



# Palisades Charter High School

## Board Meeting

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### Date and Time

Tuesday February 8, 2022 at 5:00 PM PST

### Location

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. <https://go.palihigh.org/BoardOfTrusteesLive>

Or One tap mobile:

+16699009128,,87344368111# US (San Jose)

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Or join by phone:

Dial (for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 873 4436 8111

International numbers available: <https://palihigh-org.zoom.us/j/kdruuRQquH>

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*The Palisades Charter High School Board of Trustees Meeting for Tuesday, February 8, 2022, at 5:00p.m. will move to a virtual/teleconferencing environment.*

**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.*

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**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>.

**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.

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**Agenda**

**I. Opening Items**

Opening Items

- A.** Call the Meeting to Order
- B.** Record Attendance and Guests
- C.** Public Comment

General Public Comment via Zoom is available to all audience members who wish to speak on any *non-agenda* item at the beginning of the meeting, which is limited to 30 minutes. Public Comment may also be made on any *agenda* item when that item is addressed. To make a Public Comment via Zoom using a computer or cell phone, please use the “raise hand” function during the public comment section and the Chair will unmute you when it is your turn to speak. If you are using a Chromebook, please join the meeting from your browser. If you are dialing into the meeting, dial \*9 to raise your hand and you will be prompted to unmute when it is your turn. Your Zoom username will be visible on screen during the meeting.

*A Google form is available **24 hours prior to meeting for Public Comment if you are unable to join via Zoom.***

Please refer to the Dewey Dolphin email or copy/paste this

link <https://forms.gle/xfsnzwRJJosyyY37>. Your comment will be read aloud by the Board Chair.

General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action.

Comments are limited to two (2) minutes, per person and one cannot cede their time to another. 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).

## **II. Approve Minutes**

### **A. Approve Minutes**

Approve minutes for Board Meeting on January 18, 2022

## **III. Organizational Reports**

### **A. Student Report**

### **B. Parent Report**

### **C. Represented Classified Staff Report**

### **D. Unrepresented Classified Staff Report**

### **E. Faculty Report**

### **F. Human Resources Director (HR) Report**

### **G. Director of Operations Report**

### **H. Director of Development Report**

### **I. Chief Business Officer (CBO) Report**

### **J. Executive Director/Principal (EDP) Report**

### **K. Admin. Safety and Security Team**

- Cameras
- Fencing
- Other Safety Matters

## **IV. Board Committees (Stakeholder Board Level Committees)**

### **A. Academic Accountability Committee Update**

### **B. Budget & Finance Committee Update**

### **C. Charter Committee Update**

### **D. Election Committee Update**

**E. Post Retirement/Lifetime Healthcare Benefits Committee Update**

“To approve the new Lifetime Health Benefits Committee as submitted”

**V. Board Committees (Board Members Only)**

**A. Board Members Only - Committee Updates**

- Audit Committee - Sara Margiotta/Juan Pablo Herrera
- Grade Appeal Committee - Andrew Paris
- Survey Committee - Dr. Brenda Clarke

**VI. Changes/Updates in Response to COVID-19**

**A. COVID-19 Related Updates and Impact on School**

**VII. Academic Excellence**

**A. Virtual Academy Side Letter: PCHS and UTLA-PCHS**

**B. College Board Conference: April 3-6 (New York)**

- Preparate 2022: Educating Latinos for the Future of America (Myrna Cervantes and active members of Fuerza)

**C. 2020—2021 School Accountability Report Card (SARC)**

**VIII. Finance**

**A. Allied Security Contract**

“To approve the Allied Security Services contract for 2021-2022.”

**B. PCHS Transportation Contract (Addendum)**

“To approve the ATS contract addendum, which outlines new pricing and services for 2021-2022.”

**C. Regis Staffing Maintenance Contract**

“To approve the Regis Staffing contract for 2021-2022.”

**D. The Perfect Event (TPE) Security Contract**

**E. 2022-2023 Budget Development Calendar/Packet**



**IX. Governance**

- A. Zoom Meeting Capability
- B. Updated Recusal Policy
- C. FPPC Advice Letter Request

**X. Consent Agenda: Finance Items**

- A. Approval of Field Trips
  - February 24-27: California State Career Development Conference (Anaheim)
  - March 2-4: Catalina Marine Biology Camp

**XI. New Business / Announcements**

- A. Announcements / New Business
  - Date of the next Board Meeting: Tuesday, March 15, 2021 at 5:00pm.
- B. Announce items for closed session, if any.

**XII. 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. Employee Complaint/Assignment/Discipline/Dismissal/Release
  - (Govt. Code section 54957) (Education Code section 44929.21)

**XIII. Open Session**

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

**XIV. Closing Items**

**A. Adjourn Meeting**

# Coversheet

## Approve Minutes

**Section:** II. Approve Minutes  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on January 18, 2022

APPROVED



## Palisades Charter High School

### Minutes

#### Board Meeting

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#### Date and Time

Tuesday January 18, 2022 at 5:00 PM

#### Location

Please click the link below to join the webinar:

<https://go.palihigh.org/BoardOfTrusteesLive>

Or One tap mobile :

US: +16699009128,,82585630192# or +12532158782,,82585630192#

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Webinar ID: 825 8563 0192

International numbers available: <https://palihigh-org.zoom.us/j/kbmKGzjSrT>

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**Trustees Present**

Andrew Paris, Brenda Clarke, Brooke King, Dara Williams, Jack Seltzer, Jewlz Fahn, Lisa Saxon, Maggie Nance, Monica Batts-King, Sara Margiotta

**Trustees Absent**

James (Jim) Wells

**Ex Officio Members Present**

Dr. Pam Magee, Juan Pablo Herrera

**Non Voting Members Present**

Dr. Pam Magee, Juan Pablo Herrera

**Guests Present**

Amy Onyendu, Christopher Clausen, Don Parcell, Jeff Roepel, Monica Ianessa, Patti Jaffe, Richard Tauer, Taiyana Ballard, Tammie Wilson

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**I. Opening Items**

**A. Resolution to Hold Virtual Board Meetings**

D Williams noted that the Governor passed a law in January 2022 allowing virtual meetings until March 31, 2022 so the vote on this resolution will be delayed until that time. This will be extended to Board Committees as well.

**B. Call the Meeting to Order**

Dara Williams called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Jan 18, 2022 at 5:06 PM.

**C. Record Attendance and Guests**

**D.**

## Public Comment

Lisa Woods - Thanked everyone who has worked tirelessly to keep our kids in school from janitorial, security, faculty, etc. She knows others who also expresses these sentiments.

Anonymous - 1. PCHC Admin should have an option for families to keep their children at home with excused absences in the next few weeks until the positive COVID-19 cases dropped down. Today we have the highest number with infected people and hospitalized as well since the beginning of the pandemic Marcy 2020. 2. PCHC should suspend all athletic activities as well. It is not safe for anyone including teachers and their families.

We are not part of experiment.

3. The way PCHC had listen the antivax parents, please listen vax parents doing everything to lower the spread of COVID-19 and protect the community.

Anonymous - Can PCHC admin provide the exact number as of today 01.11.2022 of positive Covid-19 cases for students and staff? Also please update the number on the web site. It has been showing the numbers before winter break. Thank you.

Anonymous - PCHS has to be transparent about number of the Covid-19 cases. My kids share that students with positive tests are attending classes. PCHS should conduct classes remotely till the surge gets down. All team sports should be canceled due to increasing the cases. School nurse is not responding the parent emails and calls. Her voicemail is full and can't receive messages. It looks like the situation is out of control.

Mary Hruska - Please provide documentation (including study data) to support the outdoor masking requirement at Pali. You may provide it to my email directly or post it to the school website.

## II. Approve Minutes

### A. Approve Minutes

Dara Williams made a motion to approve the minutes from Board Meeting on 12-14-21.

Lisa Saxon seconded the motion.

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

#### Roll Call

Dara Williams	Aye
James (Jim) Wells	Absent
Lisa Saxon	Aye
Jack Seltzer	Aye
Brenda Clarke	Aye
Brooke King	Aye
Sara Margiotta	Aye
Monica Batts-King	Aye

**Roll Call**

Jewlz Fahn	Aye
Maggie Nance	Aye
Andrew Paris	Aye

**III. Organizational Reports**

**A. Student Report**

C Clauson reported that there is a soph bake sale in the quad this week as well as student concern meeting. They are also hosting club interest meetings and Sr. Caucus to discuss Prom, Grad night, etc. In general students are glad to be back on campus. It has been a little hectic with the new regulations, but second semester is off to a great start overall.

**B. Parent Report**

J Fahn noted that she is getting emails from parents who are concerned and afraid that the school is going to shut down and go online because of COVID outbreak. She asked that the school could perhaps offer reassurances that staying in person is the school's current plan. She also reported that as a parent she was getting several emails for other students regarding their test results so there was obviously a glitch in the system.

D Williams stated that it was brought to her attention that when an email from the school goes home saying that there is a positive test. However, it doesn't tell you which student tested positive, so this is unknown until the actual test result is sent to the students.

**C. Represented Classified Staff Report**

A Paris noted that it was good to be back on campus noting that they were a little short handed but was able to make everything work.

**D. Unrepresented Classified Staff Report**

B King nothing to report.

**E. Faculty Report**

M Nance noted that overall, the opening week went very well. The vast majority of her kids are in class and those who test positive have been returning quickly having experienced minimal symptoms overall. She is really glad school is open and in person. She noted a concern about COVID positives and who is in and who is out is getting communicated. There is apparent misreporting in the computer system. She also noted that there have been reported false positives (being confirmed by outside laboratories same day). It was noted that PCHS needs to adhere to best practices re: COVID testing.

L Saxon noted that there was a full PD slate coming back. Teachers appreciated the safety expert who met with them, but many felt overwhelmed. Students are moving into Virtual Academy, and it is getting up and running. Students need more masks reminders from staff.

B Clarke - Outpouring of gratitude from families re: being back on campus in person. Parents are expressing gratitude to everyone and the safety measures that the school is taking is very much appreciated. She noted it was an honor to be in the "front lines" with the rest of the faculty. There were scheduling issues this semester and is hopeful that this is getting ironed out.

#### **F. Human Resources Director (HR) Report**

Patti Jaffe - been working with PCHS for many years. Gives accolades to everyone because they are doing an excellent job. She was impressed by the students and their behavior. She noted that there will always be glitches but noted that everyone is working really hard to work through this. They are also working very hard to find an excellent Human Resources Director.

Richard Tauer - works with Patti. Has been asked to come in and work with HR due to the resignation of Amy Nguyen. He used to be a superintendent and is now retired. Worked with PCHS several years ago for the first time. He has watched the development of Pali over the past few years, and they have done a great job adapting and working with new ideas and solutions. He noted that this has been the most difficult and challenging period that he has ever experienced and is pleased with how Pali has worked through this challenging time.

#### **G. Director of Operations Report**

D Parcell - Report stands as submitted.

#### **H. Director of Development Report**

M Rawson - reports stands as submitted. Highlighted end of year campaign which brought in over \$56,000. Total PCHS fund is \$340K which is the most that has been raised to date in his years at PCHS. Participation numbers are lower, but families are donating in larger amounts.

#### **I. Chief Business Officer (CBO) Report**

JP Herrera - reports stands as submitted. One update is that the SBA has provided full forgiveness for the PCHS PPP loan. This is incredible news. In coming weeks/months, CBO will be working with stakeholders to identify spending priorities to make use of these funds. It was clarified that these funds are unrestricted.

#### **J.**



### **Executive Director/Principal (EDP) Report**

P Magee - report stands as submitted. She thanked everyone for the smooth reopening for the year and thanked everyone for their comments and support. She highlighted staffing challenges due to COVID which is causing delays in timely responses. She clarified that letters coming from school regarding COVID testing results is being addressed. She also noted that internally the school understands how the email notifications to parents regarding other students and the issue has been resolved. She noted that communication is critical, and they are working and focused on keeping the school open. She also noted that the Governor has prioritized in-person learning as well and school isn't able to close school with very short notice. Some areas in the country are also seeing caseloads decrease and this is a good indicator of where LA County will be headed. She is looking for something more optimistic in the not-so-distant future. She also noted that the school does have a Safety Committee and is looking for stakeholder participation (students, parents, and community). Please reach out to her if you are interested in participating on the committee.

### **IV. Board Committees (Stakeholder Board Level Committees)**

#### **A. Academic Accountability Committee Update**

B Clarke - Nothing to report

#### **B. Budget & Finance Committee Update**

S Margiotta reported that we reviewed the information to be presented by CBO. There are revised contracts for transportation, security and janitorial which need to be reviewed.

However, these were not completed and presented in time for B&F to review. These will be reviewed in anticipation of the Board's February meeting for input and approval.

#### **C. Election Committee Update**

B King - Committee will be meeting and invited anyone to attend.

#### **D. Post Retirement/Lifetime Healthcare Benefits Committee Update**

S Margiotta noted that several members have noted that they can no longer participate. An updated committee list will be presented to Board at Feb. 2022 meeting.

B Clarke - noted she has been told by faculty that there is an intention to cut lifetime health benefits. S Margiotta noted that this committee has not had discussions to cut Post Retirement/Lifetime Healthcare Benefits for employees and suggested that these individuals should speak to faculty who were at the last meeting. JP Herrera confirmed this intent but noted that what the Finance office is doing is going to market to look for comparable coverage with a better provider for PCHS. B Clarke asked if it is a committee decision on which plan is decided. It was noted that the coverage options would be discussed at the committee level and then taken to Board for approval. We are obligated

to provide benefits consistent with what is being provided by LAUSD. (Not LAUSD or better based upon interpretation of the contracts.)

## **V. Board Committees (Board Members Only)**

### **A. Board Members Only - Committee Updates**

D Williams and B Clarke agreed to be on the audit committee.

B Clarke noted she is happy to be on the survey committee along with D Williams

Grade Appeal pending review of currently received appeals.

## **VI. Changes/Updates in Response to COVID-19**

### **A. COVID-19 Related Updates and Impact on School**

Tammie Wilson reviewed report as presented. This week the process has been simplified to ensure safety of students and keep schools open. If you test + for COVID, then you isolate for 5 days. If you have no symptoms, take a rapid test. If this is negative, student can provide your test result and receive a 90 letter to access campus without testing. If student's rapid is positive at Day 5, student should continue to isolate for an additional 5 days and then can return to campus without further testing and will receive their 90-day letter to return to campus without testing for 90 days. The 90-day letter can be obtained on campus at the Health Office. It was noted that the process of clearing students who have tested positive and then subsequently negative needs to be clarified for students/staff to obtain the 90-day letter to clear students. For home kits, there is a registration code which should be entered along with your test results. If it is registered and result is entered student will receive communication to document the negative test result.

It was asked if the security guards could have a list for cross-reference because students can "alter" the 90-day letter. There is a staffing issue to cross check the students upon entry each morning. It was noted that emails can also be manipulated.

## **VII. Academic Excellence**

### **A. Admin. Recommendation to Extend the Suspension of the PCHS Attendance Policy for the Spring 2022 Semester**

Amy Onyendu came to the Board to recommend the extension of the suspension of the PCHS attendance policy for Spring 2022 due to COVID cases and required isolations

Brenda Clarke made a motion to Extend the Suspension of the PCHS Attendance Policy for the Spring 2022 Semester.

Maggie Nance seconded the motion.

C Clauson noted his approval on behalf of the student body

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

**Roll Call**

James (Jim) Wells	Absent
Dara Williams	Aye
Jewlz Fahn	Aye
Brooke King	Aye
Monica Batts-King	Aye
Brenda Clarke	Aye
Andrew Paris	Aye
Sara Margiotta	Aye
Maggie Nance	Aye
Jack Seltzer	Aye
Lisa Saxon	Aye

**B. Academic Progress Presentation**

M lanessa presented the Academic Progress. Kudos were given to faculty, Board, mental health, students and parents for all of the support through virtual learning. This is reflected by PCHS's graduation rate which is a reflection of the support and dedication of everyone.

D William asked whether there was a breakdown of the "A", "B", and "C" or was it cumulative. M lanessa noted that there was an expansion in the "A" distribution. It was noted that these comparisons included fall of 2021. M Nance also noted that going online created an outlier because they had to constantly adjust their assessment strategies. She noted that teachers were giving grades more leniently than they had in historical in-person learning. C Lee noted that the effects of COVID and distance learning will continue to effect approaches/teaching/grading and this year will be a benchmark year moving forward. PD regarding Grading for Equity was also discussed and noted that this may affect the ability to analyze the current data. B Clarke voiced concern re: the number of students who continue to fail math and is it in line with other LAUSD schools while being authentic in our grading?

It was also noted that Math Paraprofessionals have been expanded to higher level math courses with good success.

**C. College Center Presentation**

K Ellis discussed the challenges associated with college application in COVID. Tours were virtual, testing options were challenging, etc. but noted that overall students did well. Colleges were confused on what the incoming class would look like in the environment of C/NC, etc.

Report was reviewed as submitted. She did note that there was a slight increase in unreported outcomes and College Center was not pushing students to report their individual outcomes. She also noted that at the end of last year there were just 2

individuals working in the College Center. These FTE's have increased to 3.5. K Ellis noted that she believes that the trend of optional ACT/SAT will continue. She also noted that the AP Credits are a better indicator of the school's rigor vs. the graduation credit requirements.

C Clauson thanked the College Center for all of their support and hard work.

## **VIII. Finance**

### **A. 2021-2022 Budget Update**

JP Herrera shared budget updates and report stands as submitted. The increased transportation actuals were highlighted. It was noted that the Finance Dept. was looking into the cost increases thinking it is a duplicate invoice or carry over from past school year. The results of this investigation will be brought back to B&F Committee for review.

### **B. Relief Funding Update**

JP Herrera discussed the Educator Effectiveness Grant which is to provide PD. Our PD had currently been funded from another Grant. Other increase costs: mask requirements, rapid antigen tests, and Security Expert who provided PD to staff. Gov. is now providing free rapid antigen tests, but PCHS is still waiting to hear how that effects our overall costs. There is a discussion of reallocating funds (PD) to cover current budget deficit. Sat. School is another possible re-allocation. There is also funding for years 2&3 of a Paraprofessional which can be reallocated. There also \$40K for Acelles licensing which can be reallocated. We have also been asked to re-submitting the ESSR III allocation to clarify how community and stakeholder input were collected and included in the allocation decision making process. It was noted that most of the budget deficit was associated with a decreased ADA resulting from fewer enrolled students. It was noted that the school is seeing high demand for the upcoming school year.

The state discussion about changing the funding level (Enrollment vs. ADA) will be discussed at the Funding Workshop which will happen later this month. JP Herrera noted that school districts still have their ADA frozen, but this was not extended to Independent Charters for this current year.

### **C. Contract Revisions**

JP Herrera noted that at the Jan. 2022 B&F Committee it was determined that this will be reviewed at the Feb. 2022 meeting instead since the committee didn't have the appropriate time to review. In Feb. 2022 B&F will review the Regis Contract, ATS Contract Revision, and TPE Contract and will come with recommendations to the Board at their February 8, 2022 meeting.

### **D. Cafeteria/Food Service RFP**

Table for Feb. 2022 BOT meeting

## **IX. New Business / Announcements**

### **A. Announcements / New Business**

Next Board meeting will be Feb. 8, 2022 at 5 pm. The Board should plan on holding this meeting via zoom. Future in person meetings will be discussed at that time.

P Magee California Charter School Conference will be held on March 14-17, 2022 in Long Beach. Any Board members interested please reach out to Karen Cox.

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

Board went into closed session at 8:05 pm

## **X. Open Session**

### **A. Return to Open Session**

Return to Open Session at 10:37.

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

The Board did hear a security discussion in Closed Session presented by a security firm about possible updates to PCHS security response. However, no action was taken on any of the items in closed session.

## **XI. 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 10:39 PM.

Respectfully Submitted,  
Sara Margiotta

# Coversheet

## Faculty Report

**Section:** III. Organizational Reports  
**Item:** E. Faculty Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Faculty Board Report 02\_08\_2022.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **Faculty Report**

### **Board of Trustees Meeting**

### **February 8, 2022**

#### **Concerns**

- Faculty is concerned about not receiving timely notification of potential exposures of students testing positive for COVID as well as accuracy of the tests themselves.
- Discussions about use of funding made available because of PPE loan forgiveness need to include reducing class sizes and refreshing/providing technology in classrooms.
- We need to have a proactive plan for identifying Virtual Academy staff, so that adequate training may be provided. In addition, as students make class selections for 2022-23, we must have accurate numbers regarding those selecting in-person and online educational programs.
- There are concerns about the rising costs of transportation and the effectiveness of the current system. How might we make this a self-sustaining program or find another way to address this issue?
- How will the PPE loan forgiveness funding be used to improve the classroom experience and produce better academic outcomes.
- As math and English classes in grades 9-11 administer Interim Assessment Blocks tests, there is a need to confirm that online courses also are hitting these standards and are designed in a way that will prepare students for the Common Core Smarter Balanced assessments in the spring of 11th grade. Currently, these classes are not even taking course-specific common assessments required of students in in-person classes. There is a general concern about the inequity of the in-person and online experience.
- LAUSD coaches received increases in stipends. PCHS stipends need to be adjusted as well or we will not be able to maintain the program.

#### **Points of Pride**

- Faculty is appreciative of the Professional Development offered by English Language Arts teachers who are participating in a *Grading for Equity* pilot program. The second *Grading for Equity* Book club held its monthly meeting last night and is on track to use Summer mini-grants to begin exploring implementation of principles presented in the 2022-23 school year.

# Coversheet

## Human Resources Director (HR) Report

**Section:** III. Organizational Reports  
**Item:** F. Human Resources Director (HR) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** HR Board Report 02\_08\_2022.pdf





# PALISADES

## CHARTER HIGH SCHOOL

### Revised Human Resources Board Report

February 8, 2022

#### New Hire

Name	Classification/Position	Funding	Effective Date
Figel, Cathy	Substitute Teacher	General	2/3/2022
Golad, Matthew	Substitute Teacher	General	1/11/2022
Powell, Rachel	Substitute Teacher	General	1/11/2022

#### Retirement/Resignation/Release

Name	Classification/Position	Funding	Effective Date
728426	Teacher	General	06/09/2022
120112	Writing Tutor	General	01/11/2022
427689	College Advisor	General	01/28/2022
Vieira, John	Science Teacher	General	02/05/2022

#### Benefits:

There was a successful turn out for the Health and Wellness screening program provided by SISC on January 20<sup>th</sup>, 2022. A total of 54 employees participated and we look forward to having the screening again next year.

#### Staffing and Recruitment:

There's an increased need for substitute teachers as many teachers are out due to Covid-19.

#### OPEN POSITIONS

##### Faculty

Teacher – Special Education RSP  
 Biology  
 Computer Science

School Psychologist- Needs an additional hire due to work load  
 Interim Theatre Technical Director

##### Classified

Campus Aide  
 Director, Human Resources

# Coversheet

## Director of Operations Report

**Section:** III. Organizational Reports  
**Item:** G. Director of Operations Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Director of Operations Board Report 02\_08\_2022.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **Board of Trustees Meeting Operations Report February 8, 2022**

#### **Transportation/Buses:**

- The PCHS School Bus Program & Schedule is operating as it did in Fall Semester. No schedule adjustments have been made since October 2021.
- Occupancy Rate has remained ~95% so far in Spring Semester.
- The Drivers of our school buses have been continually instructed to conduct the same 2-Part Health Check we use at the campus checkpoints (Weekly COVID Tests and Symptoms) for all Students & Drivers before they board the bus to help ensure the health and safety of all on the school bus. This has been re-emphasized throughout the COVID Omicron surge.
- Our Special Ed transportation via YC and ATS has also been running the same as it did in Fall Semester. Cheaper alternatives to the ATS Special Ed Wheelchair Lift vehicle have been researched and to date ATS still appears to be our most cost-effective option.
- Athletic Trips, while being serviced fairly well, are still occasionally a struggle with the driver shortage causing us to have to scramble from time-to-time. This challenge is expected to continue all semester due to low driver supply/availability.
- At this time, there is no LACDPH or LAUSD requirements to have Bus Capacity Limits, but if the surge were to get significantly worse, or a new surge occur, that is a possibility. However, mask wearing during all bus rides remains as a PCHS requirement.
- The 2022-23 PCHS School Bus Program is set to open Registration & Scholarship Applications for next year on 3/4/2022. This will coincide with the PCHS Admission/Enrollment process via the Online Registration Process (OLR).
- Budget & Finance and the Board of Trustees ideally to start discussing the Scholarship Funding for 2022-23 in hopes for a March final determination in order to Award Scholarships as usual in April, so families have all of May before school is out to decide on their attendance to PCHS.

#### **Safety & Security:**

- PCHS conducted Safety Training for Faculty/Staff & Students the first week of spring semester, with Activity/Drill Bell Schedules each day Tue-Fri to inform/educate and drill/train Faculty/Staff & Students on our Safety Protocols, and almost 3-Hours of Faculty/Staff Training on Mon 1/10 during PD Day.
- PCHS will continue with our monthly Safety Drill schedule for all of spring semester. The 1/14 Fire & Evacuation Drill was successfully completed. The next Safety Drill is an Active Intruder Drill scheduled for Wednesday 2/16.



# PALISADES

## CHARTER HIGH SCHOOL

### Safety & Security (Continued):

- The Safety Committee has been broadened to 20 people to include representatives from more Stakeholder Groups, with currently the following representation:
  - 3 Teachers: Jimenez, Buckman, Mashbaum
  - 3 Classified Non-Operations: Leifer, Ross, Moo
  - 3 Classified Operations: Park, Roepel, Cabrera
  - 2 Students: Chris Clausen, Shaya Keyvanfar
  - 2 Parents: Bridget Guy & Mandana Hedayat
  - 3 Admins: Magee, Howard, Parcell
  - 1 School Police Officer: Officer Johnson
  - 1 School Nurse: Boyd
  - 2 Board Members: King, Paris
- Student restroom vandalism continues to be a problem (almost 100% Boys). Multiple incidents of graffiti and damage have occurred in January and first week of February. This is a continuation of the same from last semester. These incidents are primarily happening during class time or before school starts. Excessive vaping continues this semester as well.
- PCHS has secured extra portable restrooms to help with student restroom access. Unfortunately every few days they are being clogged up and temporarily shut-down as students are stuffing oranges, apples, sandwiches, bottles, paper towels, etc. into the toilets on a regular basis.
- Campus Access Checkpoint/Security staffing is continuing to operate without extra 3<sup>rd</sup>-Party security staffing above the same levels as Pre-Pandemic. Only PCHS-Internal personnel for 1-Hour are being used with the morning check-in (7am-8am).
- Without the Admin Team also working the front lines from 7:30am-8:00am each morning, the standard Access Checkpoint/Security staffing level is still not adequate to handle the last 30-Minute "Rush", when a disproportionate percentage of Students come in the last 15-20 minutes.
- COVID Protocols and Operations are continuing related to Testing Stations, Health Checkpoints, Positive Waiting Areas, Isolation Areas, Daily Rapid/Antigen Testing, etc.
- LACPDH has emphasized (as recently as 2/3) that approved surgical/medical grade or better masks being properly worn snugly over the nose and mouth is required on school campus both Indoors and Outdoors at all times. Outdoor masking may be relaxed once Hospitalizations are < 2,500 for 7 Consecutive days and Indoor masking may be relaxed once the Case Rate drops below 50 per 100,000 people, which for LA County means we're averaging ~700 New Cases per Day (currently LA County's 7-Day Avg. is over 15,000 Cases per Day, so this is a ways off).
- Details on Campus Access Requirements are posted on PCHS's website here: [go.palihigh.org/CampusAccess](https://go.palihigh.org/CampusAccess).



# PALISADES

## CHARTER HIGH SCHOOL

### Permits & Setups:

- **Permit Revenue for January 2022 is \$40,290**
  - ~\$21,990 from Facility Rentals
  - ~\$500 from Facility Parking Rental
  - ~\$5,800 from Banner Rentals
  - ~\$12,000 from Filming
  
- **Filming that took place in January:**
  - Concept Studios (still photography)
  - Sunnyside LLC (athletic sportswear still photography)
  - “Dog” Draft Kings Promo.
  
- **Filming Anticipated for February:**
  - Music video
  - Toms (still photography)
  - Birkenstock (still photography)
  - Disney+ series (potential for February into March)
  
- Banner demand continues strong, lots of new interest — the time has come for previous early banner users to renew, which is in process.
  
- Spring Permit Sports – COVID has continued to cause PCHS Athletics to have schedule adjustments and elongated seasons - with the extension of winter sports and push up start date of spring sports, facility usage for Permits has been squeezed, and causing lost revenue due to cancellation of permit teams to make room for PCHS Practices. Demand for Permit facility usage is still very healthy, and Club Sports continued to utilize our facilities when available.
  
- Annual Baseball Field Reseeding/Maintenance and Basketball Court Resurfacing completed as scheduled and both facilities being utilized by PCHS Athletics and Permits.
  
- Quite a few one-off rentals from outside groups this month, hoping to make them regulars.
  
- January 2022 Set-Ups/Events:
  - While many regular adult meetings have moved Online via Zoom, many on-campus student activities during the school day continue to thrive and need setups



# PALISADES

## CHARTER HIGH SCHOOL

### **MGAC/Pool:**

- Extended lap swim offered to community during Winter Break and continued through Mid-Feb
- PCHS PE Swim Classes begin 2/14 – Proud to be only public school in city offering comprehensive Swim program
- Upcoming ARC and Stop the Bleed trainings scheduled for Staff and Community
- Currently hosting USA Olympic Artistic Swimming on Mondays/USAAS
- Small pool controller went down for several days-will need replaced.
- Fiscal Status – Q3 Revenue to be Reported in April
- New autofill system install scheduled
- Currently recruiting lifeguards to replace departed guards
- PCHS should continue accruing/saving for major repairs in the 1-3 year timeframe as major pool components start to reach their useful life of 10+ years.
  - 1. Replace Small Pool Controller (~\$27K)
  - 2. Re-Plaster Both Pools (~\$250k)
  - 3. Replacement/Backup Competition Pool Pump (~\$35-\$50k)
  - 4. Small Pool Coping Repair and Concrete Deck Repair (~\$25k)



# PALISADES

## CHARTER HIGH SCHOOL

### Information Technology:

- The IT team has supported 21 scheduled technology setups since the last BoT meeting.
- 206 tickets were opened in the past month with 179 of them having been closed. The Apple MacBook Pro battery failure trend continues to be a common occurrence. Teachers with older workstation devices (2013-14) have put in a number of tickets requested upgrades due to slow or unusable response times from their devices, which directly affects the classroom-learning environment. Extra monitor requests are trending up, along with laptop requests for new staff and contractors, which we simply do not have.
- Printing on the main copiers since the last BoT meeting totals 147,613 pages, 80,593 less than the same period, pre-pandemic. Additionally, 51,167 pages were printed from the Duplo's. This does not include classroom or other office printing but does show a moderate drop from the same pre-pandemic period.
- Work continues on a new copier contract. The Konica Team is working to resolve all current issues before presenting an updated proposal. The new proposal will provide for replacing the five primary copiers on campus with brand new machines, including three additional devices for exclusive student use. The student solution will be paid for by ELO grant funds.
- IT continuing to work with multiple vendors on device research and testing for teacher devices, A/V equipment, and other infrastructure needs that were budget approved. Other items are regularly discussed with EdTech and LTSP to ensure appropriate devices and ongoing support for staff will be available. Ordering for some projects has begun and we are awaiting delivery (1-7 months depending on item). Due to the pandemic and supply chain related delays, it is unknown how long it will take to receive any equipment once orders are placed.
- Working with HR and Finance, IT has prepared the new Paycom time clocks for installation and is ready to move forward with installation in the Main Office, Copy Room, and MGAC Office. IT just needs the go-ahead from HR and Finance to remove the ADP devices and replace them with the Paycom devices.
- Work with our COVID-19 Lab continues on a system that is designed to facilitate an enhanced entry to campus process, and reduced forgery of test results, for all school faculty, staff and students.
- IT continues to prep/plan-out approved budget purchases and projects for the 2021-22 school year.
- IT continues to work with the Deans and other stakeholders on Student Code of Conduct and Responsible Use Policy violations that often lead to disruption of Student Learning and physical classroom issues.
- IT also has been working with the Dean's Office and Security to frequently review video footage in response to student behavior incidents on campus (graffiti, destruction, vaping, theft, etc.).



# PALISADES

## CHARTER HIGH SCHOOL

### Information Technology (Continued):

- Working with the Library to continue reporting and recovery efforts related to Pandemic timeframe fine/delinquency collections for Textbooks, Library Books and Tech Devices. During the 2020-21SY only fines for Seniors were posted online. We have now notified all classes over a multiple week period to return items that are outstanding and overdue before we posted all fines online.
- Continuing to support Attendance Office with high-use of Swipe-K12 carts, which help to process late students in the mornings, getting them into the classroom faster. We have also improved the Tardy Sweep process using the Swipe carts, including working with the vendor to improve the capabilities of the product to reduce the amount of labor that has shifted to the Deans office.
- Continuing to support PRA requests/searches as needed.
- IT continues to prep/plan-out approved budget purchases and projects for the 2021-22 school year.
  - 48 projectors ordered in August have finally arrived and been deployed out to classrooms that desperately needed them.

### Facilities/Projects - Ongoing Day-to-Day Operations/Facilities Support:

- **PPE/Supplies:**
  - KN95 Masks for Faculty/Staff are primarily being distributed out of the Counseling Office (as a help to the Health Office), and if they are unavailable, there are smaller supplies of such in the HR and Main Offices.
  - With the LACDPH continued emphasis on mask wearing both Indoors & Outdoors, and upgraded masks to the medical/surgical level, PCHS secured additional masks for the spring semester.
  - PPE Stock overall remains in great shape with stock of: Face Masks, Face Shields, Gloves, Gowns, Hand-Sanitizer Bottles, Hand-Sanitizer Refills, Disinfecting Wipes, Disinfecting Spray, Paper Supplies, Soap, Chemicals for Electrostatic Sprayers and Disinfecting Spray Bottles, etc.
  - Teacher Kits, Office Kits, Guard Kits and Bus Kits replenished as needed per email request to [FacilitiesHelp@palihigh.org](mailto:FacilitiesHelp@palihigh.org). Kits include but are not limited to the following: Surgical/Medical Masks, Face Shields, Gloves, Packages of Disinfecting Wipes, Hand-Sanitizer bottles, Bottle of Disinfectant/Purple Spray, Boxes of Paper Towels, Facial Tissue
    - Available upon request are disposable gowns.
  - Maintain all Public Area touch-less hand-sanitizer dispensers to: Baseball Field; A-Bldg. by staircase to 2nd floor, on 1st/2nd Floors for Elevator entrances bringing overall total to 25+ around campus.





# PALISADES

## CHARTER HIGH SCHOOL

### Facilities/Projects (Continued):

#### HVAC: Continued Evaluation of HVAC & Ventilation Systems

- **Bldg. Mechanical Rooms:**
  - **E-Bldg.** – Had been experience Low-to-No heat. Frozen/Stuck Mechanical room dampers were opened and now functioning properly. Replaced pneumatic t-stats where needed. There is now heat flowing into the building.
  - **Various** – Continuous day to day assessments/repairs ongoing for and items such as: Compressors, Supply/Return Fan Motors, Fan Belts, Fans/Drive-Shafts & Pullies, Strainers, Coils, Shut-Off Valves, etc. for proactive replacement via ESSER Fund Allocation.
  - **MERV-13 Filters** ongoing Monthly Inspecting & Replacing
- **Other HVACC related Items:**
  - **J101, J120 & J123 HVAC Units** – Mega star Automatic controller repairs for heating units complete.

### Facilities/Projects (Continued):

#### OTHER:

- **Boys PE Dept.** – Relocated furniture and personal belongings for PE Teachers, Athletic Director & Security Lead into portable trailers out in front of MGAC Pool Office to make way for Gym A/C project demo to take place in and around their offices. All PE Equipment and less-needed office items stored into storage container located in between the gym complex and Trailers for easy access.
- **Girls PE Lockers** - Due to ongoing Gym A/C Project the need for the back double doors, originally designed by LAUSD to be emergency exit doors only, were needed to be converted to key-based entry and exit doors. Doors continue to maintain its emergency exit door functions. Doors were equipped with new lock, new handle, new door closers and new push bars, all needed per code.
- **Portable Restrooms Trailer** – Additional higher-end portable Restrooms provided for additional student use have repeatedly had waste lines clogged due to student vandalism by overstuffing toilets with paper, food and misc. items. Waste lines separated to three independent waste lines and repeatedly unclogged to help keep functional for student use.
- **J-Bldg. Snack & Beverage Machines** – Per Academic Admins and Special Ed, Vending Machines by J-Bldg relocated to Finance Bldg. due to excessive gathering around them was too disruptive to classes going on in J-Bldg.



# PALISADES

## CHARTER HIGH SCHOOL

### Facilities/Projects (Continued):

#### OTHER (Continued):

- **Gym Lobby Boys Restroom** - (2) hand paper towel dispensers replaced due to vandalism.
- **G-2-B Restroom** - (3) water faucet push tops replaced due to vandalism
- **Tile Flooring Replaced in U101 and U104:** Few broken tiles near door entrances replaced.
- **Electronic Ballast Replacement** - Pool trailer lights
- **Pali Academy** - Basketball court drainage; seepage and sump pump maintenance
- **Transporting Nutrition & Lunch** – Facilities delivers Meals to Pali Academy twice a day
- **Baseball Batting Cage & Tennis-Court Drainage Gutter** – Maintaining sweeping/cleaning routine
- **Stadium Turf** - Weekly field maintenance on going and will continue as normal
- **Tent Set-Ups** - Security Stations and COVID Testing Stations after wind-related take-downs
- **Set Ups in Athletic Facilities:** Setups for start of Athletic Teams practice/games for Boys & Girls Basketball & Soccer Games.
- **Hallway & PE Locker Maintenance** – Continue to support/resolve several locker maintenance requests a day.
- **IPM Pest Management** – Significant degree of baiting exterior of Bldgs. for ants and roaches using *LAUSD approved products only*.

### Facilities/Projects (Continued):

#### Items set to begin and/or in progress with expected completion soon

- **Paint:** Copy Room Woman's & Men's Restrooms, Gym Lobby Girls Restroom
- **Gym Lobby:** Due to the Gym lobby entrance being taken out of commission, the exit double doors to the left will need to be converted into Entry & Exit Door with new lock and new handle to provide access to gyms.
- **Teacher Winter Survey** – Still completing some requests for various trades such as, but not limited to: Plumbing; Electrical; Locksmith; Paint; Projector Screens, Furniture Moves, etc.
- **Pool Trailers:** Install window blinds for occupants
- **Cafeteria Ovens:** Finish installation of new replacement oven



# PALISADES

## CHARTER HIGH SCHOOL

### **Facilities/Projects - Larger Scale Projects:**

- **Long-Term Underground Utilities Piping Replacement Project (LAUSD Bond Funded).**
  - Phase 1 – Completed
  - Phase 2 – Completed over Winter Break
  - Phase 3a – Started 1/15 and expected to be completed by 2/7
  - Phase 3b – Starting week of 2/7 with smaller areas by E-Bldg & Main Quad, and one by E-Bldg & U101/U103
  - Phase 4 – Anticipated to start Late Feb and be between the F/G-Bldgs. & Covered Eating Area
  - Additional Phases will continue and require barricading-off of various campus areas as an ongoing part of the project over the course of a year.
  
- **Gym A/C Project (LAUSD Bond Funded):**
  - This project will be done in conjunction with the Underground Utilities project. The Gym Project is anticipated to last ~20 Months.
  - General Contractor started on Fri 12/17. Initial work was completed that included trenching and conduit installation to connect the Gym Boiler Room to the LADWP Bldg. and to prepare Locker Rooms for the upcoming work to start later in January.
  - Phase 1 in the Boys Locker Room side of the Gym Complex is underway and anticipated to last several months
  - Boys Side of Gym Complex occupants (Boys PE Teachers, Athletic Director and Security Team Lead) have been relocated to the Trailers by the Pool.
  - Issues raised about plan to close the Large Gym for up to 6-Months, starting June 2022, which will affect the Girls VB Season and start of the Boys & Girls Basketball Season, as well as Permits usage/revenue. PCHS is working with Contractor to try to get the Gym work staggered so we will always have one of the two gyms available to us. Final determination on that is still TBD.

# Coversheet

## Director of Development Report

**Section:** III. Organizational Reports  
**Item:** H. Director of Development Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Director of Development Report 02\_08\_2022.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### Development Report Board of Trustees Meeting February 8, 2022

2/4/2022

<b>TOTAL FUNDS RAISED TO DATE:</b>	<b>Fund</b>	<b>Prior Report</b>	<b>YTD</b>	<b>Inc/Dec.</b>	<b>Budget</b>
The PCHS Fund	General	\$259,306	\$345,962	\$86,656	\$500,000
Pali Alumni Fund	General	\$4,609	\$4,609	\$0	
<b>TOTAL UNRESTRICTED FUNDS RAISED</b>		<b>\$263,915</b>	<b>\$350,571</b>	<b>\$86,656</b>	<b>\$500,000</b>
CTE Incentive Grant	General	\$183,141	\$183,141	\$0	\$0
Perkins V Grant	General	\$37,861	\$37,861	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$0	\$0	\$0	0
Rest. Donations/Pledges	General	\$30,000	\$0	-\$30,000	0
<b>TOTAL RESTRICTED FUNDS RAISED</b>		<b>\$251,002</b>	<b>\$221,002</b>	<b>-\$30,000</b>	<b>\$0</b>
<b>TOTAL FUNDS RECEIVED</b>		<b>\$514,917</b>	<b>\$571,573</b>	<b>\$56,656</b>	<b>\$500,000</b>

#### TOTAL EXPENSES TO DATE:

Bacio Design		\$1,148		\$3,500
L.A. Press Printing		\$0		\$2,500
American Direct Mail		\$1,064		\$6,900
Postage		\$414		\$1,800
Subscriptions		\$668		\$7,800
SafeSave service fees		\$4,886		\$7,500
Salaries & Benefits (Campus Unification/Development Dir)		\$103,724		\$177,812
Office supplies		\$199		\$200
Videography		\$0		\$1,500
Family Donor				
Banners		\$462		\$700
Career Day & Fair Breakfast/Lunch		\$0		\$0
Donor Bricks		\$0		\$1,500
Donor Reception		\$0		\$0
Chamber Expo		\$0		\$0
Pali High Booster Club (split donation)		\$12,750		



# PALISADES

## CHARTER HIGH SCHOOL

New Parent Welcome Breakfast	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENSES FOR UNRESTRICTED FUNDS</b>	<u><u>\$125,315</u></u>	<u><u>\$211,712</u></u>

**TOTAL NET FUNDS** **\$446,257** **\$288,288**

<b>GIVING SUMMARY BY DESIGNATION:</b>	<b># of Donors</b>	<b>Ave. Amt.</b>	<b>Total Amt.</b>
Campus Safety - COVID-19	3	\$1,439	\$4,318
Classroom Instructional Materials	4	\$509	\$2,036
Faculty & Staff Development	3	\$1,919	\$5,758
College Center	7	\$728	\$5,099
Greatest Need	223	\$1,269	\$282,886
Math Aides and Tutors	3	\$395	\$1,185
Technology and Innovation	34	\$549	\$35,127
Transportation Assistance	8	\$461	\$3,685
Visual and Performing Arts	6	\$979	\$5,871
	<u>291</u>		<u>\$345,962</u>

**Comments and Campaigns initiated to date:**

- 1.) Joint Appeal with Booster Club sent 8//21
- 2.) New Parent Welcome Breakfast was cancelled
- 3.) PCHS Fund comparison: **\$345,962** this year/**\$328,158** last year. Best YTD was **\$340,340**.
- 4.) PCHS Fund donor comparison: **291** this year/**342** last year
- 5.) New Parent Zoom Presentation 9/11/21
- 6.) Follow up Email sent to all parents 9/13/21
- 7.) Letters to last year's Banner donors who have not donated to date 10/20/21
- 8.) Driveway Days scheduled for October 25 - 28 were cancelled due to drop off complications
- 9.) Major Donor Reception held on November 4th received \$51,000 in pledges with more to come
- 10.) \$60 for the 60th Anniversary Campaign to begin the week before #Giving Tuesday to alums & faculty/  
staff and friends
- 11.) #Giving Tuesday Campaign to begin on November 21st
- 12.) #Giving Tuesday Campaign raised \$34,425.78



# PALISADES

## CHARTER HIGH SCHOOL

- 13.) \$60 for the 60th Campaign raised \$3,225 from faculty, staff, admin and alumni  
 14.) Year-End Campaign to begin on 12/27, 12/29, and 12/31  
 15.) Year-End Campaign brought in \$57,389.98

### Grants Submitted to date:

<b>Grantor:</b>	<b>Amount</b>	<b>Purpose</b>	<b>Date Submit</b>
<b>CTE Incentive Grant</b>	<b>\$183,141.00</b>	<b>CTE Funds for 2020-21 Perkins Funds for 2020-</b>	<b>1/15/2021</b>
<b>Perkins V Grant</b>	<b>\$37,861.00</b>	<b>21</b>	<b>7/15/2021</b>
Ronald W. Burkle Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Dorrance Family Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Van Konynenburg Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Eli & Edythe Broad Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
M.B. Seretean Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Lawrence Foundation	\$5,000.00	Disruptive Innovations	2/17/2021
Non-Profit Security Grant	\$131,250.00	Perimeter Fencing	4/6/2021
<b>Pacific Palisades Women's Club</b>	<b>\$250.00</b>	<b>Mosaic repair</b>	<b>7/27/2021</b>
<b>Lewis A. Kingsley Foundation</b>	<b>\$10,000.00</b>	<b>Program Support</b>	<b>8/10/2021</b>
William C. Bannerman Foundation	\$10,000.00	Disruptive Innovations	10/29/2021
	<b>\$502,502.00</b>		

\*Red italic represents grant was not approved and deducted from the total outstanding grant requests

### Grants Received to date:

<b>Grantor:</b>	<b>Amount</b>	<b>Purpose</b>	<b>Date Rec'd</b>
CTE Incentive Grant	\$183,141.00	CTE Funds for 2020-21 Perkins Funds for 2020-	6/30/2021
Perkins V Grant	\$37,861.00	21	9/15/2021
Pacific Palisades Women's Club	\$250.00	Mosaic repair	7/27/2021
Lewis A. Kingsley Foundation	\$10,000.00	Vernier probes Project	10/5/2021
	<b>\$231,252.00</b>		

Federal Grant for \$1.5 million for increasing STEM access and involvement among women and special populations we created in collaboration with XYLO Academy was not approved.

# Coversheet

## Chief Business Officer (CBO) Report

**Section:** III. Organizational Reports  
**Item:** I. Chief Business Officer (CBO) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CBO Board Report 02\_08\_2022.pdf





# PALISADES

## CHARTER HIGH SCHOOL

**CBO Report**  
**Board of Trustees Meeting**  
**February 8, 2022**

**2021-2022 BUDGET UPDATE**

- As shown in our First Interim report, PCHS is projecting a deficit of \$336,943.
- At our Special Budget & Finance committee meeting on 2/7, we identified ~\$183,150 of unbudgeted transportation expenditures. CBO recommendation is to reallocate relief funds (currently allocated for 2023-24) to close the gap.

**STATE BUDGET UPDATE: 2022-23**

- The Governor’s January workshop (held virtually) detailed some insight into the 2022-23 budget.
- **COLA:** The governor’s proposed COLA is 5.33%.
  - The Legislative Analyst Office (LAO) is projecting a higher COLA at 6.17%. The final COLA will be confirmed in May 2022.
- **ADA:** The governor’s proposal is to base ADA on a new funding mechanism (see below). However, this is only for school districts and excludes Charter schools. There will be additional discussions to determine if Charter schools should be included. Higher of the following:
  - (1) Current Year ADA, (2) Prior Year ADA, OR (3) 3-year average of ADA
- **Universal Meals:** The governor’s proposal calls for universal meals (2 free meals per student per day). Additional funding is provided to offset the cost.
- **STRS/PERS:** Unfortunately, there was no additional funding to off-set the increasing pension obligations. As a result, the employer contribution rates will significantly increase in 2022-23.

Employer Contribution Rates	2020-21	2021-22	2022-23
PERS	20.7%	22.91%	26.10%
STRS	16.15%	16.92%	19.10%

- Additional one-time funding was allocated for Special Education, Facilities and Transportation, although the impact to PCHS is unknown at this time.

**COMPLIANCE**

- The 2020-2021 audit has been finalized and submitted on 1/31.
- Compared to 2019-2020, PCHS’ financial position changed significantly due to the following:
  - **Decrease in OPEB liability** (retiree benefits) from \$21.2 Million to \$14.38 Million. This is a result of investing the retiree benefit funds and the school now being able to use a 5% target rate of return. Previously, the auditor/actuary required us to use a lower rate of 2.67%.
  - **PPP loan:** The \$4.6 Million loan is no longer shown as a liability given the forgiveness amount. Although the forgiveness happened in the 2021-22 year, the auditors were required to follow FASB guidelines and account for it in 20-21.



# PALISADES

## CHARTER HIGH SCHOOL

- Unfortunately, there was one (1) audit finding related to our Unduplicated Pupil Count.
  - Of the English Learner (EL) sample population tested, one (1) of the students reclassified in the 2018-2019 school year. However, CALPADs reporting still designated the student as an English Learner in 2020-2021. The clerical error has a fiscal impact of \$557.
- We are planning an audit debrief with the audit committee in the coming week. The auditors will also present the report at the March 2022 board meeting.

### EMPLOYMENT BENEFITS

- We are working with Arthur J. Gallagher & Co (our insurance broker) to explore options for alternative employee benefits coverage (medical, dental, vision, life, etc.). This includes coverage for active employees, retirees, and eligible dependents. This was discussed in the LTHB committee meeting, and we have asked Gallagher to explore the following options:
  - Explore matching the exact LAUSD benefits
  - Explore options with a Health Savings Account (HSA), Health Retirement Account (HRA) or comparable coverages
  - Explore a non-composite plan.
- We are in the process of providing census data to our insurance broker so that they can market our package and provide us with options by March 2022.

### INVESTMENT OF RETIREE FUND

- To confirm, \$5 Million of the retiree benefit fund (Fund 20) has been transferred into our brokerage account at Merrill Lynch (under management of the RVR Group). Moving forward, we will make monthly contributions to the invest account (from the Retiree Benefit Fund). These contributions include (1) the track loan repayment and (2) PCHS' contribution of \$790,000 (which was approved as part of the 2021-22 budget).
- The investment management team at Merrill Lynch has already invested \$1,125,000 into the market. The recommendation was to dollar-cost-average the remaining amount, on a monthly basis. Meaning, each month the investment manager will put another \$1.125 Million into the market, until we are fully invested.
- We expect to be fully invested by June 2022. Although, the investment advisor communicated that market volatility, or a market dip, could accelerate our investment timeline.
- Things like the impact of the pandemic, supply chain constraints, corporate earnings, and the potential Federal Reserve rate hike, are all contributing to market volatility. Therefore, dollar-cost-averaging is a more conservative approach to take.
- We are aiming for a March 2022 portfolio review from the investment manager.

### CAFETERIA/NUTRITION

- Request For Proposal (RFP): We are in the process of bidding out the food service contract. The deadline was extended. We will keep all stakeholders informed of how the RFP is proceeding.
- The bid will include a tour, meeting with stakeholders and we will also solicit feedback from LTSP and budget committees in Feb-April 2022.
- Additionally, our large 4-door reach in refrigerator is not working (fell below the required temperature for food safety). On the day it stopped working, the health inspector also came. It was noted in our recent health inspection. We are in the process of soliciting quotes for a replacement. It will be less expensive to get 2 two-door fridges instead of 1 four-door fridge.



## NEW SOURCES OF FUNDS

- **Reminder: A-G Completion Improvement Grant:** PCHS' preliminary allocation is \$816,034. The final allocation will be available in February 2022. This grant must increase access to A-G courses and eligibility. PCHS must adopt a plan by April 1, 2022, and must spend the funds 2026. The CDE has not yet provided a template for the grant/plan. More information regarding allowable can be found [here](#).

## LOOKING AHEAD

- PPP: full forgiveness was granted in January 2022. We will be soliciting feedback from all stakeholders to identify spending priorities for the funds.
- Second Interim is due on 2/23. This is our 2<sup>nd</sup> checkpoint and a chance for us to revise the budget/assumptions.
- The 2022-2023 budget development process starts now. We will provide budget buckets to all departments and host various meetings to solicit feedback, understand needs and propose a budget that (1) reflects stakeholder feedback, (2) supports our LCAP/goals and (3) is balanced.

# Coversheet

## Executive Director/Principal (EDP) Report

**Section:** III. Organizational Reports  
**Item:** J. Executive Director/Principal (EDP) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** EDP Board Report 02\_08\_2022.pdf  
PCHS 2022-23 Registration Process.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **Executive Director/Principal Report Board of Trustees Meeting February 8, 2022**

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

#### **School Accountability Report Card (SARC)**

Schools receiving state funds are required to submit and post annual report cards to provide information for parents and community members. State law requires the following information be included:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

More information about the School Accountability Report Card (SARC) can be found on the CDE website: <https://www.cde.ca.gov/ta/ac/sa/parentguide.asp>

The 2020-2021 PCHS SARC report is included in the meeting materials, posted on the school website and housed on the CDE SARC website <https://sarconline.org/public/findASarc>. Reports for the previous school year are submitted annually in February. Special thanks to Ramona Bostick, Joel Jimenez, and Monica Iannessa for coordinating this effort!

#### **Schoolwide Goals Update**

The PCHS Board of Trustees, Executive Director/Principal, Directors/Assistant Principals and students representing ASB Leadership, Ambassadors, Justice Union, BSU, LSU and more met in Mercer Hall on Saturday, August 18 to discuss schoolwide goals for the 2021-22 school year and beyond. The group reviewed the previous schoolwide goals, critical benchmarks identified in the WASC Accreditation Action Plan for Equity, the Local Control Accountability Plan (LCAP) surveys, and the annual LAUSD Charter School Division Compliance Audit.

The current schoolwide goals build on previous goals and address academic achievement, budget/fiscal, communication, diversity, and student socioemotional well-being.

Progress toward one or more of the goals will be reported monthly to the Board of Trustees and stakeholders. This month's focus is on the Student Socioemotional Well-Being Goal:



# PALISADES

## CHARTER HIGH SCHOOL

### Student Socioemotional Well-Being

#### *Long Term Aspirational Goal*

PCHS will continue to cultivate and explore opportunities for social-emotional wellness, development of life skills, and stress management both inside and outside the classroom.

#### *Action Items:*

- Incorporating weekly announcements.
- Providing learning opportunities through the curriculum to support SEL within PODS, seminars, and mentor programs.
- PCHS leadership and clubs will communicate opportunities for SEL across social media platforms and classroom announcements.
- Offer classes focusing on life skills, healthy relationships, and positive mental health strategies that count toward graduation credit.
- Review the Wellness Policy semiannually and promote strategies to foster healthy lifestyles.

#### *Current initiatives:*

- Mindfulness Messengers meet regularly and lead mindful moments during morning announcements. The Pali Pause is used to begin many meetings and is also incorporated into some classes.
- The Child Mind Institute provided free evidence-based resources that can help PCHS teachers teach students the mental health skills they need to be more ready to learn. <https://childmind.org/healthyminds/educators/>
- Investigating *Overcoming Obstacles* secondary curriculum to integrate into 9th grade and Study Skills classes. <https://www.overcomingobstacles.org/portal/en/grade-level/high-school>
- “Life Safety Skills for Teens and the Adults that Care For Them” class assemblies and parent forum scheduled with Jonathan Cristall.
- Interventionist targeting high needs students in collaboration with counselors and Mental Health team.
- National Alliance on Mental Illness (NAMI) partnered with 9th grade English to give their annual presentation, “NAMI Ending the Silence.” This presentation features individuals and family members whose lives have been affected by mental illness, who visit high schools to provide "real-life" perspectives based on personal experiences.  
Each trained presentation team includes a young adult in recovery. The program provides real faces and real-life stories that help high school students learn more effectively. Students get a rare opportunity to ask questions about mental illness that are too often surrounded by silence.
- Study Skill Course curriculum development expanding to include executive functioning skills such as organization, calendar planning, setting goals, and interpersonal relationship development.





# PALISADES

## CHARTER HIGH SCHOOL

- Career Tech Education Program units include soft skill development and career research.
- Business Enterprise class, VEI and DECA provide real world experiences for students interested in entrepreneurship and marketing.
- PCHS provided Spring Safety Week Lessons and Activities that will be revisited throughout the school year.
- Weekly 7th period workshops: This Spring Skills Workshop series is held by Lyn Lim during 7th period in U102. In the weekly workshops, students will explore feelings, effective ways of communicating, problem solving, goal setting, and how to manage stress.
- Restorative Saturday School is being implemented as an alternative to suspension.
- Identify National Recognized Wellness Center Programs (9-12) campus as one method to ensure continual alignment with best practices for mental health services.
- Provide Professional Development for the Mental Health Team.
- Increase support for the Mental Health team to include a Restorative Practitioner. The Practitioner would serve as a support between PBIS and Therapeutic support. Explore funding streams for this potential position.
- The Dean's office and Pali mental health work very closely together. Formalize a process to facilitate ongoing collaboration.
- Pali has a new National Alliance on Mental Illness (NAMI) Club on campus that meets weekly.
- Work Experience has now become a Dual Enrollment class with WLACC. Students in this course work with WLACC to gain career skills along with earning BOTH PCHS and college credit.

### **2022-23 Registration**

Applications for the 2022-2023 school year opened Tuesday, October 12, 2021, and will close Monday, February 28, 2022. All prospective families must submit an application. The applications are collected then sorted by preference order. Based on our charter and a policy adopted by the Palisades Charter High School Board of Trustees, admission is granted to students in the following preference order:

1. Residents of the former attendance area of Palisades High School.
2. Siblings of pupils admitted or attending the charter school
3. Children of PCHS staff not to exceed 5% of the school's enrollment
4. Students who **have culminated** from Paul Revere Charter Middle School
5. Those who qualify for free or reduced-price meals
6. Applicants who reside within LAUSD's attendance boundaries
7. Applicants that reside within the state of California, but not within LAUSD boundaries.

For more information about the PCHS 2022-23 Registration Process, refer to the attached report from Amy Onyendu, Assistant Principal/Director of Admissions and Attendance.



# PALISADES

## CHARTER HIGH SCHOOL

### **2022-23 Bell Schedule Changes**

SB 328 known as the later school start bill goes into effect July 1, 2022. All California public districts are required to start high schools no earlier than 8:30am and middle schools no earlier than 8:00am. The Academic Accountability Committee was tasked by the Board of Trustees to discuss potential bell schedules and has requested proposals to review. Bell schedules are a negotiable item. After vetting proposals and gathering stakeholder feedback, PCHS will collaborate with UTLA-PCHS to determine the most appropriate schedule for the coming school year. The final recommendation will be brought to the Board of Trustees for approval.

### **LAUSD Charter School Division Annual Compliance Review**

**Virtual Visit on April 5 and in-person site visit on April 8 -** The virtual visit will consist of a Zoom meeting with the school's leadership team to discuss/debrief (a) the school's responses to the oversight focus questions; (b) the results of our "virtual binder" document review; and, (c) the review of the school's special education program and Welligent reports. The in-person site visit will include a physical visit to conduct classroom observations followed by a discussion/debrief of the classroom observations and to complete a health and safety inspection. Additionally, the assigned Fiscal Oversight Administrator will separately schedule the fiscal segregation of duties review.

### **Human Resources Director Search**

PCHS is currently seeking highly qualified, experienced applicants for the position of Human Resources Director. HR consultants Patti Jaffe and Richard Tauer will be leading the search for this position. Both Patti and Richard have each supported Pali in the past in the areas of recruitment, culture & climate, schoolwide goal setting, and union discussions. Patti and Richard will also serve as Interim HR Directors during the search to fill this position. Details and timeline of the search will be provided in an upcoming communique.

If you are seeking Human Resources support or have feedback to provide regarding the Human Resources Director search, reach out to Richard Tauer, Interim HR Director, at [rtauer@palihigh.org](mailto:rtauer@palihigh.org) and Patricia Jaffe, Interim HR Director, at [pjaffe@palihigh.org](mailto:pjaffe@palihigh.org). Contact Monique Parks, Human Resource Generalist, at [mparks@palihigh.org](mailto:mparks@palihigh.org) for any other queries.





## **PCHS 2022-2023 Registration Process**

**Prepared by: Amy Onyendu**

The Office of Admissions and Attendance oversees the registration of new students, transfers, education verification, and withdrawal of students.

Applications for the 2022-2023 school year opened Tuesday, October 12, 2021, and will close Monday, February 28, 2022. There will be no exceptions to the application dates mentioned. To be admitted to PCHS, ALL families MUST complete an application (this includes Paul Revere Students, Siblings, etc.). PCHS uses a third-party system, Lotterease, to run our enrollment lottery for transparency and fairness. Because Lotterease is an independent system, the school staff cannot manipulate or adjust the lottery outcome. Only one application submission will be accepted per student. Our application and enrollment process does NOT follow a "first come, first served" approach. The applications are collected then sorted by preference order. Based on our charter and a policy adopted by the Palisades Charter High School Board of Trustees, admission is granted to students in the following preference order:

1. Residents of the former attendance area of Palisades High School.
2. Siblings of pupils admitted or attending the charter school
3. Children of PCHS staff not to exceed 5% of the school's enrollment
4. Students who have culminated from Paul Revere Charter Middle School
5. Those who qualify for free or reduced-price meals
6. Applicants who reside within LAUSD's attendance boundaries
7. Applicants that reside within the state of California, but not within LAUSD boundaries.

After completing an application, families will be notified by email from Lotterease on updates of their student(s)'s application once the lottery runs the first week of March. Once the lottery has run, families who have been selected will have 14 days to confirm or decline their seat. If after 14 days and no response is received in the system, an automatic DENIAL will occur, and the seat will go to the next student on the list. Students will NOT be eligible to rejoin the list or be re-offered the denied seat. Our staff does not have the capability to relist those students.

Once seats are confirmed, a SECOND email with OnLine Registration (OLR) information and link to begin registration will be sent. This is the START of the registration process for PCHS for the 2022-23 school year. All documents MUST be uploaded into OLR. An additional 14 days will be given to upload requested documents and complete their student's application or the registration will be denied. Space will be given to the next student in the waitlist. If assistance is needed with the OLR application process, families may contact the Admissions/Attendance Office at 310-230-6629.

### **Mid-Year Transfer Students who live WITHIN PCHS**

Families who transfer their student(s) to PCHS during the current spring semester (21-22) must verify their home address falls under the Palisades Charter High School attendance area before enrollment. They may verify their address by visiting our admissions website and using the link provided for residence school identifier. Once the address has been verified, families will need to make an appointment with our Admissions Team. During this appointment, families will need to provide documentation for proof of residency along with originals/copies of specific items listed on the website.

# Coversheet

## Admin. Safety and Security Team

**Section:** III. Organizational Reports  
**Item:** K. Admin. Safety and Security Team  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Cal OES - Active Shooter Awareness Guidance.pdf  
REMS\_TA\_Center\_Sample\_Risk\_Assessment\_Matrix.pdf



**Cal OES**

**GOVERNOR'S OFFICE  
OF EMERGENCY SERVICES**

# **ACTIVE SHOOTER AWARENESS GUIDANCE**

**February 2018\*\***  
**Cal OES Law Enforcement Division**

**[www.caloes.ca.gov](http://www.caloes.ca.gov)**

\*\* Latest Update includes Access and Functional Needs (AFN) Considerations  
and new contact information for Active Shooter Program Coordinator

## ABOUT THIS UPDATE

On December 2, 2015, terrorists attacked the Inland Regional Center in San Bernardino, California. Because the center serves individuals with intellectual and developmental disabilities, initial reports indicated the attack was an assault on the disabled. Though it was later learned not to be the case; the thought of an attack on individuals with disabilities raised serious concerns. Paramount among those concerns was the general recognition that there was a lack of guidance and training regarding the access and functional needs (AFN) considerations associated with an active shooter attack. To address this important issue, the California Governor's Office of Emergency Services' (Cal OES) Office of Access and Functional Needs (OAFN) spearheaded the development of active shooter awareness guidance.

The guidance, which is the first-of-its-kind, was created by bringing together a work group consisting of representatives from law enforcement, the California State Council on Developmental Disabilities, emergency managers, the California Specialized Training Institute and other disability stakeholders.

The guidance informs the following three audiences regarding how to promote the safety and security of individuals with disabilities and persons with an AFN during an active shooter attack:

### 1. Workforce management

Workforce management has a primary responsibility for the safety and security of their staff. As individuals with disabilities and AFN are employed throughout the workforce, management needs to understand how best to integrate their needs into emergency planning, such as evacuation procedures and crisis communication during an active shooter attack.

### 2. Individuals with disabilities and access and functional needs (AFN)

The current mantra taught for personal protection during an active shooter attack is "Run, Hide, Fight". While reasonable and appropriate, each of those steps has AFN-related implications. Persons with disabilities and AFN should ensure their individual needs are integrated into their organization's emergency evacuation plan, develop a "buddy system" for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack.

### 3. Law enforcement/first responders

Law enforcement and first responders called upon to respond to an active shooter incident may encounter individuals with disabilities or persons with AFN among the survivors. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities and AFN during and after an active shooter event.

This updated version of the Active Shooter Guidance includes AFN considerations that will yield a safer, more resilient whole community.

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**PROFILE OF AN ACTIVE SHOOTER**

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Other times, individuals at the site of an attack take action to mitigate the threat (though this is advised only as a last resort).

**THE ACTIVE SHOOTER ENVIRONMENT**

The active shooter environment is complex and dynamic. Individuals threatened by an active shooter(s) have to function with little to no warning in a manner that promotes safety and security for themselves and possibly others. This can be extraordinarily challenging without prior training and preparation. Active shooter environments have the potential to push individuals to their physical, emotional and mental limits and can create intense feelings such as fear, panic, disbelief, grief and anger.

The human response to danger evokes a wide array of reactions commonly understood as “Fright, Flight or Fight”. A person may be frightened to such a degree that they are frozen and unable to move, others immediately take flight in order to get away from danger or hide, and others may instinctually fight back by confronting the active shooter. It is possible for any one individual to experience all of these reactions over the course of an incident and there is no right or wrong instinct.

Sensory considerations are also relevant as individuals may be dealing with blaring fire or security alarms, flashing lights, water from sprinkler systems, the sounds of gunfire and screaming associated with an active shooter environment.

Understanding the realities of the active shooter environment before an event is important because it enables individuals to prepare themselves in advance to react decisively and thoughtfully. Doing so not only increases their chances for survival; it increases the likelihood that persons who are able to do so will be empowered to assist those around them either through a “buddy system” or less formally as needed.



## TAKING ACTION IN AN ACTIVE SHOOTER SITUATION

When an Active Shooter is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

### 1. Run (evacuate)

The absolute best, most ideal response to an active shooter situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape, (if possible use "buddy system");
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

### Workplace management

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- **Evacuation planning.** Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common

areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.

- The buddy system. Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a "buddy system" whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.
- **Situational awareness.** Management need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- **Cross-training.** Management should implement cross-training as part of the organization's emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

**Individuals with a disability or an access and functional need (AFN).** Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization's emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a "buddy system" with coworkers. "Buddies" should educate partners concerning the respective physical, psychological and communi-

cation assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;

- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

**Law enforcement/first responders.** When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual's disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counter-intuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

## 2. Hide

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not trap the individual or restrict individual's options for movement; and
- The area should provide protection if shots are fired in individual's direction.

To minimize the chances of an individual's hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

**Workplace management.** Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create "safe rooms", train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on

their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

**Law enforcement/first responders.** When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;
- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

### 3. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a "Not Today" attitude (deciding that today is not the day they are going to die).

**Workplace management.** When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

**Individuals with a disability or an access and functional need (AFN).** Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

**Law enforcement/first responders.** Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

#### When Law Enforcement Arrives

Law enforcement's role is to stop the active shooter as soon as possible, which means officers will proceed directly to the area in which the last shots were heard without stopping to help injured persons.

Officers will usually arrive in teams of four and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns and handguns. Officers will shout commands, provide non-verbal instruction and may push individuals to the ground for their safety.



Individuals in an active shooter situation can assist law enforcement during their response by doing the following:

- Putting down any items in their hands (e.g., cell phone, bags, jackets);
- If possible, immediately raising their hands and spreading fingers;
- Keeping hands visible at all times;
- Avoiding quick movements toward officers, such as holding on to them for safety;
- Avoiding pointing, screaming and/or yelling; and
- Avoiding asking officers for help or directions.

To avoid causing additional fear, stress or emotional strain; it is critical for individuals with a disability or AFN and their support or buddy system partner(s) to be aware of how law enforcement will respond to an active shooter incident. Ensuring everyone understands this is a collaborative process between workplace management, individuals with a disability or an access and functional need and law enforcement.

**Workplace management.** In training, it is important for management to explain to staff how law enforcement will respond to an active shooter incident. As a part of the explanation, management should indicate that during a response:

- There may be loud noises such as bangs, yelling and sirens;
- There may be officers in military-style gear;
- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN need to understand the importance of:

- Remaining calm;
- Staying put until cleared by law enforcement;
- Utilizing self-soothing techniques (if needed);
- Following officers' instructions; and
- Using a "Buddy System" if helpful.

**Law enforcement/first responders.** The more information responders have prior to entering an active shooter situation, the better. Situational awareness can be difficult to gather, but details matter – especially as they relate to who is inside the building. Knowing ahead of time whether there are individuals with a disability or an AFN on site and what type of disability or AFN they have can help officers ensure a safe and effective response.

### Communication with Law Enforcement

**Workplace management.** Individuals with a disability or an access and functional need and law enforcement need to communicate before, during and after an active shooter attack. As part of being proactive with their emergency preparedness plan, property management or facilities managers should communicate their emergency plans with first responders and law enforcement regularly. Law enforcement should reach out to learn about the disability and AFN-related needs within the communities they serve. Management should institute a "roll call" system into their emergency preparedness plan as a means to accounting for all staff once they have reached a safe location or assembly point.

Individuals with a disability or an access and functional need (AFN). Individuals need to know that, once they have reached a safe location, they will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Law enforcement and workplace management should also work together to help ensure everyone understands that, when possible, persons in an active shooter incident should communicate the following information to 911 operators:

Location of the active shooter(s);

- Number of shooters, if more than one;
- Physical description of shooter(s);
- Number and type of weapons held by the shooter(s);
- Number of potential victims at the location; and
- Identify any AFN needs and locations.

## Communicating Effectively during an Active Shooter Situation

When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Active shooter situations are rapid, complex events and becoming familiar with tips for effective communication can help ensure a safer and more effective response.

The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

### Blind/Low Vision

- Announce your presence, speak out, state the nature of the emergency, and then enter the area.
- Avoid shouting and speak directly to the individual.
- Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
- When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).
- If leading more than one individual, ask them to help guide the person behind them.
- Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.

### Cognitive Disabilities

Signs to look for that may indicate elevated stress levels:

- Fleeting eye contact;
- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic;

- Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:

- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

### Deaf or Hard of Hearing

- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or "buddy", if one is present.
- Use facial expressions and have gestures as visual cues.
- Keep your face visible at all times and keep instructions in the present tense using basic vocabulary.
- Once individual is in a safe location, offer pencil and paper for written communication if no interpreter or "buddy" is present.

### Mental/Behavioral Health

- Speak slowly and in a calm tone.
- Keep communication straightforward, clear and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.
- Try to avoid interrupting a person who may be disoriented; just let them know that you have to move quickly.
- Have a forward leaning body position to show interest and concern.

## Service Animals

- Evacuate the owner and the animal together. Avoid separating them whenever possible.
- If an animal is wearing a harness or vest, it is on duty. If you are asked to take the animal while assisting the individual, hold the leash and not the harness (if applicable).
- Service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the scene.
- The animal may not be specially trained as a service animal. People with psychiatric and emotional disabilities may have a companion animal. Be understanding and treat the animal as a service animal.

## Physical Disabilities

- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.

## Pregnant Women

- If the pregnant woman is otherwise healthy, she can be included in evacuation plans.
- Be as calming as possible as expectant mothers may become anxious during emergencies.
- Provide reassurance of assistance and meeting identified needs.
- Provide fluids once she has arrived to a safe location.

## FUTURE ACTIVE SHOOTER AWARENESS TRAINING



### Contact Information:

#### California Governor's Office of Emergency Services Law Enforcement & Homeland Security Branch

#### B.J. Jones

Active Shooter Program Coordinator

(916) 531-2416

bj.jones@caloes.ca.gov

3650 Schriever Avenue

Mather, CA 95655

For more information, visit us online

[www.caloes.ca.gov](http://www.caloes.ca.gov)



# Coversheet

## Academic Accountability Committee Update

**Section:** IV. Board Committees (Stakeholder Board Level Committees)  
**Item:** A. Academic Accountability Committee Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Draft Minutes of AAC Meeting 1\_27\_22.pdf





# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **ACADEMIC ACCOUNTABILITY COMMITTEE (AAC) MEETING**

**Date and Time:** Thursday January 27, 2022 at 3:30pm

**Location:** via Zoom

### **I. Preliminary**

- A. CALL TO ORDER: by Minh Ha Ngo at 3:30pm. Recording started.
- B. ROLL CALL: Paul Mittelbach, Steve Klima, Randy Tenan-Snow, Michael Friedman, Minh Ha Ngo, Amy Onyendu, Talia Davood (left at 4pm), Jewlz Fahn, Monica Batts King, Malika Mirkasymova, David Picard  
ABSENT: Brenda Clarke, Amelia Sims
- C. APPROVAL OF MINUTES: 12/2/2021  
Paul M. moved to approve the minutes, Steve K. seconded the motion.  
Roll call for a vote: Randy TS - yes, Steve K. - yes, Paul M.- yes, Talia D. - yes, Michael F. - yes, Amy O. - yes, Minh Ha N. - yes, Malika M. - yes, David P. - yes. Jewlz F. - abstained, Monica BK. - abstained. **THE MINUTES WERE APPROVED.**

### **II. Public Comment - 16 min allocated**

None.

### **III. Discussion and Action Items**

#### **A. Meeting protocols**

Minh Ha N. explained that, following California Governor Newsomes' order, AAC may meet virtually by Zoom through March 31. This format is more accessible to traveling parents. All votes will be done by voice, as well as roll call.

Considering this format, there is no need to disclose locations, whereas for hybrid meetings AAC members accessing meetings by Zoom will have to do so. Next meeting will take place on February 24th and will follow on the last Thursday of every month.

#### **B. New Bell Schedule Discussion**

- a. Update on Calendar Stakeholder Survey

Steve K. demonstrated an online version of the survey. Introduction was written by Dr. Lee and includes all the reasons for reconsidering the bell schedule. The survey working group includes Randy TS, Talia D, and Jewelz F. The survey has not been distributed to Pali teachers because some terms remain **undefined** (e.g. "flex time"). The group is waiting for a response from the admin.

Talia emphasized that not clarifying terms in a student survey will lead to collecting of the wrong data.

Amy A. offered to take these questions to the administration to be resolved.

Steve K. expressed his hope for a full-blown community discussion of this issue: one faculty meeting dedicated just to bell schedule, as well as one student senate meeting. Minh Ha N. suggested that it can be a “special” meeting, but Steve K. was concerned that attendance would suffer in that case.

Amy A. offered to help organize the student senate meeting, but wanted to know the “end goal”. Minh Ha N. stated that at minimum the school schedule will move to an 8:30am start as the state of California mandates for 2022-2023 school year. We are trying to use this opportunity to accommodate other important changes. She emphasized that at first, the discussion should focus on what kind of changes we can use, then, go for the specifics.

Talia D. reminded that a long introduction would not work for the student survey.

There was a consensus that AAC needs to move on the issue (Randy TS), maybe in small steps (Minh Ha N.), as some things are impossible to implement for next year (Paul M.)

Minh Ha N. brought up the need to involve parents in this discussion. Jewlz F. was concerned that the majority of Pali parents are not aware of the state mandate for next year and asked for publicity of that particular issue starting now. (Town halls, robo-calls, weekly emails, etc.). Amy O will start publicizing the new start time of 8:30am on our communiques.

Michael F. asked if the athletics schedule will be moved forward as the result of the new start time. Steve K. has learned from Russel Howard, AP for Athletics, that the athletic competition schedules will not change and students will have to miss more instructional time.

#### **b. Schedule Change Process**

Steve K. shared a guide developed by UC Berkeley (for an excerpt of the document see Addendum #1). He was concerned that AAC had not taken some of the recommended steps. Minh Ha N. thought we are at the **top** of the process.

Monica BK was concerned that, despite the state mandate, there will be a lot of pushback from parents because of the conflict with work schedules and long commute for many of them. Need to consider that a significant number of students will be in the area early and prepare local businesses for such eventuality. Reminded that private schools hold some sport practices in the morning before school.

Minh Ha N. suggested that AAC focuses on a two step approach:

- minor changes happening next year and
- consensus building for all other changes for the following year

As a response to a proposal to offer additional classes during “0” period Steve K. reminded that they don’t count towards instructional minutes because they are **not offered to everyone**. That is true for 7th period classes as well. He also reminded that any proposed schedule changes need to be submitted before June 30th because they are part of the contract negotiations.

### c. Next Steps

All agreed that teachers, AAC members will have conversations with faculty before the next (February 24) meeting. After a discussion of how and when to schedule teacher and student forums, Minh Ha N. concluded that March is a more realistic timeline for the surveys. Steve K. suggested using 7th period in addition to the faculty meeting to have a 2 hour slot and asked admin to be present to answer questions, etc. .

Amy A. reminded that these ideas would be received better coming from colleagues, not admin.

### C. Cap on Enrollment in AP Courses

(This agenda item was discussed at the end of the meeting, out of intended order)

Minh Ha N. reminded the committee that this idea was introduced at the last meeting. A few years ago Mr. Burr and Mr. Castro had proposed limitations on AP class enrollment to the Curriculum Council but it didn't move through. Now there's a need to revisit it. There's an example of an academically very rigorous school, Harvard-Westlake, who adopted this change successfully.

In the next month Minh Ha N. and Mr. Burr will collect input from AP teachers and department chairs, as well as the hard data. Malika M. asked if it is possible to connect the academic data sets to the mental health department data.

## IV. New Business (Discussion Only)

### A. Committee Goals for 2021-2022

- a. The bell schedule will remain a priority - Minh Ha N. - including short term (next year) and long term changes.
- b. In response to concern from Brenda Clarke about limits on what issues are in the purview of AAC, Minh Ha N., Randy TS., Steve K., and Malika M. met with the Board president Dara Williams. A 2015 Board resolution covering precisely that issue was discussed. (see Addendum #2)

The resolution states that AAC will identify and invite particular academic departments to gather information and pass it to the Board. Minh Ha N. produced the list of departments/programs. (see Addendum #3) She suggested that one department/program at a time presents. She w

Randy TS brought up the fact that the vaccine mandate will go into effect next academic year. That will create a greater demand for Virtual Academy (VA). For example, this week, the forth one in spring semester, VA is still enrolling students. Minh Ha responded that planning for a new program is a different process, not the one under discussion. These new VA students may want a **remote learning program, not an independent study program**, which is something new that needs to be created.

Paul M. pointed out that AAC and the school at large have to become more data-driven in the decision-making. Minh Ha N. agreed that AAC can create a *structure* for decision-making that can be applied to the entire school. Lastly, she proposed that AAC members prioritize all the departments & programs on the list.



Michael F. proposed that VA presents first because it is going through a tremendous growth and change. Minh Ha N. agreed, will prepare a report template and asked Randy TS to present a VA report at the February meeting.

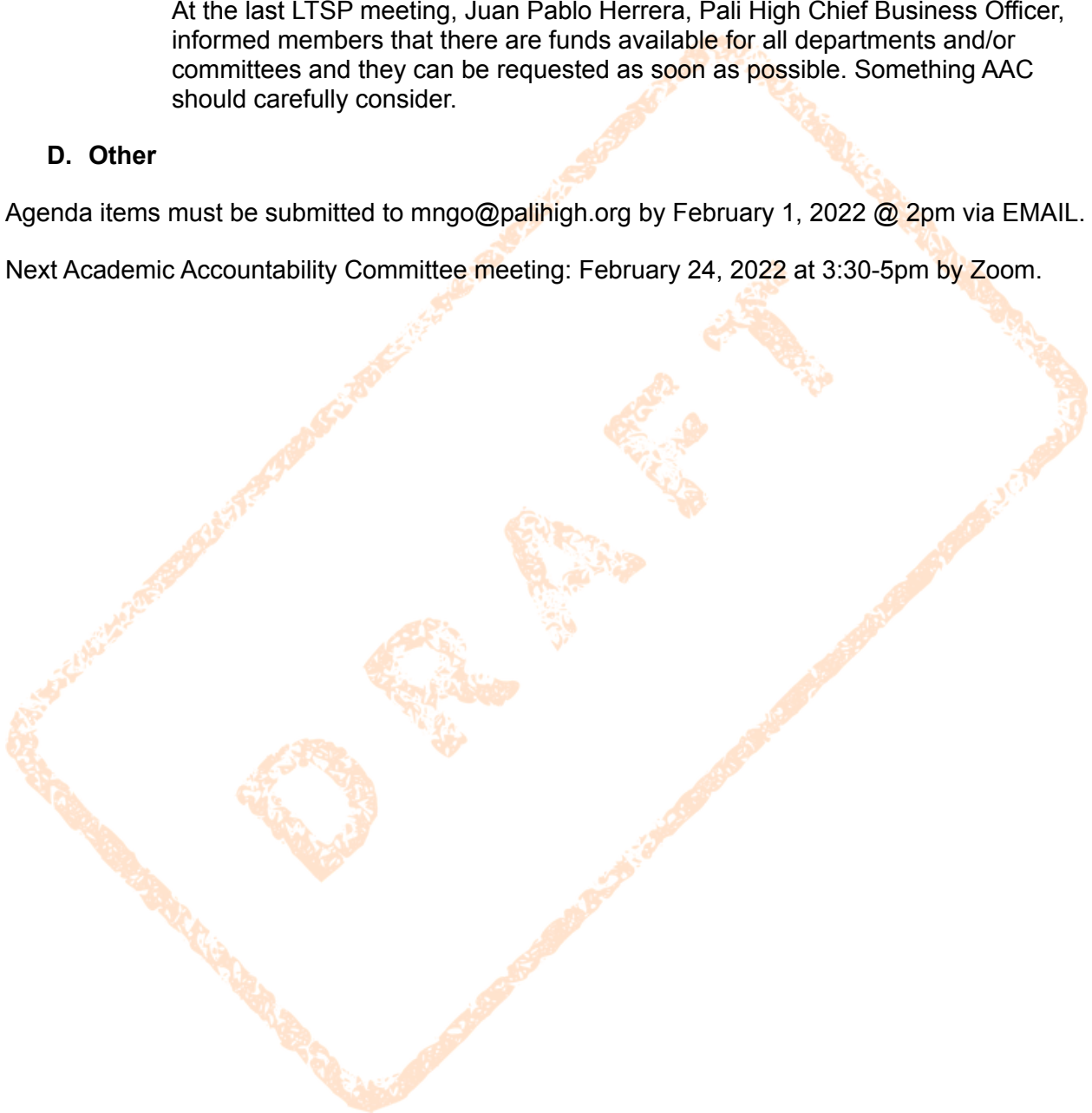
c. Budget Considerations for AA Committee

At the last LTSP meeting, Juan Pablo Herrera, Pali High Chief Business Officer, informed members that there are funds available for all departments and/or committees and they can be requested as soon as possible. Something AAC should carefully consider.

**D. Other**

Agenda items must be submitted to [mngo@palihigh.org](mailto:mngo@palihigh.org) by February 1, 2022 @ 2pm via EMAIL.

Next Academic Accountability Committee meeting: February 24, 2022 at 3:30-5pm by Zoom.



## ADDENDUM #1

# DECIDING ON A BELL SCHEDULE AND/OR JUSTIFYING/ COMMUNICATING A BELL SCHEDULE CHANGE (District Version)

**(An excerpt)**

***A Sampling Of Different Elements To Consider, Different Inquiry Approaches To Take, And Different Communications About Bell Schedule Decisions (includes a few school-specific examples as these may help inform process guidelines)***

***Includes examples from the following (among other) schools and districts:***

- ***4J School District, Eugene, Oregon***
- ***Lutheran High School of St. Charles County, St. Peters, Missouri***
- ***South Washington County Schools, Minnesota***
- ***Hawaii Department of Education, Hawaii***
- ***Riverwood International Charter School, Fulton County Schools, Sandy Springs, Georgia***
- ***Montgomery County Public Schools, Rockville, Maryland***
- ***Anchorage School District, Anchorage, Alaska***
- ***Virginia Beach City Public Schools, Virginia Beach, Virginia***
- ***York County School District, Yorktown, Virginia***
- ***Homestead High School, Mequon-Thiensville School District, Mequon, Michigan***
- ***Sanborn Regional High School, Kingston, New Hampshire***

***ALSO includes several examples of bell schedule comparison charts and links to multiple resources***

## **DECIDING ON A BELL SCHEDULE – ONE APPROACH**

- **Establish a Plan**
- **Set clear GOALS and meaningful benchmarks/measurable objectives**
- **Involve all stakeholders – teachers, students, staff, administrators, parents, Board members, Union officials, community members**
- **Establish a representative Scheduling Committee**
- **Examine the strengths and challenges of your current bell schedule – How well does it meet the needs of all students to be college and career ready?**
- **Revisit your school's vision for learning and teaching and student success – What would be the ideal bell schedule to help you achieve this vision?**
- **Review some of the approaches that other schools and districts have used to research and decide on a bell schedule (see examples in this document)**
- **Survey students, teachers, and parents to solicit their ideas and input.**

- **Understand your parameters – for example your school is in a district with high student mobility and so it may be important to have a bell schedule that supports students who transfer in during the school year**
- **Develop criteria for what you most want to see in a bell schedule.**
- **Decide on a process for making a decision on your recommendation or recommendations**
- **RESEARCH, RESEARCH, RESEARCH – Use the bell schedule resources in the CCASN Scheduling Guide, but also take the time to formulate the questions that are important to your school and both contact and visit other schools that have bell schedules you are considering. Include parents, students, teachers, and other stakeholders on your visitation teams.**
- **COMMUNICATE regularly with all stakeholders**
- **As you begin to finalize your choice/choices, be sure to address benefits for both students and teachers.**
- **A change to a bell schedule has many ramifications – transportation, textbooks, union contracts, etc. You may need Board approval. Be sure to follow the correct protocols in your District.**
- **Once a decision has been made, PLAN exquisitely. For example, you might wish to phase in a new schedule. Many schools moving from a traditional schedule to a block schedule, provide professional development for teachers and then spend the first year offering block classes two days a week with a goal of fully transitioning to the block in the second year. Others pilot a new use of time with 9<sup>th</sup> graders or within a particular small learning community.**

**ADDENDUM #2  
Palisades Charter High School Board of Trustees  
Resolution from 04/15/2015**

**ATTACHMENT**

**RESOLUTION – ACADEMIC ACCOUNTABILITY**

**WHEREAS** the Board of Trustees has adopted, as a general school-wide goal, educational excellence as follows: “In a safe, supportive, and healthy environment, the diverse students of PCHS shall receive excellent instruction that shall deliver a comprehensive rigorous education that shall enable them to become inquiring, productive, and ethical members of society” and “Excellent instruction means that excellent teachers are appropriately recognized, that teachers are adequately supported and given the resources necessary to deliver an excellent education to students, that teachers who need to improve are given the tools to improve quickly, and that appropriate action is taken with regard to teachers who need to improve, but fail to do so” (Governance Policies, Global Goals Policies and Goal Policy #3); and

**WHEREAS** the Board of Trustees believes that in order for it to fulfill its duties to the school and determine whether or not school-wide goals, both Global and specific, have been achieved it must receive specific information as to academics at PCHS; and **WHEREAS** the Academic Accountability Committee is well positioned to assist in this regard;

**NOW, THEREFORE, IT IS HEREBY RESOLVED** that:

- 1. The Academic Accountability Committee will identify monthly an academic department or departments to discuss for purposes of providing information to the Board of Trustees, and, that in determining the academic department to discuss, the Academic Accountability Committee shall endeavor to rotate among the departments so that each year it hears from each major academic department at least once. The Academic Accountability Committee shall determine which department it will discuss unless requested by the Board to present information about a specific department.**
- 2. The Academic Accountability Committee, as part of this review, will examine the following areas: (a) specific steps each course, PLC or SLC (e.g., AP US History; Algebra I, Spanish II, Honors Chemistry) has taken (or is taking) to align the course to the new Common Core standards and what professional development teachers have received to help prepare students for Common Core; (b) beginning in 2016, the areas of strengths and challenges in ELA and Math (using Common Core data or Mastery Manager data, as appropriate), as well as student pass rates (C or better) for each such class; (c) starting in 2016 (or as soon thereafter as Common**

**Core scores or other data are available), a comparison of PCHS’s scores with those of PCHS’s peers, which shall include (as available), but not necessarily be limited to, LAUSD generally, high performing high schools within LAUSD, Santa Monica High School,**

**Beverly Hills High School, Granada Hills High School, and, to the extent that data is available, showing that comparison over the last 5 years; (d) a candid, honest, and detailed discussion of the department's strengths and challenges; (e) areas in which the Board of Trustees can aid the department in improving; (f) steps that the administration and department are taking to improve areas where the department is challenged and**

**solidify areas of strength; and (g) whatever other areas of information the department believes would be helpful to the Academic Accountability Committee and the Board.**

**3. At each regular Board of Trustees meeting, the Academic Accountability Committee will make a presentation to the Board concerning an academic department or part of an academic department. Its presentation shall include items (d) through (g) above, and items (b) and (c) to the extent there is meaningful data obtainable (and, if not, then a similar presentation to the extent possible), item (a) to the extent the Committee believes it would be helpful, and such other information as the Academic Accountability Committee believes is pertinent to the Board. In making its presentation, the Committee shall be cognizant that the level of detail presented to, and obtained by, the Committee during its meetings may well be more specific than the appropriate level of detail for the Board of Trustees.**

**4. The presentation shall be the subject of discussion at the Board meeting at which it takes place, and shall be placed on the agenda as a Discussion Item. Sufficient time shall be set aside at each meeting as early in the meeting as is practicable for the presentation and discussion. Appropriate members of the faculty will be invited to the Board of Trustees meeting to aid in the presentation, answer any questions, or present any other information that the faculty believes is helpful.**

**5. In the event that the Academic Accountability Committee is unable to obtain the information necessary to make a presentation to the Board, the administration shall, to the extent reasonably possible, aid the Committee in making the presentation.**

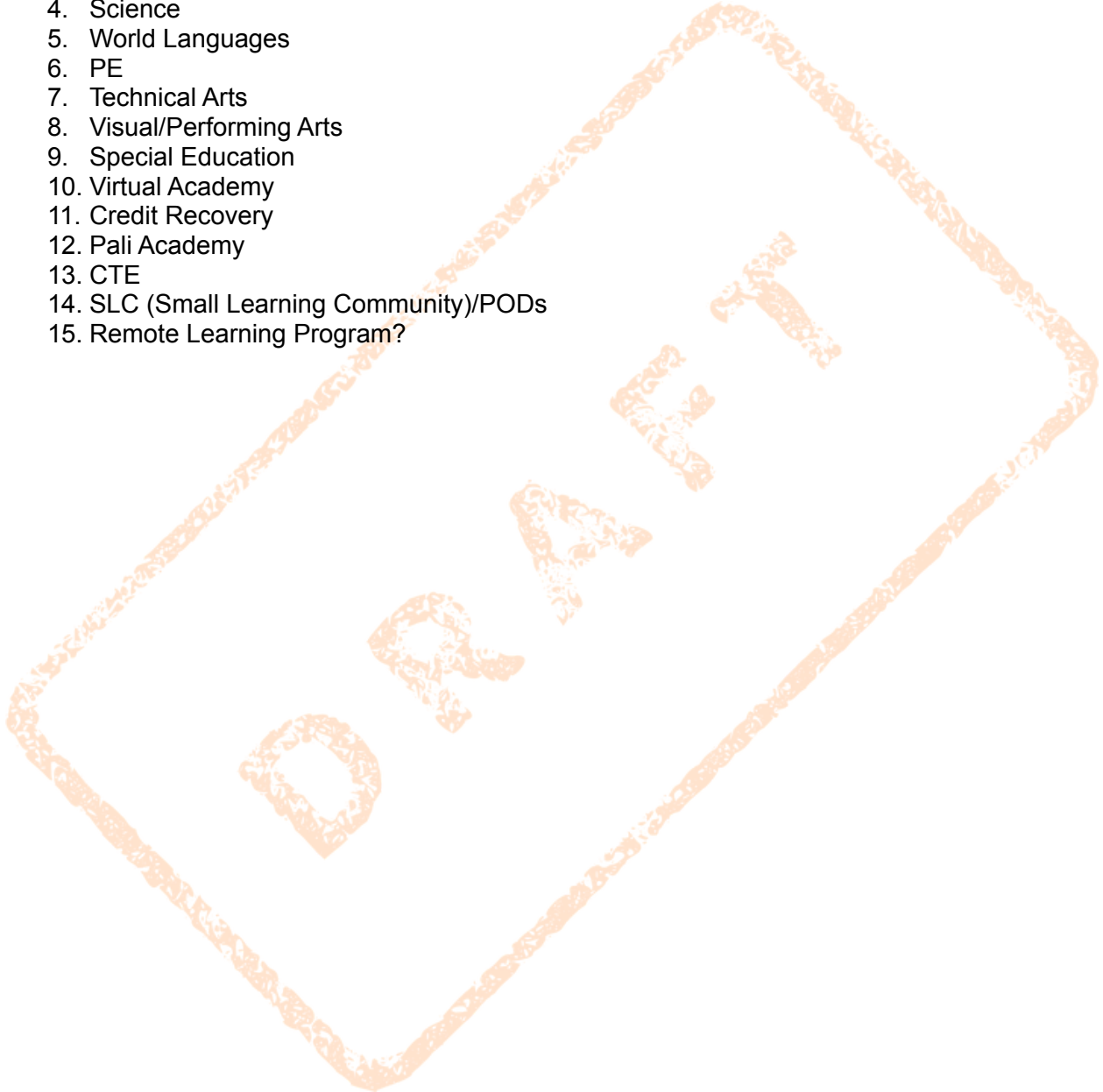
**6. It is intended that, over the course of an academic year, the Board of Trustees shall have had a presentation from the Academic Accountability Committee as to each academic department, recognizing that in some cases, the presentation of information as to a single department may extend over more than one meeting.**

**7. Nothing in this Resolution shall be interpreted to be in conflict with any collective bargaining agreement and, to the extent such a conflict exists, the terms of the collective bargaining agreement shall control.**

### **ADDENDUM #3**

#### **Departments/Programs**

1. Math
2. English
3. Social Studies
4. Science
5. World Languages
6. PE
7. Technical Arts
8. Visual/Performing Arts
9. Special Education
10. Virtual Academy
11. Credit Recovery
12. Pali Academy
13. CTE
14. SLC (Small Learning Community)/PODs
15. Remote Learning Program?





## ADDENDUM #4

### AAC 1/27/22 meeting chat transcript

15:36:22 From Randy Tenan-Snow : Melina-Are you taking minutes?  
15:36:29 From Kavita Sekhon To Randy Tenan-Snow(privately) : Yes  
15:36:29 From Randy Tenan-Snow : Melika  
15:36:35 From Randy Tenan-Snow : Sorry. Great  
15:36:36 From Kavita Sekhon To Randy Tenan-Snow(privately) : Computer trouble  
15:36:42 From Kavita Sekhon To Randy Tenan-Snow(privately) : On my phone  
15:43:29 From Paul Mittelbach : Ah, my birthday...  
15:43:43 From Paul Mittelbach : Virtual cake  
15:44:12 From Stephen Klima : <https://www.surveymonkey.com/r/3LB58RJ>  
15:45:36 From Minh Ha Ngo : If members of the AAC would like to speak, please raise your virtual hand so we can keep track of everyone.  
16:01:02 From Talia Davood : I have to run, but I will discuss having the 3rd/4th period discussion during class with some members of ASB. Mr. Klima mentioned student senate which is also a great idea I'll speak to our VP about. Thank you!  
16:06:12 From Minh Ha Ngo : We include this in our meeting materials.  
16:06:27 From Minh Ha Ngo : ^can  
16:08:52 From Michael Friedman : Sounds like a Starbucks added profits!  
16:18:42 From Stephen Klima : This is a basic bell schedule that just moves everything up 40 minutes.  
<https://drive.google.com/file/d/18ONsVZoPi0Du53GbeNDdmTvAQeKX4gIk/view?usp=sharing>  
16:23:17 From Kavita Sekhon To Randy Tenan-Snow(privately) : Please save the text of chat in the end of this zoom  
16:23:39 From Kavita Sekhon To Randy Tenan-Snow(privately) : It's hard to do on the phone. Thanks  
16:27:47 From Monica Batts-King : Field Trip time  
16:29:55 From Stephen Klima : June 30, 2022 is when our contract expires.  
16:31:09 From Heather Schon : I'm happy to help  
16:31:42 From Jewlz Fahn : I am taking my son to IU Feb 24-27. I'm really sorry, I won't be here.  
16:32:03 From Monica Batts-King : I can rep for parents in Jewlz place  
16:32:11 From Jewlz Fahn : Thanks Mon  
16:32:11 From Nicole Newble To Randy Tenan-Snow(privately) : What's the flex period?  
16:32:24 From Andrea King : I would like to have the info to teachers first so I can explain it to students  
16:33:33 From Andrea King : There is already 45 special schedule on February 16  
16:34:58 From Andrea King : Send info to teachers first prior to the meeting  
16:35:54 From Andrea King : Offer 7th period discussions following the faculty meeting-like the period by period meetings  
16:36:21 From Monica Batts-King : time is of the essence. Teachers first - yes but need to have proposed plan to them and then students  
16:37:55 From Paul Mittelbach : I can contribute a short piece similar to what I presented last time—as in, here are the goals in the WASC/Equity Action Plans, here's what we can't do now on our current schedule, here's how a different bell schedule would help us reach our goals.  
16:45:25 From Jewlz Fahn : Randy who would be in charge of that?  
16:48:17 From Heather Schon : I presented peer mediation to the board a while back wh

16:48:28 From Heather Schon : under this request  
16:53:19 From Heather Schon : they wanted a short presentation with data and impact  
16:55:47 From Paul Mittelbach : Well, virtual cake.  
16:59:34 From Stephen Klima : My apologies. I just got an important call that I had to  
answer.  
17:04:04 From Paul Mittelbach : Thank you, everyone! 🎂





# Coversheet

## Post Retirement/Lifetime Healthcare Benefits Committee Update

**Section:** IV. Board Committees (Stakeholder Board Level Committees)  
**Item:** E. Post Retirement/Lifetime Healthcare Benefits Committee Update  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Lifetime Health Benefits Committee Updated Roster .pdf  
Motion Coversheet\_Lifetime Health Benefits Committee Recommendation 02\_08\_2022.pdf

Lifetime Health Benefits (as of 9/25/2020)

Sign In Sheet

Meeting Date: \_\_\_\_\_

Name	Stakeholder Group/Position	Signature
<b>Committee Members</b>		
1. Ellen Pfahler	Community/Chair	
2. Sara Margiotta	Community	
3. Michael Rawson	Classified Faculty	
4. Andrea King	Certificated Faculty	
5. Joel Jimenez	Certificated Faculty	
6. Randy Tenen-Snow	Certificated Faculty	
13. Linda Burgess	Retired Certificated Faculty	
14. Jean Maninger	Classified Faculty	
15. Brenda Clarke	Certificated Faculty	
16. Paul Mittelbach	Certificated Faculty	
17. Stephanie Chew	Classified Faculty	
19. Taiyana Ballard		
20. Sandra Martin	Retired Classified Faculty	
<b>Non-Voting Members</b>		
<b>Guests</b>		



# PALISADES

## CHARTER HIGH SCHOOL

### LIFETIME HEALTH BENEFITS COMMITTEE

#### COVER SHEET FOR AGENDA ITEMS

February 8, 2022

**TOPIC/ AGENDA ITEM:**

Lifetime Health Benefits Committee (updated roster for 2022)

**PERSONNEL INVOLVED:**

Human Resources/Chief Business Officer/Lifetime Health Benefits Committee

**ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

Updated Committee

**IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):**

None

**OPTIONS OR SOLUTIONS:**

The Board can consider additional membership.

**RECOMMENDED MOTION:**

“To approve the new Lifetime Health Benefits Committee as submitted”

---

Sara Margiotta  
Lifetime Health Benefits Committee Recording Secretary

# Coversheet

## Virtual Academy Side Letter: PCHS and UTLA-PCHS

**Section:** VII. Academic Excellence  
**Item:** A. Virtual Academy Side Letter: PCHS and UTLA-PCHS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Virtual Academy Side Letter 01-31-221.pdf

## Virtual Academy Side Letter: PCHS and UTLA-PCHS

A “dual roster” shall be defined as a teacher who has a physical class and a virtual roster during the same period, however, if a unit member has one or more “virtual” full-time periods scheduled during their regular schedule, this definition does not apply.

The final choice of whether or not a teacher has a dual roster shall be solely determined by the unit member, however, this should be with the knowledge that:

1. There is a stipend associated with the dual roster classes - and -
2. Classes of under 25 physical students may have to be closed due to budgetary concerns. Accepting a dual roster class may allow these physical classes to remain open.

Priority for dual rostering in departments will be based on physical class size. Probationary teachers may **request** this opportunity but dual rosters cannot be **mandated** to any unit member by PCHS.

### Duties and responsibilities:

#### I. VA TEACHER RESPONSIBILITIES with Dual Roster Acellus Elective

1. Create the category: Classwork in Schoology
2. Create ONE assignment labeled: Classwork - 100 points
3. Log into their Acellus class each Monday.
4. Transfer the Acellus weighted percentage
5. If the student is behind by two weeks, enter a 0% with the comment “You are behind by two weeks. You should be on lesson \_\_\_\_\_. Your grade will change once you are on pace”
6. If a student is behind 2 weeks, send Virtual Academy Coordinator an email. They will reach out to students.

## **II. VA TEACHER RESPONSIBILITIES with Dual Roster Acellus CORE COURSE**

1. Create the category: "Classwork" in Schoology
2. Create ONE assignment labeled: "Classwork" - 100 points
3. Create ONE assignment labeled: "Special Lessons"
4. Create an "Assignment Pacing Plan" for the course
5. Log into Schoology weekly and post the new weekly pacing plan prior to Monday morning
6. Log into their Acellus class each Monday
7. Transfer the Acellus weighted percentage
8. If the student is behind by two weeks, enter a 0% with the comment "You are behind by two weeks. You should be on lesson \_\_\_\_\_. Your grade will change once you are on pace"
9. Grade the written Special Lessons, if assigned, and enter that grade on Schoology when due
10. If students are behind two weeks, send the Virtual Academy Coordinator information to create an intervention communication

## **III. VA TEACHER RESPONSIBILITIES with Dual Roster UC Scout CORE COURSE**

1. Create the categories in Schoology
2. Create assignments from UC Scout
3. Create an Assignment Pacing Plan for the course

4. Log into Schoology each Sunday and post the new weekly pacing plan
5. Log into their UC Scout class each Monday.
6. Grade work submitted and transfer to Schoology
7. If students are behind two weeks, send Virtual Academy Coordinator information to create an intervention communication

**Stipend Payment Schedule:**

	<b>1-10 students (total)</b>	<b>11-20 students (total)</b>	<b>21-30 students (total)</b>
I - may be different courses	\$300 per semester	\$400 per semester	\$500 per semester
II - one content area only	\$500 per semester	\$700 per semester	\$900 per semester
III - one content area only	\$900 per semester	\$1200 per semester	\$1500 per semester

**Virtual Academy teachers who exceed the ratio of 35 to 1 students per Virtual Academy period for their total Virtual Academy assignment, will be paid a stipend commensurate with the above Stipend Payment Schedule.**

**Virtual Academy Coordinator Stipend, per semester:**

Based on the peak number of students within that semester.

1-49 students - \$1500

50-99 students - \$2000

100-149 students - \$2500

150-199 students - \$3000

200 or more students, additional period (no students) and stipend or Assistant Coordinator (period or stipend TBD) and stipend (TBD).



**The Virtual Academy Coordinator Stipend will be retroactive to July 30, 2021**

All of this language will sunset as of June 30, 2022 EXCEPT for the Virtual Academy Coordinator Stipend however, both parties will continue to meet for negotiations prior to June 30, 2022 in order to finalize language that can be voted on and approved by unit members.

The 35 ADA to 1 FTE ratio which expired after the 2018-2019 school year, but was extended to include the 2021-2022 school year will be revisited for the 2022-2023 school year, but will revert back to 25 ADA to 1 FTE in 2022-2023 absent a new agreement.

This side-letter will be in effect as of January 31, 2022.

Signed,

  
\_\_\_\_\_

PCHS Representative

  
\_\_\_\_\_

UTLA-PCHS Representative

Date:

1/31/2022  
\_\_\_\_\_

1/31/2022  
\_\_\_\_\_

# Coversheet

## College Board Conference: April 3-6 (New York)

**Section:** VII. Academic Excellence  
**Item:** B. College Board Conference: April 3-6 (New York)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** College Board Conference.pdf



**Palisades Charter High School**

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

for Lisa Saxon  
\* 5 rooms needed

Lucia Pereyra  
Shirin Ramzi  
Kevin Oliva  
Andres Merlos

**CONFERENCE/TRAVEL REQUEST FORM**

Employee Attendee(s) Name(s): MYRNA CERVANTES, Monica Janessa, Angella Pereyra,  
 Department/Site: FUERZA UNIDA Date of Request: 12.06.21  
 Name of Conference/Activity: PREP RATE  
 Organization/Company Holding the Conference/Activity: College Board  
 Location of Conference/Activity: New York City Date(s) of Conference/Activity: April 3, 2022 to April 6,  
 Purpose/Rationale (How will this conference/activity be of value to the school?):  
Educating Latinos for the future of America, opportunity to discuss issues affecting Latinos 2022

**Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):**

Estimated Expenditures	Paid to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>7</u> people @ \$ <u>435</u> - per person	✓		\$ <u>3045.00</u>
Certificated Substitute(s) <u>3</u> days x <u>4</u> @ _____ per day (sal. & stat. ben.)	✓		\$ -
Travel - Mileage _____ miles @ \$ 0.5750 per mile			\$ -
Travel - Airfare <u>7</u> people @ \$ <u>400</u> - per person	✓		\$ <u>2800.00</u>
Travel - Ride Sharing Svs/Taxi/Shuttle _____ <u>N/A</u> Type total amount into "cost" cell			\$ -
Lodging <u>4 rooms x 3</u> nights @ \$ <u>680</u> - per night	✓		\$ <u>2044.00</u>
Meals _____ Breakfasts @ \$ 10.00 per meal			\$ -
_____ Lunches @ \$ 10.00 per meal			\$ -
_____ Dinners @ \$ 20.00 per meal			\$ -
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
<b>Total Cost for <u>7</u> Fuerza Active Members. TOTAL APPROXIMATE COST</b>			<b>\$ <u>17889.00</u></b>
<b>AMOUNT APPROVED</b>			

without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: [Signature] Date: 12/06/21

Executive Director Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Funding Source: \_\_\_\_\_ SACS Code: \_\_\_\_\_

Will costs be reimbursed by another organization? Yes/No If so, what organization? \_\_\_\_\_

Board of Trustee/Designee Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Board Approval Date (if applicable): \_\_\_\_\_ Business Office Review \_\_\_\_\_ (initial) (date)

# Coversheet

## 2020—2021 School Accountability Report Card (SARC)

**Section:** VII. Academic Excellence  
**Item:** C. 2020—2021 School Accountability Report Card (SARC)  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** SARC 2020\_2021.pdf

**Palisades Charter High**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	15777 Bowdoin St. Pacific Palisades, CA , 90272-3523	<b>Principal:</b>	Pamela Magee, Executive Director/Principal
<b>Phone:</b>	(310) 230-6623	<b>Grade Span:</b>	9-12

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/fg/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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Pamela Magee, Executive Director/Principal

Principal, Palisades Charter High

#### About Our School

Greetings from our beautiful school by the sea!

Palisades Charter High School (PCHS) is a high-performing, comprehensive high school serving approximately 2,970 geographically diverse students from more than 110 zip codes throughout the Los Angeles area and neighboring counties. Additionally, the PCHS student population is culturally diverse with approximately 30 languages other than English spoken at home and over 44% of students with diverse backgrounds and ethnicities represented. 27% percent of students are eligible for the National School Breakfast and Lunch Program. A charter school since 2003, Palisades Charter High School is one of the pioneering 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. During this important retreat, the school board trustees and administrators partner with stakeholders to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, an eight-year clear Western Association of Schools and Colleges' accreditation, and a five-year renewal of our charter in 20XX from Los Angeles Unified, which is the school's independent charter authorizer. In these important reviews, PCHS has been affirmed in the maintenance of a financially sound budget and expansion of a diverse and robust academic program.

Palisades Charter High School is ranked as a stand-out school both nationally and locally. PCHS maintains high engagement in Advanced Placement courses (over 80), Dual Enrollment courses with West Los Angeles Community College and Santa Monica Community College. Students can choose from many AP, honors and college-prep courses offered in a variety of disciplines and can enter academic programs such as Career Technical Education, Pali Academy, and Virtual Academy. PCHS has award-winning visual and performing arts, business, and athletic teams. Every student is offered a Google Chromebook for use at school and at home to assist in their development of academic skills, practical skills, soft skills to empower them to be successful lifelong learners and productive, responsible citizens in a diverse and changing society.

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

#### Contact

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

Phone: (310) 230-6623  
Email: [pmagee@palihigh.org](mailto:pmagee@palihigh.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Carvalho, Alberto
<b>Email Address</b>	<a href="mailto:alberto.carvalho@lausd.net">alberto.carvalho@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	Palisades Charter High
<b>Street</b>	15777 Bowdoin St.
<b>City, State, Zip</b>	Pacific Palisades, CA , 90272-3523
<b>Phone Number</b>	(310) 230-6623
<b>Principal</b>	Pamela Magee, Executive Director/Principal
<b>Email Address</b>	<a href="mailto:pmagee@palihigh.org">pmagee@palihigh.org</a>
<b>Website</b>	<a href="http://palihigh.org">http://palihigh.org</a>
<b>County-District-School (CDS) Code</b>	19647331995836

**School Description and Mission Statement (School Year 2021—2022)**

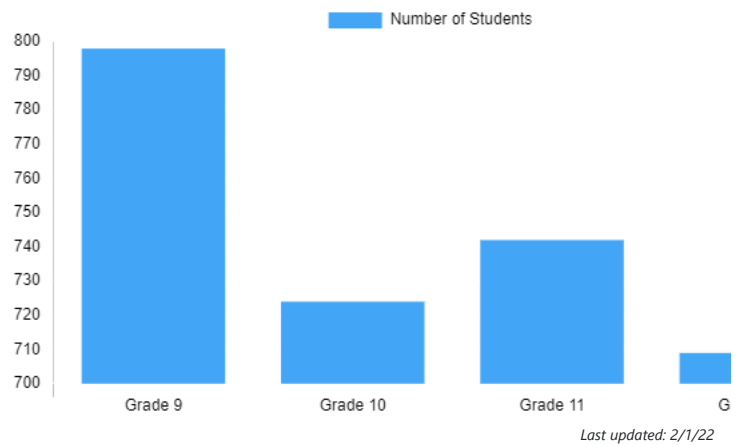
PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure Education Excellence, Civic Responsibility, and Personal Growth.

*Last updated: 2/1/22*



**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 9	798
Grade 10	724
Grade 11	742
Grade 12	709
Total Enrollment	2973



**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.24%
Asian	7.47%
Black or African American	11.00%
Filipino	1.11%
Hispanic or Latino	19.51%
Native Hawaiian or Pacific Islander	0.27%
Two or More Races	2.93%
White	58.59%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.84%
Foster Youth	0.10%
Homeless	0.27%
Migrant	0.00%
Socioeconomically Disadvantaged	21.50%
Students with Disabilities	7.97%

## 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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

**Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 Various Novels: All American Boys, House on Mango Street, Shakespeare, Various Informational Texts English 10 Elements of Literature 4th Course Holt, Rinehart, and Winston 2000 OO30520630 Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart, and Winston 2000 OO30520649 AP Language 11 Adventures in American Literature Holt, Rinehart, and Winston 1996 OO30986362 English 11 Question and Forms in Literature Scott, Foresman, and Company 1982 O673129330 AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson Higher Education 2006 141300654-X English 12 The Compact Reader Bedford/ St. Martin's 2011 O312609604	Yes	0%
Mathematics	Algebra 1A or 1B Algebra 1: Common Core Pearson 2015 O9780133283136 Geometry 1A or 1B Geometry: Common Core Pearson 2015 O133281159 Algebra 2A or 2B Algebra 2: Common Core (green cover) Pearson 2015 O133281167 Math Analysis Precalculus with Trig Concepts Key curriculum Press 2007 1559537884 Math Applications The Heart of the Mathematics Houghton Mifflin 2005 1931914419 Honors Math Analysis Precalculus and Discrete Mathematics (pink cover) Scott Foresman 1992 O673333663 Adv. Math Concepts Functions, Statistics and Trigonometry Uchicagosolutions2016 9781943237 Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley 1999 O201324458 AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin 2003 O618223088 AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC) DandSmmarketing systems 2003 AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB) DandSmmarketing systems 2003 AP Statistics The Practice of Statistics WH Freeman and Company 2008 O716773090 Honors Math Analysis: Precalculus and Discrete Mathemaatics UChicagoSolutions 2016 9781943237128	Yes	0%
Science	Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003OO73211877 Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 OO73258385 Marine Biology Marine Biology Mc Graw Hill 2003 OO72852909 Biology Modern Biology Holt, Rinehart and Winston 2002 OO3O565413 AP Biology Biology in Focus Pearson 2014 O321813804 Physics Physics Prentice Hall 1998 O136119719 AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson Prentice Hall 2009 O131495089 Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002OO30565332 Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 OO30565375 H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill 2008 OO73048518 AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X AP Enviro. Science Environmental Science: A Global Concern Mc Graw Hill 2018 O9780076806799 Honors Enviro. Science Environmental Science Prentice Hall 2011 O9780133724752	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 AmscoSchool 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&amp; Worth 2017 O9781319035983</p> <p>AP World History 10 Traditions &amp; Encounters Mc Graw Hill 2008 9780007330679</p> <p>US History 11 American History Houghton Mifflin Harcourt 2018 O9780544454194</p> <p>US History 11 The Americans Holt Mc Dougal 2012 O9780547491158 US</p> <p>Government 12 United States Government Houghton Mifflin Harcourt 2018 O9780544742680.</p> <p>Economics 12 Economics Concepts and Choices Holt McDougal 2011 O9780547082943.</p> <p>Philosophy Sophie's World Farrar, Straus, Giroux 2007 9780374530716.</p> <p>AP Human Geography Human Geography People, Place&amp; Culture Wiley 2012 9781118018699.</p> <p>Sociology 9 Various informational texts</p> <p>World History 10: World History Houghton Mifflin Harcourt 2018 9780544668225</p>	Yes	0%
Foreign Language	<p>Spanish 1 Realidades 1 Prentice Hall 2008 O131340913</p> <p>Spanish 2 Realidades 2 Prentice Hall 2008 O131340921</p> <p>Spanish 3 Realidades 3 Prentice Hall 2008 O131340948</p> <p>AP Spanish Temas Vista Higher Learning 2014 9781618572226</p> <p>AP Spanish Literature Azulejo Cambridge University Press 2016 O9781316502297</p> <p>French 1 Discovering French 1 McDougal Little 2004 O395874823</p> <p>French 2 Discovering French 2 McDougal Little 2004 O395874890</p> <p>French 3 Discovering French 3 McDougal Little 2004 O395874866</p> <p>French 4 Tresors du Temps Glencoe McGraw Hill 2005 OO78606551</p> <p>French 4 Reprise Glencoe McGraw Hill 2004 OO78460530</p> <p>AP French AP French Pearson 2012 O133175370</p> <p>AP French Themes Vista 2016 9781680040272</p>	Yes	0%
Health	Goodheart-Wilcox's Comprehensive Health Skills	Yes	0%
Visual and Performing Arts	<p>Drawing/Painting Discovering Drawing Davis Pub. 2000 O871922819</p> <p>Drawing/Painting Exploring Painting Davis Pub. 2003 O871926008</p> <p>Drawing/Painting Anatomy of Masters Watson Guptill 2000 O823002810</p> <p>Drawing/Painting Drawing Dynamic Hands Watson Guptill 2002 O823013677</p> <p>Drawing/Painting Drawing Hands &amp; Feet Search Press 2005 9781844480715</p> <p>Drawing/Painting Drawing the Nude Search Press 2007 9781844482443</p> <p>Drawing/Painting All about techniques in Acrylics Barrons 2004 O764157108</p> <p>Drawing/Painting Shortcuts &amp; Artist's secrets Walter Foster 2011 O9781600582028</p> <p>Drawing/Painting The Art of Basic Drawing Walter Foster 2005O9781560109136</p> <p>Drawing/Painting Human anatomy made amazingly easy Watson Guptill 2000 O823024970</p> <p>Drama Acting means Doing! Cavanaugh 2012 1477491597</p> <p>Respect for Acting by Uta Hagen, Haskel Frankel, David Hyde Pierce ISBN-10: 0470228482 ISBN-13: 9780470228487 Pub. Date: 07/07/2008 Publisher:Wiley</p>	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

### School Facility Conditions and Planned Improvements

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

The school is maintained and cleaned daily to remain safe and clean. Although the facility is aging, its infrastructure is in good working condition. However, the internal electrical panels are old and at or near capacity, the internal plumbing piping is very old and would benefit from replacement, the Central PA & Bell system is operating but will very soon need to be replaced due to aging wiring, and the old school physical lock-n-key system would be helpful to modernize with a office/hotel style card-key system.

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

HVAC underground piping upgrades (replacement) are underway for domestic water, boiler-based hot water heating system, and gas, and an HVAC overhaul in the gym is also in progress. The Classroom Buildings and classrooms do not have Air-Conditioning which is often problematic in Aug-Oct and sometimes May. This is a potential project being investigated by LAUSD at this time for feasibility and preliminary design.

Gilbert Hall and Mercer Hall have received upgrades through CTE funded projects.

Most of the 18 supplemental classrooms that are in 9 trailers/bungalows are very old and not in good working condition. They're functional, but not good. A lot of ongoing maintenance and inadequate space are major problems. PCHS would really benefit from replacing these with either new pre-fab two-story modular classrooms, or having a new classroom building built in their place. Ideally the 18 Classrooms to be replaced in the same footprint with 4-5 Pre-Fab 2-Story Modulares with 4 Classrooms per Floor, so 8 Classrooms per Modular for a total of 32-40 Classrooms

Many classrooms also need furniture replacements of 20-30 year old desks and tables, and also need additional electrical infrastructure and charging stations for student devices (Laptops, Tablets, Phones, etc.)

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

Donation funded water fountain project that will see new Elkay fountain + bottle filler installed at 6 locations is also finally underway. Most of the working water fountains remain in reasonable working condition (a few are newer and in very good condition)

Student & Adult restroom renovations would also be very welcome. Some were renovated via a donation a few years ago, but most are still very old/tired and would be good to update.

*Last updated: 1/28/22*

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	1. Gas lines have frequently needed repair/bypass/replacement but are now being replaced as part of a CA/LAUSD Bond-Funded Underground Utility Piping Replacement Project 2. Mechanical/HVAC – Ventilation is in good working order, and MERV13 Filters being utilized and checked/replaced regularly. Heating system is in poor condition and has experienced multiple breakdowns each year the last few years. These heating pipes will also be replaced by the above mentioned LAUSD project There is No A/C System in the original/Core Classroom Buildings, though a future Campus-Wide A/C Project is being looked into for Feasibility. The classrooms are in certain need of a Centralized A/C System implementation. 3. Sewer service/system is in good working order. A few drainage system clogs from time to time, but those are remediated as they occur. 4. Plumbing system in adequate working order. Internal/underground infrastructure is aged and at end of its useful life and is under repair/replacement via the above mentioned LAUSD Project. However, the In-Building Plumbing Infrastructure is not being replaced via this LAUSD Project, and will be the main component of the Plumbing System that has not been modernized, and should be. 5. General electrical service and infrastructural working are in good working condition, but many of our internal electrical panels are at or near capacity. The Central PA, Clock & Bell system is operating, but will very soon need to be replaced due to aging wiring. 6. The old school physical lock-n-key system would be helpful to modernize with a office/hotel style card-key system.
<b>Interior:</b> Interior Surfaces	Good	Classrooms and offices needed updated painting, and exterior of School is in need of Painting Maintenance. School continues to prepare a new deferred maintenance plan, and will address painting/flooring/furniture in that process. The Library, Study Center and Staff Cafeteria are all also in significant need of modernization and Upgrade.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Pest mitigation performed annually or as needed. Campus cleanliness is prioritized by facilities and operations staff.
<b>Electrical:</b> Electrical	Good	General electrical service and infrastructural are in good working condition, but many of our internal electrical panels are at or near capacity. The Central PA & Bell system is operating adequately, but will very soon need to be replaced due to aging wiring.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	1. 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. Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 3. Many of the Restrooms, for Students & Adults, are old and aging and everyone would benefit from modernization. 4. As mentioned above, In-Building Plumbing Infrastructure is not being replaced via this LAUSD Project, and will be the main component of the Restroom & Plumbing System that has not been modernized, and should be. 5. 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. Some, but not a lot, are being modernized now via a donation, but many old/aging water fountains should be replaced and modernized with reusable bottle fillers.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	1. Annual fire safety inspection occurred this summer for this school year. No major issues reported and all minor issues were addressed in a timely manner. Fire system preventative and reactive maintenance is performed by a certified fire system specialist. 2. PCHS maintains a School Safety Chemicals and Hazardous Materials Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. 3. Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.
<b>Structural:</b> Structural Damage, Roofs	Good	1. All permanent buildings are in good working condition, but all are now 62 years old and aging. Temporary structures (bungalows) are in deteriorating condition and at the end of their useful life and should soon be replaced with newer 2-Story Pre-Fab Modular Units or permanent buildings. Repairs are executed on a regular basis. 2. All permanent building rooves are in decent working condition, though at the end of their typical 20-25 years useful life and should be replaced soon. If that is not done, the protective covering of original architecturally designed building connections could use enhancement to ensure longer-term protection.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	1. Grounds in good working condition. Lower campus open space areas need to be addressed and are slated for work with LAUSD. Sloped parking lot has many areas with ruts and potholes that need to be repaired and resurfaced/restriped. 2. Playgrounds/Blacktop in good working condition 3. Windows/Doors/Gates/Fences in good working condition. Longer-Term perimeter fencing should be installed at the front of the school, and aging fencing on 2 of the 4 sides of the property are old and will need replacement soon.

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2022

Overall Rating	Fair
----------------	------

*Last updated: 1/28/22*



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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 taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/31/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	704	NT	NT	NT	NT
Female	315	NT	NT	NT	NT
Male	389	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	41	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	431	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	185	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

*Last updated: 1/27/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	704	NT	NT	NT	NT
Female	315	NT	NT	NT	NT
Male	389	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	41	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	431	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	185	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

*Last updated: 1/27/22*

**Local Assessment Test Results in ELA by Student Group****Assessment Name(s): IAB****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	704	439	62.4	37.6	76
Female	318	177	56	44	79
Male	389	247	63	37	72
American Indian or Alaska Native	2	1	50	50	100
Asian	48	21	44	56	57
Black or African American	56	45	80	20	82
Filipino	7	5	71	29	40
Hispanic or Latino	157	102	65	35	74
Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	7	0	0	0	0
White	431	256	59	41	75
English Learners	5	5	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	0	0	0	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*



**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): IAB-MATH****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	704	114	16	84	53
Female	318	47	15	85	45
Male	389	67	17	83	45
American Indian or Alaska Native	2	0	0	0	0
Asian	48	2	4	96	0
Black or African American	56	7	13	87	43
Filipino	7	0	0	0	0
Hispanic or Latino	157	36	23	77	50
Native Hawaiian or Pacific Islander	2	0	0	0	0
Two or More Races		7	0	0	0
White	431	68	16	84	56
English Learners	5	3	60	40	33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	0	0	0	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

**Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/27/22*

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight and High School**

**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/31/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	728	NT	NT	NT	NT
Female	380	NT	NT	NT	NT
Male	348	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	50	NT	NT	NT	NT
Black or African American	92	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	449	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/27/22



**Career Technical Education (CTE) Programs (School Year 2020—2021)**

**List of CTE Programs:**

1. Business Pathway
2. Drama Pathway
3. Programming Pathway
4. Music Pathway
5. Photography Pathway

**List of CTE Program Sequences:**

*Business*

- Business Enterprise 1 A/B
- Business Enterprise 2 A/B (Capstone)

*Drama*

- Theater Improvisation A/B
- Introduction to Theater A/B
- Advanced Drama A/B (Capstone)

*Computer Programming*

- AP Computer Science Principles A/B
- AP Computer Science A/B (Capstone)

*Music*

- Symphony Orchestra A/B
- Orchestra A/B
- Jazz Ensemble A/B
- Business of Music A/B
- AP Music Theory A/B (Capstone)

*Photography*

- Photography 1 A/B
- Photography 2 A/B
- Yearbook A/B
- AP Studio Art 2D (Photo) A/B (Capstone) or -AP Studio Art 3D (Photo) A/B (Capstone)

**Listing of the primary representative of the CTE advisory committee:** Michael Rawson

CTE advisory committee industries represented: Business, Entertainment, Technology, Photography

*Last updated: 2/1/22*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	562
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.81
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.9

*Last updated: 1/28/22*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.80%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	20.29%

*Last updated: 1/28/22*

**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 2020—2021)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/26/22*

## 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 2021-2022)

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  
Virtual Academy  
Pali Academy
3. Parents are given opportunities to be involved in school governance and school operational committees, such as the PCHS Long-term Strategic Planning Committee.
4. School parent organizations offer activities: PTSA, PCHS Educational Foundation, and PCHS Booster Club.  
PTSA President, Keri Kraft  
PCHS Education Foundation, Michael Rawson and Rene Rodman  
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  
Fuerza Unida: Myrna Cervantes
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
9. PCHS Admissions' Office holds parent tours and presents at roadshows to inform potential parents about the school and parent engagement opportunities.  
Admissions' Office
10. PCHS Counselors' Office hosts parent education night to help parents navigate through the school and introduce college and career options.  
Counseling Office
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.
12. PCHS sponsors and hosts FACTOR training for Pali parents and students who participate in 5-6 Saturday classes that explain how to engage in school and complete A-G requirements for universities and college.
13. The Academic Achievement teams engages parents in seminars to learn the schools SIS and LMS platforms.

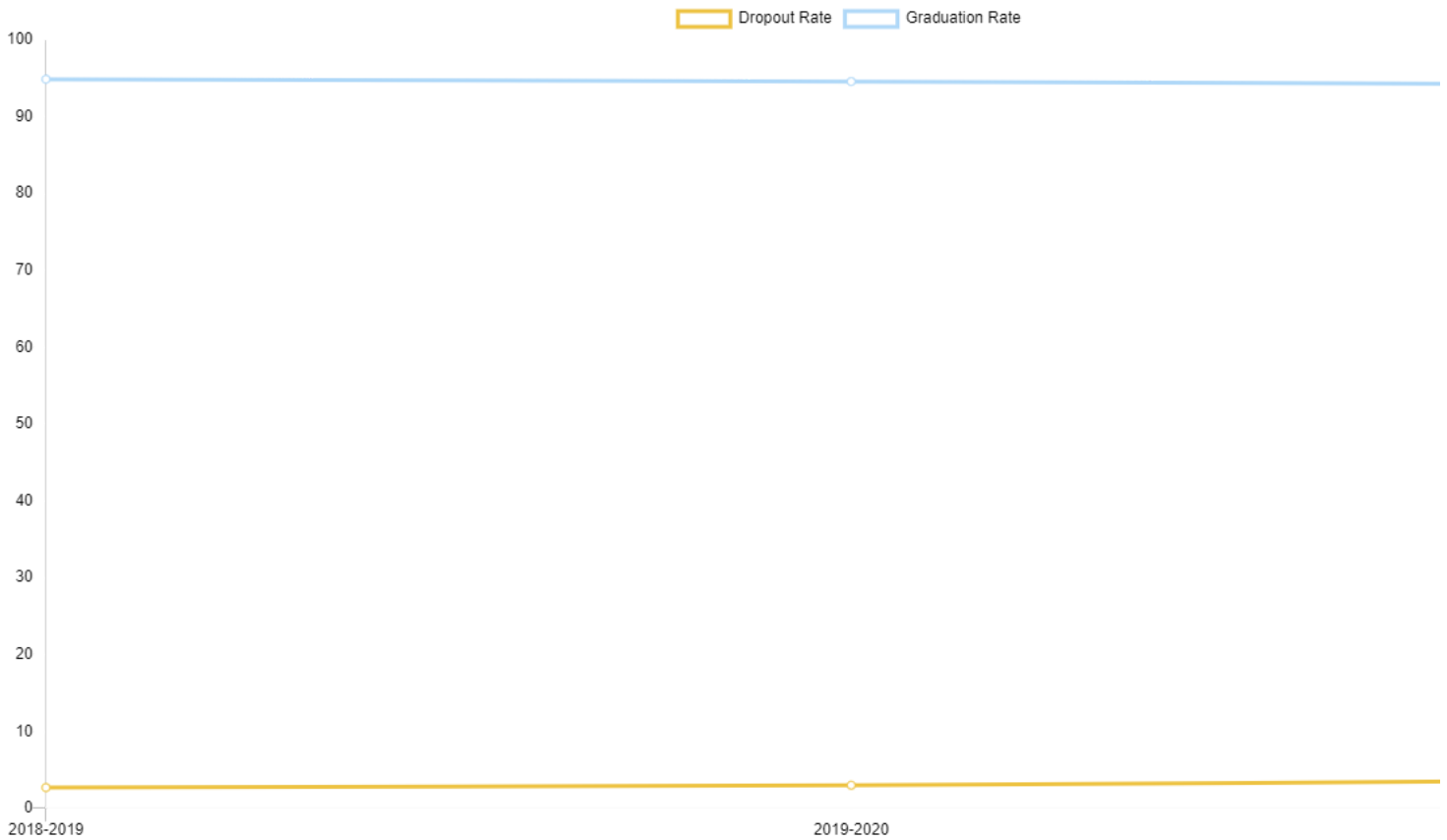
**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	2.70%	3.00%	3.70%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	94.90%	94.60%	94.20%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	760	716	94.2
Female	395	377	95.4
Male	365	339	92.9
Non-Binary	0	0	0.0
American Indian or Alaska Native	52	50	92.9
Asian	--	--	--
Black or African American	95	90	94.7
Filipino	--	--	--
Hispanic or Latino	126	115	91.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	469	445	94.9
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	289	265	91.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	81	76	93.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	3096	3108	541	17.41
Female	1518	1529	237	7.63
Male	1571	1578	304	9.78
American Indian or Alaska Native	22	22	3	9.78
Asian	211	216	18	0.58
Black or African American	319	323	100	3.22
Filipino	38	39	6	0.19
Hispanic or Latino	622	626	145	4.67
Native Hawaiian or Pacific Islander	6	6	2	0.06
Two or More Races	148	148	26	0.84
White	1777	1782	250	8.04
English Learners	19	21	8	38.1
Foster Youth	1	1	1	100
Homeless	13	13	8	61.54
Socioeconomically Disadvantaged	1036	1048	265	25.29
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	269	271	85	31.37

*Last updated:*

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.83%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.29%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

*Last updated: 1/26/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

School Safety Plan (School Year 2021-2022)

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Operations Department, Safety Committee, and ultimately reviewed/approved by the Board of Directors. This year's plan was reviewed/updated and Board Approved in September & October 2021.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly. This did not happen during the core of the Pandemic, but are now in place for full-time school operations.

Palisades Charter High School (PCHS) maintains clean and safe campuses staffed by continuous 7 days/week security and 5 days/week plant and facilities crew. PCHS has developed a comprehensive Safe School Plan in cooperation with LAUSD, local law enforcement, and other safety collaborators which is reviewed and revised each school year in the first part of the Fall Semester.

The school holds regular safety meetings to study and execute the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, lockdown and airborne exposure emergency drills are well established. Fire and earthquake evacuation drills are held regularly (exception was during the Pandemic time period). This enables PCHS to conduct monthly Emergency Safety drills centered around Fire, Earthquake, Active Shooter, Airborne Exposure and Medical potential events. Critical thinking concepts are incorporated into the drills/lessons informing Faculty/Staff & 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.

The campus is secured during the school day and all visitors must register with the main office and are assigned a Visitors Pass once passing an online background check. Security detail is regularly assigned to entrances used during the school day.

Additionally, security cameras located at entrances and throughout campus help enable PCHS to monitor visitor's movements once they enter the campus. Additional safety cameras were added to the campus-monitoring network within the past few years. Following better practices for school safety procedures, PCHS has implemented a front door RAPTOR check-in system that retains a full database of all school visitors.

PCHS maintains both school-wide and in-classroom safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency. Campus safety personnel include the Director of Operations, a full-time School Resource Officer (SRO), two discipline deans, a campus security coordinator, full-time campus aides, and supplemental Guard-Card Security Guards.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly. This did not happen during the core of the Pandemic, but are now in place for full-time school operations. The PCHS Safety Committee meets regularly to plan and conduct safety drills. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and other local and national trainings.

In training to maintain a safe and secure campus, PCHS has partnered with a number of third-party safety specialists over the last ten years such as LAUSD School Police, LAPD, LAFD, ALICE, Safe Kids HERO, FEMA, DHS, CERT, etc. to establish and improve safety protocols for PCHS. Additionally, the Safety Committee made up of different school stakeholders meets to review, write, and implement the PCHS School Safety Plan. The complete PCHS School Safety Plan is available on PCHS's website here:

<https://www.palihigh.org/ourpages/auto/2019/7/17/51991940/School%20Emergency%20Operations%20Plan%20for%202021-22.pdf?rnd=1634227882600>



## 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 2018—2019

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 2019—2020

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 2020–2021**

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 2018—2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	34	49	40
Math	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	34	34	51
Math	26.00	44	45	30
Science	29.00	21	25	55
Social Science	26.00	31	30	47

\* 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 2020–2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	36	51	39
Math	25.00	36	33	38
Science	30.00	18	24	56
Social Science	24.00	41	30	45

*Last updated: 1/28/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	367.5

*Last updated: 12/31/99*

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	3.00
Nurse	2.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	5.80
Other	3.50

*Last updated: 12/31/99*

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11724.00	\$3344.00	\$8380.00	\$91200.00
District	N/A	N/A	\$10493.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	-15.00%	-15.85%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	-1.30%	-7.72%

*Last updated: 2/1/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

**PCHS was able to provide effective programs and services that supported and assisted students.**

**Programs and services were engaged with students and parent/guardians during 2020-21 school year.**

1. Academic Counseling: additional counselor
2. Study Center with free tutoring services, both adult and peer tutoring
3. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed 4 math paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week.
4. College Center fully staffed with 3 counselors
5. Fuerza Unida Program: Community Coalition for Latinx students and FACTOR a parent/student program to navigate highschool preparedness for college admission
6. The Village Nation Program: Community Coalition for African American/Black students and Black Mens Group
7. 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 2018 significantly changed the delivery of instruction and instructional support for English Learners
8. Virtual Programs
  - a) Virtual Academy and Credit Recovery Program
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. 4 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 COVID-19 safety to first aid.
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
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. 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. When PCHS went virtual, this program changed into Ready, Set, Go! to meet students' mentoring and socioemotional needs before school.
18. 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.
19. Grief Group The PCHS counseling department holds a monthly grief group to support students who have lost loved ones.
20. 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.
21. 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, PLC Coordinator, SLC coordinator, the English Language (EL) Coordinator, the ELD teacher, members of the Counseling staff, Study Skills teachers, and ninth-grade teachers. They meet regularly 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.
22. PCHS has sponsored support groups for African American and Latino males
23. PCHS has sponsored and supported GayStraight Alliance services such as outreach counseling, mentoring, mental health services, and academic support.
24. Restorative Justice Program PCHS holds restorative circles, drug intervention, and counseling through its discipline office and this program.
25. Peer Mediation PCHS trains a teacher sponsor and students to conduct mediation during student conflict(s).
26. Mindfulness Messengers This student program sponsored by PCHS Health/Science department provides meditation services to class and faculty.
27. Ambassadors This PCHS student group provides school tours and information to the public and new PCHS students.
28. 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.
29. 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.
30. 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.
31. 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 1, 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.

32. 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.

33. Tech Education Coordinator and the Technical Assistance Program- services are provided to both students and their parents on access to technology and technology accounts.

34. Chrome Book Loaner Program

35. Dolphin Leadership Academy and Dolphin Academy Virtual Program

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.

36. PCHS SLC/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.

37. 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.

38. Transportation Scholarship Program PCHS awards transportation scholarships for families who qualify.

39. Justice League Student Equity Association, a coalition program involving all student unions on PCHS campus

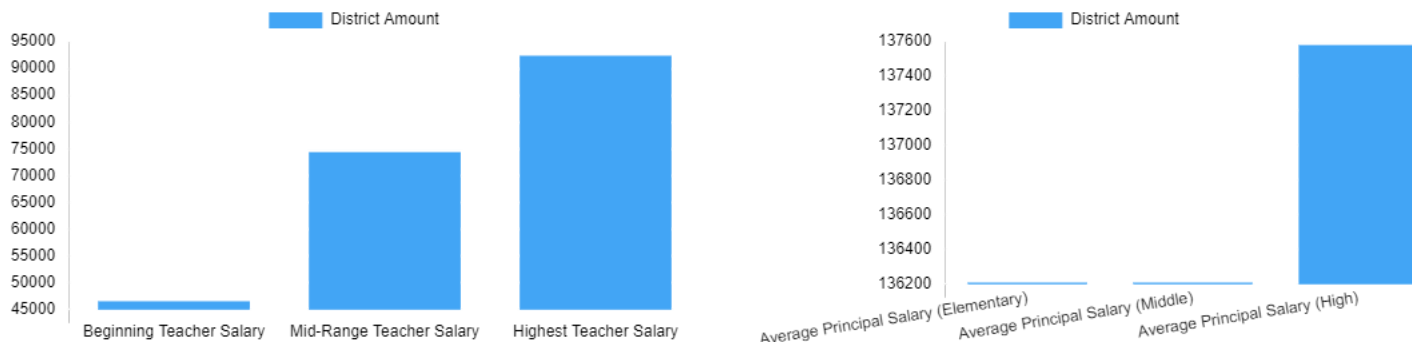
40. "Buzz Feed" Student Survey and Communication Program

Last updated: 2/1/22

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 37.30%

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	4
Foreign Language	3
Mathematics	3
Science	5
Social Science	5
Total AP Courses Offered*	24.00%

*Last updated: 1/28/22*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	17

# Coversheet

## Allied Security Contract

**Section:** VIII. Finance  
**Item:** A. Allied Security Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** VII\_A - Allied Security Motion contract.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### CHIEF BUSINESS OFFICER

### **COVER SHEET FOR AGENDA ITEMS**

**February 8, 2022**

#### **TOPIC/ AGENDA ITEM:**

VIII. FINANCE

A. Allied Security Contract

#### **PERSONNEL INVOLVED:**

Board of Trustees, Executive Director/Principal, Chief Business Officer, Director of Operations, Assistant Principal of Athletics/Discipline/Student Activities

#### **ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

The purpose of this action is to approve a contract for a new security vendor. The contract between PCHS and Allied Security Services is for the period of January 10, 2022, through June 30, 2022. This security vendor was brought on to fill the need that our other security vendors could not meet. The fiscal impact is neutral, since Allied Security is replacing personnel from “The Perfect Event” (TPE), who charges a higher hourly rate.

The contract has been vetted by the Budget & Finance committee. Although the hourly rate is higher compared to our original security vendor, the school needs to secure reliable services for the remainder of the school year. The contract expires on June 30, 2022, and the Finance/HR team will be re-bidding the security services contract for 2022-23.

#### **IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):**

The action requested of the Board today will support the goal of ensuring a safe and positive school environment.

#### **OPTIONS OR SOLUTIONS:**

The expectation is that the board approve the contract for Allied Security Services.

#### **CHIEF BUSINESS OFFICER’S RECOMMENDATION:**

The Chief Business Officer recommends that the Board approve the 21-22 Allied Security contract.

#### **RECOMMENDED MOTION:**

“To approve the Allied Security Services contract for 2021-2022.”

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Juan Pablo Herrera  
Chief Business Officer





ALLIED Consulting & Security Services  
 23452 Lyons Ave. #200B  
 Newhall, CA. 91321  
 818-945-7233  
 PPO#16770

#### SECURITY SERVICES AGREEMENT

This Agreement, dated the 7<sup>th</sup> day of January 2022, by and between  
 ALLIED Private Investigations & Security Services, INC. DBA of;  
 ALLIED Consulting & Security Services, hereinafter called "Contractor"  
 AND  
 Palisades Charter High School, hereinafter called "Client".

**During the periods of January 10, 2022, to June 30, 2022, Contractor agrees to provide licensed unarmed security officers to the Client at their site located at 15777 Bowdoin Street, Pacific Palisades, CA 90272.**

1. These services shall be for unarmed security officers in an agreed upon security uniform. Contractor shall provide Client Security Officers based on the needs of the Client. It is anticipated at the signing of this Agreement that the Client will need as a default schedule: one (1) Security Officer at a time to cover, 12.5 hours per day (7:00am – 7:30pm), two (2) days per week (Saturday & Sunday), though may from time to time need to extend the end time on these days until as late as 11:30pm as per scheduled events. Contractor agrees to put forth best efforts to fill other requested coverage as needed.
2. Client agrees to a default (6) hour minimum per requested coverage shift, but Contractor and Client both agree that when 4 to 6 hour shifts may be needed to make weekend schedules work for per day coverage that is <= 17.0 hours in one Calendar Day (i.e. Shift #1: 7:00am-3:30pm, Shift #2: 3:30pm-Midnight), then both agree a 4 to 6 hour shifts may be used to make that work. An example would be: Shift #1 Guard is OK to work a shorter shift on any given weekend day but Shift #2 Guard insists on a full 8.5 hour Shift with 30-Minute Duty-Free Meal Break, so the day is scheduled as Shift/Guard #1: 7:00am – 11:30am and Shift/Guard #2: 11:00am – 7:30pm, so a 4.5 hour shift is acceptable to both Guard #1 and Contractor, and charged to Client as a 4.5 hour shift. Client agrees to monitor the PCHS Facilities-Use Calendar on PCHS's Website 5-7 days in advance for any schedule changes and/or amendments. General rule is security coverage needed until the later of 7:30 PM or 30 minutes after the scheduled end of last on-campus activity. Contractor agrees to monitor the PCHS's Website weekly for schedule changes.

For any special event with over 15 security officers assigned a Security Manager is required to be scheduled.

3. Contractor agrees to provide security officers that are appropriately trained, and who have a valid and current security guard card. Contractor also agrees that all security officers will undergo all training as required by Client, including mandatory training, as well as certification of tuberculosis (TB) clearance and Client's background check clearance, as required prior to being assigned and/or working on campus. Contractor also agrees that all security officers will meet all state, county and local requirements, including, but not limited to, SB 1626. That said, all training shall be completed in a timely manner.
4. This Agreement shall only be terminated upon (1) the mutual written consent of Contractor and Client; or (2) either party providing thirty days' notice of intention to terminate; or (3) Contractor providing written notice to Client of its intention to terminate the Agreement following an additional 10-day cure period as a result of the failure of Client to pay Contractor for services rendered within the timeframe under paragraph 5 herein.



5. The Client agrees to pay the Contractor for the unarmed security officer guard service rendered following the below rate scale based on weekly average hours of a typical five-day school or work week. Overtime rate will be applied for guard services requested on the following recognized holidays: New Year's Day, Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Eve and Christmas Day. Overtime rates for the aforementioned holidays will be waived upon Contractor obtaining all available site hours (250 plus hours). Any invoice paid within 15 days of invoice receipt date shall be given a 2% early pay discount. This 2% early pay discount shall be applied to the following subsequent invoice, and shall only be applied to labor costs and not direct expenses.

Service Hours	Rates
0-99.9 Weekly Average Hours	\$33.00 per officer hour
100-174.9 Weekly Average Hours	\$32.00 per officer hour
175-249.9 Weekly Average Hours	\$31.00 per officer hour
250+ Weekly Average Hours	\$30.00 per officer hours

Client agrees to pay Contractor a to-be-determined monthly fee for technology Tour system, software and license, per smart device, should the need arise and Contractor and Client mutually agrees to do so in a written Addendum to this Agreement.

The rate for security services shall be reviewed at the termination of the contract. In addition, if Federal, State, or Local Minimum wage is changed during the course of this contract, contractor will submit any price changes with 30-day notice in advance of the corresponding rate adjustment. Also, if any other state, governmental law, or regulation is applied during the course of contract that effects the Contractors rates, a price change notice will be submitted with 30 days' advance notice of the corresponding rate adjustment.

6. Contractor shall submit an invoice to the Client on a bi-weekly (every other week) basis typically with said invoice being due and payable within 30 days after the date of invoice receipt by Client. Client agrees to pay a finance charge of 1.5% per month on all balances that are over 60 days past due. In the event that Contractor commences legal proceedings to collect sums due hereunder, Contractor may recover all costs of suit, interest and reasonable attorney's fees.
7. The Client reserves the right to change the specifications at any time, and in the event of such change, Contractor and Client shall negotiate to determine what, if any price adjustments are to be made. Any such change in specifications and/or price adjustments shall be specifically set forth in a written addendum to this Agreement and signed by Contractor and Client.
8. Contractor acknowledges and agrees that it is an independent contractor and not an employee of Client. Contractor shall pay all payroll taxes, social security taxes, unemployment compensation taxes, withholding taxes and any other tax or contribution now or hereafter in effect imposed by reason of or measured by the employment of any person or the payment of any wage, salary, or other remuneration, by Contractor, in the performance of the services provided under this Agreement.
9. Contractor shall carry a commercial general liability insurance policy written on an occurrence basis, providing coverage of at least \$1,000,000 per occurrence for bodily, personal injury and property damage in a General Liability Policy, and workmen's compensation insurance to the extent required by law. The General Liability Policy shall include a separate endorsement naming the Client, its officers, agents, and employees as additional insureds. The General Liability Policy shall include coverage for the contractual liability assumed by the Contractor under this Agreement. It is agreed and understood, however, that the Contractor is not an insurer of property or persons guarded. In the event that a claim is made by any person, entity or corporation, including Client, against the Contractor, the Client shall not be entitled to retain the amount of any such claim out of any monies due or owed to the Contractor for the payment of such claim.
10. Client acknowledges that the furnishing of the security services provided for herein by the Contractor does not guarantee protection against all contingencies.
11. If, at the request of the Client, a guard is assigned duties other than common security guard industry duties, or duties other than those outlined specifically in this Agreement, the Client hereby assumes complete responsibility, therefore.



- 12. If there is enacted any law, regulation, ruling, or other such mandate, by any authority having jurisdiction over the subject matter which alters the hours of service, rates of pay, working conditions or costs of performing the service herein provided for, the Client agrees that this contract will be subject to renegotiation to take into account these increased costs, provided however, any such change shall be specifically set forth in a written addendum to this Agreement and signed by Contractor and Client.
- 13. In consideration of retaining the services of Contractor hereunder, Client agrees that during the term of this Agreement and for a period of two (2) years after termination of this Agreement, Client will not for itself, as an agent or employee, or on behalf of any person or entity, directly or indirectly, solicit, attempt to solicit, or do business with any person who has provided services under this Agreement as an employee or independent contractor of Contractor. Client understands that if the provisions of the within paragraph are violated, Contractor would be seriously and irreparably damaged, and agrees that Contractor will be entitled to seek appropriate remedies for those damages, including, without limitation, injunctive relief to enforce this paragraph and all reasonable attorney's fees incurred by Contractor to enforce the terms hereof.
- 14. This Agreement shall be governed by the laws of The State of California. Any dispute arising between the parties regarding enforcement or application of this Agreement, which cannot be amicably resolved, shall be brought before a court of competent jurisdiction in Los Angeles County, the parties hereto waiving any claim or defense that such forum is not convenient or proper. It is agreed and understood that each party waives the right to trial by jury.
- 15. The invalidity or enforceability of any particular provision of this Agreement shall not affect the enforceability of or invalidate the other provisions hereof, and this Agreement shall be construed in all respects as if such invalid or unenforceable provisions had never been part hereof and were omitted here from.
- 16. This is the entire Agreement between the parties and there are no other terms, obligations, covenants, representatives, warranties or conditions, oral or otherwise, of any kind whatsoever. This Agreement may not be modified or terminated orally but only by an instrument in writing signed by the party against whom any such modification or termination is to be enforced.

In witness whereof and with the intent to be legally bound the parties have executed this Agreement as of the day and year first above written.

CLIENT:

  
Signature

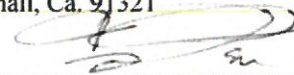
By (Print): Pamela Magee

Title: Executive Director & Principle

CONTRACTOR:

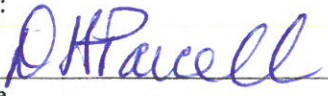
**ALLIED Consulting & Security Services**

**23542 Lyons Ave. #200B  
Newhall, Ca. 91321**

By: 

Harvey Martin  
Director of Operations

CLIENT:

  
Signature

By (Print): Don Parcell

Title: Director of Operations

# Coversheet

## PCHS Transportation Contract (Addendum)

**Section:** VIII. Finance  
**Item:** B. PCHS Transportation Contract (Addendum)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** VIII\_B - ATS board motion - materials - contract.pdf



# PALISADES

## CHARTER HIGH SCHOOL

**CHIEF BUSINESS OFFICER**

### **COVER SHEET FOR AGENDA ITEMS**

**February 8, 2022**

#### **TOPIC/ AGENDA ITEM:**

VIII. FINANCE

B. PCHS Transportation Contract Addendum

#### **PERSONNEL INVOLVED:**

Board of Trustees, Executive Director/Principal, Chief Business Officer, Director of Operations, Transportation Department

#### **ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

The purpose of this action is to approve a contract addendum between PCHS and American Transportation Systems (ATS).

ATS is the transportation vendor PCHS has contracted with for 2021-22. We are in year-one of a three-year contract. In mid-October 2021, ATS took a 9% price increase. They cited a 17%-18% CPI as the basis for the increase. Since then, the vendor has been charging 9% more. However, we do not have any kind of written agreement documenting the price increase.

This addendum refers to the 9% price increase and incorporates an additional rate for a Special Education bus (\$495 per day). The Budget & Finance committee voted to approve the addendum and clarified that the CBO/HR office must continue discussions/negotiations to address the 2022-23 and 2023-24 bus contract.

#### **IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):**

The action requested of the Board today will support the goal of ensuring compliance.

#### **OPTIONS OR SOLUTIONS:**

The expectation is that the board approve the contract addendum for ATS.

#### **CHIEF BUSINESS OFFICER'S RECOMMENDATION:**

The Chief Business Officer recommends that the Board approve the ATS contract addendum.

#### **RECOMMENDED MOTION:**

“To approve the ATS contract addendum, which outlines new pricing and services for 2021-2022.”

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Juan Pablo Herrera  
Chief Business Officer

# ATS

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TRANSPORTATION

# Transportation: Recap

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## **The transportation contract between PCHS and ATS is very unusual**

- The contract only lists daily/hourly bus rates and does not provide a total cost estimate
- It's nearly a \$1 Million contract, but by reading it you only see the daily/hourly bus rate
- The vague language allowed the vendor to “backtrack” on the agreement and increase the rates by 9%

## **PCHS transportation expenses budgeted for 2021-22**

- During budget development, the committee allocated \$510,962 for transportation
- However, that is the estimated net amount PCHS will pay for transportation. The following slide shows the gross expense.
- We have historically only focused on the net amount of transportation expenses, but we need to evaluate the total cost
- There are a lot of variables (like changes in ridership, vacancy rates, etc.) which can all impact our “net amount”

# Transportation: Changes since budget adoption

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## Price Increase

- Effective 10/15, the vendor took a 9% price increase.
- PCHS accounted for this during First Interim and allocated an additional \$70k to cover the increase.

## Additional Bus Routes

- At budget adoption, the committee approved 7 Regular Ed buses (3 of which are late buses) and 2 Special Education vans
- We have since realized that PCHS is running an 8<sup>th</sup> bus (late bus) and 1 additional Special Education bus/van
  - The 8<sup>th</sup> bus is only from school to home (not in service in the AM). Therefore, the rate is \$495 per day.
  - The Special Ed bus/van is due to needing a wheelchair accessible bus/van. The rate is also \$495 per day.
  - Neither of these expenses were budgeted for.



# The 2 additional buses will cost an estimated \$183,150

The 2 additional buses are not budgeted for.

Description	Original Amount (Budget Adoption)	9% Increase (Effective Oct 15th)	Revised Transportation Amount (First Interim)	New Information: Addition of 1 Reg Ed bus & 1 SPED bus	Projected 2021-22 Total Transportation Expense
Regular Ed	\$ 715,387.75	\$ 60,000.00	\$ 775,387.75	\$ 86,625.00	\$ 862,012.75
Late Buses	\$ 72,240.00	5000	\$ 77,240.00		\$ 77,240.00
Special Education	\$ 58,500.00	5000	\$ 63,500.00	\$ 96,525.00	\$ 160,025.00
Athletics/Competition	\$ 107,454.16		\$ 107,454.16		\$ 107,454.16
DLA (summer)	\$ 10,073.83		\$ 10,073.83		\$ 10,073.83
Fast Aid Application Fees	\$ 9,155.00		\$ 9,155.00		\$ 9,155.00
<b>Amount</b>	<b>\$ 972,810.74</b>	<b>\$ 70,000.00</b>	<b>\$ 1,042,810.74</b>	<b>\$ 183,150.00</b>	<b>\$ 1,225,960.74</b>
<b>Amount Reflected in our 21-22 Budget</b>	<b>\$ 510,962.00</b>		<b>\$ 580,962.00</b>		

The difference between the gross amount \$1.225 Million and budgeted amount is expected to come from PCHS transportation scholarships (~\$190k) and student/family payment. The student/family payment portion is still TBD.

# Transportation: Next steps

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## **Finance team to recommend reallocation of funds to cover the additional expense.**

- This is in addition to finding a solution to address the current \$336k deficit.
- There are some carry-over transportation funds from prior year, which we can put towards this year's transportation expense. This will help us offset the cost

## **Ridership Data**

- As you can see in the previous slide, there is a significant difference between the gross amount and the budgeted amount.
- The difference is expected to come from PCHS transportation scholarships (~\$190k) and student/family transportation payments.
- However, it's still not clear what the projected student/family payment is for full-year 2021-22. This is why looking at the gross transportation amount is critical.

## **Policies**

- We've already begun working with HR to establish clearer policies and required forms for taking on additional expenses (purchasing, personnel, extra hours, etc.). This will ensure this does not happen again.
- In addition, the contract needs to be shared with the Budget & Finance committee and Board of Trustees (meaning it needs to be uploaded to the packets). It was previously not included in meeting materials and only "shared" at the budget committee. This is something our auditors have mentioned.



## **AGREEMENT TO PROVIDE TRANSPORTATION SERVICES**

This Agreement to Provide Transportation Services (“Agreement”) is made between American Transportation Systems (“ATS”), a California Corporation, and Palisades Charter High School (“PCHS”), a 501-c3 corporation and an Independent Charter public school.

### **RECITALS**

ATS is a provider of transportation services, including providing various buses to schools and school districts; and

ATS and PCHS desire to enter into this Agreement with ATS to provide Transportation services from school to school for its students in the morning, afternoon, and for special events (field trips, athletic events, etc.) to be referred to as “Trip” or “Trips”; and

ATS and PCHS are willing to enter this Agreement upon the terms and conditions stated herein.

NOW, THEREFORE, in consideration of the agreements stated herein, and such other and further consideration exchanged between the parties, ATS and PCHS agree as follows:

1. This Agreement commences on July 1, 2021 (“Commencement Date”) and ends on June 30, 2024 (“Term”).
2. ATS shall make available the necessary number of buses, currently estimated at 8 buses, per school weekday during the Term. Fuel shall be paid for and provided by ATS. All buses made available by ATS under this Agreement shall be certified/approved buses, as defined by applicable California statutory or administrative codes.
  - a. California (CA) CHP required maintenance, regular preventive maintenance, and any reactive repairs/maintenance shall be performed/practiced by ATS in a timely manner and adhere to all Federal, California, City of Los Angeles and Los Angeles Unified School District (“LAUSD”) requirements, and ATS shall contractually require the same of their affiliates on all buses used to service PCHS.





All buses used for servicing PCHS, whether to/from school or Trips, to utilize any available GPS Tracking capabilities as soon as possible so PCHS and ATS can know where buses are at all times.

3. PCHS shall work with or provide ATS with the number of buses required for each pick-up time/location, shall work with or provide the routes/stops of each bus and shall confirm all pick-up and delivery times not already stated herein to ATS at least two weeks prior to the start date of school. Routes/stops are assumed but not required to be consistent with previous year's routes/stops already determined and in practice by PCHS and not to change without mutual consent of both parties. ATS will assist in route optimization upon a reasonable number of PCHS' requests.
  - a. Assigned Buses will pick students up at various other schools in the morning and deliver them to PCHS. At the end of the school day, assigned buses will pick students up at PCHS and take them back to the scheduled schools. Primary afternoon pull-times from PCHS are 2:20pm and 3:25pm, with bus arrival times on campus to be at least 25 minutes before the pull-time, and no earlier than 35 minutes before pull-time. Pull-time is defined as the time the bus is expected to pull away from the curb to begin its trip with students on board. Vehicles servicing only these specific afternoon PCHS pull-time/pickups are referenced as "Type 1" buses.
  - b. Some assigned buses picking up students at 2:20pm will return to PCHS to do a second pick up and delivery of students with a pull-time at approximately 5:45pm ("Late Bus"), with bus arrival times on campus to be 15-45 minutes before the pull-time. Vehicles servicing both a 2:20pm and 5:45pm pull-time-from/pickup-at PCHS are referenced as "Type 2" buses. Type 2 buses cannot exceed 14.5 hours in length from the time the driver leaves the ATS yard in the AM to the time the driver returns to the ATS yard in the PM after completing the Late Bus route. ATS agrees to have the drivers of the Late Buses arrive at the ATS Yard in the mornings as late as reasonably possible in order to maximize how late in the evening the Late Bus driver can return to the ATS Yard and still be within the regulations.

4. 1<sup>st</sup> Contract Year (2021-2022 School Year):

(310) 230 - 6623

15777 Bowdoin Street, Pacific Palisades, CA 90272

[www.palihigh.org](http://www.palihigh.org)



ATS will charge PCHS the sum of \$583.99 (or \$572.31 with Early-Pay Discount) per day for each of the Type 1 buses PCHS anticipates using each day, which PCHS agrees to promptly pay in accordance with the terms of this Agreement. ATS will charge PCHS the sum of \$723.99 (or \$709.51 with Early-Pay Discount) per day for Type 2 buses.

ATS will also provide transportation services to PCHS for school Trips upon one (1) week's prior notice. The rates are \$85/hour for each school bus and \$129/hour for a coach bus, each with a five (5) hour minimum from scheduled time of pickup to time of drop-off.

Cancellation of any buses will be treated as follows:

- a. Two (2) or more business days before the scheduled Trip day = 100% Refund
  - b. Up to Noon of the business day before the scheduled Trip day = 50% Refund
  - c. Any other timeframe = Non-Refundable
  - d. Cancellation within 24 hours due to Acts of God, Tragedy, or Catastrophe or failure to advance in tournament/playoff situations for competition events will be 100% refundable.
5. **2<sup>nd</sup> & 3<sup>rd</sup> Contract Year Rates:** All rates shall remain firm for the first contract year (2021-2022). Starting the second Contract Year (2022-2023), as of July 1, the Contract Price shall be adjusted annually to reflect the cost of living (CPI) calculated upon the basis of the United States Department of Labor, Bureau of Labor Statistics, Consumer Price Index for all urban consumers applicable to the Los Angeles area ([https://www.bls.gov/regions/west/news-release/consumerpriceindex\\_losanjeles.htm](https://www.bls.gov/regions/west/news-release/consumerpriceindex_losanjeles.htm)). The 12-month rate shown for June of 2022 shall be used as the rate of increase for the 2<sup>nd</sup> Contract Year. For any CPI adjustment less than 0% or greater than 4%, both parties agree to split the difference below 0% or above 4% evenly. For example, if the CPI adjustment reflected in aforementioned table shows an increase of 5%, the reflected increase on the services rendered will be 4.5%. Likewise, if the CPI adjustment is -1% then the reflected adjustment in rate will be -0.5%. In the same manner, the 3<sup>rd</sup> Contract Year will have prices set at the 2<sup>nd</sup> year's rate plus the CPI for the 3<sup>rd</sup> Contract Year as shown in the June 2023 12-month CPI.

### **Simplified Pricing**

(310) 230 - 6623

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**Year 1 (2021-2022):**

- Type 1 Bus: \$583.99 (\$572.31 with Early-Pay Discount)
- Type 2 Bus: \$723.99 (\$709.51 with Early-Pay Discount)
- Trips Bus (School Bus): \$425 Base Rate and \$85/hour for any time exceeding 5-Hours
- Trips Bus (Coach Bus): \$645 Base Rate and \$129/hour for any time exceeding 5-Hours

**Year 2 (2022-2023):** Year 1 rates + Annual CPI adjustment

**Year 3 (2023-2024):** Year 2 rates + Annual CPI adjustment

6. Should unusually large increases in industry costs arise ATS reserves the right to renegotiate rates. Increase in such costs must be verifiable, and PCHS reserves the right to refuse such additional cost increases if its budget cannot afford such additional increases. If an agreement cannot be reached between both parties as to the increased costs, this contract may be terminated with 90 days' notice.

PCHS may alter the number of buses needed throughout the term of this contract. PCHS may not reduce the number of buses contracted with ATS to contract with other transportation vendors. Should PCHS choose to increase the number of buses being utilized to more than 8 buses per day, then PCHS will receive a daily 1% discount for each bus above 8 buses that are being operated with a maximum discount of 2%. In normal times, not times of Acts of God, Tragedy, or Catastrophe, should PCHS choose to decrease the number of buses below 5 buses, the rate will increase by 1% for the first bus and 2.5% for each additional bus below 5 buses. The discount or additional premium will be applied to all buses used for that day. This is applicable to the daily cumulative total of Type 1 & Type 2 buses only. The discount will be applied to all Type 1 & Type 2 buses for each day that the bus count is above 8 buses. Daily bus count does not include Trip buses, nor does the discount apply to these Trips. Half Trips (AM or PM Only) will not count toward the daily total. PCHS will not drop below 1 bus utilized per day.



**SAMPLE DAILY PRICING PER BUS (Before Early-Pay Discount) WITH 8 OR MORE BUSES OPERATING:**

1 BUSES -	TYPE 1: \$633.63	TYPE 2: \$785.53
2 BUSES -	TYPE 1: \$619.03	TYPE 2: \$767.43
3 BUSES -	TYPE 1: \$604.43	TYPE 2: \$749.33
4 BUSES -	TYPE 1: \$589.83	TYPE 2: \$731.23
5-8 BUSES -	TYPE 1: \$583.99	TYPE 2: \$723.99
9 BUSES -	TYPE 1: \$578.15	TYPE 2: \$716.75
10+ BUSES -	TYPE 1: \$572.37	TYPE 2: \$709.59

7. ATS agrees that all buses used regularly to service PCHS will not be Year Model 2000 or older for ATS in-house/owned buses, and for any affiliate or sub-contracted buses. Unless for short-term repair situations, ATS agrees to seek express approval from PCHS before using any bus that does not meet these age parameters in this paragraph, but which may be of equivalent good operating condition. ATS's failure to provide buses manufactured on or after January 1, 2000 absent a short-term repair or express approval from PCHS, will result in a \$50 discount per older bus per day.
8. PCHS requires the drivers of all PCHS related buses to follow and enforce all of PCHS's policies, procedures, rules and regulations as outlined on PCHS's School Bus Transportation web pages. This includes, but is not limited to, dropping students off at PCHS in the proper location (unless instructed otherwise by PCHS personnel), not blocking student crosswalks, utilizing bus rosters and only allowing students authorized and permitted to ride a PCHS school bus to actually board and ride the bus. Students without valid ID or without valid authorization should not be permitted to ride the bus. This is the driver's responsibility at all times for all trips, even when picking up students at PCHS.
9. For purposes of ensuring timely communication with PCHS parents, ATS agrees to require that its drivers report route delays to ATS Dispatch as follows:
  - a. In the event that the driver's bus will be delayed more than fifteen (15) minutes passed their scheduled pull-time at their morning pick-up stop; and/or





- b. In the event that the driver's bus will be delayed more than twenty-five (25) minutes passed their scheduled drop-off time at their afternoon drop-off stop. PCHS retains the right to request removal of any ATS driver who, in PCHS' determination, persistently fails to report route delays according to this paragraph or fails to follow the PCHS rules as per the preceding paragraph.
10. ATS agrees to report to PCHS all PCHS related bus accidents, PCHS related bus damage, or incidents of PCHS student misbehavior (or unsafe behavior) to appropriate PCHS personnel (including Transportation or Security Staff and/or other members of PCHS Administration) in a timely manner, and in no circumstance more than two (2) hours after the incident occurred. In addition, all such incidents are to have a written Incident Report created and delivered to appropriate PCHS personnel within six (6) hours of the incident.
11. The parties agree that unless for Acts of God, Tragedy, Catastrophe, or a verifiable traffic accident that directly caused delays, not to be unreasonably contested by PCHS, the following late arrival penalties will be imposed on ATS as follows:
- a. For morning arrival at PCHS - unloading in proper drop-off location not started:
    - i. By or before 8:00am is a \$50 discount in billing to PCHS/Bus/Day – This level late penalty to have an allowance (Mulligan) of 1 minor lateness per month per bus before this penalty is assessed.
    - ii. By or before 8:30am is a \$100 discount in billing to PCHS/Bus/Day
    - iii. By or before 9:00am is a \$150 discount in billing to PCHS/Bus/Day
  - b. For afternoon arrival at PCHS for the 2:20pm or 3:25pm pull-time buses – student boarding in proper pick-up location not started:
    - i. By or before 15 minutes past the scheduled pull-time is a \$50 discount in billing to PCHS/Bus/Day – This level late penalty to have an allowance (Mulligan) of 1 minor lateness per month per bus before this penalty is assessed.
    - ii. By or before 45 minutes past the scheduled pull-time is a \$100 discount in billing to PCHS/Bus/Day
    - iii. By or before 75 minutes past the scheduled pull-time is a \$150 discount in billing to PCHS/Bus/Day





- c. If PCHS needs to adjust their School Bell Schedule due to Acts of God, Tragedy, Catastrophe, State of CA or CDE or LACOE requirements, or PCHS Board vote, and as long as there's still only one time period for School-to-School pick-up to bring students to PCHS, the above late tolerances and penalties to apply relatively to the newly established Bell Schedule. PCHS to inform ATS as early as reasonably possible of any such Bell Schedule changes.
12. PCHS understands and agrees that ATS reserves the right to lease, sub-charter or otherwise arrange for the availability of sufficient busses from a third party, but ATS is responsible for ensuring requirements of those arrangements.
13. With the understanding that PCHS's current requirements are for AM Drop-Off buses to not be dismissed/leave/egress until 10 Minutes after the official start of the school day, currently a 7:50am start so 8:00am release of busses, if the Clockwise use of the Bus Lane is employed, and with the understanding that busses can leave right after drop-off if the Counter-Clockwise use of the Bus Lane is employed, PCHS will, to the best of its ability, make accommodations for all morning school buses to have a clear and easy execution of ingress and egress without any further delay of the exit of any of the buses once they have dropped off their students. If the previously mentioned plan of execution is found to be faulty by either party then both parties agree to work out an alternative plan that is mutually agreed upon, and while any such discussion on an alternate approach is ongoing, both parties agree to use the Clockwise approach.
14. All drivers provided by ATS will have proper and current permits, licenses, and certifications to drive their respective buses. Each driver and each bus will have adequate general and auto liability insurance with coverages and in amounts typically used for the services described in this Agreement, but liability limits will not be less than \$5,000,000 in Combined Single Limit per Occurrence coverage. ATS shall also maintain Workers' Compensation insurance as required by law and to protect ATS from claims, which may arise from its operation under this Agreement. ATS will provide proof of its insurance to PCHS at least one week prior to the start of each school year under the term of this agreement, which PCHS shall agree to in writing,



# PALISADES

## CHARTER HIGH SCHOOL

- and upon written request from PCHS at other times of year with ten (10) business days' notice.
15. Before providing service to PCHS, all ATS drivers must be approved by PCHS's Human Resources Director or designee, obtain tuberculosis ("TB") test clearance, and clear all criminal background checks and fingerprinting consistent with the Education Code and as required of all PCHS staff having direct contact with students. ATS will maintain at all times two (2) extra substitute drivers that are approved by PCHS in the manner set forth in this paragraph, and for which PCHS has first right of refusal/use based on PCHS's need for substitute drivers before those substitute drivers are deployed for non-PCHS use on any given day. In the very rare event under extreme circumstances ATS has to utilize a driver that is not PCHS approved, ATS must so notify PCHS within one (1) hour of the driver/bus leaving the yard. ATS's use of drivers that are not PCHS approved that exceed 4 times in a calendar month, will result in a \$50/day per driver billing discount.
  16. Neither ATS, its employees or its Agents shall be considered an Officer, Agent, or Employee of PCHS. PCHS shall have the right to request removal of any of ATS's employees from providing services under this Agreement provided that such request is made in writing with the reasons set forth and provided that such request does not violate any laws against discrimination.
  17. ATS will be required to provide access to any and all operational records related to the provision of services under this Agreement, and kept in the ordinary course of business, to PCHS within ten (10) business days of PCHS' written request for such records.
  18. To the extent permissible by law, ATS shall hold harmless and indemnify PCHS, its Governing Board, Officers, Agents, and Employees from every claim or demand which may be made by reason of any injury to person or damage to property sustained by any person, firm or corporation, to the extent that such injury or damage was caused by any negligent act or omission or willful misconduct of ATS or of any person, firm, or corporation, directly employed by ATS upon or in connection with its performance under this Agreement. Any claims or demands which may be made by reason of any





**injury to person or damage to property, to the extent that such injury or damages was caused by any negligent act or omission or willful misconduct of any subcontractor of ATS, shall be determined according to the arrangements between ATS and its subcontractor, and in no event shall PCHS assume such responsibility. To the extent permissible by law, PCHS shall hold harmless and indemnify ATS, its Officers, Agents, and Employees from every claim or demand which may be made by reason of any injury to person or damage to property sustained by any person, firm or corporation, to the extent that such injury or damage was caused by any negligent act or omission or willful misconduct of PCHS or of any person, firm, or corporation, directly or indirectly employed by PCHS, student, or student's guardian upon or in connection with its performance under this Agreement.**

- 19.ATS will invoice every other week. Payment is due as in Net30 payment form. If ATS receives payment from PCHS within 14 calendar days of receipt of invoice, an "Early-Pay Discount", then PCHS will be entitled to a 2% credit applied toward a future invoice. All overdue payments will be subject to an immediate 2% late fee plus an additional 2% per month thereafter.**
- 20.PCHS may terminate this Agreement with cause with 30 days' written notice. ATS may terminate this Agreement with cause with 30 days' written notice. Performance issues warranting cancellation must be viewed as extreme. Cancellation will require cancelling party to sufficiently demonstrate that violating party did not make reasonable and successful efforts to correct the issues. Violating party must be put on written notice within thirty (30) days of said issue. Violating party will have thirty (30) days to correct said issue following the date of written notice. All previous earned income will be due upon final day of service prior to cancellation.**
- 21.This Agreement shall be governed by the laws of California without regard to its conflict of laws principles.**
- 22.This Agreement was drafted with the input of both parties and their legal counsel. In the event any portion of it is claimed to be vague or ambiguous it shall not automatically be construed against either party under the rules of contract construction.**



# PALISADES CHARTER HIGH SCHOOL

23. Notices to be made by first class mail, telephonically or by email. Notices by mail are effective after 4 business days of postmarked mailing.

If to ATS:

Address: 3133 E SOUTH ST.,  
LONG BEACH, CA 90805  
Email: DAN@BUSAMERICAN.COM  
Telephone: 562-531-8000 ext. 701  
Email: BELINDA@BUSAMERICAN.COM  
Telephone: 562-531-8000 ext. 700  
Attn: Dan Wilson

If to PCHS:

Address: 15777 Bowdoin St.  
Pacific Palisades, CA 90272  
Email: pmagee@palihigh.org  
Telephone: 310-230-6630  
Email: dparcell@palihigh.org  
Telephone: 310-230-6625  
Attn: Dr. Pam Magee

24. This Agreement is the complete agreement of the parties with regard to the subject matter stated herein, except for all information required to be provided by either party. That information, when provided, is incorporated into and made apart hereof. This Agreement supersedes any other written or oral agreements. There have been no representations made to induce execution of this Agreement.

25. No waiver by either party shall be effective unless such waiver shall be contained in a writing or electronic transmission expressly confirmed by the receiving party.

Dated at Long Beach, California and Los Angeles, California as of the date first written above.

American Transportation Systems

By: Due  
Signature

By: Dan Wilson  
Print Name

By: CEO  
Title

Date: 4/14/21

Palisades Charter High School

By: Pam Magee  
Signature

By: Pam Magee  
Print Name

By: Executive Director/Principal  
Title

Date: 4/16/2021





**ADDENDUM 1: NEW PRICING & SERVICES**

This document serves as an addendum to ATS & PCHS 2021-2024 agreement for Transportation Services. Effective as of 10/18/21, all rates will increase 9% to replace the pricing for the 2021-2022 school year (YEAR 1) as previously stated in the agreement. Furthermore, this document adds additional pricing for the SpEd ADA Van at \$495/day. These rates are subject to change should the routes increase in time or mileage from their current status.

**AMERICAN TRANSPORTATION SYSTEMS**

*DW*  
SIGNATURE  
*Dan Wilson*  
SIGNED BY  
*CEO*  
TITLE  
*1/9/22*  
DATE

**PALISADES CHARTER HIGH SCHOOL**

*Pam Magee*  
SIGNATURE  
*Pam Magee*  
SIGNED BY  
*Executive Director/Principal*  
TITLE  
*1/13/2022*  
DATE

**PALISADES CHARTER HIGH SCHOOL**

*Don Parcell*  
SIGNATURE  
*Don Parcell*  
SIGNED BY  
*Director of Operations*  
TITLE  
*1/13/2022*  
DATE

# Coversheet

## Regis Staffing Maintenance Contract

**Section:** VIII. Finance  
**Item:** C. Regis Staffing Maintenance Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** VIII\_C - Regis Staffing - board motion - materials - contract.pdf



# PALISADES

## CHARTER HIGH SCHOOL

**CHIEF BUSINESS OFFICER**

### **COVER SHEET FOR AGENDA ITEMS**

**February 8, 2022**

#### **TOPIC/ AGENDA ITEM:**

VIII. FINANCE

C. Regis Staffing Services Contract

#### **PERSONNEL INVOLVED:**

Board of Trustees, Executive Director/Principal, Chief Business Officer, Director of Operations,

#### **ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

The purpose of this action is to approve a contract for Regis Staffing for 2021-2022. Regis Staffing is providing janitorial services. They were initially brought on in April 2021 to provide emergency janitorial services. The Back 2 Campus (B2C) program was underway, and our current janitorial provider (Uniserve) was not able to meet our needs. Since then, our current janitorial vendor has not been able to meet our normal needs and we have been utilizing Regis Staffing to back-fill the janitorial need. Given the continued use and overall dollar volume, the contract requires Board approval.

The contract outlines the scope of services and lists a billing rate of \$24.50 per hour (for housekeeping/janitorial). This is 0.25 cents higher than our current janitorial vendor and has a minimal fiscal impact. The Budget & Finance committee voted to approve the contract and clarified they would like the CBO/HR office to re-bid the janitorial services contract for 2022-23.

#### **IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):**

The action requested of the Board today will support the goal of ensuring a safe and positive school environment.

#### **OPTIONS OR SOLUTIONS:**

The expectation is that the board approve the contract for Regis Staffing.

#### **CHIEF BUSINESS OFFICER'S RECOMMENDATION:**

The Chief Business Officer recommends that the Board approve the 2021-22 Regis Staffing contract.

#### **RECOMMENDED MOTION:**

“To approve the Regis Staffing contract for 2021-2022.”

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Juan Pablo Herrera  
Chief Business Officer

# REGIS STAFFING

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JANITORIAL AND MISC. SERVICES



# Regis Staffing: Janitorial

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**The hourly rate for Regis Staffing personnel is 0.25 higher than Uniserve\***

- Therefore, there is not a significant cost impact.

**Additional Regis Staffing Hours were assigned earlier in the year**

- This was to cover morning check-in and was accounted for during ESSER II/III allocation.

**Both janitorial vendors are behind on invoicing, which makes it difficult to track expenses against budgeted amounts**

- However, at this point, it appears there is not a significant difference versus the janitorial projection for 2021-22.
- As we experienced with transportation, this could change if we receive a backlog of invoices with “additional” charges

\* The Uniserve contract does not list the hourly amount/rate. The rate was pulled from a recent invoice.

# Uniserve Estimate

As of November 2021, the combined janitorial had \$207k in expenses.

This is in-line with the 21-22 projection.

Row Labels	REGIS STAFFING GROUP	UNISERVE FACILITIES SVCS CORP.
Civic Center Permit	\$ 18,507.92	\$ 17,952.49
ELC Covid Testing Award	\$ 6,418.48	
ESSER II Fund		
In-Person Instruction Grant		
LCAP Expenses		
Special Education		
Unrestricted Resources	\$ 50,916.45	\$ 114,119.00
<b>Grand Total</b>	<b>\$ 75,842.85</b>	<b>\$ 132,071.49</b>

PCHS 2021-2022 School Year Cost COST - SUBMITTED BY UNISERVE CORP.					
Mo.	Year	UNISERVE Cost	Credits	Mo. Net Billing	Comments
REV: 052621@11:04am					
Jul	2021	\$ 37,831.60		\$ 37,831.60	
Aug	2021	\$ 37,831.60		\$ 37,831.60	
Sep	2021	\$ 37,831.60	\$ 5,238.22	\$ 32,593.38	72.0 hrs. Credit Admin. Day, 72.0 hrs. Credit Yom Kippur, 72.0 hrs. Rosh Hashannah
Oct	2021	\$ 37,831.60	\$	\$ 37,831.60	
Nov	2021	\$ 37,831.60	\$ 5,238.22	\$ 32,593.38	72.0 hrs. Credit Veteran's day 144.0 hrs. Credit - No PM shift 3 days
Dec	2021	\$ 37,831.60	\$ 8,148.34	\$ 29,683.26	Mon 12/20 thru Thu 12/23 Everyone Works; Fri 12/24 Nobody Works; Mon 12/27 thru Fri 12/31 Nobody from PM Crew Works; Mon 12/27 thru Thu 12/30 AM Crew Works; 12/31 nobody works
Jan	2022	\$ 37,831.60	\$ 1,746.07	\$ 36,085.53	72.0 Hrs. Credit MLK;
Feb	2022	\$ 37,831.60	\$ 1,746.07	\$ 36,085.53	72.0 hrs. Credit Presidents Day
Mar	2022	\$ 37,831.60		\$ 37,831.60	No PM 144.0 hrs. 3/29, 3/30, 3/31 Spring Break
Apr	2022	\$ 37,831.60	\$ 6,402.27	\$ 31,429.33	No PM 192.0 hrs. 4/11- 4/14 Spring Break, 72.0 Hrs. Cesar Chavez
May	2022	\$ 37,831.60	\$	\$ 37,831.60	
Jun	2022	\$ 37,831.60		\$ 37,831.60	
<b>Annual Total</b>		<b>\$ 453,979.20</b>	<b>\$ 28,519.19</b>	<b>\$ 425,460.01</b>	Janitorial Staff Net Cost
Weekend Staff Mo.		\$ 1,656.86	Annual Cost	\$ 19,882.32	Weekend Staff - 8.0 Sat, 8.0 Sun
				<b>\$ 445,342.33</b>	<b>Grand Total Annual Cost</b>



*Proposal for:*

**Palisades Charter High School**

15777 Bowdoin St, Pacific Palisades, CA 90272

**April 01, 2021**

REGIS STAFFING GROUP

714 W. OLYMPIC BOULEVARD, STE. 623,  
LOS ANGELES CA 90015

213-275-1277

## SERVICE AGREEMENT

This service agreement (hereafter referred to as the "Agreement") is made effective on April 2 2021 and entered between Regis Staffing Group ("Regis") and Palisades Charter High School ("Client"), located at 15777 Bowdoin St, Pacific Palisades, CA 90272.

### PURPOSE

Regis provides services to Client with respect to the procurement of temporary staffing services, ("Workers"). Regis provides temporary workers, temporary-to-permanent workers, or permanent workers to Client by entering into this Agreement on the terms and conditions set forth in this Agreement.

### COMMON LAW EMPLOYER

Regis is providing a service to Client, which includes, but is not limited to, supplying Workers to fill Client needs. All Workers remain employees of Regis. All Workers will be paid by Regis and/or affiliates, and Regis is responsible for ensuring that all Workers are compensated in accordance with applicable federal, state, and local law, including wage and benefit requirements. In addition, Regis is responsible for providing workers with State mandated workers' compensation and unemployment compensation coverage as required by law for all Workers supplied to Client.

### REGIS SERVICES

1. Recruit, screen, interview, and assign its employees ("Assigned Employees") to perform the type of work described on Schedule A under Client's supervision at the locations specified on Schedule A.
2. Pay, withhold, and transmit payroll taxes; provide Assigned Employees' wages and provide them with the benefits required by governing Federal, State and Local laws, and maintain all necessary personnel and payroll records for employees of Regis.
3. Require Assigned Employees to sign agreement (in the form of Schedule A) acknowledging that they are not entitled to any benefits offered or provided by Client; and
4. Require Assigned Employees to sign confidentiality agreement (in the form of Schedule A) before they begin their assignment to Client.
5. Regis will provide services to Client, including but not limited to, orientation, training, background checks when necessary and other screenings of workers as requested.
6. Regis shall take affirmative action to ensure that all Workers are treated equally during employment without regard to their gender, color, race, age, national origin, pregnancy, citizenship or alienage status, ancestry, marital status, veteran or military status, disability, handicap, religion, creed, sexual orientation, gender identification or expression, or any other legally protected status.
7. Regis service has a "zero tolerance" policy regarding discrimination, harassment, or retaliation. Workers are required not to engage in the discrimination, harassment, or violence against any other employee of Regis, Client, employee of Client, or guest at the site location. In the event any such individual believes they have been the victim of discrimination, harassment or violence, Client should immediately report this to the Human Resource Department at Regis.

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8. Regis acknowledges and agrees to abide by all the federal and state laws pertaining to the Affordable Care Act and Paid Sick Leave Act.

#### **RECRUITMENT**

We assure your organization that our associates match the criteria required by your company to fill all your staffing needs that may arise.

#### **INTERVIEW/SCREENING**

We assure you that our associates have experience, a professional image, work ethics, and an attitude to mirror your organization's standards. All associates are interviewed one-on-one and screened by a Regis Staffing Group representative before being assigned to your facility.

Regis Staffing Group interviews prospective candidates, checks their references, Background checks, E-Verifies and works to match experience and skill-level according to Clients' needs.

#### **REFERENCE CHECK**

We assure a highly skilled associate with a proven track record for good performance. It is our policy to check at least two positive references of past employment on every applicant to qualify them for a position.

#### **ORIENTATION**

Regis employees are given a detailed Client briefing that includes location, transit-appropriate directions, work hours, job description, supervisory contact(s), and company policies and procedures. Additional information will be provided to our employees during hiring orientation.

#### **SAFETY**

Regis provides safety orientations for all new employees prior to being placed on assignment to Client in order to meet your "specific requirements." All employees acknowledge and sign-off on general safety rules and regulation procedures. It is of the utmost importance to place our employees in a safe working environment.

## **DRUG SCREENING**

Our policy is to drug test post-accidents and injuries. Positive drug tests will result in immediate termination.

## **MEDICAL CLINICS**

Regis takes a very proactive approach to handling our workers' compensation claims. If an injury occurs, we want our employees to receive the best and most timely medical treatment available. That is why we interview and screen the medical clinics in your area prior to final selection. All clinics, physicians, and medical staff must comply with our standards and procedures. All accidents and injuries must be reported immediately to a Regis representative.

## **CLIENT'S DUTIES AND RESPONSIBILITIES**

### **SUPERVISION**

Client shall supervise and control the work performed by Assigned Employees. In the event that Client is dissatisfied with the work product produced or performed by any Assigned Employee, Client may request, as Client's sole remedy, the removal of such Assigned Employee.

### **CLIENT PREMISES AND PROPERTY**

Client shall control and safeguard its premises, processes, or systems, and not require or permit Assigned Employees to operate any vehicles or mobile equipment, or any other machinery (other than office machinery), regardless of ownership, or entrust them with unattended premises, cash, checks, keys, credit cards, merchandise, confidential or trade secret information, negotiable instruments, or other valuables without Regis' prior written approval.

### **WAGE AND HOUR COMPLIANCE**

Meal/Rest Period Penalties: In the event that any Assigned Employee performing work in California, who is entitled to meal/rest periods under California law, Regis will charge Client an additional one (1) hour pay required to be provided to any such California Assigned Employee as a penalty in accordance with California law for each workday during which a meal/rest period in compliance with California law that was not provided by Client.

## **TERMS OF AGREEMENT**

### **BILLING AND PAYMENT PROCEDURES**

Regis will bill Client bi-weekly. Payment is due thirty (30) days from date of invoice. 2% Interest shall be payable on any payments that are not paid on or before (30) days of the invoice date. An additional 1% will continue every 30 days the invoice is not paid.

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LOS ANGELES CA 90015

Client agrees and acknowledges that any legal or other actions necessary to collect payment due for invoices or for fees incurred due to violations of terms set forth herein, shall be brought up in the courts located in the State of California; and Client shall raise no objections based on jurisdiction, venue, or forum non conveniens. If Regis prevails in any such actions, Client agrees to pay the balance due on any outstanding invoices. Regis will pay Assigned Employees a minimum of four (4) hours' pay per assignment. Such amount will be billed to Client. If, after the first day of assignment, an Assigned Employee reports to work as scheduled, and is duly informed that there is no work available, Regis will pay the Assigned Employee. It is the responsibility of Client to inform Regis that said Assigned Employee will no longer be needed at said site location. Client's inability to inform Regis of ended assignment will result in a four (4) hours minimum billed to Client.

#### **WORKERS' COMPENSATION INSURANCE**

Regis shall furnish and keep in force workers' compensation insurance providing coverage as required by law for all Assigned Employees. Regis will furnish a certificate of insurance as evidence of such coverage upon request.

#### **TERM**

This Agreement is an open-term contract with a 10-day notice to terminate by either party.

#### **COMPREHENSIVE GENERAL LIABILITY INSURANCE**

Regis agrees to maintain this coverage while its Assigned Employees are assigned to Client. Regis agrees to furnish evidence of such coverage upon request.

#### **END OF ASSIGNMENT**

Client reserves the right to end the assignment of any Assigned Employee at any time, at its sole discretion, upon notice to Regis.

#### **SUCCESSORS AND ASSIGNS**

The provisions of these General Terms and Conditions will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

#### **TRANSFER OF ASSIGNMENT**

Client will not transfer or assign these General Terms and Conditions without Regis's written consent.

#### **FORCE MAJEURE**

Neither party will be responsible for failure to delay in performance of these Terms and Conditions if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, or any other causes beyond the control of the nonperforming party.

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## **EMPLOYMENT TERMS**

Client acceptance of an Assigned Employee indicates agreement that such person is an employee of Regis. It further indicates agreement (1) that Client may not hire\* any Assigned Employee unless that person has first completed 720 hours of work at Client or Client has paid to Regis the fee due pursuant to the standard formula applicable under such circumstances and set forth in SCHEDULE A or this provision has been waived in writing by Regis, and (2) that Client may not transfer ("Flip") any Assigned Employee to the payroll of any other company, nor may Client allow that person to work at Client through any other temporary service for a period of 1 year after the completion of the assignment through Regis. Client understands that these restrictions are reasonable and any violation of them will have a serious harmful financial impact on Regis.

Note: \*Hiring any assigned person includes a hiring by Client or any proprietorship, partnership, or corporation in which Client has an interest, either by ownership, employment, or family relationship.

## **PAYROLL PRACTICES**

Regis will pay Assigned Employees for all time worked that is reported and approved, in writing, by Client, in accordance with all applicable laws. Regis assumes no responsibility for any time worked by an Assigned Employee that is not reported and approved, in writing, by Client. Regis shall ensure that Assigned Employees accurately record their work time each workday, including the starting and stopping time of each work period and each meal period. Client shall ensure that Assigned Employees are required to take all meal and rest periods they are required or permitted to take pursuant to applicable law.

Client assumes no responsibility for any time worked, or meal or rest period compensation, due to an Assigned Employee that is reported and approved, in writing, by Client that is not paid timely or properly by Regis, including but not limited to, any fees or penalties incurred as a result of Regis failing to comply with any and all applicable laws, codes or regulations.

## **INDEMNIFICATION**

To the extent permitted by law, Regis will defend, indemnify, and hold Client and its parent, subsidiaries, directors, officers, agents, representatives, insurers, and employees harmless from all claims, losses, and liabilities to the extent caused by Regis' breach of these General Terms and Conditions; or the gross negligence, or willful misconduct of Regis or Regis' officers, employees, Assigned Employees or authorized agents.

## **INDEMNIFICATION BY THE CLIENT**

To the extent permitted by law, Client will defend, indemnify, and hold Regis and its parent, subsidiaries, affiliates, related entities, directors, officers, agents, representatives, and employees ("Regis Indemnities") harmless from all claims, losses, and liabilities to the extent caused by Client's breach of these General Terms and Conditions, or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, or authorized agents.

REGIS STAFFING GROUP

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LOS ANGELES CA 90015

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And further agrees, notwithstanding any indemnification obligation outlined above, to defend, indemnify and hold Regis Indemnities harmless against any and all claims, losses and liabilities including but not limited to, any indirect, special, incidental or consequential damages that arise from: (1) infringement of any intellectual property right; (2) the acts or omissions of any assigned employee taken at Client's direction; (3) all claims, damages, and penalties assessed as a result of Client's alleged violations of any applicable provisions of health and safety laws, regulations, ordinances, directives, and rules regarding the workplace and all health and safety laws imposed by any federal, state or local government or agency, including without exceptional and not limited to, the California Division of Occupational Safety and Health (DOSH, or CAL/OSHA) as it relates to premises and equipment owned or controlled by Client.

#### **AGREEMENTS**

#### **SEVERABILITY**

If any term(s) or provision(s) of this Agreement are held void, illegal, unenforceable or in conflict with any law of a federal, state or local government having jurisdiction of this Agreement, then such term(s) and/or provision(s) shall be stricken from this Agreement with the remaining portion(s) or provision(s) being unaffected and remaining valid and enforceable.

#### **MODIFICATION**

Modifications to this Agreement are only binding if they have been agreed to in writing, signed, and authorized representatives of both parties.

#### **HEADINGS**

Headings used throughout this Agreement are for reference and convenience only and shall not be deemed part of this Agreement nor affect the meaning or construction of any provision of this Agreement.

#### **ENTIRE AGREEMENT**

This Agreement contains the entire agreed-upon terms between the Parties. This Agreement (including all the attached Schedules) replaces all previous written or oral agreements between the Parties with respect to the subject matter of this Agreement. In the event of any conflict between this Agreement and any other contract, order or document used by Regis, the provisions of this Agreement shall govern.

#### **DISPUTE RESOLUTION**

Parties desire to resolve disputes, controversies and claims arising out of this Agreement without litigation. In the event of a dispute, and at the written request of one of the Parties, both Regis and Client shall appoint a knowledgeable representative to negotiate in good faith for resolution of said dispute. If negotiations do not resolve the dispute within 30 days of the initial written request, the Parties may pursue legal avenues.

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**NOTICE**

All notices required under this Agreement shall be given by registered or certified mail, pre-paid postage, nationally recognized overnight courier service, by facsimile followed by the original sent in the mail in accordance herewith, hand delivery or by email, to the CEO/President of Regis Staffing Group as referenced on Schedule A.

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**EACH OF THE PARTIES HAS FULL POWER AND AUTHORITY TO ENTER INTO, PERFORM, AND EXECUTE THIS AGREEMENT, AND EACH PERSON SIGNING THIS AGREEMENT HAS BEEN PROPERLY AUTHORIZED AND EMPOWERED TO ENTER INTO AND EXECUTE THIS AGREEMENT ON BEHALF OF ONE OF THE PARTIES.**

**SIGNATURES**

**CLIENT REPRESENTATIVE**

Name: Don Parcell

Signature: Don Parcell

Date: 4/2/2021

**REGIS STAFFING GROUP REPRESENTATIVE**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(LEFT BLANK)

REGIS STAFFING GROUP

714 W. OLYMPIC BOULEVARD, STE. 623,  
LOS ANGELES CA 90015

213-275-1277



**SCHEDULE A**

**Contact Information**

Name of Client: Palisades Charter High School (PCHS)

Address of Client: 15777 Bourbon St., Pacific Palisades, CA 90272

Location(s) of Service (if different than address of Client listed above):

Same  
\_\_\_\_\_  
\_\_\_\_\_

Main Contact Information: Oscar Cabrera

Phone Number: 310-897-5339 ocabrera@palhigh.org

**Other Contacts**

Name: Don Parcell Title: Dir of Ops Email: dparcell@palhigh.org

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Email: \_\_\_\_\_

Timesheet should be emailed to: Oscar

Invoices should be emailed to: Oscar

**SCHEDULE A CONTINUED \_**

**Additional Regis Staffing Group Contacts**

Director of Staffing - abner@regisfirm.com

**Timesheet Submission**

abner@regisfirm.com

**Injuries**

If an injury occurs at Client location, please contact Regis Staffing Group's claims department at (909) 678-6161 or (424) 392-9249 and Claims@regisfirm.com.

**Billing Rates**

Department	Bill Rate
Housekeeping	\$24.50

All positions - Minimum bill of 4 hours, based on Client Rate above.

**Billing Rates for Overtime & Holidays**

Holiday rates apply to the following holidays as follows, Thanksgiving Day, New Year's Day, and Christmas Day.

All positions -

1. Overtime - Billed 1.5 times (for more than 8 hours worked in one day).
2. Double Time - Billed 2 times (for more than 12 hours worked in one day).
3. Holidays - Billed 1.5 times (Double Time will apply if hours exceed 8 on a holiday).

**Billing Rate Adjustments for Minimum Wage**

Billing rates, at all levels, will automatically increase to match the amount of a Position Minimum Wage increase at the hotel. This change will occur on the same date the Hotel Position Minimum Wage increase is made effective.

**Payment Information**

Payment is expected within 30 days after the invoice is generated.

**Remit to Address:**

PO BOX 7064  
SAN FRANCISCO, CA 94120

REGIS STAFFING GROUP

714 W. OLYMPIC BOULEVARD, STE. 623,  
LOS ANGELES CA 90015

213-275-1277

**SCHEDULE A CONTINUED.**

**Permanent Placement Conversion**

Temporary Worker will be eligible for Permanent Placement conversion after 720 hours of continuous service to Client. Upon agreement of permanent placement conversion, completion of 720 hours and all outstanding invoices to Client are to be paid in full; there will be no additional cost or fees to Client associated with this hire.

If Client wants to direct-hire Temporary Worker(s) prior to completion of 720 hours full-time work, a conversion fee will be calculated. Client shall pay a prorated fee based on the remaining 720 hours minus the number of hours worked. Our conversion fee formula is the remaining hours multiplied by the Billing Rate minus the pay rate. Regis shall receive a placement fee from Client in the event it hires directly on its own payroll or engages as an independent contractor (whether directly or through another staffing related company) any assigned employee.

If Client wants a direct placement order for a position, a placement fee will be calculated. Placement fee will be 20% of positions annual salary.

**Pricing Exclusively for Client**

Client agrees to pay Regis Staffing Group for the services provided in accordance with this Agreement, as set forth.

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**EACH OF THE PARTIES HAS FULL POWER AND AUTHORITY TO ENTER INTO, PERFORM, AND EXECUTE THIS AGREEMENT, AND EACH PERSON SIGNING THIS AGREEMENT HAS BEEN PROPERLY AUTHORIZED AND EMPOWERED TO ENTER INTO AND EXECUTE THIS AGREEMENT ON BEHALF OF ONE OF THE PARTIES.**

**SIGNATURES**

**CLIENT REPRESENTATIVE**

**REGIS STAFFING GROUP REPRESENTATIVE**

Name: Don Parcell

Name: \_\_\_\_\_

Signature: Don Parcell

Signature: \_\_\_\_\_

Date: 4/2/2021

Date: \_\_\_\_\_

REGIS STAFFING GROUP

714 W. OLYMPIC BOULEVARD, STE. 623,  
LOS ANGELES CA 90015

213-275-1277



# Coversheet

## The Perfect Event (TPE) Security Contract

**Section:** VIII. Finance  
**Item:** D. The Perfect Event (TPE) Security Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** VIII\_D - TPE contract - board motion and materials.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### CHIEF BUSINESS OFFICER

### **COVER SHEET FOR AGENDA ITEMS**

February 8, 2022

#### **TOPIC/ AGENDA ITEM:**

VIII. FINANCE

A. Allied Security Contract

#### **PERSONNEL INVOLVED:**

Board of Trustees, Executive Director/Principal, Chief Business Officer, Director of Operations, Assistant Principal of Athletics/Discipline/Student Activities

#### **ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

The purpose of this action is to approve a security services agreement between PCHS and The Perfect Event (TPE). The contract between PCHS and TPE is effective July 1, 2021. This security vendor was brought on in late 2020-2021 because our primary security vendor could not meet our need. They have continued to provide security services into 2021-22.

The contract lists a base price of \$29.50, effective 7/1/2021. The contract also outlines a price increase, effective 10/18/2021. The fiscal impact of this price increase was approximately \$20,000 and was accounted for during First Interim reporting using relief funds. In addition, the contract outlines another price increase effective 1/1/2022. The fiscal impact of the 1/1/22 price increase is approximately \$7,840. This amount is not budgeted for and will be accounted for during Second Interim reporting. The contract has been vetted by the Budget & Finance committee. The feedback provided was to amend section 4(c) to address the third-party vendor/contractor language. The Finance/HR team will also be re-bidding the security services contract for 2022-23.

#### **IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):**

The action requested of the Board today will support the goal of ensuring a safe school environment.

#### **OPTIONS OR SOLUTIONS:**

The expectation is that the board approve the contract for The Perfect Event.

#### **CHIEF BUSINESS OFFICER'S RECOMMENDATION:**

The Chief Business Officer recommends that the Board approve the 21-22 TPE contract.

#### **RECOMMENDED MOTION:**

“To approve the TPE security services contract for 2021-2022.”

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Juan Pablo Herrera  
Chief Business Officer

# TPE

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SECURITY

# TPE: Security

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## No contract in place

- As of 11/30/21, we have paid this vendor \$103k+ for services
- This is very problematic given that we do not have a signed contract
- We “awarded” a six-figure contract without bidding or even signing a contract.

## Price Increase

- Given that there is no contract, the vendor took a retroactive price increase in mid-Oct. Rates went from \$30 per hour to \$33 per hour.
- The difference/increase was accounted for during ESSER II/III funding
- The proposed contract lists yet another retroactive price increase. From \$33 to \$35 per hour (effective Jan 1, 2022).
- Finance team determines this to be a \$7,840 fiscal impact in 2<sup>nd</sup> semester. This amount is not budgeted for.



## Security Services Agreement

This Agreement is entered as of 7/1/2021 by and between The Perfect Event Inc., 3133 E. South Street, Long Beach, California 90805 ("TPE") and PALISADES CHARTER HIGH SCHOOL, 15777 Bowdoin St, Pacific Palisades, CA 90272 ("Client").

TPE and Client shall be referred to together as the ("Parties"). TPE and Client agree that TPE shall provide security services to Client, pursuant to the following terms and conditions (the "Agreement"):

### 1. Service Details.

The scope and extent of the services are specified in **Attachment "A"**, attached hereto and incorporated as part of this Agreement.

### 2. Fees and Payments.

(a) Fee Schedule: The total price agreed upon (the "Contract Price") is

- MINIMUM BOOKING TIME IS 6 CONSECUTIVE HOURS PER GUARD PER DAY
- Dates: 7/1/21 - 10/17/21; Rate: \$29.50/hour per guard
- Dates: 10/18/21 - 12/31/21; Rate: \$33/hour per guard
- Dates: 01/01/22 - 06/30/22; Rate: \$35/hour per guard

(b) Deposit and Payment: Invoices will be sent bi-weekly. Payment is due within 30 days of invoice receipt.

(c) Cancellation: Contract is at-will and on an as-needed basis. Either party may terminate the agreement at any time for convenience.

(d) Service Charge: Client agrees to pay an initial service charge of 2.5% for any past due payments and 2.5% for each month thereafter until paid in full.

(e) Collection: Should Client fail to pay any payment when due, Client shall pay all reasonable court costs, investigation fees, and attorneys' fees and costs as well as all other costs of collection incurred by TPE in collecting any past due amount from Client.

### 3. Insurance And Indemnity.

(a)

(i) TPE and Client represents and warrants that it carries Workers' Compensation insurance to the extent required by law.



### 3. Insurance And Indemnity (Continued)

(ii) TPE and Client shall carry a comprehensive commercial general and professional liability insurance policy, written on an "occurrence" basis, providing coverage of at least \$1,000,000 per occurrence for bodily injury, personal injury & property damage ("General Liability Policy"). The General Liability Policy shall include a separate endorsement naming the Client, its officers, agents and employees as additional insureds. The General Liability Policy shall include coverage for the contractual liability assumed by the Consultant under this Agreement. Upon request of either Party, the other Party shall provide satisfactory evidence of such insurance coverage.

(b) Client shall defend, indemnify and hold harmless TPE, its agents and employees from or against any claim, loss (including but not limited to, fire, theft, or other casualty or loss), damage, injury, judgment, liability, lien or cause of action, including reasonable attorney's fees and/or costs, for injury to person or property, or death of a person (collectively hereinafter "Claims"), arising from, or alleged to have arisen from, the active or passive negligence, concurrent or otherwise, or willful misconduct of Client, its employees, students, guests, attendees, associates or agents, in connection with the services, venue, or TPE's performance of its services hereunder, or for any defect on the venue premises, or for any services not specified herein or in Attachment "A" and performed by TPE at the request, direction, or on behalf of Client.

(c) Subject to the preceding paragraph, TPE shall defend, indemnify and hold harmless Client, its agents and employees from or against any claim, loss (including but not limited to, fire, theft, or other casualty or loss), damage, injury, judgment, liability, lien or cause of action, including reasonable attorney's fees and/or costs, for injury to person or property, or death of a person (collectively hereinafter "Claims"), but only to the extent that such Claims are arising from, or alleged to have arisen from, the performance of services under this Agreement, or were caused, or alleged to have been caused, by the negligence or willful misconduct of TPE, its employees or agents while TPE, its employees or agents were acting within the course and scope of their duties and authority under this Agreement. In no event shall TPE be liable to the extent that any Claims are caused in whole or in part by the active or passive negligence or willful misconduct of Client, any employees, students or agents of Client, or by any defect on the venue premise. In no event shall TPE be liable for any consequential or incidental damages or loss of profits.

(d) Notwithstanding anything to the contrary herein, TPE's indemnity obligations set forth in this Section shall not be construed as a waiver of the statutory protections afforded to TPE by any and all applicable Workers' Compensation laws or statutes.

(e) The indemnity obligations of TPE and Client set forth herein shall survive the expiration or termination of this Agreement.

### 4. Independent Contractors.

(a) TPE agrees to perform the services described in this Agreement as an independent contractor and not as an employee, agent, or associate of Client.

(b) TPE shall hire all personnel and may change personnel at will. Upon reasonable request by Client, TPE shall reassign its employees as long as such request does not violate any applicable state or federal law. TPE shall be responsible for the payment of all its employees' wages, appropriate expenses, and employer's contribution to all applicable taxes.

(c) TPE shall have the right to contract with third party vendors and subcontractors, in order to provide the necessary services, unless otherwise mutually agreed upon by the Parties in writing. In no event will TPE be responsible for any of the actions, active or passive negligence, or willful misconduct of the third party vendors or subcontractors, their employees or agents, in connection with TPE's performance of its services hereunder, or for any services not specified herein or in Attachment "A" and performed by TPE at the request, direction, or on behalf of Client.

### 5. Confidentiality.

TPE's research, business plan, development of services and products, customer lists, vendor lists, finances, and trade secrets are confidential information and Client agrees not to disclose such confidential information or information relating thereto to any person, firm, corporation or any other entity. The release of any such information to any person shall be deemed to be a violation of this Agreement.



#### **6. Force Majeure.**

The obligations of either TPE or Client herein may be suspended during any period where performance is prevented by acts of God, nature, civil or labor disturbance, or events beyond TPE's or Client's reasonable control.

#### **7. No Warranty.**

Client recognizes that TPE is not an insurer of property or persons and makes no warranty, express or implied, that the services provided will prevent loss, damage or injury to Client's guests, invitees, employees, or property, or from injury or death of any person or the consequences therefrom.

#### **8. Waiver.**

The failure of any party at any time or times to require performance of any provision hereof shall in no manner affect the right at a later time to enforce the same or any other provision of this Agreement.

#### **9. Entire Agreement.**

This Agreement sets forth the entire agreement and understanding of the Parties in respect of the transactions contemplated hereby and supersedes all prior and contemporaneous negotiations, promises, covenants, agreements, representations, arrangements, undertakings and understandings relating to the subject matter hereof. No representation, promise, inducement or statement of intention has been made which is not embodied in this Agreement and its Attachments. None of the Parties shall be bound by or be held liable for any alleged representation, promise, inducement or statement not set forth herein.

#### **10. Representative Capacity.**

Each party who signs this Agreement in a representative capacity represents and warrants that he or she is authorized to execute the Agreement on behalf of the person or entity on whose behalf his or her signature is affixed.

#### **11. California Law.**

This Agreement is entered into in California. The Parties expressly agree that the Agreement shall be governed by, interpreted, construed and enforced in accordance with the domestic laws of the State of California without regard to principles of conflicts law.

#### **12. Interpretation Of Agreement.**

The language of this Agreement shall be interpreted as a whole, according to its fair meaning, and not strictly for or against any of the Parties, regardless of which is the drafter of this Agreement.

#### **13. Amendment/Modification.**

This Agreement may only be amended, modified, or superseded in writing executed by each of the Parties.

#### **14. Attorney Fees.**

In the event legal action or proceeding is necessary or appropriate to enforce or construe a provision of the Agreement, or to seek relief for breach thereof, the Parties shall bear their own costs and shall not be entitled to recover attorney fees.

**15. No Third Party Rights.**

Nothing in this Agreement is intended to confer any rights or remedies on anyone other than the Parties to the Agreement and their respective successors, representatives and assigns. The provisions of this Agreement shall not entitle any person not a signatory to this Agreement to any rights as a third party beneficiary, or otherwise, it being the specific intention of the Parties hereto to preclude any and all non-signatory Parties from any such third party beneficiary rights, or any other rights whatsoever.

THIS AGREEMENT, INCLUDING ALL ATTACHMENTS, MAY BE EXECUTED IN COUNTERPARTS AND A FACSIMILE OR ELECTRONIC SIGNATURE PAGE WILL HAVE THE SAME FORCE AND AFFECT AS THE ORIGINAL SIGNATURE PAGE.

IN WITNESS HEREOF, Parties have executed this contract as of the day, month and year indicated above.

The Perfect Event, Inc.

Signature:   
Name: DAN WILSON  
Title: CHIEF EXECUTIVE OFFICER

PALISADES CHARTER HIGH SCHOOL

Signature: \_\_\_\_\_  
Signed By: Dr. Pam Magee  
Title (if applicable): Executive Director & Principal

Signature: \_\_\_\_\_  
Signed By: Don Parcell  
Title (if applicable): Director of Operations

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## ATTACHMENT "A"

### A. Daily School Guard Responsibilities:

- Campus Access support regarding health check, ID check, perimeter security, on-campus patrolling, and buses.
- Log in Visitors into campus during school hours.
- Help with bus arrivals and log in arrival times. Help with bus departures in PM.
- Mask mandate enforcement. Verbally remind all students and staff that masks must be correctly worn on campus at all times with no exceptions.
- Restroom checks throughout the school day.
- Night lockup/closing procedures to lock up the school, which includes external gates, sporting fields and classroom doors.

### B. When requested, provide weekend and/or overnight security services

C. Special event security (primarily senior events) - Posts at exits & entrances, deter kids from out of bounds areas, bag checks, ticket checks, bathroom checks, and patrolling areas of use.

D. PCHS Athletics security (primarily football, but occasionally others) - bag checks, scanning tickets, not allowing people on field, keep people flowing through breezeway, supervise food area, and campus sweep after games.

E. TPE is NOT responsible for the following as this falls under the purview of PCHS campus aide security and school police.

- Involvement in physical altercations, or put hands on any student or staff, unless to prevent serious injury to one's self or a student
- Disciplinary actions or any type of punishment – PCHS or Dean's office to handle
- Counsel staff or students in any form
- Escort people off campus

# Coversheet

## 2022-2023 Budget Development Calendar/Packet

**Section:** VIII. Finance  
**Item:** E. 2022-2023 Budget Development Calendar/Packet  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** VIII\_E - Budget Calendar Materials.pdf



# PALISADES CHARTER HIGH SCHOOL

**CHIEF BUSINESS OFFICER**

## **COVER SHEET FOR AGENDA ITEMS**

**February 8, 2022**

### **TOPIC/ AGENDA ITEM:**

VIII. FINANCE

E. 2022-2023 Budget Development Calendar/Packet

### **PERSONNEL INVOLVED:**

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance

### **ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

The purpose of this action is to approve the 2022-2023 Budget Calendar/Packet. The budget calendar outlines the key dates needed in order for PCHS to meet with stakeholder, solicit feedback, understand needs and propose a budget for 2022-2023.

### **IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):**

The action requested of the Board today will support the goal of ensuring a maintaining fiscal compliance, and ensuring that our budget is reflective of stakeholder feedback.

### **OPTIONS OR SOLUTIONS:**

The expectation is that the board approve the 2022-2023 budget calendar/packet. However, we are open to any feedback/suggestions.

### **CHIEF BUSINESS OFFICER'S RECOMMENDATION:**

The Chief Business Officer recommends that the Board approve the 2022-2023 budget calendar/packet.

### **RECOMMENDED MOTION:**

“To approve the 2022-2023 budget calendar/packet.”

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Juan Pablo Herrera  
Chief Business Officer



## PALISADES CHARTER HIGH SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

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

### FY 22/23 BUDGET CALENDAR - DRAFT

DATE	TASK
02/07/22	BUDGET/FINANCE COMMITTEE MEETS TO RECOMMEND BUDGET CALENDAR FOR FY22/23
02/08/22	BOARD MEETING - FINANCE 22/23 BUDGET CALENDAR APPROVAL
02/23/22	DISCUSS OVERVIEW/DESIGN OF FY22/23 BUDGET AT DEPARTMENT CHAIR MEETING INCLUDING USE OF LONG TERM STRATEGIC PLANNING (LTSP) & LOCAL CONTROL ACCOUNTABILITY (LCAP) WITH DEPARTMENT & PROGRAM PRIORITIES.
02/25/22	RELEASE FY22/23 BUDGET PACKETS
2/28/22 - 3/18/22	FINANCIAL STAFF AVAILABLE TO HAVE PERIOD BY PERIOD MEETINGS TO ASSIST IN DEVELOPING BUDGET WORKSHEETS. <b>(mandatory meeting w/department chairs)</b>
2/28/22 - 03/18/22	TEACHERS/STAFF MEET WITH DEPT/PROGRAM HEADS TO BUILD BUDGET REQUESTS. <b>**PLEASE BRING YOUR PRELIMINARY BUDGET TO THE MARCH CURRICULUM COUNCIL MEETING**</b>
03/30/22	Parent/Stakeholder LCAP/Budget Meeting Overview
3/21/22-3/21-25	DEPARTMENT/PROGRAM HEADS MEET WITH ADMINISTRATORS TO PRIORITIZE BUDGET AND COMPLETE FOR SUBMISSION TO BUSINESS OFFICE. REVIEW GOALS & PREPARE A RECOMMENDED PRIORITY LIST RANKING. <b>**ADMIN RECOMMENDS MEETING WITH YOUR DEPT CHAIR TO FINALIZE ANY CHANGES. **ALL CHANGES END BY 3/22.**</b>
03/31/22	Budget due to finance office
04/18/22	BUDGET/FINANCE RECOMMENDS TEXTBOOK BUDGET FOR BOARD APPROVAL
04/19/22	FINANCE OFFICE COMPILES BUDGET REQUESTS/RECOMMENDATIONS & ORGANIZES FOR STAKEHOLDER INPUT, INCLUDING LCAP & LTSP.
04/21/22	ADMINISTRATORS AT DEPT CHAIR MEETING TO DISCUSS PRELIMINARY OVERALL FY22/23 BUDGETS.
04/27/22	LTSP COMMITTEE RECEIVES FY22/23 BUDGETS FOR VETTING AGAINST LTSP & LCAP PRIORITY NEEDS IDENTIFIED BY STAKEHOLDERS (DEPT/PROGRAM CHAIRS ATTEND).
05/02/22	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 FY22/23 BUDGET; RECEIVE AND UTILIZE INFORMATION TO INCLUDE IN BUDGET FROM FY22/23 INFORMATION CONTAINED IN STATE'S MAY REVISE.
05/09/22	BUDGET/FINANCE APPROVES RECOMMENDS IMA BUDGET FOR BOARD APPROVAL
05/17/22	BOARD APPROVAL OF TEXTBOOK/IMA BUDGET RECOMMENDED BY B&F COMMITTEE
TBD	2 FULL DAYS BUDGET/FINANCE MEETING TO DISCUSS/RECOMMEND FY22/23 BUDGET
06/07/22	FY22/23 BUDGET SUBMITTED TO BOARD OF TRUSTEES FOR REVIEW & APPROVAL
06/28/22-6/30/2022	APPROVED BUDGET DETAILS SENT TO DEPT/PROGRAM HEADS FOR REVIEW/DISCUSSION WITH DESIGNATED ADMINISTRATORS.

April 1st -  
IMA cut off



# Coversheet

## Approval of Field Trips

**Section:** X. Consent Agenda: Finance Items  
**Item:** A. Approval of Field Trips  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** School Organized Field Trips.pdf

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

Name of School: Palisades Charter High School Employee Supervising trip: Kolavo/Nazarian Certified [X] Non-Cert.

Telephone Number: (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER

1. Destination: Anaheim Marriott Are admission fees charged? Yes [X] No

2. Dates of Trips: 2/24 - 2/27 3. Number of Students: 52 Number of adults: 4

4. Name and employee number of employee who will go on trip: Brad Kolavo, Peyman Nazarian, Natasha Barrett, TBD

5. Substitute required? Yes [X] No How Many? 2 Source of funds: CTE

6. Time schedule required by school: Leave School 12pm 2/24 Arrive destination 2/24 - 2pm Leave destination 2/27 11:30pm Return school 2/27 1pm

7. Duration of trip: Less than one day One day [X] Overnight (if overnight, how many days?) 3

8. Method of transportation: School bus (indicate number required) Walking Automobile Public Carrier: airplane boat [X] 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 attend the California State Career Development Conference

10. Source of funds for trip: CTE / ASB trust

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

11. Have the locations of the nearest emergency facilities been obtained? Yes [X] No

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

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

APPROVALS: Principal or Asst. Principal 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.

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 Employee Certified \_\_\_\_\_  
 School: Palisades Charter High School Supervising trip NEWBIU / SHARFI Non-Cert. \_\_\_\_\_  
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER \_\_\_\_\_

1. Destination CIMI TOYON BAY CAMP CATALINA Are admission fees charged? Yes  No \_\_\_\_\_  
 2. Dates of Trips MARCH 2-4, 2022 3. Number of Students 100 Number of adults 10  
 4. Name and employee number of employee who will go on trip: NEWBIU & SHARFI

5. Substitute required? Yes  No \_\_\_\_\_ How Many? 2 Source of funds TRUST ACCT.  
 6. Time schedule required by school: Leave School 6:30 AM 3/2/22 Arrive destination 7:30 AM  
 Leave destination 3:00 PM 3/4/22 Return school 4:30 PM 3/4/22 FERRY SHUTTLE  
 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) 3 Walking \_\_\_\_\_ Automobile \_\_\_\_\_  
 Public Carrier: airplane \_\_\_\_\_ boat  bus \_\_\_\_\_ train \_\_\_\_\_ other \_\_\_\_\_ (explain) \_\_\_\_\_

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will \_\_\_\_\_  
MARINE BIO. CAMP OVERNIGHT

10. Source of funds for trip PARENT PAYMENTS

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

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

APPROVALS:  
 Principal or Asst. Principal [Signature] Date: \_\_\_\_\_  
 Board of Trustees\* \_\_\_\_\_ Date: \_\_\_\_\_

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