



Palisades Charter High School

Board Meeting

Date and Time

Tuesday February 11, 2020 at 5:00 PM PST

Location

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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

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

Agenda

I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests

- C. Public Comment

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

- D. Approve Minutes

Approve minutes for Board Meeting on January 14, 2020

II. Organizational Reports

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

III. Board Committees (Stakeholder Board Level Committees)

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

- New Committee Members

IV. Board Committees (Board Members Only)

- A. Board Members Only - Committee Updates
 - Audit: There is nothing to report at this time.
 - Grade Appeal: Leslie Woolley

V. Academic Excellence

Academic Excellence

- A. Dashboard Presentation
- B. Enrollment/Absenteeism/SART/SARC
- C. Virtual Academy
- D. Special Education/Student Services Report Update

VI. Facilities/Operations

- A. Operations Updates (Including Transportation)

VII. Finance

Finance

- A. 2020-2021 Budget Calendar

B. Consolidated Application

VIII. Governance

Governance

A. 2019 -2020 Compliance Monitoring and Certification of Board Compliance Review

B. Approval of Amended Bylaws

- Including an approval of the effective date

C. Ad Hoc Committee (Governance Policies)

- Sara Margiotta, Reeve Chudd, Dara Williams and Paula Anderson

D. Form 700 Reporting

IX. Consent Agenda: Finance Items

A. Approval of reimbursements for Executive Director/Principal

B. Approval of Field Trips

- Sheraton Gateway LAX: 02/15-02/16
- San Diego: 04/06-04/09
- Santa Clara Convention Center: 02/28-03/02
- Youth Business Summit: 04/20-04/24

X. New Business / Announcements

A. Announcements / New Business

- Date of next Board Meeting is Tuesday, March 17, 2020.

B. Announce items for closed session, if any.

XI. Closed Session

A. Conference with Legal Counsel

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

B. United Teachers of Los Angeles-PCHS Negotiations

C. Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957) (Education Code section 44929.21)

D. Pending Litigation: Case #2019100240

E. Conference with Legal Counsel: Anticipated Litigation

XII. Open Session

A. Return to Open Session

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

XIII. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 14, 2020

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday January 14, 2020 at 5:00 PM

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Trustees Present

Andrew Paris, Brooke King, Emily Hirsch, Larry Wiener, Leslie Woolley, Paula Anderson, Reeve Chudd, Rick Steil, Sara Margiotta

Trustees Absent

Adam Glazer, Dara Williams

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Amy Nguyen, Karen Cox

I. Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

C. Public Comment

No public comments made

Meet called to order at 5:09 pm

D. Approve Minutes

Paula Anderson made a motion to approve the minutes from Board Meeting on 12-10-19.

Andrew Paris seconded the motion.

with Reeves noted suggestions

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

E. Approve Minutes: September 24, 2019 Board Meeting

Reeve Chudd made a motion to approve the minutes from 9/24/19 Board Retreat on 09-14-19.

Paula Anderson seconded the motion.

with Reeves suggestions

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

II. Organizational Reports

A.

Student Report

Hair drive. Pali Palooza in Feb. Will replace spring dance talent show coming up.

B. Parent Report

Nothing to report

C. Classified Staff Report

Nothing to report

D. Faculty Report

Concern about negotiations but set for Jan. 22. Teachers still stressed with oversized classes and safety: is it compliant with current safety codes? Not enough materials and furnishings. Lifetime benefits concerns ongoing. How much is in there, how is it being invested. Proposal for lifetime benefits fund which Pali would match. Teachers are concerned about the # of students who are failing.

Leslie comment that Lifetime Health Benefits mtg Jan. 16th

E. Human Resources Director (HR) Report

Stands as submitted

F. Director of Operations Report

Stands as submitted. Rick Steil asked about the spike strip. Don confirmed that we own it and it cannot be returned. Installation is about \$150 so at some point this will probably be installed.

G. Director of Development Report

Stands as submitted but highlights are:

PCHS fund brought in \$71K in Dec.

Pali Alumni fund is a subcategory.

We are 65% to goal of \$500K. # of donors have doubled over last year but there is still opportunity for growth.

Annual report distributed this year and will include mailing to anyone who has donated to Pali in the past as well as local business community. Sue Pasco is also providing a link on her blog to increase community awareness.

\$188,940 in CTE grant monies for next year. Monies to be available in Aug.

Development Committee mtg Tues. 1/21 discussing a telethon targeting those who donated last year but haven't donated this year yet. Mtg. at 5:15 in faculty cafeteria.

H. Chief Business Officer (CBO) Report

Report stands as submitted. Greg will be going tomorrow to learn updated budget information and state goals. School services of CA will be providing update for funding levels for 2020/2021.

I. Executive Director/Principal (EDP) Report

LTSP is being rescheduled to 1/29 and they will be having 2 meetings. One at 3:15 and one at 6:30 in an effort to encourage parent involvement. Pam also commended those who participated in PD. There were gender identify PD and info. will be shared at the next Board meeting with the goal/theme of opening doors for all students.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Updates

Nothing new to report. next mtg Feb. 6th to discuss new bell schedule.

B. Budget & Finance Committee Updates

The Budget & Finance Committee is recommending Ivy Greene to serve as a Community Member. She has a long standing history with the committee as a Booster representative. Reeve C. motioned to approve, Rick Steil second. Motion passed unanimous.

Textbook (with the exception of the library) and Budget Transfer requests will be frozen as of March 2, 2020.

C. Charter Committee Updates

no update

D. Election Committee Updates

Meeting on Jan. 24th at 2:15 in pool office

E. Post-Retirement/Lifetime Healthcare Benefits

Meeting on Jan. 16th. Bids are pending and Michael to provide investment updates.

IV. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

All grade appeals are current. Only 1 appeal was approved last semester. Andy suggested shortening the length between grades and time to appeal. Currently students

have 30 school days to appeal. Discussion ensued about the timing. Steve Klima suggested looking at the Ed Code to see if there is a wording re: timing. Discussion item will be tabled until next month for further discussion/vote on any recommended changes.

Audit committee report to follow.

V. Academic Excellence

A. Academic Achievement Report

Monica Iannessa reviewed the handout. Reeve Chudd asked if you have failures in AP and honors courses. Currently English and Social Science try to provide academic equity within the classroom. Sometimes the students who might not pass have stretched too far and were not able to do the advanced course work. Emily Hirsch clarified that students who are failing mid-semester are not allowed to drop a class. Emily Hirsch asked if students are failing by mid-semester can students drop back into non-honors coursework.

Monica clarified students stay in AP to maintain coursework for AP exam. Teachers do work with students to discuss how successful they are and parents/students do opt to stay in or drop the class. Grades are available with Schoology so students do know where they are with their coursework.

Monica clarified that the slight drop in pass rate in science may be attributed to more 9th grade students taking Biology and a new physics course which is being offered.

There is an intervention team served over 205 students. These students are in study skills classes and students are at a 98% pass rate with these classes. (SST provides intervention services and prepare an intervention plan for students.) Coordinator also goes into study skills classes to work with the students. Students who are participating in study skills classes grades have gone up.

2 students have been reclassified of 31 who are English language learners.

Rest of report as submitted.

Grade policy has changed and if there is a grade distribution out of the norm, it is up to the teacher to reflect on why they are out of the norm. Teachers who are in off-track math modes are not as successful as compared to the students who are on tracked courses. Larry clarified that he doesn't think that the time between semesters in the summer is the cause of these classes being less successful. It is students who were not originally successful in their original math courses.

World language dept. was also commended on the improvement in student achievement.

Rick asked about electives. Chris Lee clarified that electives were added 2nd semester due to new budget numbers. Curriculum Council will be locating at new fall curriculum for fall of 2020. Dr. Magee clarified that they are being vetted a year in advance prior to implementation. One area is building out the business dept. with additional electives.

PD survey feedback coming in indicates that there are very positive responses. There is a PowerPoint to post in the faculty Schoology group and Dr. Magee will share with the Board.

Monica clarified that there has not been in an increase in SST interventions meetings which translated into 504 plans vs. kids coming into the school with them.

There are study skills courses for every period.

There are 2-3 independent living courses. Reeve would also like to add a financial skills class. New ideas for classes should be presented to Curriculum Council for vetting.

B. Special Education/Student Services Report Update

Report next month

C. Update Re: School Start Date(s)

Steve Klima presented. The calendar is negotiable item but typically isn't controversial.

There is a formula that is used and sent to Dr. Lee with a 3 year projection. There were discussions of adding fire days to second semester and reorganizing PD time.

There is some faculty who want to align instruction days between 1st and 2nd semester.

76% teachers responded to survey. (Teachers that teach semester classes are more in favor of alignment.) Survey results:

1. Start earlier in august (70% teachers no)
2. End first semester after winter break (75% teachers no)
3. Were they in favor of adding early PD days and fire days second semester. The vote was very close and there were practicality questions. Because the vote was so close, it would need to be presented by the Board and submitted to the teachers for a formal vote during negotiations.

Leslie asked about the early PD days. One calendar had teacher PD days moved to Thurs/Friday so students began school Monday vs. Wednesday. Doing this would allow for fire days built into the schedule and perhaps have 2 unassigned days in spring semester. Dr. Lee suggested that the Board needs to evaluate whether there is a the need for fire days. Is this something that is going to be mandated by the state? Leslie suggested that we vote on a 3 year calendar. The draft calendars Dr. Lee created for

charter renewal mirrored the calendar that Steve Klima created. Steve is recommending that the calendar remains status quo unless there was a "fire day" mandate from the state.

Greg expressed concern that doing so might become a budget issue if the state does not approve ADA reimbursement for fire closures. Historically, the state has not "not" approved these but we are currently at the minimum required school days. Don P also clarified that the approvals for reimbursement for missed fire days were approved in late May. Events could also occur later in the year. Having those additional days later in the year create cushion.

There are questions from faculty about who decides to use the "fire days" and will they be compensated. Per the UTLA contract, the calendar is due in April but we always try to do it early. However, there are some questions that remain for the members. If we wanted to consider fire days there should be language about what triggers the fire days and if they are compensated. Fire days should also be considered school closure days vs: limiting these to "fire" days. Currently, teachers are compensated in the event of unexpected closures.

Emily asked what the administrators feel about the "school closure days". Steve suggested if the Board decides that they want to have additional emergency closure make up dates, this should be discussed and then go back to the teachers for union negotiations prior to board approval of the new calendar. If there are 5 consecutive years of emergency school closures the state will mandate the built in emergency school closure days.

We are not contractually obligated to have 5 PD days. Steve clarified that the built in PD days are not all PD. These are more like teacher work days vs: formal PD. Chris clarified that LAUSD only gets 2 PD days. But they have 2 additional "student days" where school work is not being done. Larry also clarified that last date of each semester can also be a school day which is unassigned if needed for ADA. This worked 1 year when the instructional days was low.

Greg also clarified that the concern is not just "fire" days but getting state approval for other issues (such as lack of electrical) might not be as easily approved by the state.

VI. Facilities/Operations

A. Bus Transportation Update

Don clarified: Don and Tammy separated admissions and busing. We are under contract for 1 more year. Scholarship pool for next year has been set but he expressed concern for further discussion for long term. The following year we are also back into the

open market place so we need to consider what options we have as currently we only have 1 option.

Operation report- there was another heating system problem that has been fixed.

Infrastructure is still aging and replacing major utilities via a bond with LAUSD. The process would involve water, underground, etc. This will be a year-long project beginning in June 2020. It will be disruptive.

Other long term project is the gym renovation which is also funded with another Bond. It is with division of state architects. Once approved may be an additional 6 months/year. Improvements will take 15 months but will be functional during the school year.

These may or may not be ongoing at the same time.

VII. Finance

A. 2020-2021 Budget Calendar

Pending clarification from stakeholders about all day budget meetings. Feb. 2020 B&F Committee rescheduled to 2/3/20. Finalized budget calendar will be presented at next Board meeting.

B. CTE Expenditure Approval

As submitted with the caveat that equipment is inventoried with ongoing accounting and safe storage. S Margiotta made a motion to approve, Emily seconded.

Approved: Reeve, Emily, Sara, Leslie

All interested members abstained.

C. 2018-2019 Audited Financial Statements

Audit report reviewed by Auditor (Vanessa). No material findings and stands as submitted.

VIII. Governance

A. Board Resolution for English Learners Authorization Waiver

As submitted to allow new teacher to take required test.

Approval of waiver, Emily motion to approve, Sara seconded. All in favor: Unanimous

IX. Consent Agenda: Finance Items

A.

Approval of reimbursements for Executive Director/Principal

None

B. Approval of Field Trips

Parent funded and budget neutral. Brooke motions to approve, second Paula. All in favor unanimous

X. New Business / Announcements

A. Announcements / New Business

Open session ended 7:38 pm

B. Announce items for closed session, if any.

XI. Open Session

A. Return to Open Session

Returned to Open Session 8:40 pm.

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

There was nothing to report out.

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 8:40 PM.

Respectfully Submitted,
Sara Margiotta

Documents used during the meeting

- Board Meeting Minutes_09_24_2019.docx
- HR Board Report January 14 2020.pdf
- PCHS Board Report for Operations for 2020-01-14 Board Meeting.pdf
- Board of Trustees 11420.xlsx
- GrantReport2019_20.xlsx
- CBO Report 01.14.2020.pdf

- II.H - Dec 2019 Credit Card.pdf
- II.H - Q1 Textbooks_IMA Update.pdf
- 2019-2020 Schoolwide Goals Progress Report.docx
- PCHS Civility Policy.docx
- Understanding Implicit Bias.pdf
- EDPbdrpt1.14.2020.docx
- 2019-20 CTE Request - Mercer Hall Upgrades.pdf
- 2018_2019_Audited_PCHS_Financial_Statements.pdf
- RESOLUTION OF THE BOARD Waiver 1.14.2020.pdf
- Catalina Island Marine Institute.pdf
- PCHS Porposed Calendar Dates 2020-2023.pdf

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Report February 2020.pdf

Faculty Report. To Board of Trustees
February, 2020

Paula Anderson
Rick Steil
Larry Wiener

- ❖ Negotiations
 - Still no contract
 - UTLA will report on the January 22nd meeting
- ❖ Teachers are continuing to express distress about oversized classes.
 - Compliance with current safety codes.
 - Not enough materials and furnishings (desks, chairs, etc.). Several teachers have so many students in their classes that there is not enough desks or not enough space.
- ❖ Lifetime benefits and the current amount in the fund are an issue being discussed – unanswered questions:
 - How are funds currently being invested?
 - Why is there a shortfall? How much is supposed to be there?
 - Is there an investment strategy for the funds moving forward?
- ❖ Faculty's inability to access the Fitness Center
 - It was brought to Dr. Magee and Don's attention about five months ago. The fitness center was donated for use by both teachers and students. Body By Jake's Jake Steinfeld was here for the dedication and a local couple donated money for the fitness center. The idea that this was a donation for adults as well as children was repeated consistently.
 - Don changed the key without telling anyone and now they won't give anyone the key to the fitness center, except for PE teachers. Several teachers used to use the fitness center before and after school, but now they don't have access.
 - Don said if Dr. Magee told him to hand out keys, he would, but there has been no movement on this for months.
- ❖ Some teachers are still having issues with their paychecks.
- ❖ Special Education
 - Teachers are disparaging the department because of the amount of money it costs to serve the special education students.
 - SPED department has cut more expenditures and positions than any other department
 - Two teaching positions and one administrative position
 - Outside service agencies have been greatly reduced as well as one-to-one aides and those positions were not replaced
 - All of the SPED teachers have had their caseloads increased
- ❖ Low morale
- ❖ PD on Tuesday
 - Most of the faculty had positive feedback about the data walk and the data that was shared
 - The council sessions – It was good to hear so many positive things about our colleagues.

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 February 2.11.2020.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

February 11, 2020

New Hire/Contract/Temp:

Name	Classification/Position	Funding	Effective Date
Bacigalupi, Victoria	Substitute Teacher	General	1/23/2020
Williams, Adekunbi	Substitute Teacher	General	1/13/2020
Woods, Gayle	Substitute Teacher	General	1/23/2020
Yancy, Kellan	Substitute Teacher	General	2/7/2020

Retirement/Resignation/Release:

Name	Classification/Position	Funding	Effective Date
Marroquin, Calbert	Math Teacher	General	6/4/2020
Marshall, Elizabeth	Testing Coord.	General	6/4/2020
Paleno, James	RSP Teacher	Special Education	1/13/2020

Retirement Workshop for Classified staff members:

PCHS will be hosting a retirement workshop for classified staff. A California Public Employee Retirement System (CalPERS) representative will be on campus March 3rd, 2020 to host a “CalPERS and You” workshop. PCHS hosted a STRS retirement workshop during the Fall 2019 semester. We continue to speak to classified and certificated employees regarding their own retirement plans.



HR Board Report continued, page 2

Benefits:

We continue to meet with brokers, including HUB International and Gallagher, to explore rates and competitive bids for medical, dental, vision and life insurance for the 2020/2021 academic year. The bid process takes several months. We will begin holding Health & Welfare committee meetings to review the proposals once we have firm bids returned to the school.

On January 23rd SISC was present on campus and conducted the annual Wellness screening program. This took place in the staff cafeteria and well over 50 employees participated in the program.

Compliance Monitoring and Planning:

The HR office continues to ensure PCHS is in alignment with new laws and reporting regulations. Monique Lee attended the workshop at LACOE for CalPADS Assignment Monitoring Data and accurate reporting.

On January 31st, Ms. Lee was also able to participate in the annual CASBO Job Alike work shop to discuss the BEST Project: Best Practices and Lessons Learned. This is a proposed program from LACOE for HR online employee data reporting.

In addition, in an effort to continue to recruit highly qualified substitute teachers, HR met with the Scoot Education staffing company to review their offer to provide PCHS with substitute teachers.

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: PCHS Board Report for Operations for 2020-02-11 Board Meeting.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report February 11, 2020

Security/Safety:

- Classroom safety materials replenished as identified by Faculty via the annual Facilities/Tech/Safety Winter Break Survey. School-Wide safety materials checked and adjusted as needed.
- The next 2019-20 Safety Drill is the scheduled for Wed 2/19 for Drop-Cover-Hold. The May fire drill has also been adjusted to be a full evacuation drill. The last drill was the rescheduled from Nov 2019 Shelter-in-Place drill and was conducted on Wed 1/29. The May fire drill has also been adjusted to be a full evacuation drill and changed from Wed 5/20 to be on Mon 5/18.
- A Big THANK YOU to the PTSA and Parent & Student Volunteers that helped with the Shelter-in-Place preparations. Their assistance was a tremendous help.
- PCHS had three of its Campus Aids out on leave for the majority of January. We recruited three people from the PCHS Substitute Teachers pool to assist. Two of the three Aids will be back on the job as of the Tue 2/11 Board Meeting.
- PCHS fundraising for Safety & Security is still needed to build up the necessary funds to implement well-established Safety Priorities as determined via multiple stakeholder surveys and assessments with 3rd-Party experts. Many important safety measures are currently not being pursued due to lack of funding, but are highly desired (in no particular order):
 - Additional Security Cameras
 - Additional Emergency Exit Gates
 - Additional Exterior Lighting
 - Additional Perimeter Fencing
 - Fence Breach Detection/Alerting System
 - Contracting local security company for on-call emergency support
 - Guard Staffing to proactively monitor cameras (or have service that does)
 - Intrusion Detection System



PALISADES

CHARTER HIGH SCHOOL

Security/Safety (Continued):

- Regarding Non Shelter-in-Place airborne events, times when the air may not be poor quality enough to warrant a Shelter-in-Place declaration, but is poorer quality than the typical Moderate or Good air-quality around campus, the two designated rooms for people to go to if experiencing respiratory issues are:
 - 1st – The Nurse’s Office. All people (faculty, staff, and students) should go see the on-call nurse to make sure nothing is seriously wrong. The Nurse’s Office has places to lie down and rest, and has portable A/C Units to help regular temperature.
 - 2nd – At the Nurse’s discretion, to U109. The person can remain in the Nurse’s Office or go to the U109 room that has an HVAC Unit that includes Air-Conditioning, has tables and chairs and is monitored by the Dean’s Office. If necessary, and warranted due to health reasons, one of PCHS’s nurses can be stationed in U109 to monitor as needed.
- With the increased concerns for student safety related to Active Intruders, PCHS will be expecting all PCHS Personnel to visibly wear their current year PCHS IDs at all times. This is to help the Security Team to easily recognize who should be on campus, and more importantly, who should not. This simple to follow requirement will help ensure the safety of all Students/Faculty/Staff. Therefore, all PCHS Personnel, parents, adult visitors and stakeholders should be prepared for increased diligence on ensuring adults are visibly wearing their PCHS IDs/Badges during school days/hours.
- PCHS school safety training by 3rd-party professionals was determined by the Budget & Finance Committee to not be necessary/affordable in 2019-20. Therefore, no additional 3rd-Party expertise will help further/refine/enhance our 2018-19 practices/policies, and they will not provide Professional Development for Faculty/Staff at the start of each semester for 2019-20. The 3rd-Party professionals are willing and ready to help if needed should PCHS determine a reason to engage them.

Transportation:

- At the December 10th Board Meeting the 2020-21 PCHS School Bus Program scholarship funding was set at \$192,000 for the 2020-21 year. This represents a 20% decrease from the \$240,000 of funding for the 2019-20 year. The two tiers of scholarship allocation scales voted into place by the Board in 2018-19 will be maintained with the Class of 2023 (this year’s freshman class) and next year’s incoming freshman class (currently 8th Graders), receiving allocations within the lower tier, and the returning Classes of 2021 & 2022 (this year’s juniors and sophomores) receiving allocations within the upper tier.
- No other decisions have been made related to the PCHS School Bus Program for 2020-21 or future years. If the Board were looking to set a longer-term direction for the PCHS School Bus Program, it would be better to determine what that is sooner rather than later.



PALISADES

CHARTER HIGH SCHOOL

Transportation (Continued):

- The PCHS Admissions Department concluded that the 2020-21 Admissions application/registration scheduling for PCHS Admissions/Enrollment needed to schedule incoming new enrollment pre-registration separately from the returning students' re-enrollment process, and the Transportation Department wants to have School Bus Registration occur concurrently for all grades to maintain fairness in requested/reserving seat son desired routes/stops. Therefore, the PCHS Admissions/Enrollment pre-registration process for new/incoming students has already started (Mid-Dec) and the School Bus Program Registration and Scholarship Applications processes are scheduled to start on Tuesday 2/18/2020.
- The School Bus Program Registration and Scholarship Applications processes will start accepting 2020-21 participants on Tuesday 2/18/2020. New/Incoming families (primarily current 8th Graders) will need to complete their PCHS Admissions Application AND receive Approval from the Admissions Dept. AND setup their IC Portal in order to receive a Student Number that is required to Register for the 2020-21 PCHS School Bus Program. Registration/Application process will end on Tue 3/24/2020.
- PCHS School Bus Program targeted/restricted donations from fall semester have been allocated by the Transportation Department sub-committee. Many of the additional families requesting financial assistance and that have Demonstrated Financial Need have been helped. Thank you to the ASB/Leadership for their Parking Tag fee generated donations! More donations/fundraising is much needed for future hardships requests that are highly likely to occur – this year and next.
- The Special-Ed transportation program, Big Blue Bus Pali Express program and the Metro Mobile Customer Center (MCC) program are all setup to continue at PCHS as they did in spring semester. The last Metro MCC Visit was 1/29 and their next visit will be 2/25.
- As discussed at the Transportation Town Hall, PCHS has been emphasizing to the Big Blue Bus personnel to have the needed capacity for the Pali Express trips, especially in the morning on the way to school. BBB understands our requests to send their larger capacity buses as frequently as they can, and to send a second overflow bus when they have extra bus availability to do so.



PALISADES

CHARTER HIGH SCHOOL

MGAC/Pool:

- Winter Break Public Pool Hours end Feb 7th
- Oct-Dec Q2 MGAC Revenue of \$128,000
- MGAC Use/Permit Rate increases scheduled went into effect Jan 1st 2020. Rates can be found at: www.palihigh.org/palipool
- 155 PCHS Staff Performed Hands-Only CPR during Jan 13th PD Day
- Swim Class (New Curriculum including Hands-Only CPR) started 2/7/2020
- Facility applying to Los Angeles County EMS to offer Public Safety First Aid Class (target date Summer 2020)
- Several maintenance repairs/replacements projects completed:
 - Replaced bearing assembly on small pool (warranty replacement)
 - New gas regulators installed
 - CTS Scoreboard system integration for Swim and Water Polo completed
 - Replaced heat exchanger on competition pool heater
 - Chlorine pump replacement
 - Backwash system upgraded
 - Preventative maintenance ongoing
- Working on proposal for new heating system including an energy efficient 20-year config.

- No spray sunscreen policy at the pool (and you shouldn't use it either)
- For MGAC News & Updates - Subscribe to pool newsletter [here](#)
- MGAC Policies Updated - Please see MGAC Website for details at www.palihigh.org/palipool
- MGAC Handbook on Pool Website
- 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 Heaters (1-2) that serve all pools (~\$50-\$80k)
 2. Re-Plaster Both Pools (~\$160-\$200k)
 3. Replacement Competition Pool Pump (~\$25-\$35k)



PALISADES

CHARTER HIGH SCHOOL

Information Technology:

- The Chromebooks for CAASPP testing situation has been addressed by an alternative testing plan/schedule to cover us this year. In order to have sufficient testing for this year and the 2020-21 SY, IT is recommending approval of the Testing Coordinators plan that removes the need to purchase 240 Chromebooks immediately, but requires the purchase of 3 dedicated testing carts. Without a purchase, sufficient devices will not be available as needed for proper execution of our State Testing.
- A computer cart purchased with CTE funding for VAPA arrived and is no ready to be deployed.
- IT is testing an updated Raptor platform for compatibility with our existing scanning hardware.
- The Team continues to assist teachers and students with the installation of the Respondus Lockdown Browser on BYOD devices.
- Technology provided 93 setups and relocations to meeting spaces, offices, or classrooms.
- Technology worked with the World Languages Department to identify and order Chromebooks for their Italian program, utilizing grant funds awarded by the Italian Consulate. These devices have arrived and are being processed for distribution to the classroom.
- The Spectrum ISP saga continues with a lack of support for a solution that can be utilized. While fiber and equipment have finally been installed, Spectrum is yet to deliver enough public IP's for PCHS to be able to migrate off the LACOE service. The IPs have been ordered with Spectrum - Once the IP's have been received, a migration can be planned and implemented to move away from the costlier LACOE solution.
- PCHS is having a number of issues with Schoology and problem resolution. PCHS has been working closely with Schoology on this and a few issues that were promised to be live with the 19-20 school year but will not be live until the 20-21 school year.
 - A new issue has arisen with Apple iOS devices. The last update of iOS causes a compatibility issue between the Schoology app and Respondus Lockdown Browser. The issue is a Schoology issue, and the Schoology iOS App needs to be updated by Schoology and then downloaded by students in order to resolve the issue. Schoology has not released a time frame for this update to occur.
 - There have been a few bugs discovered when using the Schoology AMP for assessments. The most critical being a bug that impacts test security. The bug prevents teachers from printing assessments for students that do not have a device. If a teacher wishes to print assessments, they must disable randomized question order, a standard and necessary security practice in the modern classroom. If a teacher were to elect not to disable the randomized question order, all printed assessments are scored incorrectly.
 - David Moo has completed the update to OneRoster 1.1 with Final Grade Passback.

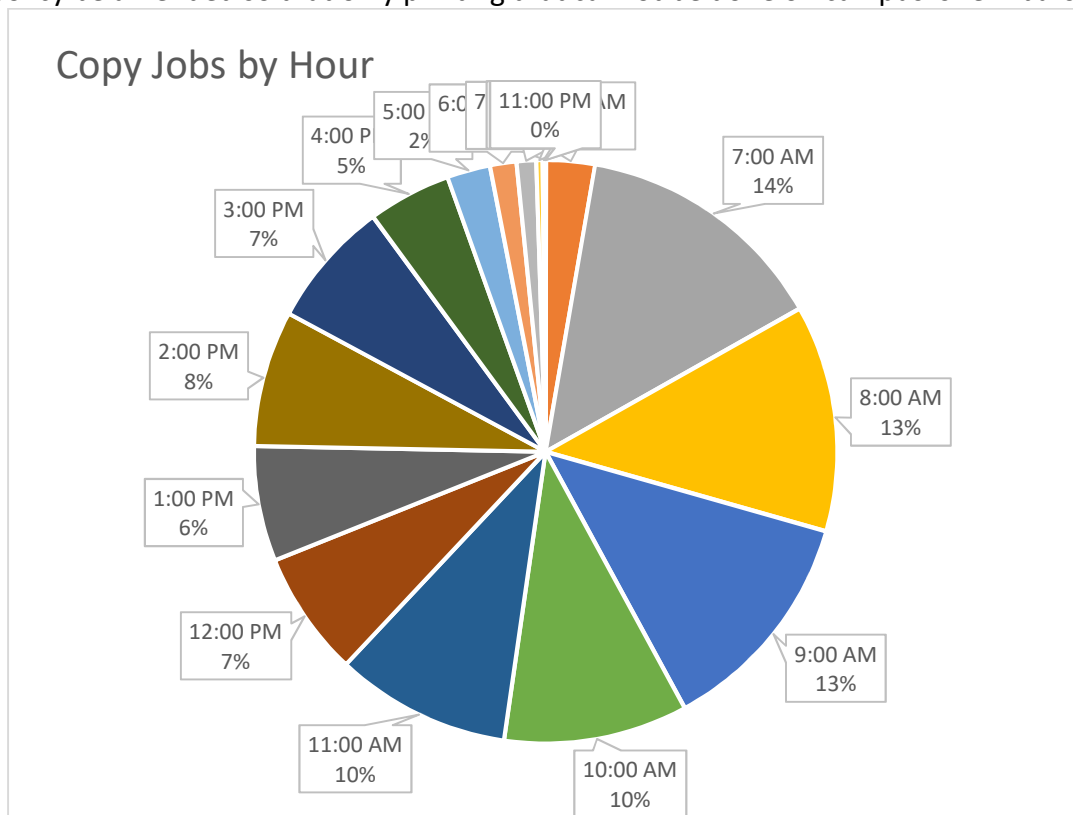


PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

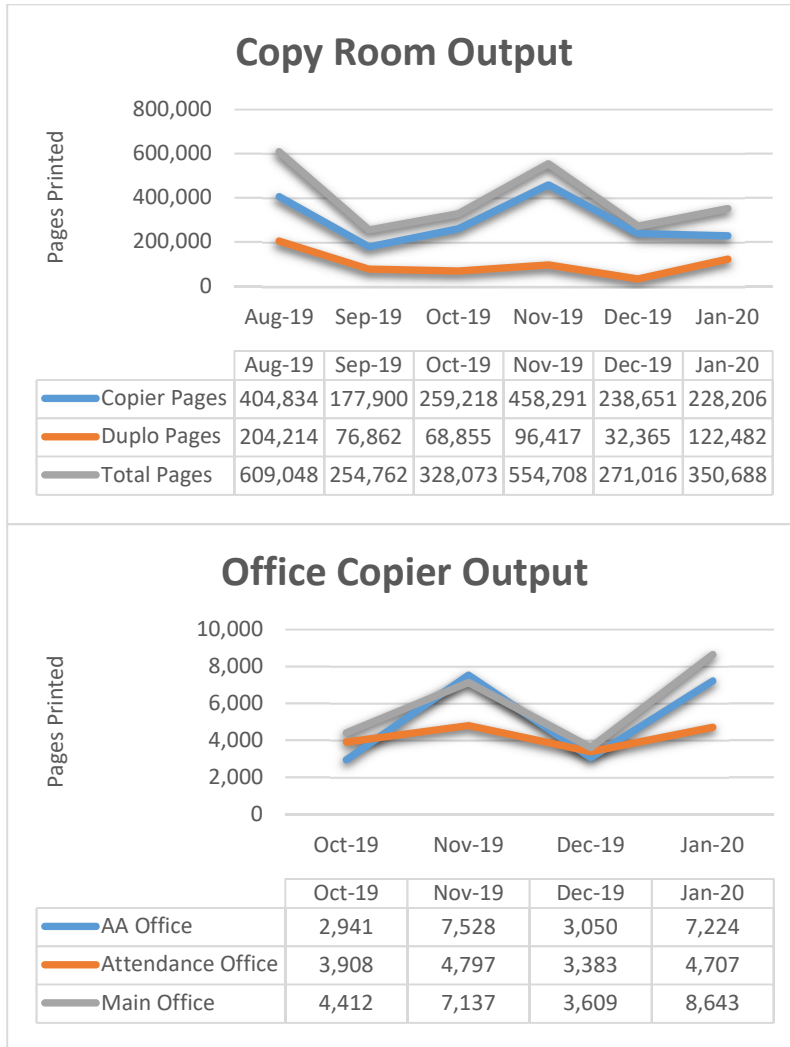
- Copy Room usage numbers are listed below. Duplo and offices usage is trending up this period. There have been multiple instances of machines being left unattended while running, after the Copy Clerk leaves. In many instances, the machines suffer damage or other breakage that could have been prevented had they not been left unattended. As 33% of daily printing occurs between the hours of 12PM – 4PM, IT is recommending extending the hours of Copy support, which should reduce Faculty congestion, increase daily output, and decrease machine breakage significantly. It is still the recommendation of the IT Department that the school reimbursement policy be amended so that only printing that cannot be done on campus is reimbursable.





PALISADES

CHARTER HIGH SCHOOL



- A new version of the Staff Directory has been rolled out to the Palihigh.org website. The directory features multiple contact methods and additional information on staff, with the goal to aid the Public in finding the contact they need.
- Category 1 eRate funding for the 2018-19 year has finally moved forward and is ready. A FCC Form 471 was issued, committing \$35,325.00 of funding. This will offset the same amount that PCHS had to incur with providers due to the difficulties caused from our BEN change in 2017. These funds are as-of-yet to be received from the Fed.
- The Category 2 eRate funding has been released and the project has a green light to move forward after nearly 2 years of eRate Program bureaucratic delay! Unfortunately, the winning vendor must submit product update/replacement forms for approval to the Fed, as some of the hardware that was bid out in March of 2018 is no longer available. Ideally, this will not take longer than another 30 days before we can move forward.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- Project highlights are:
 - Replace some of our aged and failing core network infrastructure
 - Replace some of our aged and/or failing classroom lab networks
 - Supplement wireless access points in some classrooms with insufficient infrastructure
 - Grow physical network where insufficient, non-existent, or otherwise problematic areas
 - Provide for, repair, or replace the battery backup to each network IDF
 - Repair/Replace some of the fiber runs that have stopped working
 - Run some of the needed 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
- Due to a formula change in funding allocated per student, PCHS has access to \$176,912.78 of additional C2 funding. The expectation is to utilize the funding before it expires at the end of this 5-Year cycle.
- The 5-Year E-Rate Category 2 plan for 2021-2026 has just been announced by the FCC, with the funding year of 2020-21 being a holding year. Highlights include a potential allotment of \$167 per student for qualifying equipment or service. This would fit well with the Tech Plan that calls to replace the existing Wi-Fi infrastructure in the 2022-23 or 2023-24 school year.



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups:

- **Permit Revenue for January 2020 is ~\$51,800:**
 - ~\$31,600 from Facility Rentals
 - ~\$900 from Banner Rentals
 - ~\$19,000 from Filming
 - ~\$320 from Misc. Events/One Time Permitters

- **Filming:**
 - Revenue lower than usual due to renovations/permit teams taking Holidays time off and Hollywood being substantially closed over the Holidays, combined with Stadium Field, Baseball Field and both Gyms closed for a time spanning Late-Dec thru Early-Jan. Non-Filming Activity & Revenue will pick up and correct itself in February.
 - **Filming that took place in January:**
 - 1/23 MATTE Projects Commercial Shoot - \$9,000
 - 1/25 Honor Society Films Commercial Shoot - \$10,000
 - **Filming Upcoming in February:**
 - 2/8 JTR Productions Commercial Photoshoot - \$7,000
 - **Potential, but not yet signed:**
 - B-Reel films Commercial shoot
 - Basecamp parking for Filming in Village
 - CSUN Production TV Series
 - SMOSH YouTube Series
 - Still working on a reoccurring series (Saved by the Bell) to pick Pali for their series. This would mean consistent filming throughout the year. *Possibly* like the early Modern Family/Teen Wolf days.

- Banner held fairly steady over break compared to other areas impacted by the Holidays. Anticipating a strong 3rd Quarter for Banner Demand/Revenue.

- PCHS Winter sports/permits starting to move into Playoff Mode and spring sports in full pre-season mode. Facilities Rental Revenue continues to perform well with a lot of interest by new teams looking to use our facilities.

- Annual Winter Break Permit Facilities Maintenance completed or about completed – Thatch/Seed/Fertilization of Baseball Field, Clean/Coat Gym Floor, and Infill Supplementation of the Stadium Turf field.

- With the baseball field and gym facilities closing for their upcoming annual renovations permit revenue will dip in the month of December and a little into January as expected. It will correct itself mid-January and into February.



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups (Continued):

• **January 2020 Set-Ups/Events:**

- PD Day (first day for teachers) – 1/13
- First Day of Semester (all students meet) – 1/14
- Board Meeting – 1/14
- PTSA Meeting – 1/16
- Martin Luther King Jr. (School Closed) – 1/20
- Baseball Field Reopens – 1/20
- Spring Musical Auditions Begin – 1/21-1/31
- Teen Court – 1/22
- Junior Meetings – 1/23
- Advanced Drama Showcase – 1/24
- Shakespeare Festival Meeting – 1/25
- Sophomore Meetings– 1/28
- Math Task Force – 1/28
- Booster Club Meeting – 1/28
- Blood Drive – 1/29
- BSU Showcase – 1/31-2/1

• **February 2020 Set-Ups/Events:**

- Spring Musical & FNL Rehearsals - Various
- TVN Meeting – 2/8
- Palisades Symphony
- YMCA Teen Counsel and Youth & Govt – Various
- ASB Valentine's Day Activities – 2/14
- School Tour - 2/14 and 2/27
- 9th Graders 4-Year Planning – 2/18 to 2/21
- PTSA Meeting - 2/20
- Fuerza Unida Meeting – 2/22
- Choir Concert – 2/22
- Palisades Spelling Bee 2/23
- Compass SAT Testing Review – 2/23
- Choir In-School Concern Performances – 2/25
- Metro MCC Visit – 2/25
- Teen Court - 2/26
- Pali Palooza - 2/28
- Fancy Feet Concert – 2/29



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects:

- **Heating System Update** – The heating system was repaired over Winter Break by LAUSD and Heat to Classrooms and Gas to the Cafeteria & Classrooms was functional by the start of the spring semester on 1/14. Gas to Science, Home Ec Classroom and Ceramics Classrooms was also operational as of 1/14.
- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
 - Installed soundproofing door kits for Payroll and Student Support offices for added privacy when meeting with students or staff.
 - U108 8' x 4' sub-floor area underneath tile flooring replaced with new piece of treated plywood and also replaced broken floor tile with new floor tile.
 - Cafeteria 5-shelf rack set up for walk-in fridge for milk crates per Health Inspector.
 - Updated Winter Break Faculty & Staff Survey and Master Operation Project lists to reflect and identify pending work still needed to be completed.
 - Wrestling Pit ceiling tile and drywall assessed for possible water damage and/or mold. Drywall fully in tact with no damage whatsoever. Ceiling tile replaced where needed.
 - Installed vertical mirrors for F-1-G and E-2-GN Restrooms
 - New stainless steel hand paper and trash combo dispenser installed in E-1-B Restroom.
 - New LED light fixtures w/sensors installed in: C-1-G; G-1-B and G-2-B replacing old fluorescent light fixtures.
 - Shelter-in-Place emergency kits created and delivered campus wide.
 - Replaced lock set for Baseball Coach Clubhouse
 - Floor drains installed at edge of main quad to help reduce the buildup of enormous water build-up during heavy rains that frequently cause large puddles
 - Lower faculty parking lot middle ivy island – Ivy & Brush cleared to rid of rodent and tripping issues and replaced with DG Material.
 - Replaced faulty thermostat in C202 AND addressed intermittent working thermostat in D206
 - A-Bldg. Mechanical room gas operated water heater replaced with Electrical Water Heater due to abandoning in place of old gas line and regulator. New HWH needed for servicing Nurses Office requirement for hot water.
 - Speed bumps installed near faculty lot entrance at turn after 1st stop sign across from Security post and also bumps installed @ Stadium lot at the turn from upper to lower level
 - Window Blinds installed for the (4) newly created Office Door windows for: Dean Thompson/U110; Ariel s in U109B; Karen E in College Center and Kim T at Pali Academy
 - Ongoing Door/Lock maintenance, repairs and adjustments
 - Many Start of Semester Desk Moves
 - Delivery of daily onslaught of packages, paper and paper towels throughout campus
 - Ongoing Athletic Facilities Maintenance – Stadium Field, Baseball Field, Tennis courts, etc.
 - Hallway & PE Locker fixes and adjustments as needed
 - Restroom faucet, sink, toilet/urinal repairs as needed



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects - Continued:

Items in-progress and expected completion soon include:

- Getting All Faculty Parking Lot Solar fixtures to operate consistently (they're very temperamental)
- Tennis Courts Drainage System installed to minimize mud flows
- Working through remaining punch list items for Restroom Renovations Project
- Mirrors for: E-1-B; G-1-B; G-2-B
- Reviewing Proofs for Various signs included but not limited to exterior restroom Boys/Girls; Staff tile/name plates; ODD/EVEN for exterior Building; Inserts, etc.)
- J123 Heating Lines Completely replaced due to several leaks.
- New stainless steel combo hand paper and trash combo dispenser for G-1-B
- Replaced damaged Band shed doors
- Annual servicing of ice machine filters as well as water fountain filters.
- Replacing 6 faulty light fixture drivers for J-Bldg. exterior canopy LED Light fixtures
- Working through remaining punch list items for Restroom Renovations Project

Facilities Larger Scale Projects:

- **Long-Term Temporary Heating System Repair (Primarily LAUSD Funded)** – The water pipe portion of this Project was completed in late October and heat was flowing as needed until early December when the system sprung a gas leak. The gas pipe portion of this temporary solution has been worked on by LAUSD over Winter Break and is now completed and was available for the start of spring semester. Additional issues (an Air-Handler problem hampering heat flow into Mercer Hall and valve/leak problems hindering J-Bldg) have been addressed by LAUSD and were operational by the start of spring semester. However, ongoing leaking issue with piping inside J-Bldg have caused issues with heat flowing into J-Bldg classrooms. Work scheduled to be completed by Mon 2/10. This Project funded by LAUSD.
- **Long-Term Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase of this project has been completed, and has been fast-tracked by LAUSD due to the ongoing heating system problems PCHS has been experiencing. Bond Oversight and LAUSD Board reviews/approvals have now been obtained. The estimated start date of this project is attempting to be moved up a year and therefore may start as soon as June 2020 (this summer). The project is estimated to be 12-15 months and therefore to have the new long-term heating system in place by November 2021 for the start of the 2021-22 winter season. Multiple milestones still to be cleared before confidence in project being started that quickly becomes high. Temporary heating solution to serve us until this new long-term system is ready. This Project funded by LAUSD.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects - Continued:

- **Gym A/C Project (LAUSD Funded)** – Project was DSA Approved. LAUSD prepared bid packages for General Contractor bidding/selection. Projected estimates came in much higher than anticipated. Project reviewed for cost reduction via Value Engineering, reduction in scope, or both. Project was then modified again by LAUSD and had to be re-submitted to DSA for review/approval. Latest status is the re-design is now with DSA again and we are waiting for their review, and hopefully approval. Latest revised targeted start date is June 2020, but I am told it is more likely to be later than that. Project will be ~15 months as planned once it actually starts. Original start date was August 2018.
- **Student Restroom Renovation Project (Donor Funded)** – Two additional Student Restrooms were completed over Winter Break: C-Bldg 1st-Floor Girls and G-Bldg 1st-Floor Boys. Three Student Restrooms were completed in summer 2019: E-Bldg 2nd-Floor Girls (now a Gender-Neutral restroom), F-Bldg 1st-Floor Girls, and E-Bldg 1st-Floor Boys. Additional lighting, sink/faucet upgrades and painting of additional restrooms being planned for Spring Break and summer 2020. Student reaction to this project has been very positive.
- **Security Fencing (Unfunded)** – LAUSD mandated Architectural & Structural Engineering plans created by Breen Engineering Inc. - Funding needed to complete plans and for fence purchase/installation.
- **Donor Brick Wall (Donor Funded)** – Completed installation of Donor Bricks from a campaign to raise funds. Wall installed on the home side walkway on the school-side of the Press Box. Additional bricks may be purchased if desired – Please contact Mike Rawson at mrawson@palihigh.org.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Board of Trustees 21120.xlsx
GrantReport2019_20.xlsx

Notice

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

Board of Trustees 21120.xlsx

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GrantReport2019_20.xlsx

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- 2019-2020 Enrollment ADA Report Projection to Month 5.pdf
Agenda Item II. H. CBO Board Report.pdf
II.H - POOL_PERMIT 2019-2020 01-30-20 YTD.pdf
II.H - _Credit_Card_19-20_YTD_Summary.pdf
II.H - Updates to 12.2019 v02.11.pdf
II.H - Cafeteria Updates 12-31-2019.pdf

PCHS ENROLLMENT and ADA TO MONTH 5 for 2019-2020 Comparisons

2019-2020
ENROLLMENT/ADA

	Instructional Days					Total	P-1 ADA	P-1 ADA
	16	19	15	14	18		82	82
	Month 1	Month 2	Month 3	Month 4	Month 5			
Enrollment								
Regular	2,877	2,871	2,859	2,855	2,819			239,334
Special Day	63	62	60	59	60		P-1 ADA	2,918.71
Pali Academy	40	44	48	47	50		BUDGET	2,890.00
Virtual	49	54	53	53	67		P-1 Virtual	49.63
Current Year	3,029	3,031	3,020	3,014	2,996	15,090	1,886	2,869.07
Prior Year	2,959	2,962	2,945	2,944	2,943			0.33
ADA								
Regular	45,066	52,662	41,418	38,569	49,572	227,287		
Special Day	956	1,088	834	793	1,022	4,693		
Pali Academy	579	739	616	599	751	3,284		
Virtual	712	921	752	719	966	4,070		
Current Year	47,313	55,410	43,620	40,680	52,311	2,918.71		
Prior Year	46,302	51,290	56,995	36,797	50,984			
ADA (per month)	2,957.06	2,916.32	2,908.00	2,905.71	2,906.17			
ADA %	97.6%	96.2%	96.3%	96.4%	97.0%			
Prior Year	97.8%	96.2%	96.8%	96.1%	96.2%			



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING FEBRUARY 11, 2020

2019-2020

CASH

PCHS has not closed its' Financials for January as of the date of this report. However, December Cash Balances were combined cash balances were \$7.9 million (\$7.1 million Unrestricted, including the Lifetime Benefit Account) compared to \$6.5 million (\$5.7 million Unrestricted) in November 2019. The Quarterly Funding from EPA (Prop 30) of approximately \$1.4 million was received in December 2019.

ATTENDANCE

PCHS reported updated ADA & enrollment through Month 5 is attached. The Monthly Enrollment & ADA is attached separately. Based upon the cumulative ADA through month 5 (January 17th), the Original Budget of 2,880 in ADA was increased to 2,897 based upon these improved ADA #'s and projections. The additional ADA Revenue Funding updates are included in separately in the 2019-2020 Budget Updates.

FINANCIAL UPDATES

PCHS attended the School Services of California conference on Wednesday, January 15th to learn updates to Governor Newsome's 2020-2021. A summary of the Budget Highlights for 2020-2021 are attached separately and will be discussed under the Budget Calendar Agenda item. Mid- year updates were presented to the Budget & Finance Committee for the Civic Center Permit Revenue/Expenses & future Cash flows & the Cafeteria Operating Revenues & Expenses. These reports are attached separately to this report. Finally, the new US Bank CalCard (credit card) has begun to be used. The January Statement of Credit Card charges is attached for review.



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING FEBRUARY 11, 2020

SECOND INTERIM FINANCIAL REPORT

The CDE required “Second Interim Report” is in the process of being prepared and will be submitted by the March 15th CDE deadline. This report will include Actual Revenue/Expenditures to January 31st and projected Revenue/Expenses to the end of 2019/2020. Once completed, the report will be presented to the Board for review.

SPECIAL EDUCATION

The Executive Directors, CBO’s & SpED Program Directors of Birmingham, El Camino, Granada and PCHS met last month to share common issues with Special Education services with the goal of creating an MOU with LAUSD to address SpED needs.

I was the Co-chair of the LAUSD Charter Operated Programs (COP) Fiscal Committee at last month’s tri-annual meeting. It was discussed that another round of Special Ed Step Grant Funding will be received by Charter Schools in March. This Grant Funding will include \$178,000 in funds that LAUSD charged Charter Schools in July but was not released to the COP Budget until February (estimated).

TAX RETURN

The 2018-2019 Tax Return is in progress with our Audit Firm. The Return will be presented to the Board for review prior to its’ filing. It is anticipated to be presented in either

ASB

The February/March period has the following highlights for ASB:

- We have Valentine’s Day grams
- Pali Palooza is in the works
- Working on the ASB Leadership on Budget for next year
- Women’s day in March, sales happening
- Sports team events



PALISADES

CHARTER HIGH SCHOOL

PCHS PERMIT and POOL
FY18/19 Actuals FY19/20 Budget YTD (1/30/2020)

	2018-19 Actuals			2019-20 Budget			2019-20 YTD (1/30/2020)			Comments
	Pool	Other Facilites	Total	Pool	Other Facilites	Total	Pool	Other Facilites	Total	
INCOME										
Fundraising			-							Revenue as of 12/31/19, January revenue not posted yet, month has not closed
Leases & Rentals	468,550	631,332	1,099,882	518,000	565,000	1,083,000	196,703	286,802	483,505	
Total Income	468,550	631,332	1,099,882	518,000	565,000	1,083,000	196,703	286,802	483,505	
EXPENSES										
Salary	164,309	41,307	205,616	168,852	58,880	227,732	73,235	25,285	98,520	
Benefits	59,495	18,039	77,534	61,636	30,966	92,602	47,814	15,205	63,018	
Total Salary & Benefits	223,804	59,345	283,150	230,488	89,846	320,334	121,048	40,490	161,538	
Consulting & Support		119,387	119,387	1,980	110,000	111,980		40,867	40,867	
Utilities	36,000	-	36,000	36,000		36,000			-	
Insurance		-	-			-			-	
Other Supplies	67,400	22,299	89,699	55,643	32,000	87,643	41,778	9,420	51,197	
Operating Exp. Other (repairs)	28,646	5,719	34,365	33,000	12,000	45,000	19,401	9,345	28,746	
Non-Capital Expenditures	5,903		5,903	11,332		11,332		2,388	2,388	
Subscriptions	1,075	-	1,075	900		900	880		880	
Capital			-	18,584	28,400	46,984	6,583	6,000	12,583	
Total Operating Expenses	139,023	147,405	286,429	157,439	182,400	339,839	68,642	68,020	136,662	
Total Expenses	362,828	206,751	569,578	387,927	272,246	660,173	189,690	108,510	298,200	
Operating Profit/(Loss)	105,722	424,582	530,304	130,073	292,754	422,827	7,013	178,292	185,305	
DEBT SERVICE										
Interest	11,935	20,585	32,521	11,713	25,746	37,459	7,478	16,438	23,916	
Principal	97,033	90,283	187,316	175,630	155,300	330,930	101,491	94,430	195,921	
Total Debt Service	108,969	110,868	219,837	187,343	181,046	368,390	108,968	110,868	219,837	
Net Permit Reserve Add/(Reduct)	(3,247)	313,714	310,467	(57,270)	111,708	54,438	(101,955)	67,423	(34,532)	

PCHS FY 2019-20 CIVIC CENTER/PERMIT 3 YEAR ACTUALS, CURRENT BUDGET, and 5 YEAR PROJECTIONS

Year #	Actuals	Actuals	Actuals	Budgeted	Estimate	Estimate	Estimate	Estimate	Estimate
	1	2	3	4	5	6	7	8	9
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Operating Profit/Expenses	Total	Total	Total	Total	Total	Total	Total	Total	Total
Revenue	\$ 1,069,682	1,116,993	1,099,882	1,083,000	1,108,451	1,134,499	1,161,160	1,188,447	1,216,376
Total Expenses	\$ 589,356	\$ 502,846	\$ 569,578	\$ 660,173	\$ 679,053	\$ 698,474	\$ 718,451	\$ 738,998	\$ 760,134
Profit Contribution to Loan-Civic Center Permits	\$ 480,325	\$ 614,147	\$ 530,304	\$ 422,827	\$ 429,397	\$ 436,025	\$ 442,709	\$ 449,449	\$ 456,242
Debt Service:									
Track Pool	\$ 186,803	\$ 38,092	\$ 108,969	\$ 187,343	\$ 190,132	\$ 190,132	\$ 162,867	\$ -	\$ -
Pool	\$ 186,803	\$ 186,803	\$ 110,868	\$ 181,046	\$ 155,669	\$ -	\$ -	\$ -	\$ -
Total Debt Service	\$ 186,803	\$ 224,895	\$ 219,837	\$ 368,390	\$ 345,801	\$ 190,132	\$ 162,867	\$ -	\$ -
Permit Operations Profit (Loss)- Current Year	\$ 293,523	\$ 389,252	\$ 310,467	\$ 54,438	\$ 83,596	\$ 245,893	\$ 279,842	\$ 449,449	\$ 456,242
Deferred Maintenance used for T/F		\$ (474,103)							
Ending Amt. Due To (General Fund)/Available for Def. Maint.	\$ 474,103	\$ 389,252	\$ 699,719	\$ 754,157	\$ 837,753	\$ 1,083,645	\$ 1,363,487	\$ 1,812,935	\$ 2,269,177
Recommended Deferred Maintenance:									
Track & Pool - minimum recommended deferred maintenance amount	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118	\$ 124,118
Cumulative Deferred Maint.	\$ 668,824	\$ 792,941	\$ 917,059	\$ 1,041,176	\$ 1,165,294	\$ 1,289,412	\$ 1,413,529	\$ 1,537,647	\$ 1,661,765

BOTW Loan Paid on 4/2016, Pool loan now to lifetime benefits fund (fund 20.0)
Track & Field Loan of \$850K @4.5% interest rate, 5.5 years (first 6 mos)
Payment began Nov. 2017



P.O. BOX 6343
FARGO ND 58125-6343



ACCOUNT NUMBER
STATEMENT DATE 01-27-2020
AMOUNT DUE \$6,065.04
NEW BALANCE \$6,065.04
PAYMENT DUE ON RECEIPT



000001425 01 SP 106481132014644 S

PALISADES CHARTER HS
ATTN GREG WOOD
15777 BOWDOIN ST
PACIFIC PALISADES CA 90272-3523

AMOUNT ENCLOSED

\$

Please make check payable to "U.S. Bank"

U.S. BANK CORPORATE PAYMENT SYSTEMS
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

PALISADES CHARTER HS	Previous Balance	Purchases And Other Charges	Cash Advances	Cash Advance Fees	Late Payment Charges	Credits	Payments	New Balance
Company Total	\$0.00	\$6,065.04	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,065.04

NEW ACTIVITY

GREG A WOOD		CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
		\$0.00	\$2,630.76	\$0.00	\$2,630.76
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
01-13	01-10	24610430011010190579406	HOMEDPOT.COM 800-430-3376 GA	285.27	
01-13	01-10	24610430011010191180436	HOMEDPOT.COM 800-430-3376 GA	2,345.49	
PAMELA MAGEE		CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
3039		\$0.00	\$3,434.28	\$0.00	\$3,434.28
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
01-10	01-08	24692160009100999955010	DELTA BY MARRIOTT GARDEN GROVE CA 140504 ARRIVAL: 01-08-20	3,317.80	
01-14	01-13	24692160013100687806917	AMAZON.COM*2D8Y64LB3 AMZN.COM/BILL WA	116.48	

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER

ACCOUNT SUMMARY

STATEMENT DATE

DISPUTED AMOUNT

01/27/20

.00

PREVIOUS BALANCE .00

PURCHASES & OTHER CHARGES 6,065.04

CASH ADVANCES .00

CASH ADVANCE FEES .00

LATE PAYMENT CHARGES .00

CREDITS .00

PAYMENTS .00

AMOUNT DUE

6,065.04

ACCOUNT BALANCE 6,065.04

SEND BILLING INQUIRIES TO:

U.S. Bank National Association

C/O U.S. Bancorp Purchasing Card Program
P.O. Box 6335
Fargo, ND 58125-6335



Company Name: PALISADES CHARTER HS
Corporate Account Number:
Statement Date: 01-27-2020

Department: 00000 Total: \$6,065.04
Division: 00000 Total: \$6,065.04

PALISADES CHARTER HIGH SCHOOL

2018-19 Unaudited Actuals 2019-20 Budget Updates as of 12/31/2019

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Unaudited Actuals 8/20/19	2019-2020 Adopted Budget 6/19/19	1st Interim Updates	Budget Updates 12/2019	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED			2,880	2,890	2,897	Increased ADA from P-1 ADA report (5 months)
LCFF FUNDING PER ADA			\$ 10,203	\$ 10,203	\$ 10,203	Per FCMAT Calc 5/20/19
						CHANGES FROM 1ST INTERIM
EPA Funding-Prop 30	4,657,544	5,348,046	5,093,230	5,110,914	5,122,838	Per FCMAT Calc 5/20/19
LCFF Entitlement - State Aid - Current Year	15,142,505	15,406,867	16,595,530	16,653,153	16,692,005	Per FCMAT Calc 5/20/19
LCFF PY Adjustments	(265,161)	(66,020)				
C S Funding In Lieu of PropTax -	7,281,331	7,263,236	7,695,822	7,722,544	7,740,560	Per FCMAT Calc 5/20/19
C S Funding In Lieu of PropTax - PY adjustments	-	-				
LCFF Funding-Total	26,816,219	27,952,129	29,384,582	29,486,611	29,555,404	Per FCMAT Calc 7/26/19
NCLB:T1,Basic School Support	281,972	321,279	337,783	315,175	315,175	Title I amount per CDE 9/25/19
Special Ed: IDEA Basic Local Assistance Entitlement	565,541	588,067	587,356	589,396	589,396	
NCLB:TII, Teacher Quality/ESSA	57,519	67,768	66,962	62,303	62,303	Title II amount per CDE 9/25/19
Title III Part A English Language - (24 students)				2,526	2,526	funded at \$105.25/student, 24 students eligible
Title III Part A Immigrant - (37 students)				3,535	3,535	funded at \$95.53/student, 37 students eligible
ESSA:TIV,Student Support and Academic Enrichment	-	18,833	18,933	23,337	23,337	
MAA-Medical Reimbursements	16,925		-			
Perkins	24,736	29,570	37,000	37,102	37,102	per CDE, 8/2/19
DOR-Rehab	8,550	20,000	20,652	20,652	20,652	
AP Fees	3,359		-			
Child Nutrition Program	362,687	347,555	357,784	357,784	357,784	
Federal Revenues-Total	1,321,289	1,393,072	1,426,470	1,411,810	1,411,810	
Prop. 39 energy	220,105		-			
State Lottery:Non Prop 20 - Current Year	461,509	499,742	459,000	460,594	460,594	\$153/ADA - PER LACOE Bulletin #5085
State Lottery:Non Prop 20 - PY adjustments	-	9,541		10,457	3,502	PY received (less: Lottery Adj. 12/19)
Child Nutrition: School Programs	30,495	25,002	30,055	30,055	30,055	
Mandated Costs Reimbursement	125,271	131,554	134,986	135,454	135,454	\$46.87/ADA 2019/20
State Lottery:Prop 20 Inst Matls- Current Year	176,959	198,387	162,000	162,563	162,563	\$53/ADA PER LACOE Bulletin #5085
State Lottery:Prop 20 Ins Matls- PY adjustments	-	15,218		17,846	15,221	PY received (less: Lottery Adj. 12/19)
Special Education- AB602	1,681,851	1,761,835	1,770,542	1,611,377	1,611,377	\$557.57/ADA- Pending P-2 Adjustments
Student ID/CAHSEE	4,860	8,047	13,111	13,111	13,111	
CTE Grant	527,117			171,075	171,075	New Funding identified in 2019/2020
College Readiness Block Grant	124,016	11,032	-			
Low-Performing Students Block Grant		37,545	37,545	38,380	38,380	recognize 2nd 1/2 of grant in 19/20
LAUSD-Sp Ed Grants (Option 3)	172,997	355,834	204,835	204,835	204,835	Lower expected 2019/20 (Will rec'd \$132k Grant #1- 10/19)
Other State Revenues-Total	3,944,232	3,603,453	2,812,074	2,855,747	2,846,167	
Food Service Sales	202,852	265,306	299,276	299,276	299,276	Higher Paid sales to start FY 19/20 to be updated at 2nd interim

PALISADES CHARTER HIGH SCHOOL

2018-19 Unaudited Actuals 2019-20 Budget Updates as of 12/31/2019

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Unaudited Actuals 8/20/19	2019-2020 Adopted Budget 6/19/19	1st Interim Updates	Budget Updates 12/2019	Comments/ Changes
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LCFF FUNDING PER ADA			\$ 10,203	\$ 10,203	\$ 10,203	Per FCMAT Calc 5/20/19
						CHANGES FROM 1ST INTERIM
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,116,993	1,099,882	1,083,000	1,083,000	1,083,000	On track per December analysis
Interest	115,788	137,838	129,459	129,459	129,459	
Fundraising	343,734	370,562	500,000	500,000	500,000	Good Start to Fundraising Efforts to 12/19
Other Local Revenues-Total	1,779,367	1,873,588	2,011,735	2,011,735	2,011,735	
Total Revenue	33,861,107	34,822,242	35,634,861	35,765,903	35,825,116	59,213
Teachers	12,976,082	13,049,792	12,817,291	13,033,997		
School Admin	900,745	894,582	905,118	905,118		
Librarians	127,764	129,849	129,614	129,614		
Guidance,Welfare (Counselors)	698,603	735,748	722,863	722,863		
Other Support/Impact of / Step and Column	-	-	117,865	117,865		
Reduced Auxiliaries/Periods-Net	-	-	(151,697)	(151,697)		2019/2020 Salary Projections made as of 12/2019 Original Budget based upon projected 2018/19 Certificated Salaries of \$14.6 Million
Less: FTE's not replacing			(432,789)	(432,789)		
Certificated Salaries	14,703,193	14,809,972	14,108,265	14,324,971	14,373,171	48,200
Inst'l Aides	905,595	845,938	930,455	930,455		
Admin. Sal	435,684	413,102	410,452	410,452		
Clerical/Office	1,829,675	1,934,050	1,943,331	1,846,462		
Maint./Oper	107,143	114,558	113,204	113,204		
Food Services	46,488	47,259	47,682	47,682		
Math Paraprofessionals	84,181	200,416	163,756	163,756		
Other Classified	1,183,398	1,092,592	961,543	961,543		
Impact Step and Column	-	-	79,360	79,360		
Proposed New Positions/Hours	-	-				Salary Projections made as of 12/2019 (incl. \$60k xfer from Consult)
Classified Salaries	4,592,164	4,647,914	4,649,783	4,552,914	4,647,216	94,302
Total Salaries	19,295,357	19,457,886	18,758,049	18,877,885	19,020,387	142,502
STRS - Certificated (ER 16.28%, 17.10% in 19/20)	2,059,405	2,265,596	2,412,513	2,320,579	2,323,656	Reduced STRS to account for STRS refund
PERS - Classified (ER 18.06%, 20.733% in 19/20)	609,158	705,120	770,266	772,177	779,006	New Rate= 19.721%
OASDI Regular - Certificated	14,330	16,217	15,000	15,000	15,000	
OASDI Regular - Classified	277,840	280,009	288,287	282,281	288,127	
OASDI Medicare - Certificated	209,576	210,599	204,570	207,712	208,411	
OASDI Medicare - Classified	67,090	66,686	67,422	66,017	67,385	
Health & Welfare Benefits - Certificated	2,302,720	2,379,067	2,430,926	2,430,926	2,430,926	
Health & Welfare Benefits - Classified	1,115,968	1,182,112	1,218,961	1,218,961	1,218,961	
Unemployment Insurance - Certificated	11,188	15,032	14,425	17,925	17,925	Higher Q1 Claims over Summer months. Increased by \$5k
Unemployment Insurance - Classified	4,795	6,442	6,052	7,552	7,552	Higher Q1 Claims over Summer months. Increased by \$5k
Workers' Compensation - Certificated	146,742	156,560	145,000	158,500	158,500	Worker's Comp Proposal came in at \$196K+ 18k Audit
Workers' Compensation - Classified	59,333	51,258	51,000	55,500	55,500	Worker's Comp Proposal came in at \$196K+ 18k Audit

PALISADES CHARTER HIGH SCHOOL

2018-19 Unaudited Actuals 2019-20 Budget Updates as of 12/31/2019

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Unaudited Actuals 8/20/19	2019-2020 Adopted Budget 6/19/19	1st Interim Updates	Budget Updates 12/2019	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED			2,880	2,890	2,897	Increased ADA from P-1 ADA report (5 months)
LCFF FUNDING PER ADA			\$ 10,203	\$ 10,203	\$ 10,203	Per FCMAT Calc 5/20/19
						CHANGES FROM 1ST INTERIM
Other Employment Benefits - Certificated (LT Benefits)	203,094	221,494	250,000	250,000	250,000	
Other Employment Benefits - Classified (LT Benefits)	26,134	49,508	50,000	50,000	50,000	
Employee Benefits	7,107,370	7,605,701	7,924,422	7,853,130	7,870,949	17,819
Total Salary & Benefits	26,402,727	27,063,587	26,682,471	26,731,015	26,891,336	160,321
Textbooks	156,447	53,265	25,289	22,789	22,789	
Instructional Materials	303,557	211,754	105,132	123,631	123,631	B/F Committee recommended 50% cut of proposed budget for 19/20 (includes CTE amounts)
Non-capitalized Equipment	540,471	120,462	99,644	204,400	204,400	Difference relates to New CTE funding for non-cap
Other Supplies	220,386	150,543	150,000	150,000	150,000	
Food Service Supplies	231,314	237,853	268,754	268,754	268,754	
Books & Supplies	1,452,174	773,877	648,819	769,574	769,574	
Personnel Services-Mileage	6,817	4,425	4,197	4,197	4,197	
Travel/Conference	101,280	43,418	35,000	35,000	35,000	
Due/Memberships (Subscriptions)	299,208	285,753	383,436	383,436	383,436	
Insurance	183,815	175,005	193,700	193,700	193,700	
Operation and Housekeeping Services	308,389	224,495	181,650	181,650	181,650	Reduced operations supplies expenses (compared to last year at this point, spending has decreased)
Utilities	459,712	431,097	411,000	411,000	411,000	
Rentals/Leases/Repairs & Noncapitalized Improvements	510,828	461,803	354,019	384,019	384,019	
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,097,378	4,122,846	3,522,061	3,539,996	3,479,996	(Mercer CTE \$35k upgrade parked in consulting) less A/V Consultant Hired as employee (\$60k)
Pupil Transportation	689,084	557,783	584,087	584,087	584,087	
Other Expenses	233,213	133,019	135,643	135,643	135,643	
Communications	70,315	88,377	75,393	75,393	75,393	
Services, Other Operating Exp	5,960,039	6,528,022	5,880,186	5,928,121	5,868,121	
Capital Outlay (6100-6500) -Total (Detail Below)	-	402,949	428,984	438,369	438,369	
Sites & Improvement (6100)	-	22,373				
Bldgs & Improvement (6200)	-	345,332	193,984	193,984		90% of 18/19 capital budget (\$375K*.9 = \$337K + \$46K-pool/permits)
Equipment-Technology (6400)	-		235,000	244,385		Federal e-rate project (50% Matching)
Equipment/Furniture Replacement (6500)	-	35,245				
Depreciation Expense	637,921	872,447	900,000	900,000	900,000	
Interest	44,961	53,262	37,459	37,459	40,385	Pool/Track Loan Interest Payments
Indirect Cost (Total charter school supervisory oversight fees only)	268,177	279,651	293,846	294,866	295,554	Indirect cost = 1% of LCFF
Total Expenses-Financial Reporting Basis	34,765,997	35,570,846	34,442,781	34,661,035	34,764,970	

**PALISADES CHARTER HIGH SCHOOL
2018-19 Unaudited Actuals 2019-20 Budget Updates as of 12/31/2019**

	2017-2018 Unaudited Actuals (6/30/18)	2018-2019 Unaudited Actuals 8/20/19	2019-2020 Adopted Budget 6/19/19	1st Interim Updates	Budget Updates 12/2019	Comments/ Changes
ADA ESTIMATES/ACTUAL FUNDED			2,880	2,890	2,897	<i>Increased ADA from P-1 ADA report (5 months)</i>
LCFF FUNDING PER ADA			\$ 10,203	\$ 10,203	\$ 10,203	<i>Per FCMAT Calc 5/20/19</i>
						CHANGES FROM 1ST INTERIM
Total Expenses-Cash Reporting Basis	34,128,077	35,101,348	33,971,765	34,199,404	34,303,339	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(904,890)	(748,604)	1,192,080	1,104,868	1,060,146	Given prior 2 year deficit balance, B/F committee recommends ending balance to be \$1.2M
Net Reserve Fund Increase(Reduction)-Cash Basis	(266,970)	(279,106)	1,663,096	1,566,499	1,521,777	
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB	(749,445)	1,092,149	1,092,149	1,234,631	1,234,631	Based on Audit Report Adj. 06/30/19
Revised Financial Reporting	(986,642)	(1,840,753)	99,931	(129,762.74)	(174,485)	

Cafeteria Revenue/Expense 2019-2020

	July 2019	August 2019	September 2019	October 2019	November 2019	December 2019	Year To Date 19/20
Revenue							
Cash sales per day	\$ -	\$ 1,539.95	\$ 1,976.09	\$ 2,076.76	\$ 2,030.65	\$ 1,520.72	
A La Carte/Paid	\$ 1,944	\$ 21,559	\$ 37,546	\$ 37,382	\$ 30,460	\$ 21,290	
Total Sales	\$ 1,944	\$ 21,559	\$ 37,546	\$ 37,382	\$ 30,460	\$ 21,290	\$ 150,180
Catering Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Reimbursements	\$ 47	\$ 1,606	\$ 2,676	\$ 2,712	\$ 2,250	\$ 1,784	\$ 11,076
Federal Reimbursements	\$ 667	\$ 19,825	\$ 32,638	\$ 33,274	\$ 27,500	\$ 21,304	\$ 135,208
Total Revenue	\$ 2,658	\$ 42,991	\$ 72,859	\$ 73,368	\$ 60,209	\$ 44,379	\$ 296,464
Cumulative	\$ 2,658	\$ 45,649	\$ 118,508	\$ 191,876	\$ 252,085	\$ 296,464	
Expenses							
Total Salaries & Benefits	\$ 1,338	\$ 1,820	\$ 7,047	\$ 7,048	\$ 7,634	\$ 6,500	\$ 31,387
Food Expense 44.27%	\$ 1,100	\$ 16,967	\$ 28,967.12	\$ 29,181.84	\$ 24,262	\$ 17,605	\$ 118,083
Chartwells Management 55.73%	\$ 1,385	\$ 21,359	\$ 36,465.73	\$ 36,736.03	\$ 30,543	\$ 22,163	\$ 148,650
Total Chartwells Expenses (Invoice)	\$ 2,484	\$ 38,326	\$ 65,432.85	\$ 65,917.87	\$ 54,804	\$ 39,767.84	\$ 266,733
Total Expenses (Before Commodity Credit)	\$ 3,823	\$ 40,146	\$ 72,480	\$ 72,966.01	\$ 62,438	\$ 46,268	\$ 298,120
Commodity Credit	\$ (9,625)	\$ (4,588)	\$ (5,037.57)				\$ (9,625)
Net Expenses	\$ 3,823	\$ 35,558	\$ 72,480	\$ 67,928.44	\$ 62,438	\$ 46,268	\$ 288,495
Net Income/(Loss)	\$ (1,164)	\$ 7,433	\$ 380	\$ 5,439.15	\$ (2,229)	\$ (1,889)	\$ 7,969
Operational Expenses		\$ 4,649	\$ 8,179	\$ 316	\$ -	\$ 43	\$ 13,187
Net Income/(Loss) - After Operations	\$ (1,164)	\$ 2,784	\$ (7,799)	\$ 5,123	\$ (2,229)	\$ (1,933)	\$ (5,218)
Per day profit	\$ (89.56)	\$ 198.85	\$ (410.50)	\$ 284.62	\$ (148.59)	\$ (138.05)	
Operating Days	13	14	19	18	15	14	
Operating Days-Cumulative	13	27	46	64	79	93	93
Free Students	26	631	717	693	695	686	
Reduced Students	11	248	203	191	201	190	
Total F & R-	37	879	920	884	896	876	-
Enrollment (Per Infinite Campus)	77	3,094	3,102	3,047	3,029	3,012	
F & R %	0	28%	29.66%	29.01%	29.58%	29.08%	

Cafeteria Revenue/Expense 2019-2020

		July 2019	August 2019	September 2019	October 2019	November 2019	December 2019	Year To Date 19/20
Meals Served:								
Breakfast	Free	69	2,373	4,083	4,075	3,409	2,973	16,982
	Reduced	1	538	1,039	922	792	735	4,027
	Paid	33	810	1,506	1,353	1,117	1,007	5,826
Lunch	Free	106	2,889	4,553	4,874	3,996	2,887	19,305
	Reduced	18	769	1,270	1,222	1,004	702	4,985
	Paid	186	2,039	3,272	3,147	2,563	1,889	13,096
	Total Meals	413	9,418	15,723	15,593	12,881	10,193	
Participation:								
Free	Breakfast	19%	23%	35%	45%	41%	34%	
	Lunch	12%	27%	39%	52%	47%	51%	
Reduced	Breakfast	1300%	8%	22%	26%	22%	24%	
	Lunch	72%	11%	27%	38%	32%	36%	
Paid	Breakfast & a la carte	39%	1%	2%	2%	2%	2%	
	Lunch	7%	10%	17%	15%	15%	16%	

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDPbdrpt 2.11.2020.pdf
EDP_Board Materials.pdf

**PALISADES CHARTER HIGH SCHOOL
BOARD OF TRUSTEES MEETING
EXECUTIVE DIRECTOR AND PRINCIPAL REPORT
FEBRUARY 11, 2020**

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.

Schoolwide Goal Update:

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

- ***Smart Goal 3: PCHS will create quick, periodic stakeholder feedback opportunities.***

Student Feedback

- **Mental Health Survey administered in January.**

PCHS collected information schoolwide on the following questions. Presentation on results in an upcoming meeting:

1. Is the mental health information displayed in your classroom?
2. If you or someone you know is in need of mental health support on campus, what is the first step in getting help?
3. What is the best, healthy way that you cope with stress?
4. Do you know someone who vapes on campus?
5. How much do you think people risk harming themselves if they are vaping regularly?
6. If a friend wanted help to quit vaping, they could seek help on campus without "getting in trouble" (True/False)
7. In comparison to other substances that are abused by PCHS student, how much of a problem is vaping?
8. What is your average screen time per day?
9. In your opinion, how many of your friends or classmates do you believe are inappropriate or put themselves in harm on social media?
10. When do you access your phone for personal use the most?
11. How is your semester going so far?

- "Buzz Feed"

Campus Unification Director Gio Stewart launched a new program designed to increase student interaction with school administration and gather face-to-face feedback from students on an ongoing basis. With the assistance of the Database Manager, a random group of 30 students was selected for the first meeting. Students completed a short survey then participated in a council focused on 1) positive aspects of PCHS and 2) areas for growth and improvement at PCHS. Students from Justice League and ASB assisted in the facilitation of the council. Buzz Feed meetings with Gio Stewart and Dr. Magee will continue on a bi-weekly basis throughout second semester.

Faculty Feedback -

- Faculty Meeting/Professional Development - February 4 (Handouts from meeting included in February meeting materials
Donohoo, Jenni. "The Power of Collective Efficacy." *Educational Leadership*, vol. 75, no. 6, March 2018, pp 40-44.

PCHS teachers participated in a data gallery walk, responded to article excerpts from "The Power of Collective Efficacy" from *Educational Leadership* magazine, and participated in Council during this month's collaborative time.

- Feedback on Schoolwide Goals (included in February meeting materials)

Faculty and staff were encouraged to provide feedback on the schoolwide goals during the January 13 Professional Development Day.

Parent Feedback and Engagement:

PCHS will host a **Saturday morning Long Term Strategic Planning Meeting** for all stakeholders on March 7 in Mercer Hall. This meeting is designed to gather feedback on budget priorities as well as engage participants in LTSP committees. Meeting time: 10am-11:30pm

Upcoming parent engagement meetings:

Fuerza Unida Parent Meeting - Saturday, February 22	8:30am-12:00pm in Mercer Hall
The Village Nation Parent Meeting - Saturday, February 8	9:30am-12:00pm in Mercer Hall
PTSA - Thursday, February 20	8:15am-9:15am in the PCHS Library

Schoolwide Goal Update:

PCHS will improve consistency in instructional curriculum, policies, and practices to increase student-centered learning.

The PCHS World Languages Department engaged in an full day professional development led by Bonnie Peterson and Roger Burt from Avant Training on Thursday, February 6. Department Chair Maggie Nance with PCHS teacher/educator trainer Laura Bachrach identified this training as being essential for the World Languages Department. The focus of the workshop was curriculum alignment and assessment. The trainers worked with academic administrators Chris Lee, Monica Iannessa, and Pam Magee on what to look for in language classroom observations and effective feedback. This training was made possible by funding from the Maraw Breech Grant.

Administrative Team Professional Reading and Professional Development:

- The Admin Team is currently reading *The Energy Bus* by Jon Gordon. We thank Pali teacher Lisa Saxon for recommending this book which celebrates the power of positivity in building successful, united teams.
- Mary Bush, Tami Christopher, Russel Howard, Pam Magee, and Gio Stewart participated in the "Introduction to Council and Restorative Justice" workshops which took place over two weekends in January and February. The workshops were led by Circle Ways

facilitators Joe Provisor and Marc Rosner. PCHS is creating a professional develop plan to train students, teachers, and staff in Council strategies to implement schoolwide.

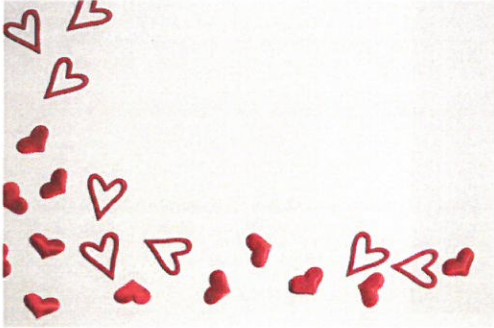
**February
Faculty
PD**

Feb. 4, 2019

Pali Pause



COUNCIL GROUPS: FOLLOW YOUR COUNCIL FACILITATORS



COUNCIL GROUPS	
GREEN	D102
PINK	LIBRARY
WHITE	D105

Data Gallery

FORM A TRIO WITH YOUR GRAPHIC ORGANIZER COLORS:

(1 WHITE , 1 GREEN, AND 1 PINK) = TRIO

YOUR TRIO WILL VISIT **FOUR** DIFFERENT DATA EXHIBITS.

AFTER YOU ALL COLLECTIVELY DISCUSS THE DATA,

INDIVIDUALLY FILL-OUT THE TABLE ON YOUR GRAPHIC ORGANIZER.

GRAPHIC ORGANIZER: GALLERY WALK

DATA GALLERY WALK

Your group will visit four (4) different data exhibits. After you all collectively examine and discuss the data, individually fill in the table below.

	DATA TOPIC:	DATA TOPIC:	DATA TOPIC:	DATA TOPIC:
How would you summarize your group's discussion on this topic?				
What follow-up question(s)/additional do you have on this topic? What additional information would you like?				

PALI POSITIVES



PALI POSITIVE

CINDI
CALHOUN



PALI POSITIVES

RUTH
HOROWITZ

JOE
RINGELHAN



EXIT TICKET

"THE POWER OF COLLECTIVE EFFICACY" ARTICLE EXCERPTS

Jenni Donohoo, John Hattie, and Rachel Eells advocate that "success lies in the critical nature of collaboration and the strength of believing that together, administrators, faculty, and students can accomplish great things." From the article, address the following prompts.

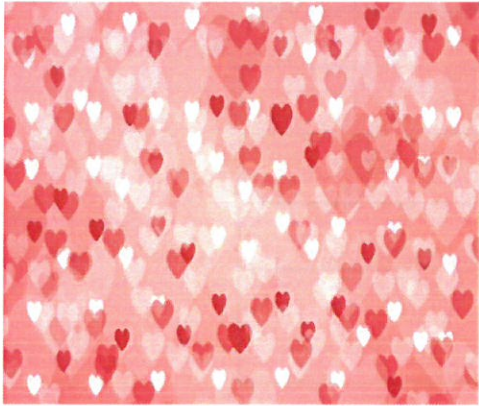
In your own words, what is collective efficacy?	
Why is collective efficacy essential for a school?	
What can occur if collective efficacy is lacking at a school?	
What are two key actions teachers can take to promote collective efficacy?	

EXIT TICKET

After reading the article, participating in the Council discussions, and reflecting on the schoolwide data, what is the most important positive action we as a staff can do to **together** for the success of all our Pali students?

Explain why you feel this is the most important collective action for Pali.

HAVE A WONDERFUL EVENING!



**AND HAVE A
LOVE-LY
VALENTINES'
DAY!**

NAME: _____

FEBRUARY FACULTY PROFESSIONAL DEVELOPMENT

DATA GALLERY WALK

Your group will visit four (4) different data exhibits. After you all collectively examine and discuss the data, individually fill in the table below.

	DATA TOPIC:	DATA TOPIC:	DATA TOPIC:	DATA TOPIC:
How would you summarize your group's discussion on this topic?				
What follow-up question(s)/ additional do you have on this topic? What additional information would you like?				

"THE POWER OF COLLECTIVE EFFICACY" ARTICLE EXCERPTS

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Why is collective efficacy essential for a school?	
What can occur if collective efficacy is lacking at a school?	
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EXIT TICKET: 2/4/2020

NAME: _____

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Explain why you feel this is the most important collective action for Pali.



COUNCIL GROUPS	
GREEN	D102
PINK	LIBRARY
WHITE	D105

The Power of Collective Efficacy (edited)

Jenni Donohoo, John Hattie and Rachel Eells

When teams of educators believe they have the ability to make a difference, exciting things can happen in a school.

In the 1970s, Albert Bandura, a psychologist at Stanford University, uncovered an interesting pattern in working-group dynamics. He observed (1977) that a group's confidence in its abilities seemed to be associated with greater success. In other words, the assurance a person places in his or her team affects the team's overall performance. Researchers have since found this to be true across many domains. When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups *are* more effective. For example, in communities where neighbors share the belief that they can band together to overcome crime, there is significantly less violence (Sampson, Raudenbush, & Earls, 1997). In companies, when team members hold positive beliefs about the team's capabilities, there is greater creativity and productivity (Kim & Shin, 2015). And in schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement (Bandura, 1993).

John Hattie positioned collective efficacy at the top of the list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. (see fig. 1).

Figure 1. Factors Influencing Student Achievement

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.

Source: John Hattie

Cultural Beliefs

Since collective efficacy influences how educators feel, think, motivate themselves, and behave (Bandura, 1993), it is a major contributor to the tenor of a school's culture. When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success. A shared language that represents a focus on student *learning* as opposed to *instructional compliance* often emerges. The perceptions that influence the actions of educators include "We are evaluators," "We are change agents," and "We collaborate." Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018).

In addition, collective efficacy influences student achievement indirectly through productive patterns of teaching behavior. Such behaviors include implementing high-yield strategies—for example, integrating literacy instruction in content-area classrooms (Cantrell & Callaway, 2008), soliciting parental involvement (Kirby & DiPaola, 2011), and finding productive ways to deal with problem behavior (Gibbs & Powell, 2011). Clearly, collective efficacy has a large ripple effect.

Conversely, if educators' perceptions are filtered through the belief that there is very little they can do to influence student achievement, negative beliefs pervade the school culture. When educators lack a sense of collective efficacy, they do not pursue certain courses of action because they feel they or their students lack the capabilities to achieve positive outcomes. The culture reflects a solemn satisfaction with the status quo. School communities experience an inclination to stop trying, decreased expectations, and lower levels of performance (Tschannen-Moran & Barr, 2004). In addition, when collective teacher efficacy is lacking, educators are more likely to ascribe failure to students' lack of ability, seek exclusion for challenging students (Gibbs & Powell, 2011), and experience higher levels of stress (Klassen, 2010; Lim & Eo, 2014). Conversations are often reflective of external blame, or an "us" versus "them" mentality.

The Role of Evidence

So how do school leaders build collective efficacy? The primary input is *evidence of impact*. When instructional improvement efforts result in improved student outcomes that are validated through sources of student learning data, educators' collective efficacy is strengthened. Evidence of collective impact, in turn, reinforces proactive collective behaviors, feelings, thoughts, and motivations. Bandura referred to this as "reciprocal causality" (Bandura, 1993), noting that collective efficacy is a social resource that does not get depleted by its use; it gets renewed.

It is essential, therefore, to help educators make the link between their collective actions and student outcomes. To understand collective impact, teams need to determine if changes in classroom practice positively influenced student outcomes by examining

specific evidence of student learning. They need to hear from students about their learning, their progress, their struggles, and their motivation to keep learning. They need to examine student artifacts such as assignments, tests, portfolios, and other indicators of daily progress. With all these activities, the key is making the link between teachers' actions and student outcomes explicit, so that teachers understand that the factors behind student progress are within their collective sphere of influence. School leaders play a key role in creating non-threatening, evidence-based instructional environments. By promoting a culture of collaboration focused on "knowing thy collective impact," leaders have the potential to support school improvement in ways that positively influence teachers' collective efficacy beliefs and thus promote student achievement. Leaders do this by engaging in conversations with teachers about the meaning of impact, about the difference between achievement goals and progress, and about the use of dependable evidence. These conversations help to shift educators' thinking from task-related concerns (for example, "How much of my time is x going to require?" or "How will I manage x as part of my daily routine?") to broader impact concerns ("What was the impact when I did x?" "How did x affect the students in my classroom?" "How can we work together to make x even better?"). Teachers can increasingly orient their work around outcomes: "Did the students gain the essential understandings and skills?" "How do we know?" "How can we use evidence of student learning to improve classroom instruction?"

Leaders can also influence collective efficacy by setting expectations for formal, frequent, and productive teacher collaboration and by creating high levels of trust for this collaboration to take place. "Productive" means that teachers' collaborative efforts can help to account for consequences in the classroom. The emphasis should be on identifying student learning needs and detecting problems that need to be addressed in classrooms, using a variety of evidence to determine if approaches made a difference, and making adjustments as necessary. When leaders ensure that dependable, high trust, collaborative structures are in place, teachers learn from and with one another and build common understandings. Teachers need to see how collecting evidence fits into their daily routines, how they can use daily evidence to determine impact, and how they can make adjustments to their classroom practices when results aren't demonstrating increases in student outcomes.

In addition, the collective impact typically only occurs where there are high levels of social sensitivity among the group members. Therefore, school leaders must foster empathy and effective interaction among teams. Administrators can model social sensitivity by paying close attention to verbal and nonverbal clues and exercising situational awareness—including heightened awareness of the undercurrents that have the potential to derail joint problem-solving (Marzano, Waters, & McNulty, 2005). When leaders have a pulse on the emotional tone of the team, they can anticipate potential pitfalls that might occur during collaboration, sense when tensions rise, and not only have the fortitude to address the issues, but do so in a way that is respectful to the feelings and viewpoints of others.

Resetting the Narrative

Team members' confidence in each other's abilities and their belief in the impact of the team's work are key elements that set successful school teams apart. Publicly seeking evidence of positive effects on student learning does not happen serendipitously or by accident and neither does a sense of psychological safety. School leaders must work to build a culture designed to increase collective teacher efficacy, which will affect teachers' behavior and student beliefs. The power and promise of collective efficacy is that it can be influenced within schools, so focusing on it as a change point is a viable path to greater student achievement, greater commitment to learning, and a more inviting place to come and learn.

The greatest power that principals have in schools is that they can control the narrative of the school. If the narrative is about bus timetables, tweaks in the curriculum, and test schedules, this percolates through the school as the purpose of schooling—compliance to procedures. In such schools, students think learning is coming to school on time, sitting up straight, keeping quiet, and watching the teacher work. But if instead the narrative is about high expectations, growth in relation to inputs, what it means to be a "good learner" in various subjects, and what impact means, then teachers and students will think about learning in a different way. They will believe that learning is about challenge, about understanding and realizing high expectations, and that setbacks are an opportunity to learn. Students will also believe that coming to school means investing energy in deliberate practice.

Success lies in the critical nature of collaboration and the strength of believing that together, administrators, faculty, and students can accomplish great things. This is the power of collective efficacy.

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- Jenni Donohoo is an education consultant currently working with the Council of Ontario Directors of Education. She is the author of *Collective Efficacy: How Educators' Beliefs Impact Student Learning* (Corwin, 2016). John Hattie is director of the Melbourne Educational Research Institute at the University of Melbourne, chair of the Australian Institute of Teaching and School Leaders, and co-director of the Science of Learning Research Centre. He is the author of *Visible Learning* (Routledge, 2009). Rachel Eells is dean of the College of Arts and Sciences at Concordia University, Chicago.

PD Day Feedback on Schoolwide Goals 2019-2023

What goals can be edited or added to achieve more equity at our school?

1. Offer electives to special needs students that will promote everyday life skills with teachers who are knowledgeable about their needs and disabilities.
2. Think outside the box and go to our legislators, school board reps, etc. to obtain significantly more revenue to provide transportation for underrepresented students.
3. Modify schedule to provide PD in data collection and analysis to become a more data driven school that can improve continually based on accurate data and thoughtful analysis.
4. Modify schedule to provide support systems (academic and socio-emotional) for students throughout the school day.
5. Modify schedule in order to provide more classes/threads that incorporate college and career standards such as college and career awareness; cultural, gender, self, and socioemotional awareness; study skills; digital literacy and citizenship; and peer mentoring and tutoring.
6. Modify schedule to allow for more professional development in equitable practices, literacy, differentiated instruction, and socio-emotional learning in order to improve student achievement and well-being.
7. Change schedule to increase resource accessibility for students who leave at 2:06pm.
8. Provide council training for teachers.
9. Reassess Pali's increasing use of technology (screens) for instruction. It is not better than human to human interaction, which improves social skills, problem solving skills and critical thinking skills much better than screen-based instruction. Read Screened School.
10. Administer Healthy Kids Survey (specific to Health). Can add questions to Columbia Survey as well.
11. Lifetime Health Benefits for ALL FACULTY
12. Five-year bussing plan that is affordable

What do we still need to do?

1. Provide better access to appropriate curriculum based on abilities and long-term goals.
2. Provide more communication with incoming parents and families to ensure student success.
3. Use technology and other resources to design alternate assessments.
4. Place greater emphasis on academic integrity in presentations to students.
5. Communication:
 - a. Continue updating the website. There are still typos and old photos.
 - b. Where are we with the feedback piece?
 - c. Date for snapshot surveys?
 - d. SMART Goal 3 –
 - Councils/Circles
 - Council training for teachers
 - Educator Council monthly
 - Students Council to reduce bias, increase understanding across

student groups

Restorative Justice Dean

Use Peer Mediators more; provide "space" for training

- e. **Communication and positive promotion: Invite the media outlets to cover PCHS stories and broadcast from Pali**
 - f. **Identify a central location to post meeting recordings online after meetings; live stream when feasible. Attach handouts and materials primarily for parent/student meetings.**
 - g. **Instruction Goal #3 – Create a central location for teachers/staff to locate PD presentations and other general instructional strategies for inclusion such as "Pali Partners Grid" and Council rules.**
6. **Consistency of instruction:**
 - a. **Faculty discussions regarding grading and the alarming number of students who are failing.**
 - b. **Coordinate with PRMS especially in the areas of math and writing.**
 7. **At BTSN, try to teach parents to get their students to address problems with teacher before parent gets involved.**
 8. **Identify "needs" of students who have "dead" time at Pali such as those who are dropped off early or who are waiting for siblings before taking public transportation.**
 9. **AP requirements – Some students take expensive courses outside of Pali to make them eligible to enroll in AP courses. This is a disadvantage to low income students.**
 10. **Equity Smart Goal #1 – The IBT isn't one test. The tests uncover biases across multiple/various topics. We should take 1+ every semester and then have a council (or similar) to debrief.**
 11. **Equity Smart Goal #3 – Why is it focused on CAASP/academic achievement (ie, math teachers/IAB training)? No mention of growth mindset training? Celebrate it!**
 12. **More career guidance for students thinking of alternative plans to college attendance.**
 13. **Improve the response time to intervention strategies/support for vulnerable students by Progress Report 1 or sooner.**
 14. **Math lab changed to only a tutorial program. Classroom teachers must be responsible for testing.**
 15. **Diversity: Lit Success – Where are we with placement, curriculum, and assessments? We need this for our at-risk students.**
 16. **Social Emotional Wellness**
 - a. **Make it easier to navigate the resources on the website.**
 - b. **Bravo on today's PD (Transgender Panel). What other PD can we provide that would address other aspects of what our students are dealing with.**
 - c. **Expand opportunities for social-emotional wellness and stress management; this should be a high priority for PCHS.**
 - d. **Create annual mental health survey to assess kids' issues/status. Use data to train teachers/staff**
 - e. **Host more teacher and student meetings through the semester as a check-in on progress and difficulties, ideas, stress factors that allow students to verbalize their academic struggles.**

17. Budget:

- a. More transparency
 - b. \$ should come out of appropriate departments
- 18. What strikes me is the school's lack of progress in achieving 1-1 status with respect to technology. This leads to inequality in access.**
- 19. Can admin create Schoology parent address lists for each class so we can send messages to all parents using a distribution list?**

What have we done to accomplish our goals?

- 1. PCHS has done a much better job of emphasizing social-emotional wellness as a goal. Excellent mental health programs for students and staff.**
- 2. Expanded math support curriculum to two sections per course (Algebra I, Geometry, Algebra II)**

Website feedback:

- 1. Hard to find the school profile. Couldn't find it in the College Center section easily (or at all)**
- 2. Important to audit new website; some necessary information is missing since the switch to a new vendor.**

Coversheet

Dashboard Presentation

Section: V. Academic Excellence
Item: A. Dashboard Presentation
Purpose: FYI
Submitted by:
Related Material: Board Presentation 2_11.pptx



California School DASHBOARD

PALISADES CHARTER HIGH SCHOOL

SCHOOL PERFORMANCE OVERVIEW

Palisades Charter High

Explore the performance of Palisades Charter High under California's Accountability System.

Generate PDF Report 

View Additional Reports 

2019 

Suspension Rate



Green

English Learner Progress



No Performance Color

Graduation Rate



Blue

College/Career



Yellow

RED = LOW PERFORMANCE

BLUE = HIGH PERFORMANCE

PALISADES CHARTER HIGH

Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

2,964

View More Information →

LEARN MORE

Socioeconomically
Disadvantaged

33%

LEARN MORE

English Learners

0.8%

LEARN MORE

Foster Youth

0.1%

Enrollment

School Demographics

Student Group	Total	Percentage
Students with Disabilities	249	8.4%
Foster Youth	2	0.1%
Homeless	5	0.2%
English Learners	24	0.8%
Socioeconomically Disadvantaged	978	33%

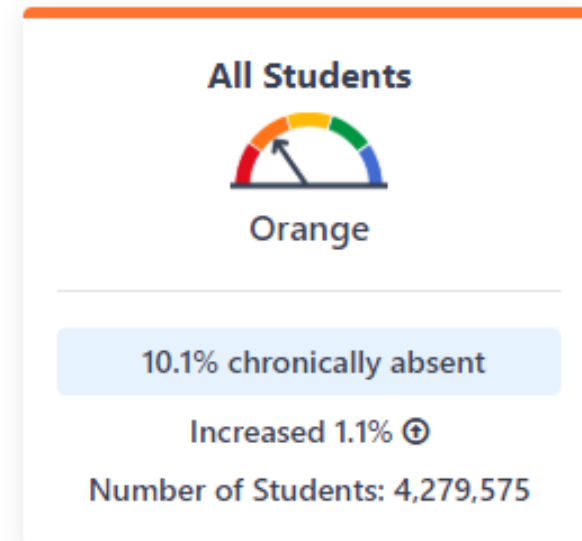
Race/Ethnicity	Total	Percentage
African American	365	12.3%
Pacific Islander	8	0.3%
Filipino	20	0.7%
Asian	237	8%
White	1,743	58.8%
American Indian	9	0.3%
Two or More Races	3	0.1%
Hispanic	576	19.4%

PALI'S DEMOGRAPHICS

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





Chronic absence is easily masked if we only monitor missing consecutive days

September					October					November					December					January									
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F					
													X				X												
							X				X																		
		X	X					X				X			X	X				X	X	X							

February					March					April					May					June									
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F					
				X						X																			
X	X													X		X										X	X		
								X					X																

Chronic Absence = 18+ days of absence = As few as 2 days a month

DATA QUEST (2018-2019)

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Palisades Charter High	3,052	3,016	271	9.0%
Los Angeles Unified	630,838	617,871	113,784	18.4%
Los Angeles	1,518,501	1,490,852	205,928	13.8%
Statewide	6,329,883	6,258,845	755,950	12.1%

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	375	369	39	10.6%
American Indian or Alaska Native	11	9	1	11.1%
Asian	241	239	20	8.4%
Filipino	20	20	0	0.0%
Hispanic or Latino	594	591	65	11.0%
Pacific Islander	*	*	*	0.0%
White	1,791	1,770	146	8.2%
Two or More Races	*	*	*	0.0%
Not Reported	*	*	*	0.0%

Cumulative Enrollment: Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Cumulative enrollment is calculated at each reporting level (e.g., school, district, county, and state) and therefore is **not** necessarily additive from one reporting level to the next. For example, if a student is enrolled in multiple schools within a district during the academic year, they are counted once at each school, but only once in the district's cumulative enrollment.

Chronic Absenteeism Count: Total count of ALL chronically absent students at the selected entity for the selected population using the available filters. Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year **and** they were absent for 10% or more of the days they were expected to attend. Chronic absenteeism is calculated for each student at each reporting level (e.g., school, district, county, and state) based on the expected days of attendance and actual days attended reported by local educational agencies (LEAs) in the California Longitudinal Pupil Achievement Data Systems (CALPADS). Expected attendance days are determined for each student at each reporting level based on the total number of days a student was scheduled to attend. Days attended are determined for each student at each reporting level based on the total number of days the student attended the school. A day attended is defined as any day a student attended for all or part of a school day.

Chronic Absenteeism Eligible Enrollment: This count uses the Cumulative Enrollment of the selected entity as the baseline and removes students that were **not** eligible to be considered chronically absent at that entity. Students that are expected to attend less than 31 instructional days at the selected entity or who were enrolled but did not attend the selected entity are not eligible to be considered chronically absent at that entity. This is calculated by looking at the number of expected days to attend and actual days attended that LEAs submit for each student in CALPADS. Students with exempt status are also removed from Chronic Absenteeism eligibility. Students are considered to be exempt if they are enrolled in a Non-Public School (NPS), receive instruction through a home or hospital instructional setting or are attending community college full-time.

Chronic Absenteeism Rate: The unduplicated count of students determined to be chronically absent (Chronic Absenteeism Count) divided by the Chronic Absenteeism Eligible Enrollment at the selected entity for the selected population using the available filters.

SCHOOL ATTENDANCE REVIEW TEAM (SART)

Coversheet

Enrollment/Absenteeism/SART/SARC

Section: V. Academic Excellence
Item: B. Enrollment/Absenteeism/SART/SARC
Purpose: FYI
Submitted by:
Related Material: Posted SARC 2018-2019.pdf

Palisades Charter High

School Accountability Report Card Reported Using Data from the 2018—19 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/lc/>.
- 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

Dear Palisades Charter High School Parents and Friends:

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.

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 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 2018/2019 School-wide Goals and Charter Renewal Report. 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.

[Schoolwide Goals 2018-2021 Board Approved Condensed](#)
[PCHS Charter FINAL RENEWAL PETITION 11-10-14](#)

An exceptional school succeeds only if it has the full engagement of all stakeholders - students, families, faculty and staff, alumni, community members and friends - who support our mission. Thank you for your dedication to ensuring Pali High's excellence for years to come!

With Dolphin Pride,

Dr. Pam Magee
Executive Director/Principal

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 (Long Term Strategic Planning), LCAP (Local Control and Accountability), and WASC (Western Association of Schools and Colleges) Action Plan. Dr. Magee manages the administrative leadership team to fulfill the school's mission and supervises all PCHS programs including academics, budget, human resources, and facilities. She directs the tech. program to enhance the tracking of student information, communication w/families, improve operational efficiency, and provide 21st century learning opportunities for students. She serves as the primary liaison w/LAUSD, LA County Office of Education

Contact

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

*Phone: 310-230-6623
Email: pmagee@palhigh.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
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
Email Address	pmagee@palhigh.org
Website	http://palhigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

PCHS Mission Statement:

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure

Education Excellence, Civic Responsibility, and Personal Growth.

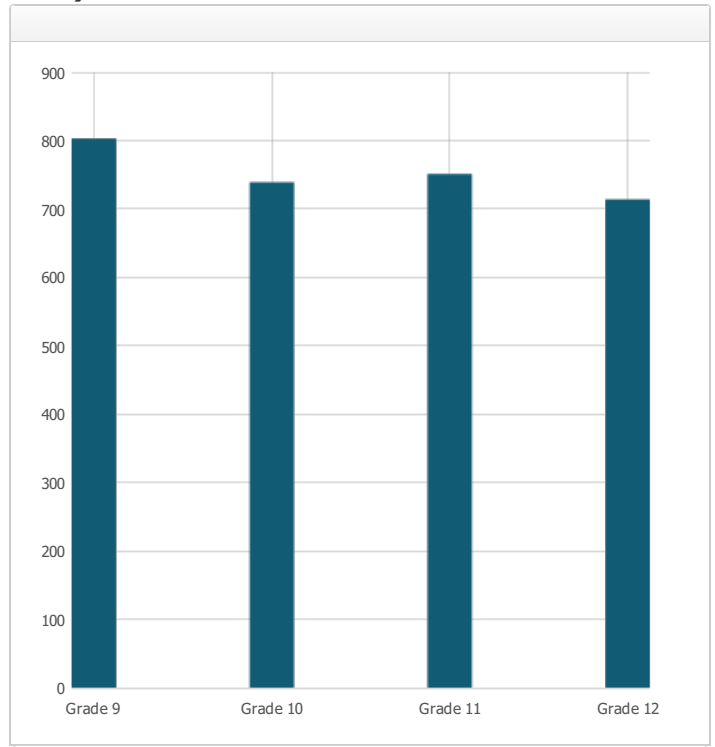
Schoolwide Programs:

Campus Unification Program
 Link Crew Program
 PEER Program
 Fuerza Unida
 The Village Nation
 Justice League
 Take Ten
 Restorative Justice Program
 Peer Mediation Program
 Council Program
 Rehabilitation and Student Support Group
 "Buzz Feed" Student Survey and Communication Program
 Ambassador and Dolphin Diplomat Program
 Parent-Teacher-Student Association
 PCHS Schoolwide Intervention Program
 Pali Cares
 Math Lab Program
 Tutoring Program
 Career Exploration Program
 Dolphin Leadership Academy Summer Program
 Summer School Program
 Virtual Academy
 Pali Academy
 Best Buddies Program

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	803
Grade 10	739
Grade 11	751
Grade 12	714
Total Enrollment	3007



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.95 %
American Indian or Alaska Native	0.23 %
Asian	2.62 %
Filipino	0.70 %
Hispanic or Latino	19.51 %
Native Hawaiian or Pacific Islander	0.30 %
White	57.47 %
Two or More Races	2.62 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.70 %
English Learners	0.01 %
Students with Disabilities	12.20 %
Foster Youth	6.00 %
Homeless	1.00 %

A. Conditions of Learning

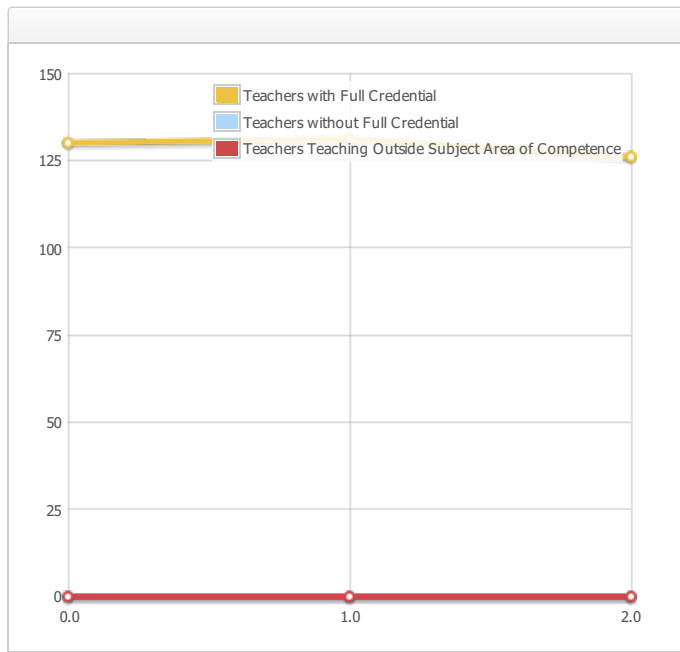
State Priority: Basic

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

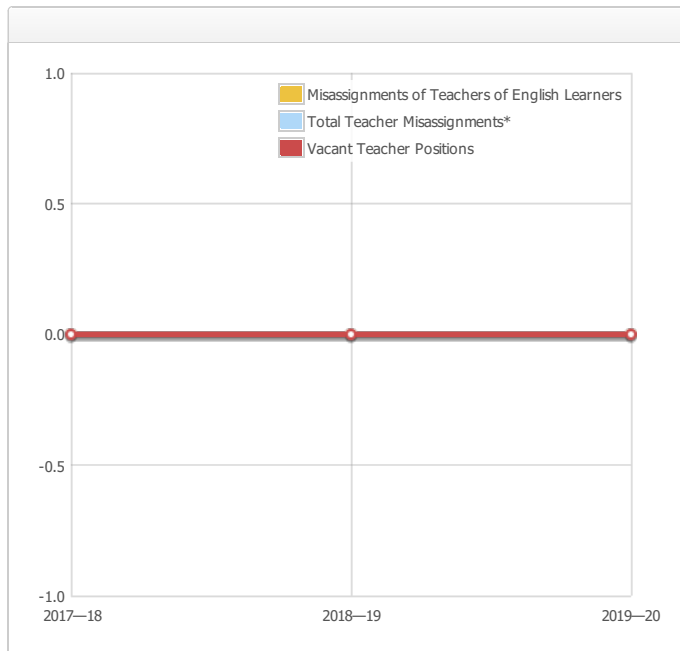
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	130	131	126	126
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 10 10 Elements of Literature 4th Course Holt, Rinehart, and Winston 2000 OO30520630</p> <p>Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart and Winston 2000 OO30520649</p> <p>AP Language 11 Adventures in American Literature Holt, Rinehart and Winston 1996 OO30986362</p> <p>English 10 10 Question and Forms in Literature Scott, Foresman, and Company 1982 O673129330</p> <p>AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson Higher Education 2006 141300654-X</p> <p>English 12 12 The Compact Reader Bedford/ St. Martin's 2011 O312609604</p>		0.00 %
Mathematics	<p>Algebra 1A or 1B Algebra 1: Common Core Pearson 2015 O9780133283136</p> <p>Geometry 1A or 1B Geometry: Common Core Pearson 2015 O133281159</p> <p>Algebra 2A or 2B Algebra 2: Common Core (green cover) Pearson 2015 O133281167</p> <p>Math Analysis Precalculus with Trig Concepts Key curriculum Press 2007 1559537884</p> <p>Math Applications The Heart of the Mathematics Houghton Mifflin 2005 1931914419</p> <p>Honors Math Analysis Precalculus and Discrete Mathematics (pink cover) Scott Foresman 1992 O673333663</p> <p>Adv. Math Concepts Functions, Statistics and Trigonometry Uchicagosolutions 2016 9781943237</p> <p>Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley 1999 O201324458</p> <p>AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin 2003 O618223088</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC) DandS marketing systems 2003</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB) DandS marketing systems 2003</p> <p>AP Statistics The Practice of Statistics WH Freeman and Company 2008 O716773090</p>		0.00 %
Science	<p>Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003 OO73211877</p> <p>Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 OO73258385</p> <p>Marine Biology Marine Biology Mc Graw Hill 2003 OO72852909</p> <p>Biology Modern Biology Holt, Rinehart and Winston 2002 OO30565413</p> <p>AP Biology Biology in Focus Pearson 2014 O321813804</p> <p>Physics Physics Prentice Hall 1998 O136119719</p> <p>AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson Prentice Hall 2009 O131495089</p> <p>Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002 OO30565332</p> <p>Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 OO30565375</p> <p>H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill 2008 OO73048518</p> <p>AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X</p> <p>AP Enviro. Science Environmental Science : A Global Concern Mc Graw Hill 2018 O9780076806799</p> <p>Honors Envio. Science Environmental Science Prentice Hall 2011 O9780133724752</p>		0.00 %
History-Social Science	<p>AP US History 11 America's History Bedford/ St. Martin's 2014 O618247327</p> <p>AP US History 11 United States History preparing for the AP Exam Amsco School 2018 O9781531116927</p> <p>AP American Government 12 American Government Cases and Readings (19th edition) Longman 2012 O205116140</p> <p>AP European History A History of Western Society- 17th Edition Bedford, Freeman & Worth 2017 O9781319035983</p> <p>AP World History 10 Traditions & Encounters Mc Graw Hill 2008 9780007330679</p> <p>US History 11 American History Houghton Mifflin Harcourt 2018 O9780544454194</p>		0.00 %

US History 11 The Americans Holt Mc Dougal 2012 09780547491158
Principles of American Democracy 12 United States Government Houghton
Mifflin Harcourt 2018 09780544742680
Economics 12 Economics Concepts and Choices Holt McDougal 2011
09780547082943
Philosophy Sophie's World Farrar, Straus, Giroux 2007 9780374530716
AP Human Geography Human Geography People, Place & Culture Wiley 2012
9781118018699
Foreign Language Textbooks
Class Grade Title Publisher Copyright ISBN
Spanish 1 Realidades 1 Prentice Hall 2008 0131340913
Spanish 2 Realidades 2 Prentice Hall 2008 0131340921
Spanish 3 Realidades 3 Prentice Hall 2008 0131340948
Spanish 4 Mundo Real 4 (media edition) Cambridge University Press 2016
09781316502297
AP Spanish Literature Azulejo Cambridge University Press 2016
09781316502297
French 1 Discovering French 1 McDougal Little 2004 0395874823
French 2 Discovering French 2 McDougal Little 2004 0395874890
French 3 Discovering French 3 McDougal Little 2004 0395874866
French 4 Tresors du Temps Glencoe McGraw Hill 2005 0078606551
French 4 Reprise Glencoe McGraw Hill 2004 0078460530
AP French AP French Pearson 2012 0133175370
AP French Themes Vista 2016 9781680040272
English Textbooks
Class Grade Title Publisher Copyright ISBN
English 10 10 Elements of Literature 4th Course Holt, Rinehart, and Winston
2000 0030520630
Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart and
Winston 2000 0030520649
AP Language 11 Adventures in American Literature Holt, Rinehart and Winston
1996 0030986362
English 10 10 Question and Forms in Literature Scott, Foresman, and Company
1982 0673129330
AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson
Higher Education 2006 141300654-X
English 12 12 The Compact Reader Bedford/ St. Martin's 2011 0312609604
Science Textbooks
Class Grade Title Publisher Copyright ISBN
Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003
0073211877
Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 0073258385
Marine Biology Marine Biology Mc Graw Hill 2003 0072852909
Biology Modern Biology Holt, Rinehart and Winston 2002 0030565413
AP Biology Biology in Focus Pearson 2014 0321813804
Physics Physics Prentice Hall 1998 0136119719
AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson
Prentice Hall 2009 0131495089
Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002
0030565332
Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 0030565375
H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill 2008
0073048518
AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X
AP Enviro. Science Environmental Science : A Global Concern Mc Graw Hill 2018
09780076806799
Honors Envio. Science Environmental Science Prentice Hall 2011
09780133724752
Elective Textbooks
Class Title Publisher Copyright ISBN
Foods Nutrition & Wellness for Life Goodheart- Wilcox 2012 9781605254463
AP Computer Science AP Computer Sci A (5th ed.) Barrons 2010 0764143735
AP Computer Science Fundamentals of Java Course Technology 2011
0538744928
Child Development The Developing Child Glenco/McGraw-Hill 2016
09780021399994
Drawing/Painting Discovering Drawing Davis Pub. 2000 0871922819
Drawing/Painting Exploring Painting Davis Pub. 2003 0871926008
Drawing/Painting Anatomy of Masters Watson Guptill 2000 0823002810
Drawing/Painting Drawing Dynamic Hands Watson Guptill 2002 0823013677
Drawing/Painting Drawing Hands & Feet Search Press 2005 9781844480715
Drawing/Painting Drawing the Nude Search Press 2007 9781844482443
Drawing/Painting All about techniques in Acrylics Barrons 2004 0764157108
Drawing/Painting Shortcuts & Artist's secrets Walter Foster 2011
09781600582028
Drawing/Painting The Art of Basic Drawing Walter Foster 2005
09781560109136
Drawing/Painting Human anatomy made amazingly easy Watson Guptill 2000

O823024970 Drama Acting means Doing! Cavanaugh 2012 1477491597			
Foreign Language			0.00 %
	Spanish 1 Realidades 1 Prentice Hall 2008 O131340913 Spanish 2 Realidades 2 Prentice Hall 2008 O131340921 Spanish 3 Realidades 3 Prentice Hall 2008 O131340948 Spanish 4 Mundo Real 4 (media edition) Cambridge University Press 2016 O9781316502297 AP Spanish Literature Azulejo Cambridge University Press 2016 O9781316502297 French 1 Discovering French 1 McDougal Little 2004 O395874823 French 2 Discovering French 2 McDougal Little 2004 O395874890 French 3 Discovering French 3 McDougal Little 2004 O395874866 French 4 Tresors du Temps Glencoe McGraw Hill 2005 OO78606551 French 4 Reprise Glencoe McGraw Hill 2004 OO78460530 AP French AP French Pearson 2012 O133175370 AP French Themes Vista 2016 9781680040272		
Health			0.00 %
Visual and Performing Arts			0.0 %
	Drawing/Painting Discovering Drawing Davis Pub. 2000 O871922819 Drawing/Painting Exploring Painting Davis Pub. 2003 O871926008 Drawing/Painting Anatomy of Masters Watson Guptill 2000 O823002810 Drawing/Painting Drawing Dynamic Hands Watson Guptill 2002 O823013677 Drawing/Painting Drawing Hands & Feet Search Press 2005 9781844480715 Drawing/Painting Drawing the Nude Search Press 2007 9781844482443 Drawing/Painting All about techniques in Acrylics Barrons 2004 O764157108 Drawing/Painting Shortcuts & Artist's secrets Walter Foster 2011 O9781600582028 Drawing/Painting The Art of Basic Drawing Walter Foster 2005 O9781560109136 Drawing/Painting Human anatomy made amazingly easy Watson Guptill 2000 O823024970 Drama Acting means Doing! Cavanaugh 2012 1477491597		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Describe the Safety, Cleanliness and Adequacy of the School Facility

- a. Other than the poor condition of the heating system, non-existent A/C system, and rapidly deteriorating "temporary" classroom trailers, all school facilities and the campus is in Good overall condition.
- b. Classrooms, offices, restrooms, common areas and grounds are cleaned and maintained daily and are in very clean condition
- c. Sealed 5-Year Shelf-Life Food & Water Supplies were created/distributed to all Classrooms/Offices to aid in sustaining life in case on long Lockdowns or Shelter-in-Place emergencies. These could also be used to extend the pre-existing School-Wide Food & Water emergency supplies in Safety Containers on campus if needed, and if accessible.
- d. Updated Shelter-in-Place Kits created/distributed to all Classrooms/Offices to aid in sealing up Doors & Vents in case of an Airborne Exposure emergency.
- e. Emergency Push-Bar Exit Gates were installed in locations needed to aid any wide-scale complete campus evacuations for situations such as an Active Intruder event.
- f. Cleanliness:
 - 1. General/Overall – Very good condition. Janitorial staff in mornings, day shift and night shift clean classrooms and offices daily and weekly as per an annually reviewed schedule. Restrooms are cleaned multiple times each school day.
 - 2. School Day Staff are trained and experienced to react quickly and handle properly common situations involving vomit, blood borne pathogens, etc.
 - 3. 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.
- g. The school is in generally good operating condition and therefore safe – Regular Maintenance is performed and reactive maintenance/repairs made in a timely fashion. The only less safe major condition is the lack of full perimeter fencing

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

- a. Pool main line gas regulators and shut off/on valves upgraded/replaced
- b. Gym floors Resurfaced
- c. Baseball infield/outfield repaired/reseeded
- d. Assess and addressed gutter, downspout and drainage issues ahead of rainy season
- e. Identified and remediated campus wide potential trip hazards
- f. U108 rotting flooring area repair/replaced with new sub-floor and tile
- g. Main campus heating system gas line bypass completed. Miscellaneous other heating line breaks/leaks repaired as occurring.
- h. Campus wide continued replacement of fluorescent light bulbs with LED light bulbs
- i. Additional campus signage for various aspects implemented
- j. Additional emergency exit push-bar gate added in needed areas of campus that had none
- k. Drains installed in two worst flooding areas in Main Quad
- l. Added additional lighting to Gilbert Quad for Safety
- m. Additional speed bumps installed in Parking Lots and Internal Roadways
- n. Broken Large Gym Basketball Glass Backboard/Rim Replaced
- o. Cafeteria flooring deep cleaned; Hood Vent cleaned, frig/freezers PM serviced
- p. Cafeteria warmer switch replaced
- q. C, D & F Bldg Mechanical Room motors repaired
- r. Ongoing Tree & Vegetation Pruning and Care
- s. Cut back overgrown brush preventing clear security camera view
- t. Emergency repair made to cold water line leak in F-Bldg. Mechanical
- u. Fix broken parking lot lighting
- v. Emergency Exit Only gate alarm/signs installed
- w. Hallway & PE Locker fixes and adjustments as needed
- x. Installed 18" x 18" door windows for Offices where adults frequently meet 1v1 with Students
- y. Created breast feeding room inside nurse office
- z. Installed some plumbing shut-off valves in C, F & J Bldgs.
- aa. Mounting AV Projectors where possible
- bb. Multiple Boys Restrooms - Replace broken partition bracket due to ongoing vandalism
- cc. Ongoing Athletic Facilities Maintenance – Stadium Field, Baseball Field, Tennis Courts, etc.
- dd. Ongoing Door/Lock Maintenance, Repairs and Adjustments
- ee. Patched roofing in various locations to address occasional leaks
- ff. PE Tunnel Main Water Line Valve Repaired/Replaced
- gg. Replaced electronic ballasts in various rooms/offices/halls
- hh. Replaced failing irrigation valve for several locations
- ii. Repair/Replaced faulty thermostats regularly
- jj. Restroom faucet, sink, toilet/urinal repairs as needed
- kk. Snaked and Waterjet Stadium visiting side restrooms to clear large scale sewer clog
- ll. Tech Storage Room had enhanced security featured added to protect costly tech devices
- mm. Repair/Replace PA Speakers in Classrooms/Offices as needed
- nn. Installing new combo paper towel/trash receptacles in several student restrooms
- oo. Restroom partition gaps addressed with privacy strips
- pp. Tennis Court resurfacing completed

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

- a. More plumbing (domestic water) shut off valves are needed to buildings, mechanical rooms and restroom components (sinks vs. Urinals vs. Toilets) so that we don't have to shut off water supply campus-wide when issues arise. Same for the plumbing based heating system.
- b. Building interior plumbing is aged and in needs of regular significant repairs. Ideally to be fully replaced to tie into the planned new underground plumbing system
- c. HVAC heating system needs to be replaced and completely abandon the current outdated aged underground piping system – Planned to start Summer 2020.
- d. Restroom toilet/urinal on/off valves could use overall repairs and/or replacement with automated sensor versions
- e. Restroom sink water on/off and toilet/urinal automated flushing sensors desired
- f. Sewer lines/drainage – Loading dock drain needs to be re layered for optimal functioning after Phase 1 repairs completed to remove tree roots impeding. Additional drainage desired around main quad area for better/faster drainage during heavy downpour rain.
- g. Baseball Field to Tennis Courts Drainage System installation needed to minimize mud flows
- h. Irrigation System – Irrigation system for major spaces (i.e. baseball field, main quad, etc.) water pressure could be improved and better balanced (be more

consistent).

i. 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. However, all these 3 integrated system are very old and would best be fully replaced with a new/modern State-of-the-Art System.

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

k. Very aged AV Equipment, in particular mounted Projectors, needs to be replaced/upgraded

l. A significant number of Chalkboards and old whiteboards need to be replaced/upgraded

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Gas:</p> <ol style="list-style-type: none"> 1. Gas lines needed some repair/bypass/replacement but are now in good working order 2. Mechanical/HVAC – Ventilation is in reasonable working order. Heating system was in extremely poor condition and has experienced multiple breakdowns each year the last few years. It needs to be completely replaced in the near-term and a major project is planned to start in the next year. A temporary system has been put in place to carry us through until the new system is fully operational. The A/C System is non-existent in the vast majority of school buildings and classrooms. The classrooms are in desperate need of an Centralized A/C System implementation. 3. Sewer – Sewer service/system is in good working order. A few drainage system clogs from time to time, but those are remediated timely as they occur. 4. 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. A major project is planned to start in the next year. 5. 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.
Interior: Interior Surfaces	Good	<p>Interior Surfaces:</p> <ol style="list-style-type: none"> 1. 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. 2. Walls – All visible walls both indoors and outside appear in good working condition. Rooms/walls are cleaned/painted fairly regularly as needed to maintain good/clean condition. 3. Countertops – Countertops generally in good working condition. Those that have had issues have been repaired or replaced regularly. Countertops are cleaned regularly by the Janitorial Staff.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Cleanliness:</p> <ol style="list-style-type: none"> 1. General/Overall – Very good condition. Janitorial staff in mornings, day shift and night shift clean classrooms and offices daily and weekly as per an annually reviewed schedule. Restrooms are cleaned multiple times each school day. 2. School Day Staff are trained and experienced to react quickly and handle properly common situations involving vomit, blood borne pathogens, etc. 3. Pests/Vermin – Rats/Mice do visit campus regularly, and we have ants/termites in some locations, but they are actively addressed and managed via a Pest Control Professional. No sprays/chemicals/etc. are used on campus, PCHS only uses traps and district approved treatments.
Electrical: Electrical	Good	<p>Electrical:</p> <p>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. The Central PA & Bell system is operating adequately.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms/Fountains:</p> <ol style="list-style-type: none"> 1. Restrooms – Restrooms are generally in good working order other than the above mentioned plumbing infrastructure issues. Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 2. Sinks/Toilets/Faucets - Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 3. 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 repair/replacement. The District is in the middle of an overall bond-funded assessment and repair/replacement project that will finish addressing these issues within the next year or so - much of that work has already been done.

<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>Safety:</p>
<p>1. Fire Safety - Annual fire safety inspection occurred in August 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. LAUSD also did some inspections and repairs as needed.</p> <p>2. Hazardous Materials – PCHS maintains a School Safety Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.</p>		
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>Structural:</p>
<p>1. Buildings – All permanent buildings are in good working condition, but all are now 59 years old and aging. Temporary structures (trailers/bungalows) are in deteriorating condition and at the end of their useful life and should soon be replaced with newer versions of temporary classrooms or permanent buildings.</p> <p>2. 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. Any leaks in roof or windows are addressed quickly.</p> <p>3. Any Damage or Critical Repairs – Mentioned in above response</p>		
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p>	<p>External:</p>
<p>1. School Grounds – Grounds generally in good working condition. Swampy conditions at the Pali Academy area need to be addressed and have been discussed numerous times with the school district. Sloped parking lot areas in reasonable working condition but are in need of pothole and rut repairs and complete resurfacing/restriping.</p> <p>2. Playgrounds – Playgrounds in good working condition</p> <p>3. 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</p>		
<p>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 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: January 2020

<p>Overall Rating</p>	<p>Good</p>
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Last updated: 1/30/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	81.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	46.0%	32.0%	34.0%	38.0%	39.0%

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: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	735	723	98.37%	1.63%	80.50%
Male	371	365	98.38%	1.62%	76.99%
Female	364	358	98.35%	1.65%	84.08%
Black or African American	104	103	99.04%	0.96%	63.11%
American Indian or Alaska Native	--	--	--	--	
Asian	63	62	98.41%	1.59%	90.32%
Filipino	--	--	--	--	
Hispanic or Latino	147	147	100.00%	0.00%	62.59%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	407	398	97.79%	2.21%	89.45%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	274	270	98.54%	1.46%	67.04%
English Learners	13	12	92.31%	7.69%	25.00%
Students with Disabilities	58	55	94.83%	5.17%	32.73%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	735	722	98.23%	1.77%	45.57%
Male	371	363	97.84%	2.16%	47.93%
Female	364	359	98.63%	1.37%	43.18%
Black or African American	104	102	98.08%	1.92%	16.67%
American Indian or Alaska Native	--	--	--	--	
Asian	63	62	98.41%	1.59%	79.03%
Filipino	--	--	--	--	
Hispanic or Latino	147	146	99.32%	0.68%	23.29%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	407	399	98.03%	1.97%	55.64%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	274	269	98.18%	1.82%	26.39%
English Learners	13	12	92.31%	7.69%	16.67%
Students with Disabilities	58	54	93.10%	6.90%	9.26%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/30/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Palisades Charter High School (PCHS) is embarking on its fourth year of Career Technical Education. The 2019-20 school years boasts a total of 957 CTE students (31.2% of total student population) taking 37 courses in Arts, Media & Entertainment, Information and Communications Technologies and Business and Finance. This represents a marked increase over the 2018-2019 school year which had 824 students in CTE courses with 65 completers.

Many of the courses offered are specifically focused on career preparation and/or preparation for work. For example, PCHS is the only high school in Los Angeles County that offers Amazon Cloud Computing. Completers of this course receive an industry approved certificate and student can immediately find a lucrative career opportunity immediately upon graduation from high school. Business Enterprise incorporates all facets of business operations into the course to introduce student to pertinent job skills.

We currently have 6 different pathways: Dance, Drama, International Business, Music, Photography, and Programming. They all satisfy at least one graduation requirement.

COURSE TITLE CTE PATHWAY Meets A-G/CSU
 Photography 1 A/B Photography Yes (F)
 Photography 2 A/B Photography Yes (F)
 Theater Improv A/B Drama Yes (F)
 Theater Production A/B Drama (capstone) Yes (F)
 Theater Ensemble A/B Drama Yes (F)
 Advanced Drama A/B Drama Yes (F)
 Beginning Dance A/B Dance Yes (F)
 Advanced Dance A/B Dance (capstone) Yes (F)
 Pali Philharmonic A/B Music Yes (F)
 Concert Orchestra A/B Music Yes (F)
 Symphony Orchestra A/B Music Yes (F)
 Jazz Ensemble A/B Music Yes (F)
 Business of Music A/B Music Yes (F)
 AP Music Theory A/B Music (capstone) Yes (F)
 AP Studio Art 2D Design AB Photography Photography (capstone) Yes (F)
 Yearbook Photography No
 Business Enterprise 1 A/B International Business No
 Business Enterprise 2 A/B International Business (capstone) No
 AP Computer Science A A/B Programming Yes (C)
 AP Computer Science Principles A/B Programming (capstone) Yes (D)

PCHS has a transition specialist in Special Education that assists students with non-tradition career opportunities and helps coordinate enrollment in work-based courses where student may find a high degree of success.

In addition to incorporating state-adopted academic standards, faculty and advisory committee members assess the skills taught and review them against industry needs and standards to ensure that students are acquiring the appropriate skills needed for employment.

The school maintains a Career Counseling Center with a full time Career Counselor and educator to assist students in resume preparation, interview skills, business attire and employment documentation.

All students meet with their counselors to discuss course options to ensure that all students are aware of the various CTE pathways. Students also receive information via our student learning management system (Schoology).

PCHS continues to develop industry-specific employment readiness standards through the efforts of the CTE Advisory Committee and local business members from our local Chamber of Commerce. PCHS aggressively participates in all workforce related workshops and seminars as well as working with the Los Angeles Economic Development Corporation to better determine industry needs and essential skills and postsecondary education requirements. Career technical skill assessments are part of the overall performance assessment for each student that determines their final grade. 97.1% of the completers from the Class of 2019 either gained

immediate employment, enrolled in postsecondary education or joined the military. PCHS currently participates in DECA and is looking to add HOSA as our primary career technical support organizations.

The current 2019-2020 CTE Advisory Chairman of PCHS is Perry Akins, who has expertise in business and finance. Additionally, the CTE Advisory Committee has members representing the following industries: information and communication technologies, arts, media, and entertainment, health sciences, entrepreneurship, and fashion design.

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1196
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.50%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.40%

Last updated: 1/30/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	60.50%

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 2018—19)

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	15.80%	25.60%	42.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/30/2020

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 2019—20)

1. Parents are involved in school activities through the extracurricular programs their children are involved in.
2. Parents are involved in school activities through the curricular programs their children are involved in.
 PCHS Multilingual Program (310) 230-6623 ext. 5179
 Virtual Academy (310) 230-6623 ext. 5022
 Pali Academy (310) 230-6637 ext. 6637
3. Parents are given opportunities to be involved in school governance and school operational committees, such as the PCHS Long-term Strategic Planning Committee.
 LTSP Info (310) 230-6623
4. School parent organizations offer activities: PTSA, PCHS Educational Foundation, and PCHS Booster Club.
 PTSA Bridget Guy, President: bguy90272@gmail.com
 PCHS Education Foundation (310) 230-6623
 PCHS Booster Club: paliboosters@gmail.com | rod264@aol.com (Dick Held, President)
5. PCHS has student, parent, staff coalitions for student support and parent education: The Village Nation and Fuerza Unida
 Village Nation: Dr. Crystal Adams (310) 230-6623 ext. 5054
 Fuerza Unida: Joel Jimenez (310) 230-6623 ext. 5042
6. PCHS holds parent outreach meetings at offsite locations as well as onsite on Saturdays for parent education and communication.
7. PCHS hosts an Open house and Showcase Night with access to parent organizations.
8. PCHS College Center maintains a calendar of meetings for parent education and outreach.
 College Center (310) 230-6643
9. PCHS Admissions' Office holds parent tours and presents at roadshows to inform potential parents about the school and parent engagement opportunities.
 Admissions' OOffice (310) 230-6629
10. PCHS Counselors' Office hosts parent education night to help parents navigate through the school.
 Counseling Office (310) 230-6639
11. Pali Parent Special Education Committee (PPSEC): The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets biannually and provides participants with training and a forum in which they may discuss their children's specific needs.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

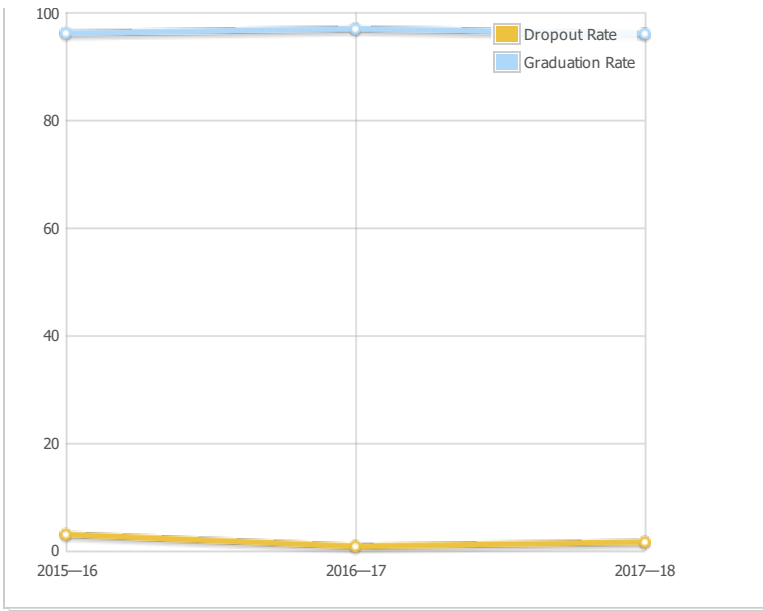
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	3.00%	13.70%	9.70%
Graduation Rate	96.10%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.80%	1.60%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	96.90%	96.00%	79.70%	81.50%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.10%	2.80%	1.80%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

In continually training to maintain a safe and secure campus, Palisades Charter High School has partnered with a number of 3rd-Party Safety specialists over the last 10 years (LAUSD School Police, LAPD, LAFD, ALICE, Safe Kids – HERO, etc.) to establish and improve Safety protocols for PCHS. This enables PCHS to conduct monthly Emergency Safety drills centered around Fire, Earthquake, Active Shooter and Airborne Exposure potential events. Critical thinking concepts are incorporated into the drills/lessons teaching students to work together as a team and be empowered to create and maintain a safe classroom, safe campus, and known procedures/locations in case of an emergency.

PCHS has expanded its facility and operational staff to further focus on safety and security. This includes camera systems, internet tracking systems, fencing, and internal and 3rd-Party campus security personnel. Additionally, there is a Safety Committee made up of different school stakeholders to write, review, and implement the PCHS School Safety Plan.

[The complete PCHS School Safety Plan is available on PCHS's website.](#)

Last updated: 1/30/2020

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 (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 (Elementary) School Year (2018—19)

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	60	61	30
Mathematics	25.00	29	42	35
Science	29.00	18	37	47
Social Science	25.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	53	51	39
Mathematics	22.00	38	54	23
Science	30.00	19	31	48
Social Science	25.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	34	49	40
Mathematics	24.00	41	41	24
Science	28.00	22	32	49
Social Science	24.00	41	34	46

* 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: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	370.5

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	2.40
Nurse	2.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	7.50
Other	1.40

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11530.00	\$3673.00	\$7857.00	\$84105.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	-2.60%	12.60%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	4.70%	2.10%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Programs and services available during 2018-19 at the school that support and assist students:

1. Academic Counseling 8 counselors

2. Study Center with free tutoring services

Working with the Intervention team, the Study Center, offers group, individual peer, and individual teacher tutoring in all subjects. Its hours are 7 a.m. every school day and remaining open until 5 p.m. three days a week. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed by math teachers and paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week. The Study Center Coordinator reports that usage over the

3. College Center with 4 counselors

4. Fuerza Unida Program: Community Coalition for Latinx students.

5. The Village Nation Program: Community Coalition for African American/Black students.

6. The Multilingual Program: Parent and student support for English language learner.

The implementation of the Los Angeles Unified School District English Learner Master Plan in 2012 significantly changed the delivery of instruction and instructional support for English Learners.

7. Pali Cares

Sponsored by the Parent Booster Club and the Library, Pali Cares provide personal hygiene products, clothing, backpacks, and school supplies to families in need.

8. Pali Online Program

The Pali Online Program (POP), an umbrella for all the online learning programs PCHS employs, also emerged from the 2012 Action Plan and has become a crucial part of the school's current intervention program. POP includes the Virtual Academy, both its on-site and off-site versions, an online credit-recovery program, and Summer school. PCHS launched this blended, online-brick-and-mortar summer school program in the summer of 2014. POP has now begun to meet critical needs in credit recovery and alternative instruction that during the lean budget years often went unmet.

9. Pali Academy Program

Pali Academy maintains an enrollment of between 40 to 75 students who are typically at least one semester behind in credits. Pali Academy provides students with a small learning community that features flexible class schedules, self-paced academic work and a blended learning environment that provides students with a range of credit recovery options not available in the traditional PCHS program.

10. Psychologist (full time)

11. Autism specialist and Mental Health specialist

12. 2 Social Workers

13. 2 RNs in the Health Office

By prioritizing items on the Health budget, PCHS increased its nursing staff to two full-time positions, allowing this critical support office to serve more students during the school day, to participate in mandated IEP meetings, and to take a more proactive approach in training teachers how to deal with potential classroom medical emergencies resulting from food allergies, epileptic episodes, diabetes, or concussions. The nursing staff has also been able to implement and train the staff in school-wide protocols for issues ranging from creating a latex-free environment to dealing with injuries from an earthquake, fire, or shooting emergency.

14. Westside Mobile Health Clinic

PCHS contracts with Westside Health Services, whose mobile unit is on-site once a month to address student needs such as birth control, STD prevention and diagnosis, and counseling on teen medical issues.

15. Library with a full-time librarian and full-time clerk

16. Campus Unification Director(CUD)

The Campus Unification Department (CUD) was born out of the necessity to cultivate a positive campus and classroom climate, encourage open and productive discussions about campus diversity, and promote a peaceful resolution to campus conflict. Just as students are learning about mathematics, science, technology, and history, etc.; PCHS staff can expose students to the advancements in social human evolution and the life skill of how to effectively engage in healthy dialogue and discussion regarding the social changes the world will continue to face. The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow the opportunity for growth and care.

17. Community Day Program

Community Days (CD), are monthly school-wide 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 has its own bell schedule to accommodate for 40 extra class minutes during the 3rd and 4th periods, on either odd or even days, according to the block schedule. CD also includes a lunchtime event or activity that supports the classroom lesson.

18. Take Ten Program for traveling students

PCHS sponsors breakfast, care packages, and academic support for students who have come late on public and school buses.

19. Link Crew Program (freshman mentor-mentee program)

This program helps freshman class students transition to high school. Freshmen are placed in a small group, mentored and supervised by two upperclassmen. Freshmen are taken through a list of activities to help them learn the valuable lessons of taking on challenges, and the importance of participation. The upperclassman follows up throughout the year through LC events and activities.

20. Math Paraprofessional Program PCHS employs four math paraprofessionals to support Algebra 1, Geometry, and Algebra 2 courses.

21. Math Lab

The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed by math teachers and paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each

week.

22. Grief Group

The PCHS counseling department holds a monthly grief group to support students who have lost loved ones.

23. Council Program

PCHS has been trained by the Ojai Foundation to conduct a listening and speaking protocol that can be used by all members of its community. PCHS has a Council Coordinator who assists in training and holding regular councils.

24. Student Success Team and Study Skills Intervention Program

PCHS has also added a part-time Intervention Counselor, a former full-time counselor who works with the Intervention Coordinator to run Student Success Team (SST) meetings and place students in appropriate support classes. The Intervention Team, composed of the Director of Instruction, the Intervention Coordinator and Counselor, the English Language (EL) Coordinator, the ELD teacher, Special Education staff members, members of the Counseling staff, Study Skills teachers, and ninth-grade teachers. They meet periodically to discuss student progress and to identify intervention strategies. Student support classes are offered during every block period, and additional staff has been hired to assist students in need of emotional support. Also, the Intervention Coordinator receives regular data reports to analyze and identify students in need of assistance. This growth and focus on coordination of services has resulted in timelier SST meetings and intervention. The Intervention Coordinator supports the Study Skills teacher team, allowing Study Skills teachers to focus on common intervention and support strategies. Believing that early intervention is critical to student success, the Intervention Coordinator, English Language and Literacy teacher, and faculty and staff who are involved in the school's summer bridge program, work together to identify incoming ninth-graders who may be in need of additional support.

25. Men's and Women's Groups: LGBTQIA

PCHS has sponsored support groups for African American and Latino males. Additionally, PCHS has sponsored and supported GayStraight Alliance services such as outreach counseling, mentoring, mental health services, and academic support.

26. Restorative Justice Program

PCHS holds restorative circles, drug intervention, and counseling through its discipline office and this program.

27. Peer Mediation

PCHS trains a teacher sponsor and students to conduct mediation during student conflict(s).

28. Mindfulness Messengers

This student program sponsored by PCHS Health/Science department provides meditation services to class and faculty.

29. Ambassadors

This PCHS student group provides school tours and information to the public and new PCHS students.

30. National Association for Mental Illness (NAMI) Westside National Alliance of Mental Illness provides classroom presentations and access to information and services for the prevention of sexual abuse and treatment of mental illness. The school has also been able to fund periodic assemblies or individual classroom visits from social service organizations, including Teen Line, the suicide prevention hotline, and the UCLA Santa Monica Medical Center Rape Treatment Center "Roads to Respect" program.

31. Programs and Student Support

Resource Specialist and Counselor have been embedded in each of the ninth-grade PODS to enhance each of the Small Learning Communities in the ninth-grade transition program. Many students remain on their ninth-grade case carrier's caseload throughout high school as long as they receive Special Ed services, providing them a familiar face in their support system starting freshman year.

32. A dedicated Life Skills class within the Special Day Program, provides students support in the development of social skills and functional life skills. Designated resources and personnel have allowed for an extremely flexible program based on students' individual needs.

33. PCHS has a continuum of classroom environments, including: use of the Learning Center on a scheduled and/or an as-needed basis for students to access support; dedicated Study Seminar classes where Special Education students may access assistance from Special Education teachers/case carriers, paraprofessionals, tutors or access self-paced courses online using the Acellus curriculum; new collaborative classes (co-taught by general ed and special education teachers) in English, Algebra I, Geometry, Algebra II, and Social Sciences; Special Day Program classes provide specialized instruction in core content areas delivered in a small group setting; and an Alternate Curriculum Special Day Program providing instruction in functional independent living skills and community-based instruction. Based on their needs, students with disabilities may access educational options to include General Ed classes, study seminars, Special Day classes or self-paced online classes creating an individualized least-restrictive academic environment for each student. The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets biannually and provides participants with training and a forum in which they may discuss their children's specific needs.

34. Section 504 Accommodation Plans PCHS has established a system of support for students with disabilities who have a Section 504 Accommodation Plan. A dedicated 504 case manager conducts an assessment, leads 504 team meetings, provides Study Seminars and accommodated testing throughout the day. English Language Development program.

35. Technical Assistance Program- services are provided to both students and their parents on access to technology and technology accounts.

36. Chrome Book Loaner Program

37. Peer Leadership Program

38. SLC Pali Pod Program

Pod teachers have been required to meet twice a month on their common conference period so they can discuss strategies needed to support all students. These meetings have increased the consistency of implementation of support strategies inside and outside the classroom, strengthening the Small Learning Community (SLC) aspect of the Pods, which is to personalize instruction and "make big small." Pod teachers' meetings tend to focus first on students and recommendations for collective support, then on interdisciplinary academic strategies. This focused attention increases the likelihood that freshmen in need of either academic or socioemotional support will be quickly identified. The coordinated, interdisciplinary individual Pod assessments built around common themes also serve to create a family-like setting for freshmen. PCHS' freshman transition program received a Gold Ribbon from the state of California in 2015 for its innovative work in supporting student academic and personal growth.

39. Dolphin Leadership Academy Dolphin Leadership Academy (DLA) was introduced in 2014, filling the void created when the Dolphin Academy summer bridge program was eliminated in 2010 because of statewide educational funding cuts. Designed to provide proactive intervention for incoming ninth-graders, DLA focuses on building each participant's leadership capacity by reviewing basic academic skills and having students engage in a series of team-building tasks that emphasize habits of body and mind they will need to succeed in high school and beyond.

40. Summer School

A blended, online-brick-and-mortar summer school emerged from this program in 2014, allowing students who had failed a course to recover credits during two four-week summer sessions. Students in this program are required to meet with an advisor once a week, but most also access additional tutoring support provided by a PCHS certificated teacher who also proctors unit exams. The summer school program currently uses Acellus, which, if monitored closely by teachers, is NCAA-compliant. This program currently serves approximately 700 students who are attempting to recover credits for at least one class.

41. Transportation Scholarship Program

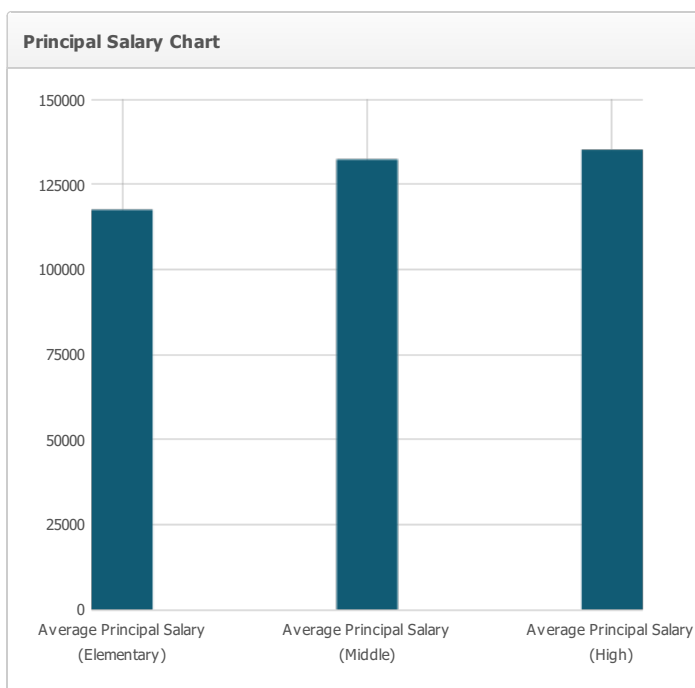
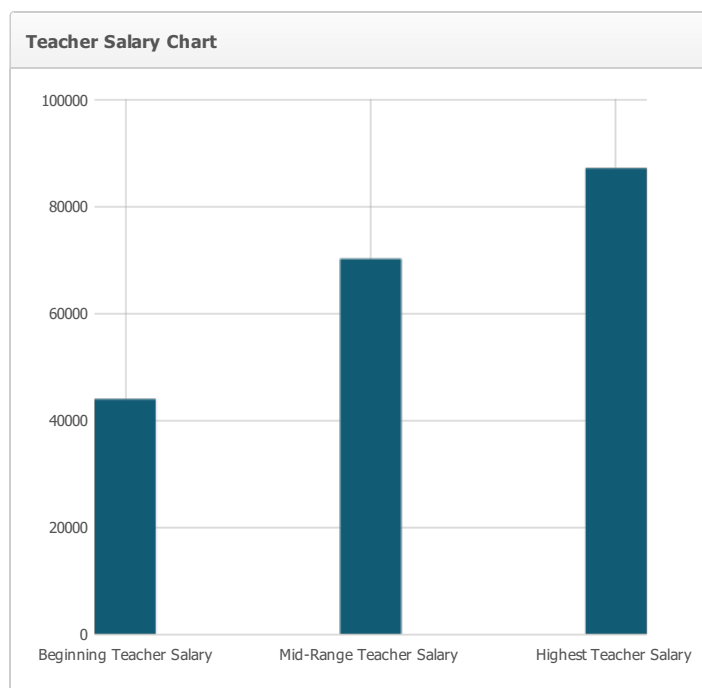
PCHS awards transportation scholarships for families who qualify.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	24	N/A
Fine and Performing Arts	6	N/A
Foreign Language	5	N/A
Mathematics	9	N/A
Science	14	N/A
Social Science	31	N/A
All Courses	89	40.00%

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

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

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	6

Coversheet

2020-2021 Budget Calendar

Section: VII. Finance
Item: A. 2020-2021 Budget Calendar
Purpose: Vote
Submitted by:
Related Material: VII.A - 2020-2021 Budget Calendar.pdf
VII.A - Governors Budget Workshop_Summary.pdf



PALISADES CHARTER HIGH SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

15777 Bowdoin Street
Pacific Palisades, California 90272
Phone (310) 230-6623
Fax (310) 454-6076

FY 20/21 BUDGET CALENDAR

DATE	TASK
01/13/20	BUDGET/FINANCE COMMITTEE MEETS TO RECOMMEND BUDGET CALENDAR FOR FY20/21
01/22/20	LONG TERM STRATEGIC PLAN BUDGET DISCUSSION & COMMENTS
02/11/20	BOARD MEETING - FINANCE 20/21 BUDGET CALENDAR APPROVAL
02/13/20	DISCUSS OVERVIEW/DESIGN OF FY20/21 BUDGET AT DEPARTMENT CHAIR MEETING INCLUDING USE OF LONG TERM STRATEGIC PLANNING (LTSP) & LOCAL CONTROL ACCOUNTABILITY (LCAP) WITH DEPARTMENT & PROGRAM PRIORITIES.
02/14/20	RELEASE FY20/21 BUDGET PACKETS
2/24/20 - 3/13/20	FINANCIAL STAFF AVAILABLE TO HAVE PERIOD BY PERIOD MEETINGS TO ASSIST IN DEVELOPING BUDGET WORKSHEETS. (mandatory meeting w/department chairs)
03/01/20 - 03/13/20	TEACHERS/STAFF MEET WITH DEPT/PROGRAM HEADS TO BUILD BUDGET REQUESTS. **PLEASE BRING YOUR PRELIMINARY BUDGET TO THE MARCH CURRICULUM COUNCIL MEETING**
03/07/20	Parent/Stakeholder LCAP/Budget Meeting Overview
3/16/20 - 3/20/20	DEPARTMENT/PROGRAM HEADS MEET WITH ADMINISTRATORS TO PRIORITIZE BUDGET AND COMPLETE FOR SUBMISSION TO BUSINESS OFFICE. REVIEW GOALS & PREPARE A RECOMMENDED PRIORITY LIST RANKING. **ADMIN RECOMMENDS MEETING WITH YOUR DEPT CHAIR TO FINALIZE ANY CHANGES. **ALL CHANGES END BY 3/22.**
03/31/20	Budget due to finance office
04/13/20	BUDGET/FINANCE RECOMMENDS TEXTBOOK BUDGET FOR BOARD APPROVAL
04/16/20	FINANCE OFFICE COMPILES BUDGET REQUESTS/RECOMMENDATIONS & ORGANIZES FOR STAKEHOLDER INPUT, INCLUDING LCAP & LTSP.
04/20/20	ADMINISTRATORS AT DEPT CHAIR MEETING TO DISCUSS PRELIMINARY OVERALL FY20/21 BUDGETS.
04/22/20	LTSP COMMITTEE RECEIVES FY20/21 BUDGETS FOR VETTING AGAINST LTSP & LCAP PRIORITY NEEDS IDENTIFIED BY STAKEHOLDERS (DEPT/PROGRAM CHAIRS ATTEND).
05/04/20	FINANCE OFFICE COMPILES STAKEHOLDER GROUP'S PRELIMINARY RECOMMENDATIONS & CREATES FILES FOR REGULAR MAY BUDGET & FINANCE MEETING. REPORTS BACK TO DEPARTMENT/PROGRAM CHAIRS AS TO STAKEHOLDER GROUPS RECOMMENDATIONS..
May TBD	FINANCE OFFICE COMPILES ADDITIONAL B&F COMMITTEE/ADMIN FEEDBACK FOR FY20/21 BUDGET; RECEIVE AND UTILIZE INFORMATION TO INCLUDE IN BUDGET FROM FY20/21 INFORMATION CONTAINED IN STATE'S MAY REVISE.
05/11/20	BUDGET/FINANCE APPROVES RECOMMENDS IMA BUDGET FOR BOARD APPROVAL
05/19/20	BOARD APPROVAL OF TEXTBOOK/IMA BUDGET RECOMMENDED BY B&F COMMITTEE
05/28/20, 05/29/20	3 DAYS/PARTIAL BUDGET/FINANCE MEETING TO DISCUSS/RECOMMEND FY20/21 BUDGET
06/9/2020, 06/23/2020	FY20/21 BUDGET SUBMITTED TO BOARD OF TRUSTEES FOR REVIEW & APPROVAL
06/24/20-06/30/20	APPROVED BUDGET DETAILS SENT TO DEPT/PROGRAM HEADS FOR REVIEW/DISCUSSION WITH DESIGNATED ADMINISTRATORS.

April 1st -
IMA cut off



Governor's Proposals for the 2020–21 State Budget and K–12 Education

Presented by

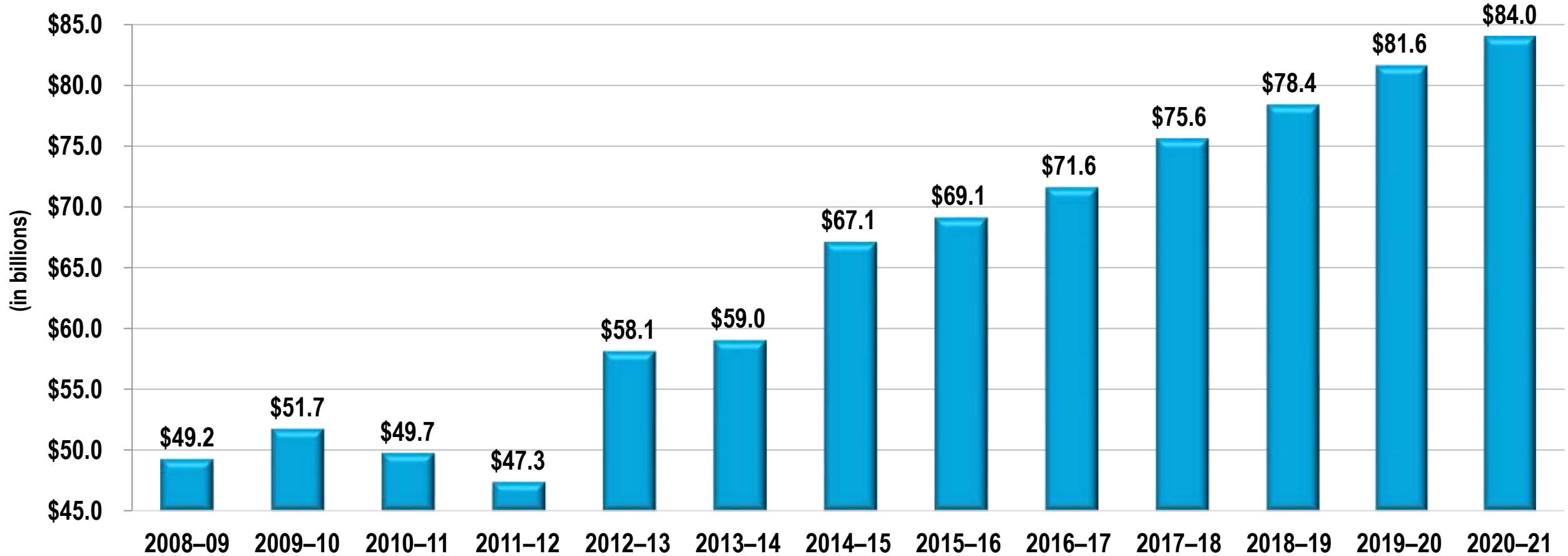
School Services of California Inc. Staff



Proposition 98 Funding Over Time

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2008–09 to 2020–21

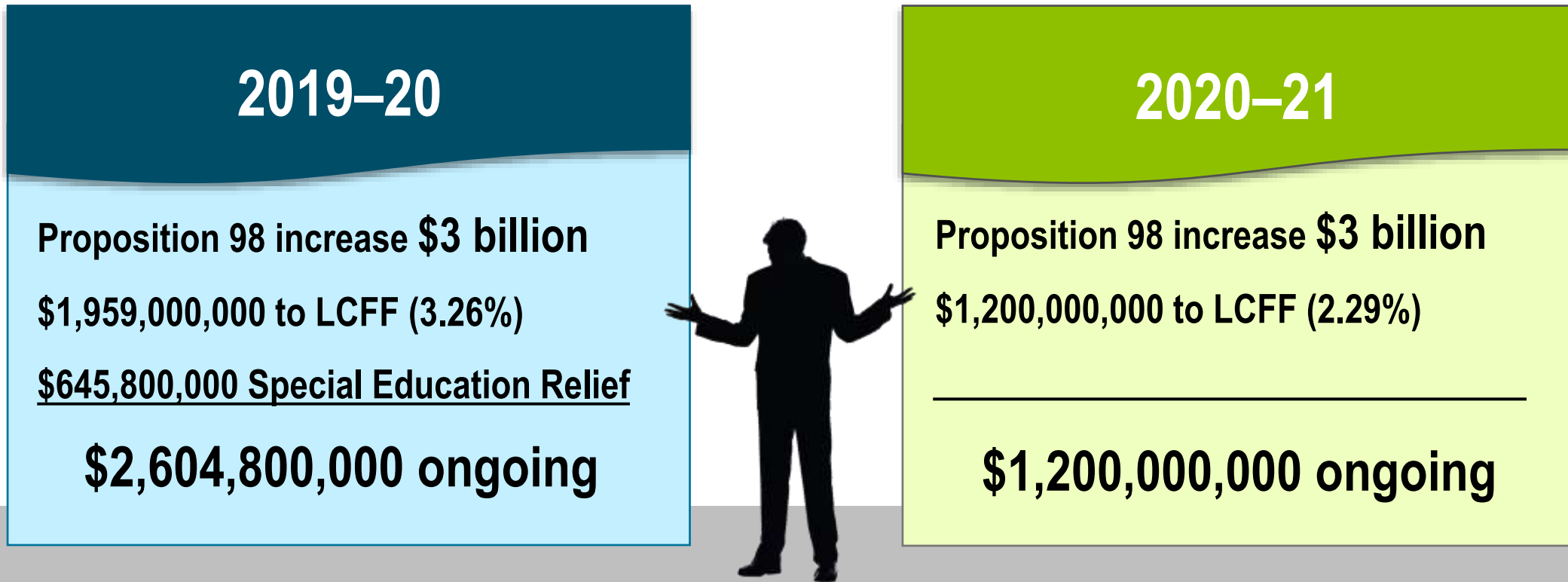


Source: 2020–21 Governor’s Budget, page 68



Multyyear Projections

How much fiscal relief does \$3 billion provide?



What a difference a year makes in ongoing operations relief, not to mention the non-Proposition 98 funded pension relief we received in 2019-20



SSC Dartboard

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- The complete SSC Dartboard is available on our website at <https://www.sscal.com/tools-resources/dartboard>

■ Accumulation of assumptions from various sources

Factor	K-3	4-6	7-8	9-12
2020-21 Base Grants	\$7,878	\$7,997	\$8,234	\$9,543
GSAs	\$819	–	–	\$248
2020-21 Adjusted Base Grants	\$8,697	\$7,997	\$8,234	\$9,791

Factor	2019-20	2020-21	2021-22	2022-23
Statutory COLA	3.26%	2.29%	2.71%	2.82%



2020–21 LCFF Funding Factors

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- The K–12 COLA is 2.29% for 2020–21 and is applied to the LCFF base grants for each grade span

Grade Span	2019–20 Base Grant per ADA	2.29% COLA	2020–21 Base Grant per ADA
K–3	\$7,702	\$176	\$7,878
4–6	\$7,818	\$179	\$7,997
7–8	\$8,050	\$184	\$8,234
9–12	\$9,329	\$214	\$9,543



2020–21 LCFF Funding Factors

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- Two grade span adjustments (GSAs) are applied as percentage increases against the adjusted base grant, also receiving the benefit of a 2.29% COLA in 2020–21
 - Grades K–3 receive a 10.4% increase for smaller average class sizes
 - Grades 9–12 receive a 2.6% increase in recognition of the costs of career technical education (CTE) coursework

Grade Span	2020–21 Base Grant per ADA	GSA	2020–21 Adjusted Base Grant
K–3	\$7,878	\$819	\$8,697
4–6	\$7,997	–	\$7,997
7–8	\$8,234	–	\$8,234
9–12	\$9,543	\$248	\$9,791



2020–21 LCFF Funding Factors

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- Supplemental and concentration grants are calculated based on the percentage of an LEA's enrolled students who are English learners, free and reduced-price meal program eligible, or foster youth—the unduplicated pupil percentage (UPP)

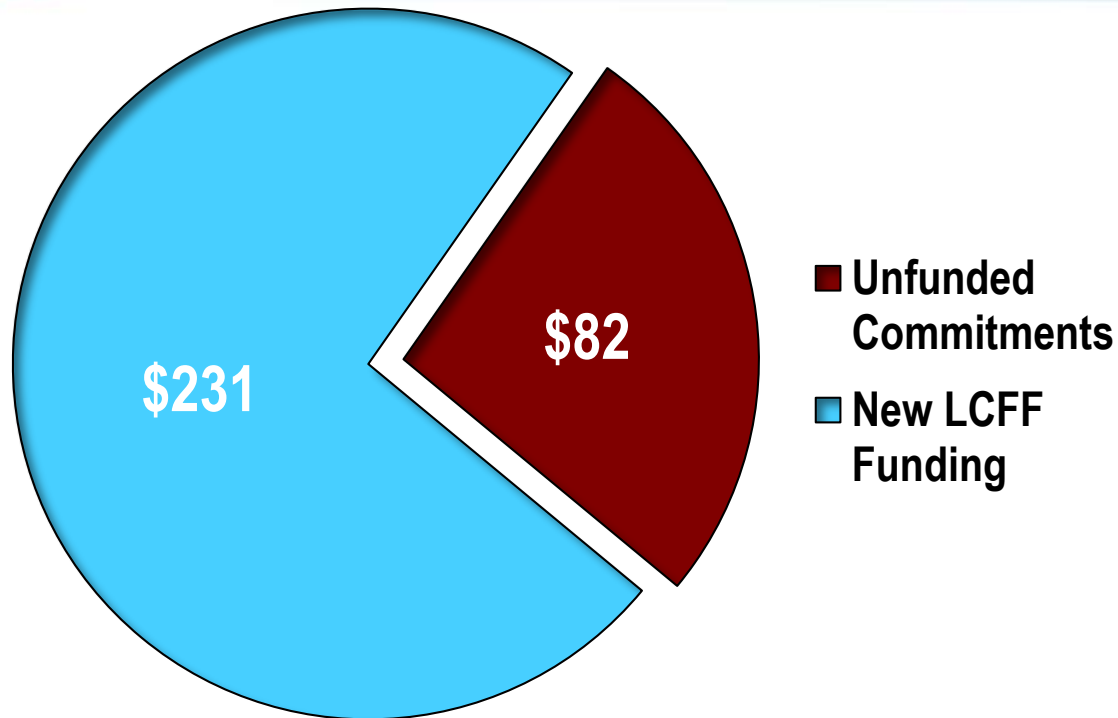
Grade Span	2020–21 Adjusted Grants Per ADA	20% Supplemental Grant—Total UPP	50% Concentration Grant—UPP Above 5%
K–3	\$8,697	\$1,739	\$4,349
4–6	\$7,997	\$1,599	\$3,999
7–8	\$8,234	\$1,647	\$4,117
9–12	\$9,791	\$1,958*	\$4,896**

- *PCHS Receives \$1,958/UPP student, approx. 30% eligible. -**PCHS not eligible



2020–21 Funding Commitments

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	Rate	Per ADA
COLA Only	2.29%	\$231
Total Commitments		-\$313
Remaining New Funds		-\$82

Breakdown of Total Commitments	Amount
PERS Rate	\$54
STRS Rate	\$109
Step/Column	\$150
Total	\$313

- New revenues only cover three-quarters of the costs committed to servicing the salary schedule
 - Commitments do not include any increases to health and welfare benefit costs, increases related to special education, or the impact of declining enrollment

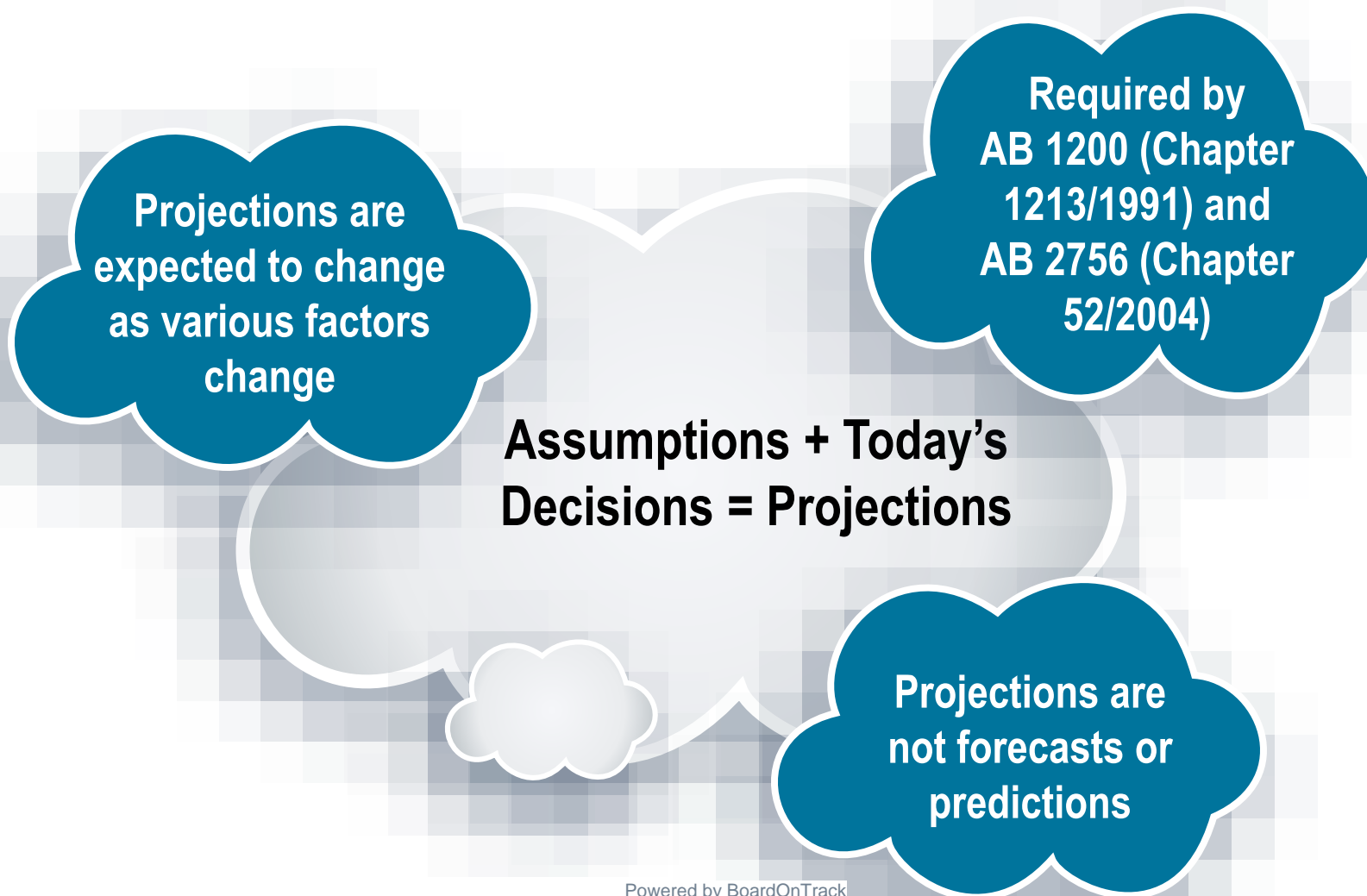
The Four Horsemen of the Apocalypse





Multiyear Projections

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Coversheet

2019 -2020 Compliance Monitoring and Certification of Board Compliance Review

Section: VIII. Governance
Item: A. 2019 -2020 Compliance Monitoring and Certification of Board
Compliance Review
Purpose: Vote
Submitted by:
Related Material:
2019_2020_Compliance Monitoring and Certification of Board Compliance Review.pdf

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2019-2020*

School Name: Palisades Charter High School
 Board President Name: Leslie Woolley
 Charter Management Organization: _____
 LAUSD Loc. Code: 8798

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than **October 7, 2019 via Dropbox.**

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 13, 2020 via Dropbox

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2019-2020" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1);	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2019-2020 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings			
	Review of Policy Bulletin-5532	N/A <input type="checkbox"/>	N/A <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
	Meeting with local district site principal for additional information and questions			
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2019-2020 Welcome Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ 54950-54963 Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public posting of Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	agendas, including on the school website			
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111-296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by Monday, October 7, 2019)

The undersigned hereby certifies that, on Friday, Sept. 20, the School Administrator of

Date(s) 2019

Palisades Charter High School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

<u>Pam Magee</u>	<u>Pam Magee</u>	<u>9/20/19</u>
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

before January 13, 2020

The undersigned hereby certifies that, on _____, the Governing Board of
Date(s)

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.**

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

Coversheet

Approval of Amended Bylaws

Section: VIII. Governance
Item: B. Approval of Amended Bylaws
Purpose: Vote
Submitted by:
Related Material: PCHS BYLAWS_REVISIED 10_4_19.docx

BYLAWS
OF
PALISADES CHARTER HIGH SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

The name of this corporation is Palisades Charter High School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1: PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 15777 Bowdoin Street, Pacific Palisades, County of Los Angeles, State of California. The Board of Trustees (“Board of Trustees” or “board”) may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

The purpose of this corporation is to manage, operate, guide, direct, and promote the Palisades Charter High School (“Charter School” or “PCHS”), a California public charter school. Also, in the context of these purposes, the Corporation shall not, except in a substantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing

or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATION WITHOUT MEMBERS

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

ARTICLE VII BOARD OF TRUSTEES

Section 1. **GENERAL POWERS.** Subject to the provisions and limitation of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees, sometimes referred to as the Board of Trustees. The board may delegate the management of the corporation's activities to any person(s), management company or committees (Article VII, Section 23), however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

- (a) Subject to any applicable contractual or other legal requirements, appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- (b) Change the primary administrative office or the primary business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the board.
- (c) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- (d) Adopt and use a corporate seal.

Section 3. **DESIGNATED TRUSTEES.**

The number of trustees shall be eleven (11) voting members and one (1) non-voting student member, unless changed by amendments to these bylaws and revision of the charter that created Palisades Charter High School. Except as otherwise provided, all trustees shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on

the Board of Trustees, the Corporation may appoint an additional trustee to ensure an odd number of trustees. All trustees, except for the representative of the charter authorizer, shall be elected in accordance with this Section and Section 6 of this Article.

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

- Three (3) faculty members;

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

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

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

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

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

- One (1) classified member;

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

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

- Three (3) parent members;

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

A parent member must be a parent of a current PCHS student for the entire term. (For example, if a candidate is running for a two-year term as a parent member, then the candidate

must currently have a 9th or 10th grade PCHS student.) In addition, a parent member must not be an interested person as that term is defined in Section 4 of this Article.

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

- Three (3) community members;

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

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

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

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

- One (1) non-voting student member.

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

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

interested parties voted in favor of the transaction. The Board may adopt other policies circumscribing potential conflicts of interest.

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

Section 6. ELECTIONS COMMITTEE. The Board of Trustees shall appoint an Elections Committee. The composition and responsibilities of the Elections Committee and the election related policies and procedures carried out by the Elections Committee shall be as set forth in Element 4 of the charter that created Palisades Charter High School. The Elections Committee shall be made up of one PESPU representative, two UTLA representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested), none of whom are running for election to the Board of Trustees in the next coming election. The Elections Committee is responsible for drafting guidelines, for voting in the election, which must be approved by the Board of Trustees before becoming effective; for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes; and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results as final, official results, absent objective evidence that the election procedures were not followed or that some other impropriety existed calling the election into question.

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

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

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

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

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

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

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

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

In the event that the next highest vote earner is not available, the Election Committee will be tasked with selecting a replacement by unanimous consent of the Elections committee within two weeks of the date the board seat was vacated. The replacement must be from the same stakeholder group as the board member whose seat became vacated.

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

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

Section 13. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the corporation or at such other location as may be designated by the board within the boundaries of the territory over which the local agency has jurisdiction. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and

provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq. (the “Brown Act”), as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by the chairman of the board.

Section 15. REGULAR MEETINGS. Unless changed and publicized with adequate notice, regular meetings of the board shall be held on the third Tuesday of every month, unless the third Tuesday of the month should fall on a legal holiday or unless a quorum (as defined in Article VII, Section 19) is unavailable, provided, however, that the board may, by resolution, hold its regular meeting on a different day. At least 72 hours before a regular meeting, the board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the board for any purpose may be called at any time by the chairman of the board, the vice chairman, the president, the secretary, or a majority of the Board of Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the board may be held only after twenty-four (24) hours’ notice is given to each board member and to the public through the posting of an agenda. Pursuant to the Brown Act, the board shall adhere to the following notice requirements for special meetings.

- (a) Any such notice shall be addressed or delivered to each board member at the board member’s address or email as it is shown on the records of the corporation, or as may have been given to the corporation by the board member of purposes of notice, or, if an address is not shown on the corporation’s records or is not readily ascertainable, at the place at which the meetings of the board are regularly held.
- (b) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- (c) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. TELECONFERENCE MEETINGS. Board members may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- (a) At a minimum, a majority of the board members then in office shall participate in the teleconference meeting from locations within the boundaries of the county in which PCHS operates;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.¹
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the board directly at each teleconference location; and
- (f) The agenda shall indicate the members of the public attending the meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. QUORUM. A majority of the voting directors then in office (not to include vacant director positions in the calculation) shall constitute a quorum. Any action taken by a majority of the directors present at a meeting duly held in which a quorum is present constitutes an act of the board. Should there be less than a majority of the voting directors then in office present at the meeting, the meeting shall be adjourned. Voting directors may not vote by proxy. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or

¹ This means that directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

SECTION 21. CLOSED SESSION MEETINGS. Closed session meetings of the board shall be posted and run in compliance with the provisions of the Brown Act. Unless otherwise dictated by need and approved by the chairman of the board (or if the chairman of the board is absent, the vice chairman of the board) only members of the board may participate in the closed meetings.

SECTION 22. CREATION OF POWERS OF COMMITTEES. The board may create one or more standing or ad hoc committees. The board shall not have the discretion to disband the Budget and Finance Committee.

Standing committees made up not solely of board members currently include the following: (1) the Budget and Finance Committee; the Academic Accountability Committee; (3) the Charter Committee; and (4) the Elections Committee. Standing committees made up solely of board members currently include the following: (1) Audit; (2) Bargaining; (3) Evaluation; (4) Grade Appeals; and (5) Risk Management. A committee of the board that shall exercise the authority of the board shall consist of two or more directors. Unless otherwise changed by board approval, the only committee that is authorized to exercise the authority of the board is the Grade Appeals Committee. Authorized standing committees that do not exercise the authority of the board and are not made up solely of board members, shall consist of individuals elected to committee membership according to the respective committee's bylaws. The goal is for teachers to have the right to comprise at least 50% of each such standing committee to the extent set forth in the Charter. Committees shall report to the board on a periodic basis. Subject to the approval of the board, and except as otherwise set forth in the Charter, each standing committee shall establish its own bylaws to address, among other matters, purpose, committee membership, elections, meetings, and duties. No committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the board or approval of a majority of all directors;
- (b) Amend or repeal bylaws or adopt new bylaws;
- (c) Amend or repeal any resolution of the Board of Trustees unless by its express terms such resolution is so amendable or subject to repeal;
- (d) Create any other committees of the Board of Trustees or appoint the members of committees of the board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees actions, and the Brown Act, if applicable, except that the time for general meetings of such committees may be set either by

Board of Trustees resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF TRUSTEES. No trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a chairperson of the board, a vice-chairperson of the board, a president, a secretary, and a chief financial officer. The Charter School’s president shall be known as the “Executive Director/Principal.” All references in these bylaws to the “president” shall apply to the Executive Director/Principal. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties set forth in any applicable contract for employment or job description.

Section 2. DUPLICATION OF OFFICE HOLDERS. No person may hold more than one office except that the Secretary may also be the chairperson or vice-chairperson of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the board, subject to the rights and duties of any officer under any employment contract. Officers’ terms may be staggered to provide continuity of leadership, although generally the chairperson, vice-chairperson, and secretary shall serve one year terms, subject to re-appointment.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Trustees may appoint and authorize the chairperson of the board, the president, or another officer to appoint any other officers that the corporation may require, subject to approval of the board at its next meeting, unless such authority has been delegated to the president, in which case the appointment shall be reported to the board at its next meeting. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Subject to any applicable contracts, collective bargaining requirements or other legal requirements, without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other case shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. The chairperson of the Board of Trustees shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Section 9. VICE-CHAIRPERSON OF THE BOARD. In the absence of the chairperson, the vice-chairperson shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the board of Trustees may assign from time to time.

Section 10. PRESIDENT. The chief officer of the Charter School shall be the president, also known as the Executive Director/Principal. Subject to such supervisory powers as the Board of Trustees may give to the chairperson of the board, if any, and subject to the control of the board, and subject to the president's contract of employment, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers (other than the chairperson, vice-chairperson, and secretary) as fully described in any applicable employment contract agreement, or job specification. The president shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 11. VICE-PRESIDENTS. The vice-president is also known as the Academic Principal. Subject to the vice-president's contract of employment, if the president is absent or disabled, the Academic Principal or such other vice president as may be designated by the board, shall perform all duties of the president. When so acting, the vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 12. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meeting proceedings, and actions of the board, and committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at the Board of Trustees and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of the Board of Trustees and of committees of the Board of Trustees, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or bylaws may require.

Section 13. CHIEF FINANCIAL OFFICER. Subject to the chief financial officer's contract of employment, the chief financial officer, known also as the Chief Business Officer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and truncations. The chief financial officer shall send or cause to be given to the board members such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may designate; (b) disburse the corporation's funds as the Board of Trustees may order; (c) render to the president, chairperson of the board, and the board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the chief financial officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

The corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE X LOANS TO TRUSTEES AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for

expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

To the fullest extent permitted by law, this corporation shall indemnify its trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgements, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Sections 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

ARTICLE XII INSURANCE

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, trustees, employees, and other agents, to cover any liability asserted against or incurred by an officer, director, employee, or agent in such capacity or arising from the officer's, trustee's, employee's or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

This corporation shall keep:

- (a) Adequate and correct books and records of account:
- (b) Written minutes of the proceedings of its board and committees of the board; an
- (c) Such reports and records as required by law.

**ARTICLE XIV
INSPECTION
RIGHTS**

Section 1. TRUSTEES' RIGHT TO INSPECT. Every trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of confidential employee records or pupil education records, etc.) pertaining to access to books, records, and documents.

Section 2. REQUESTS FOR PUBLIC RECORDS. This corporation shall comply with the requirements of the California Public Records Act. (See Government Code Section 6250 et seq.).

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by any stakeholder at all reasonable times during office hours. If the corporation has no business office in California, the secretary shall, upon written request, furnish a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XV
REQUIRED
REPORTS**

Section 1. ANNUAL REPORTS. The Board of Trustees shall cause an annual report to be sent to the board of Trustees within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation at the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursements for both general and restricted purposes;
- (e) Any information required under these bylaws; and

- (f) Any independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is either:
 - (1) Any trustee or officer or the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder or more than 10 percent of the voting power of the corporation, its parent or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interest person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI AMENDMENT TO BYLAWS

These bylaws may be amended by a majority vote of the Board of Trustees at a meeting in which a quorum is present. Bylaws may not be amended to include any provision that conflicts with law, the Articles of Incorporation, or the charter of the Palisades Charter High School.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Palisades Charter High School, a California nonprofit public benefit corporation; that these bylaws, consisting of fifteen (15) pages, are the bylaws of this corporation as amended or modified since that date.

Executed on October 16, 2019 at Pacific Palisades, California.

Coversheet

Approval of Field Trips

Section: IX. Consent Agenda: Finance Items
Item: B. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: Field Trip Request.pdf

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

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

1. Destination Sheraton Gateway LAX Are admission fees charged? Yes No
2. Dates of Trips Feb 15-16 3. Number of Students 20 Number of adults 2
4. Name and employee number of employee who will go on trip: Jeanne Saiza and Peyman Nazarian
5. Substitute required? Yes _____ No How Many? _____ Source of funds students
6. Time schedule required by school: Leave School n/a Arrive destination 9:00 AM 2/15
 Leave destination 3:00 Pm 2/16 Return school n/a
7. Duration of trip: Less than one day ___ One day _____ Overnight (if overnight, how many days?) 1
8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile
 Public Carrier: airplane _____ boat _____ bus _____ train _____ other _____ (explain) _____
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will participate in political debate.
Many students hold leadership positions including: state governor (Judy Zhang) and national director of debate (Saba Johnson) as well as serve on several leadership committees
10. Source of funds for trip student funded /scholarships

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 _____ Date: _____

Board of Trustees* _____ Date: _____

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

Submit by Email

Print Form

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

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

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

- 1. Destination: SAN DIEGO Are admission fees charged? Yes [] No [x]
2. Dates of Trips: April 6-9 3. Number of Students: 20 Number of adults: 3
4. Name and employee number of employee who will go on trip: Adam Licea Sean Brown
5. Substitute required? Yes [] No [x] How Many? Source of funds
6. Time schedule required by school: Leave School: Monday 6th 2020 9:00 AM Arrive destination: 5:00 PM
Leave destination: FROM HOME Return school: THUR 9th 8:00 PM
7. Duration of trip: Less than one day [] One day [] Overnight [x] (if overnight, how many days?): 4
8. Method of transportation: School bus (indicate number required) Walking [] Automobile [x]
Public Carrier: airplane [] boat [] bus [] train [] other [] (explain)
9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will BASEBALL TOURNAMENT
LIONS INVITE
10. Source of funds for trip: SOIC PALISADES BASEBALL

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

- 11. Have the locations of the nearest emergency facilities been obtained? Yes [x] No []
12. Have forms for parent's or guardian's permission been obtained? Yes [x] THEY WILL IN MARCH BEFORE WE GO 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 [x] No []
c. Has the School Police Department been notified of the trip? Yes [] No [x]

APPROVALS: Principal or Asst Principal: [Signature] Date: 1/16/20
Board of Trustees* Date:

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

Submit by Email

Print Form

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

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

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

1. Destination Santa Clara Convention Center Are admission fees charged? Yes No _____
2. Dates of Trips 2/28-3/2/2020 3. Number of Students 54 Number of adults 4
4. Name and employee number of employee who will go on trip: Brad Kolavo, Peyman Nazarian, TBD
teacher chaperones and alumni chaperones
5. Substitute required? Yes No _____ How Many? 2-3 Source of funds CTE
6. Time schedule required by school: Leave School 8am on 2/28 Arrive destination 4pm on 2/28
 Leave destination 1pm on 3/2 Return school 8pm on 3/2
7. Duration of trip: Less than one day ___ One day _____ Overnight (if overnight, how many days?) 3
8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile _____
 Public Carrier: airplane _____ boat _____ bus train _____ other _____ (explain) _____
charter bus booked through the school
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 attend and compete in competitions, workshops, state officer campaigns, networking and countless other opportunities.
10. Source of funds for trip _____

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

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

APPROVALS:

Principal or Asst. Principal _____ Date: _____

Board of Trustees* _____ Date: _____

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

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

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

1. Destination Brooklyn Cruise Terminal, NY Are admission fees charged? Yes _____ No _____
2. Dates of Trips 4/20-4/24/2020 3. Number of Students 20 Number of adults 4
4. Name and employee number of employee who will go on trip: Brad Kolavo, Rick Steil, Peyman Nazarian David Carini
5. Substitute required? Yes _____ No _____ How Many? 4 Source of funds CTE
6. Time schedule required by school: Leave School LAX - 4/20 at 11:25pm Arrive destination JFK - 4/21 at 7:55am
 Leave destination JFK 4/24 at 1pm Return school LAX 4/24 at 4:15pm
7. Duration of trip: Less than one day ___ One day _____ Overnight 3 (if overnight, how many days?) 4
8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile _____
 Public Carrier: airplane _____ boat _____ bus _____ train _____ other _____ (explain) _____
flights have been reserved on Alaska Airlines as a group
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 display the professional skills and business acumen they have developed by running a Virtual Enterprise company during the school year.
The 2020 Youth Business Summit features ten competitive opportunities for VE students.
10. Source of funds for trip _____

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

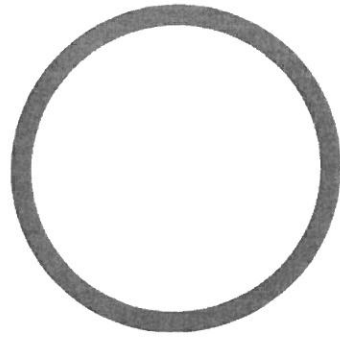
11. Have the locations of the nearest emergency facilities been obtained? Yes _____ No _____
12. Have forms for parent's or guardian's permission been obtained? Yes in progress No _____
13. If hiking or camping activity:
 - a. Have the ranger, sheriff, police or other emergency personnel been notified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

APPROVALS:

Principal or Asst. Principal _____ Date: _____

Board of Trustees* _____ Date: _____

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



2020 Youth Business Summit

April 21 - 23, 2020 | Brooklyn Cruise Terminal | Sponsored by HSBC

[For Schools](#) [Partners & Sponsors](#) [Judges & Volunteers](#) [Schools](#)

Overview

The Youth Business Summit brings together thousands of rising young professionals, budding entrepreneurs, educators, school/district administrators, business leaders and industry professionals from around the world for a one-of-a-kind global convention.

During a dynamic week of business competitions, leadership events, and professional networking, rising talent from middle and high schools around the world display the professional skills and business acumen they have developed by running a Virtual Enterprise company during the school year.

More than 200 exhibitors representing 13 states and nine countries, including real-world businesses joining VE businesses, will be exhibiting across the three days of the Youth Business Summit.

2020 Youth Business Summit Schedule

4,500+

Students

160+

Schools

18+

States

300+

Partners and Supporters

7+

Events

6+

Countries

For Schools

Registration

Competitions

Exhibition Resources

Food

Media Center



PALISADES CHARTER HIGH SCHOOL

February 6, 2020

Dear Parent(s)/Guardian(s):

Your son/daughter is seeking to participate in the VEI Youth Business Summit Competition on Monday, April 20th to Friday April 24th. Below you will find information about the trip, an itinerary and a permission slip. To confirm attendance and financial commitment, please submit the payment and field trip form by **Wednesday, February 12th** to me in J120.

Cost: The total estimated cost for the 3-night trip with airfare, lodging, meals and registration is estimated to be \$900 per student. **We are asking for an initial deposit of \$400**, which will help cover the cost of airfare and get our flights booked before prices go up. We will offer fundraising opportunities to raise the additional \$500 to cover the remainder of money we are anticipating. If they raise more than needed, they will be provided a "refund." If they are short of the fundraising goal, we will ask for an additional payment.

Some of the past fundraisers we have done include selling See's candy/chocolates and popcorn from the Popcorn Factory, putting on a showcase and fundraiser day in Mercer Hall (invitations to come soon), and a Chipotle fundraiser night. We will also seek financial assistance from the booster club.

For group outings, we accept cash or check (made to PCHS or Palisades Charter High School).

Departure: We will leave from LAX on Monday April 20th at 11:25pm on Alaska Airlines. Students will meet us at the terminal by 9pm (more details will come closer to the date). Students will need to pack for a 4 night trip but we ask them to pack to carry-on and not check-in.

Arrival: We will return to LAX on Friday April 24th at 1pm, arriving at 4:15pm. Your child will be academically excused for these days (4/21-4/24) but they will be responsible for any work they will miss.

Dress Code: Students will need to have business attire (for competitions), company uniforms (provided) and casual wear for this trip.

Accommodations: **Holiday Inn Express - Brooklyn**
625 Union St.
Brooklyn, NY 11215

Chaperones: I will be 1 of 4 teacher chaperones for the trip. The other chaperones for this trip will be Rick Steil (CTE/yearbook/photography teacher), Peyman Nazarian (entrepreneurship pod/economics teacher) and David Carini (social studies teacher).

Continued on Back Side



PALISADES CHARTER HIGH SCHOOL

School rules will be in full affect and parents will be contacted immediately for any rule violations. We do not expect a need for this to happen but we will ask you to come to New York to pick up your student if the infraction is severe. I will give my mobile phone number to you after you reach out to me via email and will start a parent "Remind" group for group updates.

Please feel free to email or call me with any questions.

Sincerely,

Brad Kolavo

Career Tech Education Teacher
DECA Advisor
Palisades Charter High School
bkolavo@palihigh.org
310-230-6623 x5067

Your group fare agreement: ZQCRGZJ

From: Alaska Airlines (service@ifly.alaskaair.com)

To: bbkolavo@yahoo.com

Date: Wednesday, February 5, 2020, 07:30 PM PST

Your Alaska Airlines group travel



Group travel

February 05, 2020

**Thank you for selecting Alaska Airlines
for group travel.**

Contact: Brad
Phone: 630 347 7595
Email: bbkolavo@yahoo.com

Group name: Palisades Charter Hs
Group ID number: ZQCRGZJ
Total number in group: 24

Last day for payment/ticketing: February 20, 2020, 3pm PST

This is your group reservation contract. We are holding group space and you must call 1-800-445-4435 to cancel this space to avoid a debit memo/penalty.

This agreement sets forth the terms and conditions under which Alaska Airlines agrees to allow you to reserve and purchase group air travel for the above flights.

Itinerary

Flight	Depart	Arrive	Fare Basis
AS0460	Los Angeles, CA April 20, 2020 11:25 PM	NY-Kennedy, NY April 21, 2020 07:55 AM	VH4OAVMN
AS0237	NY-Kennedy, NY April 24, 2020	Los Angeles, CA April 24, 2020	RH2OAVMN

CONFIRMATION CODE: QCRGZJ

Number in party: 24

Per Person Base Fare excluding Taxes:
\$339.58 USD

Group fare agreement

Fare details: Fare shown is base fare only in the currency indicated above. All applicable taxes, PFC(s), fees and surcharges are separate from the fare and must be collected at time of ticketing. The rate of exchange at the time of ticketing will be used and may affect the base fare equivalent quoted at booking. Estimated taxes provided at booking are based on ticketing in the US.

Payment & ticketing: Ticketing must be completed no later than February 20, 2020. Payment must be received by the ticketing date or group space will be canceled. Payment to the Group Desk must be by a single credit card. [Group Desk contact and office hours](#).

Conditions: This agreement covers group travel only. A group is ten (10) or more passengers traveling together to the same destination. In the event the group does not meet this minimum, or passengers do not travel with the group, they will be considered individual travelers and must be ticketed at the otherwise applicable fare (in which case all fare rules and blackout dates apply).

Names: Names must be entered prior to payment/ticketing. Names and secure flight information must be submitted [online](#). Name changes can be made free of charge up to 3 days prior to departure. Within 3 days of departure, a name change fee of \$125 USD per ticket will apply.

Tour conductor (TC) tickets: A group qualifies for 1 complimentary tour conductor ticket for every 30 paid tickets, with a maximum of 5 tour conductor tickets per group. To receive tour conductor tickets, please [contact the Group Desk](#) after ticketing all passengers except the tour conductor. Provide the name of the tour conductor. The Group Desk will issue the ticket for the tour conductor after verifying the number of tickets issued. Passenger using tour conductor tickets must travel with the group.

Itinerary changes: Changes to your itinerary are subject to a \$125 USD change fee per person in addition to any add collect, includes fares booked in Y or F class.

Refunds: No refunds after ticketing. Value of the ticket may be applied to future travel within 1 year of outbound travel with a \$125 USD change fee per person, plus any difference in fare. No residual value.

No Shows: If a guest does not travel on the scheduled flight and does not notify Alaska Airlines prior to flight departure, the value of the flight will be forfeited.

Baggage: Standard bag fees apply. Baggage fees can be paid when checking in online using web check-in, at an airport kiosk, or at the ticket counter. More information about baggage fees and restrictions can be found [online](#). All dollar amounts are subject to change and in USD. Weight and size restrictions apply.

Please notify the Group Desk in advance if your group is traveling with equipment or more than 1 bag per person. Additional fees may apply.

International documentation: Customs and immigration agencies require documents that prove citizenship when traveling across international borders. Document requirements can vary as each country has its own requirements for entry. The traveler is responsible for obtaining all necessary documents and complying with the laws of each country flown from, through, or into. [Learn more](#).

Seat assignments: Every attempt will be made to accommodate special requests, however they are not guaranteed.

Web check-in: You may check in and print your boarding pass 24 hours prior to your scheduled departure. Then check baggage at any Alaska Airlines baggage check location and proceed to the boarding gate. Guest must use ticket numbers for online or kiosk check-in. [Check in.](#)

Airport arrival: It's recommended to arrive two hours prior to your flight's departure time. This will ensure adequate time for security processing and baggage handling. [Learn more.](#)

Terms: Above conditions apply to Alaska Airlines and Horizon Air operated flights only and do not apply to any sub-contract or code share carrier. No changes to this agreement will be effective unless made in writing. Alaska Airlines reserves the right to terminate this agreement immediately in the event of your breach of this agreement or upon 14 days' written notice for any other reason. Alaska Airlines will not be liable for delays or cancellations caused by strikes, labor disputes, government actions, weather or any other cause beyond the control of Alaska Airlines. Alaska Airlines reserves the right to change equipment or schedules. Should Alaska Airlines cancel scheduled service to any of the city pairs set forth above, Alaska Airlines shall not be obliged to provide transportation at the fare set forth herein. All travel under this agreement is subject to the applicable Alaska Airlines contract of carriage.

You agree to keep the terms of this agreement, including the fares offered, confidential.

By booking and ticketing at the above fare levels, you, the contact person listed above, agree to the [terms and conditions](#) of this agreement.

[Plan & book](#)

[Tips for groups](#)

[Manage a group reservation](#)

Disclaimers

If you are not the intended recipient or have received this email in error, please delete immediately. Any dissemination, distribution, or copying of this message by any person other than the intended recipient is strictly prohibited.

Group type: GPD

Email preferences and information

This email was sent to bbkolavo@yahoo.com. Please read about our [privacy notice](#).

Alaska Airlines, PO Box 68900, Seattle, WA 98168-0900.

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[View our privacy policy](#) or [contact us](#).

