 2_4_26_19_PCHS Concurrent Enrollment Policy DRAFT For Board approval_04_30_19.pdf

V_C_Part 1_Revised Grading Policies For Board approval_04_30_19.pdf



PALISADES

CHARTER HIGH SCHOOL

PCHS Attendance Policy Amendment 4-24-19

The following are proposed changes to the PCHS attendance policy based upon input from the period-by-period meetings.

As opposed to the current policy in which a student may Fail a class due to 7 **unexcused?** absences (3 unexcused tardiness = 1 absence) the proposed idea is to remove the link between absences and a student's academic grades. Pali students who have been absent shall have 5-10 (?) consecutive school days upon their return to provide parent/guardian notes to clear their absences. If students do not clear their absences, then teachers do not have to provide the student with makeup work for the days missed. This, in turn, can have a negative impact on student's grades, making clearing absences important to students (and teachers).

Parents are required by law to send their children to school. For students who are **chronically absent, tardy, and truant**, PCHS shall create a School Attendance Review Team (SART). This team may be composed of a retired judge, school psychologist, school police, social worker, deputy DA, principal, student's counselor, and teachers who do not know the student. The team shall meet once a month and decide collectively the next steps for the student and what the parent must do to address and correct the poor attendance. When necessary, legal action can be taken against the parent or the student, depending on who is responsible for failing to comply.

Los Angeles City and Los Angeles County have loitering ordinances. They prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session. Students who violate these ordinances may receive a citation, have to appear in court with his/her parent/guardian, have a fine imposed by the court, and risk having his/her driver's license held.



PALISADES

CHARTER HIGH SCHOOL

PCHS ADVANCED PLACEMENT POLICY

College Board Advanced Placement Courses provide college-level studies for high school students who are ready to do college-level work. Advanced Placement (AP®) courses are taught using college level materials and strategies that will prepare students to take College Board Advanced Placement Examinations.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Palisades Charter High School has an open enrollment policy for AP courses. Palisades Charter High School students interested in a post-secondary degree should consider challenging themselves during their four years at Pali by taking at least one to two AP courses. At PCHS, the maximum number of AP classes recommended is eight during the span of four years.

**Freshman Year: 0 recommended AP classes
Sophomore Year: 0-1 recommended or 2 maximum AP class
Junior Year: 0-2 recommended or 3 maximum AP classes
Senior Year: 0-2 recommended or 3 maximum AP classes**

The rigor of AP coursework in high school will help prepare students to be successful in college. Acknowledgment of the rigor of a college course should be considered when balancing a high school class load and extracurricular activities. Choosing to take an AP course at Palisades Charter High School is a mutual decision made by student, parent, and PCHS. Each entity is a vital participant in choice and commitment to the AP program. While the students bear the ultimate responsibility to achieve success, both the school and the parent play supportive roles. Palisades Charter High School EXPECTS that students who are taking AP courses will be preparing for and taking the AP exams for these courses. The AP course is designed for this summative assessment. Students are expected to take the AP Exam if they are enrolled in the AP class. Students who take the AP Exam and score a 3 or higher, generally excel better in college. Students may not be penalized should they not take the AP Exam.



PALISADES

CHARTER HIGH SCHOOL

Palisades Charter High School must provide:

- * **Professional development opportunities for every AP teacher**
- * **Exceptional instruction at college level and pace**
- * **Regular and timely communication with students and parents- this may include online updates via Infinite Campus and Schoology/LMS.**
- * **As many AP course opportunities as possible to meet the needs of our interested students**
- * **Provide students with a range of information on the course, including student expectations, course requirements, and college readiness.**

AP teachers must provide:

- * **Required course information to the College Board**
- * **Exceptional instruction at college level and pace**
- * **Specific information regarding course workload, schedule changes, and drop policies**

Parents must:

- * **Read and sign the PCHS AP Course Agreement**
- * **Acknowledge the increased rigor of AP courses which includes, but is not limited to heavily weighted testing, increased independent reading and research, and increased hours of homework**
- * **Become familiar with each AP course requirements in which their child are enrolled and try to attend AP information events at PCHS**
- * **Help their children balance their commitments and actively support good time management and monitor their children's progress and registration deadlines**
- * **Help their children organize their study and preparation time for each AP class**
- * **Encourage their children to excel when the coursework becomes challenging**
- * **Contact the teacher first with any concerns**

Students must:

- * **Become familiar with the particular requirements for each AP course and try to attend AP information events at PCHS**
- * **Acknowledge the increased rigor of AP courses which includes, but is not limited to heavily weighted testing, increased independent reading and research, and increased hours of homework**
- * **Understand the rigorous nature of AP coursework and commit themselves to work at the level required to be successful**
- * **Organize their time and effort to successfully complete each course**
- * **Have outstanding attendance in class**
- * **Come prepared academically for each AP course**

How does Advanced Placement benefit students?



PALISADES

CHARTER HIGH SCHOOL

- * AP students who pass the College Board Advanced Placement examinations can be exempt from introductory courses in college, depending on the college. This may save students and their families' money on college courses.
- * AP students demonstrate scholarship on national and international academic levels
- * Since AP courses are worth more GPA points, a student's opportunity to be accepted by the college of their choice improves.
- * At PCHS, the weighting for student grades increases with AP coursework. Students' final grades are given greater GPA weight for an AP class.

Who is eligible to take AP courses?

Since PCHS has a philosophy of open enrollment for AP, it would be unusual for a student to be denied a request to take an AP course. However, some AP courses have prerequisite and recommended prerequisite classes students must take before enrolling in the course. It is critical for families to evaluate the commitment to an AP course prior to enrolling. For example, if a student has already taken a few AP courses, and has not scored above a "1" on the College Board Exams, this indicates either that the student may not be academically prepared to take on this challenge or is not committed to put in the time and work needed to be successful. Additionally, families should acknowledge the time commitment required for AP courses, as well as other courses, extra-curricular activities, and other commitments.

Can I just sign up for an AP course with my counselor?

Interested students need to check with the AP teachers, as they may have information regarding an application process, recommendations, waitlists, and other required actions students must take in order to have the opportunity to take the class. Further, students are not guaranteed placement in the class, as there may not be space for all interested students. Students interested in taking AP courses should create a plan with alternative options should they not be able to take all/any of the desired courses.

Can a student in an AP class withdraw and be placed in a non-AP course?

Palisades Charter High School students are asked to carefully consider the academic commitment that the student is making before they schedule an Advanced Placement course. However, in order to withdraw from an AP class, students **MUST** do so before the Permanent Schedule Day. After this time, students cannot change or drop a class and must remain in the class for the rest of the semester.

Is testing an expectation for an AP course?

Students are expected to take at least two exams during the course of their AP career to meet the state requirements for college and career readiness. All students who enroll in AP courses are expected to complete the courses and take the examination in May.



PALISADES

CHARTER HIGH SCHOOL

PCHS Homework Policy

Purpose of Homework

The purpose of homework and its weight toward a student's academic grade in a standards-based system is to be used as a formative tool for practice toward mastery. Homework is not punitive or a compliance driven tool. (Vatterott, 2009). Due to the various degrees of academic support for students at home, homework should not penalize nor inflate student's grades. Homework shall not constitute more than ___% of a student's overall academic grade (O' Connor, 2009). OR The percentage of homework that counts toward the overall grade is to be determined by the PLC.

The purpose of homework is fourfold:

1. It is meant to be an opportunity for independent practice, to reinforce learning and to help students master specific skills.
2. It can be used to be a preparation by introducing material to be presented in future lessons.
3. It is an opportunity for students to extend their current skills into new situations.
4. It is a means by which students may integrate many different skills to a larger task, such as book reports, projects, or other creative avenues (Vatterott, 2009).

Homework must be assigned with explanation during class time.

No new material/information that has not previously been discussed in class for the assignment shall be added on Schoology/LMS. Professional development for Schoology/LMS will be provided as needed. Depending on the course, AP or otherwise, there may be a mandatory summer assignment. However, there shall be flexible submission windows determined by the PLCs. Additionally, for homework assigned over an extended period, regular checks on progress shall be made by the teacher. Parents/Guardians/Families shall be notified of long-term assignments and projects, especially if they overlap part of a vacation period. Notification includes posting on Schoology/LMS. Summer assignments will be posted on the school's website by department and grade level/PLC.

Homework assignments shall be posted on Schoology/LMS in the calendar section. In addition to posting on Schoology/LMS, homework assignments shall be clearly displayed in the classroom for students to make note of. Teachers shall post homework assignments on Schoology/LMS by the end of their contractual work day the day the homework was assigned.



PALISADES

CHARTER HIGH SCHOOL

Failure to Comply

Failure to adhere to this policy may result in grounds for a Grade Appeal and/or disciplinary action.

OLD HOMEWORK POLICY IDEAS AND RESEARCH:

Definition of Homework

Homework is typically defined as any tasks “assigned to students by school teachers that are meant to be carried out during non-school hours” (Cooper, 1989a, p. 7).

Time Spent on Homework

Homework must be realistic in length and difficulty given the students' abilities to work independently. Research has found the optimum amount of homework might lie between 1.5 and 2.5 hours per night.

Recommendation for teachers: direct students to indicate how much time they spent on their assigned homework to quickly gather feedback to gauge the class' range of time spent.

Homework Fatigue

Cooper, Robinson, and Patall (2006) issued a strong warning about too much homework: Even for these oldest students, too much homework may diminish its effectiveness or even become counterproductive. (p. 53)

Assigning Homework

Homework must be assigned to students during class time. Homework assignments can be resourced on virtual school platforms; however, the assigning of homework must be done during class.

Summer Assignment

The Grading of Homework

Homework Guidelines

Research provides strong evidence that, when used appropriately, homework benefits student achievement. To make sure that homework is appropriate, teachers should follow these guidelines:



PALISADES

CHARTER HIGH SCHOOL

1. Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
2. Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.
3. Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.
4. Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities.
5. Homework can include alternative assignments
6. Homework need not be formally evaluated but used to locate problems in student progress and to individualize instruction
7. Topics will appear in lessons before and after assigned homework
8. Homework will not be used to teach complex skills. It will generally focus on simple skills and material or on the integration of skills already possessed by the student.
9. Teachers should collect homework, check it for completeness and give intermittent instructional feedback. This procedure shows that the teacher takes homework seriously and that it is purposeful.

The Grading of Homework: need something here that incorporates completion grades, quality of grades, teacher feedback

Homework should be checked for accuracy and feedback provided to promote positive learning.

Teacher Assignment of Homework

1. All homework must be assigned and explained within a classroom setting.
2. A teacher will not assign homework after the end of the class period.
3. After the homework has been assigned, the homework is encouraged to be posted on digital platforms (Infinite Campus, Schoology, etc.) However, this is in addition to the classroom assignment.



PALISADES

CHARTER HIGH SCHOOL

For PCHS Employee Handbook:

Homework Guidelines

Research provides strong evidence that, when used appropriately, homework benefits student achievement. To make sure that homework is appropriate, teachers should follow these guidelines:

1. Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
3. Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.
4. Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.
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10. Teachers should collect homework, check it for completeness and give intermittent instructional feedback. This procedure shows that the teacher takes homework seriously and that it is purposeful.

In her book, *Rethinking Homework, Best Practices that Support Diverse Needs*, Cathy A. Vatterott states, "Historically, the homework debate has continued to repeat itself. But the flawed belief that homework is grounded on has yet to be adequately challenged. What complicates today's debate is the diversity of attitudes about the value of homework. The mass hysteria and balance movements illustrate the breadth of those attitudes. As a country, the United States is so diverse economically, culturally, and in parenting styles, it is not surprising that not all would agree on a practice that bridges both school and family life. This diversity of attitudes requires not only a critical examination of homework practices but also a rethinking of the school-family relationship."



PALISADES

CHARTER HIGH SCHOOL

Additional Homework Strategies and Classroom Policies for teachers to consider:

- Homework can be assigned with other intentions besides practice in mind. Some of the best types of homework assignments are those that help the students apply what they are learning, or challenge them within the range of their actual abilities and resources.
- Keep drill work to a minimum. If doing five problems will adequately strengthen and reinforce a particular skill, why assign 20?
- Keep tabs on how students are doing with a particular skill. To whatever degree possible, match assignments to student needs and abilities. If I can't do long division problems in class, how successful am I likely to be doing a page of them after school?
- Offer students choices to engage their autonomy and individual learning preferences. Allow students to pick a certain number of problems on a particular page, for example, or to choose between the problems on two different pages. Some students will be perfectly happy writing spelling words a certain number of times each; others will learn better by using the same words in a story or puzzle.
- Because students can indeed have a bad night, rather than relying on excuses, build some flexibility into your classroom policy, right up front. You might want to run your idea by an administrator or department chair, and ask parents to sign off as well (and parents will appreciate not having to write excuses).

Here are some of the policies other teachers have shared. Try using these strategies to build flexibility into your homework policies and avoid having to ask for (or deal with) excuses:

- Requesting that a certain percentage of assignments be turned in on time: "You are responsible for 37 out of 40 of the assignments you'll be getting this semester."
- Giving some token for one free "excuse" which does not need any explanation for its use: "Here is a 'Get Out of Jail Free' card, which you can use if you forget your homework any time during the semester."
- Giving kids a break after a certain number of assignments are completed: "If you turn in completed homework 5 classes in a row, you can have the next night off."
- Having a specific date for assignments to be turned in. (Similar to deadlines used in many college classes, this strategy may work best for specific assignments or projects, or with advanced-level classes and self-managing kids.) "As long as you get your homework in two weeks before the end of the grading period, you'll get credit for it."
- Not counting one or more missed assignments, or the lowest score on a series of assignments or quizzes—for example: "You can drop your lowest grade each semester."
- Avoiding the "Attack of the Zeros" by assigning a certain percentage to an F grade or a "Did not turn in day."
- Extending daily deadlines beyond the end of class, giving kids until the end of the following day to turn in work: "You have until the 3:30 bell tomorrow to turn in this assignment."
- Getting away from using punishments, penalties, or other negative consequences for not doing homework and offering positive outcomes instead. One school saw a change in students' attitudes about homework—and a big shift in the amount of work being turned



PALISADES

CHARTER HIGH SCHOOL

- in—by simply shifting from giving a “minus” when the work wasn’t done to giving a “plus” when it was.
- Have students create a homework portfolio to show ten of the students’ best assignments.
- Not requiring homework at all but instead, giving optional assignments for work that is turned in.

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PALISADES

CHARTER HIGH SCHOOL

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PALISADES

CHARTER HIGH SCHOOL

CONCURRENT ENROLLMENT POLICY- DRAFT

DEFINITION- Concurrent enrollment is defined as enrollment in any non-Palisades Charter High School course during the school year or during the summer by a student currently enrolled in Palisades Charter High School (PCHS). Concurrent enrollment is an alternative means by which students may obtain credit while simultaneously enrolled at PCHS and another approved accredited educational program to receive PCHS credit. As concurrent enrollment refers to courses not taken at PCHS, concurrent enrollment does not include courses included in the PCHS dual enrollment partnership with community colleges, the PCHS Virtual Academy, or online classes taken at PCHS through credit recovery or through an IEP/504 Plan.

- Students **must** first communicate with their counselor and complete all required paperwork before they can be approved for concurrent enrollment. Approval from the Director of Academic Programs and Guidance Services or another administrator is also required. If a student does NOT obtain approval from PCHS beforehand, the course is not guaranteed to appear on the PCHS transcript.
- PCHS credit will only be granted for concurrent classes taken at accredited schools or colleges. It is the students' responsibility to research accredited schools or colleges and should speak to their counselor. PCHS does not grant credit for special programs or enrichment programs.
- In order to earn PCHS credit and be posted on the PCHS transcript, the approved course must be required for graduation, fulfill the minimum A-G college entrance requirement, to meet NCAA requirements, or used for credit recovery. Grades earned for credit recovery will not replace the original grade, nor will the original course be removed from the student's PCHS transcript. The grades will be averaged in computing the PCHS GPA.
 - However, some colleges and universities may calculate the GPA differently for application purposes. Students should speak to their counselor or the College Center for more specific details.
 - PCHS does not factor in + or – grades (e.g. B+ or C-) when determining a student's GPA. Why don't we factor the += or - in?
 - Please note, some universities, such as UCs, require that a student earn a C grade or higher in order to meet a college requirement. Therefore, if students receive a C- grade or lower, they may not meet a college requirement.
- Students who completed a course concurrently and wish to take the next course sequentially should be made aware that some PCHS Departments give preference to students who took the prior course at PCHS.
- Students cannot receive Honors or AP credit at PCHS for classes taken through concurrent enrollment. Incoming PCHS 9th grade students may only concurrently enroll



PALISADES

CHARTER HIGH SCHOOL

in a Health class before the Fall Semester of their 9th grade year at PCHS. They must get approval from PCHS beforehand.

- Incoming PCHS 9th grade students that enroll in any other course will NOT receive PCHS credit for the class and may need to enroll in the course at PCHS or repeat that course in order to receive PCHS credit.
- Students may take concurrent enrollment courses beyond high school graduation or minimum A-G requirements. They **must** first meet with their counselor and complete all required paperwork before they can be approved. Approval from the Director of Academic Programs and Guidance Services may also be required. However, the course will NOT be posted on the student's PCHS transcript, computed in the student's PCHS GPA, nor earn high school credit.
- For any approved-course taken through concurrent enrollment, students must provide an official sealed transcript to the Counseling Office or submit through a secure service such as Parchment in order

DRAFT



PALISADES

CHARTER HIGH SCHOOL

Palisades Charter High School GRADING POLICY

Background

Palisades Charter High School (PCHS) affirms that the California content standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the Content Standards for California Public Schools, define what students should know and be able to do throughout the school year and serve as the basis for assessments. Educators use grades to:

- Give each student and his/her family feedback about the student's progress and mastery of the content standards,
- Provide guidance to students about future course work,
- Provide guidance to teachers for instructional planning, reteaching, and intervention,
- Provide information useful to plan for student matriculation, retention, and future course work,
- Plan for professional development.

Determination of Grades

The grade to be given to any individual shall be determined in the good faith professional judgment of the teacher and shall not be changed by PCHS except in situations of clerical or mechanical mistake, fraud, bad faith, incompetence, or failure to comply with the then-current PCHS grading policies, procedures, and criteria in accordance with the 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 practicable (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. Claimed violations of this section are subject to the grievance procedures outlined in the UTLA contract (UTLA Contract, Article V).

Marking Practices and Procedures

In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards and will conform to the following expectations:

a. Marking Practices for Report Cards and Progress Reports

1. Marking practices are to reflect student performance and progress toward mastery of the standards. A student's mark on progress reports and report cards



PALISADES

CHARTER HIGH SCHOOL

may not reflect a comparison of that student's performance with the performance of other students.

2. On the course description or syllabus, the teacher's criteria for marks will include a detailed explanation in the class syllabus of how the teacher's grade is determined including grading scales and/or weighted categories.
3. Academic marks will reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and/or mastery of California content standards.
4. Class work, homework, and other assignments that are taken into consideration for the progress report mark will be graded, recorded, and returned to students within a reasonable time. The criteria for determining a "reasonable" range of time is three class periods from the time that the assignment or assessment is turned in up to fifteen class periods based on the complexity of the assignment.
5. Classwork, homework, and other assignments are designed to give students meaningful feedback on academic progress. Meaningful homework is an extension or enhancement of classwork and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark. Homework assignments for a course shall be announced during scheduled class time. Homework assignments that have not been announced in class shall not be assigned as required work via Schoology/LMS.
6. The teacher shall weight a course final in accordance with their PLC or department grade weights. The grade weight for a course final and general grade policy shall be disclosed on the teacher's course syllabus.
7. Academic grades cannot be used as a consequence for a student's or students' behavioral incident(s). An assessment of a student's classroom behavior should be reported under Work Habits or Cooperation.
8. Academic participation assignments shall include a clear explanation of what defines student participation for the assignment. It is recommended that teachers use a rubric for academic participation assignments. If the teacher has an academic participation grade or participation grade category, the teacher must use equitable practices so that every student in a class has an opportunity to participate.
9. A disproportionate number D's or Fails for any reporting period or for a single assignment immediately signals to the teacher the need for reflection and possible revision of the instructional program to include in-class and/or out-of-class interventions. In-class interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students. Additionally, reassessment may be utilized to measure the effectiveness of the reteaching.

b. Recording Grades

1. For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every [week] is to be recorded in the Infinite Campus system [that will count towards an individual student's final semester mark].
(UTLA Contract Article XXII 4.0.b.1)
2. All grades shall be entered into the Infinite Campus system within a reasonable time period after the work is graded as determined by the nature and complexity of the



PALISADES

CHARTER HIGH SCHOOL

assignment as well as the schedule and workload of the teacher. The criteria for determining “reasonable time” might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark (progress or semester).

3. Ed Code **49066**. (Amended by Stats. 1980, Ch. 715, Sec. 1.):

(a) When grades are given for any course of instruction taught in a school district [Palisades Charter High School], 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.

(b) The governing board of the school district [Palisades Charter High School] and the superintendent of such district [Executive Director, Palisades Charter High School] shall not order a pupil’s grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

(c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

Explanation of Marking Terms

Three separate marks – Academic Mark, Cooperation, and Work Habits – are issued for all secondary-school courses.

Academic Mark: a cumulative assessment of a student’s quality of work, interpretation and application, thinking and reasoning skills, and quantity of work

Work Habits: a cumulative assessment of an individual student’s effort, responsibility, attendance, and evaluation

Cooperation: a cumulative assessment of courtesy, conduct, improvement, and class relations

Criteria for Marks

See Criteria for Marks in Appendix A. [Rubric in Development]



PALISADES

CHARTER HIGH SCHOOL

1. Partial course credit may not be granted. A reduction of course credits for any reason, including unexcused absences, tardiness, or late enrollment is not permitted. (California Education Code Section 49067). However, school procedures for enrolling and granting credit for students living in out-of-home care will follow Assembly Bill 490.
2. An “Incomplete” mark may be given when a student has been absent during the latter part of the semester for which a final grade is issued. The teacher will get an Incomplete Mark form from the Assistant Principal of Counseling. The teacher will submit the Incomplete Mark form with the grade documentation, as well as give a copy of the form to the Counseling Office, parent/guardian, and student. The “Incomplete” grade information must be filed with the Counseling Office. Incomplete work must be made up by a specific date as determined by the teacher, but no later than the next marking period. If the work is not made up by the agreed upon due date, the “Incomplete” mark is converted to the appropriate grade as determined by the teacher.

Requirements for Notification of a Possible Failure

1. California Education Code, Section 49067, requires each pupil’s achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.
2. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
 - (a) Marking a “Fail” in the subject area on the fifth or fifteenth week in traditional calendar schools. A mark of “D” on the fifth or fifteenth week marking report is not adequate warning of failure to the parent or guardian. However, a “D” on the report, with the written comment “In danger of failing” can be considered adequate notification to the parent or guardian.
 - (b) A special report to parents issued prior to the marking period as identified above is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.

Failure to Comply

Failure to adhere to this policy may result in grounds for a Grade Appeal and/or disciplinary action.



PALISADES

CHARTER HIGH SCHOOL

PCHS Make-up Policy **(Approved by the PCHS Board of Trustees 5/17/17)**

Students shall be given the opportunity to make up homework, assignments, assessments (or be excused from, at the teacher's discretion) schoolwork that was missed because of school activities, an **excused** absence, or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. A reasonable makeup schedule shall include at least one class extension for every class the student has missed. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence. The teacher's make-up policy should be included in the syllabus and posted on Schoology. It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of trancies or uncleared absences, the opportunity to make up missed work. Should a student need to make-up an assignment/assessment for a class, this should not infringe on another teacher's class time. Teachers must give written permission for students to miss their class in order to make up work for another class. Note: Students are strongly encouraged to get work or schedule assessments from the teacher in advance if the student knows about an absence in advance.

Coversheet

Security Guard Contract

Section: VI. Facilities/Operations
Item: A. Security Guard Contract
Purpose: Vote
Submitted by:
Related Material: VI_A_Security Guard Contract_04_30_19.pdf



STATEMENT OF WORK Joffe Emergency Services, Security Division

Community Name: Palisades Charter High School

Community Contact(s): Don Parcell, Director of Operations, 15777 Bowdoin St, Pacific Palisades, CA 90272

Contract Term: Subject to the termination provisions herein, this Agreement shall remain in full force and effect from July 1, 2019 (start date can be sooner if desired) to June 30, 2022. Three-year contract with annual increases capped at a rate of \$1/hour/person/year.

Payment Terms: Services to be billed monthly in advance with weekly (Mon thru Sun) hour's approval and monthly or quarterly true-ups provided.

Total Estimated Contract Price for three (3) years: \$729,936

- 2019-2020 School Year: \$234,048
- 2020-2021 School Year: \$243,312
- 2021-2022 School Year: \$252,576

Joffe agrees to provide the following services to Client:

- 5 School Safety Officers during regular/faculty school days Mon-Fri (unarmed, posted and patrolling (interior and exterior perimeter) and providing security during pick up and drop off for students and school staff)
- 1-2 School Safety Officers weekends, holidays and non-regular/faculty weekdays (unarmed, posted and patrolling (interior and exterior perimeter) and providing security during pick up and drop off for students and school staff)

Joffe's Office Safety Officers are:

- A uniformed, pleasantly authoritative presence at post
- Trained continuously on observe and report, how to de-escalate situations and communicate effectively
- A welcoming first face for members of the community.
- Responsible, reliable, alert, engaged and punctual
- Charged with management of entry/exit as well as ongoing sign-in protocols
- Available to assist with drop off, pick up, and traffic management
- Able to write Incident Reports and Daily Activity Reports so security information is maintained/recorded
- Trained in CPR/AED, First Aid, and Emergency Preparedness
- Trained in Incident Command System Response protocols, techniques, and other life skills that support their development as officers and citizens
- Trained regularly on how to identify students, parents, or community members in distress and share that information with an appropriate Palisades Charter High School partner (Note: Specific person to be determined by Palisades Charter High School Leadership Team)
- Ongoing communication and awareness between Joffe Security Team and Palisades Charter High School Leadership Team of relevant security issues and threats
- Committed to your school community



Billing Information:

- School Safety Officer(s) as described above
- Estimated Annual Billing
 - **Year 1: \$234,048** (based on regular hourly rate of \$25/hr. and hours as defined on the following page)
 - **Year 2: \$243,312** (based on regular hourly rate of \$26/hr. and hours as defined on the following page)
 - **Year 3: \$252,576** (based on regular hourly rate of \$27/hr. and hours as defined on the following page)
- Contract pricing is based on regular Officer Security Services provided on an hourly basis at a rate of \$25/hr. in the first year with annual increases of \$1 per hour (i.e. 2020-21 school year pricing is \$26/hr., 2021-22 pricing is \$27/hr. etc.) If overtime, double time or holiday coverage is required, those hours are billed as follows:
 - Overtime is \$10 additional/hr.
 - Double time is \$17 additional/hr.
 - Holiday Time is \$17 additional/hr.

- **Projected Schedule for Officer Coverage at Palisades Charter High School**

All hours below will be billed at the applicable regular hourly rate unless otherwise specified

- **(180) Regular School/Faculty Days with Coverage from 7:00am - 11:30pm**
 - 40 hours of coverage. 5 Officers (each working an 8 hour shift)
 - Schedule includes
 - 1 Officer 6:00am - 2:30pm
 - 2 Officers 7:00am - 3:30pm
 - 1 Officer 9:30am - 6:00pm
 - 1 Officer 3:00pm - 11:30pm
- **(69) Non-Student and Non-Faculty Days with Coverage from 3:00pm - 11:30pm**
 - 1 Officer (8 hours) per day - 1 @ 3:00pm-11:30pm
- **(104) Weekend Days with Coverage from 7:00am - 7:00pm (sometimes until 11:00pm for events)**
 - 1-2 Officers (6-8 hour shifts) - 1 @ 7:00-3:30, 1 @ 3:00-Close
 - Note: this assumes that there is only one officer on at any given time
- **(12) Holidays with Coverage from 7:00am - 7:00pm**
 - 1-2 Officers (6-8 hour shifts) - 1 @ 7:00-3:30, 1 @ 3:00-Close
 - Note: this assumes that there is only one officer on at any given time
 - These hours billed at the Holiday Rate
- **Miscellaneous Hours**
 - 80 Hours for Principal's Discretionary Needs
 - 40 Hours for Weekend Event Overages



- **2019-20 School Year Estimated Annual Total: \$234,048 for 365 days**
 \$180,000 for 180 Regular School/Faculty Days
 \$13,800 for 69 Non-Student and Non-Faculty Days
 \$31,200 for 104 Weekend Days
 \$6,048 for 12 Holidays
 \$3,000 for Miscellaneous
- *Parking spaces for all on-duty guards to be provided by Palisades Charter High School.*
- Additional officers and coverage will be provided on request at the same regular hourly billing rate

This Statement of Work is subject to all terms and conditions of the Joffe Emergency Services Master Services Agreement (MSA) attached as Exhibit A. In the event of a conflict between the terms of this Statement of Work and the MSA, the terms of this Statement of Work shall control.

Joffe Emergency Services,
a California corporation

By:
Name: Chris Joffe
Title: Chief Executive Officer

By: _____
Name: Don Parcell _____
Title: Director of Operations

_____ Date: _____

_____ Date: _____



Exhibit A

Joffe Emergency Services Master Services Agreement

This Master Services Agreement ("Agreement") is made effective as of the date indicated on the Statement of Work, by and between client (indicated on the Statement of Work) ("Client"), and Joffe Emergency Services, a California corporation ("Joffe").

Recitals

Joffe is an all-in-one provider of expert emergency response training, event safety, and security services for individuals, schools, non-profits, small businesses, and corporations (the "Services").

Client desires to retain Joffe to perform the Services described in the Statement of Work and Joffe desires to be engaged to provide the Services, all pursuant to the terms and conditions set forth herein.

Now, therefore, in consideration of the foregoing recitals, which are hereby incorporated by this reference, the mutual promises and covenants contained herein, and for other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the parties hereby agree as follows:

1. ENGAGEMENT AND DESCRIPTION OF SERVICES. Client hereby engages Joffe to perform the services set forth in one or more Statements of Work.

2. CLIENT RESPONSIBILITIES. Client agrees to the Client Responsibilities and Support Services specified in one or more Statements of Work.

3. PERFORMANCE OF SERVICES. The manner in which the Services are to be performed will be controlled by Joffe in collaboration and consultation with the Client. The specific hours to be worked by Joffe shall be determined by the Statement of Work, pending approval from Client, and be no more than stated in the relevant Statement of Work. If Client requests additional coverage hours, such support will be available for additional fees in accordance with the terms as defined in the Statement of Work. Excluding emergency situations, Client will be notified in advance of any potential overages.



- 4. PAYMENT TERMS.** Client shall pay Joffe for the Services as set forth in the applicable Statement of Work.
- 5. EXPENSE REIMBURSEMENT.** Joffe shall be entitled to reimbursement from Client for all "out-of-pocket" expenses (excluding day-to-day travel) but only with written pre-approval from the contact designated in the most recent Statement of Work ("Client Contact") except in the event of an Emergency, in which case no written pre-approval is required.
- 6. NEW PROJECT APPROVAL.** Joffe and Client recognize that Joffe's scope of services may include working on various projects for Client. Except in the event of an Emergency, the parties shall enter into a new Statement of Work prior to Joffe's provision of Services for a new project.
- 7. JOFFE STAFF.** Joffe's employees and independent contractors ("Joffe Staff") who perform services for Client under this Agreement shall also be bound by the provisions of this Agreement. As relevant to the location where Services are to be performed, Joffe shall comply with the provisions of California Education Code section 45125.1 regarding the submission of fingerprints of Joffe Staff to the California Department of Justice and the completion of criminal background investigations for any individual providing Services under this Agreement at such locations. At the request of Client, Joffe shall provide adequate evidence of any required certifications for Joffe Staff. Joffe will be able to demonstrate that all staff at the location have completed background checks, guard cards, SB1626s, appropriate and recent TB tests and any other reasonable requirements as defined by the Client.
- 8. INSURANCE.** Joffe shall secure and maintain Commercial General Liability Insurance that shall protect Joffe from all claims of bodily injury, property damage, personal injury, death, other injury, and medical payments arising from Services performed under this Agreement. Joffe's insurance shall name Client and Client's Board of Trustees as additional insureds. To the extent injuries to Joffe Staff are or would be covered by insurance that is customary and necessary in the ordinary course for a provider of the Services, Joffe waives any rights to recovery from Client for any injuries that Joffe (and/or Joffe Staff) may sustain while performing services under this Agreement that are a result of the negligence or intentional misconduct of Joffe or Joffe Staff, except to the extent such injury is caused by Client's gross negligence, or intentional misconduct.



9. INTELLECTUAL PROPERTY. All intellectual property rights owned by either party hereto prior to or independent of this Agreement, shall remain the sole property of such party, and nothing in this Agreement shall confer in the other party any title to or, except as necessary for the provision of the Services hereunder, right to use such intellectual property. Except as otherwise agreed by the parties in writing or set forth in a Statement of Work, all intellectual property created in the provision of the Services by Joffe shall be the sole property of Joffe. A Post Duties and PCHS Guard Duties Policies & Procedures document to be created/completed jointly by Client and Joffe and for Client to have unlimited and perpetual use rights of said document without cost to Client.

10. CONFIDENTIAL INFORMATION. “Confidential Information” may include, but is not limited to medical and health information, business plans, financial statements, banking information, security plans, event planning documents, historical records of incidents, insurance and legal records, and personally identifiable information of Client and Client’s employees and others who Client is entrusted to protect. Joffe will hold all Confidential Information in trust and confidence, and will not use, disclose, communicate, convey, or allow this information to be used, disclosed, communicated, or conveyed, either directly or indirectly, except as may be necessary in the performance of the Services or in meeting regulatory requirements associated with the Services. Joffe understands that unauthorized disclosure could be damaging to Client. Joffe will not allow unauthorized persons to inspect or have any unauthorized access to any Confidential Information, and will report unauthorized access to Client as soon as Joffe becomes aware of it. Joffe will not remove any Confidential Information or records containing Confidential Information from Client, unless authorized to do so, and will return such records to Client upon request. This provision will survive the effective termination or expiration date of this Agreement.

11. RELATIONSHIP OF PARTIES. It is understood by the parties that Joffe and Joffe Staff are independent contractors with respect to Client and not an employee, officer, or agent of Client. Joffe’s services are not a part of Client’s usual business operations. Client will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of Joffe Staff. Joffe agrees to defend, indemnify and hold Client harmless for any wage claims made by Joffe Staff. Nothing herein shall be construed to create a partnership, joint venture, or employment relationship between the parties.

12. LIMITED WARRANTY AND DISCLAIMER OF REPRESENTATIONS AND WARRANTIES. Joffe shall provide the Services in accordance with the Statement of Work and in a professional and workpersonlike manner. Joffe makes no other representations or warranties, whether written, oral, express or implied, with respect to the Services, and hereby disclaims any other express or implied warranties.



13. LIMITATION ON LIABILITY. Except for a party's indemnity obligations pursuant to this agreement, in no event shall either party be liable for any special, indirect, consequential or incidental damages arising out of this agreement or otherwise, regardless of whether such party had notice of the possibility of any such loss or damage. Except in the event of Joffe's negligence, gross negligence or willful misconduct, Joffe shall not be liable to Client, for any amounts, in the aggregate, in excess of the greater of (a) the fees paid by Client to Joffe in the twelve (12) months prior to the claim and (b) the amounts paid pursuant to Joffe's applicable insurance policies. Nothing in this Section 13 is intended to limit amounts payable by the insurer(s) under Joffe's insurance policies. Client acknowledges and agrees that Joffe would not enter into this Agreement for the consideration given by Client but for the limitations of liability and damages contained in this Section 13, and the right to receive the Services for the limitations in this Section 13 and the other consideration given by Client for the Services constitute a bargain that is fair and reasonable.

14. INDEMNIFICATION. Client, to the fullest extent provided by law shall indemnify, defend and hold Joffe and its officers, directors, shareholders, independent contractors, affiliates, employees, and agents (collectively, the "Joffe Parties") harmless from and against all claims, liabilities, demands, causes of action, losses or damages (including without limitation all liability for personal injury, property damage or commercial loss) and all costs and expenses (including without limitation attorneys' fees) (collectively, "Losses") incurred in connection therewith that may be asserted against or incurred by any of the Joffe Parties in connection with Joffe's provision of the Services or any other services to or for the benefit of Client, except to the extent such claim, injury or loss is caused solely by Joffe's negligence, gross negligence or intentional misconduct or Joffe's breach of this Agreement. Joffe shall indemnify, defend and hold Client and its officers, directors, independent contractors, affiliates, employees and agents (collectively, the "Client Parties"), harmless from and against all claims, liabilities, demands, causes of action, losses or damages (including without limitation all liability for personal injury, property damage or commercial loss) and all costs and expenses (including without limitation attorney fees) (collectively "Losses") incurred in connection therewith that may be asserted against or incurred by Client in connection with (a) except as set forth in Section 8, Joffe's provision of the Services or any other services to or for the benefit of Client, except to the extent such claim, injury or loss is caused solely by Client's gross negligence or intentional misconduct or (b) Client's breach of this Agreement. This provision will survive the termination or expiration of this Agreement.



15a. NON-SOLICITATION. Client covenants that they will not offer or solicit employment to Joffe Staff who were involved in performing the Services, during the term of this Agreement and for a period of two (2) years from the date of termination or expiration of this Agreement, provided that the foregoing shall not prohibit any general solicitation not targeted at such employees directly and any hire or termination resulting from such general solicitation. The parties agree that in the event Client hires an employee of Joffe in breach of this Section 15a, the resulting actual damages to Joffe would be costly, and extremely difficult and inconvenient for the parties to determine. Client also acknowledges that Joffe has expended a large amount of effort, resources and training in connection with developing its employees' skills and that replacing employees is difficult and expensive. Therefore, the parties agree that in addition to Joffe's right to any available equitable remedy, Client shall pay to Joffe liquidated damages in the amount of 150% of the employee's annual salary, for each employee of Joffe hired by Client. The parties agree that the amounts stated herein as liquidated damages are fair and reasonable under the circumstances existing as of the date of this Agreement.

15b. NON-SOLICITATION. Joffe covenants that they will not offer or solicit employment to Client security guard or campus aid staff ("Security Staff") during the term of this Agreement and for a period of two (2) years from the date of termination or expiration of this Agreement, provided that the foregoing shall not prohibit any general solicitation not targeted at such employees directly and any hire or termination resulting from such general solicitation. The parties agree that in the event Joffe hires any Security Staff of Client in breach of this Section 15b, the resulting actual damages to Client would be costly, and extremely difficult and inconvenient for the parties to determine. Joffe also acknowledges that Client has expended a large amount of effort, resources and training in connection with developing its Security Staff's skills and that replacing them is difficult and expensive. Therefore, the parties agree that in addition to Client's right to any available equitable remedy, Joffe shall pay to Client liquidated damages in the amount of 150% of the Client's Security Staff's annual salary, for each Client Security Staff hired by Joffe. The parties agree that the amounts stated herein as liquidated damages are fair and reasonable under the circumstances existing as of the date of this Agreement.



16. TERM AND TERMINATION. This Agreement shall be in effect through the dates outlined in the Statement of Work, provided that Joffe shall not provide Services until the Start Date. This agreement enables either party to terminate this Agreement without cause upon sixty (60) days' written notice at any time. All non-renewals or termination notices to be done by informing the other party in writing at the addresses for notice set forth in Section 17. Either party may immediately terminate this Agreement upon a material breach of this Agreement, provided that it provides written notice of the facts constituting the material breach to the other party. In the event Joffe terminates this Agreement for a material breach by Client, all funds paid to Joffe shall be deemed earned and Joffe shall retain all such funds and have no requirement to provide further Services. In the event Client terminates this Agreement for a material breach, Joffe shall refund a prorated amount of the funds paid to it under this Agreement.

17. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person, by email or deposited in the United States mail, postage prepaid, and certified, addressed as follows:

To Joffe:

Support@JoffeEmergencyServices.com

P.O. Box 7125 Santa Monica CA, 90406

To Client:

The Client address or email contact provided on the Statement of Work

18. ENTIRE AGREEMENT. This Agreement, including the Statements of Work executed by both parties, contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

19. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

20. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable.



21. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

22. ARBITRATION. To the fullest extent provided by law, all disputes concerning the interpretation, validity, or performance of this Agreement or any of its terms and provisions, including without limitation, the issue of whether or not a dispute is arbitral, shall be resolved by binding arbitration. The parties shall submit such dispute for binding arbitration before a retired judge selected from JAMS, Inc. or any similar organization mutually acceptable to the parties. The parties shall mutually agree on one (1) arbitrator from the list provided by the arbitrating organization; provided that if the parties cannot agree, then each party shall select one (1) arbitrator from the list, and the two (2) arbitrators so selected shall agree upon a third arbitrator chosen from the same list, which third arbitrator shall determine the dispute. The arbitration shall take place in Los Angeles County, California, and shall be conducted in accordance with the then prevailing rules of the arbitrating organization. The parties shall have all rights for depositions and discovery as provided under the rules of the selected arbitration organization. The arbitrator shall apply California law to the proceeding. The arbitrator shall have the power to grant all legal and equitable remedies including provisional remedies and award compensatory damages provided by law, but the arbitrator may not order relief in excess of what a court could order. The arbitrator shall prepare and provide the parties with a written award including factual findings and the legal reasoning upon which the award is based. The arbitrator may award the prevailing party all reasonable attorneys' fees, expert witness fees, and other litigation expenses, expended or incurred in such arbitration or litigation, unless the laws related to the claim that the party prevailed on preclude a court from awarding attorneys' fees and costs to the prevailing party. Any court having jurisdiction may enter judgment on the award rendered by the arbitrator, or correct or vacate such award as provided by applicable law. The parties understand that by agreeing to binding arbitration, they are giving up the rights they may otherwise have to trial by a court or a jury and all rights of appeal, and to an award of punitive or exemplary damages. The application for or enforcement of any provisional remedy by a party shall not operate as a waiver within the agreement to submit a dispute to expedited binding arbitration.



23. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

24. ATTORNEYS' FEES. Each party shall bear its own arbitration or litigation costs and expenses, including all attorneys' fees.

25. SUCCESSORS AND ASSIGNS. This Agreement and each of its provisions shall be binding upon and shall inure to the benefit of the parties hereto and their respective administrators, successors, and assigns.

26. ASSIGNMENT. Neither party may assign this Agreement or any right or obligation hereunder without the prior written consent of the other party; provided, however, in the event of any sale of all or substantially all of the assets or stock, or a merger, consolidation, conversion or other reorganization involving a party, any successor to such party shall succeed to all of such party's rights and obligations under this Agreement, without the necessity of the consent of the other party.

27. COUNTERPART EXECUTION. "Joffe" and "Client" signature on the Statement of Work shall bind Joffe and Client to this Master Services Agreement. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

Coversheet

Janitorial Contract

Section: VI. Facilities/Operations
Item: B. Janitorial Contract
Purpose: Vote
Submitted by:
Related Material:
VI_B_Janitorial Contract_04_30_19_2019-20 Custodial Contract with Uniserve.pdf



SERVICE AGREEMENT

This agreement is made this 26 day of April, 2019, between *UNISERVE FACILITIES SERVICES CORPORATION* ("Contractor") and *PALISADES CHARTER HIGH SCHOOL* ("Customer").

1. **SERVICES.** Contractor will provide those services listed in the Scope of Work portion of this proposal. Contractor and Customer may modify the scope of the Scope of Work & Staffing from time to time upon their mutual agreement. Contractor shall have supervisors on call 24 hours a day, seven days a week. Qualified, trained and experienced personnel will direct all work.

2. **TERM.** This agreement shall be in effect "July 1st, 2019 through June 30th, 2020 and shall be renegotiated each "June" prior to City of L.A. Min. Wage Ordinance #183612, annual July 1st increase (attached) and mutually agreed to, if not terminated in accordance with this agreement ("Term").

3. **CHARGES.** Customer shall pay Contractor in accordance with selected Cost Proposal. Contractor shall have the right to change its price charged to Customer, upon ninety days (90) prior written notice to Customer. Payment shall be due within Thirty days after presentation of an invoice. Any payment not made in a timely manner shall accrue interest at a rate of one and one-half percent (1.5%) per month.

4. TERMINATION.

a. Customer may terminate this agreement on thirty days prior written notice:

i. If the Customer is materially dissatisfied with the quality of Contractor's service, and Customer has given Contractor written notice of the nature and specifics of Customer's dissatisfaction, and Contractor has not remedied the cause of the dissatisfaction within a thirty day period;

ii. If Contractor has increased its prices to Customer, provided Customer gives notice of intent to terminate due to the price increase within thirty days, and provided further, Contractor has not agreed to revoke its announced price increase with said thirty day period;

iii. If the premises are destroyed and Customer vacated the premises and does not intent to restore or rebuild the premises;

iv. If the Customer is no longer legally occupying or using the premises, upon Customer's vacating the premises.

b. Contractor may terminate this agreement with a Thirty Day notice for non-payment.

c. Either party may terminate this agreement on not less than sixty days written notice prior to the end of any Term.

5. **INDEMNIFICATION.** Contractor shall indemnify and hold Customer harmless from claims for injury, death and property damage due to negligent acts and omissions of Contractor, its agents and employees which arise out of the work performed under this agreement. Contractor shall not be liable for delay, loss or damage to the extent caused by warfare, riots, strikes, boycotts, criminal acts, acts or omissions of others, fire, water damage, natural calamity, or causes beyond Contractor's reasonable control. Contractor will not be liable for any lost profits, lost savings, incidental damages or economic or consequential damages, even if Contractor has been advised of such damages. Customer agrees to keep its facilities in a safe condition and in conformance with federal, state and local laws, ordinances and regulations. Contractor shall not be liable for disposal of documents or valuable items, other than office furnishings, left on floors, and Customer shall indemnify and hold Contractor harmless from claims, including workers' compensation claims, resulting from the condition of any premises or equipment belonging to or occupied by Customer.

6. **INSURANCE.** Contractor shall maintain Comprehensive Bodily Injury, Property Damage and Liability and Compensation Insurance during the Term. In addition, Contractor shall cover each of its employees under a blanket fidelity bond.

7. **INDEPENDENT CONTRACTOR.** Contractor (UNISERVE) shall be an independent contractor. Nothing in this agreement shall be construed to interfere or otherwise affect the rendering of services by Contractor in accordance with its independent and professional judgment. Contractor shall be responsible for its own payroll, FICA, FUTA, SDI, Federal and state withholding taxes and any and all other taxes relating to the services and shall indemnify and hold Customer harmless for any of the above-described taxes.



8. REPRESENTATION AND WARRANTIES. Each person signing this agreement represents and warrants as follows:

- a. The party has full authority and the right to enter into this agreement.
- b. The party has read the agreement carefully and understands the contents and legal effect of each provision of the agreement.

9. MISCELLANEOUS. This Agreement shall bind and inure to the benefit of the successors, assigns, personal representatives, heirs and legatees of the representative parties hereto. This agreement may be amended at any time by the written agreement of the parties hereto. The prevailing party in any action brought to enforce or interpret this Settlement Agreement shall be entitled to recover its attorneys' fees and costs in addition to any other relief granted. All notices shall be in writing delivered either in person or postage pre-paid, certified return receipt requested to the parties at their addresses set forth below, subject to written notice of any change.

10. SUPPLIES AND EQUIPMENT. Contractor will furnish all of the janitorial supplies, chemicals and equipment necessary to perform the work described in the Work Specifications, excluding Annual strip/wax of floors. Client to furnish all disposable supplies such as paper towels, toilet tissue, toilet seat covers, hand soap, deodorants and plastic trash liners, also for Summer Stripping of all floors client to provide chemicals to include stripper, wax and stripping pads.

Approved and Accepted

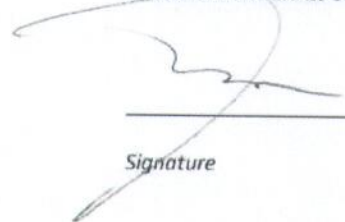
PALISADES CHARTER HIGH SCHOOL

Signature *Date*

Pam Magee Executive Director

Print Name *Title*

UNISERVE FACILITIES SERVICES CORPORATION



Signature *4-26-19*
Date

Anthony M. Santana, Chief Operating Officer

Print Name *Title*

PCHS 2019-2020 School Year Cost
OPTION "3" COST - SUBMITTED BY UNISERVE CORP.

Mo.	Year	UNISERVE Cost	Credits	Mo. Net Billing	Comments
Jul	2019	\$ 37,709.96	\$ 4,447.84	\$ 33,262.12	184.0 hrs. Credit 1 FTE's less full month 72.0 hrs. Credit Admin. Day
Aug	2019	\$ 37,709.96	\$ 3,094.15	\$ 34,615.81	56.0 hrs. Credit no PM worker
Sep	2019	\$ 37,709.96		\$ 37,709.96	
Oct	2019	\$ 37,709.96	\$ 1,740.46	\$ 35,969.50	72.0 hrs. Credit Yom Kippur
Nov	2019	\$ 37,709.96	\$ 5,221.38	\$ 32,488.58	72.0 hrs. Credit Veteran's day 144.0 hrs. Credit - No PM shift 3 days
Dec	2019	\$ 37,709.96	\$ 5,221.38	\$ 32,488.58	72.0 hrs. Credit Xmas Eve; 72.0 hrs. Off 12/23, 72.0 hrs. Credit New Years Eve
Jan	2020	\$ 37,709.96	\$ 1,740.46	\$ 35,969.50	72.0 hrs. Credit MLK;
Feb	2020	\$ 37,709.96	\$ 1,740.46	\$ 35,969.50	72.0 hrs. Credit Presidents Day
Mar	2020	\$ 37,709.96		\$ 37,709.96	
Apr	2020	\$ 37,709.96	\$ 6,381.69	\$ 31,328.27	72.0 hrs. Credit Cesar Chavez
May	2020	\$ 37,709.96		\$ 37,709.96	192.0 hrs. Credit 4 days No PM Crew
Jun	2020	\$ 37,709.96	\$ 2,900.77	\$ 34,809.19	120.0 hrs. Credit 1 FTE's less 6/10-6/30
Annual Total		\$ 452,519.52	\$ 32,488.59	\$ 420,030.93	Janitorial Staff
Weekend Staff Mo.		\$ 1,671.73	Annual Cost	\$ 20,060.76	Weekend Staff
				\$ 440,091.69	Grand Total Annual Cost

Coversheet

Board Member Recusal Policy Review

Section: VII. Governance
Item: A. Board Member Recusal Policy Review
Purpose: Vote
Submitted by:

Related Material:
For Review Palisades Board Recusal Policy updated for EC 47604.1 (redline version).pdf
If approved Palisades Board Recusal Policy updated for EC 47604.1 (Clean version).pdf

DRAFT**PALISADES CHARTER HIGH SCHOOL****RECUSAL POLICY**

It is the policy of the Board of Directors (“Board”) of Palisades Charter High School (“PCHS”), a California nonprofit public benefit corporation that operates a California public charter school, to maintain a Recusal Policy to avoid actual or perceived conflicts of interest and to ensure the highest degree of integrity in the decision- making process.

PURPOSE AND EFFECT

The purpose and effect of this policy is to supplement PCHS’s Conflict of Interest Code and to establish a clear process for when Board members with a conflict of interest or potential conflict of interest know how and when to disqualify/recuse themselves. This policy takes into consideration the requirements of the Political Reform Act of 1974, as well as the California Nonprofit Public Benefit Corporation Law. In the event that this Policy conflicts with federal or state laws or regulations, said laws or regulations will control, to the extent applicable to PCHS.

II. DISQUALIFICATION/RECUSAL**A. Non-Employee Board Members**

Non-employee Board members may not participate in open or closed session discussions of the Board involving any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her immediate family member as defined herein, has a material financial interest; or
- ii. Discussions or actions as to transactions or contracts in which the Board member’s adult child has a material financial interest.

B. Employee Board Members

~~Any~~ Board member of PCHS who is also concurrently a PCHS employee shall abstain from voting on, or influencing or attempting to influence another Board member regarding ~~may participate in open or closed session discussions of the Board involving~~ any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her immediate family member, has a material financial interest; immediate family member is defined to include the Board member’s spouse and dependent children;
- ii. Discussions or actions as to transactions or contracts in which the Board member’s adult child has a material financial interest;
- iii. Discussions or meetings as to the appointment, employment, compensation, performance evaluation, discipline, or dismissal of a PCHS employee or classes of employees, especially including any such employee or employees

DRAFT

who are responsible for supervising and/or evaluating the employee Board member. This B.iii prohibition shall not apply to the administrative representative on the Board;

- iv. Hearing of complaints, claims or charges brought against a PCHS employee by another person or PCHS employee;
- v. Discussions or meetings with legal counsel concerning pending or ongoing legal proceedings, either before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator, in which a current or former PCHS employee is a party in his or her personal or official capacity;
- vi. Discussions or actions regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of PCHS's employees; or
- vii. Any discussions or meetings concerning negotiations with a collective bargaining unit or regarding the formation of a collective bargaining unit for PCHS's employees; or
- viii. Consideration of claims made against PCHS for money and/or damages where the claimant is a current or former PCHS employee.

[ix. All matters uniquely affecting the Board member's employment.](#)

III. MANNER OF DISQUALIFICATION/RECUSAL

If one or more Board members are disqualified under Section II of this Policy, the interested Board member(s) shall disclose the disqualifying interest at the meeting prior to the Board's consideration of the matter taking place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and final voting. Effective recusal also means that the Board member may not attempt (outside of a meeting) to influence Board members or other decision-makers.

In accordance with PCHS bylaws, if a Board member or members refuses to recuse himself or herself where the Board believes recusal is warranted, the Board may vote to cause involuntary recusal by majority vote, excluding the member or members with the perceived or actual conflict of interest.

ADOPTED:

AMENDED:

DRAFT**PALISADES CHARTER HIGH SCHOOL****RECUSAL POLICY**

It is the policy of the Board of Directors (“Board”) of Palisades Charter High School (“PCHS”), a California nonprofit public benefit corporation that operates a California public charter school, to maintain a Recusal Policy to avoid actual or perceived conflicts of interest and to ensure the highest degree of integrity in the decision- making process.

PURPOSE AND EFFECT

The purpose and effect of this policy is to supplement PCHS’s Conflict of Interest Code and to establish a clear process for when Board members with a conflict of interest or potential conflict of interest know how and when to disqualify/recuse themselves. This policy takes into consideration the requirements of the Political Reform Act of 1974, as well as the California Nonprofit Public Benefit Corporation Law. In the event that this Policy conflicts with federal or state laws or regulations, said laws or regulations will control, to the extent applicable to PCHS.

II. DISQUALIFICATION/RECUSAL**A. Non-Employee Board Members**

Non-employee Board members may not participate in open or closed session discussions of the Board involving any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her immediate family member as defined herein, has a material financial interest; or
- ii. Discussions or actions as to transactions or contracts in which the Board member’s adult child has a material financial interest.

B. Employee Board Members

A Board member of PCHS who is also concurrently a PCHS employee shall abstain from voting on, or influencing or attempting to influence another Board member regarding any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her immediate family member, has a material financial interest; immediate family member is defined to include the Board member’s spouse and dependent children;
- ii. Discussions or actions as to transactions or contracts in which the Board member’s adult child has a material financial interest;
- iii. Discussions or meetings as to the appointment, employment, compensation, performance evaluation, discipline, or dismissal of a PCHS employee or classes of employees, especially including any such employee or employees

DRAFT

- who are responsible for supervising and/or evaluating the employee Board member. This B.iii prohibition shall not apply to the administrative representative on the Board;
- iv. Hearing of complaints, claims or charges brought against a PCHS employee by another person or PCHS employee;
 - v. Discussions or meetings with legal counsel concerning pending or ongoing legal proceedings, either before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator, in which a current or former PCHS employee is a party in his or her personal or official capacity;
 - vi. Discussions or actions regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of PCHS's employees; or
 - vii. Any discussions or meetings concerning negotiations with a collective bargaining unit or regarding the formation of a collective bargaining unit for PCHS's employees; or
 - viii. Consideration of claims made against PCHS for money and/or damages where the claimant is a current or former PCHS employee.
 - ix. All matters uniquely affecting the Board member's employment.

III. MANNER OF DISQUALIFICATION/RECUSAL

If one or more Board members are disqualified under Section II of this Policy, the interested Board member(s) shall disclose the disqualifying interest at the meeting prior to the Board's consideration of the matter taking place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and final voting. Effective recusal also means that the Board member may not attempt (outside of a meeting) to influence Board members or other decision-makers.

In accordance with PCHS bylaws, if a Board member or members refuses to recuse himself or herself where the Board believes recusal is warranted, the Board may vote to cause involuntary recusal by majority vote, excluding the member or members with the perceived or actual conflict of interest.

ADOPTED:

AMENDED:

Coversheet

Charter Renewal - Board Resumes

Section: VII. Governance
Item: C. Charter Renewal - Board Resumes
Purpose: FYI
Submitted by:
Related Material: VIII_C_Part 1_Resumes Requirements 2018-2019.pdf
Board Resume Template.pdf



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

Résumés

NOTE: All résumés submitted as part of a petition application, including résumés for teachers, lead petitioner(s), executive director/chief executive officer, director/principal, onsite financial manager, and governing board members, must meet the requirements provided below.

	Specific Requirements
Format	<p>Each résumé must be in one of the following formats:</p> <ul style="list-style-type: none"> • Traditional Résumé: Must be 11- or 12-point font and preferably not longer than two pages ← <u>Preferred Format</u> • Curriculum vita: Must be 11- or 12-point font and preferably not longer than three pages • Narrative: Must be 11- or 12-point font and preferably not longer than five pages
Contents	<p>Each résumé must be current and provide occupational information (paid and unpaid) covering the last 10 years without any gaps. <i>If a board member does not have a career history, he/she may provide a timeline for the last ten years of his/her roles in any volunteer/community service work and involvement at the school site.</i></p> <p>Each résumé must include:</p> <ul style="list-style-type: none"> a) Contact information: <ul style="list-style-type: none"> • Telephone number(s) • Email address b) Education: <ul style="list-style-type: none"> • Include all degrees held and all relevant areas of training and study (as applicable) c) Experience (including paid and volunteer): <ul style="list-style-type: none"> • Include specific and relevant responsibilities and accomplishments (for each position held) • May include high school experiences, if applicable d) Memberships: <ul style="list-style-type: none"> • Include governing board memberships, professional association memberships, and other relevant affiliations e) Skills: <ul style="list-style-type: none"> • Include skills regarding languages other than English (indicate fluency level)



PALISADES

CHARTER HIGH SCHOOL

NAME

Address

Home Phone:

Mobile Phone:

Email:

EDUCATION:

Include all degrees held and all relevant areas of training and study (as applicable)

EXPERIENCE (Including paid and volunteer):

Include specific and relevant responsibilities and accomplishments (for each position held)

May include high school experience, if applicable

MEMBERSHIPS:

Include governing board memberships, professional association memberships, and other relevant affiliations

SKILLS:

Include skills regarding languages other than English (indicate fluency level)

Coversheet

Charter Renewal - Board Member Questionnaire

Section: VII. Governance
Item: D. Charter Renewal - Board Member Questionnaire
Purpose: FYI
Submitted by:
Related Material: VIII_D_Board Member Questionnaire_18_19.pdf



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member:
Name of Proposed/Renewing Charter School:

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

6. Describe your experience and/or connection with the community that your school proposes to serve.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

9. Please identify your relationship, if any, with each of the following:
 - a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
 - Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
 - Non-immediate family (Specify:_____)
 - Professional/business Friend (Specify:_____)
 - Casual/social (Specify:_____)
 - Other (Specify:_____)
 - None

 - b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
 - Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
 - Non-immediate family (Specify:_____)
 - Professional/business Friend (Specify:_____)
 - Casual/social (Specify:_____)
 - Other (Specify:_____)
 - None

* This questionnaire must be current within 12 months of petition submission.



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: _____)
- Non-immediate family (Specify: _____)
- Professional/business Friend (Specify: _____)
- Casual/social (Specify: _____)
- Other (Specify: _____)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent) (Specify: _____)
- Non-immediate family (Specify: _____)
- Professional/business Friend (Specify: _____)
- Casual/social (Specify: _____)
- Other (Specify: _____)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: _____)
- One or more is non-immediate family (Specify: _____)
- I have a professional/business relationship with one or more (Specify: _____)
- One or more is a friend (Specify: _____)
- One or more is a casual/social acquaintance (Specify: _____)
- Other (Specify: _____)
- None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent) (Specify: _____)
- One or more is non-immediate family (Specify: _____)
- I have a professional/business relationship with one or more (Specify: _____)
- One or more is a friend (Specify: _____)
- One or more is a casual/social acquaintance (Specify: _____)
- Other (Specify: _____)
- None

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.

- None
- Specify: _____

11. Do you have a child or any relative who attends the charter school?

- None
- Yes, specify relationship and grade level _____

Printed Name of Board Member

Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Coversheet

Charter Renewal - Due Diligence Questionnaire for EDP & CBO

Section: VII. Governance
Item: E. Charter Renewal - Due Diligence Questionnaire for EDP & CBO
Purpose: FYI
Submitted by:
Related Material: VIII_E_Due Diligence Questionnaire for EDP_CBO_18_19.pdf

Los Angeles Unified School District Due Diligence Questionnaire and Acknowledgement Form

General Information

Full Name (First/Middle/Last):

Other Names Used (e.g. Maiden/Former Married):

Position at Proposed or Renewing Charter School:

Date of Birth:

Social Security #:

Current Residence Address:

City:

State:

Zip Code:

How long at current address?

Prior Residence Addresses:

Background Information (Please Attach Separate Sheets, if Necessary)

Criminal History (Arrests/Convictions):

Educational History

Employment History

Professional Licenses/Credentials:

Professional Affiliations (e.g. Corporate Positions, Board Positions):

Fictitious Business Name Affiliations:

Professional References:

Charter School Background

Name of Proposed or Renewing Charter School:

School Address (if available):

City:

State:

Zip Code:

Nonprofit Corporation/Entity Operating Charter School:

Other Charter Schools with which Affiliated (currently and previously):

Location of Other Charter Schools:

Authorization to Release Information

My signature affirms that all information on this questionnaire is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for operating a charter school. This authorization:

- Authorizes the Los Angeles Unified School District through the Office of Inspector General (OIG) to perform a due diligence search of publically available information on me, a proposed operational leader of the charter school (e.g. Executive Director, Director/Principal, School Administrator, or Fiscal/Business Administrator).
- Acknowledges that those who provide information and verification based upon any information I have provided herein are not liable for providing information.
- Acknowledges that the Los Angeles Unified School District and any agent acting on its behalf will not be liable for requesting or using collected information.
- Is valid during the charter petition process and during any resulting period of employment and/or association with the above proposed or existing Charter School.
- Is an indication of my knowledge and understanding that the information provided will be used to investigate my background and perform a due diligence search of publically available information. Relevant results from search of publically available information may be publicly disclosed as part of the charter/renewal petition review process.
- Submission of the individual's social security number is voluntary but highly recommended. Social security numbers shall be kept confidential. Please note that the OIG will not be able to complete a due diligence search without the social security number, which is a unique identifier. Without a complete due diligence report, the Charter Schools Division cannot determine the capacity of a charter organization to successfully implement the educational program and operate a public charter school.

Signature

Print Name:

Signature:

Date:

Title:

Coversheet

Approval of reimbursements for Executive Director/Principal

Section: VIII. Consent Agenda: Non-Finance Items
Item: A. Approval of reimbursements for Executive Director/Principal
Purpose: Vote
Submitted by:
Related Material: IX_A_Expense Report_04_30_19 P Magee Part 1 mileage_parking.pdf

**Palisades Charter High School
Expense Report/ Reimbursement Form
2019 Calendar Year**

Name: Pamela Magee

Date: 4/30/2019

P.O. # _____

<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Office Supplies</u>	<u>Classroom Materials</u>	<u>Conferences</u>	<u>Comm/Postage</u>	<u>Other*</u>	<u>Business Miles</u>	<u>Rate Per Mile</u>	<u>Total Mileage</u>
			4350	4310	5220	5920				5210
3/11/2019 to 3/14/2019	Dr. Magee	CCSA - Travel from Home to LAX						22.00	0.580	12.76
3/29/2019	Dr. Magee	LA Conversion Charter Mtg. Birmingham Community Charter HS. (round-trip from PCHS)						34.20	0.580	19.84
4/9/2019	Dr. Magee	Executive Board Mtg., Los Angeles (round-trip from PCHS)						39.40	0.580	22.85
3/20/2019	Dr. Magee	Curriculum Council/Dept. Chair/Admin Mtgs. Food (Pavilions) on school card	26.99						0.580	-
3/27/2019	Dr. Magee	Curriculum Council/Dept. Chair/Admin Mtgs. Food (Pavilions) on school card	25.35						0.580	-
4/10/2019	Dr. Magee	Curriculum Council/Dept. Chair/Admin Mtgs. Food (Ralphs) NOT on school card					21.98		0.580	21.98
4/9/2019	Dr. Magee	PARKING, Executive Board Mtg., Los Angeles office					\$8.00		0.580	8.00
	Dr. Magee								0.580	-
	Dr. Magee								0.580	-
									0.580	-
									0.580	-
									0.580	-
Total			52.34	-	-	-	29.98	95.60	0.580	85.43

Grand Total	\$	167.75
Charged Amount	\$	-
Net Due Employee	\$	85.43

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: VIII. Consent Agenda: Non-Finance Items
Item: B. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: IX_B_Field Trips_04_30_19.pdf

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

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

Name of School: **Palisades Charter High School** Employee: Kolavo/Nazarian Certified Non-Cert. _____
 Telephone Number: (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER _____

1. Destination: Renaissance Orlando Are admission fees charged? Yes No _____
 2. Dates of Trips: 4/26-5/1 3. Number of Students: 3 Number of adults: 2
 4. Name and employee number of employee who will go on trip: Brad Kolavo 630-347-7595, Peyman Nazarian 310-985-5839

5. Substitute required? Yes No _____ How Many? 2 Source of funds: CTE / DECA ASIB
 6. Time schedule required by school: Leave School 4/26 Arrive destination 4/26 Perkins
 Leave destination 5/1 Return school 5/1

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) American Airlines

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 demonstrate their college and career ready knowledge and skills by participating in DECA's industry-validated Competitive Events Program

10. Source of funds for trip: (Disney Orlando) Entertainment tickets

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

11. Have the locations of the nearest emergency facilities been obtained? Yes No _____

12. Have forms for parent's or guardian's permission been obtained? Yes No _____

13. If hiking or camping activity:
 a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes _____ No _____
 b. Has the area been checked for potential hazards? Yes _____ No _____
 c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:

Principal or Asst. Principal: *Tom Magee* Date: 3/18/19

Board of Trustees* _____ Date: _____

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