



Palisades Charter High School

Board Meeting

Date and Time

Tuesday May 17, 2022 at 5:00 PM PDT

Location

Please click the link below to join the webinar:

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

Or One tap mobile :

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Webinar ID: 862 1803 5407

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The Palisades Charter High School Board of Trustees Meeting for Tuesday, May 17 , 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.

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 <https://www.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.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A. Call the Meeting to Order		Dara Williams	
B. Record Attendance and Guests			2 m
C. Public Comment			30 m

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/xfsnzwRJJJosyyY37>. 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

	Purpose	Presenter	Time
<p>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).</p>			
II. Approve Minutes			5:32 PM
A. Approve Minutes	Approve Minutes	Dara Williams	2 m
Approve minutes for Special Board Meeting on April 28, 2022			
B. Approve Minutes	Approve Minutes	Dara Williams	2 m
Approve minutes for Board Meeting on April 19, 2022			
III. Organizational Reports			5:36 PM
A. Student Report	FYI	Christopher Clausen	5 m
B. Parent Report	FYI	Jewlz Fahn, James Wells, Monica Batts-King	5 m
C. Represented Classified Staff Report	FYI	Andrew Paris	5 m
D. Unrepresented Classified Staff Report	FYI	Brooke King	5 m
E. Faculty Report	FYI	Brenda Clarke, Lisa Saxon, Maggie Nance	5 m
F. Human Resources Director (HR) Report	FYI	Patti Jaffe	5 m
G. Director of Operations Report	FYI	Don Parcell	5 m
H. Director of Development Report	FYI	Mike Rawson	5 m
I. Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	5 m
J. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
K. Admin. Safety and Security Team	Vote	Brooke King	30 m
IV. Board Committees (Stakeholder Board Level Committees)			6:56 PM

	Purpose	Presenter	Time
A. Academic Accountability Committee Update/Presentation	FYI	Minh Ha Ngo/Randy Tenan-Snow	10 m
B. Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C. Election Committee Update	Vote	Brooke King	5 m
• BOT Election Winners			
D. Post Retirement/Lifetime Healthcare Benefits Committee Update	FYI	Sara Margiotta	5 m
• There is nothing to report at this time.			
V. Board Committees (Board Members Only)			7:21 PM
A. Board Members Only- Committee Updates	FYI	Various	5 m
• Audit Committee - Dara Williams/Dr. Brenda Clarke			
• Grade Appeal Committee - Jack Seltzer			
• Survey Committee - Dr. Brenda Clarke			
VI. Changes/Updates in Response to COVID-19			7:26 PM
A. COVID-19 Related Updates and Impact on School	FYI	Tammie Wilson/Dr. Pam Magee	5 m
VII. Finance			7:31 PM
A. 2021-22 Budget vs Actuals	FYI	Juan Pablo Herrera	5 m
B. LCAP Federal Addendum	Vote	Juan Pablo Herrera	5 m
“To approve the LCAP Federal Addendum.”			
C. 2022-23 IMA Budget	Vote	Juan Pablo Herrera	5 m
“To approve the 2022-23 IMA Budget.”			
D. 2022-23 Textbook Budget	Vote	Juan Pablo Herrera	5 m
“To approve the 2022-23 Textbook Budget.”			

	Purpose	Presenter	Time
E. New Positions	Vote	Juan Pablo Herrera	5 m
"To approve the CTE Coordinator Position" "To approve the Special Education Position" "To approve the Substitute Coordinator Position"			
F. 2022-23 Food Service Management Company Contract	Vote	Juan Pablo Herrera	5 m
"To approve the 2022-23 Food Service Management Company Contract."			
G. 2022-23 LA School Police Contract	Vote	Juan Pablo Herrera	5 m
"To approve the 2022-2023 MOU for LAUSD school police services."			
VIII. Governance			8:06 PM
Governance			
A. 2022-2023 Board Meeting Schedule	Vote	Dara Williams	5 m
IX. Consent Agenda: Finance Items			8:11 PM
A. Approval of Field Trips	Vote	Dara Williams	5 m
<ul style="list-style-type: none"> • There are no field trips scheduled. 			
X. New Business / Announcements			8:16 PM
A. Announcements / New Business	FYI	Dara Williams	1 m
<ul style="list-style-type: none"> • Date of the next Board Meeting: Tuesday, June 7, 2022 at 5:00pm. 			
B. Announce items for closed session, if any.	FYI	Dara Williams	1 m
XI. Closed Session			8:18 PM
A. Potential Litigation	FYI	Mark Bresee	5 m
<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 (One Potential Case) 			

	Purpose	Presenter	Time
B. Conference with Legal Counsel	Vote		10 m
<ul style="list-style-type: none"> • (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9) 			
C. Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Patti Jaffe	5 m
<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 			
XII. Open Session			8:38 PM
A. Return to Open Session	FYI	Dara Williams	1 m
B. Report Out on Action Taken In Closed Session, If Any.	FYI	Dara Williams	1 m
XIII. Closing Items			8:40 PM
A. Adjourn Meeting	FYI	Dara Williams	1 m

Coversheet

Approve Minutes

Section: II. Approve Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on April 28, 2022

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Thursday April 28, 2022 at 4:30 PM

Location

Please click the link below to join the webinar:

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

Or One tap mobile :

US: +16699009128,,83684375749# or +13462487799,,83684375749#

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Webinar ID: 836 8437 5749

International numbers available: <https://palihigh-org.zoom.us/j/kbbnq5LHsY>

The Palisades Charter High School Board of Trustees Meeting for Tuesday, Thursday April 28, 2022, at 4:30p.m. will move to a virtual/teleconferencing environment.

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Trustees Present

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

Trustees Absent

None

Trustees who arrived after the meeting opened

Jack Seltzer, Lisa Saxon

Trustees who left before the meeting adjourned

Jewlz Fahn

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Brenda Clarke, Daphne Gronich, Don Parcell, Jeff Roepel, Matthew Rodman, Patti Jaffe, Russel Howard, Taiyana Ballard

I. Opening Items

A. Resolution to Hold Virtual Board Meetings

D Williams welcomed everyone noting that quorum was achieved. Resolution No. 1 (2021-2022) Continuing Board of Trustees Authority to Hold Virtual Meetings Pursuant to AB 361 was reviewed and stands as submitted. She noted that COVID cases at the school are up and school is back to indoor masking. This order will be upheld for the next 30 days if approved.

Floor was opened for public comment but no public comment made.

Brooke King made a motion to adopt Resolution No. 1 (2021-2022) Continuing Board of Trustees Authority to Hold Virtual Meetings Pursuant to AB 361.

Sara Margiotta seconded the motion.

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

Roll Call

Lisa Saxon	Absent
Brooke King	Aye
Sara Margiotta	Aye
Jack Seltzer	Absent
Monica Batts-King	Aye
Brenda Clarke	Aye
Jewlz Fahn	Aye
Dara Williams	Aye
Maggie Nance	Aye

B. Call the Meeting to Order

Dara Williams called a meeting of the board of trustees of Palisades Charter High School to order on Thursday Apr 28, 2022 at 4:37 PM.

C. Record Attendance and Guests

D. Public Comment

Patricia Jones - I'm writing to express my opposition to eliminating the free transportation for students who live a distance from the school. One of Pali High's greatest strengths is its unique and diverse student body, which is partly achieved by making the school accessible to students from outside its boundaries. Many of these students don't have the resources to travel to the school without the transportation assistance that PCHS provides. Tampering with that assistance would not only mean jeopardizing the education of all the students who rely on it, it would also turn Pali High into essentially a locals-only Westside school. This deprives every student of being part of a high school community that truly reflects the rich cultural diversity of LA.

Julie Malloy - The attendance process is cumbersome and very inefficient. It takes multiple follow up to clear absence, if you are lucky, even when the process instructions are followed. I've been working for the better part of two months to clear an absence from February. The phone is seldom answered, emails seldom acknowledge, and no known

escalation process in place. My son has also delivered notes as follow ups to phone calls and emails to the attendance office and still, the absences are not cleared or acknowledged.

II. Human Resources

A. Consideration and Adoption of Resolution No. 2 (2021-2022)

P Jaffe noted that there were 4 individuals who were hired with special funding (ELO funding) which will expire at the end of this school year. They will work until the end of the year and if they leave, they will be brought back to fill vacant positions as available.

M Batts-King asked why we don't need these positions and asked if they were the most recently hired. P Jaffe noted that these were the most recently hired employees and are still probationary. She also noted that there are 5 Sr. graduating so their positions are no longer necessary. If additional students come in in 9th grade next year this will be reassessed. B Clarke asked whether this could be delayed and P Jaffe noted that the need to do this was part of the Ed Code. She also noted that in her history in HR she has always been able to re-hire employees. JP Herrera also noted that 10% of the ELO grant we were required to spend on Para-Professionals.

Lisa Saxon arrived at 4:57 PM.

Dara Williams made a motion to Consideration and adopt Resolution No. 2 (2021-2022) Regarding the Elimination Of Specially Funded Classified Positions and Corresponding Layoff of Classified Employees.

Sara Margiotta seconded the motion.

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

Roll Call

Lisa Saxon	Abstain
Maggie Nance	Abstain
Jewlz Fahn	Aye
Monica Batts-King	No
Brooke King	Abstain
Dara Williams	Aye
Brenda Clarke	Abstain
Jack Seltzer	Absent
Sara Margiotta	Aye

III. Finance

A. Transportation Funding for 2022-23

D Williams addressed the Board vote on Transportation noting that the Board did not provide any direction to the B&F Committee or to the Administration on funding. She noted that the Board needs to approve a funding amount for transportation. B Clarke

mentioned the 1.2 million dollar transportation gross cost, asked what options are available and asked if we are set with that budget number. She also suggested that some Board members may not have voted to approve the plan because they thought it was too expensive. D Wilson noted that at the last meeting, the Board didn't approve the transportation plan they needed further guidance. JP Herrera also clarified that we are in a 3 year contract so a contract was not approved but the plan as presented at the last meeting reduced the cost to the school significantly. D Williams noted that PCHS needs to make sure we have the funding from other sources because if we don't, the school ends up taking on those additional costs. The proposed budget amount of \$450,000 from the general fund for the 2022/2023 school year.

Jack Seltzer arrived at 4:20 PM.

Jewlz Fahn left at 5:30 PM.

Dara Williams made a motion to Motion to direct the Budget & Finance committee to fund busing in the amount of \$450,000 in the 2022-2023 budget.

Sara Margiotta seconded the motion.

J Fahn asked when the contract has to be signed by and how much was allocated for this current school year. It was clarified that the school allocated \$510,000 and with additional costs \$756,000 due to special education, additional buses and price increase from vendor. Relief funds were used to cover the additional cost of transportation for this current school year. Asking whether the students were making up the price difference from this year to next. She asked whether the cost savings came from competition buses and late buses. D Williams clarified that this is the direction the Board needs to give B&F and the Administration. J Fahn also stated that the reduced funding to the transportation program seemed to indicate that the school is gearing the busing program to the local Palisades kids who don't need the busing. JP clarified that 363 students ride the bus (15%) so D Williams clarified that this was not being limited to the Palisades students. B Clarke expressed concern about signing a contract the school is committing to a large amount of money especially if the cost sharing doesn't come to fruition. She also discussed the moral at the school is also important citing the 9% "raise" to busing company vs. raises given to faculty/staff. Noting that diversity is important but so is the moral of the school. She stated that she didn't see any cost reduction at the last Board meeting when this was presented. M Nance is concerned because the Board has a fiduciary responsibility to the school as Board members noting that we have a finite amount of money and that the rising cost of transportation is unsustainable. She did not that she would have voted to approve the transportation presented if she thought she could. She didn't agree with cost sharing for competition buses but agreed that costs needed to be shared. She also noted that world language served thousands of students in the Language Arts Dept. and they were given \$2500 to meet all of the needs of those students. L Saxon said she voted no because Board has a fiduciary responsibility for the school. She also stated that current busing program which is supposed to provide diversity but doesn't feel that this is doing what is intended. She noted that the cost of busing is not supporting students whose parents cannot afford it so it is not supporting our students with lower socio-economic status. She is in favor of purchasing TAP cards for all students. M Batts-King thinks that the Administration should look for other funding

sources for Special Ed. She also asked whether the school had been able to get new busing bids. She noted that the reason some students are taking public transportation because it isn't convenient. She stressed that students from far away need transportation and this always needs to be at the top of the list. She stated that for diversity we need to be able to get these students to school and this should be our top priority. She said that she voted no because all aspects of Transportation were lumped together and voted no because she was against charging students for the late buses. She said that if you need minority kids from far away who are trying to go to a better school they need to be able to get here. D Williams clarified that budgeting a dollar amount was race neutral also noting that there were white students also rode the buses. She also noted that she believed everyone on the Board was in support of diversity, equity and inclusion and that this discussion was simply a monetary one. S Margiotta stated that the what is being proposed now is approximately \$57,000 of additional funding than what was proposed at the last meeting. This is a funding issue and breaking down each item is to be discussed under the next item. She also noted that there was textbook ask for next year of approximately \$300,000 because we have currently been funding this at \$50,000. Some textbooks are over 20 years old, they are falling apart and the content is outdated. She noted that we have a fiduciary responsibility to the education of students when they get to school. She noted transportation in its current form is not sustainable and that the goal of the Administrative Transportation Committee was to find a way to preserve our busing transportation. She also clarified that there is not separate funding for Special Ed transportation and it has to be funded from the General Fund. She also addressed B Clarke's concern that costs were increasing and clarified that we were actually able to reduce costs significantly. B Clarke also noted that there are additional requests for faculty positions, VAPA needs clarifying that we just need to make some decisions. She also asked what happens if students back out, etc. and JP Herrera noted that we are going to be monitoring vacancy rates very closely to ensure the school doesn't absorb additional costs, noting our costs is related to the number of buses PCHS runs.

Inflationary costs being passed along to other companies but not being passed along to our faculty. D Williams noted that we need to provide diversity, equity and inclusion with the education of our students once they are at the school. She further said that we cannot continue to fund this in its current state or we will bankrupt the school. Dr. Magee invited M Rodman and D Gronich to the meeting as a panelist and asked them to limit any comments that were advocate on behalf of the proposal that they limit their comments to 2 minutes. M Rodman introduced himself noting that as part of the Administrative Transportation Committee that the group worked really hard to save transportation at PCHS while providing equity to the school. He described the process the committee went through, noting that if there were changes to any piece of this transportation it proposal won't work. He stressed importance of various transportation components noting that 2/3 of ridership pays full fare. He highlighted scholarship dollars for to/from buses as well as late buses. He also noted that this will be monitored and evaluated as the changes in the program begin. D Gronich also noted that the goal was to save transportation noting that other schools do not provide student transportation. D Williams clarified that the \$450,000 is for the private busing. B King noted that we are in

year 2 of a 3 year contract and it was clarified that we are able to reduce the number of buses. She asked committee to be mindful that if more money was funded for transportation it will come out of the classroom. She noted that technology and money for the classroom have been underfunded noting that we have a fiduciary responsibility. L Saxon thanked the Transportation Committee for all of their hard work.

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

Roll Call

Dara Williams	Aye
Jewlz Fahn	Absent
Monica Batts-King	No
Brenda Clarke	Abstain
Lisa Saxon	Abstain
Jack Seltzer	Aye
Maggie Nance	Abstain
Sara Margiotta	Aye
Brooke King	Abstain

B. Board Recommendation for Transportation Funding Allocations

JP Herrera reviewed the summary of costs associated with the Administrative Technology Plan as presented to the BOT at their regular April 2022 meeting. Listen to recording

Brenda Clarke made a motion to pass along the additional \$57,000 of allocated transportation funding to the families riding the regular day school bus.

A discussion about the Board's place to make recommendations to the Administration occurred. M Rodman noted that it might not be appropriate to reallocate this monies immediately because we don't have confirmation from Boosters re: their donation, we don't know what the actual CPI will be and suggested that it is allocated once we know that \$57,000 is in fact additional money. D Williams noted that the point of the meeting was for the Board to provide direction to the Administration as to how they want transportation monies to be allocated. B King noted that she recommends that it goes back to the Transportation Committee. D Williams argues that the Board had the information at the last Board meeting and it was voted down. She noted that the Board can't go back and approve something that was not previously approved. S Margiotta noted that there were parts of the Transportation Plan that need to be approved so that D Parcell can begin scholarship offers, etc. She also noted that the Transportation Committee put together the plan that the Board didn't vote to approve the plan with no clear direction as to why so the Transportation Committee and B&F is looking for direction as to why the Transportation Plan was not approved. There were discussions that Administration stick with the original plan as presented at the last meeting and setting aside the additional monies until all of the unknowns are in place. M Batts-King feels like this discussion should be tabled as members have dropped off and others need to leave.

D Parcell suggested that the approved \$450,000 be taken back to the Transportation Committee for further discussion regarding how to allocate the additional monies. JP Herrera also agreed with D Parcell's suggestion. He also noted that since the actual CPI

is unknown he would recommend not to allocate any additional monies until this value is known. S Margiotta expressed frustration because the Administrative Transportation Committee and B&F needs direction since the Board did not approve the plan as presented and was looking for Board consensus on Transportation vs. trying to understand why various members voted one way or another. B King feels like that feedback has been given by various Board members. The need to approve scholarship amounts today was discussed. It was noted that the group no longer had quorum and therefore it was decided that the Board should not continue the discussion and the approved \$450,000 will be taken back to the Administrative Transportation Committee. D Parcell noted that the committee could set the scholarship amount because the dollar amount has been approved by the Board. L Saxon did voice that she voted no at the last meeting because of the additional costs associated with Competition Buses noting that running the transportation in the manner currently being done is not sustainable. She is also in favor of tap cards. D Williams noted that in her opinion it is not necessary for the Board to approve the allocations of Transportation costs she just wanted to go on record as noting that she didn't want this discussion look like it was working around the "no" vote at the last meeting. She also noted that she believes that this approved amount can now go back to the Administration Transportation Committee for further discussion/allocations. The motion did not carry.

IV. Technology

A. Approval of Konica Minolta Copier Contract

Reviewed and stands as submitted.

Dara Williams made a motion to approve the Konica Minolta contract for new devices, maintenance, and support.

Jack Seltzer seconded the motion.

J Roepel reviewed Konica contract. S Margiotta noted that B&F has reviewed this and voted to approve the contract.

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

Roll Call

Lisa Saxon	Aye
Dara Williams	Aye
Brooke King	Aye
Jack Seltzer	Aye
Jewlz Fahn	Absent
Sara Margiotta	Aye
Maggie Nance	Aye
Brenda Clarke	Aye
Monica Batts-King	Aye

B. Approval of Zoom Video Communications

V. Consent Agenda: Finance Items

A. Approval of Field Trip(s)

Dara Williams made a motion to all items noted on the consent agenda.

Brenda Clarke seconded the motion.

It was noted that this has no financial impact on the school

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

Roll Call

Jack Seltzer	Aye
Dara Williams	Aye
Sara Margiotta	Aye
Lisa Saxon	Aye
Jewlz Fahn	Absent
Brenda Clarke	Aye
Monica Batts-King	Aye
Maggie Nance	Aye
Brooke King	Aye

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:50 PM.

Respectfully Submitted,
Sara Margiotta

Coversheet

Approve Minutes

Section: II. Approve Minutes
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 19, 2022

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday April 19, 2022 at 5:00 PM

Location

Mercer Hall, Palisades Charter High School
15777 Bowdoin Street, Pacific Palisades, CA 90272

or

Conference number: 1-669-900-9128

PIN: 88449299939

One touch dial from cell phone:

+16699009128,, 88449299939#

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Trustees Present

Brenda Clarke (remote), Brooke King, Jack Seltzer, James (Jim) Wells, Jewlz Fahn, Lisa Saxon (remote), Maggie Nance, Monica Batts-King, Sara Margiotta

Trustees Absent

Andrew Paris, Dara Williams

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Christopher Clausen, Don Parcell, Jeff Roepel, Michael Rawson

I. Opening Items

A. Call the Meeting to Order

Maggie Nance called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Apr 19, 2022 at 5:20 PM.

B. Record Attendance and Guests

C. Public Comment

Brigitte Brady-Harris - As a former alum (class of '90), I returned to campus last week to attend the Arts showcase with a great level of excitement. I have not been back to Pali for a visit since 2018. I was dismayed to find all of the chain-link fencing that has been installed across the entrance to the school. It has absolutely ruined what was once an iconic entry to the quad. It looks so cheap and haphazard. And, if it is truly meant to secure the campus by funneling all entry through a staffed check point at the employee parking lot, it was not effective. The makeshift-looking entrance was unattended on the four occasions I entered or exited the campus last week. What was once a film-worthy campus has become the Winchester Mystery House of fences. I wonder if the school could have put the same amount of investment on that fencing toward more targeted safety solutions. I wonder how much income from filming the school has lost since

installation. I wonder if the campus safety record has markedly improved since installation. As a former student and Pali Booster Club donor, I'd support the move toward addressing securing the campus in a more professional, effective, and dignified manner. Thank you for your consideration.

Lisa Woods - Hello - I would like to publicly take a moment to thanks Dr. Magee, the other admin involved, and the BOD (specifically Jules and Dara) for helping to make it possible for Illia, the Ukrainian refugee, to enroll at PCHS. For those that don't know, Illia is a 9th grader that escaped, with only a backpack in the back of a truck, from Kyiv to Romania. He eventually made his way to LA to live with his aunt and uncle. This has been a life changing experience for Illia and I am so proud of all that Pali has done for him. It has been incredible to be a part of. I encourage everyone to read the story in the Pali Post this week that interviews Illia. Also, I would like to thank the entire Pali community of teachers, students and parents that have supported Illia in this difficult transition.

II. Approve Minutes

A. Approve Minutes

Brooke King made a motion to approve the minutes from Board Meeting on 03-15-22.

Jack Seltzer seconded the motion.

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

Roll Call

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

III. Organizational Reports

A. Student Report

C Clauson reported the pep rally before Spring Break went really well. Past month they have been having their class meetings. Elections have wrapped up and reps. are starting to put on Spirit events. Drill went well today with ASB helping with attendance. He thanked the Safety Committee for all their hard work.

B. Parent Report

J Fahn reported that parents want to know about fencing and what will be happening with it.

J Wells had nothing to report.

M Batts-King noted parents are still concerned with Transportation issues and want to know what the resolution is. There is concern for the increased cost and cost of late buses.

C. Represented Classified Staff Report

None

D. Unrepresented Classified Staff Report

B King noted there was nothing to report.

E. Faculty Report

M Nance noted that report stands as submitted. She highlighted a concern regarding loss of instructional time due to additional activities (drills etc.). Another concern was the administration of the CAS testing. She also highlighted the deterioration of the U Buildings.

F. Human Resources Director (HR) Report

P Jaffe noted that report stands as submitted.

G. Director of Operations Report

D Parcell noted that report stands as submitted.

H. Director of Development Report

M Rawson noted that report stands as submitted. He thanked everyone who participated in the "Thank-a-Thon" with large donors. He continues to call parents who have not yet donated to try to encourage everyone to participate with small donations.

I. Chief Business Officer (CBO) Report

JP Herrera noted that report stands as submitted.

J. Executive Director/Principal (EDP) Report

P Magee noted that report stands as submitted. She noted that there have been an uptick in COVID cases since Spring Break and mask mandates will resume for indoor settings. There will be an update on April 29, 2022. She also wanted to address some of the faculty concerns. She has spoken with Administrators regarding the CAS testing and there is some frustration that not everyone attended the test training. The school

continues to finish testing with the remainder of the students and will continue to work on communication to help facilitate the last of the testing.

K. Admin. Safety and Security Team

B King noted that they have met 3 times since the last Board meeting. She reported that approximately 1/2 of the committee members are actively participating now. Working on trying to get additional participation. They discussed the Threat Assessment as committee begins to analyze the front entrance. They are working to create common language and understanding. They also worked on the Great Shakeout and she has organized the fire department to provide disaster preparedness which will take place at the pool every Monday for the remainder of the school year. They are hoping to have a presentation for the Board at an upcoming meeting. M Batts-King expressed her opinion that the fencing should just be removed. B King clarified that what the committee is looking at the hazards that may arise and analyze whether the fencing is doing what it is intended. She clarified that the egress of the front gate is one of the issues being analyzed. The aesthetics of the campus were discussed. She noted that committee is working to ensure that they are aligned with State and National standards. She said that they have been working with LAPD, Fire Dept. among others. She noted that the committee is working to proceed in a data driven manner vs. an emotional one. J Seltzer commended the committee for taking their time to do the work that needs to be done thoroughly. J Wells noted that safety needs to be top priority and it is a different world that it was when other Board members attended PCHS. M Nance noted that students feel imprisoned by the fencing stating that there is a mental cost associated with it. P Magee noted that she isn't sure of any other LAUSD school that does not have fencing of some sort. B Clarke also expressed concern re: the check-out process in the event of an emergency and P Magee noted that this is being addressed.

IV. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

R Tenan-Snow noted that the reports stands as submitted. Next meeting will be hybrid so if a member wants to join the meeting remotely they need to be in compliance with the Brown Act rules. They did discuss the schedule survey and understand that there is a desire for additional academic support but faculty didn't want a longer day. Students also expressed concern regarding transportation highlighting the later start would result in a later day. AP enrollment cap was discussed noting that Mr. Burr was working on a "w" for withdrawing a class if a student felt like they couldn't handle the work. She also noted that PCHS is still in year 2 of a 3 year contract so PCHS will remain with a 3 week winter for an additional year even though LAUSD is moving to a 2 week break. She noted that they will be having each department present to AA beginning in Sept. rotating through all departments.

B. Budget & Finance Committee Update

S Margiotta reported committee met on Monday. Committee continues to discuss menstrual products and should be able to finalize this at an upcoming meeting. Many of the issues approved at B&F are on the Board agenda for review/vote and she will weigh in on behalf of B&F at each appropriate item on the agenda. Committee also started to review IMA and Textbook budgets but didn't feel that the committee had enough information to make final decisions and recommendations this month.

C. Election Committee Update

B King noted that there is a meeting this Friday to certify the election results. Next Board meeting committee will be presenting results for Board approval at the next meeting.

D. Post Retirement/Lifetime Healthcare Benefits Committee Update

S Margiotta reported that the committee had not met. They are waiting for updated bids from AJ Gallager. Once these are received the committee will be reconvened.

V. Board Committees (Board Members Only)

A. Board Members Only- Committee Updates

B Clarke noted that the Audit Committee results were positive and they agreed to renew contract with Auditor for an additional 3 years.

J Seltzer noted that there are 12 grade appeals and they are 1/2 way through the process for the semester.

B Clarke reported that the Survey Committee has met twice with Dr. Magee. They have formulated questions to survey parents, community, faculty and students. Details to be finalized next week and with the goal of getting these surveys out prior to the next Board meeting. She noted that the surveys are very thorough and looking forward to results.

VI. Changes/Updates in Response to COVID-19

A. COVID-19 Related Updates and Impact on School

No additional updates per P Magee. She noted that it is a monitoring process and working to ensure that all updates are communicated as quickly as possible. She noted that mask mandates can be lifted when the school meets a threshold agreed to with UTLA. D Parcell clarified that the threshold is .05% or 15 cases in a week.

VII. PCHS Clean Energy Taskforce

A. Solar LOI Extension Letter

P Magee reported that there are delays with moving forward with PermaCity so this is a request to extend this LOI.

Maggie Nance made a motion to approve the extension.

Brooke King seconded the motion.

C Clauson expressed the students support of this.

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

Roll Call

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

VIII. Finance

A. 2021-22 Budget vs Actuals

JP Herrera noted that report stands as submitted. He highlighted the increase in substitute salaries but noted that we will begin to see this offset by certificated and classified salaries. He also thanked M Rawson for the higher than anticipated PCHS Fund fundraising. He again clarified that this budget doesn't reflect the ELO grant that was accounted for in the 2020-2021 budget. M Nance asked the administration to look at the reasons for staff absences aside from COVID.

B. A-G Completion Grant

JP Herrera reviewed noting that this is one time funding from the state. The proposed allocations were provided in Board materials noting that this needs to supplement the A-G completion rate to support students. He highlighted the approved use of funds as outlined in He noted that the B&F Committee looked at the funding for unduplicated AP fees noting that this may be too much \$ allocated and there were discussions regarding the possibility of reallocating these funds. He noted that the B&F Committee did approve this A-G grant with the condition that this is reassessed with the potential to reallocate some of this funding if not needed in certain areas.

Maggie Nance made a motion to approve A-G Completion Grant.

Jack Seltzer seconded the motion.

C Clauson voiced student support. B Clarke asked whether the additional counseling support was needed and JP Herrera noted that this is \$120,000 over a 4 year period to provide additional support to unduplicated students.

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

Roll Call

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

C. Consolidation Application (CARS Application)

JP Herrera reviewed the CARS Application explaining the sub-categories noting that this is submitted to certify that the appropriate funding is being applied in the correct way to fulfill the needs for those whom it is intended.

Jack Seltzer made a motion to To approve the 2021-2022 Consolidated Application.

James (Jim) Wells seconded the motion.

C Clauson voiced student support of this motion

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

Roll Call

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

D. 2022-23 PCHS Transportation Budget & Scholarships

JP Herrera reviewed the Transportation Presentation and it stands as submitted. It was noted that costs continue to rise: inflation, gas, etc. Labor market-schools are split in focus on transportation, some reallocating resources to different areas. There was a 9% price increase in Oct after we set our budget, because the CPI rose significantly – ATS split cost increase they took 9% and we took 9% for an additional \$200,000. We believe cost will increase 6/7% in transportation, driver shortage. Administrative Transportation Committee evaluated the sustainability and alternatives=implement with a cautionary approach. Scholarship funding=\$192,000 in 2021-22, based on need (tax returns). Next year proposal=\$150,000 and a portion will go to late buses. Historically, late buses have

been paid for by the school, \$83,000. The proposal is cost sharing approach with students pay per ride \$5-8 per trip, 40% of paying ridership. Competition buses, 60%/40%-ask Booster to contribute with ASB (increase park of parking from \$175-\$200 a semester to \$225-250, a portion would fund ASB/a portion would go to busing).

Competition teams would now be asked to pay 10% of busing but Competition Buses would now include all competition groups on campus vs. just athletic competitions. TAP Cards \$9k were also discussed and funding source will be discussed at B&F. This year we are paying \$740,000-next year projected \$394,000

There were suggestions on alternative transportation solutions: Jim asked about Transportation contracts and increases, Brenda brought up buying more vans, Maggie said she would just avoid buses or carpool, Jewlz said this is sending the wrong message to increase competition bus costs, Lisa said it's wrong to ask coaches to raise more money, Monica is concerned about how that will affect people and students, maintaining diversity, anticipating/hoping for better bids-prioritization, Brooke said thanks committee for consensus and compromise, Lisa would like to make point she would like to see coaches not fundraise-they do enough, Sara said the committee came up with this Transportation plan as a means to preserving the transportation culture we have at Pali, there are multiple issues with groups, and the goal was also to make the access more equitable.

Jack Seltzer made a motion to approve the Budget & Finance Committee proposed 2022-23 Transportation Budget as presented at Board of Trustees meeting on April 19, 2022. James (Jim) Wells seconded the motion.

C Clauson/ASB-We are in a state of crisis, so I am in support to the work this committee has done.

The motion did not carry.

Roll Call

Monica Batts-King	No
Lisa Saxon	No
Andrew Paris	Absent
Dara Williams	Absent
Brooke King	Abstain
Sara Margiotta	Aye
Jewlz Fahn	No
Brenda Clarke	No
James (Jim) Wells	Aye
Jack Seltzer	Aye
Maggie Nance	Abstain

E. 2022-2025 Ed Tech Plan

P Magee noted that the Ed Tech Plan will be tabled for a future meeting.

P Magee reviewed the PCHS Annual Performance-Based Oversight Visit Report. P Magee noted that this is the report from 2021. JP Herrera noted that the updated

HR/Finance office's updated processes will address purchases of goods and services. Add some additional notes re: purchase of service to address additional POs. PCHS strives for excellence in all areas. Sara to add notes

IX. Governance

A. 2020-2021 PCHS Annual Performance-Based Oversight Visit Report

P Magee reviewed the PCHS Annual Performance-Based Oversight Visit Report. P Magee noted that this is the report from 2021. S Margiotta noted that under a finding in the Fiscal Operations requesting that POs be used for the purchase of all goods and services where as our response to the finding only highlighted POs for services. JP Herrera confirmed that the new program purchased by the Finance office will ensure the proper flow of POs/approvals/payments to ensure this issue does not occur in the future for either the purchase of goods or services.

B. FPPC Advice Letter Request

P Magee noted that we have a draft letter for the FPPC regarding the Uniserve Contract to see if it is appropriate for all Board members to vote on this contract. It will be sent to FPPC for input.

X. Consent Agenda: Finance Items

A. Approval of Field Trips

No fieldtrips to be voted on.

XI. New Business / Announcements

A. Announcements / New Business

Next Board meeting Tuesday, May 17, 2022 at 5 pm.

B. Announce items for closed session, if any.

Board went into closed session at 7:37 pm

XII. Open Session

A. Return to Open Session

Returned to open session at 8:42 pm.

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

In the matter of Public Employee Discipline/Dismissal/Release, on a motion by J Fahn, and a Second by Jack Seltzer, the Board voted to terminate the employment of classified employee #100320 from the position of Special Education Assistant, effective

immediately. The vote of the Board was as follows: Ayes - 6, Noes - 0, Absent - 1. Vote was unanimous with Member D Williams absent.

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:45 PM.

Respectfully Submitted,
Sara Margiotta

Documents used during the meeting

- Faculty Board Report 04_19_2022.pdf
- HR Board Report 04_19_2022.pdf
- Operations Board Report 04_19_2022.pdf
- Director of Development Board Report 04_19_2022.pdf
- CBO Report 04_19_2022.pdf
- EDP Board Report 04_19_2022.pdf
- Draft Minutes of AAC Meeting 03_31_22.pdf
- Bell Schedule Survey Results Faculty AAC 03_31_2022.pdf
- Pali Academy 2022 Presentation.pdf
- Pali High LOI Extension 2022_03_15.pdf
- Budget to Actuals 03_31_2022.pdf
- A-G completion grant materials.pdf
- CARS Application materials.pdf
- PCHS Board Report for Operations for 2022-04-19 Board Meeting - Transportation Cover-Motion.pdf
- Administrative Transportation Committee Proposal to BFC for Vote on 2202-04-18.pdf
- PALIHS 8798 Annual Performance-Based Oversight Visit Report 2020-2021.pdf

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_05_17_2022.pdf



Human Resources Board Report

May 17, 2022

New Hires:

Name	Classification/Position	Funding	Effective Date
Banducci, Brian	Assistant Principal	General	July 1, 2022
Lara, Christian	IT Tech I	General	April 8, 2022
Morton, Drake	Substitute Teacher	General	May 9, 2022
Navarro, Erick	Campus Aide	General	April 4, 2022
Ohmer, Gregory	Study Center Coordinator	General	August 15, 2022
Rafeedie, Elizabeth	Substitute Teacher	General	April 5, 2022
Rice, David	Substitute Teacher	General	April 4, 2022

Retirement/Resignation:

Name	Classification/Position	Funding	Effective Date
Bortner, Amanda	Writing Tutor	General	April 22, 2022
Cohen, Ronnie	English Teacher	General	June 9, 2022
Lemus, Marvin	Substitute Coordinator	General	June 9, 2022
Santana, Simon	Math Teacher	General	May 11, 2022

Our Mission:

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



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Classified Layoffs:

Name	Classification/Position	Funding	Effective Date
12289	Special Education Assistant	ELO Grant	June 9, 2022
775461	Special Education Assistant	ELO Grant	June 9, 2022
749280	Special Education Assistant	ELO Grant	June 9, 2022
682781	Special Education Assistant	ELO Grant	June 9, 2022

**ELO= Expanded Learning Opportunities Grant*

Workload Percentage:

Name	Classification/Position	Workload Percentage	Effective Date
Liss, Dana	Math Teacher	60%	August 15, 2022
Onoye, Cheryl	Math Teacher	60%	August 15, 2022
Peak, Alicia	Math Teacher	80%	August 15, 2022
Rivin, Cheryl	Math Teacher	80%	August 15, 2022

Positions for Approval:

Career & Technical Education (CTE) Coordinator
 Substitute Teacher Coordinator
 Special Education Coordinator

Recognition:

This month we also recognized the entire staff for staff appreciation week. Staff appreciation week was very well received by staff.

Evaluations

STULL evaluations have been completed.

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Staffing and Recruitment:

Interviews continue for all open positions for the 2022-2023 academic year. I have listed the status of positions below.

<u>Position</u>	<u>Status</u>
Counselor	Pending reference check to extend offer.
Teacher – Social Science	Pending reference check to extend offer.
Teacher – Music	Pending selection, in the demonstration process.
Teacher – Special Education RSP	Pending interviews starting next week.
Teacher- English	Pending interviews starting next week.
Teacher- Physical Education	Position posted.
Teacher – Science, STEAM/Maker Space	Position Posted.
Teacher – Computer Science/Game Design	Position Posted.
Ed Tech Coordinator	Position posted.
Director, Human Resources	Position posted.

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Coversheet

Director of Operations Report

Section: III. Organizational Reports

Item: G. Director of Operations Report

Purpose: FYI

Submitted by:

Related Material:

Operations Board Report 05_17_2022.pdf

PCHS Board Report for Operations for 2022-05-17 Board Meeting - Boys RR Vandalism Pictures.pdf



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Board of Trustees Meeting Operations Report May 17, 2022

Transportation/Buses:

- The PCHS School Bus Program & Schedule, as well as Special Ed and Athletic Buses, have continued to operate as expected this Spring Semester, which is similar to Fall Semester.
- Occupancy Rate has remained fairly stable in Spring Semester.
- The 2022-23 PCHS School Bus Program Registration & Scholarship Application Systems opened on 4/4, closed on 5/3/2022. The 5/3 deadline is one week later than originally scheduled in order for Admissions to have more time processing OLR/Enrollment Applications. The current 2022-23 Transportation Calendar can be found here:
https://www.palihigh.org/apps/pages/index.jsp?uREC_ID=411329&type=d&termREC_ID=&pREC_ID=930821
- The Administrative Transportation Committee (ATC) met several times in-person and created a 2022-23 Transportation Budget recommendation for review by the Budget & Finance Committee (B&FC). The ATC recommendation is over \$200,000 less than the projected "Status Quo" Transportation Budget for 2022-23. This was achieved through significant cuts in Bus Scholarships for those Students with Demonstrated Financial Need, as well as implementing a Cost Sharing methodology between PCHS and Students/Families for Late Buses and Competition Buses (Sports, VAPA, Business, etc. Teams). Special Ed Transportation was the only category of PCHS Transportation not significantly changed.
- The Cost Sharing proposal has Late Bus riders that are not already in the Regular To/From School Bus Program paying \$4-\$6 per trip to ride a Late Bus home after participating in a PCHS Sanctioned After-School Activity. The proposal also has Competition Buses being shared for 2022-23 as 90% PCHS and 10% the Team. Competition Buses generally anticipated to cost from \$450-\$750 per Team, depending on the team's utilization of busing. It is possible for some programs to incur costs up to a rough estimate of \$1,300).
- The Board set/passed an overall PCHS Transportation Program 2022-23 budget at \$450,000 and tasked the ATC to work out the details within that amount. The ATC met after the Board Meeting and refined the original framework/budget. The Transportation Dept. has utilized the refined ATC plan and has issued Scholarship offers to 189 Students totaling ~\$150,000.
- The next major deadline for the Transportation Program is the 6/1 down-payment deadline. At this time, 410 students have expressed interest in riding a PCHS School Bus in 2022-23. After the down-payment deadline, we will finalize the ridership and Routes/Stops, which is expected to be seven to/from buses like this year.



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Safety & Security:

- PCHS conducted Safety Training for Faculty/Staff & Students on Wed 4/19 for the Earthquake Drill (Great Shakeout). Revised training materials were provided to Faculty, Staff & students. Thank you to Brooke and the Safety Committee! While participation was good, there were some reported concerns in complete engagement and full-compliance, but overall went fairly well.
- PCHS will continue with our monthly Safety Drill schedule for spring semester. The next Safety Drill is the Airborne Exposure Drill (Shelter-in-Place) scheduled for Friday 5/27 utilizing the Activity/Drill-Short Bell Schedule.
- The Safety Committee has been meeting regularly to discuss issues and upcoming drills. The committee has met a few times recently on Zoom and In-Person to discuss campus perimeter security and fencing. Results of those meetings and discussions, along with others with LAUSD School Police, LAPD, CalOES, etc., will be part of the Safety Committee's presentation to the Board on this matter.
- Student restroom vandalism is on the rise and has once again become a significant problem (virtually ALL in the Boys Restrooms). Ripped down fire sensors, ripped off the wall urinal dividers, kicked in stall doors, broken or removed stall locks, pulled down paper towel dispensers, purposely clogged toilets stuffed with food, bottles, batches of toilets seat covers, etc.
- Campus Access Checkpoint/Security staffing is continues to operate without extra 3rd-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).
- COVID Protocols and Operations are continuing related to Testing Stations, Health Checkpoints, Isolation or Quarantine Waiting Areas, Daily Rapid/Antigen Testing, etc.
- PCHS, in conjunction with its UTLA Union Representatives, have been monitoring our Local to PCHS Positivity Rate and have determined for a 3rd Week in a row that it is above the mutually agreed-upon threshold of 0.5% and therefore Indoor Masking continues to be mandated. The Health Office will continue its week-to-week monitoring/counting of New Cases and will report out this Fri or Sat at the end of the weekly reporting period/week of each Previous Fri to current Thu.
- Further relaxing of any COVID-19 Campus Policies is on hold until our Local Positivity Rate subsides to well below the 0.5% level.
- Details on Campus Access Requirements are posted on PCHS's website here: go.palihigh.org/CampusAccess.



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Permits & Setups:

Permit Revenue for April 2022: ~\$63,689

- ~\$35,633 from Facility Rentals
- ~\$500 from Facility Parking Rental
- ~\$5,200 from Banner Rentals
- ~\$2,856 from One-Time Rentals
- ~\$19,500 from Filming

• Filming that took place in April:

- "Vans" – shoe commercial
- Urban Outfitters – clothing still shoot
- Music Video

• Filming Anticipated for May:

- Vans Shoes (still photography)
- Urban Outfitters Promo (still photography)
- Potential: Walmart Commercial
- Potential: Spec Commercial

- Banner demand continues strong with ongoing new interest.

- PCHS Spring Sports transitioning to Playoffs and wrapping up their seasons (and starting banquets).

- Permits– Club Sports steady for the Spring Season – have been gaining some new interest with our ongoing permit teams.

• Planned May 2022 Set-Ups/Events:

- While some regular adult meetings have returned to in-person, many have remained Online via Zoom, many on-campus student activities during the school day continue to thrive and need setups
- AP Testing (Lots of Setup & Take-Down Daily) – May 2 to/thru May 20
- PTSA Board Meeting – May 5
- B&F Committee Meeting – May 9
- Senior Grad Night (Disneyland) – May 13
- CAASPP Testing – May 16-May 26
- Board Meeting – May 17
- Faculty Meeting – May 24 (Likely Zoom)
- LTSP – May 25 (Likely Zoom)
- AA Committee Meeting – May 26
- Senior Picnic – May 27



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MGAC/Pool:

- Continuing with ARC and CERT trainings scheduled for Staff and Community
- PCHS PE swim classes receiving individualized instruction from MGAC Staff Tues-Fri all periods thru Fri 5/27
- Summer pool hours begin 6/1
- Currently hosting USA Olympic Artistic Swimming on Mondays/USAAS
- MGAC hosting/hosted Western & City Finals in May
- MGAC Q4 Revenue will be included for June BoT Report/Meeting
- Currently recruiting student lifeguards for summer season training
- MGAC Closure 5/18 - 5/20 for Main Drain / Autofill / CPVC Flange Repair
- 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)-*could become urgent prior to next year
 - 2. Re-Plaster Both Pools (~\$250k)
 - 3. Replacement/Backup Competition Pool Pump (~\$35-\$50k)
 - 4. Small Pool Coping Repair and Concrete Deck Repair (~\$100k)

Information Technology:

- The IT team has supported 22 scheduled technology setups since the last BoT meeting. Events are down to the minimum due to State and AP testing.
- 203 tickets were opened in the past month with 181 of them having been closed or waiting on the end user or parts. Most ticket response time continues to be within the first 2 hours during the business day. Common ticket trends this period are event related, due to testing setups, followed by consumable requests, projector/projection issues, and printers/printing problems.
- Printing on the main copiers since the last BoT meeting totals 80,801 pages. The lack of printing is largely due to a combination of Spring Break and a consumable supply issue that left the copiers out of commission for nearly 2 weeks.
- The Konica contract was approved by the Board at the Special BoT meeting on 4/28. We are proceeding with the contract and will update as needed.
- A VOIP service provider, Zoom, has been selected and submitted to B&FC with the hopes of approval in the 5/17 BoT meeting. Zoom was recently selected by LACOE for their own VOIP services and is poised to save PCHS \$62,000 over the course of the contract.



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Information Technology (Continued):

- 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.
- 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. Ongoing developer issues have delayed the implementation of this system significantly.
- IT continues to prep/plan-out our approved budget purchases and projects for the 2021-22 school year.
- IT continues to work with the Deans and other groups on Student Code of Conduct and Responsible Use Policy violations that often lead to disruption of Student Learning and physical classroom issues.
- IT continues to work 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.).
- 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/pursued. We have now notified all classes over a multiple week period to return items that are outstanding and overdue before we post all fines online. The drive for Seniors to clear fines and absences for Prom eligibility was very helpful; however, there are still many pages of unreturned items owed by Seniors. Packets are being printed and put together for distribution to classrooms the week of 5/16, with notification letters due to go out shortly thereafter. Focus will be for immediate clearance of Seniors, with returning underclassmen to clear prior to the start of the 2022-23SY.
- 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. Solutions for attendance taking, digital ID’s, and hall pass monitoring are also being explored for the 2022-23SY.
- Continuing to support PRA requests/searches as needed.
- IT working with the AA Team & Tech Coaches on the EdTech Plan re purchase/roll-out of Promethean Interactive Displays. We are hoping to receive/install the first round of devices this summer.
- The IT Team have been supporting the College Center and AP Testing with devices and supporting the AA Team with planning for the upcoming round of CAASPP testing, occurring 5/16-5/27.



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Information Technology (Continued):

- Working with cafeteria vendor Chartwells and the CBO, we are planning a much-needed uplift of the cafeteria Point-of-Sale (POS) systems. The current systems are aged beyond support and have swollen batteries, screen breakage, or other issues that prevent them from being usable for service.
- A solution is needed for the unmanageable amount of email support requests that come in to Attendance, Counseling, Payroll, and Special Ed. IT is looking into various issue tracking systems to see what may be a cost effective system that meets the needs of each department.

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

- **Pandemic Related PPE/Supplies:**
 - KN95/N95 Masks are fully stocked for Faculty/Staff. These will continue to primarily be distributed out of the Counseling Office (as a help to the Health Office), and if they are unavailable at Counseling Office, there are smaller supplies of such in HR & Main Offices.
 - PPE Stock overall remains in good 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. 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, and 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.

HVAC: Continued Evaluation of HVAC & Ventilation Systems

- **Bldg. Mechanical Rooms:**
 - **MERV-13 Filters** ongoing Monthly Inspecting & Replacing
 - **Various** – Regularly recurring 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.
- **Other HVACC related Items:**
 - **G-Bldg.** - Further assessment needed after recent findings indicate low warm-air flow.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects – OTHER:

- **E-1-B:** (2) Urinal dividers replaced & then damaged within same week due to continuous vandalism that has occurred for most of the school year. By far the worst in the last decade. Awaiting new hardware to reinstall for added privacy.
- **G-1-B:** (3) Urinal dividers replaced & then damaged within 2 days due to continuous vandalism in all boys restroom for the majority of school year by far the worst in the last decade. Awaiting new hardware to reinstall for added privacy. Several partition doors have been kicked in multiple times. Will need to replace both doors. We have replaced stall lock sets for 4 stalls 2x each already this semester and are currently awaiting to receive order placed for additional lock sets. Yesterday the metallic hand paper/trash receptacle combo dispenser was ripped off the wall; thankfully, we have hand dryers available. Restroom open all day.
- **G-2-B:** Smoke sensor had to be replaced after being ripped off ceiling and damaged by throwing sensor into toilet water. This is the second incident involving vandalism regarding smoke sensor after initial attempt to set sensor on fire by stuffing hand paper towels in and around smoke sensor. Multiple stall doors have been kicked in multiple times. Doors will need to be replaced. All stall locks broken and currently awaiting to receive order placed for additional lock sets. Hand paper dispenser was also replaced due to being ripped off wall due to more vandalism. Restroom currently closed.
- **Portable Restrooms Trailer** – Additional higher-end portable restrooms provided for additional student use have repeatedly had waste lines clogged due to student vandalism and abuse by overstuffing toilets with paper, bottles, food (apples, oranges, sandwiches, etc.) and other misc. items. Waste lines separated to three independent waste lines and still repeatedly having to be unclogged several times a week to keep functional for student use.
- **Restrooms:** Due to LAUSD underground utilities project and Gym A/C project the main water to campus had to be shut off multiple times during off-hours, which caused a number of toilets and urinals to have continuous flushes. All have been addressed and parts readily available for any future issues with continuous flushes to avoid waste of water.
- **Landscaping:** Re-seeded Main Quad, Outdoor Stage area and Gilbert Hall Quad in preparation for Graduation.
- **Paint/Safety/Tile Replacement:** Study Center Re-Fresh Project completed. New furniture. Fresh new color scheme. Please visit the refreshed Study Center!
- **Cafeteria Ice Machine Repair:** Ice machine was not producing ice. PVC drain line was clogged and had to be replaced with larger PVC line to help prevent future clogs.
- **Water Fountains:** Annual filter replacements completed.
- **Mercer:** VAPA Workshop area clean up completed. Area has been shop vacc'd, disinfected and reorganized. VAPA Dept. can now go about simply discarding whatever is not needed.
- **Pali Academy:** Basketball Rim Replaced.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects – OTHER (Ongoing Maintenance):

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

- **Cafeteria:** Food Prep sink faucet replacement
- **E-Bldg. Mechanical Room:** Return fan motor replacement
- **Hazardous Waste Pick Up:** Scheduled
- **Water Fountains & Ice Machines:** Ongoing filter replacements
- **J-Bldg.:** HVACC Compressor replacement
- **Faculty Lot Light fixture replacement**

Facilities/Projects - Larger Scale Projects:

- **Underground Utilities Piping Replacement Project (LAUSD Bond Funded).**
 - Phases 1 to 5 – Completed
 - Phase 6 – Started Early May to tie major piping into various Classroom Buildings
 - Additional Phases will continue and require barricading-off of various campus areas as ongoing part of the project over the course of this school year.
 - Project progressing well and on-schedule for a late Summer 2022 completion



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CHARTER HIGH SCHOOL

Facilities/Projects - Larger Scale Projects (Continued):

• Gym A/C Project (LAUSD Bond Funded):

- This project being done in conjunction with the Underground Utilities Piping project. The Gym Project is anticipated to last ~20 Months.
- General Contractor started on Fri 12/17/2021. Initial work was completed over 2020-21 Winter Break 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 until early fall 2022.
- Phase 2 in the Main Gyms anticipated to start in June 2022
- Phase 3 in the Girls Locker Room side of the Gym Complex to begin in Fall 2022. At that time, the Boys Side personnel will move back into their regular locations and the Girls Side personnel will be 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.

• Campus-Wide Non-Bungalows A/C Project (LAUSD Bond Funded):

- This project recently received LAUSD Board approval!!!
- The project can now move into the Architecture & Engineering phase to design the Campus-Wide Non-Bungalows A/C Project, which could take at least 12-18 Months to get CA-DSA Approved.
- Once DSA Approval received, the project will be Bid & Awarded, which could take another 3-4 Months.

G-Bldg 2nd Floor Boys Restroom



G-Bldg 1st Floor Boys Rstroom - Has now been completely pulled off wall.



E-Bldg 1st Floor Boys Restroom These dividers now ripped off the wall



G-Bldg 2nd Floor Boys Restroom Kicked-In Stall Door, broken off hinges.



Coversheet

Director of Development Report

Section: III. Organizational Reports
Item: H. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 05_17_2022.pdf



PALISADES

CHARTER HIGH SCHOOL

Development Report Board of Trustees Meeting May 17, 2022

5/12/2022

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$367,761	\$378,762	\$11,001	\$500,000
Pali Alumni Fund	General	\$4,609	\$4,609	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$372,370	\$383,371	\$11,001	\$500,000
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	\$100,000	\$100,000	\$0	0
Rest. Donations/Pledges	General	\$0	\$15,000	\$15,000	0
TOTAL RESTRICTED FUNDS RAISED		\$321,002	\$336,002	\$15,000	\$0
TOTAL FUNDS RECEIVED		\$693,372	\$719,373	\$26,001	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design	\$4,748	\$3,500
L.A. Press Printing	\$0	\$2,500
American Direct Mail	\$1,064	\$6,900
Postage	\$620	\$1,800
Subscriptions	\$5,763	\$7,800
SafeSave service fees	\$6,727	\$7,500
Salaries & Benefits (Campus Unification/Development Dir)	\$162,994	\$177,812
Office supplies	\$199	\$200
Videography	\$0	\$1,500
Family Donor		
Banners	\$871	\$700
Career Day & Fair Breakfast/Lunch	\$0	\$0
Donor Bricks	\$49	\$1,500
Donor Reception	\$0	\$0
Donor Refund	\$6,180	\$0
Pali High Booster Club (split donation)	\$13,750	



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New Parent Welcome Breakfast	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENSES FOR UNRESTRICTED FUNDS	<u><u>\$202,965</u></u>	<u><u>\$211,712</u></u>

TOTAL NET FUNDS	\$516,408	\$288,288
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GIVING SUMMARY BY DESIGNATION:	# of Donors	Ave. Amt.	Total Amt.
Campus Safety - COVID-19	3	\$1,439	\$4,318
Classroom Instructional			
Materials	6	\$374	\$2,242
Faculty & Staff Development	3	\$1,919	\$5,758
College Center	7	\$728	\$5,099
Greatest Need	223	\$1,414	\$315,351
Math Aides and Tutors	3	\$395	\$1,185
Technology and Innovation	64	\$549	\$35,127
Transportation Assistance	8	\$461	\$3,685
Visual and Performing Arts	8	\$750	\$6,000
	<u>325</u>		<u>\$378,762</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: **\$378,762** this year/**\$371,113** last year. Best YTD was **\$371,113**.
- 4.) PCHS Fund donor comparison: **325** this year/**357** 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
- 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



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- 16.) Personal Phon-a-thon to begin on 3/15
 17.) PCHS Fund Board Member Thank-a-thon to begin on 3/31
 18.) Major Donor Reception to be held on Thursday, April 28th
 19.) Major Donor Reception brought in \$2,600 with \$15,000 of pledges outstanding
 20.) Final Letter appeal to be mailed to approximately 1,000 families on 5/25

Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
CTE Incentive Grant	\$183,141.00	CTE Funds for 2020-21 Perkins Funds for 2020-	1/15/2021
Perkins V Grant	\$37,861.00	21	7/15/2021
<i>Non-Profit Security Grant</i>	<i>\$131,250.00</i>	<i>Perimeter Fencing</i>	<i>4/6/2021</i>
Pacific Palisades Women's Club	\$250.00	Mosaic repair	7/27/2021
Lewis A. Kingsley Foundation	\$10,000.00	Program Support Professional	8/10/2021
Mara W. Breech Foundation	\$5,000.00	Development	10/20/2021
William C. Bannerman Foundation	\$10,000.00	Disruptive Innovations	10/29/2021
Los Angeles Scholars Invest. Fund	\$150,000.00	Pali Bridges Program	5/3/2022
McGrath Abrams Family Foundation	\$100,000.00	Challenge Grant for Transportation Assist	5/3/2022
	\$496,252.00		

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

Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
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 Professional	10/5/2021
Mara W. Breech Foundation	\$5,000.00	Development	1/16/2022



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\$236,252.00

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. These grants are still pending:

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

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 05_17_2022.pdf



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CHARTER HIGH SCHOOL

CBO Report Board of Trustees Meeting May 17, 2022

2021-2022 BUDGET UPDATE

- A budget vs. actuals update will be presented as a separate agenda item
- Unfortunately, our P2 attendance came in lower than projected. If you recall, during First Interim (July through Oct), we reduced our ADA assumption from 2907 to 2832. We then opened the wait list to allow more students to attend. However, as of April 2022, our enrollment has further decreased. At the next meeting, we will present an Estimated Actuals projection with the revised revenue.

EMPLOYMENT BENEFITS

- We are still working with Arthur J. Gallagher & Co (our insurance broker) to explore options for alternative employee benefits coverage (medical, dental, vision, life, etc.). Nothing to report yet. The marketing of our benefits package is taking longer than expected.

INVESTMENT OF RETIREE FUND

- As communicated previously, the investment management team at Merrill Lynch invested \$1,125,000 (as of January 2022), held off in February, invested \$500,000 in March and held off in April. They will continue to dollar-cost-average the remaining amount, on a monthly-basis.
- Unfortunately, the current war, inflation, and Federal Reserve rate hikes are all increasing volatility. CNN Business reported that the stock market was off to its worst 4 month start (January through April) since 1939. While this might seem like scary news, our long-term investment strategy remains in place and we can now “buy” at a lower price point than prior months.

CAFETERIA/NUTRITION

- The Food Service RFP is complete. The recommended vendor/contract will be presented as a separate agenda item.

REQUEST FOR PROPOSAL (RFP)

- The business/HR office is working on RFPs for the following service providers
 - Janitorial/Custodial Services
 - Security Services
 - Transportation

LOOKING AHEAD

- The 2022-2023 budget development process is underway.
- The Governor will provide his May budget revision on May 20th, and we will learn more information about revenues, expenses, and assumptions for our 2022-2023 budget.



- For now, we know that the statutory COLA (cost-of-living adjustment) is 6.56%. However, we will learn more information about the “funded” cost-of-living adjustment (COLA) enrollment/ADA funding legislation, STRS/PERS pension buy-downs and categorical one-time funds.

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 05_17_2022.pdf



PALISADES CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting May 17, 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.

LAUSD approves HVAC project for PCHS

The LAUSD Board of Education gave the final approval to provide heating, ventilation and air conditioning to Palisades Charter High School at the April 26, 2022 meeting. Here are some important details about this project:

- PCHS is the last school in the district to have air conditioning installed in classrooms.
- The project will remove and replace campus-wide existing heating-only air handlers or fan coil units and connect them to the central 4-pipe system. It will provide two new chillers to add cooling to the site, a new boiler for the gym, and split heat pump units for smaller spaces that do not currently have air conditioning.
- The project budget is approximately \$34,688,300.
- Construction is anticipated to begin in 2024 and conclude in 2026.

Thank you to the LAUSD Board of Education, the LAUSD Operations and Facilities Team, and especially to LAUSD District 4 Board Member Nick Melvoin for supporting this project. Also Allison Holdorff Polhill, former PCHS Board member representing parents and previously with Nick Melvoin's Office was a major advocate to ensure this project was approved. In addition, Nick and Allison are champions for clean energy initiatives at Pali High and throughout LAUSD.

US News & World Report recognition

Pali High is proud to once again be included in the top ranked schools in the nation, state, and region by *U.S. News & World Report*. See the full report [here](#) and PCHS specific details [here](#).

The UCLA Chicano Research Center and the UCLA Brain Research Center have partnered with PCHS students for important academic opportunities.

UCLA students engaged with students in various courses and Latinx Student Union to present on how voter registration and voting can make an impact in their communities at the local, state, and federal level. Thank you goes to Myrna Cervantes and LSU for coordinating with UCLA and hosting these presentations.

Dr. Andrew Fuligni from UCLA Brain Research Institute collaborated with Julie Benke, AP Biology teacher, to engage students in graduate research during the summer on adolescent brain development. (Not as subjects, but as researchers!)



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Funding Formula (LCFF) provisions for 2022-23 and the out-year estimates for LCFF funding for multiyear projections, provide the latest on funding and policy proposals outside the LCFF, and incorporate any changes to the accountability system (School Services of CA).

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 update is for the Diversity Goal:

Schoolwide Goal: Diversity

Long Term Aspirational Goal

PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.

- PCHS is preparing for the new state mandate to provide an Ethnic Studies course. On October 8, California became the first state to require all students to complete a one-semester course in ethnic studies to graduate. Assembly Bill 101 takes effect starting with the class of 2029-30. High schools are required to offer Ethnic Studies courses starting in the 2025-26 academic year. PCHS is working with Dr. Ziza Delgado, Professor of Ethnic Studies at Fullerton College and Board Member for the California Community College Ethnic Studies Faculty Council, to begin designing curriculum.
- Hiring for the 2022-23 school year is under way. The PCHS Human Resources Department attended diversity career fairs to promote opportunities at PCHS.
- Courses in African American Literature, American History through an African American Perspective, and Chicano Studies will be offered in the coming school year.
- Part of our Campus Unification Department's mission is to provide a specific space that allows for students to exercise and practice agency, deepen their understanding of self and community, and engage in opportunities for self-advocacy, community accountability, anti-racism efforts and intersectionality awareness. PCHS has designed a **Campus Unification Student Advocacy Room (U109)**. This dedicated space allows



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minoritized racial and intersectionality affinity groups to meet and organize for their own initiatives. This space helps students feel welcomed, empowered and safe to advocate their opinions and concerns for the sake of clarity, understanding, acceptance, and their ultimate success as PCHS students.

- **PCHS Social Justice Living Wall of Representation** - A radical wall in our school's main hallway serves as a reminder to school leadership of the need for equitable practices, the presence of students of color in our community and our responsibility to them. This is a living wall that changes and grows with our community. It is supported and maintained by our affinity groups that meet together to provide support, gather data, and help to inform leadership on the needs that each of their groups have. This is all a part of an initiative for safety, radical care and achievement for our BIPOC students.

Coversheet

2021-22 Budget vs Actuals

Section: VII. Finance
Item: A. 2021-22 Budget vs Actuals
Purpose: FYI
Submitted by:
Related Material: VII.A - Budget vs Actuals 4-30-22.pdf

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 4/30/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	2021-2022	% of 2nd interim projections	Comments
	Obj Code	Total	Total	Actuals to Date as of 1/31/22	Unrestricted	Restricted	Total	Actuals to Date as of 3/31/22	Actuals to Date as of 4/30/22		
A. Revenues											
LCFF/Revenue Limit Sources											
	8011	15,104,903	12,429,602	7,902,842	10,962,726		10,962,726	9,562,694	10,392,620	95%	P1 Estimate per CDE 2/2022
	8012	6,777,237	12,273,029	4,195,050	8,345,193		8,345,193	6,254,753	6,458,130	77%	3rd Q EPA estimate per CDE 2/2022
	8019	-	-	263,636			-	254,362	231,457		
	8096	8,980,282	5,321,917	4,945,842	10,716,629		10,716,629	6,869,577	7,478,274	70%	P1 Estimate per CDE 2/2022
		30,862,422	30,024,548	17,307,370	30,024,548	-	30,024,548	22,941,386	24,560,481	82%	
Federal Revenues											
	8181	777,041	756,994	450,726		756,994	756,994	616,050	670,637	89%	\$267.30/ADA PER LAUSD SELPA 6/4/21
	8220	345,000	360,000	140,892		360,000	360,000	140,892	140,892	39%	
		-									
	8290	316,871	281,779	225,526		282,238	282,238	211,280	211,280	75%	revised amount per CDE, 12/31/21
	8290	59,607	56,052	1,880		56,052	56,052	29,116	29,116	52%	
	8290	3,606	3,861	-		3,861	3,861	-	-	0%	
	8290	3,621	-	-		-	-	-	-		
	8290	24,214	21,761	11,520		21,761	21,761	11,520	11,520	53%	
	8290	35,337	35,337	-		35,337	35,337	-	15,794	45%	
	8290	10,170	10,000	-		10,000	10,000	-	3,063	31%	
	8290		472,831	-		472,831	472,831	-	-	0%	LACOE COVID testing award
	8290	-	23	23		23	23	23	23	100%	
	8290	-	985,991	98,599		985,991	985,991	98,599	266,739	27%	
	8290	-	711,554	221,390		711,554	711,554	221,390	221,390	31%	
	8290	107,643	107,643	42,436		107,643	107,643	42,436	76,404	71%	
		1,683,109	3,803,826	1,192,992	-	3,804,285	3,804,285	1,371,306	1,646,859	43%	
Other State Revenues											
	8520	20,000	35,000	5,092		35,000	35,000	5,092	5,092	15%	higher reimbursement due to free meals
	8550	139,071	135,483	139,084	139,084		139,084	139,084	139,084	100%	\$47.84/ADA
	8560	436,050	461,616	215,832	461,616		461,616	355,367	355,367	77%	higher per ADA rate (\$163.00/ADA)
	8560	142,443	184,080	3,071		184,080	184,080	52,610	52,610	29%	higher per ADA rate (\$65.00/ADA)
	8590	164,827	242,836	242,836		242,836	242,836	242,836	242,836	100%	higher carryover from 20/21FY (\$164K 21/22 + \$76K 20/21 carryover)
	8590	12,073	10,000	-	10,000		10,000	-	-	0%	
	8590	470,566	547,287	547,287		547,287	547,287	547,287	547,287	100%	Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21
	8590	2,051,780	2,051,780	119,222		1,025,890	1,025,890	119,222	119,222	12%	first allocation received in 20/21, part of beginning balance
								27,000			Received Dec 2021- revenue to recognize as expenses are spent
	8590			425,181		425,181	425,181	425,181	425,181	100%	
		3,436,809	3,668,082	1,697,606	610,700	2,460,274	3,070,974	1,886,679	1,913,679	62%	
Other Local Revenues											
	8311	2,002,632	2,143,258	1,276,132		2,143,258	2,143,258	1,744,198	1,898,747	89%	\$756.80 PER LAUSD SELPA 10/21
	8634	240,000	210,000	49,699		150,000	150,000	65,755	72,428	48%	lower a la carte sales
	8560	1,046,000	1,046,000	482,478	1,046,000		1,046,000	571,884	714,170	68%	

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 4/30/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	2021-2022	% of 2nd interim projections	Comments
					Actuals to Date as of 1/31/22	Unrestricted	Restricted				
	Obj Code	Total	Total	Actuals to Date as of 1/31/22	Unrestricted	Restricted	Total	Actuals to Date as of 3/31/22	Actuals to Date as of 4/30/22		
	Interest	8660 129,549	80,000	42,874	80,000		80,000	27,621	43,568	54%	
	LAUSD SpEd Option 3 Grant	8679 100,000	100,000	126,568		126,568	126,568	126,568	126,568	100%	higher receipt from SELPA
	Fundraising	8699 450,000	450,000	381,898	450,000	-	450,000	506,930	515,364	115%	
	Total, Other Local Revenues	3,968,181	4,029,258	2,359,649	1,576,000	2,419,826	3,995,826	3,042,956	3,370,845	48%	
	Total Revenues	39,950,522	41,525,713	22,557,617	32,211,248	8,684,384	40,895,632	29,242,328	31,491,865	5%	
B. Expenditures											
Certificated Salaries											
	Teachers' Salaries-Full-Time	1110 13,282,106	13,282,106	6,850,617	11,623,439	1,658,667	13,282,106	8,961,832	10,063,094	76%	
	Teachers Salaries-Librarian	1130 141,176	141,176	70,735	141,176		141,176	91,766	102,676	73%	
	Teachers' Salaries-Substitute	1160 238,941	238,941	267,070	318,941		318,941	357,360	403,817	127%	increased sub coverage time, reallocated from classified ESSER time (\$80K)
	Cert Pupil Supp Sal-Counselors	1210 817,927	831,275	474,765	831,275		831,275	618,942	689,845	83%	Additional counselor time (\$13K)
	Cert Administrators	1310 918,695	918,695	524,250	775,910	142,785	918,695	677,977	754,840	82%	
	Other Support/Step& Column Impact	1330 119,633	119,633		119,633		119,633			0%	
	Auxiliaries/Periods/Net	1930 -	-				-				
	FTEs Increase/Decrease		130,360	130,360	130,360		130,360			0%	Ed Tech coordinator & New counselor position, & \$31K in attrition savings
	Impact of Tentative UTLA Agreement		-	251,313	251,313		251,313			0%	Effective 7/1/21, UTLA salary increase of 1.75%
	Certificated Off-Schedule Pay		7,000	7,000	7,000		7,000			0%	(\$197,312.78 & PD hourly rate increase \$50 (\$53,487). proposed cell phone stipend (dependent on position)
	ESSER II/III funded certificated time			97,833		97,833	97,833			0%	expanded learning time & intervention salaries
	ELO Related Certificated Time	1110 589,952	809,952			699,952	699,952			0%	reduced cert salary for sat school (\$80K), acellus staffing (\$30K)
	Total, Certificated Salaries	16,245,790	16,828,284	8,187,437	14,199,047	2,599,237	16,798,284	10,707,876	12,014,273	72%	
Classified Salaries											
	Instruct Aide	2110 944,412	944,412	383,750		944,412	944,412	525,801	602,217	64%	
	Maint/Operations	2210 114,902	114,902	104,226	114,902		114,902	137,146	154,544	135%	
	Classified Administrators	2310 416,609	416,609	222,919	386,609		386,609	279,178	303,749	79%	admin salary shifted to consulting
	Cler Tech Office Staff Sal-FT	2410 1,935,059	1,935,059	919,350	1,935,059		1,935,059	1,221,609	1,338,822	69%	
	Food Services	2430 48,397	48,397	30,834		48,397	48,397	41,090	46,602	96%	
	Cler Tech Off Staff Sal-Sub	2460 34,817	34,817	-	34,817		34,817	13,266	30,319	87%	
	Other Classified	2920 975,966	1,110,966	607,781	904,821	111,145	1,015,966	822,827	902,032	89%	\$40K in additional tutoring (ESSER III), \$80K shifted to cert salaries, \$15K shifted to consulting (VAPA tech)
	Math Paraprofessionals	2920 166,212	166,212	92,465	55,404	110,808	166,212	143,700	168,815	102%	
	Impact Step & Column/Prposed New Positions/Hours		110,000	110,000	110,000		110,000			0%	Tech Team Lead
	Classified Retro		7,000	7,000	7,000		7,000			0%	proposed cell phone stipend (dependent on position)
	Classified Additional Time		-	35,204		35,204	35,204			0%	\$30K for additional hours related to student check-in 2020/21 off schedule increase - predicted until October
	ELO Related Classified Time	2920 436,400	436,396			436,396	436,396			0%	ELO Classified time
	Total, Classified Salaries	5,189,774	5,359,974	2,361,326	3,548,612	1,686,362	5,234,974	3,184,618	3,547,101	68%	
Employee Benefits											

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 4/30/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	2021-2022	% of 2nd interim projections	Comments
					Actuals to Date as of 1/31/22	Unrestricted	Restricted				
	Obj Code	Total	Total								
	5840	86,784	86,784	7,100	80,000		80,000	7,100	7,100	9%	reduction in internet costs
	5850	20,000	28,000	25,078	30,000		30,000	35,192	37,337	124%	athletic trainer
	5860	7,500	7,500	8,938	9,500		9,500	12,405	12,693	134%	hiring costs
	5890	112,755	112,755	57,678	96,755	16,000	112,755	89,685	94,112	83%	
	5910	76,000	76,000	24,513	76,000		76,000	36,607	40,037	53%	
		5,979,164	6,518,864	2,830,950	4,064,989	2,445,591	6,510,580	4,512,805	5,017,522	77%	
Capital Outlay											
	6100		-								
	6200	97,950	242,950	164,830	80,000	145,000	225,000	175,576	181,128	81%	ESSER II/III funded upgrades (\$145K)
	6400	10,000	245,000	25,985	10,000	235,000	245,000	62,169	98,930	40%	Tech infrastructure upgrades (ESSER II/III funded)
	6500	-	-								
		107,950	487,950	190,815	90,000	380,000	470,000	237,745	280,057	60%	
Depreciation Expense (Financial Reporting Basis)											
	6900	915,000	980,000	571,667	980,000		980,000	571,667	816,667	83%	
Other Outgo											
	7299	308,624	300,245	170,838	300,245		300,245	235,659	256,540	85%	
	7438	11,784	11,784	7,292	11,784		11,784	9,264	10,162	86%	
		320,408	312,029	178,130	312,029	-	312,029	244,923	266,702	85%	
Total Expenditures (Financial Reporting Basis)											
		39,690,487	41,862,656	19,119,397	31,577,863	10,067,723	41,645,586	25,928,072	29,109,424	70%	
Total Expenditures (Cash Reporting Basis)											
		38,883,437	41,370,606	18,738,545	30,687,863	10,447,723	41,135,586	25,594,150	28,572,815	69%	
C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis											
		260,035	(336,943)	3,438,220	633,385	(1,383,339)	(749,953)	3,314,256	2,382,441		
C. Ending Balance: Excess (Deficiency) - Cash Reporting											
		1,067,085	155,107	3,819,072	1,523,385	(1,763,339)	(239,953)	3,648,178	2,919,050		(Revenue - Expenses: Cash Reporting Basis)
D. Net Increase (Decrease)											
		260,035	(336,943)	3,438,220	633,385	(1,383,339)	(749,953)	3,314,256	2,382,441		
E. Fund Balance											

Coversheet

LCAP Federal Addendum

Section: VII. Finance
Item: B. LCAP Federal Addendum
Purpose: Vote
Submitted by:
Related Material: VII.B - LCAP Federal Addendum.pdf



PALISADES CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

May 17, 2022

TOPIC/ AGENDA ITEM:

VIII. FINANCE

B. LCAP Federal Addendum

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO/Finance, Administrative team, LTSP

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the LCAP Federal Addendum.

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency Plan provisions of the ESSA. Each provision for each program must be addressed, unless the provision is not applicable to the LEA. The CDE determined that PCHS did not address the below provision and required us to revise the plan.

“Title III Professional Development - Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel”

The LCAP Federal Addendum was revised/submitted and has now been approved by the CDE.

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

The action requested of the Board today will ensure compliance with this CDE requirement.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the LCAP Federal Addendum.

CHIEF BUSINESS OFFICER’S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the LCAP Federal Addendum.

RECOMMENDED MOTION:

“To approve the LCAP Federal Addendum.”

Juan Pablo Herrera
Chief Business Officer

California Department of Education

LCAP Federal Addendum System

Submission Dashboard

Palisades Charter High (19647331995836)

Status: Approved

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Dr. Pamela Magee**LEA Contact Email: **pmagee@palihigh.org**LEA Contact Phone: **310-230-6630**[Edit LEA Contact](#)**Instructions, Strategy, and Alignment****Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)**Title I, Part A****Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)**Title I, Part A, Educator Equity**

Status: Approved

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Equity Section](#)

Title II, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

Title III, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title III, Part A Section" button below to review (and print) your responses.

[View Title III, Part A Section](#)

Title IV, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

[View Title IV, Part A Section](#)

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Palisades Charter High:

Palisades Charter High School (PCHS) continues to hold successful learning outcomes for English Learner students as a high priority. PCHS will continue to ensure that all faculty have and receive the training necessary to maintain a full roster of ELA certificated staff. To that end, PCHS has worked to ensure funds have been used to provide staff of EL students with updated training in SDAIE and ELD instruction. The success of this professional development is demonstrated by the overall increase in the academic achievement of all EL students. 100% of participating students demonstrated increased reading comprehension through the students' Scholastic Reading Inventory scores. Additionally, English Language Arts course access was increased by adding both sheltered year-long courses and summer school courses for English course credit. (The PCHS ELAC parents request for summer school for ELA credit was met in summer 2019.)

APPROVED BY CDE

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Palisades Charter High:

To gain insight from all stakeholders, PCHS will continue the monthly Long Term Strategic Planning meetings to assess the alignment of federal funds to address the identified greatest needs. The administrative leadership uses such feedback and input in helping inform its decisions in the allocation and alignment of funds. These needs will be measured by tracking both CAASPP test scores, ELA and math benchmark assessments, and math and English pass rates. PCHS will continue to track math and English achievement for the following targeted subgroups: Blacks, Latinos, and Special Ed students in math. Additionally, PCHS will work to decrease suspension rates for the following subgroups: Black, Latino, and Special Education students as measured by the state dashboard data. The school will maintain a low (under 2% suspension rate) and maintain less than a 1% expulsion rate.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Monica Iannessa

Contact Phone and Optional Extension

310-230-6623

7277

Contact Email

miannessa@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Palisades Charter High:

N/A

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Palisades Charter High:

-The parent and family engagement and policy is developed upon student enrollment, during orientation and at school open house. During these sessions families are encourage to participate in one of our various programs or committees. In our LTSP we have a a family and community outreach plan that creates engagement activitied throughout the year.

There are monthly multi-lingual family meetings to participate in the shaping of school plans and recommend priorities for the spending of school funds.

- PCHS holds parent training through various parent support groups, such as TVN FuN, Administration team, the College Ce

The parent and family engagement policy is developed jointly, updated periodically, and agreed on with parents of children participating in Title I, Part A programs. PCHS processes for developing and evaluating its Title I parent engagement policy with the involvement of parents include the following:

- Asking for feedback on the policy during the monthly ELAC council meetings and parent surveys conducted in the beginning and middle of the year
- Parents are asked for feedback and input during Back to School Night and various family infrmation days on
- Providing parents of students with timely information about programs through the Handbook, weekly newsletter, parent

bulletin, phone calls, and emails

The parent engagement policy process is aligned with PCHS's LCAP stakeholder involvement process. During the annual LCAP stakeholder engagement meeting, the School Leader of PCHS presents to parents on the goals, actions and services, and outcomes in the school's LCAP. Parents follow along with the presentation, recording their feedback on an accompanying survey in real time. This parent input influences the LCAP as well as the parent engagement policy and all aspects of school culture.

PCHS assists parents in understanding State standards and assessments, Title I requirements and how to monitor their child's progress and work with teachers to improve their child's achievement in the following ways:

- Constant communication between the school and home. Parents are given access to Schoology to check when they need clarification about an academic assignment or need to talk about their child's progress

Parents of students at PCHS may also participate in LTSP as well as other schoolwide committees.

- PCHS provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through report cards, weekly newsletters, parent workshops, and data reports.

PCHS educates teachers, principals, and other staff on the value of contributions of parents and how to communicate and work with parents as equal partners in the following ways:

- Front office and operational staff members receive professional development on creating a warm and welcoming environment for all school visitors, including parents and families

- PCHS staff must have evidence of strong connections with students and their families.

PCHS integrates parent involvement with other programs in the following ways:

- Parents of ELs may participate in the ELAC

- Parents are encouraged to participate PCHS committees.

PCHS provides informed participation of parents who have LEP, parents with disabilities, and parents of migratory children and ensure information about parent programs, meetings, and activities is provided in a format and language parents can understand in the following ways:

- PCHS will determine parents' language needs via the Home Language Survey. PCHS will ensure that written communications are provided in a language LEP parents can understand and also provide translation and interpretation services for all meetings involving these family members.

- PCHS uses a questionnaire to identify migratory families and determine and provide necessary additional supports

PCHS employs many different modes of communication – letters, phone calls, online platforms, in-person meetings – to ensure all families are engaged in an appropriate format.

addresses requests from parents of Title I students for other supports in the following ways:

- Requests can be made directly to the ED/Principal and administration of the school. The school's leadership will then work one-on-one with families to address or resolve the request.

Schoolwide

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Palisades Charter High:

Schoolwide Programs (SWP): COST (Coordination Of Services Team), free tutoring, supported transportation, math paraprofessionals in the classroom and in the math lab, study skills classes, SST (student success team),

comprehensive special education department offering an array of support services, therapeutic classroom, alternate small setting, Virtual Academy to address multiple learning styles and needs, mental health team comprised of social workers MFT, a partnership with Department of Mental Health to serve low income families, and we have a partnership with West side Family Health Clinic to support students reproductive Health and National Alliance for Mental Illness, PALI Cares supporting students with financial need with items needed for learning. We may also need to hold 504 or IEP meetings when needed.

TAS: School Transportation financial assistance, FACTOR parent engagement program, Dolphin Leadership Academy (summer bridge program for high needs students this includes transportation) and EL (English Language Learner) Summer School for EL credit

Neglected or delinquent: N/A

APPROVED BY CDE

Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Palisades Charter High:

Description of programs and services provided at the Charter School and how the services support academically at-risk students and close achievement gaps:

- Designated daily blocks allow teachers to target specific student needs, and an intervention program provides further small group instruction to students below grade level.
- Use of proven methodologies including individualized instruction for ELs. Students' language proficiency is monitored to ensure progress.
- Support of socioeconomically disadvantaged students through "College Bound" culture and by working with families to create supportive learning environments at home.
- Compliance with state and district special education policy. After assessment, the IEP team meets and decides eligibility, the Least Restrictive Environment, IEP goals, and appropriate services.
- Instruction by qualified teachers - the goal of the Charter School's recruitment process is to find driven candidates who have developed cultural competency, have 2 or more years of successful teaching experience in an under resourced community, and have exemplary student achievement results.
- High-Quality Professional Development – teacher PD includes 4 weeks during the summer, 3 pupil-free days, and weekly sessions on early dismissal days. The administration monitors and supports teachers.
- Strategies to increase parent involvement - the Charter School facilitates constant communication between school and home. Parents are involved in parent/teacher conferences and receive training on how to support the development of their child's reading, writing, and mathematical skills at home at parent workshop nights. Teachers send home daily communication logs. Additionally, the charter school sends home weekly

newsletters, and all teachers are given cellular phones so that families can contact them for support.

- Plan for student transitions - through student recruitment efforts, the school leader communicates regularly with local schools. Their awareness of the academic and social programs that incoming students have participated in informs planning and allows for a smooth transition. Students who struggle with the transition are identified early through diagnostic assessments and teacher observations and given extra support through daily small group intervention.

- Teacher input on instructional program - Teachers collaborate with colleagues at their grade and content level to review weekly standards-based assessments that are used to measure student mastery of each standard. Teachers are responsible for analyzing the resulting student data and for adjusting their lesson and unit plans to better meet the needs of their students.

-Timely assistance of struggling students - The results of the standards-based assessments assist teachers in monitoring which students have not mastered which standards. The teacher and their manager will monitor student progress and identify students not yet proficient. Student Success Team meetings are held to address accommodations and modifications to support the students.

-Coordination of federal and state programs - The charter school continuously monitors performance and takes a holistic approach to meeting the needs of our students, which involves coordinating federal, state, and local services. The Charter school works with local organizations such as after-school partners and preschool programs. The Charter school ensures parents have opportunities to be involved in school planning. The Charter School will add services as needed as student needs change.

The parents of the Charter School's students play an important role in developing school plans. All school plans are reviewed by the SSC and ELAC.

As of norm day 2018, student demographics fulfill the minimum that 40% of the students in the school, or residing in the attendance area served by the school, are from low-income families. Furthermore, each year the Charter School conducts

a comprehensive data analysis of student achievement, including multiple measures of student performance. This evaluation of plan effectiveness is aligned to our LCAP development process to ensure plan alignment. Written and verbal

input from the annual LCAP stakeholder engagement meeting influences the development and implementation of all school plans

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Palisades Charter High:

PCHS ensures that homeless youths have access to educational and related services that they need to enable them to meet state academic standards to which all students are held. In addition, PCHS ensures that identified homeless students are not separated from the mainstream school environment. PCHS reviews and undertakes practices and protocols to keep the school updated on the laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

1. Identification of homeless children and youths;
outreach through Counseling Office or Admissions/Attendance office

2. Collaboration and coordination with service providers:
County Department of Mental Health
Department of Social Services

Social Worker
 Mental Health providers
 National Alliance of Mental Illness
 Westside Family Health Center
 Teen Court
 Los Angeles School Police
 Los Angeles Police
 Our House Grief Support Group, Santa Monica
 Sojourn, Domestic Violence Support, Santa Monica
 Free Legal Services
 Health insurance
 Free and Reduced lunch
 Donated school supplies, clothing, food, and hygiene materials

3. Professional development:

Department of Mental Health: Trauma Training and Emotional First Aid

4. Admissions Department: Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;

5. School stability and the provision of transportation until the end of the school year, even if a student becomes permanently housed;

6. Privacy of student records, including information about a homeless child or youth's living situation; and

7. The dispute resolution process; The school works with LAUSD Homeless Education Program for support in dispute resolution if school mediation does not resolve a conflict.

We incorporate the homeless costs within the schools general fund (our homeless population is small) however we have school programs such as PALI cares.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Palisades Charter High:

N/A

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Palisades Charter High:

College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program performance data, information was communicated through various parent meetings, targeting key areas of concern such as math & EL reclassification. Parents continue to be involved in developing post-secondary plans for students with disabilities, including involvement with the We Can Work grant through the Department of Rehabilitation. The Counseling Office provides 4 year planning meetings with all 9th grade students. Additionally, PCHS holds several meetings for incoming students at the feeder middle school, as well as at PCHS.

APPROVED BY CDE**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Palisades Charter High:

N/A

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Greg Wood

**Contact Phone
and Optional Extension**

310 230-6650

Optional Extensio

Contact Email

gwood@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Palisades Charter High:

Not applicable. LEA is a charter school.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Greg Wood

**Contact Phone
and Optional Extension**

310-230-6650

Optional Extensio

Contact Email

gwood@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Palisades Charter High:

Principals-CalPads training, active members of CCSA, SELPA trainings, active members of the WASC and Charter Committees, yearly Board retreats with SMART goals that are revised and align with our professional development and goals.

Teachers-We have a PDS (Professional Development School) program with Pepperdine University, we active participate in the BTSA teacher induction program, there is a Pali new teacher training program, one on one teacher coaching as needed. Grade levels meet for at least an hour each week to share and support each other on top of the planned professional development on a specific topic.

Other school leaders- Cultivate school wide coaches to offer leadership opportunities and allow peer to peer mentoring, PLC leaders that direct and guide department and grade level PLCs, Department chairs that work closely with their administrator and departments to ensure that not only students needs are met but that they are taking on leadership roles.

All professional development activities are focused on the students mastering the content standards. Professional activities are planned based on the assessments results as well as classroom observations. At the beginning of the year, professional developments time is dedicated to focusing in on the selected instructional programs.

Professional development activities are based on scientifically based research that has been effective in driving forward student achievement. As all instruction is data-driven, so is the professional development and are thus expected to improve student achievement.

All professional development is designed to support the student achievement of all students while cognizant of the specific needs of our subgroups. Data will be disaggregated by gender, ethnicity, English Learners, and socioeconomic

status. Any identified gaps will alter professional activities.

Teachers and administration will be able to attend professional development activities that will enhance their growth as educators. Professional development is planned based on the needs of the school and the staff. Grade levels meet for at least an hour each week to share and support each other on top of the planned professional development on a specific topic.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Palisades Charter High:

The Charter School is a single school LEA.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Palisades Charter High:

The LEA pays for LACOE to come to our school site to conduct professional development in state interim assessment blocks. These sessions will allow teachers to be able to see the mastery of each student based upon the current levels they are at. We are a Professional Learning Community school and we utilize school funds to foster and keep our PLC model functioning. Data is analyzed daily through our PLCs. Administration is checking grade distribution and enrollment through Infinite Campus and our Power Bi system. We also utilize an LMS system Schoology which allows parents to track not only students grades and assignments, but also information coming from the school. The school wide survey is given to all stakeholders to collect and analyze the best and most meaningful way to utilize funds to provide continuous improvement and support.

It is through our multi-layered data collection and analysis process that funds were allocated and used to push in math paraprofessionals in our Algebra and Geometry classes.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Tami Christopher

Contact Phone and Optional Extension

310-230-7270

Optional Extensio

Contact Email

tchristopher@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Palisades Charter High:

PCHS adopted a multi-year schoolwide PD plan in 2021-22 that is designed to maximize student achievement, including that of our English Learners. It Professional Development will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.

All faculty, staff and administrators participate in ELD training (English Language Learner Supports, SDAIE strategies). Professional learning for paraprofessionals and instructional aides is also provided, aligned to their role in the classroom working with students and supporting parents of English learners and enhancing instructional strategies and interventions.

Professional Learning also includes:

- Training in use of English Language Proficiency Assessments for California (ELPAC) results to improve instruction
- Literacy PD
- ESL staff collaboration to upgrade the ES/Literacy curriculum
- Collaboration time for teachers to consider student needs, share effective strategies, and plan instructional modifications, as needed (teacher mentoring and coaching)
- Stipends for teachers to attend targeted High Quality Professional Development (HQPD) to benefit language acquisition of EIs and Low Literacy SEL students
- SDAIE engagement strategy workshops
- Bell-to-bell classroom observations

PCHS is continuously developing a culture of improvement and it will continue to provide an education program characterized by high expectations and personalization to ELs so they can attain optimal linguistic and academic success.

APPROVED BY CDE**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Palisades Charter High:

N/A

APPROVED BY CDE**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Palisades Charter High:

PCHS has aligned resources to ensure English Learners (ELs) and immigrant students have equitable access and opportunities that support student achievement and social-emotional development. The EL Coordinator, FACTOR (formerly PIQE) Program, English Learner Advisory Committee (ELAC), EL Teacher, EL Assistant, Tutoring, MESA/SHPE and FUERZA programs, will all benefit from effective PD targeted towards English Learners.

Title III Programs and Activities

- Language Appraisal Team (LAT)
- English Learner Advisory Committee (ELAC)
- Fuerza Unida Program, designed to help our Latino population reach academic excellence
- Families Acting Towards Real Results (FACTOR, formerly PIQE)
- PTSA EL/Immigrant specific support

APPROVED BY CDE**English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2) (G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Palisades Charter High:

PCHS uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as Smarter Balanced IABs, CAASPP, AP, and PLC Benchmark Assessments at each reporting period based on subject grade performance. The EL coordinator works closely with the EL teacher, Title III coordinator and related programs to create support systems for EL and immigrant students.

PCHS tracks metrics/performance for statewide assessment participation and performance (ELPAC for ELLS and CA Interim Comprehensive Assessments for Junior Class)

Additionally, PCHS monitors progress toward English language proficiency (Scholastic Reading Inventory, Achieve 3000) and allocates funding to enhance these services.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Monica Iannessa

**Contact Phone
and Optional Extension**

310-230-7277

Optional Extension

Contact Email

miannessa@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Response from Palisades Charter High:

The funding received for Title IV is a relatively low amount, therefore it is used to supplement the costs for professional development, including technology training, socioemotional support and training, trauma-informed training, consultants for academic enrichment, and safe school training. The programs used for professional development are determined both by the Longterm Strategic Planning Committee and the Academic Achievement Team. Both of these entities use stakeholders (administrator, parent, student, teacher, school staff, and community members) input to determine PD and its educational outcomes. The PD is evaluated by these entities on a monthly basis. LTSP and Academic Achievement Team, along with administration, look at the teacher and student surveys alongside predetermined targets to evaluate PD and program effectiveness. We also have a variety of professional development opportunities on campus to address Title IV Activities and Programs including technology training, socioemotional support and training, trauma-informed training, consultants for academic enrichment, and safe school training. The community resources the school has used come from local community partners such as NAMI (National Alliance on Mental Illness) and Common Sense Media for Digital Citizenship units. For Technology, PCHS used the National Education Technology Plan to guide needs assessment and for socioemotional support, PCHS used the CASEL guide.

APPROVED BY CDE

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Palisades Charter High:

APPROVED BY CDE

C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Palisades Charter High:

APPROVED BY CDE

D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Palisades Charter High:

APPROVED BY CDE

E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Palisades Charter High:

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Monica Iannessa

**Contact Phone
and Optional Extension**

310-230-7227

Optional Extensio

Contact Email

miannessa@palihigh.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

Coversheet

2022-23 IMA Budget

Section: VII. Finance
Item: C. 2022-23 IMA Budget
Purpose: Vote
Submitted by:
Related Material: VII.C - IMA Requests - 2022-2023.pdf

PCHS IMA
3 Year History & Per-student spending

	3-Year (2016-2019)	IMA per student	% of total IMA	2021-2022 Requested IMA	2021-2022 Recommended	2021-2022 IMA YTD 4/13/2022	2022-2023 Requested IMA	
Department	Average	Based on 3-Yr Avg	rate: \$132/student					Comments
Acadec	\$ 3,657.81			\$ -	\$ 2,076.00	\$ 1,943.43	\$ 3,657.81	DID NOT TURN IN
Academic Achievement Team	\$ 7,573.69	\$ 2.50	1.88%	\$ -	\$ 7,573.69	\$ 7,585.43	\$ 7,573.69	DID NOT TURN IN
Athletic Director	\$ 13,888.07	\$ 4.59	3.44%	\$ 36,450.00	\$ 25,000.00	\$ 22,603.53	\$ 36,450.00	
Attendance Office	\$ 3,019.32	\$ 1.00	0.75%	\$ 3,500.00	\$ 3,500.00	\$ 3,318.45	\$ 3,019.32	DID NOT TURN IN
Campus Unification	\$ -	\$ -	0.00%	\$ 5,457.81	\$ 1,800.00			
College Center	\$ 1,411.20	\$ 0.47	0.35%	\$ 2,000.00	\$ 2,000.00	\$ 609.89	\$ 1,411.20	DID NOT TURN IN
Counseling Office	\$ 6,975.97	\$ 2.30	1.73%	\$ 21,603.96	\$ 21,603.96	\$ 1,439.06	\$ 6,975.97	DID NOT TURN IN
Deans Office (combined with security)	\$ 4,781.77	\$ 1.58	1.19%	\$ 6,800.00	\$ 4,050.00	\$ 4,483.64	\$ 6,800.00	serves school-wide population
English Department	\$ 2,025.56	\$ 0.68	0.51%	\$ 2,025.56	\$ 2,025.56	\$ 1,563.98	\$ 2,025.56	
English Learner / Bilingual (combined with Literacy)	\$ 3,035.99			\$ -	\$ 3,000.00	\$ 193.36	\$ 3,035.99	DID NOT TURN IN
World Languages	\$ 769.73	\$ 0.44	0.33%	\$ 2,500.00	\$ 2,500.00	\$ 2,300.00	\$ 769.73	DID NOT TURN IN
Health Office/School Nurse	\$ 3,068.33	\$ 1.01	0.76%	\$ 3,555.70	\$ 3,555.70	\$ 1,898.37	\$ 3,068.33	DID NOT TURN IN
Intervention	\$ 2,764.46	\$ 3.03	2.28%	\$ -	\$ 2,764.46		\$ -	rolls up to AA Team
LCAP Summer school (DLA)	\$ 2,557.97	\$ 2.81	2.11%	\$ -	\$ 2,557.97		\$ -	rolls up to AA Team
LCAP (TVN/FUERZA)	\$ 1,040.43	\$ 1.14	0.86%	\$ 1,650.00	\$ 1,628.00	\$ 1,081.55	\$ 1,040.43	DID NOT TURN IN
Leadership Class	\$ 67.84			\$ 1,094.92	\$ 1,094.92	\$ -	\$ 200.00	
Library	\$ 4,708.73	\$ 1.55	1.17%	\$ 3,657.81	\$ 3,657.81	\$ 2,197.61	\$ 4,708.73	serves school-wide population
Math	\$ 1,888.72	\$ 0.83	0.62%	\$ 23,756.52	\$ 14,871.00	\$ 17,449.07	\$ 17,693.82	
Mesa	\$ 634.20			\$ -	\$ 513.00	\$ 13.98	\$ 634.20	DID NOT TURN IN
PE	\$ 11,678.34	\$ 7.65	5.74%	\$ 11,678.34	\$ 11,678.34	\$ 9,250.81	\$ 11,678.34	DID NOT TURN IN
Science	\$ 50,523.01	\$ 19.00	14.27%	\$ 90,900.00	\$ 61,400.00	\$ 49,137.30	\$ 63,300.00	
Social Studies	\$ 2,602.27	\$ 0.99	0.74%	\$ 2,891.27	\$ 2,891.27	\$ 1,801.80	\$ 2,602.27	
Special Ed	\$ 8,359.68	\$ 22.35	16.78%	\$ 7,290.00	\$ 7,290.00	\$ 5,576.62	\$ 4,270.00	
SPED - Section 504 Program	\$ 204.38			\$ -				
Study Center/Tutoring	\$ 221.67	\$ 0.07	0.05%	\$ -	\$ 205.00	\$ 948.30	\$ 221.67	DID NOT TURN IN
Summer School (see LCAP Summer school)	\$ -			\$ -		\$ 234.01		
Tech Ed	\$ 8,245.92	\$ 7.78	5.84%	\$ 45,816.00	\$ 15,000.00	\$ 7,936.79	\$ 11,500.00	
Tech Ed - CTE						\$ 37,092.84	\$ 35,000.00	
Temescal	\$ 1,280.25	\$ 3.52	2.64%	\$ 1,250.00	\$ 1,250.00	\$ -		
Testing	\$ 240.97	\$ 0.08	0.06%	\$ -		\$ -		rolls up to AA Team
VAPA	\$ 57,693.85	\$ 42.67	32.04%	\$ 101,135.51	\$ 60,000.00	\$ 35,048.59	\$ 77,886.16	
VAPA - CTE						\$ 12,295.79		
Virtual Academy (Independent Study)	\$ 203.30			\$ 703.30	\$ 703.30	\$ -		
Work Experience (Career Center)	\$ 647.16	\$ 5.14	3.86%	\$ 647.16	\$ 647.16	\$ -	\$ 647.16	DID NOT TURN IN
GRAND TOTAL	\$ 205,770.59	\$ 133.18	100%	\$ 376,363.86	\$ 266,837.14	\$ 228,004.20	\$ 306,170.38	

DEPARTMENT #

Athletic Director

CLICK on the cell under the word DEPARTMENT to activate the drop down



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 13,888.07 4 Year Average/2022-23 Baseline

\$ 40,950.00 Above Baseline (please list below)

\$ 54,838.07

2022-23 BUDGET REQUEST

Total (base+above)

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	Amount amended	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY	Comments/Notes (For Finance Use only)
1	Athletic uniforms and required athletic protective gear	\$ 34,000.00	\$ 34,000.00	The right of free access prohibits mandated purchases of materials, supplies, equipment or uniforms associated with the activity, as well as the payment of security deposits for access, participation, materials or equipment.			
2	Athletic awards and Varsity letters	\$ 2,000.00	\$ 2,000.00	We pass these out yearly to all Pali athletes.			
3	Softball park fee's	\$ 1,500.00	\$ -	Softball does not have access to a field because of the soccer season. Baseball has a field so the school must provide equal field space to the softball team.			Part of school-wide rentals budget
4	Boys and Girls golf green fee's	\$ 3,000.00	\$ -	Just like uniforms the school must provide funds for the golf team to practice. Students can't be forced to pay the green fee's.			Part of school-wide rentals budget
5	Pali athletic polo's	\$ 450.00	\$ 450.00	For athletic personnel working athletic events.			
6							
	Total	\$40,950.00	\$ 36,450.00				

DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down

ans Office (combined with security)



APPROVED BY: _____

ADMINISTRATOR

APPROVED BY: _____

BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. **Instructional Materials (IMA):**

TOTAL AMOUNT

\$ 4,781.77 4 Year Average/2022-23 Baseline

\$ 9,900.00 Above Baseline (please list below) \$ 14,681.77

2022-23 BUDGET REQUEST

Total (base+above)

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	Amount Amended	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY	Comments/Notes (For Finance Use only)
1	Replacement shirts, vests, jackets campus security.	\$ 1,500.00	\$ 1,500.00	replacement of worn out uniforms	keep aides identifiable and professional		
2	General Office supplies	\$ 1,000.00	\$ 1,000.00	tape, paper, pens calendars etc.	supports students health and safety		
3	Hall pass supplies	\$ 500.00	\$ 500.00	need to issue new passes to teachers	supports students health and safety		
4	Drug testing kits	\$ 750.00	\$ 750.00	support student health and identify illegal drugs	supports students health and safety		
5	shirts and shorts for dress code violations	\$ 300.00	\$ 300.00	maintain appropriate campus environment	supports students health and safety		
6	campus aid training	\$ 700.00	\$ -	keep campus security training up to date	supports students health and safety		moved to professional development
7	10 radios for security	\$ 2,750.00	\$ 2,750.00	start replacement process for radios school wide	supports students health and safety		
8	Drug dogs	\$ 2,400.00	\$ -	\$200 per dog per day	supports students health and safety		moved to consulting
9							

Total	\$ 9,900.00	\$ 6,800.00				
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DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down	English Department	
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 2,025.56 4 Year Average/2022-23 Baseline

\$ - Above Baseline (please list below)

\$ 2,025.56 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
Remains the same as 2021-2022		Teachers need IMA in order to access materials and resources to support their teaching.		
Total	\$ -			

DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down

Leadership Class	#
------------------	---



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 67.84 4 Year Average/2022-23 Baseline

\$ 132.16 Above Baseline (please list below)

\$ 200.00 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1 misc supplies to organize the class including multiple notebooks, composition books and general office supplies	\$200.00	Just as any subject class, leadership has to be organized and well supplied in order to achieve its learning objectives	Just as any subject class, leadership has to be organized and well supplied in order to achieve its learning objectives	1
2				
Total	\$ 200.00			

DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down	Library	
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 4,708.73 4 Year Average/2022-23 Baseline

\$ - Above Baseline (please list below)

\$ 4,708.73 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1				
2				
3				
4				
5				
6				
Total	\$ -			

DEPARTMENT #

Math

CLICK on the cell under the word DEPARTMENT to activate the drop down



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 1,888.72 4 Year Average/2022-23 Baseline

\$ 15,805.10 Above Baseline (please list below)

17693.82 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	Calculators (300) https://www.staples.com/tru-red-tr28201-10-digit-scientific-calculator-black/product_24424325	\$ 2,500.00	see above (\$5-\$8 each)	Provide equitable tools for all students to succeed in Algebra 1 and Geometry classes	high
2	Expo Dry Erase Markers (400 black, 400 blue) https://www.amazon.com/86003-Erase-Marker-Point-Dozen/dp/B00241FCQ8/ref=sr_1_4?dchild=1&keywords=expo+markers+dry+erase+fine+tip+blue&qid=1614375133&sr=8-4 https://www.amazon.com/1921062-Low-Odor-Erase-Markers-36-681&sr=8-6	\$ 700.00	see above (blue \$12 per dozen, black \$25 per 36)	Engage students in class for interactive learning and checking for understanding	high
3	Alternative to whiteboard erasers - felt squares (400) https://www.amazon.com/42pcs-Fabric-Assorted-Squares-Nonwoven/dp/B01GCLS32M/ref=sr_1_6?dchild=1&keywords=felt&qid=1614375681&sr=8-6	\$ 60.00	see above (\$6.00 per 42)	Engage students in class for interactive learning and checking for understanding	high
4	Kid's scissors (100) https://www.amazon.com/Kids-Safety-Craft-Scissors-School/dp/B00KWHNGMU/ref=sr_1_1_ssapa?dchild=1&keywords=school+scissors+bulk&qid=1614378633&sr=8-1-spons&psc=1&smid=A1Y3PCPH3CY53X&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPU EzNTROU1c0SzM0QXJmVuY3J5cHRlZElkPUEwNDQzNTY2N0gxMEZHWU0wWUJJ	\$ 80.00	see above (\$19 per 24 pack)	Engage students in class for interactive notebook and discovery for math topics	high
5	Teachers Pay Teachers Credit (\$80 per Teacher)	\$1,440	Allows for access and purchase of materials already created for both in-person, digital, and blended learning. Materials shared with purchase of additional licenses per item per person shared.	Engaging and Interactive instructional materials to improve student learning across all demographics.	VERY HIGH
6	protractors - clear, 6-inch with ruler (100) https://www.amazon.com/dp/B07YBQG28H/ref=sspa_dk_detail_2?psc=1&pd_rd_j=B07YBQG28H&pd_rd_w=CihRd&pf_rd_p=4269e1a0-a218-4fbd-9748-1cd337d2f2a5&pd_rd_wg=YRIU6&pf_rd_r=WD81DRP2V5FA4A57H49P&pd_rd_r=951351c6-85b9-4937-808a-	\$ 50.00	(\$12 per 24 pack)	Engage students in class for interactive notebook and construct geometric figures accurately. Provide equitable tools for all students to succeed in Geometry classes	high
7	Lined paper (40) https://www.staples.com/Staples-College-Ruled-Filler-Paper-8-x-10-1-2-120-Pack-37427M/product_772966	\$ 1,000.00	For teacher and students to graphically represent mathematical info on paper	Engage students in visually representing patterns based on data	high
8	Graph paper (40) https://www.staples.com/Staples-Graph-Ruled-Filler-Paper-5x5-8-x-10-1-2-80-Sheets/product_572531	\$ 1,200.00	For teacher and students to graphically represent mathematical info on paper	Engage students in visually representing patterns based on data	very high

9	Purple printer paper (60) https://www.staples.com/Staples-Pastel-Colored-Copy-Paper-8-1-2-x-11-Lilac-500-Ream-14782/product_678826	\$ 1,400.00	To make copies of assignments, foldables, manipulatives etc.	provide handouts for students in daily instruction	very high
10	Yellow printer paper (60) https://www.staples.com/Staples-Pastel-Colored-Copy-Paper-8-1-2-x-11-Canary-500-Ream-14787/product_490948	\$ 1,400.00	To make copies of assignments, foldables, manipulatives etc.	provide handouts for students in daily instruction	very high
11	Pink printer paper (60) https://www.staples.com/Staples-Pastel-Colored-Copy-Paper-8-1-2-x-11-Pink-500-Ream-14779/product_490935	\$ 1,400.00	To make copies of assignments, foldables, manipulatives etc.	provide handouts for students in daily instruction	very high
12	Blue printer paper (60) https://www.staples.com/Staples-Pastel-Colored-Copy-Paper-8-1-2-x-11-Blue-500-Ream-14786/product_490947	\$ 1,400.00	To make copies of assignments, foldables, manipulatives etc.	provide handouts for students in daily instruction	very high
13	Green printer paper (60) https://www.staples.com/Staples-Pastel-Colored-Copy-Paper-8-1-2-x-11-Green-500-Ream-14781/product_490936	\$ 1,500.00	To make copies of assignments, foldables, manipulatives etc	Provide handouts for students in daily instruction	very high
14	whiteboard erasers (15) https://www.staples.com/Staples-Dry-Erase-Eraser/product_634797	\$ 56.85	For teachers to erase writing on whiteboard	for daily instruction on the whiteboard	high
15	Fine-point dry-erase makers(20) https://www.staples.com/Expo-Low-Odor-Dry-Erase-Markers-Fine-Point-Black-12-pk-SAN86001/product_507256	\$ 329.80	For student use in class on their individual whiteboards	Engage students in class for interactive learning and checking for understanding	high
16	Blue dry-erase makers(40) https://www.staples.com/Expo-Low-Odor-Dry-Erase-Markers-Chisel-Tip-Blue-12-pk-80003/product_589825	\$ 619.60	Each teacher gets a box for each semester	for daily instruction on the whiteboard	Very high
17	Red dry-erase makers(40) https://www.staples.com/Expo-Low-Odor-Dry-Erase-Markers-Chisel-Tip-Red-12-pk-80002/product_589824	\$ 636.00	Each teacher gets a box for each semester	for daily instruction on the whiteboard	Very high
18	Green dry-erase makers(40) https://www.staples.com/Expo-Low-Odor-Dry-Erase-Markers-Chisel-Tip-Green-12-pk-80004/product_589826	\$ 727.60	Each teacher gets a box for each semester	for daily instruction on the whiteboard	Very high
	Black dry-erase makers(40) https://www.staples.com/Expo-Low-Odor-Dry-Erase-Markers-Chisel-Tip-Black-12-pk-80001/product_637820	\$ 727.60	Each teacher gets a box for each semester	for daily instruction on the whiteboard	Very high
	Graph-ruled composition books (100) https://www.staples.com/Staples-Graph-Compos	\$ 299.00	Provide students with graph-ruled notebook to accurately take notes and complete assignments.	Keep students on task during class, help them organize information to use later for review outside of class time.	high
	Easel Pad Post-its (3) https://www.staples.com/Post-it-Easel-Pad-25-x-30-Faint-Blue-Gr	\$ 167.37	paper	Engage students in visually representing patterns based on data	high
	Total	\$17,693.82	Powered by BoardOnTrack		

DEPARTMENT #

Science	
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CLICK on the cell under the word DEPARTMENT to activate the drop down



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 50,523.01 4 Year Average/2022-23 Baseline

\$ 63,300.00 Above Baseline (please list below)

\$ 113,823.01 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	BIOLOGY: This request covers consumables, as well as, updates to course curriculum	\$ 24,000.00	All biology sections rely heavily on Labs for assuring that our course meets the A-G requirement for a lab science course. NGSS also is making a shift towards labs as a form of formative and summative assessments. The requested amount covers our consumables for dissections all year, as well as well as classroom materials for display, labs and activities. The Bio PLC is the largest in the science department and currently teaches 30	Related to LCAP Priority 2 - All students will have access to standards aligned materials. Based on records review of student economic status and stakeholder survey results, need was established for student access to technology given the school plan to increase technology based instruction. Directly addresses the developing PCHS tech plan that emphasizes 21st century skills where students are utilizing the types of	
2	CHEMISTRY: \$10/pers student each semester towards use of consumables	\$ 14,000.00	chemistry is a lab based class and we need to replace chemicals used for labs as well as equipment. There is also a new chemistry teacher who needs equipment to start her new classroom that fits her and her students' needs.		
3	APES: This request covers all consumables, as well as, updates to course curriculum	\$ 2,000.00	This request ensures that all students are exposed to a high level AP curriculum preparing them for the AP exam.	This request fulfills the LCAP action that PCHS will continue to provide, and update, instructional and supplemental materials aligned to the Common Core State Standards.	
4	H ENVIRO. This amount will cover perishable and consumables for projects, labs, and activities. Students perform both wet and dry labs as part of every unit covered in this very hands on lab course. This will also help to cover the cost of any field lab experiences - testing supplies for nearby water sources and soil.	\$ 1,000.00	All sections rely heavily on Labs for assuring that our course meets the A-G requirement for a lab science course. NGSS also is making a shift towards labs as a form of formative and summative assessments.	Related to LCAP Priority 2 - All students will have access to standards aligned materials. Based on records review of student economic status and stakeholder survey results, need was established for student access to technology given the school plan to increase technology based instruction. Directly addresses the developing PCHS tech plan that	
5	GLOBAL SCI: This amount will cover perishable and consumables for projects, labs, and activities. Students perform both wet and dry labs as part of every unit covered in this very hands on lab course. This will also help to cover the cost of any field lab experiences - testing supplies for nearby water sources and soil.	\$ 1,500.00	All sections rely heavily on Labs for assuring that our course meets the A-G requirement for a lab science course. NGSS also is making a shift towards labs as a form of formative and summative assessments.	Related to LCAP Priority 2 - All students will have access to standards aligned materials. Based on records review of student economic status and stakeholder survey results, need was established for student access to technology given the school plan to increase technology based instruction. Directly addresses the developing PCHS tech plan that	
6	H MARINE BIOLOGY: This amount covers our consumables for dissections all year, as well as well as classroom materials for display, labs and activities. Also covers the Mr. Fish aquarium service.	\$ 9,000.00	All sections rely heavily on Labs for assuring that our course meets the A-G requirement for a lab science course. NGSS also is making a shift towards labs as a form of formative and summative assessments.	This request fulfills the LCAP action that PCHS will continue to provide, and update, instructional and supplemental materials aligned to the Common Core State Standards. As well, PCHS commits to providing "release training for conferences, related to curriculum planning for PLCs", and to "develop and maintain partnerships with local colleges to	
7	URBAN ECOLOGY: This request covers consumables for labs and class assignments/projects	\$ 800.00	This would help students who struggle and those who need accommodations to have equitable learning environment as well as lab materials for all students across class. I am requesting this amount to cover all the perishable items for our projects and labs. We rely on card stocks, strings, and poster boards for individual grou projects.	This request is intended to fulfill the LCAP (2) action that PCHS will accommodate and provide differentiated instruction for all students, including ELs and Gifted Students. With hands on activities, we are making it possible for students to understand the effect of human impact in the environment through models and data analysis.	

8	PHYSICS: This request covers the replacement of lab materials, as well as new materials for Conceptual Physics AB	\$ 1,000.00	This request ensures that all physics classes are given rigorous lab exercises. This also includes Conceptual Physics AB as I continue to work to improve the course.	This request ensures that all physics classes are aligned with state standards for laboratory based science classes.	
9	NEUROSCIENCE: This request covers consumables such as sheep brains and sheep eyeballs for student dissection laboratory activities.	\$ 3,000.00	This request ensures that all neuroscience students will have hands on experience exploring the brain and the nervous system	This request is intended to fulfill LCAP (2) action that PCHS will accommodate and provide differentiated instruction for all students, including ELs and Gifted Students. With hands on activities, we are making it possible for students to understand the anatomy and physiology of the human nervous system	
10	HEALTH: This request covers all consumables and replacement items.	\$ 1,000.00			
11	ANATOMY/PHYSIOLOGY: This amount covers all perishable and consumer supplies used in laboratory experiments, such as whole animal dissections, eye, kidney, brain, heart, as well as physiological analysis of body processes.	\$ 6,000.00	dissection and laboratory supplies	This request is intended to fulfill the LCAP (2) action that PCHS will accommodate and provide differentiated instruction for all students, including EL and Gifted students. With hands on activities, such as dissection of anatomical specimens, we are making it possible for students to learn to work together in collaborative teams that advance	
12					
	Total	\$ 63,300.00			

DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down	Social Studies	
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 2,602.27 4 Year Average/2022-23 Baseline

\$ - Above Baseline (please list below)

\$ 2,602.27 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
		Each department is awarded funding for individual teacher supplies each semester.		
Total	\$ -			

DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down	Special Ed	
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APPROVED BY: Tammie Wilson
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

TOTAL AMOUNT

\$ 8,359.68 4 Year Average/2022-23 Baseline

\$ 4,270.00 Above Baseline (please list below)

\$ 12,629.68 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

1	DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
	CBI Funds	\$ 1,200.00	Support development of Independent Living Skills.	Support of students with disabilities on alternate curriculum (J110/Certificate of Completion)	1
2	Woodcock Johnson IV - Achievement Form A (without case)	\$ 1,200.00	Assessment tool for increase in assessments	Compliance with Federal and State laws	
3	Woodcock Johnson IV - Achievement Form B (without case)	\$ 1,200.00	Replace missing/lost form B test	Compliance with Federal and State laws	
4	Woodcock-Johnson IV - Achievement Standard and Extended response booklets (25) Form A	\$ 110.00	Test materials	Compliance with Federal and State laws	
5	Woodcock-Johnson IV - Achievement Standard and Extended response booklets test records w/ISR (25) Form A	\$ 175.00	Test materials	Compliance with Federal and State laws	
6	Woodcock-Johnson IV Achievement Standard and Extended response booklets (25)	\$ 110.00	Test materials	Compliance with Federal and State laws	
7	Woodcock-Johnson IV Achievement Standard and Extended response booklets test records w/ISR (25)	\$ 175.00	Test materials	Compliance with Federal and State laws	

8	COPS Intermediate Inventory (COPS II) Pack of 25	\$ 100.00	Career Assessment	Used for IEP/Transition Plan and Assessment	
9					
	Total	\$ 4,270.00			

DEPARTMENT #

Tech Ed

CLICK on the cell under the word DEPARTMENT to activate the drop down



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. **Instructional Materials (IMA):**

TOTAL AMOUNT

\$ 8,245.92 4 Year Average/2022-23 Baseline

\$ 38,254.08 Above Baseline (please list below)

\$ 46,500.00 Total (base+above)

2022-23 BUDGET REQUEST

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1 Phillip Hoag Various office and classroom supplies for a computer laboratory, e.g., head set, markers, paper supplies, miscellaneous software for graphics art and web design (each under \$500)	2,000.00	Web Design and Graphic Design offers engaging hands-on learning opportunities using and maintaining state-of-the-art technology. <i>This requires a working Apple TV or equivalent and access to listening devices</i> helps students stay engaged in order to give instructions, show examples, and make presentations..	LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.	HIGH
2 Blaine Gorelik: All consumables and teaching supplies to include: fabric, thread, patterns, buttons, fabric shears, sewing tools and other notions, irons, ironing boards and covers. ** includes 1.5% inflation factor from last year r**	4,000.00	Must replenish all consumable supplies	LCAP GOALS #2: All students will have access to standards aligned materials	HIGH
3 Cindi Calhoun: All consumables and teaching supplies, including: dishes, recipe books, pots and pans, microwaves, small appliances, utensils, towels, linens, tools, paper. ** includes 1.5% inflation factor from last year r**	4,000.00	Must replenish all consumable supplies	LCAP GOALS #2: All students will have access to standards aligned materials	HIGH
8 Patricia Kuper: AP Computer Science computer lab requires consumable supplies, color ink cartridge, miscellaneous software (apps) and testing tools. Supplies - notebooks, notecards and other supplies for four AP Computer Science Principles class collaborate activities. CTE	3,000.00	Students need up-to-date software and consumable materials to address and meet course standards and/or AP College Board requirements	LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.	HIGH
5 Alice Kim: AP Computer Science Principles computer lab requires consumable supplies, and other miscellaneous software (apps) and testing tools.	500.00	Students need up-to-date software and consumable materials to address and meet course standards and/or AP College Board requirements	LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.	HIGH
4 Brad Kolavo DECA/VEI Annual course curriculum fee for VEI, supplies from Staples for tradeshows, promotional items for tradeshows, registration for conferences and tradeshows (South Pasadena, San Diego, Bakersfield, LA - Pasadena, Bay Area or NYC), transportation. Business Enterprise 13,000 DECA / 10,000 VEI CTE ?? NEW CLASSES??	23,000.00	Part of the VEI curriculum is to prepare competition materials and setup a sales booth for tradeshows. <i>The goal of Virtual Enterprise</i> is to combine motivation and essential skills necessary to manage career advancement in business and communication. ... Virtual Enterprises (VE) is a simulated business that is set up and run by students with the guidance of a teacher/facilitator and a business partner.	LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.	HIGH
7 Karyn Newbill: Hobbies and knitting.	1,000.00	Supplies for knitting and hobbies.	LCAP GOALS #2: All students will have access to standards aligned materials	HIGH
2 Game Design Computer lab requires consumable supplies, and other miscellaneous software (apps) and testing tools. NEW Instructor Needed CTE	2,000.00	Game Design Class Learning goals are evaluated using metrics appropriate to the course.	LCAP GOALS #2: All students will have access to standards aligned materials	HIGH
Maker Space Education Need New Teacher *** CTE*** General Workshop Supplies Previously Approved ongoing yearly estimated IMA. (Wood Working Supplies Electronics Supplies 3D Printing Supplies Laser Cutting Supplies)	7,000.00	These expenses should cover the minimum for general workshop supplies like hand tools, power tools, paint, measuring tools, etc. <i>Every item needed is under \$500</i>	LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.	HIGH

<p>L. Saxom CTE Introduction to Media Media 1 (fall)/Media 10(spring) Journalism *** CTE***</p>			<p>LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.</p>	<p>HIGH</p>
<p>NOTE: Actual Tech IMA is \$11,500 (\$46,500 - \$35,000), \$35,000 is covered by CTE (Given CTE MakerSpace and Game Design new hires)</p>	<p>\$ 46,500.00</p>			

DEPARTMENT #

CLICK on the cell under the word DEPARTMENT to activate the drop down

VAPA	
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FUNDING CATEGORIES

I. Ins tru

TOTAL AMOUNT

\$ 57,693.85

4 Year Average/2022-23 Baseline

\$ 77,886.16

Above Baseline (please list below)

\$ 135,580.01

Total (base+above)

2022-23 BUDGET REQUEST

APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions

	DESCRIPTION OF ADDITIONAL EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	Farrell - New Music for Concert Bands & Percussion Ensembles	\$ 2,000.00	The Pali High Concert Band Library is in need of new music every year to build up a diverse and quality repertoire baseline. As the achievement level and needs of the groups and program change each year, we need to be able to purchase music to fit those needs. Pali band is committed to purchasing and performing music composed by marginalized and under-represented composers to give a musical voice to all.	The Pali High Concert Bands frequently perform concerts on and off campus and represent the school at many functions. We need to be able to include and perform music from a diverse group of composers that reflects the diversity of the Pali High. More bluntly, we need more music in our library composed by Women and People of Color.	High
2	Farrell - Mouthpieces for School Owned Brass Instruments (20 Total)	\$ 3,000.00	Each brass instrument owned by the school should have an appropriate mouthpiece. Without this, the instrument will not function. The school has a shortage of available/assigned mouthpieces.	To reduce instrument costs to students who may be experience financial hardships, the Pali Band Program has a small instrument inventory it is able to offer to students at little to no cost to them. For each of the brass instrument we need to be able to supply the appropriate mouthpiece.	Med
3	Farrell - Instrument Repairs	\$ 3,000.00	Many repairs that students experience every day can usually be solved within a matter of minutes by the band director. However, without the proper tools, equipment, and parts this is impossible and the instruments will need to go to a professional shop. Having an on-site repair kit and tools will greatly reduce the numebr of repairs we need to send to the shops, this reducnng costs.	To reduce instrument costs to students who may be experience financial hardships, the Pali Band Program has a small instrument inventory it is able to offer to students at little to no cost to them. Many of the instrument repairs can be comepleted by the band director with the appropriate tools. This would reduce repair costs over time while still being able to provide functioning instruments to students who need them.	High
4	Stoyanovich - Sheet Music Orchestra	\$ 5,000.00	Symphony Orchestra- \$4000, Concert Orchestra- \$1000,	Building Pali's orchestra library	
5	Stoyanovich - Office Supplies	\$ 2,000.00	white board markers, tape, color printer etc. (last year's budget I spent \$1548 from IMA and \$970 from ASB)	reoccurring office supplies needed	
6	Stoyanovich - Sheet Music Jazz Band	\$ 800.00	Jazz band music/ arrangements	building Pali's Jazz Band library	
7	Fracchiolla - STUDIO LAB-- NEW CLASS SET UP AND PRODUCTION ITEMS	\$ 1,500.00	CAMERA REPAIR,SOUND NEEDS,SD CARDS,BULBS,SD CARD CONVERTERS, GEAR ADD ONS, VIDEO VILLAGE		

8	Fracchiolla -THEATRE CLASS PRODUCTION ITEMS	\$ 2,500.00	AS WE A RE CONSTANTLY CREATING NEW WORK IN MY FIVE CLASSES THIS FUNDING GOES TO PROPS, SET, WARDROBE AND OTHER NEEDS FOR IN CLASS PRODUCTIONS		
9	Fracchiolla - CLASS ROOM SUPPLIES	\$ 500.00	Ink, paper, staples, post-its, hot glue, art supplies, paint, nail gun, screw driver, drill		
10	Demontreaux - AP 2D, AP 3D, AP Drawing x 2 classes	\$ 6,000.00	Materials Needed for all three AP disciplines.	New portfolio requirements require Experimentation and Revision. Varied and sophisticated art materials build great portfolios, leading to students success and college grant opportunities.	High
11	Demontreaux - Advanced Drawing and Painting x 2 classes.	\$ 3,000.00	Materials needed for this prerequisite class to AP Studio Art.	Skills learned using various materials leads to success in AP Art.	High
12	Demontreaux - 9th grade art pod AB	\$ 1,000.00	Basic supplies for this comprehensive class.	This fundamental class is the introduction to the Visual Arts	High
13	Pereya - Drawing 1AB Acrylic Paints, Paint containers w/ lids, Gesso, Brushes, Ebony Quality Pencils, Graphite Drawing Pencils, Blending Sticks, Color Pencils, Pencil Sharpeners, Sharpie Markers, Supply Boxes for Students, Charcoal Pencils & Vines, Quality Drawing Paper, Water color Paper, Cardboard, Rail Road Board Paper, Sketchbooks (9"x 12"), Mini Sketchbooks (pocket size), White erasers, Kneaded Erasers, Water Color Paints, Simply Green Cleaner	\$ 6,391.16	I use this budget to replace consumables that are part of my art curriculum. This supports 160 students for 2 semesters. This amount accounts for expenses in a school senario where sharing of materials is possible. This amount also allows me to keep student contributions low.	The major emphasis of the courses I teach is to develop the student's ability to express ideas visually throuh drawing and painting using a variety of materials and techniques. This amount supports the used of the following mediums: Graphite, Color Pencil, Ink, Painting, and Charcoal. Any deduction in the amount would result in a reduction of the mediums the course would offer.	high
14	Pereya - Color Lazer Printer Ink Cartridges	\$ 436.00	\$109 ea (4 colors are needed per set) I go through 2 sets/yr. (tech budget takes care of 1 set, VAPA takes care of 2nd set)	Give students access to technology through the arts in a way that is also used in the work force	high
15	Pereya - Public Installation Art Unit & Collaborative School Event	\$ 1,000.00	I cover a Public Installation Art Unit in my curriculum for which art students produce an installation piece to share with the school in a collaborative and cross-curricular event. This line item allow for \$ 6.25 per student	art students produce an installation that becomes a shared experience for the entire school and community at large	high
16	Jakus - Tripods, Boom Poles, SD Cards	\$ 1,200.00	These items need replacement every couple of years as they tend to stop functioning with the average wear and tear placed upon them by the 200 film students every year.	These items are necessary to the film program	
17	Turnblom - Choral sheet music for in-class study and concerts	\$ 1,200.00	The current choral music library is limited. In order to select class repertoire that is adapted to the current size, voicings, and learning needs of our choirs and that is related to student interests and targeted areas of discovery, it is important to acquire new music yearly and the perpetual performance rights that come with it.	A vibrant, working music library is part of any successful school music program, and by gradually investing in a limited amount of additional music each year will help to ensure the library remains current and contemporary with a variety of selections covering numerous styles, eras, and cultures.	1
18	Turnblom - Choral sight-singing curricula (reproducible .pdfs)	\$ 400.00	The current materials for teaching sight-singing and music literacy to choir students is sporadic and mostly outdated. There are a variety of curricula offered that come with reproducible .pdfs, the license for which remain perpetually with the school.	A standards-based choir curriculum needs to include opportunities for teaching music literacy, sight-singing, and musicianship. There is still much work to be done in the Pali choir program, and having up-to-date resources that are based in the most current teaching pedagogy will help achieve that progress.	2
19	Turnblom - Guitar accessories, strings, case repair/replacement	\$ 400.00	We provide in-class guitars for each student enrolled in the guitar classes, and these require constant maintenance, including the replacement of broken string, the need for pick and capos, and eventually the replacement of old or broken	We have done well at taking care of our current resources, but natural wear and tear and the regular maintenance of guitars is important for protecting the longevity of our current inventory.	1

20	Steil - Listed below are the materials and supplies needed to run both the photography and yearbook programs. Studio supplies include backdrops, bulb replacements for strobes, repair and upkeep of equipment already purchased, colored gels, grip equipment which includes gaffer tape and other items.	\$ 1,500.00	These items are needed to maintain of photo studio that is an integral part of the photo CTE program.	The CTE program is a part of the plans for LTSP. This will allow us to continue serving our students at a high level.	High
21	Steil - Classroom supplies include photo paper both digital and analog, chemicals for the darkroom, mounting tissue, mat boards, foam core boards, SD cards, batteries, lens tissues, poster boards, inkjet cartridges.	\$ 11,000.00	These items are the essential supplies needed to run a photography program that serves over 140 students.	LTSP needs to have available the electives and VAPA credit that allow our students to graduate. This photo program also provides many images for the school to use on their website, banners and social media.	High
22	Steil - Repair and upkeep of existing photography equipment that serves the yearbook class as well as the photography program. Students have access to cameras that they check out to do photo projects and to learn the skills of photography in the 21st century.	\$ 1,000.00	Needed to keep the equipment available to photo students as well as the yearbook class.	Yearbook and photography are essential to the LTSP of Palisades Charter High School.	High
23	Smith (Theater) - Operating supplies for committees and program (office supplies, storage containers, expendables such as paint and wood, stage tape, upkeep of the spaces)	\$ 3,800.00	These supplies keep our department organized and efficient. Many of our supplies are missing and we have been in touch with admin about that.	Critical for function and safety in Mercer	High
24	Smith (Theater) - Costuming Department	\$ 1,800.00	Storage, cleaning, purchase and maintenance of costumes for program use. May need to be increased due to Covid protocol.	Critical to cut down on rental expenses and repairs, potential for rental	High
25	Smith (Theater) - Racks	\$ 2,000.00	Racks are needed for storage in the Green Room and Prop/Sets Storage areas	Key facility upgrade	High
26	Smith (Theater) - Plastic Bins	\$ 600.00	For storage and preservation of the materials in the current metal bin and wood shed that are used year after year. The technical theatre students also need individualized storage bins to house their supplies that are used to create storage for the pulled inventory for each project, to house the supplies needed to build their 3d set models for each main stage productions, and the DTASC festivals that they participate in every semester. Hybrid learning/cohorts will not allow for supplies to be shared in the way that they have been in the past with typical classroom situations.	Key to damage prevention and repair costs	High
27	Smith (Theater) - Acrylic paints, art board, foam board, paint brushes, painting trays, tarps, rollers, solo glue, straight pins, rulers, balsa wood, cheese cloth, exacto knives, individual self healing mats for cutting with exactos	\$ 1,700.00	The technical theatre students need replenished supplies that are used to create and build their 3d set and black box models, front elevations, ground plans, light plots, instrument schedules, poster/program cover designs, actor grams, character and court costumes. Due to Covid safety measures and not having students share a class set, the standard supplies for the DTASC Sets/Lights, Costumes, and Graphics/Publicity categories must now be supplied for individual use.		High
28	Smith (Theater) - Safety Set for each student N95 masks (for staining and painting) 20 for \$3.00, latex free disposable gloves \$30 box/100 count, and full coverage goggles \$8/per pair	\$ 2,500.00	Can no longer be shared supplies in the production classes. Multiple sets needed for Fall Play, Spring Musical, Children's Theatre, Dance Shows and DTASC	Any extra can be used next season	High
29	Smith (Dance) - Digital Music	\$ 100.00	A variety of music is needed to inspire diverse choreography used for dance instruction		High

30	Smith (Dance) - SD Cards/Mini DV Cassettes	\$ 500.00	Class projects, material from guest lecturers, as well as state mandated performances are videotaped for preservation, rehearsal practices, referencing, critiquing, and assessment assignments. The sd cards and cassettes also help bridge the 3 separate periods together as for the state mandated performances.		High
31	Smith (Dance) - Choreographer's Units/Lectures	\$ 3,900.00	Professional choreographers provide enrichment units for the program and are compensated for their units of choreography, edits, and use of their materials. For dance, choreographers and their units are instructional materials. * (This number may need to be increased with the possibility of hybrid classes for next year and cohort classes, extended time is needed to complete these units to account for online and physical classroom learning situations.		High
32	Smith (Dance) - Burnable Storage (CD/DVD) and Matlay Tape	\$ 800.00	Equipment for handling of music. Matlay tape is for the anchoring of the Matlay flooring in Mercer Hall. Matlay tape must be reapplied when Matlay floor is removed and replaced after various shows in Mercer Hall. (This year, the amount of additional cleaning that will need to take place to accommodate Covid protocols and regulations is why there is an increase the amount of tape replacements cost.	Safety need for dancers/performers	High
33	Smith (Dance) - Live Performance Video Series	\$ 500.00	We are required to do a live performance analysis to meet the standards for multiple courses and field trips in light of COVID have become more difficult.	A need for Covid instruction protocol and virtual learning, remote and multiple rooms when on campus	High
34	Smith (Dance) - Digital Video Camera - Canon VIXIA G40 Full HD Camcorder and Ikan 2 Stage Aluminum Video Tripod w/GH05 Head	\$ 1,859.00	Class projects, material from guest lecturers, as well as state mandated performances are videotaped for preservation, rehearsal practices, referencing, critiquing, and assessment assignments. By videotaping rehearsals & choreography sessions, we are able to bridge the 3 dance classes together in their preparation for the state mandated performances. (Must be compatible with the school laptops & editing software.) It is no longer a viable option to bring in personal equipment from home, nor can we share equipment with other VAPA classes when it is needed at the same time.	Avoids rental expenses	High
35	Smith (Dance) - (2) Large Portable White Board with Frame and on caster/wheels (One for the Small Gym and One for Mercer Hall--- visible for a class of 65 dance students)	\$ 1,200.00	Both the small gym and Mercer Hall are utilized as classroom spaces for the three dance classes, and yet neither location has adequate white boards for teacher and student use specifically for the dance classes. The board is needed for displaying vocabulary, visual representations, charting out spacing/formations, etc.		High
36	Smith (Dance) - Portable Rolling Sound System and Costume Upkeep, repairs, and purchase	\$ 1,800.00	Need to replace one that no longer functions. Damaged. Used for rehearsals and choreography master classes, maintenance of dance costumes, storage, bins, and purchases	A must for multiple spaces and cohorts/pods of students	High
37	Smith (Dance) - Plastic bins for Storage of Dance Costumes and Props	\$ 400.00	Needed for storage of dance costumes and props	Protects from replacement costs which would be much higher.	High
38	Smith (Dance) - Gimbal Stabilizer, 3-Axis Gimbal, Built-In Extension Rod	\$ 159.00	Recommended for "sports motion/dance" videography. Class projects, material from choreographers, & state mandated performances are videotaped for preservation, rehearsal, referencing, critiquing, & assessments. By videotaping rehearsals/choreo, we are able to bridge the 3 dance classes together in their prep for performances & to post tutorials/reviews on Schoology for students to practice. It is no longer a viable option to bring in personal equipment from home, nor can we share equipment with other VAPA classes when it is needed at the same time.		

Total	\$ 77,886.16			
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Coversheet

2022-23 Textbook Budget

Section: VII. Finance
Item: D. 2022-23 Textbook Budget
Purpose: Vote
Submitted by:
Related Material: VII. D Textbook Requests - 2022-2023 REVISED 5-17-22.pdf

Palisades Charter High School
Department Textbooks Requests

Expense	21-22 Textbook Budget	21-22 YTD Spending 4/13/22	22-23 Textbook Requests	B/F recommended (5/16)	Comments
AA Team					
AP/Main Office					
Athletics					
Athletic Director					
Attendance					
Career Center					
College Center	\$ 600.00	\$ -		\$ -	No request
Counseling					
Deans					
EL Program					
English	\$ 6,367.00	\$ 4,382.96	\$ 8,969.35	\$ 8,969.35	Funded above the requested amount due to recommendation from library
Finance					
Foreign Language					
Fuerza Unida					
Health (Nurse's Office)					
HR					
Intervention					
Library	\$ 8,000.00	\$ 6,745.61	\$ 8,000.00	\$ 8,000.00	
Math	\$ 6,376.00	\$ 14,125.17	\$ 33,885.07	\$ 33,885.07	Reduced request by \$29k. Statistics books will be repaired (will purchase the new books next year)
Pali Academy					
Science	\$ 10,599.00		\$ 208,976.60	\$ 208,976.60	Partially funded via A-G completion grant
Social Science			\$ 110,055.43	\$ 110,055.43	Partially funded via A-G completion grant
SPED					
TECH ED	\$ 1,500.00	\$ 500.39	\$ 2,150.00	\$ 2,150.00	\$2,000 of this request is funded via CTE (non-General Fund)
VAPA	\$ 6,670.00	\$ 2,320.67	\$ 4,540.00	\$ -	
World Languages		\$ 172.80		\$ -	WL textbook budget will be reviewed at a later meeting.=
Virtual Academy	\$ 2,000.00	\$ -			
Class Expansion/Master Schedule Changes				\$ 5,000.00	B&F recommended to allocate \$5k for class expansion
GRAND TOTAL	\$ 42,112.00	\$ 28,247.60	\$ 376,576.45	\$ 377,036.45	

NOTES

\$2,000 of the request is funded via CTE
The A-G completion grant can fund up to approximately \$313,000
World Language textbook request will be reviewed on 5/26

Department:

NAME	#
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Textbooks

TOTAL AMOUNT

\$ 8,969.35 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	No Fear Shakespeare Romeo and Juliet -Perma Bound 35 copies	\$ 420.00	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
2	<i>Undocumented Americans</i> by Karla Carnejos Villacencio- Bulkbookstore.com . 5 copies	55.25	New diverse text for 11th grade-1 copy for each 11th grade teacher to implement curriculum.	LCAP #1: Purchasing these books allows for the 11th grade English PLC to continue providing a diversified curriculum for equity and inclusion, so that all students find success and hear their voices.	1
3	<i>The Book of Unknown Americans</i> by Cristina Henriquez- Bulkbookstore.com 245 copies	2,462.25	The 10th grade English PLC is implementing a pilot program to teach this text. Four teachers will require seven class sets of the text to implement this new, diverse text into the curriculum.	LCAP #1: Purchasing these books allows for the 10th grade English PLC to continue providing a diversified curriculum for equity and inclusion, so that all students find success and hear their voices.	1
4	<i>The Stranger</i> by Albert Camus -Perma Bound 10 copies	190.40	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
5	<i>The Catcher in the Rye</i> by J.D. Salinger- Perma Bound 25 copies	384.00	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
6	<i>A Raisin in the Sun</i> by Lorraine Hansbury- Perma Bound 5 copies	73.95	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
7	<i>Just Mercy</i> by Bryan Stevenson -Perma Bound 35 copies	745.50	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
8	<i>The Glass Castle</i> by Jeannette Walls- Perma Bound 70 copies	1,484.00	Current Powered by BoardOnTracks/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1

10	<i>The Four Agreements</i> by Don Miguel Ruiz -Perma Bound 5 copies	26.80	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
11	<i>White Like Me</i> by Tim Wise -Perma Bound 10 copies	127.00	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
12	<i>Hamlet</i> by William Shakespeare -Perma Bound 20 copies	263.80	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
13	<i>The Metamorphosis</i> by Franz Kafka-Perma Bound 10 copies	123.40	Currently not enough copies for all students/ replacements for paperback copies	Providing a common, rigorous curriculum to all students.	1
14	Request from A. King	2,613.00	2 new class sets of No Fear/Romeo Juliet, Additional copies of Hamlet (60), and 40 copies of Malcom X (new request)		
15					
	Total	\$ 8,969.35			

Department:

NAME	#
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Textbooks

TOTAL AMOUNT

\$ 8,000.00 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	Purchase of library books- non-fiction	\$5,000.00	As I've started to weed our collection to make a smaller non-fiction section, I still need to update our career books (per Iannessa request/CTE) and update a few other areas sections. This money would buy about 140 books as non-fiction run around \$35 per copy.	Increasing our test scores and giving equal access to books.	
2	Purchase of library books-fiction	\$3,000	As language and world events evolves, we need to continue to add to our fiction section to make it relevant to today's students. Trends in reading continue to change as more LGBTQ story lines become available. This amount of money would purchase about 120 books.	Increasing our test scores and giving equal access to books.	
15					
	Total	\$ 8,000.00			

Department:	NAME	#
	Math	



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. **Textbooks**

TOTAL AMOUNT

\$ 33,885.07 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	Demana: Calculus: Graphing, Numerical, Algebraic	\$ 29,991.07	6 year bundle that includes digital access for students and teachers; 125 student textbooks; 2 copies of teacher support materials	Current AP calculus textbooks are outdated (released in the 90s). it is extremely necessary to update.	Extremely high
2	Precalculus and Discrete Mathematics	2,894.00	25 copies of student textbooks; 2 copies of teacher support materials	Complete the set of Honors Math Analysis Textbooks for all enrolled students	Extremely high
3	New AP Statiscis textbooks (teacher waiting for final quote)	1,000.00	160 coplies of student textbooks and one copy of teacher support materials	Current AP Statistics textbooks are outdated (released in the 90s). it is extremely necessary to update.	Extremely high
6					
	Total	\$ 33,885.07			

Department:

NAME	#
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Textbooks

TOTAL AMOUNT

\$ 208,976.60 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

#	DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	CHEMISTRY: replace old textbooks and obtain enough copies of textbooks for all students	\$ 3,000.00			
2	H Neuroscience: Neuroscience Exploring the Brain 4th Edition. 6 Copies of the textbook for students to check out. Currently, I only have a class set of textbooks. Each textbook costs approximately \$133.00	850.00	Some students need extended time to complete textbook reading assignments and consequently need to borrow a copy of the textbook to take home for extended time.		
3	BIO PLC (biology and honors biology) physical textbooks \$150 x 1000 students	161,000.00	book. The newest version of our "Modern Biology" text book has a copy right of 2000. There are not enough of these old books to distribute to students since they have fallen into disrepair. These books are over 20 year-old. We need new NGSS aligned new text books that contain recent discoveries and examples. Of note, biochemistry is sorely lacking from	Related to LCAP Priority 2 - All students will have access to standards aligned materials. Need: Based on records review of student economic status and stakeholder survey results, need was established for student access to technology given the school plan to increase technology based instruction.	
4	ANATOMY: Elaine Marieb's essentials of anat and Phys	42,926.60	books are outdated, but mostly losing pages due to overuse.		
5	ASTRONOMY:"Cosmos: Astronomy in the New Millennium", 5th edition, by Filippenko and Padaschoff. Approximate \$60 per book. I need 20 books. Total of \$1200.	1,200.00	Current asyronomy textbook is outdated.	New textbooks for the course would not be needed for another 20 years.	
15					
	Total	\$ 208,976.60			

Department:	NAME	#
	Social Studies	



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Textbooks

TOTAL AMOUNT

\$ 110,055.43 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1 AP Macro Economic Resources	\$16,987	PCHS is offering AP Econ next year (2022-2023). Currently, we have no student texts nor teacher resources to teach the course.		
2 AP United States History Resources	18,487.16	APUSH is a course in high demand with around 8 sections every year. The textbook is out of date due to the College Board revising their content and rubric skills. The textbook we currently have is also many years old and out of date.		
3 AP Human Geography Resources	\$15,518.98	Currently, PCHS has no teacher resources for this course and the student texts have outdated curriculum that is ten years old. This course is dependent upon having current curriculum.		
4 AP Psychology Resources	\$7,600.74	AP Psychology is a brand new course being offered next year (2022-2023) and is in need of student and teacher resources.		
5 AP US History Text Books	51,461.55	APUSH is in need of new textbooks due to our current books being out of date and due to the College Board changing the structure of the national exam, making our current text book out of date.		
6				
Total	\$110,055			

Department:

NAME	#
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Textbooks

TOTAL AMOUNT

\$ 2,150.00 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
8 Patricia Kuper: NEW AP Computer Science and AP Computer Science Principles Barron's Review Books. CTE	2,000.00	Students need up-to-date review books to meet course standards and/or AP College Board requirements Barron's Test Prep: AP Computer Science Principles Premium with 6 Practice Tests (2nd ed.) (Paperback) \$28.31 X32 = \$905.92 AP Computer Science A Premium, 2022-2023: 6 Practice Tests + Comprehensive Review + Online Practice (Barron's Test Prep) Tenth Edition \$22.43 X 32 = \$717.76	LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high graduation rates and increased A-G/CTE completion rate.	HIGH
9 One copy of a textbook titled Race, Class, Culture & Media, \$150 (new media elective course IMA material) L. Saxon	150.00		LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high	
10 Note: I will be using the following non-fiction titles in the college-level class: The Distance Between Us, Hillbilly Elegy, and Tattoos on the Heart. To my knowledge I am the only instructor who uses these books. L.Saxon			LCAP GOALS: #2: All students will have access to standards aligned materials #5: PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success. #7: Increase student academic achievement as evidenced by high	
15				
Total	\$ 2,150.00			

Department:

NAME	#
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
BUDGET/FIN. COMMITTEE

FUNDING CATEGORIES

I. Textbooks

TOTAL AMOUNT

\$ 4,540.00 2022-23 Request

2022-23 BUDGET REQUEST

Use this sheet to indicate your requests for physical books (i.e.: books you can touch & need Andrea to barcode)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURE	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to Long Term Strategic Plan or LCAP	PRIORITY
1	Smith (Theater) - Copies of plays for all classes to use and for production of main stage season	\$ 900.00	We want to continue to build our library of plays available to all students for cuttings and production proposals.		High
2	Smith (Theater) - Theatre Production Texts	1,100.00	Theatrical Design and Production by Gilette. Updated text for theatre design courses. Need more than one copy per committee due to Covid safety measures. (Amount may need to be increased. It is listed as one per committee at the moment). Or digital licensing might be more cost effective. We welcome other versions but are in need of a class copy. We welcome other versions but are in need of an updated class copy as tech changes		High
3	Smith (Theater) - Theatre Text	1,000.00	Theatre: The Lively Art by Wilson and Goldfarb. Updated text for theatre design courses. Need more than one copy per committee due to Covid safety measures. (Amount may need to be increased. It is listed as one per committee at the moment). Or digital licensing might be more cost effective. We welcome other versions but are in need of an updated class copy as tech changes		High
4	Smith (Dance) - Dance Magazines	40.00	Students are expected to read and write about different concepts within the discipline of dance. The subscription helps with the literacy and research component of the course. (All magazines are collected, not disposed of, used in all 3 dance classes, and saved for the following years.) This may need to be raised with Covid protocols in place.		
5	Smith (Dance) - Digital Dance Textbook	1,500.00	A digital dance text with interactive video to enhance course offerings		
8					
	Total	\$ 4,540.00	Powered by BoardOnTrack		

Coversheet

New Positions

Section: VII. Finance
Item: E. New Positions
Purpose: Vote
Submitted by:
Related Material: VII. E New Positions - Board Motion and Job Descriptions.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

May 17, 2022

TOPIC/ AGENDA ITEM:

VII. FINANCE

E. New Positions

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO, Human Resources, Administrative Team

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the following new positions:

- Career and Technical Education (CTE) Coordinator
- Special Education Coordinator
- Substitute Teacher Coordinator

The CTE position is categorically funded (CTE/Perkins) and will help expand our CTE program and pathways. The Special Education Coordinator is funded out of Special Education funding (General Fund contribution). While this is an additional expense, it will ensure compliance and reduce risk/litigation. The Substitute Teacher Coordinator is an existing position (Senior Office Assistant).

Job descriptions and salary ranges are in the attached materials.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve these new positions.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The CBO recommends that the Board approve the new positions.

RECOMMENDED MOTIONS:

“To approve the CTE Coordinator Position”

“To approve the Special Education Position”

“To approve the Substitute Coordinator Position”

Juan Pablo Herrera
Chief Business Officer



PALISADES

CHARTER HIGH SCHOOL

Position	Funding	Length of Work Year	Salary Range
Career and Technical Education (CTE) Coordinator	Categorically Funded: CTE/Perkins	10 months	Certificated Salary Table
Special Education Coordinator	Special Education / General Fund	12 months	Unrepresented Salary Table: Annual: \$85,828.84 - \$120,769.63
Substitute Teacher Coordinator	General Fund	10 months	Classified Salary Table: Hourly: \$25.938 - \$37.9317

**PALISADES CHARTER HIGH
SCHOOL**

**Career and Technical Education (CTE)
Coordinator**

Department/Division:	Career and Technical Education Department
Reports To:	Director/Assistant Principal Academic Achievement
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Date Prepared:	May 16, 2022
Date Adopted by Board:	
Salary Range:	Certificated Salary Schedule: CTE Categorically Funded

Palisade Charter High School

DEFINITION

Under the supervision of the Director/Assistant Principal of Academic Achievement, the Career and Technical Education (CTE) coordinator has the chief responsibility to formulate and administer a comprehensive program of Career and Technical Education. The Career and Technical Education (CTE) coordinator will support the implementation of CTE subjects; facilitate and reinforce instructional frameworks for student-centered learning; assist in implementing programs and multiple pathways; collaborate with administrators, CTE Advisory Committee/Board, community members, student services personnel, and teachers to ensure the delivery of career development services. The CTE coordinator facilitates linkages with parents, business/industry, post-secondary institutions, and community organizations to support students' transition to postsecondary education and employment, and perform other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Career and Technical Education (CTE) coordinator through the successful integration of successful strategies and multiple technologies will promote CTE learning and pathways, which will help to ensure that students gain the necessary skills to compete and succeed in the global economy. A principal goal of the Career and Technical Education (CTE) coordinator is to have a positive impact on student learning by successfully facilitating the appropriate integration of CTE career and technical education in all learning environments.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Work with school site counselors to ensure all students have completed a career interest survey that is revisited annually.
- Recruit students for available CTE programs.

- Train counselors and teachers in Standards for Career Ready Practices.
- Collaborate with Long-term Strategic Planning Committee, Curriculum Council committee, and various Board committees to communicate and advance CTE program goals.
- Collaborate with CTE department chair and other department chairs on the 11 High Elements of a High-Quality CTE program.
- Write and implement federal grants related to CTE (Perkins), CTE IG, and others.
- Serve as a liaison to community organizations.
- Arrange and direct professional development for CTE staff.
- Recommend growth for long-term adjustments, changes, additions, and deletions in the CTE programs to meet changing job trends and labor market needs.
- Monitor present course offerings for applicability to future job markets and build CTE programs of study.
- Assist in the recruitment and screening of CTE personnel.
- Market CTE programs and partnerships.
- Maintain regular and prompt attendance in the workplace.
- Assist and support teachers and students enrolled in the CTE classes with a variety of innovative and rigorous instructional content and materials, resources and experiences designed to enrich learning and reinforce courses and learning concepts.
- Facilitate, reinforce and engage students in CTE classes to ensure students are coached, guided and directed in learning experiences that are active, collaborative and meaningful.
- Assist students with the application of technology and 21st century learning skills
- Provide input in ordering, receiving and inspecting program materials, books, equipment; assist in the proper storage and handling of program and activity materials and resources; inventory materials and ensure adequate quantities are available for instructional use.
- Work collaboratively with a team of faculty, colleagues, administrators, and community members.
- Ensure that goals to maintain growth in the CTE program are met yearly.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Common Core State Standards, Curriculum Frameworks, Career and Technical Education courses and pathways, along with instructional methods of a comprehensive secondary school including knowledge of ways to use technology to support instruction.
- Principles, practices, procedures, terminology and equipment to implement programs and multiple pathways.
- Effective use of technology integration strategies and multiple technologies into curriculum and instructional practices across content areas.
- Instructional technology, including software and hardware; iPad and computer applications and operating systems.
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults.
- Educational trends and research findings pertaining to educational technology as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology.
- Primary tenets of a Professional Learning Community.
- Health and safety regulations.
- Math and budgets.
- Proper methods of storing equipment, materials, resources and supplies.
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.
- Organizational skills to manage multiple projects, prioritize work, keep and maintain accurate records, meet deadlines.
- Operate a computer, iPad, and other office equipment; experience with software packages and curriculum-based products and hardware.

Ability to:

- Perform all essential duties of the position.
- Demonstrate the knowledge, skills, technology skills, and instructional strategies necessary through professional learning to effectively impact instructional practices.
- Communicate effectively with students and adults.
- Create and lead the CTE Advisory Committee.
- Participate in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement through the CTE courses.
- Establish and maintain effective working and cooperative relationships with others.
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions.
- Prioritize, plan, and coordinate work to meet deadlines.
- Communicated effectively both orally and in writing in English.
- Demonstrate growth mindset, optimism, and belief that all students can learn

- Innovate and think creatively regarding lessons, activities and instructional objectives.
- Inspire students and encourage creative thinking.
- Assist in the use, adaptation, and introduction of a wide array of technology as tools to support and deepen student learning and instruction.
- Operate a variety of technical computer equipment.
- Ensure the care and security of assigned equipment, specialized materials and supplies.
- Understand and follow oral and written directions.
- Work independently with little direction.
- Drive to various locations to attend meetings, attend trainings.
- Analyze situations accurately and adopt an effective course of action.

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor's degree, including all courses needed to meet credential requirements. Master's Degree in education or related field preferred. A California Single Subject teaching credential required and a Career Technical Credential (CTE), preferred. Minimum of three (3) to five (5) years full time teaching experience at the secondary level. At least one (1) to two (2) years' experience in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development, instruction with an emphasis on working in Career and Technical Education.

Licenses/Certificates/Special Requirements:

Valid California Teaching Credential with appropriate authorizations

Career Technical Credential (CTE) or must apply for a CTE credential within one (1) year of hire

Designated Subjects Supervision and Coordination Credential or enroll in courses within one (1) year to obtain this credential

ESSA Compliant

English Language Learner authorization

Instructional technology skills

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally; dexterity of hands and fingers to set up lab demonstrations and to operate lab equipment. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30 pounds or more.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens. The employee must be able to see to observe the condition of the classrooms, the labs, and behavior of students.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with School personnel, school administrators, managers, staff, vendors, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals, including students, parents and School employees. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an office or classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will mainly work under typical classroom conditions, but will encounter a loud, noise level both indoors and outdoors, occasionally. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training programs.

PALISADES CHARTER HIGH SCHOOL**SPECIAL EDUCATION COORDINATOR**

Department/Division:	Special Education
Reports To:	Director/Assistant Principal—Student Support Services
Provides Direction To:	Certificated/Classified Staff
FLSA Exemption Status:	Management
Date Prepared:	May 8, 2022
Date Adopted by Board:	
Salary Range:	\$85,828.84 - \$120,769.63

Palisades Charter High PCHS**DEFINITION**

Under the direction of the Director/Assistant Principal—Student Support Services assists with coordination of Palisades Charter High PCHS (PCHS) Special Education Services to students in alignment with state and federal mandates; provides leadership in the planning, implementation of all special education programs serving PCHS students; assists in the planning, development, and conduct of staff development and staff training programs; participates in staff, student and community activities; provides program specialist support to secondary special education students; organizes, directs, evaluates and supervises assigned certificated and classified staff.

DISTINGUISHING CHARACTERISTICS

The Special Education Coordinator is directly responsible to the Director/Assistant Principal—Student Support Services and assists with the supervision and implementation of all program components to ensure total program compliance. The Special Education Coordinator classification requires that the incumbent has current expertise in Special Education, subject matter expertise in educational programs, curriculum, instructional strategies and technology. The Special Education Coordinator position requires the ability to make decisions that have a critical impact on the goals, organization and administration of the Special Education program and services. An effective Special Education Coordinator will facilitate students, teacher, parents and the local community in building a PCHS environment that maximizes student learning, academic performance and positive social growth.

ESSENTIAL DUTIES AND REPSONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists with supervision and implementation of all program components to ensure total program compliance.
- Coordinates with campus testing coordinator and Special Education teachers to ensure that Individualized Education Plans (IEP) testing accommodations are implemented.
- Assists with supervision of Extended School Year (ESY).
- Assists with coordination of SDP classes, SELPA Regionalized Programs, nonpublic schools (NPS) and residential treatment center (RTC) placements.
- Coordinates Educationally Related Intensive Counseling Services (ERICS) and coordinates visits to residential treatment facilities.
- Coordinates, facilitates and evaluates the entire IEP development and implementation process; serves as administrator at IEP meetings as needed.
- Designs, implements and evaluates comprehensive training and professional development programs for special education teachers, general education staff and parents; identifies instructional techniques and strategies that improve the achievement of special education students in both special education and general education classes; provides classroom support.
- Analyzes data and applies the analysis in assisting Director/Assistant Principal of Academic Achievement and special education staff in implementing age/grade appropriate programs and services for special education students.
- Participates in the design, coordination and implementation of collaborative programs that support Least Restrictive Environment (LRE).
- Monitors the implementation and compliance of student IEPs.
- Monitors staff activities to ensure that all mandated timelines are met.
- Enforces state laws, policies and rules relating to student discipline and attendance, and
Interprets such laws, policies and rules to teachers, parents, students and community; assists with suspension/expulsion procedures for special education students.
- Assists with publication of newsletters, brochures, and other communications that

describe special education programs and services; assists in the development of a special education website; participates in an active public information and public relations program as it relates to special education.

- Keeps current with laws and regulations regarding special education procedures and the placement of students in programs both in and out of the PCHS.
- Develops and revises departmental forms and procedures as needed.
- Coordinates special education services and activities with other school districts, including feeder schools, general education teachers and staff.
- Attends, prepares, and actively participates in all PCHS grade level meetings as set by PCHS staff.
- Serves on PCHS, local, county and state committees as assigned.
- Coordinates with the Director/Assistant Principal—Student Support Services to screen, select, assign, supervise, and evaluate performance of certificated and classified Special Education staff members in accordance with PCHS-adopted guidelines for evaluation; recommend performance improvement strategies, discipline, reassignment, or termination action, as appropriate; document evidence of substandard performance.
- Serves as the liaison to the Deans' Office regarding special education issues and student behaviors.
- Serves as the SSD coordinator.
- Maintains a caseload for NPS/RTC students and legal cases.
- Attends workshops and conferences to enhance leadership and management capabilities; shares and exchanges information and maintains current knowledge of Special Education and the educational field.
- Operates a personal computer, experience with Special Education programs and software, working understanding of common student devices and other office equipment.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Applicable state and federal laws, regulations, and compliance requirements governing special education programs in California
- State funding allocation methods
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards and Curriculum Frameworks, including knowledge of ways to use technology to support instruction and other functions for Special Education students
- Primary tenets of a Professional Learning Community

- Quality supervision, effective instruction, models of teaching and instructional strategies to address the needs of Special Education students
- Management and leadership styles
- PCHS safety, discipline, and supervision
- Education Code, local policies, state, and federal laws relating to minors
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints
- Analyze complex situations and prepare response alternatives for consideration by decision-making groups
- Plan, direct, and supervise the work performed by teachers, professional staff, and others
- Establish and maintain an effective, collaborative learning climate
- Interact effectively with advisory councils and PCHS/community groups
- Communicate openly and work productively with a community of diverse opinions and ideas
- Advise and counsel students, staff, and parents
- Design, develop, implement, and evaluate curriculum and instruction as it pertains to special education students
- Demonstrate effective instructional, organizational, and administrative leadership.
- Provide instructional leadership and high-quality staff development.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions
- Train, supervise and evaluate certificated and classified personnel
- Prioritize, plan, and coordinate work to meet deadlines
- Participate in staff and student activities
- Communicated effectively both orally and in writing in English
- Drive a car
- Travel to various locations; travel to residential facilities throughout California and outside of California

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor of Arts or Bachelor of Science degree required. Master's degree or above in educational administration from an accredited institution, preferred. Minimum of three years full time teaching experience in a special education classroom, preferred or special education related services experience in a special education program. At least two years' experience in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development, instruction with an emphasis on working with special needs students.

Licenses/Certificates/Special Requirements:

Valid California Administrative Services Credential

Valid teaching credential in special education or other related services credential

Valid California driver's license and the ability to maintain insurability under the PCHS's vehicle insurance policy
ESSA Compliant
English Language Learner authorization
Instructional technology skills

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this position, the employee is regularly required to sit for extended periods of time; hear and speak to exchange information in a proficient manner, in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee may frequently be required to stand and walk, bend, stoop, and kneel. The employee must occasionally grasp, lift and move records and documents typically weighing as much as 20 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with School and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including School employees, students and parents. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor office environment, a classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to other sites, schools, training facilities, community meetings and other locations as needed. The employee must travel within the state of California and outside the state of California. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

PALISADES CHARTER HIGH SCHOOL**Substitute Coordinator**

Department/Division:	Human Resources
Reports To:	Director of Human Resources
Provides Direction To:	NA
FLSA Exemption Status:	Classified
Date Prepared:	May 8, 2022 Updated
Salary Range:	Classified Salary Schedule Range 22

Palisades Charter High School**DEFINITION**

Under the direction of the Director of Human Resources monitor, operate and maintain the substitute calling system for certificated and classified employees; receive messages, emails, and phone calls directly from employees reporting an absence; call and secure qualified substitutes; prepare and maintain a variety of records and reports; notify Human Resources Department of absences and respective substitutes.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Perform a variety of technical duties in support of Human Resources operations and activities.
- Arrange for available substitutes to ensure proper coverage for teachers and other personnel, including classified staff, using the PCHS substitute software system; monitor and oversee the placement of substitutes; ensure substitutes possess necessary permits and certifications; coordinate substitute process including long term substitutes.
- Provide training to all users of automated substitute system to ensure correct utilization.
- Work cooperatively with payroll and Human Resources staff to ensure accuracy of leave reports and substitute assignments and pay.
- Receive and respond to inquiries; interpret, explain and provide information and assistance to personnel and staff.
- Operate the automated substitute system, including data entry and generating reports, including substitute lists, absence reports and utilization reports.
- Input a variety of employee information and other personnel data into an assigned computer system.; maintain automated employee records and files; generate computerized lists and reports; ensure accuracy of input and output data; train others in the proper operation of the automated substitute system.
- Call and secure qualified substitute personnel according to PCHS policies and procedures; receive phone calls and emails from substitute personnel.

- Coordinate with outside employment agencies to ensure that absences are covered by qualified substitutes; establish and maintain a PCHS substitute pool.
- Develop and maintain a handbook for substitute personnel; participate in substitute orientation programs.
- Work with Human Resources to monitor TB expirations on all School staff; notify employees; monitors and maintains files.
- Assist staff in the copy room with copy/print requests and queue management.
- Perform technical duties requiring knowledge of personnel policies, procedures, rules, and regulations related to employees.
- Interact in the processing of paperwork related to certificated and classified leave of absences and the placement of qualified long-term substitute teachers
- Provide specialized reports to Human Resources and administrators in the recruitment of qualified substitutes for leave of absence positions.
- Communicate with Human Resources employees and other departments regarding certificated and classified leave of absences.
- Process reasonable assurance letters for substitute certificated personnel who work less than 12 months.
- Prepare and maintain appropriate records and reports of absences; ensure that timecards and substitute assignments match; submit reports to management and payroll as directed.
- Maintain files and records regarding substitute personnel; notify appropriate personnel of need for additional substitutes, resignations or other related issues.
- Operate a variety of office machines including a computer, multiple-line telephone system, copier, other office equipment; perform a variety of clerical duties related to assigned activities.
- Communicate with personnel and various outside agencies to exchange information and resolve issues or concerns.
- Assist substitutes with daily attendance reporting in the student information system.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Human resources office functions, practices and procedures
- Practices and procedures related to classified and certificated personnel
- Applicable laws , codes, regulations, policies and procedures
- Operations, policies and objectives relating to human resources activities
- Applicable credential requirements and restrictions
- Operation of a variety of office equipment including a computer and assigned software
- Record-keeping and report preparation techniques
- Telephone and email techniques and etiquette
- Modern office procedures and record-keeping techniques
- Oral and written communication skills
- Technical aspects of field of specialty
- Data entry and retrieval techniques
- Mathematical computations
- Computer applications and operating systems
- Oral and written communication skills in English; effective oral communication to conduct meetings.

- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.

Ability to:

- Perform all essential duties of the position
- Operate and manage the automated substitute management system
- Perform a variety of responsible clerical duties related to certificated and classified staff
- Coordinate and locate available substitutes to assure proper coverage
- Participate in the screening, hiring and processing substitute personnel
- Establish and maintain substitute employee files
- Perform a variety of technical duties in support of Human Resources operations and activities
- Provide information and assistance to employees, job applicants
- Participate in the recruitment, screening and processing of PCHS personnel
- Prepare and maintain a variety of manual and automated personnel files, records and reports
- Distribute, screen and process employment applications and other personnel-related documents
- Maintain confidentiality of sensitive and privileged information
- Type or input data at an acceptable rate of speed
- Establish and maintain cooperative and effective working relationships with others
- Complete work with many interruptions
- Determine appropriate action within clearly defined guidelines
- Plan, organize and lead orientation for substitutes
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes
- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Communicate effectively both orally and in writing in English
- Drive to various locations to attend meetings, conferences, and workshops

EDUCATION, TRAINING, AND EXPERIENCE

High school diploma or GED required. Associate’s degree in human resources or related field, preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position; two (2) years of responsible and varied clerical experience; previous experience at a school site and/or Human Resources experience, preferred.

Licenses/Certificates/Special Requirements:

Valid California Class C driver's license and the ability to maintain insurability under the PCHS vehicle insurance policy.

Must attend training in the automated substitute program; attend other trainings, as needed.

Work early morning hours.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner, and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; meet deadlines; demonstrate judgment and professionalism when interacting with School and program personnel, school administrators, managers, staff, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals, including students, parents and School employees. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor office environment and occasionally in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will usually work under office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens. The employee occasionally drives to various sites, training facilities, and other locations as needed. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and retraining programs.

Coversheet

2022-23 Food Service Management Company Contract

Section: VII. Finance
Item: F. 2022-23 Food Service Management Company Contract
Purpose: Vote
Submitted by:
Related Material:
VII. F - Food Service Management Contract - Motion Scoring Criteria.pdf
Proposal - Foodservice Management Company_Chartwells_RFP_FY23-001.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

May 17, 2022

TOPIC/ AGENDA ITEM:

VII. FINANCE

F. Food Service Management Company Contract

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance, Cafeteria

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve our Food Service Management Contract for 2022-2023. This is a one-year contract, with an option to renew for 4 (four) years.

PCHS conducted a formal RFP and received interest from Chartwells, Sodexo, Genuine Foods & K12 by Elior.

The bids can be viewed here:

- Chartwells: Click [here](#)
- Elior by K12: Click [here](#)
- Genuine Foods: Click [here](#)

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

The action requested of the Board today will support the goal of ensuring PCHS meets the CDE nutrition program requirements.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the new Food Service Management Company contract.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the board approve the FSMC contract.

RECOMMENDED MOTION:

“To approve Chartwells as the Food Service Management Company (FSMC) for 2022-2023.”

Juan Pablo Herrera
Chief Business Officer

Evaluation of Proposals

CRITERIA	MAXIMUM POINTS	Genuine Foods	Chartwells	Elior by K12
Cost	30	28	26	30
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	5	5	5	5
Experience with School Breakfast and National School Lunch Programs.	15	13	15	14
Based on the Proposal Questionnaire responses and the Cover Letter, the Respondent demonstrates a complete understanding of the SFA's food service program and its service requirements, as described in the RFP and the Scope of Work and can perform those services to the SFA's satisfaction.	20	18	20	19
The financial stability of the Respondent.	10	8	10	9
Corporate capability and experience as measured by performance record, years in the industry, relevant experience, number of SFAs served, client retention and satisfaction, and references.	20	17	20	17
TOTAL POINTS	100	89	96	94

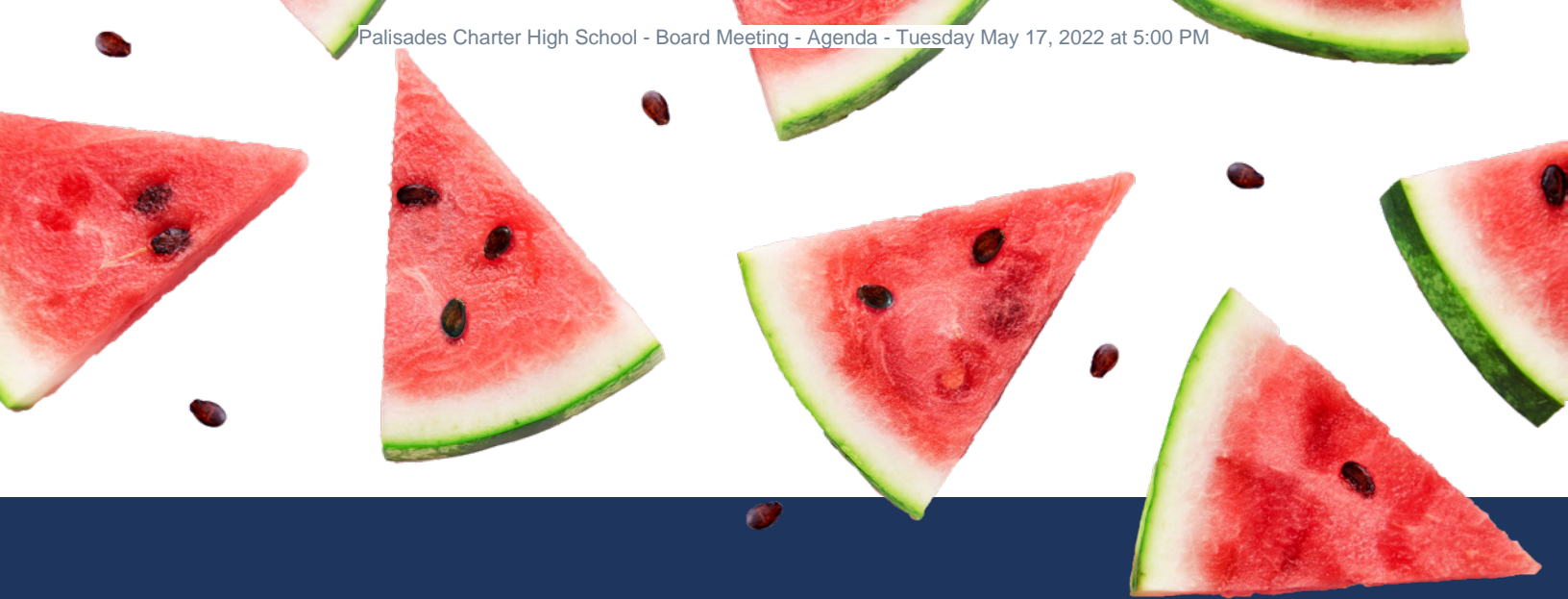
chartwells[®]
serving up happy & healthy



PALISADES
CHARTER HIGH SCHOOL

A Foodservice Proposal for Palisades Charter High School





Proposal Guide

The following table illustrates how we intend to continue to support Palisades Charter High School and continue to deliver a program that is successful in all key areas of evaluation. These ideas are expanded on in the executive summary and further details are located in the body of the proposal.

Evaluation Criteria	Topics & Programs	Proposal Section
<p>Cost 30 points</p>	<ul style="list-style-type: none"> • Responsible Price Per Meal guarantee - best value • A credible price per meal guarantee with an appropriate food cost to meet your wellness and quality goals, and appropriate employee wages and benefits for our most valuable asset • A positive financial return, elimination of the subsidy, financial stability • Immediate investment of \$15,000 at Chartwells' expense for a districtwide signage upgrade. 	<p>Page 22 Section H Page 99</p>
<p>Administrative Requirements 5 points</p>	<ul style="list-style-type: none"> • Chartwells has included all required information in accordance with the general instructions and proposal requirements 	<p>Cover Letter Page 6 Attachment A Page 39</p>

Evaluation Criteria	Topics & Programs	Proposal Section
<p>Experience with School Breakfast and National School Lunch Programs</p> <p>15 points</p>	<ul style="list-style-type: none"> • Chartwells has been feeding kids in California since 1974 and under the Chartwells name for the past 20 years • Chartwells serves more than 2 million K-12 meals each day • Over 675 district partners nationwide, which includes smaller district partners with under 1,000 students and larger districts like Duval County Public Schools in Florida with over 130,000 students • Employ more than 16,000 K-12 associates • We know California, the culture and climate • Experience serving California kids in any and all environments • Procured over \$10 million in grants last year for our K-12 partners 	<p>Executive Summary</p> <p>Page 21</p> <p>Attachment F</p> <p>Page 91</p>
<p>Understanding of SFA's Foodservice Program</p> <p>20 points</p>	<ul style="list-style-type: none"> • Food first, culinary culture • Partnership with Palisades Charter High School wellness committee • Respond to parent and student tastes and preferences • Incorporate fresh local fruits and vegetables • Serving up happy and healthy means taking care of our environment and recognizing the impact of our actions • A customized foodservice program • Innovative programs - Discovery Kitchen, and Student Choice • Collaborative planning to continue to transform cafeteria environments - marketing refresh • Robust and innovative nutrition education and awareness programs • Dynamic monthly marketing and promotions calendars • For student engagement: Cafe Chat surveys, On-site Insights focus groups and our Youth Advisory Council • For administrator engagement: Principal Scorecard and monthly and quarterly business reviews • For parent engagement: Parent nights, back-to-school open houses, family fun nights, and Free and Reduced Priced Meal application support 	<p>Executive Summary</p> <p>Page 15</p> <p>Attachment E</p> <p>Page 72</p> <p>Attachment K</p> <p>Page 117</p>

Evaluation Criteria	Topics & Programs	Proposal Section
<p>Financial Stability of Chartwells</p> <p>10 points</p>	<ul style="list-style-type: none"> • Compass Group PLC, is \$24.8 billion strong and the world leader in culinary and hospitality services • Three years of financial statements provided to demonstrate long-term stability 	<p>Executive Summary</p> <p>Page 33</p> <p>Attachment E</p> <p>Page 83</p>
<p>Corporate Capability and Experience</p> <p>20 points</p>	<ul style="list-style-type: none"> • Recognized by Food Management as one of the Top 50 Food Management Companies • Parent company, Compass Group, is headquartered in Charlotte, North Carolina • The largest and most innovative network of chefs and culinary experts, we have a culinary culture • The largest team of registered dietitians in the K-12 industry • Industry-leading quality assurance and food safety standards 	<p>Executive Summary</p> <p>Page 16</p> <p>Attachment E</p> <p>Pages 75-88</p>



Section 1 – Administrative Requirements

Serving Up Happy & Healthy

Food is a big part of everyone's well-being, and students need a place to eat where they can connect with others, recharge and enjoy a sense of happiness in their school. That's why we serve food kids love to eat and create programs that encourage fun and discovery. Most importantly, we believe that happy cafeterias start with our people so we empower them to go above and beyond to bring their personal "extra" for even more creativity and joy at mealtime. **Our goal every day is to make sure that students leave the cafeteria happier and healthier than when they came in.**

A. Cover Letter



April 28, 2022

Juan Pablo Herrera
Chief Business Officer
Palisades Charter High School
15777 Bowdoin St.
Pacific Palisades, CA 90272

Dear Mr. Herrera and Foodservice Committee Members:

Name of Proposing Company: Chartwells School Dining Services

Organizational Structure: Corporation

Corporate Identification Number: 56-1874931

Chartwells is registered to do business in the state of California under the legal entity of Compass Group USA Inc. Our Certificate of Existence/Authorization is located in the Bid Documents section of our proposal.

Primary Liaison:

Rafael Negroe
District Manager
332 S. Fairvale Ave.
Azusa, CA 91702
PH: 626-627-3186
rafael.negroe@compass-usa.com

Authorized Contract Respondent:

Belinda Oakley, CEO
1301 W. 22nd St., Suite 710
Oak Brook, IL 90523
PH: 630-993-7532
Fax: 630-832-0188
belinda.oakley@compass-usa.com

Chartwells acknowledges receipt of Palisades Charter High School's RFP for foodservice management services. We accept all terms and conditions included herein subject to applicable exceptions to California's Public Records Act.

Chartwells has the willingness, ability and resources to perform the services described in this RFP and specifically required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP.

This proposal, designed specifically for Palisades Charter High School, contains portions that are confidential and proprietary to Compass Group USA Inc. (Compass). These portions of the proposal have been clearly marked. Except with prior written approval by Compass, dissemination to others outside of your organization is not allowed.

It has been a special privilege to be your current partner. Chartwells has enjoyed a rewarding partnership with Palisades Charter High School. The environment of mutual trust and integrity, your willingness to be open to new ideas and your desire to challenge us to be better at what we do has made Chartwells a much better organization today. That is a true partnership; one we are proud to be a part of with the school and the community you serve.

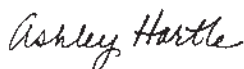
We understand during this required RFP process that others may offer promises to you, but with Chartwells, you know you have a partner committed to your school and your community. We value the relationships we have developed with the students, staff and administrators. We know you, we know your district, we know the culture and we share your vision for how this program can continue to evolve.

Our proposal to you is built around our unique knowledge of the district, providing a foodservice program featuring healthy, nutritious food with innovative marketing techniques and a commitment to operational excellence, all the while being fiscally sound to support your mission. We will continue to bring the highest quality of people, food, service and innovation to Palisades Charter High School for as long as we have the privilege of serving you.

You will see in this proposal that we have presented you with a vision for the future. We are the company that can partner with you to bring this vision to fruition. Your vision is our vision and with that end in mind, we respectfully ask that you retain Chartwells as your foodservice partner.

By signing this cover letter, we certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

Sincerely,



Ashley Hartle
Division Vice President



Paul Tapia
Regional Vice President



Rafael Negroe
District Manager



B. Table of Contents



Serving Up Happy & Healthy

This proposal, designed specifically for Palisades Charter High School, is confidential and proprietary to Compass Group USA Inc. (Compass). Any unauthorized dissemination to others outside your organization would irreparably harm Compass and entitle Compass to judicial equitable relief, including injunction and specific performance. This proposal is valid for 90 days after its presentation and/or delivery to you.

In keeping with Chartwells' sustainability efforts and green initiative, your proposal is printed double-sided on recycled paper.

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Executive Summary

Serving Up Happy & Healthy for Palisades Charter High School Students

Food is a big part of everyone's well-being, and students need a place to eat where they can connect with others, recharge and enjoy a sense of happiness in their school. That's why we serve food **Palisades Charter High School** students love to eat and create programs that encourage fun and discovery. Most importantly, we believe that happy cafeterias start with our people so we empower them to go above and beyond to bring their personal "extra" for even more creativity and joy at mealtime. **Our goal every day is to make sure that Palisades Charter High School students leave the cafeteria happier and healthier than when they came in.**

This is our mission and it guides everything we do. You'll see it throughout the proposal as a reminder of our commitment to Palisades Charter High School and to our shared values.

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Palisades Charter High School & Chartwells

Serving Up Happy & Healthy

You want the very best for your students, and we're here to help you provide the nourishment they need to succeed in the classroom and beyond. You can trust Chartwells to continue to provide nutritious, kid-approved food, innovative programs and responsible fiscal stewardship. We're dedicated to serving up happy and healthy to every Palisades Charter High School student, every day.

Your cafeterias should be inviting spaces that students look forward to visiting. With Chartwells, they are served food they love in a relaxing environment where they can recharge with friends. We inspire them to develop lifelong healthy habits through nutrition education, introducing them to new flavors in fun, engaging ways. All of this is possible because our associates are empowered to bring their unique perspectives and personalities to the cafeteria and are always provided the tools they need to succeed.

It is our honor to serve the students of Palisades Charter High School as your partner, helping you reach your goals through a customized program designed specifically to meet your needs.

A True Partnership

For the past five years, Chartwells has been committed to Palisades Charter High School. We are proud of our collaborative efforts to build a dining program that reflects and supports the evolution of the district and, most importantly, the needs of the almost 3,000 students we serve each day.

One healthy meal can improve a child's day. The more than 134,000 meals served in PCHS's schools each year can improve an entire community.

Through our partnership, we hope PCHS has come to know that partnering with Chartwells means partnering with a strong local team led by Director of Dining Services Cecilia Morin and District Manager Rafael Negroe. Not only do Cecilia, Rafael and the on-site team have the passion, experience, stability and insight to drive innovation, they also are backed by our West Region leadership support team, our national network of chefs, dietitians and operations experts, as well as our parent company, Compass Group. We use the vast array of resources this brings to continue to bring your vision and mission to life every single day.

The PCHS mission serves as the foundation for the success of our partnership.

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.



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Our Corporate and Service Capability

We Are One Team with PCHS

Over the course of our five-year partnership, we have demonstrated our ability to consistently deliver results while understanding and appreciating the unique needs and expectations of Palisades Charter High School. Never content with the status quo and always inspired by our shared mission, we will continue to bring new and creative programs and innovations to Palisades Charter High School. Unlike any other company, our clear understanding of your culture, district objectives and strategic plan enables us to continue our partnership seamlessly. It is with this unmatched knowledge, experience and insight that we have developed this proposal. We have your specific needs and goals in mind every step of the way.

All of our solutions have been selected with the explicit intent to further align with your mission, provide food kids love to eat, offer fun and engaging programs and create inviting environments.



Local Dedicated Leadership

Cecilia Morin has rightfully established high expectations, and we have built a strong foundation of support for her to meet and exceed those expectations, while serving up happy and healthy to PCHS students every day. Your desire to provide a safe and innovative environment for students is supported by our ambition to create impactful programs and deliver experiences that resonate.

We are more than a business partner – we are part of the PCHS family. Our team members have professional and personal interests in your success, and they are proud to be your neighbors. They are residents with family who work and live in the community, and they know your students. We are all truly committed to PCHS.

For more information on our corporate and service capability, see page 76.

Palisades Charter High School's Chartwells Team



Cecilia Morin • Director of Dining Services

Cecilia has over 20 years of successful experience providing professional customer service and management skills. She has proven ability to effectively manage and handle difficult situations, in a highly motivated and energetic manor. She specializes in P&L management, team building, cost estimation, time management, budgeting/planning, inventory control, client relations, scheduling and training development.

Cecilia earned a Bachelor of Science in biochemistry at Universidad Autonoma de Guadalajara.

Cecilia has been living in the Los Angeles area since 1990. Her passions include cooking for her family, gardening and going on walks with her dogs.



Rafael Negroe • District Manager

Rafael has more than 20 years of experience in contract management and leading a diverse portfolio. He has a passion for exceptional customer service, operational excellence and inclusivity. Rafael has a culinary background and worked as an executive chef in the healthcare and hospitality industries. He holds certifications in foodservice, environmental services and project management and earned his Bachelor of Science in business administration at the University of Phoenix.

Rafael has been a district manager since 2014, demonstrating strong expertise and leadership in a variety of environments. Rafael has lived in the Los Angeles metropolitan area since 1988 and enjoys hiking with his wife and children. He spends his free time reading novels and books on self-improvement.

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Chartwells' West Regional Team



Ashley Hartle
West Division Vice
President



Paul Tapia
Pacific Region
Vice President



Bruce Oravetz
Regional Executive Chef



Betsy Myers
Regional Dietitian



Brent Hoover
Regional Financial Analyst



Leah Winchell
Director of Field
Marketing, West



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Food First: Our Culinary Culture

Kid-Approved Menus!

Menus are the foundation of the Palisades Charter High School foodservice program. Each city in California has its favorite local foods, and every district and school has different goals and objectives. With all these variations, it's clear a one-size-fits-all approach to menu planning won't meet PCHS's needs.

That's why we approach menus regionally and customize locally. Menus are developed, adjusted and fine-tuned locally based on student tastes, demographics and the particular culture of the PCHS cafeterias.

Palisades Charter High School food items are selected based on:

- Optimizing the use of USDA foods
- Incorporating fresh, local fruits and vegetables
- Complying with local wellness policies
- Responding to PCHS student tastes and preferences, thus increasing participation
- Implementing the latest food trends



We listen, and we respond!



“Food is at the forefront of everything we do, and our recipe is simple: Wholesome ingredients, innovative menus and engaged associates create a great experience!”

– Chef Peter Gilhooly, VP of Culinary

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We're PCHS's Procurement Advocate

Palisades Charter High School's unique specifications are our first priority when purchasing food for your program. Together, we will analyze culinary trends, nutritional goals, operating habits and customer requirements, then Foodbuy will source from the world's premier suppliers to meet your specific needs.

Quality and Variety of Food Procurement

Your partnership with Chartwells provides best-in-class purchasing power through Foodbuy, our group purchasing organization and subsidiary of Compass Group. Foodbuy is the largest foodservice procurement organization in North America, and its partnerships with manufacturers, suppliers and distributors allow us to provide the highest-quality ingredients and goods at the best possible price for our partners. We further drive down cost through volume and expert commodity usage.

Foodbuy offers the stability and purchasing power of a large corporation without sacrificing individualized care and attention. Your unique specifications are our first priority when purchasing food for your program. Together, we will analyze culinary trends, nutritional goals, operating habits and customer requirements, then Foodbuy will source from the world's premier suppliers to meet your specific needs.

High-quality products at a lower cost is only part of our pledge. We're dedicated to responsible sourcing, from purchasing produce from local farmers to following the guidelines of Monterey Bay Aquarium's Seafood Watch program. We'll work to reduce food waste and initiate food recovery, while school gardens and farmers markets put the focus on fresh, delicious and local produce.

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With more than 675 school district partnerships, we have the experience and resources to create a custom program specifically designed with your students, goals and school community in mind.

Our Experience and References

About Compass Group & Chartwells

Chartwells proudly serves more than 2 million meals a day to K-12 students from coast to coast in an effort to create a happier and healthier generation. We are committed to students, faculty and administrators, and we are passionate about improving the well-being of the families and communities we serve.

Partnering with us means partnering with an experienced local and regional team with the stability, innovation and resources of the K-12 industry leader. Every day, we help drive participation, promote healthy lifestyles, engage your community and foster joy – one meal at a time.

We provide a happier and healthier future for your students through:

- The largest and most innovative network of chefs and culinary experts.
- The largest team of registered dietitians in the K-12 industry.
- Experienced, professional K-12 foodservice management.
- Best-in-class associate training and professional development.
- Engaging marketing and promotional programs for all grade levels.



National Experience

We're proud to have some of the longest-running school district partnerships in the industry. Chartwells has 363 district partnerships that have lasted more than a decade, and we've established 203 new partnerships in the past five years. When you speak with our district partners, you'll hear that we consistently provide dependable and excellent service through customized programs that align with the needs of their schools and the desires of their students, delivering on our commitment to serve up happy and healthy. No matter the length of our partnerships, we're focused on meeting – and exceeding – expectations every day by caring for students and associates.

Our Experience with Palisades Charter High School

- Five years of partnership with PCHS
- 40 collective years of foodservice experience of PCHS's on-site staff
- Over 48 years of doing business in California
- 13 school districts in California

For more information on our experience and references, see page 91

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Cost and Financial Offer

Our strong partnership with PCHS has been a journey to excellence. We are proud to have successfully worked together to create a foodservice program that has evolved over the years based on the unique needs of your school. This foundation will continue to evolve as we grow the program together. Chartwells is the only company able to provide a proven price proposal you can trust and depend on for your foodservice program.

Our pricing strategies and proprietary operational processes have been molded to align with our true understanding of the PCHS foodservice program. Our national experience working with more than 675 school district partners gives you the security, efficiency and experience demonstrated by our history of great financial results. Our financial solution, as detailed in the Cost/Financial section of our proposal, is a balanced distribution of quality, service and price.

Partnership Commitment

Choosing to renew your partnership with Chartwells affords PCHS a number of benefits that could not be offered by another provider:

- A competitive but responsible price to the district that ensures no reduction in service and quality
- A food cost that ensures we continue to meet quality and variety expectations
- Retention of your dedicated and experienced Director of Dining Services Cecilia Morin and District Manager Rafael Negroe
- An attractive projected return of \$109,133
- Immediate investment of \$15,000 at Chartwells' expense for a complete signage upgrade at your school
- An unmatched California network of support experts and resources, including marketing and communications, culinary, nutrition and wellness, regulatory, human resources, procurement, client relations, safety and operations

For our full financial offer, see pages 99-103 of our proposal.

The entire Chartwells team is poised and ready to build on the foundation of our solid, collaborative partnership.



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Promotion of the School Foodservice Program

Chartwells is proud to play a vital role in the Palisades Charter High School business model, and we are pleased to present our encompassing financial strategy, including the required submittals outlined in the RFP, to support a vibrant and innovative student dining experience.

We combine a competitive financial proposal with our continued commitment to fund best-in-class programs that guarantee an increase in student participation across the entire district. We constructed our financial package using the information provided in the RFP and our unique knowledge of your expectations to enable continuous quality improvement.

We understand better than anyone else what it takes to deliver quality, local and fresh meals to every student, every day at Palisades Charter High School. We take our responsibility to honor and protect the integrity of your reputation seriously and have not compromised your student experience or financial stability in pursuit of the lowest price.

For more information on our promotion of the school foodservice program, see page 85-86.

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Building on Our Foundation of Success

Collaboration and alignment with what is important to Palisades Charter High School has resulted in a history of many achievements over our years of partnership.

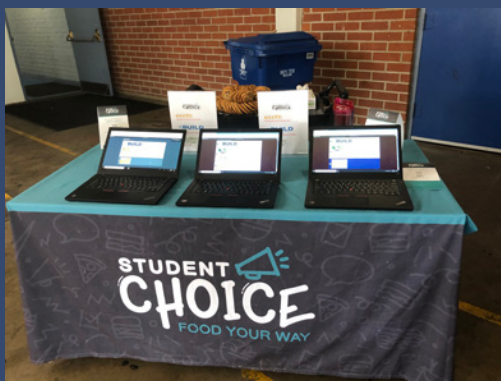
Increasing Participation – Serving Up Happy & Healthy

No one has more innovative programs to drive participation than Chartwells and we have enjoyed great success bringing them to Palisades Charter High School. Our signature Discovery Kitchen and Student Choice programs bring fun and interactive engagement to every grade level. Our yearly promotional calendar provides themes for each month of the year and fun days that keep things lively and fresh for the students.

Student Choice

Our successful Student Choice program empowers students and gives them an opportunity to taste and use their voice and vote for the new food concepts that they would like to see in their cafeteria.

Fun tasting and voting events amplify the student voice and demonstrate our commitment to serving food they love. In our Student Choice program, our culinary concepts go head-to-head to see which one will make it on to the menu. Your students will decide!



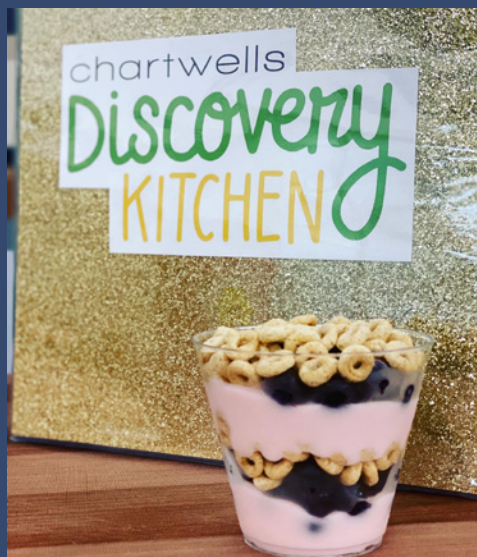
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Discovery Kitchen

Our Discovery Kitchen program is our platform to continue to integrate nutrition education, cooking demonstrations and samplings with our promotional calendar, connecting the lessons students learn with delicious food in the cafeterias.

Each month, we introduce dining promotions through Discovery Kitchen. Whether celebrating the community with local produce and farmers markets or tasting new ingredients, products and flavor combinations, we take the opportunity to highlight key themes in the national spotlight and make them local priorities.

We know students make food choices based on taste, and it is incumbent upon us to show them that healthy food can also be delicious. Our on-site staff puts together demonstrations, food tastings and nutrition education displays to generate interest in the food, food group or nutrient featured. This, in addition to our classroom lessons, allows students to have fun and learn at the same time.



Staying Connected at Palisades Charter High School

Keeping administrators, faculty/staff, parents and students connected with Chartwells and important foodservice information is an important piece to the overall puzzle. We connect with the Palisades Charter High School community through use of our Nutrislice app, district web page and monthly newsletters.

PALIHIGH FEBRUARY 2022

What's New in at PALISADES?

FEBRUARY, a month full of activities, new flavors and days to celebrate.

HAPPY CHINESE NEW YEAR!

NEW RECIPE
KUNG PAO CHICKEN

HAPPY VALENTINE'S DAY!
What better than promoting breakfast by getting a delicious free chocolate chip cookie during lunch on Valentine's day.



Are you cold? How about a delicious hot chocolate to start your school day.



TEAM WORK
Gina, Ely, Miriam, Jonathan an excellent team of workers, always working together and for the same goal.



March 30th, DK at Palihigh "Healthy snack"

Discovery KITCHEN

CECILIA MORIN
DIRECTOR OF DINING SERVICES
Cecilia.ramirez@compass-usa.com



PALIHIGH MARCH 2022

What's New at PALIHIGH?

Discovery KITCHEN

Learning experiences that spark curiosity, discovery and a sense of adventure are the cornerstone of our innovative approach to nutrition education. Students, teachers and staff at Palihigh had the opportunity to try new menus and flavors which will be included in our menus for the month of April.

PLANT AND FRUIT BASE MENUS
SMOOTHIE BOWL WITH FRESH FRUIT
EDAMAME HUMMUS
ROASTED BUFFALO CAULIFLOWER



REOPEN INSIDE THE CAFETERIA
After 3 months of being closed inside the cafeteria students, teachers and staff will be able to enter the cafeteria again and enjoy our delicious hot food. Having the opportunity to see and choose what they want to have for lunch.

APRIL'S MENUS
Southwest carne asada bowl
Jerk chicken
Beef lasagna
Veggie chili and cheese baked potato
Beef hard taco shell



CECILIA MORIN
DIRECTOR OF DINING SERVICES
Cecilia.ramirez@compass-usa.com



Financial Performance

Your partnership with Chartwells has provided you with a financially sound program. This consistent performance has allowed us to work collaboratively to with you to reinvest and continually upgrade the dining experience for the Palisades Charter High School students. Only the latest and greatest for Palisades Charter High School!

We understand better than anyone else what it takes to deliver high quality, fresh and local meals to every student, every day. Our insights, experience, ability and local resources allow us to evolve with you as your goals and objectives for the district change over time. We will honor and protect the integrity of your reputation by not compromising your student experience or financial stability in pursuit of profit.



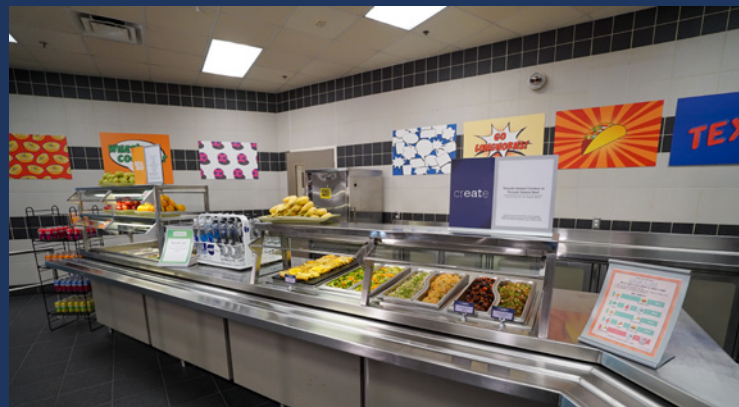
A Vision for the Future

We're proud of what we've accomplished together, but that doesn't mean we'll stop looking for new ways to improve our partnership and support your school. We believe the following initiatives would have a dramatic positive impact on your program.

Inspiring Environment

We will continue to introduce culinary concepts that bring fresh, new experiences to the Palisades Charter High School students. We will continue to look at new ways to make service even faster and more enjoyable at all schools. We'll work with district administration to identify any changes needed in signage, points of service, merchandising, or food presentation.

Participation will increase as your students are introduced to new menu items in an engaging, age-appropriate environment. Our dining programs will be implemented based on student feedback, site visits and the implementation timeline.



A Lifelong Partner

The Chartwells team is proud to be a part of the PCHS family and it would be a privilege to continue our service to your school, your students and your community. We understand your highest priority for the foodservice program is getting your students the nutrition they need to become lifelong learners. We'll continue to deliver delicious, nutritious meals and expanded service programs that reach students where they are. Whether we're finding grants to fill backpacks with weekend meals or encouraging students to try something new at the farmers market, we'll be there for you and your community. We can't wait to build on the foundation of our success and create a better future for every child at Palisades Charter High School.

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Student Choice

It's fun, engaging and an experience owned entirely by the students of Palisades Charter High School. These events will be offered at the high school starting next year, with the winning food concepts integrated into the menu as a limited-time offer until the next vote.

Each event will match two to three different food concepts against each other. Students can vote in the cafeteria and see real-time results on electronic screens as the contest builds.

To maintain engagement and excitement, the next Student Choice event will bring in new choices to vote for. Students often rally their friends and teachers to vote for their favorites.

Winning concepts can be featured, in the future, at a designated Student Choice serving station.

New Food Concepts

Introduction of our hottest new concepts, Revolution Noodle and Mac & Cheesyology!

Noodles are always a good idea!

Revolution Noodle utilizes the freshest produce and specific noodle choices. Of course, authentic broths are the foundation of this Asian noodle cuisine that features elements of pho, ramen and dim sum. Students will love this fresh meal assembled to order.



A popular dish, no matter your age, is **all-American macaroni and cheese.**



Comfort food is one of the trends taking over in the restaurant industry. Mac & Cheesyology brings that trend right into our school cafeterias in a new and exciting way. Macaroni and cheese is a timeless staple that has evolved into creative custom dishes with a wide variety of melting cheeses, vegetables, proteins and toppings



Student Engagement at PCHS

Today's students, Generation Z, are more interested in the experiential aspects of dining than ever before. That means simply serving meals won't cut it. We create experiences and inspire students to engage and participate by offering great food in a fun atmosphere.

Student Choice

Student Choice gives students a true voice in deciding what culinary concepts are featured on the menu through fun tasting and voting events. Students are savvy consumers with high expectations for the dining experience, and we stay on trend by letting your students take the lead. Winning concepts are served at a Student Choice station or integrated into the menu as a limited-time offer until the next vote. Concepts are regularly refreshed to keep the program exciting.



Discovery Kitchen

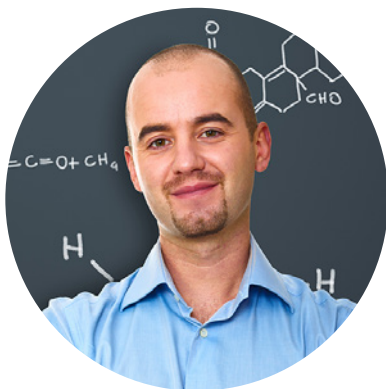
Our Discovery Kitchen platform allows us to integrate nutrition education and cooking demonstrations with our promotional calendar through dynamic monthly themes, connecting the lessons students learn with delicious dishes in the cafeteria and at home.

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Listening to PCHS Students

Cafe Chat surveys, On-site Insights focus groups and our Youth Advisory Council are just some of the ways we solicit student feedback to identify opportunities for improvement and measure program success. On average, focus groups result in a 5% increase in participation and higher customer satisfaction by demonstrating that their input is valued and acted upon. Students can rate each menu item via our Nutrislice app and provide additional feedback, which is immediately sent to your director of dining services.



Partnering with PCHS Administrators

Principals provide feedback on the quality of service and experience they are receiving through our principal scorecards, and we'll follow up with quarterly forums. Additionally, we ensure your administration is always up to date on the program's financial status through monthly and quarterly business reviews. Finally, school nurses can filter our menu for a specific allergen or print a list of carbohydrate counts through Nutrislice, aiding them in their care of students with special dietary needs.



Engaging PCHS Parents

Parent outreach includes parent nights, back-to-school open houses and family fun nights. We want them to see the services their students have access to each day. We educate families on Nutrislice, ensuring they're getting the most out of this valuable tool. Newsletters help us communicate what's happening in the cafeteria, and we'll help families navigate the application process for free and reduced lunch.



Involving the PCHS Community

Whether it's supporting the local economy by purchasing local produce or maintaining a presence at the local farmers market, Chartwells seeks to contribute to the entire community. We'll be by your side at special district events and reach out to the community with nutrition and sustainability education at community events.

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“We believe food should be a discovery, an adventure, and that kids learn more when they’re experiencing something versus simply taking in information. Our promotions and food education programs are built on this belief and designed to provide engaging and impactful food discovery experiences.”

– Belinda Oakley, CEO, Chartwells K12

Nutrition Education



Discovery Kitchen

Learning experiences that spark curiosity, discovery and a sense of adventure are the cornerstone of our innovative approach to nutrition education. Through Discovery Kitchen, we have engaged PCHS students in hands-on cooking demonstrations and tasting events to introduce them to new foods and flavors. Each month brings a new, exciting theme that blends our menu, promotions and education initiatives together for an immersive experience in the cafeteria, the classroom and at home.



In the Classroom

Chartwells will continue to contribute our dietetic resources, knowledge and expertise to the PCHS school community and be an active participant in your nutrition education efforts. We have and will continue to help you drive your nutrition education efforts and connect the classroom to the cafeteria. Some great examples are: students enjoying a variety of whole-grain items on their menus, such as brown rice or whole-wheat pastas and breads; playing “guess the grains” during a cafeteria demonstration; learning the proper pronunciation of quinoa (keen-wah) during an in-classroom lesson; or practicing pressing their own corn tortillas during a Discovery Kitchen lesson.

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Personnel Management/ Staffing Considerations

Preparing for Success

All Chartwells associates complete a robust training program every year. We invest in continued culinary training, empowering our associates to be more creative in the kitchen and boosting their confidence. We inspire them to be innovative, instruct them how to best utilize seasonal and local produce, and present food in ways that appeal to our Gen Z students.

Training and professional development not only increases food quality, but also improves associate satisfaction and retention. We want our associates to grow and pursue their goals because when they succeed, we succeed. As another example, our unique partnership with DeVry University provides scholarships that help our associates continue their education and take their careers to the next level.

As required by the USDA, Professional Standards Training is provided to each school foodservice manager. Leads receive a minimum of 10 hours of training on topics that enhance the student experience and performance of associates in their daily job duties.

Caring for Your People

Your and our associates are at the heart of everything we do, and we're dedicated to caring for them so they can care for your students. There are many ways we set ourselves apart from other child nutrition management companies, ensuring we're an employer of choice to attract and retain the best talent in the industry. For our associates we offer:

- Year-round benefits
- Five paid sick days, and six paid holidays
- Extensive training and performance incentives
- Matching 401(k) plan
- Uniforms and background checks at no cost to associates

For more information on personnel management/staffing considerations, see page 53-71.

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Financial Condition, Stability & Business Practices

Our parent company, Compass Group PLC, is \$24.8 billion strong as of fiscal year 2021 and the world leader in culinary and hospitality services. One of the greatest benefits of a Chartwells partnership is the financial security of a large corporation in tandem with the individualized, local attention of a small company. By choosing to continue our partnership, you are guaranteed financial stability and a long-term commitment to partnership, transparency and success.

We have included three years of financial statements to demonstrate we provide long-term financial stability.



Accounting & Reporting Systems

Detailed, transparent and reliable accounting programs are vital, and we'll ensure you know exactly where your foodservice dollars are being spent by providing just that:

- Monthly operating statement and a monthly meeting to answer questions.
- SAP system utilized as our business management architecture.
- Owner's Management Suite available anytime, anywhere for our managers to oversee people, menus, finances and facilitate communication.
 - This suite of programs provides reports for accounts receivable, inventory, transfers, accounts payable and financial reports including profit and loss.
- Internal Control Review audit site.
- Cash handling policies and monitoring.
- Quarterly forecasts used to evaluate our performance against the budget.
- Preparation of annual budget to anticipate changes in the coming year.

All of these programs, processes and procedures are detailed in the body of the proposal.

For more detailed information on our financial conditions/ stability/business practices, and accounting and reporting systems, see page 83 and 84, respectively.



Section 2 – Required Attachments

Serving Up Happy & Healthy

Food is a big part of everyone's well-being, and students need a place to eat where they can connect with others, recharge and enjoy a sense of happiness in their school. That's why we serve food kids love to eat and create programs that encourage fun and discovery. Most importantly, we believe that happy cafeterias start with our people so we empower them to go above and beyond to bring their personal "extra" for even more creativity and joy at mealtime. **Our goal every day is to make sure that students leave the cafeteria happier and healthier than when they came in.**

A. Attachments Checklist



Serving Up Happy & Healthy

The Respondent shall include a checklist containing all documents identified in the Attachments Checklist (as listed on Attachment A). The SFA may reject proposals that do not include the proper required attachments.

The SFA will score and rank selected proposals by assigning a score between zero and the maximum score to each proposal criterion. The SFA will recommend awarding the contract to the most responsive and responsible Respondent with the highest total proposal score.

Attachment A

Attachment A: Attachments Checklist

Chartwells

Respondent Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or “x” next to each item submitted to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Attachment	Attachment Name
<u> X </u> A	Attachments Checklist
<u> X </u> B	Mandatory Tour
<u> X </u> C	Minimum Qualifications
<u> X </u> D	FSMC Professional Standards
<u> X </u> E	Proposal Questionnaire
<u> X </u> F	Respondent References
<u> X </u> G	Authorization Agreement
<u> X </u> H	Fee Proposal
<u> X </u> I	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters
<u> X </u> J	Certificate of Independent Price Determination
<u> X </u> K	21–Day Cycle Menu (Include)

B. Mandatory Tour



Serving Up Happy & Healthy

See Attachment B. The tour schedule includes the sites. Prospective Respondents may not contact any sites or employees outside of the scheduled visit. The SFA requests that Respondents do not take pictures, of students, and employees, during the tour as the SFA has not obtained releases from parents, students, and employees.

Attachment B: Mandatory Tour

The Mandatory Tour will include an escorted tour.

- The tour schedule includes the sites listed below.
- Prospective Respondents may not contact any sites or employees outside of the scheduled visit.
- The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

MANDATORY TOUR SCHEDULE

Mandatory Tour begins at 11:30am PT
Where: Palisades Charter High School. 15777 Bowdoin St. Pacific Palisades, CA. 90272
Also conducted virtually via Zoom

The SFA thanks all Respondents for abiding by our request to keep the disruption caused by the visit to a minimum.

**Chartwells attended the mandatory
tour on April 6, 2022 at 11:30 a.m.**

C. Minimum Qualifications



Serving Up Happy & Healthy

The SFA will only consider Respondents that meet all minimum qualifications (as listed on Attachment C).

The SFA will only consider Respondents that meet all minimum qualifications (as listed on Attachment C).

Attachment C: Minimum Qualifications

A Respondent must meet all of the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of May 1, 2020, both the Respondent's company and its key personnel meet all of the following minimum qualifications:

- 1. The Respondent has at least three (3) of experience with food service programs.
We have been feeding kids in California since 1974 and under the Chartwells name for the last 20 years. Yes No
- 2. The Respondent has the resources and ability to provide at least 160,000 meals per fiscal year.
Chartwells serves over 10 million meals annually in California. Yes No
- 3. The Respondent has knowledge and experience with the National School Lunch and School Breakfast Programs.
Chartwells has experience with the National School Breakfast and Lunch Program in California for over 40 years. Yes No
- 4. The Respondent has the ability to provide employees to provide the preparation and distribution of meals at seven school sites within the District.
Chartwells has the ability to provide employees to provide preparation and distribution of meals at seven school sites within this proposal. Yes No
- 5. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.
Chartwells has provided the required references in the Respondent References section of this proposal. Yes No
- 6. The Respondent is licensed to do business in the state of California.
A copy of Chartwells' license to do business can be found in this section. Yes No

Depth and Breadth of Experience

Partnering with us means partnering with an experienced local team with the stability, innovation and resources of the K-12 industry leader. Every day, we help drive participation, promote healthy lifestyles, engage your community and foster joy – one meal at a time.

Opening the door to new opportunities for you through:



A national network of chefs



The largest team of registered dietitians in the K-12 industry



Experienced managers



Marketing and promotional programs for all grade levels



Communications and public relations support



Improved financial performance



Procurement expertise and unrivaled purchasing power



Best-in-class associate training and professional development

“Through our partnership with Chartwells, I am so proud of what we have accomplished and bursting with excitement as to where we can go in the future.”
– Anthony N. Dragona, RSBA, School Administrator/Interim Board Secretary, Union City Board of Education, Union City, New Jersey

Licensed to Do Business in the State of California

State of California
Secretary of State

NAME CHANGE CERTIFICATE OF QUALIFICATION

C1967263

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify that on the **1st day of July, 2011**, there was filed in this office an Amended Statement and Designation by Foreign Corporation whereby the corporate name of **COMPASS GROUP USA, INC. WHICH WILL DO BUSINESS IN CALIFORNIA AS COMPASS GROUP FOODSERVICE**, a corporation organized and existing under the laws of **Delaware**, was changed to **COMPASS GROUP USA, INC.**. This corporation complied with the requirements of California law in effect on that date for the purpose of qualifying to transact intrastate business in the State of California and as of said date has been and is qualified and authorized to transact intrastate business in the State of California, subject however, to any licensing requirements otherwise imposed by the laws of this State.

IN WITNESS WHEREOF, I execute
this certificate and affix the Great Seal
of the State of California this day of July
5, 2011.



A handwritten signature in black ink that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State



D. FSMC Professional Standards



Serving Up Happy & Healthy

Establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs (as listed on Attachment D).

Attachment D: FSMC Professional Standards

FSMC Employees Professional Standards

Federal Register Vol. 80, No. 40, dated March 2, 2015, referred to as the “Final Rule,” establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director.** The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.
2. **School Nutrition Program Manager.** The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).
3. **School Nutrition Program Staff.** School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

The Final Rule establishes that these definitions apply to the function/role rather than the specific title within the school food service structure, and that the definitions apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by the Final Rule, and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in 7 *CFR*, Section 210.30, which can be viewed at the following web page: http://www.fns.usda.gov/sites/default/files/cn/profstandards_flyer.pdf.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.
- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.
- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

Chartwells acknowledges and agrees to be fully compliant with the professional standards requirement outlined above.

Management Team

Our Leaders Help PCHS Succeed

One of the many things that sets apart Chartwells is the experience, expertise and dedication of our people. While we're proud of the breadth and depth of skills and services we bring to you, what motivates and inspires us is your students. Our managers truly care about your students and work hard to create a fun and welcoming environment where they can enjoy great food with friends.

Our approach is to build a program that reflects your specific needs. We value our role in the community and view our partnership as an opportunity to provide culinary, nutrition, marketing and operational expertise on a local, regional and national level to ensure we are meeting your goals.

Your students deserve the best, and our managers are committed to making that happen. Chartwells brings an unparalleled depth of resources to our partnerships, including:

- Nutrition and menu development
- Quality food and culinary support
- Accounting and finance
- Human resources and labor relations
- Purchasing
- Training
- Wellness initiatives
- Quality assurance, safety and sanitation
- Technology
- Marketing
- Customer service and communication





Your Local Team

Your local team – led by District Manager Rafael Negroe and Director of Dining Services Cecilia Morin – will continue to be the cornerstone of your program throughout our partnership. The team will bring exciting, cutting-edge experiences to your school and provide the support necessary to deliver a best-in-class program. We will consistently demonstrate why we are the first choice for quality, service, value and innovation.

Other companies may promise satisfaction with the on-site staff, but only Chartwells has the quantity and quality of resources to ensure the success of those managers. The most important decision you can make is to select the right company. Chartwells understands and embraces the fact a great team is necessary to bring you a quality foodservice program.

Cecilia Morin, Director of Dining Services

Cecilia will be the key on-site person in your school. As an active member of your community and administrative team, Cecilia will balance the needs of students, administrators and associates to ensure exceptional service and satisfaction. Cecilia focuses on these key areas:

Customer satisfaction

Financial execution

Merchandising and food presentation

Management relations and leadership skills

Employee development

“Thank you so much for sending us a rock star. She has stepped into LCSD with such power and energy that you can’t help but want to be on her team. You have set the bar high!”

– Tim Logan, Deputy Superintendent at Lyon County School District about Director of Dining Services Akiko Miyagi



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Cecilia Morin

Foodservice Director

Experience

Compass Group, 2016 - Present

Foodservice Director

- Manage foodservice production, service and staff of Palisades Charter High School and Birmingham Community High School
- Monitor annual budget, revenues goal and expenses
- Expedite daily and weekly reports pertaining to foodservice production and accountability
- Hire and train all foodservice employees
- NSLP and CDE administrative review experience
- Oversee purchasing and inventory control
- Monthly marketing and promotions

Sodexo, 2000 - 2016

Palisades Charter High School, 2010-2016

- Balanced Sodexo's and school's financials
- Controlled food and labor cost
- Implemented payroll, safety protocols and regulations
- Managed and trained staff members
- Built client relations and account retention

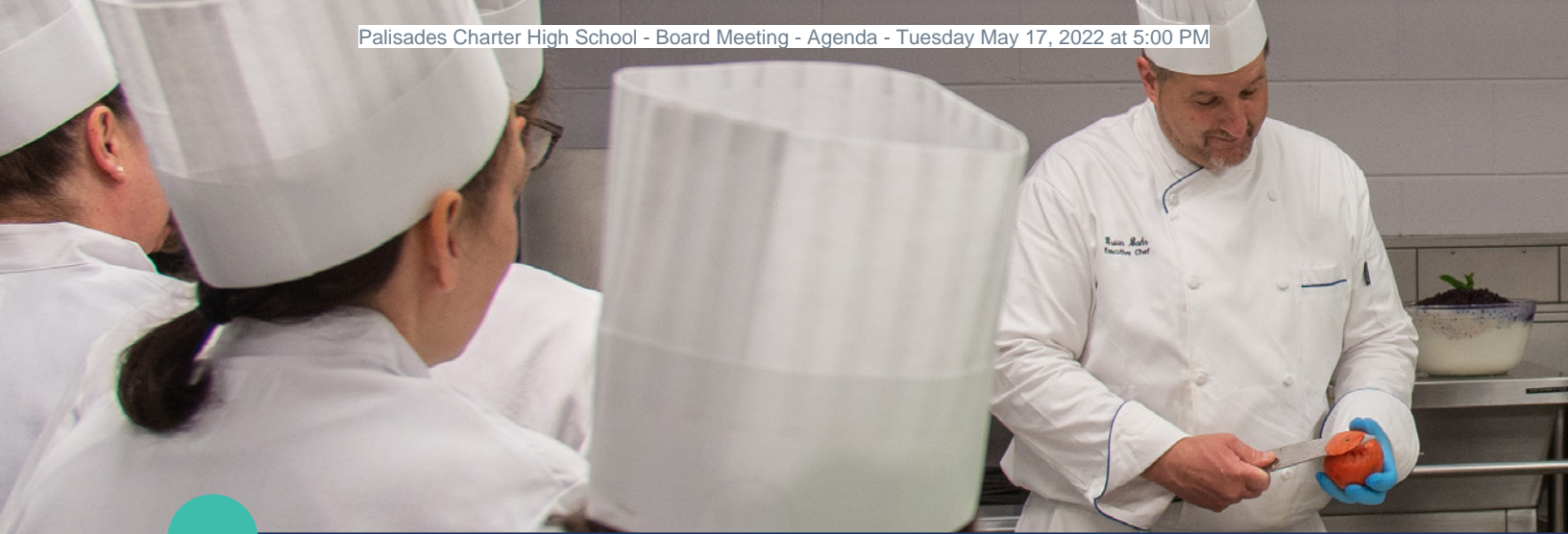
Gibson Dunn and Crutcher Law Firm, 2000-2010

- Executed accounting system input and P&L analysis of company business plan
- Executed payroll and reporting
- Assisted with booking, setting and overseeing catering of special events
- Managed inventory input and control
- Organized and optimized front-of-house setup
- Trained and managed personnel

Education

Universidad Autonoma De Guadalajara, Mexico

Bachelor of Science in biochemistry; minor in food technology



Training

Creating a happy and healthy environment for students and associates begins by hiring people who genuinely care about the students and school they serve. Our associates are the heart and soul of our program, and we empower them to bring their own unique flavor of hospitality to the cafeteria.

We know that when they succeed, we succeed. That is why we have the most robust associate and manager training programs in the industry. We want to ensure they have the knowledge and tools to provide your students with healthy, well-balanced meals every day.

Every Chartwells associate completes a dedicated training schedule each year. Special attention is given to our newest associates with custom onboarding plans and side-by-side work experience with our veteran foodservice professionals.

A list of training topics has been provided here and additional topics may be added throughout the year as required and/or needed to ensure the foodservice associates at PCHS have the most current knowledge and skills needed to be successful.

Orientation and Preopening

Orientation Training kicks off the learning process for our newest team members. We provide information to help acclimate new associates and set them on the path of their professional journey with Chartwells. Passport training for frontline associates includes:

- Learning Your Job
- Food Safety and Sanitation
- Embrace Diversity
- Living Well
- Harassment and the Workplace
- Workplace Safety
- Cross-Training/Skill Building
- Food Allergy Management
- USDA Compliance

As required by the USDA, **Professional Standards Training** is provided to each school foodservice manager, and leads receive a minimum of 10 hours of training. These topics assist associates in performing their daily job duties and enhancing the student experience.

We offer **Back to School Training** for our team during the school's in-service day. Our teams use this time to provide great meals to teachers and administrators, while also taking time to share information and provide training for the new school year.

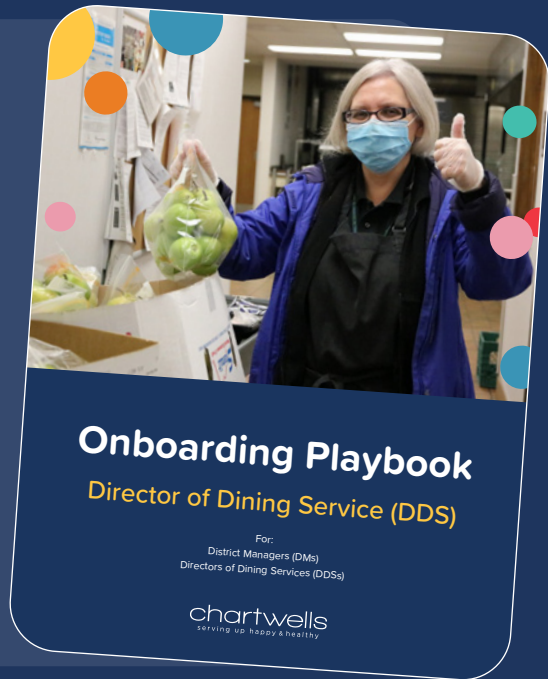
Role-Based Training: Director of Dining Services

Your director of dining services will coordinate training topics to ensure they are customized for your school. Specific, custom training is provided in collaboration with school principals and administration for intruder safety practices, fire drills and use of fire extinguishers.

Onboarding Playbook

Our Onboarding Playbook for your director of dining services focuses on their first 90 days of employment. It includes a mix of activities through an Experience Map to help the leader with the foundations of our business – field operations, nutrition and culinary excellence, financial processes, human resources, key contacts, safety, marketing and communications. It also emphasizes unit/account leadership and personnel engagement.

The playbook leverages the Nudge Rewards platform to reinforce key role concepts using push messages during the leader’s first 30 days and is customizable (we can add or subtract activities) to fit the needs and expectations of PCHS.



Onboarding Experience Checklist | Director of Dining Services (DDS)

	Pre-Boarding	Day 1	Day 2-5	Day 6-30	Day 31-60	Day 61-90+
DDS (New Hire)	<ul style="list-style-type: none"> Complete onboarding policies before Day 1: Offer Letter signature Drug/Alcohol Test Consent Chartwells K12 Background and Fingerprint School Background and Fingerprint I-9 (Section 1) Health Report Agreement Receipt of Employee Handbook Annual Legal Acknowledgement Health Interview Record Emergency Contact Benefits Enrollment Payroll Enrollment 	<ul style="list-style-type: none"> Meet DM and tour school(s) Finalize I-9 (Section 2), W4, payroll, and other Day 1 employment forms Meet kitchen team Meet Principal(s) and key administration Meet your HRBP Setup office Ensure system access and finalize MyFinance, MyReports, MyOrders, Webtrition, MyStaff, MyI9, PeopleHub, others Setup Nudge and tour the app 	<ul style="list-style-type: none"> Daily check-in with DM – financials, account details, support team intro Daily check-in with Kitchen Leads – challenges and needs Schedule 1-1s with K12 contacts – culinary, marketing, nutrition, and finance Acclimate to systems Meet additional school admin and union, if applicable Access MyLMS and begin Annual Required Training Access Chartwells Safety site Review Nudge messages 	<ul style="list-style-type: none"> Begin, resume, and complete Annual Required Training Begin and complete DDS Role Playbook (TBD) Review Chartwells Cheers program Daily/weekly check-in with DM Daily/weekly check-in with Kitchen Lead(s) Check-in with Principal(s) and key administration Bi-weekly or monthly check-in with culinary, marketing, nutrition, and finance Review Nudge messages 	<ul style="list-style-type: none"> Check-in with DM – Recap last 30 days (learning, team challenges, questions and concerns) Check-in with Principal(s) and key administration Bi-weekly or monthly check-in with culinary, marketing, nutrition, and finance Access D&I site Passport Port of Call 1 – Our Story Passport Port of Call 2 – Our Companies Passport Port of Call 3 – Our People Passport Port of Call 4 – Our Strategy Passport Port of Call 5 – Our Success Video: Who is SSC? Video: Who is Higher Ed 	<ul style="list-style-type: none"> Check-in with DM – Recap last 30 days (learning, team challenges, questions and concerns) Check-in with Principal(s) and key administration Bi-weekly or monthly check-in with culinary, marketing, nutrition, and finance
DM (Manager/Supervisor)	<ul style="list-style-type: none"> Refer to Pre-Boarding Countdown Checklist 	<ul style="list-style-type: none"> Greet DDS and provide school/account tour Provide role summary and work introduction Finalize I-9 (Section 2), W4, payroll, and other Day 1 employment forms Provide computer and swag Introduce K12 team and HRBP Introduce Principal(s) and key administration, if necessary Provide key K12 contact list including culinary, marketing, nutrition, and finance 	<ul style="list-style-type: none"> Daily check-in w/ DDS Ad-hoc system training and role support Introduce DDS to additional school/account contacts as applicable Send email introducing DDS to other DDSs in the region 	<ul style="list-style-type: none"> Daily/weekly check-in w/ DDS Review Chartwells Cheers program Ad-hoc system training and role support Introduce DDS to additional school/account contacts as applicable 	<ul style="list-style-type: none"> Daily/weekly check-in w/ DDS Ad-hoc system training and role support 	<ul style="list-style-type: none"> MONTH 3 Provide informal performance feedback and action planning if needed MONTH 6 Provide informal performance feedback and action planning if needed MONTH 9 Provide informal performance feedback and action planning if needed
Buddy	<ul style="list-style-type: none"> Talk to DM about Buddy expectations and obtain DDS background 	<ul style="list-style-type: none"> Introduction and check-in with DDS. Determine site visit at Buddy’s account (first 30 days) 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help? 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help? Introduce to other DDSs 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help? 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help?

Role Playbook

Our directors are the heartbeat of our organization and here to ensure your culinary and nutritional success. As such, we've documented a comprehensive list of information to help directors navigate their role through three lenses: you, your team and your account. This resource works in tandem with their onboarding plan.

Annual Training Calendar

This calendar for directors provides a list of required and recommended training and specifies when to complete the training throughout the year. The resources are linked directly to our LMS and help your district manager and director of dining services stay compliant and on-track.

Annual Training Calendar Director of Dining Services (DDS)															
Function	Course	Time (min)	Aug (Start)	Sep	Oct	Nov	Dec (Break)	Jan	Feb	Mar	Apr	May (Summer)	Jun (Summer)	Jul (Summer)	
HR & Compliance (Approx. 3 hours)	Workplace Harassment 2021 (odd years) + IL & NY completed annually	70 (CACT 120 min)	Complete within 30 days as a New Hire.						Access/Review	Complete within 30 days as a New Hire.					
	Wage and Hour 2022 (even years)	30	Complete within 30 days as a New Hire.						Access/Review	Complete within 30 days as a New Hire.					
	Food Allergies	45	Complete within 12 months as a New Hire, then every year from that completion date.												
	OSHA Compliance (every 2 years)	15	Complete within 12 months as a New Hire, then every 2 years from that completion date.												
	Cyber Security (every 3 years)	20	Complete within 30 days as a New Hire, then every 3 years from that completion date.												
	ServSafe Manager (every 3 years)	8-10 hours	Complete within 30 days as a New Hire, then every 3 years from that completion date.												
Safety (Approx. 2.5 hours)	Diversity & Inclusion	10 each		Mitigating Bias				Empathy			Competency			Speaking Up	
	Blood Borne Pathogens (First Aid only)	30	Access/Review	Complete within 30 days as a New Hire.											
	Compass Manager Workplace Safety	30	Access/Review	Complete within 30 days as a New Hire.											
	Hazard Communication	30	Access/Review	Complete within 30 days as a New Hire.											
	COMPASSION - COVID-19 Hospitality	20	Access/Review	Complete within 30 days as a New Hire.											
	COMPASSION - COVID-19 Safety	20	Access/Review	Complete within 30 days as a New Hire.											
Nutrition (Approx. 7 hours) Ⓢ Recommended	Safety Binder Monthly Reminder	5	Opening	Slip/Trip/Fall	Burns Prev	Struck By	Emergency Res	Stop/Think/Act	Cut Prev	Strain Prev	HAZOOM Ref	Shutdown			
	Alert Drivers (for vehicles TKR file)	25	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	
	Food Allergy Fundamentals	80	Access/Review	Complete within 30 days as a New Hire.											
	Specific Food Allergy Review	180	Access/Review	Complete within 30 days as a New Hire.											
	Buy America	15	Access/Review	Complete within 30 days as a New Hire.											
	Meal Pattern Fundamentals	30	Access/Review	Complete within 60 days as a New Hire.											
	Production Records for Directors	10	Access/Review	Complete within 60 days as a New Hire.											
	Smart Snacks	15	Access/Review	Complete within 60 days as a New Hire.											
	USDA Professional Standards	10	Access/Review	Complete within 60 days as a New Hire.											
	Webinar 141	90	Access/Review	Complete within 60 days as a New Hire.											
Communications (< 1 hour) Ⓢ Recommended	Webinar Refresher	90	Access/Review	Complete annually as a refresher.											
	Communication Toolkit	20	Access/Review	Complete within 60 days as a New Hire.											
Labor Relations (Approx. 2 hours) Ⓢ Recommended	Labor Relations Training for Act Managers	120	Access/Review	Complete within 60 days as a New Hire.											
Culinary (Approx. 2 hours) Ⓢ Recommended	Culinary Basics - Knife Safety	8	Access/Review	Complete within 30 days as a New Hire.											
	Culinary Basics - Knife Skills	8	Access/Review	Complete within 30 days as a New Hire.											
	Culinary Basics - Pizza Handling	9	Access/Review	Complete within 30 days as a New Hire.											
	Culinary Basics - Station Standards	9	Access/Review	Complete within 30 days as a New Hire.											
	Food Cost - Pre and Post Cost Menu	6	Access/Review	Complete within 30 days as a New Hire.											
	Quality Assurance - Keep Food Safe	17	Access/Review	Complete within 30 days as a New Hire.											
	Purchasing - MyOrders	8	Access/Review	Access/Review	Complete within 30 days as a New Hire.										
	Purchasing - Foodbuy & BuySmart	7	Access/Review	Access/Review	Complete within 30 days as a New Hire.										
	Purchasing - Committed Purchasing	3	Access/Review	Access/Review	Complete within 30 days as a New Hire.										
	Purchasing - Order Guide	5	Access/Review	Access/Review	Complete within 30 days as a New Hire.										
	Purchasing - Shopping Lists Alerts	8	Access/Review	Access/Review	Complete within 30 days as a New Hire.										
	Food Costs - Managing Cost	23	Complete within 60 days as a New Hire.				Access/Review	Complete within 60 days as a New Hire.							
	Quality Assurance - Delivering	6	Complete within 60 days as a New Hire.				Access/Review	Complete within 60 days as a New Hire.							
	Culinary Basics - Batch Cooking	10	Complete within 60 days as a New Hire.				Access/Review	Complete within 60 days as a New Hire.							
	Culinary Basics - Kitchen Behaviors	5	Complete within 60 days as a New Hire.				Access/Review	Complete within 60 days as a New Hire.							
Culinary Basics - Food Presentation	6	Complete within 60 days as a New Hire.				Access/Review	Complete within 60 days as a New Hire.								
Marketing (Approx. 7 hours) Ⓢ Recommended	Environment - Program Intro	15	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Environment - Streamline Your Cafe	60	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Environment - 5 Senses	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Menu Basics + Supplement (if applicable to acct)	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Menu Advance + Supplement (if applicable to acct)	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Digital Signage Basics + Supplement (if applicable to acct)	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Digital Signage Advance (if applicable to acct)	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Menu Map View + Supplement (if applicable to acct)	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Marketing Tools + Supplement (if applicable to acct)	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Nutrition - Digital Ordering (if applicable to acct)	15	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Overview - Marketing Workbook	60	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Programs - Discovery Kitshop	10	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Programs - Mood Board	10	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					
	Programs - Student Choice	30	Complete within 60 days as a New Hire.						Access/Review	Complete within 60 days as a New Hire.					

Role-Based Training: Hourly Foodservice Worker

Onboarding Playbook

Our Onboarding Playbook for hourly foodservice workers focuses on their first 30 days of employment. This resource – similar in format and design to our Onboarding Playbook for directors of dining services – includes a mix of activities through an Experience Map to help the associate with the foundations of our business specific to their role: culinary, nutrition, safety and marketing fundamentals. It also emphasizes customer service and includes a process to move them into the role faster through station shadowing. This playbook leverages the Nudge Rewards platform to reinforce key role concepts using push messages during the associate’s first 30 days and is customizable (we can add or subtract activities) to fit the needs and expectations of PCHS.



Onboarding Playbook Hourly Food Service Worker

For:
Directors of Dining Services (DDSs)
who hire Hourly Food Service Workers, their Kitchen Leads,
and Hourly Food Service Worker Onboarding Buddies

chartwells
serving up happy & healthy

Onboarding Experience Checklist Food Service Worker		Name:	Start Date:			
Pre-Boarding	Day 1	Day 2	Day 3-5	Week 2	Week 3+	
Food Service Worker (New Hire)	<ul style="list-style-type: none"> Complete onboarding policies before Day 1: Offer Letter signature Drug/Alcohol Test Consent Background and Fingerprint I-9 (Section 1) Health Report Agreement Receipt of Employee Handbook Annual Legal Acknowledgement Health Interview Record Emergency Contact Benefits Enrollment Payroll Enrollment 	<p>EARLY MORNING</p> <ul style="list-style-type: none"> Meet DDS and clock-in, if possible Finalize I-9 (Section 2), W4, payroll, and other Day 1 employment forms (Chartwells associate only; ignore for District) Access MyLMS and begin Annual Required Training, if ID is setup with DDS Setup MyStaff Mobility and tour it if system setup is complete Setup Nudge and tour it if system setup is complete <p>LATE MORNING/EARLY AFTERNOON</p> <ul style="list-style-type: none"> Meet Kitchen Lead and team Tour the kitchen and stations Meet Buddy and shadow work Review Nudge message Clock-out (MyStaff Mobility), if personnel ID is setup 	<ul style="list-style-type: none"> Clock-in (MyStaff Mobility) if system access is active Meet Kitchen Lead and receive work instructions Attend daily team meeting Shadow or rotate station work Begin, resume, complete Annual Required Training with DDS Clock-out (MyStaff Mobility) if system access is active 	<ul style="list-style-type: none"> Clock-in (MyStaff Mobility) Meet Kitchen Lead and receive work instructions Attend daily team meetings Begin, resume, complete Annual Required Training with DDS Shadow and rotate station work; begin independent station work if ready Review Nudge messages Clock-out (MyStaff Mobility) 	<ul style="list-style-type: none"> Clock-in (MyStaff Mobility) Meet Kitchen Lead and receive work instructions Attend daily team meetings Resume and complete Annual Required Training with DDS Shadow and rotate station work or continue independent station work Review Nudge messages Clock-out (MyStaff Mobility) 	<ul style="list-style-type: none"> Clock-in (MyStaff Mobility) Meet Kitchen Lead and receive work instructions Attend daily team meetings Begin or continue independent station work Review Nudge messages Clock-out (MyStaff Mobility)
DDS (Manager/Supervisor)	<ul style="list-style-type: none"> Refer to Pre-Boarding Countdown Checklist 	<p>EARLY MORNING</p> <ul style="list-style-type: none"> Greet Food Service Worker Provide role summary and work introduction (do's/don'ts) Provide school/district information Provide building access/job, if applicable Finalize I-9 (Part 2), W4, payroll, and other Day 1 employment forms Finalize system access (follow Pre-Boarding Countdown Checklist) if necessary <p><i>If system access is setup:</i></p> <ul style="list-style-type: none"> Clock-in Food Service Worker Provide MyLMS intro and begin Annual Required Training Setup and demo MyStaff Mobility Setup and demo Nudge 	<ul style="list-style-type: none"> Visit kitchen and check-in with Food Service Worker Continue to finalize system access (follow Pre-Boarding Countdown Checklist) if necessary Manually clock-in/out Food Service Worker for Day 1 and/or Day 2 if necessary <p><i>If system access is setup:</i></p> <ul style="list-style-type: none"> Begin, resume, complete Annual Required Training Setup and demo MyStaff Mobility if necessary Setup and demo Nudge if necessary 	<ul style="list-style-type: none"> Visit kitchen and check-in with Food Service Worker Continue to finalize system access (follow Pre-Boarding Countdown Checklist) if necessary Manually clock-in/out Food Service Worker if necessary Begin, resume, complete Annual Required Training Setup and demo MyStaff Mobility if necessary Setup and demo Nudge if necessary 	<ul style="list-style-type: none"> Visit kitchen and check-in with Food Service Worker Resume and complete Annual Required Training Discuss early performance with Kitchen Lead and plan informal feedback with Food Service Worker 	<p>MONTH 1</p> <ul style="list-style-type: none"> Provide informal performance feedback and action planning if needed <p>MONTH 3 (Probationary End)</p> <ul style="list-style-type: none"> Provide informal performance feedback and action planning if needed <p>MONTH 6</p> <ul style="list-style-type: none"> Provide informal performance feedback and action planning if needed
Kitchen Lead	<ul style="list-style-type: none"> Refer to Pre-Boarding Countdown Checklist 	<p>LATE MORNING/AFTERNOON</p> <ul style="list-style-type: none"> Introduce team Tour the kitchen and stations Introduce Buddy and explain shadow work Help clock-out Food Service Worker if system access is setup 	<ul style="list-style-type: none"> Greet Food Service Worker and help with clock-in/out if system access is setup Provide work instructions; explain school rotation if applicable 	<ul style="list-style-type: none"> Provide work instructions and explain school rotation if applicable Reflect on early performance and station fit(s); ask for team feedback if applicable Encourage team camaraderie 	<ul style="list-style-type: none"> Provide work instructions and explain school rotation if applicable Discuss early performance with DDS and plan informal feedback with Food Service Worker Encourage team camaraderie 	<ul style="list-style-type: none"> Provide work instructions and explain school rotation if applicable Encourage team camaraderie
Buddy	<ul style="list-style-type: none"> Talk to Kitchen Lead about expectations and Food Service Worker background 	<ul style="list-style-type: none"> Introduce yourself to the Food Service Worker 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help? 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help? 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help? 	<ul style="list-style-type: none"> Check-in: What questions do you have or how can I help?

Annual Training Calendar

The Annual Training Calendar provides a list of required and recommended training for new and existing associates and specifies when to complete the training throughout the year. The resources are linked directly to our LMS and help your director of dining services stay compliant and on-track with their associates.

Annual Training Calendar Food Service Worker														
Function	Course	Time (min)	Aug (Start)	Sep	Oct	Nov	Dec (Break)	Jan	Feb	Mar	Apr	May (Summer)	Jun (Summer)	Jul (Summer)
HR & Compliance (Approx. 1 hour for specific states only)	Workplace Harassment 2021 CA only	60												
	Workplace Harassment 2021 CT only	120												
	Workplace Harassment 2021 Delaware and the Commonwealth of PA only	15												
	Cyber Security (every 3 years)	20												
Safety (Approx. 2 hours)	Blood Borne Pathogens (First Aid only)	30	Access/Review											
	DAWSQ	30	Access/Review											
	Hazard Communication	30	Access/Review											
	COMPASSION – COVID-19 Hygiene	20	Access/Review											
	COMPASSION – COVID-19 Safety	20	Access/Review											
	Safety Binder Monthly Reminder	5	Opening											
	Alert Drivers (for vehicles 10K lbs+)	25	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly
Nutrition (Approx. 2 hours) Ⓢ = Recommended	Group Alloway Training	17	Access/Review											
	How to Read a Recipe	10	Access/Review											
	Breakfast Meal Pattern	26	Access/Review											
	Lunch Meal Pattern	33	Access/Review											
	Production Records	12	Access/Review											
	Vegetable Subgroups	6	Access/Review											
	Ⓢ Introduction to Child Nutrition	10	Access/Review											
Culinary (Approx. 1 hour) Ⓢ = Recommended	Culinary Basics – Knife Safety	6	Access/Review											
	Culinary Basics – Knife Skills	8	Access/Review											
	Culinary Basics – Pizza Handling	9	Access/Review											
	Culinary Basics – Station Standards	9	Access/Review											
	Quality Assurance – Keep Food Safe	18	Access/Review											
	Ⓢ Culinary Basics – Rabbit Cooking	10	Access/Review											
	Ⓢ Culinary Basics – Kitchen Behaviors	4	Access/Review											
	Ⓢ Culinary Basics – Food Presentation	6	Access/Review											
Marketing (Approx. 1.5 hours) Ⓢ = Recommended	Ⓢ Environment – Program Intro	15	Access/Review											
	Ⓢ Environment – Streamline Your Cafe	60		Access/Review										
	Ⓢ Environment – 5 Senses	30		Access/Review										



Ongoing Learning and Skills

We know associates want to grow their knowledge and skills according to their schedules and through training tailored to their learning styles. In addition to on-site training, we also offer an extensive eLearning library that features microlearning opportunities with short, modular trainings; interactive online lessons that allow learners to apply what they've learned; and 24/7 availability through our exclusive learning management system.

Training opportunities are available in a variety of formats:

*On-site
training*

eLearning

*Monthly
webinars*

*One-on-one
support*

*Biweekly
communication*



Accelerated Manager Program (AMP)

AMP is a unique combination of assessment, organizational training and one-on-one coaching that surfaces our best leaders. This best-in-class leadership development program for new and aspiring managers provides a fast-track learning opportunity focused on management development. It uses a personalized approach that aims to customize learning for each person's strengths, skills and interests. The program can be completed in 12 weeks or more, depending on the individual's needs, pace and business goals. Program mile markers capture each learning stage and enable rolling enrollment at any time.





Daily, Weekly and Monthly Training

Daily

Managers conduct a pre-service briefing every day to update the team on daily activities and knowledge. Meetings might include addressing current safety concerns, ensuring everyone is aware of that day's promotion or recognizing positive contributions.

Weekly

Associates participate in a five-minute training session each week to stay up to date on safety and sanitation policies and procedures. This is our unique solution for easily incorporating ongoing food safety training into the workweek.

Twenty-Four 5-Minute Training Topics Worksheet

- Choose a "Topic"
- Read "Associate" and "Supervisor" information for your topic
- Review any form(s) or log(s) for your topic
- Identify "who" will be trained
- Make copies of "Associate" page to hand out
- Make notes on your copy to refer to during training
- Coach your staff for success

Monthly

At Chartwells, training isn't just about checking off requirements - it's about giving our associates the opportunity to grow personally and professionally. When they reach their goals, we reach ours.

Every month features:

*Workplace
Safety*

Food Safety

CHAT



Topics may include:

- Meal Requirements
- Food Allergen Awareness (certified by FARECheck)
- ServSafe
- Production Records
- Following Standardized Recipes
- Cut Prevention
- Intruder
- Fire Extinguisher
- First Aid
- CPR
- Personal Protective Equipment
- Equipment Shut-off
- Plus any additional training required by your school



PCHS Sample Monthly Training Plan

Training doesn't stop after the beginning of each school year. We empower our teams with tools to grow throughout the year. Associates can review a calendar of scheduled training opportunities so they know what's on the horizon.

August

- Who Moved My Cheese? (Change Management)
- Workplace Safety – Stop, Think, Act
- Meal Pattern Compliance
- USDA Civil Rights
- HACCP/ServSafe Certification
- CHAT – Sexual Harassment Policy

September

- Give Them the Pickle (Customer Service)
- Food Allergens Certification
- Culinary Training
- Workplace Safety and Food Safety
- CHAT – Employee Engagement

October

- Gung-ho (Performance Excellence)
- Energy Boost with Proper Nutrition
- Workplace Safety – Cut Prevention
- Food Safety – Product Labeling and Dating
- CHAT – Compass Group benefits

November

- CHAT – Showing Empathy
- Workplace Safety – Strain Prevention
- Food Safety – Cross Contamination
- Healing Through Nutrition
- Associate Recognition (August - October)

December

- CHAT – Serving Up Smiles
- Nutrition – Guidelines for Demo Cooking
- Workplace Safety – Slip, Trip and Fall
- HACCP/ServSafe Certification
- Personal Protective Equipment

January

- Mindfulness – Breathing Present Moment
- Express Training – Recipes
- Workplace Hazard Communication
- Food Safety Audit
- CHAT – Workplace Harassment

February

- Mindfulness – Meditation
- Workplace Violence Policy
- Safety – Bloodborne Pathogens
- CHAT – Diversity, Five Moments
- Associate Recognition (November - January)

March

- Mindfulness – Awareness
- Express Training – Modified Diets
- Workplace Safety – Safety Shoes
- Food Safety – Proper Cooling
- CHAT – Stop the Food Waste

April

- Mindfulness – Reducing Anxiety
- Workplace Safety – Struck By/ Against
- HACCP/ServSafe Certification
- CHAT – Diversity, Inclusive Behavior

May

- Mindfulness – Thought and Feeling
- Workplace Safety – Strain Prevention
- Food Safety – Time Control
- Associate Recognition (February - April)
- CHAT – Retail Mindset: Service Recovery

June

- Workplace Safety – Accident Investigation
- Food Safety – Storage and Dating
- CHAT – Communication, Help and Training



Ongoing monthly training and informational meetings refresh knowledge of daily operations and introduce innovations. These trainings meet the federal USDA professional standards requirements for foodservice associates working in NSLP operations.



CHAT (Communication, Help and Training) is our monthly communication and training resource to help supervisors effectively communicate important information to hourly customer service associates. A key feature of the program is the CHAT Toolkit, which contains all the training materials (including visual aids and handouts) that the supervisor needs to conduct their own CHAT sessions with the on-site team. Each CHAT meeting is 15 minutes and focuses on four areas: safety, sanitation, customer service and company communications.

CHAT Calendar 2021

<i>January</i>	<i>July</i>
Workplace Harassment	Prioritizing: Influence and Control
<i>February</i>	<i>August</i>
Nutrition, Health and Wellness	Resolving Conflict
<i>March</i>	<i>September</i>
Essential Communication	Food Safety
<i>April</i>	<i>October</i>
Diversity and Inclusion	Benefits You Pick! Frontline Library (alternate)
<i>May</i>	<i>November</i>
Navigating Change with Resiliency	Building Positive Work Relationships
<i>June</i>	<i>December</i>
Safety Sexual Harassment Part II (supplemental for select states)	Customer Service

CHAT Website: www.mychatprogram.com

Regulation and Operating Procedures Training

During scheduled professional development time, associates receive regular, interactive training that helps them understand regulations and how to carry them out completely and accurately.

Buy American

We conduct comprehensive training for our management team, giving them the confidence and technical tools to help you exceed USDA and state agency expectations. We do this through:

- Live and recorded sessions detailing the requirements of USDA procurement reviews and the Buy American provision.
- Protocol and standard operating procedures.
- A central email box for quickly escalating any questions that arise.
- Buy American product documentation.
- Instructions for inspection of food labels for country of origin.

Compliance with USDA Professional Standards Requirements

We know an educated team is best equipped to bring the best program to your students, but continuous professional training and hiring standards are also a USDA requirement. All Chartwells school nutrition directors meet the minimum educational standards outlined by the USDA, and our job descriptions reflect these requirements. All of our learning hours and completion can be tracked in order to comply with the USDA Professional Standards training requirements.

FARECheck Certification

Chartwells was the first in the child nutrition industry to have its allergen management training courses certified by Food Allergy Research and Education (FARE). FARE has reviewed our library of allergy training programs and accredited them with the FARECheck Certification. This partnership ensures our training programs are current with the latest advancements in food allergen management and your students will benefit from a team that is knowledgeable and well-versed in this important area.

Portion Control

Chartwells provides training for proper recipe preparation, serving and portion control at the beginning of every school year and continues to train throughout the year.

Key topics covered during these sessions are:

- Using the proper tools
- Weighing and measuring key ingredients
- Calibrating pound and ounce scales
- Following the number of servings per pan
- Portion review at production meetings
- Checking portions throughout the meal period





Chartwells Nutrition Program Training Examples

Allergy and Special Dietary Need Accommodations

Audience: Foodservice managers and staff, members of school administration

Format: Web-based

This series provides a basic overview of allergies and special dietary needs in the school setting from a foodservice perspective. Additional modules cover specific conditions commonly found in schools, providing in-depth training for managers and administrators. Separate modules for each condition allow for customization.

Reimbursable Meals and Offer vs. Serve

Audience: Foodservice managers, staff

Format: In-person

Participants will learn and reinforce their knowledge of what foods must be offered with complete school meals, as well as recognize a meal that qualifies for USDA reimbursement under the rules of offer versus serve.

Audit Preparation

Audience: Foodservice managers, staff

Format: In-person

Learn what to expect during an Administrative Review and how to work within your unit as a team to prepare for audit success. Receive refresher training on program compliance and a general overview of critical USDA standards.

Summer In-Service Training

All foodservice associates play an important role in crafting the dining experience and, ultimately, in the education of the students we serve. Chartwells will utilize its corporate support and regional team to perform ongoing training and staff development for your director of dining services.

Listed below are the training topics that are covered during the 12 hours of summer in-service each year. These topics become part of our ongoing monthly training.

Nutrition and Culinary

- Introduction of Chartwells' comprehensive nutrition programs
- Cycle menu development processes and procedures with menu committee
- Batch cooking: Why do we do it?
- Local produce: What is the value to our customers and community?
- USDA regulations

Safety and Food Safety

- HACCP: Menu management system (HACCP books as required by the state agency)
- Safe staff training and ServSafe certification
- Quality assurance
- Food safety for schools
- Safety in the workplace
- Appoint safety champions

Marketing and Merchandising

- Discovery Kitchen program and materials
- Food presentation: Does your food speak for itself?
- Customer service training
- The power of promotions

Financial

- Policies and procedures: The importance of an accurate inventory
- MyFinance training: Chartwells' all-inclusive financial system
- Controlling cost
- Cash-handling procedures
- Production record training (as required by state agency)





Summer In-Service Training: Sample

Culinary, food presentation and marketing training is conducted over four days and includes some of the topics listed below. This training is designed to develop a strong culinary and retail foundation for child nutrition associates at PCHS through classroom and hands-on training.

- Marketing the Child Nutrition Program
- Defining the job
- Planning and organizing the workday
- Cooking techniques to develop flavor with chef demonstration
- Basic cooking skills
- Batch cooking
- Knife skills
- Maximizing flavors
- Equipment use and care
- Reading recipes - How to increase or decrease the portions
- Cooking with recipes
- Healthy cooking habits
- Setting up the line for customers
- Presenting the food - We eat with our eyes
- Hands-on kitchen exercise
- Customer service
- Harassment prevention
- Bloodborne pathogens
- Confidentiality
- Acceptable use of technology
- Workplace safety, food safety training, safety commitment pledges
- Food allergy protocol
- Reimbursable meals
- Production records

E. Proposal Questionnaire

Serving Up Happy & Healthy

The Chartwells Promise: To nourish the bodies, minds and spirits of our students and pave the way for a lifetime of success and wellbeing. We'll serve up happy and healthy to every child, every day.

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment C, along with any necessary substantiating information.

We Have Deep Resources

Wherever our partnerships take us, the power of Compass Group follows.

Compass Group is our parent company and the world's largest foodservice company. We have industry expertise in a broad range of sectors: hospitals, schools at every level from kindergarten through higher education, workplaces from offices to heavy industry, and sports and entertainment. As part of Compass Group, Chartwells K12 is dedicated exclusively to feeding students across the country.

In the Bay Area, our client list is extensive. Through our vast network of school districts, colleges, universities, hospitals, sporting arenas and more throughout the state, it's very likely you have interacted with Compass Group in your area – even if you didn't realize it. We are part of your community, and our resources and experience serving Californians give us the confidence and capability to serve your school and exceed your expectations.

We are proud to partner with the following companies: Oracle, Microsoft, Amazon, Salesforce.com, Twitter, IBM and Google, just to mention a handful.

We are exceptionally proud that Levy Restaurants was recently awarded the concessions contracts for the San Francisco 49ers and the San Francisco Giants. And the Golden State Warriors chose Bon Appetit and Levy to jointly serve the fans at the new Chase Center. However, none of these is more important than Chartwells recently being named the foodservice provider for San Jose State University.

BY THE NUMBERS Compass Group Fast Facts



\$1.1B+
TOTAL ANNUAL
VOLUME



4,000+
TOTAL SERVICE
LOCATIONS



400+
DIRECT SUPPLIERS
AND DISTRIBUTORS



9,300+
COMPASS
ASSOCIATES

*INCLUDES TEMPORARY
AND PART TIME

Food Management

*Top 50 Contract
Management
Companies – 2021*



2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.), and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar size and complexity of SFA's food management services.

Chartwells – A Compass Group Sector

You can rely on Chartwells K12 as your long-term partner. Founded in 1941, our parent company, Compass Group PLC, is \$24.8 billion strong and consistently outperforms our competition in overall growth, organic growth and client retention rate. Our on-site expertise and global foodservice network means we have the resources and dedication to provide an excellent service to your school with the backing of an internationally respected organization.

Why Chartwells?

We Know Food, Students and Schools

We know food. We know schools. We know students. Our experience in all of these areas enables us to offer well-established, successful programs that exceed expectations.

As the school services division of Compass Group, Chartwells combines the value and resources of a global foodservice network with the on-site expertise of local consultants. With Compass Group's other education sectors, we are currently serving over 80 education accounts in California. Our experience and dedication to serving exceptional food with unwavering quality have paved the way for us in higher education, and now we seek to bring that same level of dedication to your California K-12 school.

What this means to you is that we know the business and what it takes to provide high-quality, nutritious meals on a fixed budget. Our group of companies shares best practices, and we bring these ideas to our school districts across the country. In short, we add value and make your job easier.

We are here for you, and we are always available to share information and answer questions on such hot-button topics as childhood nutrition and obesity. We go beyond the school and reach out into the community, attend parent events, provide cooking classes, demonstrations, tours of local farms/growers and provide additional touchpoints from your nutrition program out into the larger community. We'll team up with groups to promote better nutrition and wellness. Schools that work with us have found we're much more than a vendor – we're local people who take pride in what we do, both in the district and in the community.

Chartwells at a Glance

PARTNERSHIP WITH
675 districts

WE SERVE
2,500,000+
MEALS DAILY

17,000+
CHARTWELLS K12 ASSOCIATES

CONSISTENT LEADERSHIP FOR
20+ years

\$8+ million
IN GRANTS

chartwells 
serving up happy & healthy

With more than
675
school district
partnerships,
we have the experience and
resources to create a custom
program specifically designed
with your students, goals
and school community
in mind.



National Experience

We're proud to have some of the longest-running school district partnerships in the industry. Chartwells has 363 district partnerships that have lasted more than a decade, and we've established 203 new partnerships in the past five years. When you speak with our district partners, you'll hear that we consistently provide dependable and excellent service through customized programs that align with the needs of their schools and the desires of their students, delivering on our commitment to serve up happy and healthy. No matter the length of our partnerships, we're focused on meeting – and exceeding – expectations every day by caring for students and associates.

Aligning with Palisades Charter High School Is Our Priority

Over the course of our partnership, we have demonstrated our ability to consistently deliver results while understanding and addressing the unique needs and expectations of PCHS. Inspired by our shared mission, we will continue to align with your goals, bringing creative, innovative solutions to the district. Our clear understanding of your culture, objectives and strategic plan enables us to seamlessly continue our partnership.

By providing every student a place to connect with their peers and fuel up for the day ahead, we will continue building on the foundation we've established for a strong, engaged community. Each day the students of PCHS will gather to enjoy a great-tasting, nutritious meal prepared by associates focused on improving quality, variety and service to create a cafeteria where students want to eat.

We look forward to continuing our partnership, working with you to provide an unforgettable experience for your students every single day.

3. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

Our Experience with PCHS

- 5 years of partnership with PCHS
- 40 collective years of foodservice experience of PCHS on-site staff
- 48 years of doing business in California
- 13 client partners in California

Our sustainable management foundation ensures the foodservice operations at PCHS are strong, efficient and effective. We are honored to have served your students since 2017. We do not take for granted our past relationship but rather make a commitment to PCHS every day we have the honor to serve you. We are proud of our collaborative successes and the environment of mutual trust and integrity we have created. That is a true partnership - one we are proud to be a part of with PCHS and the community we serve.



As part of the fabric of the PCHS community, we understand the impact we have extends beyond providing meals. We help students grow, while encouraging a healthy lifestyle and fostering a sense of happiness in the cafeteria and in the community.



With Leadership Comes Responsibility

Through our extensive experience in the communities we serve, we're making an impact in creating better food systems. We offer:

- Local produce
- Reduced antibiotic chicken
- Cage-free eggs
- rBGH-free milk
- Sustainable seafood
- rBGH-free yogurt
- Eco/fair trade coffee
- Reduced antibiotic turkey

We work closely with local farmers to bring fresh produce straight from the farm to your schools.

We maintain partnerships with local farmers and produce distributors. These partnerships present an opportunity to introduce students to a wide variety of fresh new foods and flavors while benefiting farmers and the entire community. This continues the farm-to-table trend and helps reduce our carbon footprint, making it a win for our students, our communities and our planet.

We're community-minded in everything we do and take our civic responsibility very seriously. We believe Chartwells should be a good neighbor in the communities where we work and live. We encourage our entire foodservice team to engage in community outreach, and we will actively develop relationships with local organizations to support our community.

Our Resources Are Your Resources

Backed by our parent company, Compass Group, we have the stability, resources and innovation to bring your vision to life. We are experts in aligning with your mission, customizing solutions specifically for PCHS. Compass Group also has deep experience in a variety of foodservice sectors.*

Direct benefits of these vast resources include cafeteria design concepts, innovation, technology, shared culinary resources and career development opportunities for associates.



Colleges and universities



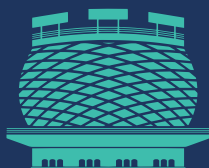
Hospitals



Government facilities



Restaurants



Sporting venues



Corporate cafeterias



Museums and performing arts centers

* Chartwells does not provide dining foodservices within any correctional facilities, nor does any other Compass Group operating company in the United States.

4. Provide a complete list of SFAs that have discontinued or terminated your company's services in the last five years and the reason(s) why.

Chartwells sets the standard for K-12 dining services in the United States. We are able to do this because we recognize that every school is different, with distinct needs. Chartwells delivers exceptional service to over 660 school districts and has the best client retention in the business - 97%. We understand that there are no cookie-cutter solutions. However, from time to time, partnerships end for a variety of reasons. While we are always disappointed when this happens, we value the relationships we have built with these districts and are proud to have worked with them.

The following clients have either discontinued partnerships with Chartwells or Chartwells has declined to rebid within the past five years.

2021 **No Discontinued or Terminated Services CA**

2020 **No Discontinued or Terminated Services CA**

2019 Salinas Elementary School District CA - Returned to Self-Operation

2018 William S Hart School UHSD CA Competitive rebid - Lost to Sodexo

2017 Moreau Catholic High School CA Competitive rebid - Lost to Epicurean

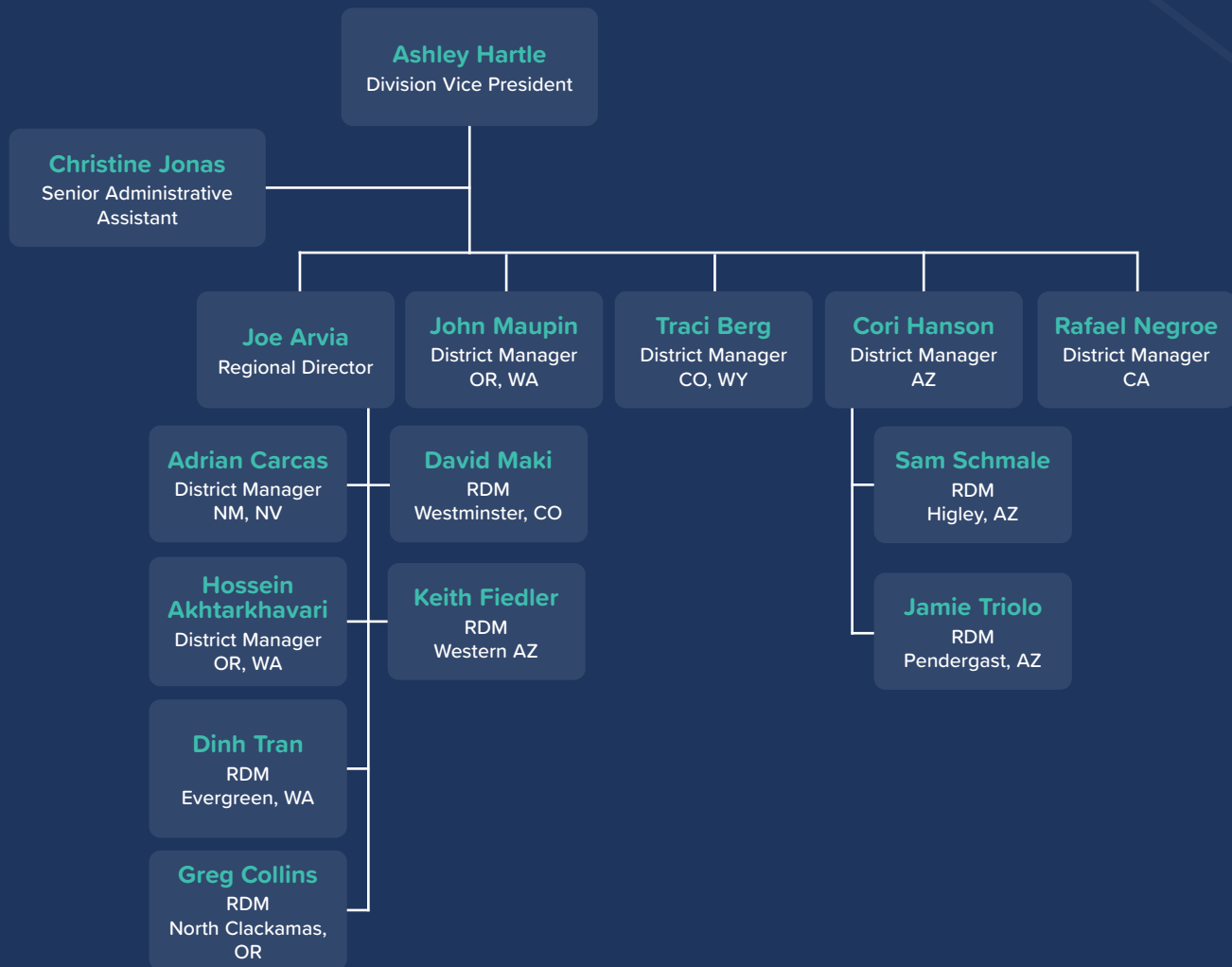
2017 St. Clements Catholic School CA Competitive rebid - Lost to Epicurean

2016 **No Discontinued or Terminated Services CA**

2015 **No Discontinued or Terminated Services CA**

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

West Division Organizational Chart



Operations Support

Brent Hoover Regional Finance	Bruce Oravetz Regional Culinary	Betsy Myers Regional Dietitian	Leah Winchell Field Marketing	Monica Woodworth Growth & Retention Marketing
Martha Coveny Human Resources	Tim Palmer Legal	Jonathan Squibb Communications	Kris Strohmeyer Recruiter	Erik Larson Training & Development
David Lake VP of Client Relations	Chris Maggard Client Relations Manager	Gray Wagoner Procurement	Amanda King Workplace Safety	Wes Babcock QA Food Safety
Karen Gray Regional VP Sales	Cherryl Paul Regional Sales AZ, CO, NM, UT	Julie Veal Regional Sales CA, NV, OR, WA	Diane Bagg Associate Sales Dir.	

California Leadership and Support Staff



Ashley Hartle • Division Vice President

Ashley joined Chartwells this year from Compass Group's Eurest. She served as regional vice president from 2018 to 2020, delivering strong business results as well as standout team leadership and talent development skills. Prior to working for Compass Group, Ashley spent more than 20 years leading teams, growing markets and driving results for organizations like Starbucks and Hallmark.



Paul Tapia • Regional Vice President

Joe has more than 30 years of experience in the foodservice industry, including 15 years with Compass Group's Chartwells sector. Joe is in his second stint with Chartwells; he has served as a multiunit manager for foodservices at 17 operations in Florida and Louisiana since 2010.



Rafael Negroe • District Manager

Rafael has more than 20 years of experience in contract management and leading a diverse portfolio. He has a passion for exceptional customer service, operational excellence and inclusivity. Rafael has been a district manager since 2014, demonstrating strong expertise and leadership in a variety of environments.



Bruce Oravetz • Regional Executive Chef

Prior to joining Chartwells, Chef Bruce was senior director of purchasing for Compass Group NAD, supporting the Morrison Living and TouchPoint sectors. Bruce's numerous roles with Compass include senior corporate chef, director of culinary development, director of dining services and executive chef.



Betsy Myers • Regional Dietitian

Betsy joined the Chartwells team in 2018 and provides nutrition, wellness and sustainability support to the West Region.

Betsy's work experience includes several years in private school foodservice supporting K-12 and higher education. There she helped develop and implement nutrition and wellness initiatives along with management of recipes, menu building and allergen control systems. She also has worked in the consumer packaged goods and healthcare industries.

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

Our Balance Sheet

As we continue through the pandemic crisis, our strength as an industry leader has been clearly seen in our financial position. We entered the crisis with the highest credit rating in the industry (strong investment grade credit) and the lowest debt levels.

This established a firm foundation for us to weather the crisis. And although we already had ample liquidity on hand, in May 2020 we announced an equity raise, which gave us the strongest balance sheet in our company's history. While our competitors are burdened with heavy debt, we are able to continue to invest in our business, making strategic decisions that ensure our future success and continue to bring the best to our clients.

Our finance costs are 75% lower than our competitors, equating to hundreds of millions of dollars that we are able to invest back into the business – in clients, people, innovation, cybersecurity and more. We're also continuing to invest in a team dedicated to change management, ensuring that the contract transition process is always seamless and successful.

While our competitors will have pressure and lack flexibility because of their debt load, Compass can be nimble and smart, as we are well-positioned to move through this crisis and continue to deliver for our clients.



Financial Updates



To: Compass Group USA Business Partners
Date: January 4, 2022
Sub: Compass Group USA Financial Update

Compass Group USA Inc. is a wholly owned subsidiary of Compass Group PLC (CGP), the global leader for contract catering services. Compass Group USA Inc. is the legal entity representing United States operations and is the parent company of Bon Appetit Management Co., Canteen One Inc., Crothall Services Group, CulinArt Group Inc., Eurest Services Inc., FLIK International Corp., Foodbuy LLC, Gourmet Dining LLC, Levy Restaurants, Morrison Management Specialists Inc., Restaurant Associates Corporation, SSC Service Solutions (Southeast Service Corporation), Wolfgang Puck Catering & Events LLC, and Unidine Corporation. Divisions of Compass Group USA Inc. include Canteen, Chartwells, Eurest Dining, Menus Catering, Occasions Caterers and Protocol Staffing Services.

Through a series of acquisitions and organic growth, Compass Group has become the market leader in North America with annual revenues in 2021 of \$15.3 billion and operating profit of \$833 million, despite the negative impact from the recent COVID-19 pandemic. Compass Group North America's revenues represent 61% of the CGP worldwide total. Compass Group has the privilege of serving such prestigious clients as IBM, United Technologies Corp., SAP, Louisiana State University and Texas A&M University. In addition, Compass Group provides catering to special events such as the U.S. Open and the Academy Awards®.

CGP was formed in 1987 to facilitate the management-led buyout of the Grand Metropolitan PLC catering division. During its 35-year history, CGP has grown significantly from a revenue and value perspective, with a current market capitalization of \$37 billion. CGP trades on the London Stock Exchange under symbol CPG.L and is represented in the FTSE 100 Index. While Compass Group has experienced phenomenal growth, it remains a conservatively managed company with a strong credit rating. Access to the September 30, 2021, CGP annual report is available through the following link:

<https://www.compass-group.com/en/investors/annual-reports.category1.year2021.html>

You are encouraged to direct financial inquiries regarding Compass Group to my attention at our North America headquarters in Charlotte, North Carolina.

Sincerely,

Daniel Thomas
Senior Vice President and Treasurer
Compass Group North America
2400 Yorkmont Road • Charlotte, NC 28217
704-328-7073

Long-Term Financial Stability

You can rely on Chartwells as your long-term partner. In today's economy, not every company can make this commitment.

Per bid criteria, we have included three years of the most recent audited financial statements, including profit/loss statements.

7. Provide a detailed description of promotional, marketing, and food service awareness materials you will use to attract students to the program.

To create awareness and drive participation, we create cafeteria environments that are inspiring, welcoming, and “the happiest place in school.” We know kids value experiences as much as they do delicious food. We'll enhance the dining experience with:

- Prominent welcome signs and menu boards
- Fun, themed design concepts
- Culinary station signs – clearly displayed
- Restaurant-like merchandising and smallwares






Scan here to learn more about our Environments designs

Our goal every day is to make sure kids leave the cafeteria happier and healthier than they came in.

We promote our fun student engagement programs to create interest in nutrition education, drive participation, and bring the “happy” to the cafeteria and beyond. For each program, we provide a complete marketing toolkit of:

- Banners
- Pop-up event kits (backdrops/table covers)
- Social media posts
- Videos
- Take-home materials with QR code instructions
- Fun swag items & at-home activities

Student Choice

Student Choice gives students a true voice in deciding what culinary concepts are featured on the menu through fun tasting and voting events in the cafeteria as well as grab-and-go tasting with text-to-vote. Winning concepts are then built into the school lunch menu as a limited-time offer until the next vote. Concepts are regularly refreshed to keep the program exciting.



Engagement and Communication



Discovery Kitchen

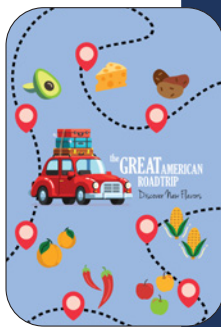
Our flagship nutrition education program with monthly theme-based events sparking curiosity and adventure in the classroom, cafeteria and even at home. Students are invited to watch exciting cooking demonstrations, taste new foods, or get hands-on with creating their own culinary masterpiece. Monthly themes connect delicious food with nutrition lessons, examples of these themes and promotional materials are below:



January

The Great American Roadtrip

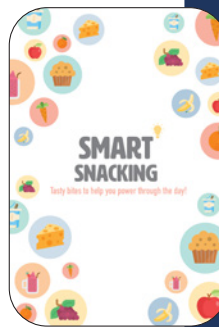
Take a culinary adventure through the USA



February

Smart Snacking

Create mini, balanced meals with "snack" foods



March

Plant Power

Learn how tasty plant-based foods help power our bodies and minds



Fun Days

In addition to Discovery Kitchen and Student Choice events and promotions, we've created a library of Fun Day promotions that can be utilized throughout the year. Favorites include:

- National Pizza Day
- National School Breakfast Week
- Lucky Lunch Day
- 100th Day of School
- Taco Tuesdays
- And many more seasonal and food holidays!

Getting the Word Out

Marketing communication will reach students, families, and the school community to let them know about what's new in the foodservice program, including: new menu items, fun events, and nutritional tips. Look for:

- **Social media content** – Provided to the district's communications team for posting on Facebook, Twitter, YouTube or other communications platforms.
- **Nutrislice** – Online breakfast and lunch menus via website or mobile app, also featuring nutritional info for every menu item, allergen alerts and the ability to rate dishes.
- **Newsletters** – A summary of what's new, what's happening and what's coming up.

8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

Transition Timeline

While there is no cost to transition when you retain Chartwells, we still want to illustrate our experience transitioning school districts to a Chartwells partnership. More importantly, this demonstrates our ability to build and execute a successful transition plan for any project or initiative we encounter together.

Below is an example of our transition plan.

Tasks to be Completed Week 1

Administrative

- Review/draft contract
- Schedule weekly meetings with client administration
- Develop agenda for associate orientation
- Schedule associate welcome and introduction meeting with Chartwells and administration, school principals, nurses, etc.
- Set up method for completing background checks, drug testing and any other items as required by the RFP
- Review staffing at all schools
- Develop PR and communication plan for general public, administration and foodservice staff

Operations

- Confirm Chartwells office space
- Determine client banking policies and procedures
- Review health certificates
- Obtain breakfast, lunch and snack times for all sites
- Determine POS infrastructure and any additional needs by school
- Begin walk-throughs of every location to assess equipment and compile repair and/or replacement needs
- Determine smallwares and merchandising needs for each location and place orders

Human Resources

- Develop opening associate meeting agenda
- Communicate agenda and handouts for associate orientation meeting
- Contact associates to inform them of meeting date/time

Tasks to be Completed Week 2

Operations

- Begin setting up Chartwells client website linked to the district website
- Secure school directory (names, addresses, phone, email addresses, fax numbers), maps, etc.
- Meet with client contract administrator to finalize menus
- Update any required licenses
- Set up client database
- Develop introduction letter for students/parents
- Post menu, nutrition information and newsletter on foodservice website, including a la carte menu and meal pricing
- Prepare open house and registration calendar
- Meet with district public relations/communications to map communications channels, materials and timing (for newsletters, press materials, social media, etc.)

Human Resources

- Determine culinary training needs and set a training schedule for associates
- Establish emergency medical procedures
- Order uniforms for all associates
- Develop staffing requirements based on start and end times for each meal period



Tasks to be Completed Week 3

Operations

- Clear firewalls for accounting resource websites
- Develop emergency phone list
- Contact Diversey rep to tour facilities, inspect equipment and assess needs
- Order signage, spray bottles and labels
- Develop equipment repair procedures, equipment maintenance logs and work order procedures
- Meet with site administrators at all locations to determine specific needs

Finance/Accounting

- Establish a procedure for the reporting and management of catering orders
- Determine client's internal accounting procedures
- Finalize banking and change order procedures

Culinary and Merchandising

- Verify all merchandising, smallwares and equipment have been received
- Plan opening day celebration
- Review servery plans and setup with cafeteria managers
- Develop and print POS signage
- Review monthly promotional calendar with cafeteria managers

Human Resources

- Finalize hiring of hourly associates
- Set up hourly staff on Chartwells payroll (as planned)
- Ensure all new hire background checks and drug screen results are back

Tasks to be Completed Week 4

Monday

- Associate welcome meeting
- Orientation/onboarding
- Safety training
- Diversity and inclusion training
- Distribute uniforms

Tuesday

- Cleaning and receiving deliveries at each location
- Install signage and equipment

Wednesday

- Review HACCP Food Safety Plan
- Review station standards
- Team-building exercise
- Review basic kitchen skills/protocol with all staff
- Begin food production

Thursday

- Discussion regarding the NSLP and USDA reimbursable meal guidelines
- Review menus, recipes and production record procedures
- Conduct allergy training
- Continue food production
- Welcome reception and dinner for team, location TBD

Friday

- Final dry run lunch and breakfast setup

F. Respondent References

Serving Up Happy & Healthy

Even more important than our years of experience is what our clients have to say!

Respondents must provide three references on the Respondent References form (Attachment F). The SFA reserves the right to contact any of the references listed, and retains the right to conduct reference checks with individuals and entities beyond those listed.

Attachment F: Respondent References

List three references to which the Respondent has provided food service management services within the past three (3) year(s).

Failure to complete and return this Attachment will cause your proposal to be rejected.

Reference 1		
Name of Reference El Camino Real Charter High School		
Street Address 5440 Valley Circle Blvd.		
City Woodland Hills	State CA	Zip Code 91367
Contact Person Greg Wood	Contact Title Chief Business Officer	Contact Phone Number (818) 595-7500
Brief Description of Services Provided NSLP, SSO and ALC		
Dates of Service August 2016 to Present		

Reference 2		
Name of Reference Clayton Valley Charter High School		
Street Address 1101 Alberta Way		
City Concord	State CA	Zip Code 94521
Contact Person Dawn Peterson	Contact Title Facilities Manager	Contact Phone Number (925) 825-7474
Brief Description of Services Provided NSLP, SSO and ALC		
Dates of Service July 2019 - Present		

Reference 3		
Name of Reference La Canada Unified School District		
Street Address 4490 Comishon Avenue		
City La Canada	State CA	Zip Code 91011
Contact Person Mark Evans	Contact Title Associate Superintendent, Business and Administrative Services	Contact Phone Number (818) 952-8380
Brief Description of Services Provided NSLP, ALC, Catering		
Dates of Service July 1, 2015 - Present		



CLAYTON VALLEY CHARTER HIGH SCHOOL

ACADEMICS
CHARACTER
21ST CENTURY SKILLS
ARTS & ATHLETICS

February 4, 2022

To Whom It May Concern,

Clayton Valley Charter High School has been very pleased with our experience having Chartwells as our Food Service Management Company. Chartwells has always done a wonderful job of helping us navigate through COVID and CDE Administrative Reviews.

The whole Chartwells team has been very professional and have provided the best service possible. Everyone on our team has done a great job making changes with all the new demands that have been put on schools in California.

Clayton Valley Charter High School is proud of what we have built here with Chartwells and plan to continue our partnership for years to come.

Dawn Peterson

National School Lunch & Facilities Manager

Clayton Valley Charter High School

(925) 682-7474

CYCHS MAIN CAMPUS

1101 Alberta Way, Concord, CA 94521
Phone (925) 682-7474 • Fax (925) 825-7859

CYCHS DISTRICT OFFICE

1520 Kirker Pass Road, Suite B, Clayton, CA 94517
Phone (925) 524-7100 x101 • Fax (925) 954-4271

EMAIL - INFO@CLAYTONVALLEY.ORG • WEBSITE - WWW.CLAYTONVALLEY.ORG

G. Authorization Agreement



Serving Up Happy & Healthy

The Respondent or their authorized representative must sign the Authorization Agreement (Attachment G) and return it with the proposal package.

Attachment G: Authorization Agreement

Request for Proposal for Food Service Management Company
RFP Number: **RFP #FY23-001**

We, Compass Group USA, Inc., by and through its Chartwells Division, by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.
2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.
3. That the proposal submitted is a firm and irrevocable offer good for one year.
4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by Palisades Charter High School.
5. That we have made examinations and verifications and are fully conversant with all conditions under which services are to be performed for Palisades Charter High School.
6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: Compass Group USA, Inc., by and through its Chartwells Division

Address: 2400 Yorkmont Road

City: Charlotte State: NC Zip: 28217

Email Address: Belinda.Oakley@compass-usa.com

Web Site Address: www.compass-usa.com

Name of Authorized Representative: Belinda Oakley

Title of Authorized Representative: CEO, Chartwells K12

Signature of Authorized Representative



Date Signed: 4/13/2022



H. Fee Proposal

Serving Up Happy & Healthy

Choosing to continue our collaborative partnership means you can focus on your main priority – putting students first. Having the financial security of a large corporation in tandem with the individualized, local attention of a small company is one of the greatest benefits to our partners. With Chartwells, you are guaranteed a long-term commitment to financial stability, transparency and success.

The Respondent must complete the Fee Proposal (Attachment H) and return it with the proposal package.

Attachment H: Fee Proposal

All costs are based on an average daily participation of **850** number of meals served on **175** number of school days.

COST BREAKDOWN		
Respondent Instructions		
⇒ Provide a breakdown of all costs included in the fixed price, including personnel costs.		
⇒ Provide the cost per meal; base all food costs on the attached 21-day cycle menu.		
⇒ Clearly identify all costs		
Item #	Description <i>(Include All Goods and Services included in the Fixed Price)</i>	Annual Cost
1.	Food/Supplies	\$ 215,211.50
2.	Management Labor to include payroll taxes and benefits	\$ 224,820.75
3.	Direct expenses	\$ 56,955.25
Sub Total		\$ 496,987.50
Personnel Costs		Annual Cost
5.	Management Fee Per Meal	\$ \$ -
6.	Consultant Fee Per Meal	\$ \$ -
Sub Total		\$ \$ -
GRAND TOTAL		\$ 496,987.50

COST PER MEAL			
Respondent Instructions:			
⇒ Provide the cost per meal; base all food costs on the attached 21-day cycle menu.			
⇒ Prices must not include values for donated foods and must include all meal programs applicable.			
1. LINE ITEM	2. UNITS	3. RATE	4. TOTAL
Breakfast 1:1	69,000	2.175	\$ 150,075.00
Lunch 1:1	78,000	4.35	\$ 339,300.00
Non-reimbursable Meals (a la carte)	1,750	4.35	\$ 7,612.50
TOTAL	148,750	\$	\$ 496,987.50

**EXHIBIT B
Schedule of Fees**

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 CFR, Part 200.

All costs are based on an average daily participation of **805** students in the district and **175** school days.

Cost per Meal

Note: Prices must **not** include values for donated foods, and must include all meal programs.

LINE ITEM	EST. UNITS*	RATE	TOTAL
Breakfast	69,000	2.175	\$ 150,075.00
Lunch	78,000	4.35	\$ 339,300.00
Snacks	0	\$	\$ -
Nonreimbursable Meals (a la Carte)	1,750	4.35	\$ 7,612.50
TOTAL	148,750	\$	\$ 496,987.50

*Estimated Units provided by SFA

Palisades Charter High School & Chartwells

It has been an honor for all of us at Chartwells to partner with PCHS for the past five years. We are proud to play a vital role in your business model, and we are pleased to present our comprehensive financial strategy, including the required submittals outlined in the RFP, to support and drive a program that serves up happy and healthy meals in inviting spaces.

We understand better than anyone else what it takes to deliver quality, local and fresh meals to every student, every day at PCHS. Our insights, experience, ability and resources allow us to evolve with your district as it grows, expands and takes on greater responsibilities. We will honor and protect the integrity of your reputation. We have not and will not compromise your student experience or financial stability in pursuit of the lowest price.

You
can rely
on us for
the long
term.

Our Financial Proposal for Palisades Charter High School

Chartwells is the only company able to provide a proven price proposal you can trust and depend on for your foodservice program. Our pricing strategies and proprietary operational processes have been molded to align with the needs of the PCHS foodservice program. The experience we bring from working with more than 675 district partners nationwide gives your school the security, efficiency and experience needed for great financial results. Our financial solution provides an optimal, balanced distribution of quality, service and price.

Proposed Fixed Cost Per Meal

Fixed Cost Per Meal for Breakfast - \$4.35

Fixed Cost Per Meal for Lunch and Meal Equivalents - \$4.35

The fixed cost per meal will be charged for each meal equivalent as follows:

- Each reimbursable lunch will be calculated as one (1) meal = one (1) meal equivalent
- Each reimbursable breakfast will be calculated as one (1) meal = one (1) meal equivalent
- Computation of the lunch equivalency rate for a la carte sales is based on the equivalent meal factor of \$3.975 as outlined in the RFP

Value Commitment

Choosing to renew your partnership with Chartwells guarantees you continue to receive the highest-quality service at the most competitive rate.

Your fixed cost per meal includes:

- An attractive projected return of \$109,133
- A full-time Director of Dining Services dedicated to your school
- Immediate investment of \$15,000 at Chartwells' expense for a complete signage upgrade at your school
- A competitive but responsible price to the district that ensures no reduction in service or quality
- Food cost that guarantees we continue to meet expectations for quality and variety
- An unmatched California network of support that includes experts and resources for marketing, communications, culinary, nutrition, wellness, regulatory, client relations, safety and operations
- Continued support of Palisades Charter High School, your students and the community

Our financial proposal is built on the following assumptions:

- Information provided in the RFP
- Serving days not to be less than provided in the RFP
- Cash and/or reimbursement levels from state and federal sponsors do not fall below the levels estimated in Chartwells' proposal
- Communication during the prebid meeting
- Ability to incorporate all programs and concepts recommended in the proposal
- A mutually agreed upon contract between PCHS and Compass Group by and through its Chartwells division

Proposed Foodservice Program Return - \$109,133

It is a privilege to serve PCHS, and we are proud to be an integral part of your community. Over the years, our dedicated team has worked diligently to bring best-in-class programs and positive financial results to the district. That passion and commitment will never waver.

We know today's students are looking for what's new and fun as part of a unique, in-school dining experience. Our collaboration has increased participation and allowed us to invest surplus funds back into the program, creating opportunities to offer more of what's important to students and the community. Together, we've created a successful model that will continue to bring an even higher level of innovation and growth to PCHS in the years ahead.



French Toast Bites with Fresh Strawberries and Yogurt Drizzle

Signage Investment - \$15,000

Included in our financial proposal is \$15,000 at our expense for a complete signage refresh at your schools. We will continue to assess the marketing, service and equipment needs in your cafeterias and will provide you with recommendations to maintain and improve the environment in the cafeterias for years to come.



Eggplant Provolone Panini

Support for School Initiatives

We look forward to continuing our support of school initiatives that improve the quality of life for your community, your employees and your students. We will continue being contributing members of your Palisades family.

I. Certifications

Serving Up Happy & Healthy

The Respondent must complete the certifications (Attachment I) and return them with the proposal package.

Attachment I: Certification Regarding Lobbying

The undersigned certifies, to the best of their knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization: Compass Group USA, Inc., by and through its Chartwells Division

Street address: 2400 Yorkmont Road

City, State, Zip: Charlotte, NC 28217

Certified by: (type or print) Belinda Oakley

Title CEO, Chartwells K12

Signature  4/13/2022

Disclosure of Lobbying Activities

Approved by OMB

0
3
4
8


-
0
0
4

NOT APPLICABLE

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: <input type="checkbox"/> contract <input type="checkbox"/> grant <input type="checkbox"/> cooperative agreement loan <input type="checkbox"/> loan guarantee <input type="checkbox"/> loan insurance	2. Status of Federal Action: <input type="checkbox"/> bid/offer/application <input type="checkbox"/> initial award <input type="checkbox"/> post-award	3. Report Type: <input type="checkbox"/> initial filing <input type="checkbox"/> material change For material change only: Year _____ quarterDate of last report _____
4. Name and Address of Reporting Entity: _____Prime _____Subawardee Tier _____, if Known: Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	

<p>10a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i></p>	<p>10b. Individuals Performing Services <i>(including address if different from No. 10a) (last name, first name, MI):</i></p>
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: </p> <p>Print Name: <u>Belinda Oakley</u></p> <p>Title: <u>CEO, Chartwells K12</u></p> <p>Telephone No.: <u>704-328-4000</u> Date: <u>4/13/2022</u></p>
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to Title 31, U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

Disbarment, Suspension, and Other Responsibility Matters

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, for prospective participants/Respondents in primary covered transactions:

- A. The Respondent certifies that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.
- B. Where the Respondent is unable to certify to any of the statements in this certification, they shall attach an explanation to this application.

Contractor/Company Name Compass Group USA, Inc., by and through its Chartwells Division

Award Number, Contract Number, or Project Name

Name(s) and Title(s) of Authorized Representatives Belinda Oakley, CEO, Chartwells K12

Signature(s) 

Date 4/13/2022

Amended Statement By Foreign Corporation

A0716506

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUL 01 2011

AMENDED STATEMENT BY FOREIGN CORPORATION

COMPASS GROUP USA, INC.

(Name of Corporation)

_____, a corporation organized

and existing under the laws of DELAWARE, and which is presently
(State or Place of Incorporation)

qualified for the transaction of intrastate business in the State of California, makes the following statement:

That the name of the corporation has been changed to that hereinabove set forth and that the name relinquished at the time of such change was _____

COMPASS GROUP USA, INC. WHICH WILL DO BUSINESS IN CALIFORNIA

AS COMPASS GROUP FOODSERVICE

COMPASS GROUP USA, INC.

(Name of Corporation)

C. Palmer Brown
(Signature of Corporate Officer)

C. PALMER BROWN, SENIOR VICE PRESIDENT

(Typed Name and Title of Officer Signing)

A0716506

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUL 01 2011

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AS COMPASS GROUP FOODSERVICE

COMPASS GROUP USA, INC.

(Name of Corporation)


(Signature of Corporate Officer)

C. PALMER BROWN, SENIOR VICE PRESIDENT

(Typed Name and Title of Officer Signing)

Secretary of State Form
ASDC (REV 03/2006)

CA050 - 1201/2006 C-Y System Online



J. Certificate of Independent Price Determination



Serving Up Happy & Healthy

The Respondent must complete the certifications (Attachment J) and return them with the proposal package.

Attachment J: Certificate of Independent Price Determination


The Respondent(s) shall execute this Certificate of Independent Price Determination.

Compass Group USA, Inc., by and through its Chartwells Division	
Name of Respondent	

- A. By submission of this offer, the offeror (Respondent/FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:
 - 1. The prices in this offer have been arrived at independently without, for the purposes of restricting competition, any consultation, communication, with any other offeror or competitor relating to (i) those prices, (ii) the intention to submit an offer, or (iii) the methods or factors used to calculate the prices offered;
 - 2. The prices in this offer have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor, before a bid opening (in the case of a sealed bid solicitation) or contract award (in the case of a negotiated solicitation) unless otherwise required by law; and
 - 3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

- B. Each signature on the offer is considered to be a certification by the signatory that the signatory:
 - 1. Is the person in the offeror’s organization responsible for determining the prices being offered in this bid or proposal, and that they have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; or
 - 2. (i) Has been authorized, in writing, to act as agent for the following principals in offering that those principals have not participated in, and will not participate in any action contrary to paragraphs (A)(1) through (A)(3) above.
 - Insert full names of person(s) in the offeror’s organization responsible for determining the prices offered in this bid or proposal, and the title of their position in the offeror’s organization.
 - (ii) As an authorized agent, does certify that the principals named in subdivision (B)(2)(i) above have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; and
 - (iii) As an agent, has not personally participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above, and

C. If the offeror deletes or modifies subparagraph (A)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

	Belinda Oakley CEO, Chartwells K12	4/13/2022	
Signature of FSMC's Authorized Representative	Title	Date	

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

K. 21–Day Cycle Menu

Serving Up Happy & Healthy

Food is a big part of everyone’s well-being, and students need a place to eat where they can connect with others, recharge and enjoy a sense of happiness in their school. That’s why we serve food kids love to eat and create programs that encourage fun and discovery. Most importantly, we believe that happy cafeterias start with our people so we empower them to go above and beyond to bring their personal “extra” for even more creativity and joy at mealtime. **Our goal every day is to make sure that students leave the cafeteria happier and healthier than when they came in.**



The Respondent must submit a 21 Day Cycle menu (Attachment K) for all programs to be served (7 CFR, sections 210.16[b][1] and 220.7[d][2][i] and 2 CFR Part 226, if applicable) for the proposal package.

Palisades Charter High School Menus

Menus are the foundation of the foodservice program. Each state and region has its favorite local foods, and every school has different goals and objectives. With all these variations, it's clear a one-size-fits-all approach to menu planning won't give your program the edge you're looking for.

We'll leverage our experience to develop a program that meets your nutritional, financial and participation goals while serving up happy and healthy to your students every day.

That's why we approach menus regionally and customize locally.

Menus are developed, adjusted and fine-tuned locally based on tastes, demographics and the particular culture of your cafeterias.

Food items are selected based on geographic area to:

- Optimize the use of USDA foods
- Incorporate fresh local fruits and vegetables
- Comply with local wellness policies
- Respond to regional tastes and preferences, naturally increasing participation
- Implement the latest food trends

All menus meet demanding nutrition and quality assurance requirements and adhere to environmental sustainability expectations.



Menu Development Process

The way we develop menus is comprehensive and inclusive. As part of our menu development process, we:

- Utilize the USDA recipe database as a platform to build more innovative, unique and cutting-edge recipes with an emphasis on nutrition, flavor and marketability.
- Review current local, regional and national industry trends and school meal program requirements.
- Obtain input from students, Chartwells local management, chefs and foodservice staff multiple times throughout the year. We work to incorporate their ideas into nutritious and USDA-compliant recipes and menu concepts.
- Review feedback from our wellness and Youth Advisory Council committees.
- Collaborate with registered dietitians throughout the menu development process to maximize the quality, nutrition integrity, USDA compliance and student acceptability of all ingredients, recipes and menus.
- Test recipes and conduct student taste tests for new menu items.



Menu Growth and Evolution

We don't take a one-size-fits-all approach to menu development. Each one is based on district and individual school preferences, and they evolve throughout the year as we get an even greater understanding of what your students like to eat. Every meal is chef-designed and registered dietitian-approved, and our culinary and dietetic teams collaborate with your local leadership to shape the menu every month. We strongly believe new and unique menu items drive participation. Just as students get excited about new foods and flavors, our team is motivated to seek out the latest trends to deliver what students want most.

When students are well-nourished and healthy, they are in the best position to learn and achieve academic success.



How We Manage Food Allergies

- We work closely with your students who have food allergies and medical conditions that require a modification to their menu. We involve parents, school nurses and school administrators in the school's food allergy policy.
- Our Nutrislice app has an allergy filter so parents and students can easily identify menu items that contain any of the major allergens.
- We provide a food allergy protocol to all of our school managers and directors to assist them in the day-to-day process of accommodating students with special dietary needs.
- We maintain an ingredient, recipe and menu database. Webtrition highlights food allergens in all of the ingredients and recipes we use to assist managers when modifying menus.
- We train our managers to review the ingredient statement of each food ingredient, product or recipe.
- We provide a series of web-based training modules for all directors and managers that include quizzes. Records are kept indicating their completion.
- Food Allergy Research & Education (FARE) has reviewed all of our food allergy training programs and recognized them with the FARECheck certification.

FARECheck

We are proud Chartwells was the first in the child nutrition industry to have our allergen management training courses certified by Food Allergy Research & Education. FARE has reviewed all of Chartwells' food allergy training programs and accredited them with the FARECheck certification.

Partnering with FARE helps ensure our training programs remain aligned with the latest advancements in food allergen management and keeps the safety of our students as the No. 1 priority.



Menu Adoption

We are committed to continuous improvement of the foodservice program at PCHS, according to your culture, food preferences, nutritional concerns and production availability. Chartwells understands student, parent and staff involvement through inclusive promotion, education and communication is critical to a successful nutrition program. We involve all stakeholders in program evaluation, menu selection and discussion of nutrition issues and increase awareness about healthy eating and wellness to make informed decisions.

We can predict the food trends that will define the culinary landscape for the next several years. We classify trends into four stages: inception, adoption, proliferation and ubiquity. Trends start in fine dining restaurants and ethnic grocery stores, but they're still risky at this stage. When trends are accepted, they start to show up on food truck menus and in independent casual dining restaurants. Then they spread to quick-service restaurants, chains and college campuses. At this stage, we know they have the best chance for success. Eventually they become common and appeal to almost everyone.

About the Menu Selections

We have more than 20 years of experience developing menus for students of all ages. Our experience crafting menus specifically for the students of PCHS and our streamlined approach will increase participation for each grade level, meet and exceed USDA standards, and engage key school stakeholders in the menu customization process.

The menus provided on the following pages show the broad scope of on-trend food concepts popular with today's youth. At the core of each menu are ingredients and recipes that have been vetted for nutritional quality and culinary innovation by our regional executive chefs and registered dietitians.

What's on the Menu?



PCHS Breakfast Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Entrees	Griddle Style Pancakes with Syrup, Maple Flavored Syrup, Fluffy Scrambled Eggs	Whole Grain French Toast Sticks with Maple Flavored Syrup, Maple Flavored Syrup, Fluffy Scrambled Eggs	Whole Grain Waffles with Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup	Chicken Biscuit Breakfast Sandwich, Fluffy Scrambled Eggs	Plain Whole Grain Bagel, Fluffy Scrambled Eggs, Light Cream Cheese
Alternate Entrees	Cinnamon Toast Crunch Cereal, Frosted Corn Flakes Cereal, Maple Cranberry Oatmeal	Cinnamon Toast Crunch Cereal, Frosted Corn Flakes Cereal, Maple Cranberry Oatmeal	Cinnamon Toast Crunch Cereal, Frosted Corn Flakes Cereal, Maple Cranberry Oatmeal	Cinnamon Toast Crunch Cereal, Frosted Corn Flakes Cereal, Maple Cranberry Oatmeal	Cinnamon Toast Crunch Cereal, Frosted Corn Flakes Cereal, Maple Cranberry Oatmeal
Sides for All Meals	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Fresh Fuji Apple	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Fresh Fuji Apple	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Fresh Fuji Apple	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Fresh Fuji Apple	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Fresh Fuji Apple

This institution is an equal opportunity provider.
Milk options include 1% low-fat, skim chocolate and skim strawberry.

What's on the Menu?



PCHS Breakfast Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Entrees	Sausage & Pancake Stick with Syrup, Maple Flavored Syrup, Iced Cinnamon Roll	Fresh Baked Whole Grain Biscuit, Creamy Peppery Sausage Gravy, Fluffy Scrambled Eggs	Griddle Style Pancakes with Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup	Whole Grain Blueberry Bagel, Fluffy Scrambled Eggs, Light Cream Cheese	Breakfast Turkey Sausage Pizza, Fluffy Scrambled Eggs
Alternate Entrees	Fruity Cheerios Cereal Bar, Cocoa Puffs Cereal, Apple Cinnamon Oatmeal	Fruity Cheerios Cereal Bar, Cocoa Puffs Cereal, Apple Cinnamon Oatmeal	Fruity Cheerios Cereal Bar, Cocoa Puffs Cereal, Apple Cinnamon Oatmeal	Fruity Cheerios Cereal Bar, Cocoa Puffs Cereal, Apple Cinnamon Oatmeal	Fruity Cheerios Cereal Bar, Cocoa Puffs Cereal, Apple Cinnamon Oatmeal
Sides for All Meals	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Orange Wedges	Turkey Sausage Patty, Whole Grain Toast, Hard Boiled Egg, 100% Fruit Juice, Orange Wedges	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Orange Wedges	Turkey Sausage Patty, Whole Grain Toast, Hard Boiled Egg, 100% Fruit Juice, Orange Wedges	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Orange Wedges

This institution is an equal opportunity provider.
Milk options include 1% low-fat, skim chocolate and skim strawberry.

What's on the Menu?



PCHS Breakfast Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Entrees	Whole Grain Waffles with Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup	Egg and Cheese English Muffin Sandwich, Fluffy Scrambled Eggs	Griddle Style Pancakes with Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup	Turkey Sausage Biscuit Sandwich, Fluffy Scrambled Eggs	Whole Grain Blueberry Bagel, Fluffy Scrambled Eggs, Light Cream Cheese
Alternate Entrees	Strawberry Cheerios Cereal Bar, Golden Grahams Cereal, Peachy Cinnamon Oats	Apple Cinnamon Cheerios Cereal, Golden Grahams Cereal, Peachy Cinnamon Oats	Strawberry Cheerios Cereal Bar, Golden Grahams Cereal, Peachy Cinnamon Oats	Apple Cinnamon Cheerios Cereal, Golden Grahams Cereal, Peachy Cinnamon Oats	Strawberry Cheerios Cereal Bar, Golden Grahams Cereal, Peachy Cinnamon Oats
Sides for All Meals	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Chilled Pineapple Tidbits	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Chilled Pineapple Tidbits	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Chilled Pineapple Tidbits	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Chilled Pineapple Tidbits	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Chilled Pineapple Tidbits

This institution is an equal opportunity provider.
Milk options include 1% low-fat, skim chocolate and skim strawberry.

What's on the Menu?



PCHS Breakfast Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Entrees	Whole Grain French Toast Sticks with Maple Flavored Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup	Turkey Sausage Biscuit Sandwich, Fluffy Scrambled Eggs	Griddle Style Pancakes with Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup	Sunbutter & Jelly Pancake Sandwich, Fluffy Scrambled Eggs	Egg and Cheese English Muffin Sandwich, Fluffy Scrambled Eggs
Alternate Entrees	Corn Chex Cereal, Multigrain Frosted Flakes Cereal, Cinnamon Oatmeal	Corn Chex Cereal, Multigrain Frosted Flakes Cereal, Cinnamon Oatmeal	Corn Chex Cereal, Multigrain Frosted Flakes Cereal, Cinnamon Oatmeal	Corn Chex Cereal, Multigrain Frosted Flakes Cereal, Cinnamon Oatmeal	Corn Chex Cereal, Multigrain Frosted Flakes Cereal, Cinnamon Oatmeal
Sides for All Meals	Turkey Sausage Patty, Whole Grain Toast, Hard Boiled Egg, Red Delicious Apple, 100% Fruit Juice	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, Red Delicious Apple, 100% Fruit Juice	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, Red Delicious Apple, 100% Fruit Juice	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, Red Delicious Apple, 100% Fruit Juice	Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, Red Delicious Apple, 100% Fruit Juice

This institution is an equal opportunity provider.
Milk options include 1% low-fat, skim chocolate and skim strawberry.

What's on the Menu?



PCHS Breakfast Menu

Monday

<p>Main Entrees</p>	<p>Griddle Style Pancakes with Syrup, Fluffy Scrambled Eggs, Maple Flavored Syrup</p>
<p>Alternate Entrees</p>	<p>Cinnamon Toast Crunch Cereal, Frosted Corn Flakes Cereal, Maple Cranberry Oatmeal</p>
<p>Sides for All Meals</p>	<p>Turkey Sausage Patty, Whole Grain Toast, Low Fat Mozzarella String Cheese, 100% Fruit Juice, Fresh Fuji Apple</p>

This institution is an equal opportunity provider.
Milk options include 1% low-fat, skim chocolate and skim strawberry.

What's on the Menu?



PCHS Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Spaghetti & Meatballs, Savory Green Beans, Cantonese BBQ Pork w/ Rice, Sesame Soy Carrots	Veggie Chili & Cheese Potato (VG), Seasoned Broccoli Florets, Beef, Bean, & Cheese Burrito	"Blazin'" Buffalo Chicken Dip, Seasoned Corn, Three Cheese Lasagna (VG) (Steamed broccoli & carrots), Roasted Italian Vegetables	Turkey Nachos with Toppings, Seasoned Zucchini, Mexican Style Chicken Grain Bowl (VG)	Griddle Style Pancakes with Syrup, Turkey Sausage Patty, Home Fried Potatoes, Bavarian Style Turkey Hot Dog
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Toasted Ham & Swiss, Crispy French Fries	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Buffalo Ranch Chicken Quesadilla, Crispy French Fries	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, BLT Burger, Crispy French Fries	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Tuna Melt	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mozzarella & Vegetable Panini (VG), Crispy French Fries
ON THE GO	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi
extra extra	Carrot & Celery Sticks, Crunchy Broccoli Florets, Corn & Black Bean Salad, Fresh Fuji Apple, Chilled Pineapple Tidbits	Spinach & Romaine Salad, Carrot & Celery Sticks, Bulgur Tabbouleh, Whole Ripe Banana, Chilled Peaches	Carrot & Celery Sticks, Crunchy Broccoli Florets, Pea Salad, Fresh Fuji Apple, Chilled Pineapple Tidbits	Spinach & Romaine Salad, Carrot & Celery Sticks, Bulgur Tabbouleh, Whole Ripe Banana, Chilled Peaches	Carrot & Celery Sticks, Crunchy Broccoli Florets, Corn & Black Bean Salad, Fresh Fuji Apple, Chilled Pineapple Tidbits
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

Lunch milk options include 1% Low-Fat, Skim Chocolate and Strawberry. This institution is an equal opportunity employer. (VG)= Vegetarian

What's on the Menu?



PCHS Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Baja Beef Rice Bowl, Baked Mozzarella Cheese Sticks w/ Marinara (VG), Caesar Salad, Steamed Broccoli Florets	Philly Cheese Steak, Sauteed Peppers & Onions, Fish Taco in Soft Tortilla, Cilantro Lime Coleslaw	Teriyaki Glazed Chicken, Brown Fried Rice, Teriyaki Glazed Beef, Vegetable Egg Roll	BBQ Pulled Pork Sandwich, Boston Baked Beans, Flexitarian Beef & Lentil Taco Salad	Beefy Hard Shell Tacos, Cilantro Lime Brown Rice, Swedish Meatballs, Rotini Pasta, Seasoned Peas
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Toasted Ham & Swiss, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Chicken & Cheese Quesadilla, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, BLT Burger, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Tuna Melt, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Pork Carnitas & Cheese Quesadilla, Crispy Tater Tots
ON^{the}GO	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)
extra. extra.	Red & Green Bell Pepper Strips, Crunchy Broccoli Florets, Pickled Beet Salad, Red Delicious Apple, Cinnamon Sugar Bananas	Carrot & Celery Sticks, Tossed Salad, Citrus Chickpea Salad, Orange Wedges, Chilled Diced Pears	Red & Green Bell Pepper Strips, Crunchy Broccoli Florets, Pea Salad, Red Delicious Apple, Cinnamon Sugar Bananas	Fresh Snow Peas (Light Ranch Dressing), Tossed Salad, Citrus Chickpea Salad, Orange Wedges, Chilled Diced Pears	Red & Green Bell Pepper Strips, Crunchy Broccoli Florets, Pickled Beet Salad, Red Delicious Apple, Cinnamon Sugar Bananas
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

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What's on the Menu?



PCHS Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Creamy Chicken Alfredo with Rotini, Roasted Italian Vegetables, Sweet & Sour Chicken, Brown Rice, Sesame Green Beans	BBQ Chicken Thighs, Seasoned Corn, Bubbly Baked Macaroni and Cheese (VG), Seasoned Pinto Beans, Cuban Mojo Pork Bowl	Turkey Taco Salad, Mexicali Corn, Cilantro Lime Brown Rice, Perfect Sloppy Joe	Southwest Fish Filet, House-Made Pico de Gallo, Dijon Glazed Carrots, Brown Rice, Cheesy Baked Pasta (VG)	Whole Grain French Toast Sticks with Maple Flavored Syrup, Sausage & Home Fries, Crispy Baked Chicken Nuggets, Brown Rice, Buffalo Cauliflower
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Toasted Ham & Swiss, Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Bean & Cheese Quesadilla (VG), Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, BLT Burger, Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Tuna Melt, Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mushroom & Swiss Turkey Burger, Sweet Potato Tots
ON THE GO	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)
extra extra	Carrot & Celery Sticks, Spinach & Romaine Salad, Corn Ranch Salad, Granny Smith Apple, Chilled Fruit Cocktail	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Chilled Pineapple Tidbits	Carrot & Celery Sticks, Spinach & Romaine Salad, Citrus Bean, Granny Smith Apple, Chilled Fruit Cocktail	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Chilled Pineapple Tidbits	Carrot & Celery Sticks, Spinach & Romaine Salad, Corn Ranch Salad, Granny Smith Apple, Chilled Fruit Cocktail
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

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What's on the Menu?



PCHS Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Chili Cheese Dog, Boston Baked Beans, Tuscan Noodle Bowl (VG)	Rotini with Italian Meat Sauce, Balsamic Summer Squash, Thai Pineapple & Chicken Fried Rice	Chicken Taco with Homemade Pico de Gallo, Mexicali Corn, Smothered Pork Chop, African Spiced Brown Rice, Sauteed Kale	Chimichurri Pork Carnitas Bowl, Teriyaki Glazed Beef, Lo Mein Noodles	Marinated Chicken Fajitas, Mexicali Corn, Cilantro Lime Brown Rice, Macaroni and Cheese With Veggies (VG)
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Italian Turkey Parm Burger, Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mozzarella and Pepperoni Panini, Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mozzarella & Roasted Vegetable Panini (VG), Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Classic Grilled Chicken Sandwich, Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Turkey & Cheese Bagel Melt, Sweet Potato Fries, Brown Rice
ON^{the}GO	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)
extra. extra	Carrot & Celery Sticks, Citrus Bean Salad, Vegetable Pasta Salad, Whole Ripe Banana, Chilled Peaches	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Cinnamon Sugar Bananas	Carrot & Celery Sticks, Pea Salad, Vegetable Pasta Salad, Whole Ripe Banana, Chilled Peaches	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Cinnamon Sugar Bananas	Carrot & Celery Sticks, Citrus Bean Salad, Vegetable Pasta Salad, Whole Ripe Banana, Chilled Peaches
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

Lunch milk options include 1% Low-Fat, Skim Chocolate and Strawberry. This institution is an equal opportunity employer. (VG)= Vegetarian

What's on the Menu?



PCHS Lunch

Monday	
AMERICAN CLASSICS	Cajun Roasted Pork Butt, Seasoned Black Eyed Peas, Brown Rice, Oven Baked Chicken Tenders, Jamaican Mango Jerk Sauce
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mushroom & Swiss Burger, Crispy French Fries
ON THE GO	Chicken Cobb Salad, Soft Dinner Roll, Chicken Ranch Wrap with Lettuce and Tomato
extra extra	Fresh Celery Sticks, Sliced Cucumbers, Spinach, Tomato, & Corn Pasta Salad, Golden Delicious Apple, Chilled Pineapple Tidbits
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard

Lunch milk options include 1% Low-Fat, Skim Chocolate and Strawberry. This institution is an equal opportunity employer. (VG)= Vegetarian

What's on the Menu?



PCHS Lunch with Sono

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Spaghetti & Meatballs, Savory Green Beans, Cantonese BBQ Pork w/ Rice, Sesame Soy Carrots	Veggie Chili & Cheese Potato (VG), Seasoned Broccoli Florets, Beef, Bean, & Cheese Burrito	"Blazin'" Buffalo Chicken Dip, Seasoned Corn, Three Cheese Lasagna (VG) (Steamed broccoli & carrots), Roasted Italian Vegetables	Turkey Nachos with Toppings, Seasoned Zucchini, Mexican Style Chicken Grain Bowl (VG)	Griddle Style Pancakes with Syrup, Turkey Sausage Patty, Home Fried Potatoes, Bavarian Style Turkey Hot Dog
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Toasted Ham & Swiss, Crispy French Fries	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Buffalo Ranch Chicken Quesadilla, Crispy French Fries	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, BLT Burger, Crispy French Fries	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Tuna Melt	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mozzarella & Vegetable Panini (VG), Crispy French Fries
ON THE GO	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi	Mediterranean Bulgur Salad (VG), Vietnamese Banh Mi
extra extra	Carrot & Celery Sticks, Crunchy Broccoli Florets, Corn & Black Bean Salad, Fresh Fuji Apple, Chilled Pineapple Tidbits	Spinach & Romaine Salad, Carrot & Celery Sticks, Bulgur Tabbouleh, Whole Ripe Banana, Chilled Peaches	Carrot & Celery Sticks, Crunchy Broccoli Florets, Pea Salad, Fresh Fuji Apple, Chilled Pineapple Tidbits	Spinach & Romaine Salad, Carrot & Celery Sticks, Bulgur Tabbouleh, Whole Ripe Banana, Chilled Peaches	Carrot & Celery Sticks, Crunchy Broccoli Florets, Corn & Black Bean Salad, Fresh Fuji Apple, Chilled Pineapple Tidbits
SONO	Seasoned Beef Taco Meat, Carne Asada, Marinated Chicken Breast, Soft Flour Tortillas, Hard Taco Shells, Tortilla Chips, Seasoned Pinto Beans, Seasoned Black Beans, Shredded Cheddar Cheese, Shredded Romaine Lettuce, Fresh Diced Tomatoes, Fresh Sliced Onion, Sliced Jalapenos, Sautéed Peppers, and Onions, Pico de Gallo, Low Fat Sour Cream				
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

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What's on the Menu?



PCHS Lunch with Sono

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Baja Beef Rice Bowl, Baked Mozzarella Cheese Sticks w/ Marinara (VG), Caesar Salad, Steamed Broccoli Florets	Philly Cheese Steak, Sautéed Peppers & Onions, Fish Taco in Soft Tortilla, Cilantro Lime Coleslaw	Teriyaki Glazed Chicken, Brown Fried Rice, Teriyaki Glazed Beef, Vegetable Egg Roll	BBQ Pulled Pork Sandwich, Boston Baked Beans, Flexitarian Beef & Lentil Taco Salad	Beefy Hard Shell Tacos, Cilantro Lime Brown Rice, Swedish Meatballs, Rotini Pasta, Seasoned Peas
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Toasted Ham & Swiss, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Chicken & Cheese Quesadilla, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, BLT Burger, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Tuna Melt, Crispy Tater Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Pork Carnitas & Cheese Quesadilla, Crispy Tater Tots
ON THE GO	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)	Chicken & Apple-Cheddar Salad, Egg Salad Sandwich (VG)
extra extra	Red & Green Bell Pepper Strips, Crunchy Broccoli Florets, Pickled Beet Salad, Red Delicious Apple, Cinnamon Sugar Bananas	Carrot & Celery Sticks, Tossed Salad, Citrus Chickpea Salad, Orange Wedges, Chilled Diced Pears	Red & Green Bell Pepper Strips, Crunchy Broccoli Florets, Pea Salad, Red Delicious Apple, Cinnamon Sugar Bananas	Fresh Snow Peas (Light Ranch Dressing), Tossed Salad, Citrus Chickpea Salad, Orange Wedges, Chilled Diced Pears	Red & Green Bell Pepper Strips, Crunchy Broccoli Florets, Pickled Beet Salad, Red Delicious Apple, Cinnamon Sugar Bananas
SONO	Seasoned Beef Taco Meat, Carne Asada, Marinated Chicken Breast, Soft Flour Tortillas, Hard Taco Shells, Tortilla Chips, Seasoned Pinto Beans, Seasoned Black Beans, Shredded Cheddar Cheese, Shredded Romaine Lettuce, Fresh Diced Tomatoes, Fresh Sliced Onion, Sliced Jalapenos, Sautéed Peppers, and Onions, Pico de Gallo, Low Fat Sour Cream				
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

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What's on the Menu?



PCHS Lunch with Sono

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Creamy Chicken Alfredo with Rotini, Roasted Italian Vegetables, Sweet & Sour Chicken, Brown Rice, Sesame Green Beans	BBQ Chicken Thighs, Seasoned Corn, Bubbly Baked Macaroni and Cheese (VG), Seasoned Pinto Beans, Cuban Mojo Pork Bowl	Turkey Taco Salad, Mexicali Corn, Cilantro Lime Brown Rice, Perfect Sloppy Joe	Southwest Fish Filet, House-Made Pico de Gallo, Dijon Glazed Carrots, Brown Rice, Cheesy Baked Pasta (VG)	Whole Grain French Toast Sticks with Maple Flavored Syrup, Sausage & Home Fries, Crispy Baked Chicken Nuggets, Brown Rice, Buffalo Cauliflower
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Toasted Ham & Swiss, Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Bean & Cheese Quesadilla (VG), Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, BLT Burger, Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Tuna Melt, Sweet Potato Tots	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mushroom & Swiss Turkey Burger, Sweet Potato Tots
ON THE GO	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)	Sweet & Crunchy Chickpea Wrap (VG), Shaker Salad with Wheat Berries (VG)
extra extra	Carrot & Celery Sticks, Spinach & Romaine Salad, Corn Ranch Salad, Granny Smith Apple, Chilled Fruit Cocktail	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Chilled Pineapple Tidbits	Carrot & Celery Sticks, Spinach & Romaine Salad, Citrus Bean, Granny Smith Apple, Chilled Fruit Cocktail	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Chilled Pineapple Tidbits	Carrot & Celery Sticks, Spinach & Romaine Salad, Corn Ranch Salad, Granny Smith Apple, Chilled Fruit Cocktail
SONO	Seasoned Beef Taco Meat, Carne Asada, Marinated Chicken Breast, Soft Flour Tortillas, Hard Taco Shells, Tortilla Chips, Seasoned Pinto Beans, Seasoned Black Beans, Shredded Cheddar Cheese, Shredded Romaine Lettuce, Fresh Diced Tomatoes, Fresh Sliced Onion, Sliced Jalapenos, Sautéed Peppers, and Onions, Pico de Gallo, Low Fat Sour Cream				
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

Lunch milk options include 1% Low-Fat, Skim Chocolate and Strawberry. This institution is an equal opportunity employer. (VG)= Vegetarian

What's on the Menu?



PCHS Lunch with Sono

	Monday	Tuesday	Wednesday	Thursday	Friday
AMERICAN CLASSICS	Chili Cheese Dog, Boston Baked Beans, Tuscan Noodle Bowl (VG)	Rotini with Italian Meat Sauce, Balsamic Summer Squash, Thai Pineapple & Chicken Fried Rice	Chicken Taco with Homemade Pico de Gallo, Mexicali Corn, Smothered Pork Chop, African Spiced Brown Rice, Sauteed Kale	Chimichurri Pork Carnitas Bowl, Teriyaki Glazed Beef, Lo Mein Noodles	Marinated Chicken Fajitas, Mexicali Corn, Cilantro Lime Brown Rice, Macaroni and Cheese With Veggies (VG)
2 match	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza	Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza
grilled	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Italian Turkey Parm Burger, Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mozzarella and Pepperoni Panini, Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mozzarella & Roasted Vegetable Panini (VG), Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Classic Grilled Chicken Sandwich, Sweet Potato Fries, Brown Rice	Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Turkey & Cheese Bagel Melt, Sweet Potato Fries, Brown Rice
ON THE GO	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)	Chicken Salsa Wrap, Hummus, Chips, and Veggie Bento Box (VG)
extra extra	Carrot & Celery Sticks, Citrus Bean Salad, Vegetable Pasta Salad, Whole Ripe Banana, Chilled Peaches	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Cinnamon Sugar Bananas	Carrot & Celery Sticks, Pea Salad, Vegetable Pasta Salad, Whole Ripe Banana, Chilled Peaches	Crunchy Broccoli Florets, Carrot & Celery Sticks, Vegetable Pasta Salad, Orange Wedges, Cinnamon Sugar Bananas	Carrot & Celery Sticks, Citrus Bean Salad, Vegetable Pasta Salad, Whole Ripe Banana, Chilled Peaches
SONO	Seasoned Beef Taco Meat, Carne Asada, Marinated Chicken Breast, Soft Flour Tortillas, Hard Taco Shells, Tortilla Chips, Seasoned Pinto Beans, Seasoned Black Beans, Shredded Cheddar Cheese, Shredded Romaine Lettuce, Fresh Diced Tomatoes, Fresh Sliced Onion, Sliced Jalapenos, Sauteed Peppers, and Onions, Pico de Gallo, Low Fat Sour Cream				
SO DELI	Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard				

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What's on the Menu?



PCHS Lunch with Sono

Monday

AMERICAN CLASSICS

Cajun Roasted Pork Butt, Seasoned Black Eyed Peas, Brown Rice, Oven Baked Chicken Tenders, Jamaican Mango Jerk Sauce

2
mato

Classic Italian Style Cheese Pizza (VG), Pepperoni Pizza

grilled

Beefy Classic Cheeseburger, Spicy Chicken Sandwich, Mushroom & Swiss Burger, Crispy French Fries

ON THE GO

Chicken Cobb Salad, Soft Dinner Roll, Chicken Ranch Wrap with Lettuce and Tomato

extra extra

Fresh Celery Sticks, Sliced Cucumbers, Spinach, Tomato, & Corn Pasta Salad, Golden Delicious Apple, Chilled Pineapple Tidbits

SONO

Seasoned Beef Taco Meat, Carne Asada, Marinated Chicken Breast, Soft Flour Tortillas, Hard Taco Shells, Tortilla Chips, Seasoned Pinto Beans, Seasoned Black Beans, Shredded Cheddar Cheese, Shredded Romaine Lettuce, Fresh Diced Tomatoes, Fresh Sliced Onion, Sliced Jalapenos, Sauteed Peppers, and Onions, Pico de Gallo, Low Fat Sour Cream

SO DELI

Deli Turkey, Sliced Deli Ham, Hummus, Sliced Bread, Sub Roll, Soft Flour Tortilla, American Cheese, Swiss Cheese, Provolone Cheese, Shredded Lettuce, Sliced Tomatoes, Mayo, Yellow Mustard

Lunch milk options include 1% Low-Fat, Skim Chocolate and Strawberry. This institution is an equal opportunity employer. (VG)= Vegetarian





Culinary Culture

Serving Up Happy & Healthy

We're passionate about creating delicious, kid-approved food that nourishes bodies and minds and supports development at this critical time in children's lives. We make your cafeterias inviting spaces where students want to be, bringing a sense of happiness to each meal as they connect with friends and refuel for the day ahead.

Whether a student is looking for on-trend dishes with exciting flavor profiles, the perfect pregame snack or a mood-boosting breakfast to tackle the day, they'll find it in our cafeteria, expertly crafted by a team of culinarians committed to serving up happy and healthy to every student, every day.



"Food is at the forefront of everything we do, and our recipe is simple: Wholesome ingredients, innovative menus and engaged associates create a great experience."

– Chef Peter Gilhooly,
VP of Culinary



Great food begins with the best ingredients. Our culinary and nutrition teams are devoted to using the freshest, nutritious, minimally processed and locally sourced ingredients available.

We listen to students and use their input to develop innovative and exciting recipes that connect with current food trends. We continue to be the leaders in culinary innovation because we are always creating, developing and testing new recipes and concepts in our kitchens.

Our associates engage students in fun and educational activities, providing experiences that introduce new ingredients and flavors, teach them about nutrition and cooking, and inspire them to be excited about food and wellness. We are in the business of creating memories and healthy habits that will last a lifetime.

Chartwells chefs have a deep knowledge, understanding and passion for food. They feel fortunate to be nourishing students and changing the landscape of school nutrition.

Our team of registered dietitians collaborates with our culinary team to choose the best ingredients and develop creative recipes that maximize nutrition, USDA compliance and food allergy management. They are skilled at seamlessly blending student nutrition needs with their taste preferences.

A Customized Dining Solution

Students want fun and delicious food. Parents want healthy, nutritious meals. Administrators want all of that at an affordable cost. That is why we work directly with you to develop a customized foodservice program that fits your budget.

We have a portfolio of chef-designed, customizable cafeteria concepts and programs that we combine to create a one-of-a-kind dining experience your students will love. Each concept incorporates chef expertise, recipes, menus and more.



A Variety of Healthy, Balanced Meals

Florence School District One

Our team ensured students would have a variety of fresh, quality food choices on Day One when we started our partnership with Florence School District One. Dishes included vegetarian options, salads, soups and more.

“I think the kids will be very excited with the appearance of the food, the taste of the food,” said Jeff Murrie, FSD1 farm-to-school instructor. “Teachers at other schools have already been talking about how good the food smells when they come down the hall.”

What Can You Expect from Our Culinary Focus?

Ingredient Excellence

An outstanding food program begins with ingredients that are fresh, local, authentic, minimally processed, nutritious and protect our environment.


- All of our food has zero grams of added trans fat per serving.
- We have reduced added sugar in our flavored milk and are leading the industry in reducing added sugar in many other products.
- We reduce the use of salt in our foods and emphasize flavor through a variety of seasonings, marinades and cooking techniques.
- We bring to life the USDA's MyPlate graphic, symbolizing a balanced meal. We offer a wide variety of fruits and vegetables that fill half of student plates as well as low-fat dairy, lean protein and whole grains.
- We prioritize local product purchasing as much as possible.
- We offer cage-free shell eggs, milk and yogurt that were produced from cows not treated with artificial growth hormones.

Scratch Cooking

Our culinary approach ensures your menus are nutritious and delicious. We take pride in serving your students meals made from scratch with fresh, wholesome and local ingredients – meals they are excited to eat. By bringing our expertise, instruction and skill building into the kitchen, we enable your program to flourish and increase the amount of food made in-house. On-site preparation and finishing foods also improve overall food quality and freshness. This helps recipes retain nutrients and flavor.

Recipe Innovation

We continually develop and test new recipes that reflect your specific student population. This process brings together our talented chefs and dietitians. They create recipes that promote authentic tastes, modify classics for a healthier profile and introduce new flavors and concepts that highlight current trends.



Our quality standards are on par with those outlined by PCHS, so all of our contracts cover products that meet or exceed these specifications.

Introducing the Chartwells Culinary Innovation Council

The Culinary Innovation Council is a collective of Chartwells chefs from around the country who work together to bring the latest food trends and new menu items to our education partners.

Beyond serving as culinary trend-spotters, council members are given culinary challenges throughout the year to develop new recipes based on student feedback, marketplace insights and menu development needs. This process continually expands our recipe set and promotes engagement in the cafeteria with opportunities to meet the chefs and taste/vote for new menu items.

The council also reinforces our chef-driven menu development approach and provides opportunities for culinary career development.

Experts on USDA Foods

Our decades of experience in developing menus for students of all ages gives us a unique perspective and a customized approach to USDA foods. At the heart of every menu are chef-developed, dietitian-approved recipes that showcase foods kids love and reflect today's food trends.

Our national culinary and nutrition teams leverage USDA foods and DoD program foods in their most natural state for integration into recipes and menus. We spend thousands of hours in research and development to ensure our foodservice directors have the information and resources to make informed recommendations on commodity choices. We maximize the value of your allotment for USDA foods and reduce administrative costs in purchasing, passing on the savings to you.

With our knowledge of what kids in 4,500 schools across the country like to eat, we are always focused on serving the food kids want - especially as their flavor palates evolve. That's why we're helping schools nationwide solve the complexities of purchasing USDA foods. We want to make it easy for schools to make their commodity spend go further and ensure it's focused on making great menus.

We are continually creating new recipes to give students the foods they like – with a healthy twist.

Create Pork Carnitas Bowl



Data-Driven Menu Design

We take the guesswork out of menu development with the help of our data analytics partner, E15. They provide us with detailed information about the cuisines and restaurants the families and students in your area are frequenting, and we use that data to inform menu selection. This method allows us to start with menus we know your students will love and then refine our selection through their feedback.

Seasonal Menus

Tastes change based on the season. In the spring, students might crave a refreshing feta and watermelon salad. In the cold winter months, a hearty bowl of chili may hit the spot. We evaluate the menu offerings and incorporate seasonal flavors and produce to ensure our students can always find something to satisfy their seasonal cravings.



NATIONAL SCHOOL LUNCH PROGRAM

CREATE A MEAL

TAKE AT LEAST 3 FOOD GROUPS TO CREATE A MEAL

1. SELECT A 1/2 CUP OF FRUIT OR VEGETABLE (OR BOTH)
2. PICK AT LEAST TWO OTHER FOOD GROUPS, SUCH AS WHOLE GRAINS, PROTEIN, OR A SERVING OF MILK
3. TAKE A MINIMUM OF 3 FOOD GROUPS AND A MAXIMUM OF 5

MEAL EXAMPLES:

 FRUIT	+	 WHOLE GRAIN & PROTEIN	=	MEAL		
 VEGETABLE	+	 FRUIT	+	 MILK	=	MEAL
 FRUIT	+	 WHOLE GRAIN & PROTEIN	=	MEAL		
 FRUIT	+	 VEGETABLE	+	 WHOLE GRAIN & PROTEIN	=	MEAL
 WHOLE GRAIN & PROTEIN	+	 MILK	=	NOT A MEAL		

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER.

“It’s the kind of food you’d expect to find in a higher-end fast casual restaurant: dishes like a roast Greek chicken and tzatziki sandwich, a Cajun chicken salad sandwich wrap, and a Vietnamese banh mi pork hoagie.”

– Joe Zlomek, The Post Reporter, Pottsgrove School District

Culinary Concepts

For a more college-like “food hall” experience, we create mini restaurants within your cafeteria. We call these mini restaurants “culinary concepts,” and each can be executed as a full concept including customizable menus and branding or incorporated into existing menus and stations. Check out some of students’ favorite concepts on the following pages.



Veggie Lover's Pizza



Authentic Italian menu items highlighting fresh, seasonal, local ingredients

AMERICAN CLASSICS

Hearty, filling regional and seasonal favorites



Smothered Pork Chop



Thai Basil Tofu

create

An exhibition-style culinary experience

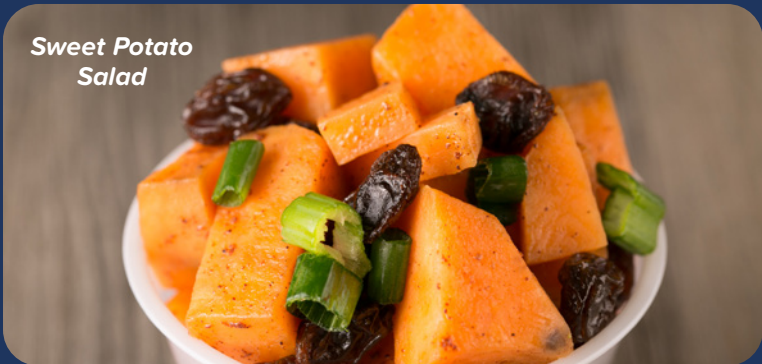


grilled

Hamburgers, cheeseburgers,
chicken sandwiches and more



Students create their own
Latin American favorites



extra. extra

Fresh fruit and
vegetable side dishes

SO DELI

The variety, freshness and
customization students want





Wholesome, delicious on-the-go snacking



A culinary adventure across the U.S., featuring regional favorites



Nashville Hot Chicken Sandwich



Kale Salad with Apples and Honey Lemon Dressing

wild greens

Salads featuring seasonal, local ingredients



Our newest concept offers two ways to enjoy breakfast all day: grab-and-go on the Expressway or a leisurely lunch at the Traffic Stop



Homemade Belgian Waffles with Blueberry and Ricotta Topping



Premium deli concept featuring top-quality meats and cheeses and freshly baked bread



A new Asian concept inspired by Food Network's Chef Jet Tila



Regionally and globally inspired BBQ entrees with sides like macaroni and cheese



Pizza by the slice or create your own





Curry
Chicken
Masala
Bowl



chaat
HOUSE
INDIAN KITCHEN

A variety of vegetables,
curries and masalas that
students can customize



A fresh take on burgers
and sandwiches with
innovative flavors



Avocado and
Cheddar
Burger



Apple,
Carrot
and Beet
Salad with
Citrus Mint
Vinaigrette



Premium made-to-
order or prepackaged
salad bar



Classic Southern crispy chicken
sandwiches and sides



Teriyaki
Pineapple
Chicken
Sandwich



Pork Carnitas Torta

made to
melt
EVERYTHING CHEESE

A twist on an American comfort classic, Made to Melt showcases “everything cheese”



Authentic broths are the foundation of this Asian noodle concept that features pho, ramen and dim sum



Vegetable Soba Noodle Bowl



Homestyle Baked Macaroni and Cheese

MAC & CHEESY OLOGY

Custom macaroni and cheese with a wide variety of flavors, toppings and proteins to choose from

2021 Food Management Best Sandwiches

Food Management’s yearly list of the best sandwiches has featured selections from our culinary concepts four years in a row. This year, our Indian Chicken Shawarma Flatbread Sandwich and Pulled Pork Ham and Swiss Cubano were featured in the Global Category while our Sonoran Chicken Torta topped the list of Best Chicken Sandwiches. This torta reimagines the popular Sonoran hot dog with fajita chicken, chipotle barbecue mayonnaise, refried beans, lettuce, jalapenos and tomatoes.

The previous three years, our sandwiches were highlighted in the Kids Sandwich Category, claiming two of the four spots in 2020 with our Mojo BBQ Pulled Pork Sandwich and our Apple Beet Wheatberry Wrap. In 2019, our Cilantro Lime Chicken and Eggplant Provolone Paninis made the cut, and 2018 featured our Grilled Chicken Cobb Sandwich.



Giving Kids a Voice

Today's students are smarter and savvier about what they want to eat. Our Student Choice program brings the latest food trends straight to school cafeterias and lets students choose what's on their menus.

Students sample from restaurant-inspired concept options that are updated regularly to keep the program exciting and on-trend. Then they vote on which concepts are brought to life in the cafeteria, either at a Student Choice station or as a limited-time offer until the next vote.







CK12 Catering

Our commitment to your students and community doesn't end at the cafeteria door. Our talented, passionate chefs craft menus that include popular, seasonal pairings to suit any taste or occasion. From small staff meetings to large special events, your on-site Chartwells team will help you create an experience that fits your serving style, preferences and budget. Catered meals prepared for students during special events – such as end-of-year celebrations, field trips and classroom parties – can be claimed by the school for reimbursement.

From menus to marketing, your catering program will reflect the spirit of your school. Our sample menus feature the same level of diverse, on-trend dishes and global flavors we're dedicated to offering in your cafeterias each day. Whether you prefer the marketing to showcase the school logo or CK12 branding, every print and digital communication will highlight the quality and creativity of our catering services.



catering menu



Sample Menus

Breakfast

Conference Breakfast

- Assorted bagels, peanut butter, butter, cream cheese and jelly
- Choice of two pastries: mini bagels, mini muffins, mini Danish, mini croissants (almond, plain or chocolate), mini scones, crumb cake or pound cake
- Sliced fruit platter

Country Breakfast

- Warm buttermilk biscuits and country gravy
- Scrambled eggs
- Golden hash browns or home fries
- Sausage and/or bacon

Breakfast Burrito Bar

- Warm flour tortillas
- Scrambled eggs
- Chorizo with eggs
- Hash browns
- Refried beans
- Bacon and sausage
- Pico de gallo and salsa
- Shredded cheddar cheese

The Griddle

- Buttermilk pancakes or French toast
- Strawberry topping and powdered sugar
- Butter and syrup
- Sausage and/or bacon
- Golden hash browns or home fries

Breakfast Sandwich Platter

- Santa Fe breakfast sandwich
- Banana, apple and berry wraps
- Sausage and cheese biscuit

Oatmeal Bar

Steel-cut oats with cinnamon, raisins, brown sugar, dried cranberries, dried apricots, toasted sunflower seeds, housemade granola and toasted coconut

Fresh Fruit and Yogurt Platter

Assorted individual yogurts, fresh fruit salad and granola

Individual orange juice, coffee, decaf and tea service available for all breakfast options

Lunch

Conference Sandwich Lunch 1

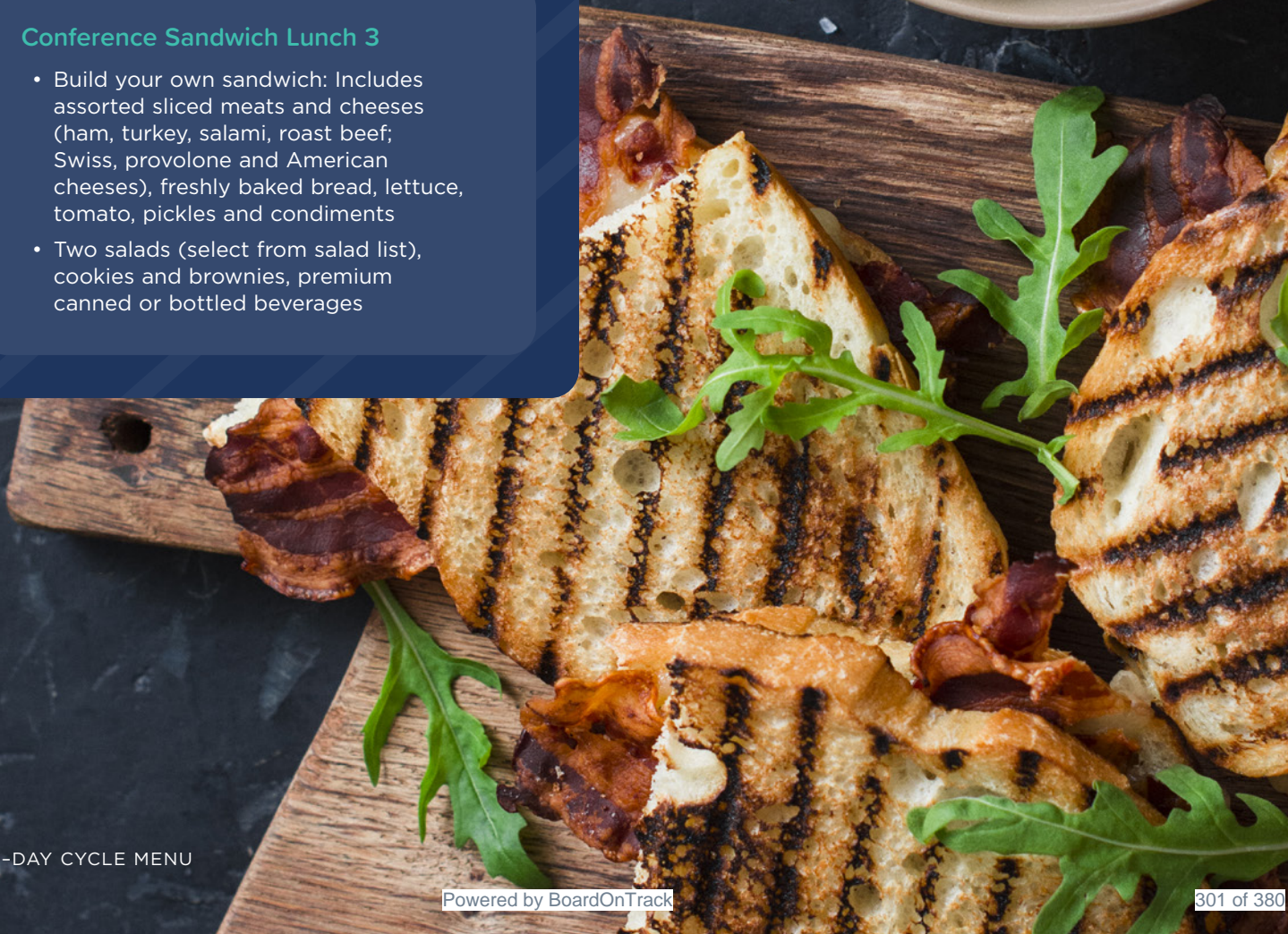
- Sandwich platter (select four different sandwiches from sandwich list)
- One salad (select from salad list), sliced fruit platter, cookies and brownies, premium canned or bottled beverages

Conference Sandwich Lunch 2

- Sandwich platter (select four different sandwiches from sandwich list)
- Two salads (select from salad list), sliced fruit platter, cookies and brownies, premium canned or bottled beverages

Conference Sandwich Lunch 3

- Build your own sandwich: Includes assorted sliced meats and cheeses (ham, turkey, salami, roast beef; Swiss, provolone and American cheeses), freshly baked bread, lettuce, tomato, pickles and condiments
- Two salads (select from salad list), cookies and brownies, premium canned or bottled beverages





New Sandwich Boxes for To-Go Catering

Four sandwiches selected from below are packaged in an easy-to-transport box for lunch on the go.

House Favorites

- House-roasted turkey, brie, honey mustard, demi baguette
- Smoked ham, arugula, Swiss cheese, ciabatta
- Grilled chicken, avocado, chipotle mayo, Jack cheese, brioche

Vegetarian

- Grilled zucchini, eggplant, roasted peppers, balsamic dressing
- Portobello mushroom, wilted kale, goat cheese, sandwich thin
- Balsamic roasted vegetable, goat cheese, whole-wheat wrap

Salads

- Organic field greens, balsamic vinaigrette
- Caesar salad, herb croutons
- Spinach salad, Parmesan, dried cranberries
- Pesto potato salad
- Broccoli, sunflower seeds and raisin salad

From the Farm

- Smoked turkey, vine-ripened tomato, basil, fresh mozzarella
- Chicken Caesar wrap
- Roast beef, cheddar, horseradish, caramelized onions, sourdough

From the Sea

- Albacore tuna, cucumber, whole-grain roll
- Roasted salmon, fresh herbs, lettuce, tomato, sandwich thin

Sandwich selections served on assorted breads and rolls.



Buffets

All buffets are served with a fresh fruit platter, cookie and brownie platter, and premium canned or bottled beverage selection. Minimum of 10 guests, 72-hour notice.

American Classic

- Green peppercorn roasted sirloin
- Lemon-basil roasted salmon
- Roasted mushrooms
- Roasted Roma tomatoes
- Choice of Caesar salad or mesclun greens with balsamic vinaigrettes

Mediterranean

- Caprese skewers
- Spinach Greek salad wraps
- Tabbouleh
- Hummus, red pepper, romaine in whole-wheat pita
- Lentil, sweet potato and red onion salad
- Baked chicken breast, lemon, basil, tomato, black olives
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

BBQ Bar

- BBQ pulled pork and chicken
- Corn on the cob
- Baked beans
- Coleslaw or potato salad
- Cornbread
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Taco and Burrito Bar

- Choice of taco-seasoned beef, chicken or traditional carnitas
- Crisp taco shells and/or soft flour tortillas
- Pinto or refried beans
- Cilantro-lime rice
- Shredded lettuce, diced tomato, black olives, grated cheddar
- Homemade pico de gallo
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Pasta Bar

- Penne pasta
- Choice of traditional Italian meat sauce, Alfredo or marinara (or combination of more than one)
- Seasoned vegetables
- Garlic breadsticks
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Grill Bar

- Hamburgers and hot dogs
- Assorted sliced cheeses
- Platter of lettuce, sliced tomato, thin red onion
- Assorted condiments
- Corn on the cob
- BBQ beans
- Potato salad
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Asian Buffet

- Choice of orange chicken, teriyaki chicken or combination with steamed white rice
- Lo mein noodles
- Vegetable fried rice
- Stir-fried mixed vegetables
- Vegetarian egg rolls
- Fortune cookies
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Pizza Party

- Classic cheese, pepperoni, sausage or roasted vegetable pizza
- Roasted Italian vegetables
- Broccoli with tomatoes, lemon, garlic
- Chicken panzanella
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Masala Buffet

- Chicken tikka masala
- Aloo gobi
- Baingan bharta
- Chef Bal Arneson's quinoa with Brussels sprouts
- Basmati rice
- Garlic naan
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Build-Your-Own Buffets

Caesar Salad

- Romaine lettuce, baby spinach
- Tomatoes, olives, cucumbers, mushrooms, broccoli, carrots
- Grilled marinated chicken breast
- Lemon pepper spiced shrimp
- Grilled balsamic glazed tofu
- Croutons, Parmesan, regular and low-fat Caesar dressing
- Freshly baked focaccia

Grain Bowl

- Baby greens, arugula
- Quinoa, wheat berries
- Avocado, cucumbers, olives, tomatoes, dried cranberries, edamame, broccoli, cauliflower
- Chopped walnuts, sunflower seeds, Parmesan
- Grilled marinated chicken breast
- Lemon pepper spiced shrimp
- Sesame ginger and raspberry dressing
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Chili Picnic

- Beef tomato red bean chili
- Chicken white bean chili
- Jalapeño cornbread
- Cilantro-lime quinoa rice
- Jicama-cucumber fruit salad
- House-pickled vegetables, house-marinated sliced olives, Jack and cotija cheese, fresh cilantro
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette



Bagel Board

- Assorted toasted bagels
- Smoked salmon
- Herbed and plain cream cheeses
- Sliced cheeses
- Lettuce, tomato, radish, red onion
- Peanut butter
- House granola
- Dried fruits
- Traditional potato salad
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Personal Parfait

- Greek yogurt
- Strawberry, blueberry, raspberry, mandarin orange, kiwi, peach
- House granola
- Overnight cinnamon oats
- Orange-marinated cranberries, dried apricot
- Toasted pecans, walnuts, coconut, sunflower seeds
- Honey, maple syrup
- Choice of Caesar salad or mesclun greens with balsamic vinaigrette

Beverages, Desserts and Snacks

Beverages

- Assorted fruit juices
- Bottled water, fresh infused water – choice of lemon, lime, strawberry or cucumber
- Regular and decaf coffee and tea, sugar, milk, half & half, honey, lemon
- Assorted premium canned and bottled beverages

Desserts

- Sheet cakes – chocolate, vanilla, carrot or lemon cake with chocolate, vanilla, cream cheese or lemon icing
- Cheesecake
- Peach, blueberry or apple cobbler, whipped cream
- Cookie and brownie platter
- Mini dessert bars and cupcakes
- Biscotti and chocolate

Snacks

- Fruit and yogurt parfait
- Fruit and cheese tray, flatbread, crackers
- Hot pretzel bites, spicy brown and yellow mustards
- Crudite platter, herbed cream cheese, hummus
- Bruschetta – assorted crisps and flatbreads, fresh tomato basil, Kalamata olives and cranberry pear toppings
- Energy basket – granola, nuts, dried fruit, snack bars



Purchasing Strength

We're able to provide the most competitive pricing for your program through our group purchasing organization, Foodbuy. As a subsidiary of Compass Group and the largest foodservice procurement organization in North America, Foodbuy manages more than 3,000 purchasing contracts and has developed over 600 partnerships with manufacturers, suppliers and distributors across the country. We'll continue to harness Foodbuy's purchasing power and expertise for PCHS' supply chain needs and provide the best quality ingredients and goods at the best price available.

Foodbuy's negotiators understand the competitive landscape, commodity forecasts, regulatory issues, consumer trends, labor factors, sustainability goals, wellness concerns, product innovation and economies of scale. Your Foodbuy team drives down costs by negotiating greater volume of fewer quality products.

PCHS' unique specifications are our first priority when purchasing food for your program. Foodbuy analyzes culinary needs, foodservice trends, nutrition, operating habits and customer requirements. Then it matches those criteria with the world's premier suppliers to optimize quality, value and customer satisfaction.

Benefits to PCHS

Foodbuy

You can expect



Student-focused ingredients and menus to drive participation



Culinary-first approach with quality local and national brands



Increased purchasing efficiencies



Increased wellness and sustainability impact through strategic purchasing



Control and minimizing impact of inflationary pressures



Compliance with nutrition labeling through our proprietary system, Webtrition



Food safety with supply chain due diligence and stringent certification programs



Streamlined processes through our Managed Order Guides



Easy and accurate ordering through our intuitive purchasing platform, MyOrders



Supplier diversity through partnerships with small, minority-, women-, disabled- and veteran-owned businesses



Expert handling of food manufacturer recalls and market withdrawals

We're Your Procurement Advocate

USDA Foods

Our menu philosophy utilizes USDA foods to the fullest extent possible. We have decades of experience and a national support network committed to maximizing the usage of USDA foods, enhancing menu variety and adhering to school foodservice budgets.

The Chartwells National Commodity Program is focused on the following areas of expertise, which enable us to incorporate USDA foods into our school dining menus. This ensures consistent product quality, high nutritional value and low food cost.

Maximum Utilization and Effective Management

We know that the more USDA foods schools use, the lower their food cost. Our team members receive USDA commodity training on accurate ordering, proper inventory procedures and flexible menu development. Our team of experienced chefs and registered dietitians makes full use of USDA foods, including meats, grains, fruits and vegetables.

Smart Processing

We direct our USDA foods to processors who supply us with a product that meets our stringent quality specifications while also supporting local purchasing. Since these standards are identical to specifications for purchased products, the result is a seamless transition between purchased and USDA foods. This reduces menu substitutions, leverages food costs and provides consistent quality ingredients that are easily incorporated into our wholesome meals.

Big Brands with Big Impact

We work collaboratively with a variety of well-known brands to continually introduce students to new foods and flavors. We take pride in stocking our pantries the same way you stock yours, with brands ranging from Tyson and Del Monte to Kraft Heinz and Smucker's. Our partnerships with these brands begin long before we start cooking in our kitchens.

Our chefs collaborate with brand chefs to identify new products to develop recipes for and incorporate them into our menus. We stay close to the latest food trends, whether it's new flavors like Korean BBQ, Sriracha or refreshing watermelon chili lime, or exploring global foods such as empanadas, Thai lemongrass chicken and vegetarian chili.



Fresh Fruit and Vegetable Program

The USDA's Fresh Fruit and Vegetable Program provides qualifying schools with additional funding to purchase fruit and vegetable snacks for students to be served during the school day. Many schools have found success with the program, using it as an educational opportunity. This engages students in learning about healthy eating while providing another nutritious snack during the day.

The success of the Fresh Fruit and Vegetable Program is supported by a strong research base showing that children are more likely to accept new foods after repeated exposure (sometimes as many as 20 exposures are needed!). Research also indicates that children are more likely to develop healthy eating habits if they have the support of a positive role model. The Fresh Fruit and Vegetable Program offers a winning combination of the exposure and support needed to help students develop healthy habits that will last a lifetime. Since the 2015-2016 school year, Chartwells has helped school district partners across the country secure more than \$6 million of funding for the Fresh Fruit and Vegetable Program.

Fresh Fruit and Vegetable Program in Action at Malvern School District

Chartwells has leveraged the Fresh Fruit and Vegetable Program as an opportunity to engage students in the menu design for lunch and breakfast. Students in the Malvern School District had the opportunity to participate in a schoolwide taste-testing event that included more than 20 different fruits and vegetables. The event was designed by Chartwells Director Jason Kuhn, who was looking for a fun and creative way to use leftover program funding that could not be carried over to the next school year. Jason was able to use the results of the student poll to determine which fruits and vegetables should be served in the cafeteria the following school year.

“The Fresh Fruit and Vegetable Program gets kids to try foods that they would normally scrunch their nose up at and not try at home. The variety and choices pique the students’ interests.”

– Christina Spielbauer, Superintendent, Carlisle Area School District

Compliance

We consider compliance just another part of our everyday job. Whether it's the USDA or FDA, we are always current on the newest regulations.

FDA Food Labeling

The FDA requires labels that contain nutrition and ingredient information on foods prepared and packaged for grab-and-go service. To address this need and further our commitment to enhanced transparency, we provide our partners with a grab-and-go package labeling program driven by Webtrition that allows labels to be printed on-site with nutrition and primary ingredient information. Safety and accuracy are a top priority, so we provide training on how to implement labeling for every location. As an added value, the new labels paired with modern packaging provide an upscale dining experience similar to retail establishments.



Managed Order Guides

Foodbuy uses a Managed Order Guide to streamline a majority of purchases from broadline distributors. The Foodbuy category development and distribution teams work directly with Chartwells' culinary leaders and nutrition experts to determine which items will be in our Managed Order Guides. These guides ensure we're buying the right products, from the right vendors, with proper nutritionals for USDA regulatory compliance. They guarantee products are fully traceable and have been manufactured and shipped safely.

Food Ordering and Menu Management

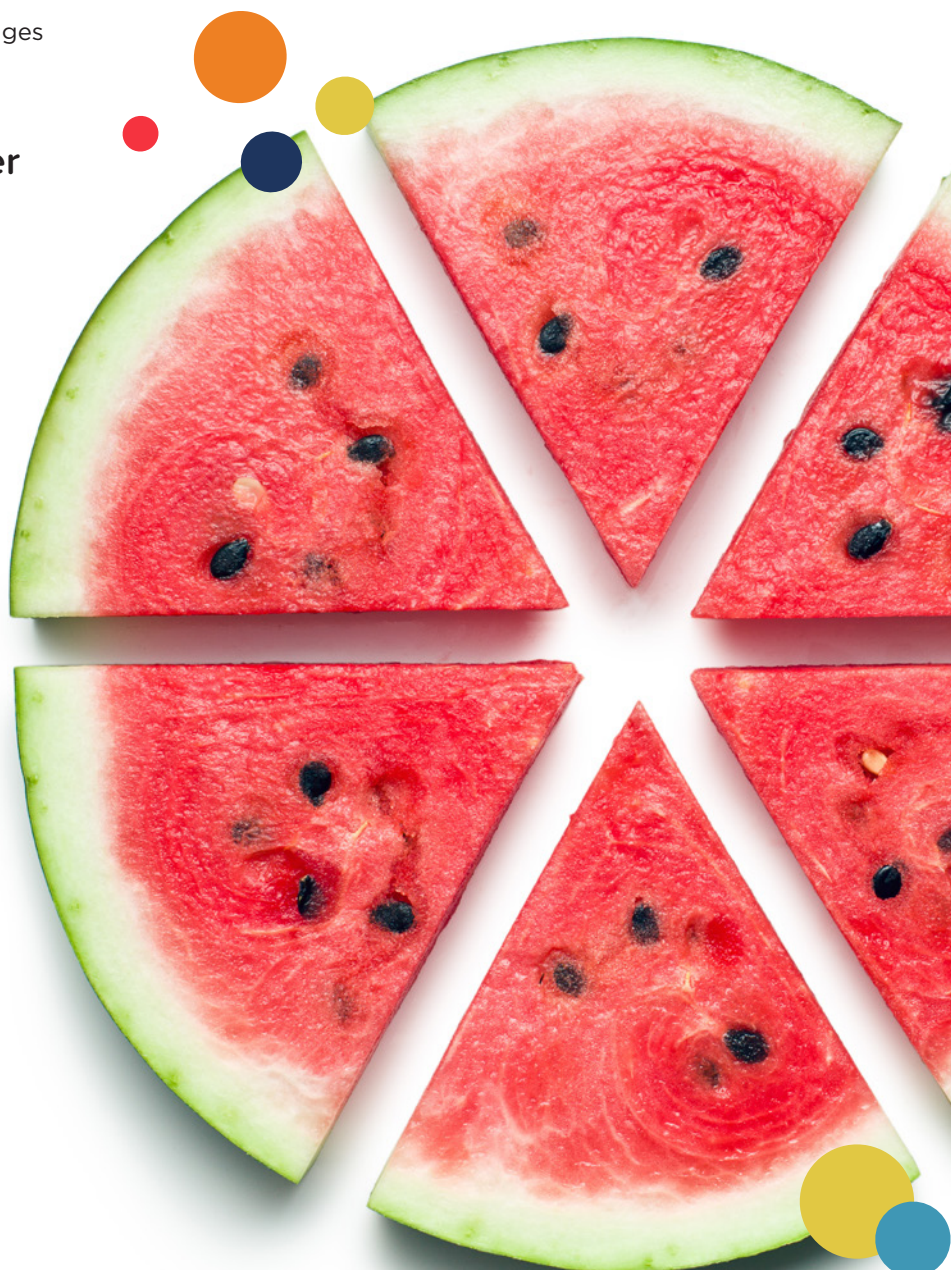
Chartwells uses a proprietary purchasing system called MyOrders, an intuitive platform that allows managers to easily and accurately place and manage their orders. This web-based solution works to simplify the purchasing process and includes such key features as:

- Detailed product information
- Central shopping lists and product changes
- An inventory module

Handling Food Manufacturer Recalls and Market Withdrawals

Our corporate quality assurance department closely monitors USDA, FDA and other websites for product recall and withdrawal announcements. Even the slightest possibility of a compromised product used in our operations triggers an internal Red Alert communication instructing our on-site teams of necessary actions and information, including:

- Supplier name and product
- Potential health threat
- Code dates and lot numbers
- Quantities of product recalled/withdrawn
- Market (retail, foodservice, etc.)
- Actions needed





Responsible Corporate Citizenship/Supplier Diversity

Our commitment to diversity and inclusion doesn't end with workforce diversity. Our Supplier Diversity program is designed to give a wide range of suppliers the opportunity to partner with us to serve your students with quality goods and services. We've established objectives for our Supplier Diversity program that include:

- Identifying and sourcing business opportunities with capable small, minority-, women-, disabled- and veteran-owned businesses that meet the supplier qualification requirements of Foodbuy and our committed customers.
- Tracking all expenditures and joint revenue generated from diversified suppliers.
- Providing diverse business owners with access to the purchasing opportunities within Foodbuy.

We have a Supplier Diversity Department staff that is dedicated to:

- Helping Minority and Women-owned Business Enterprise (MWBE) suppliers understand the business requirements to become nominated suppliers to Compass Group and the other committed customers of the Foodbuy organization.
- Ensuring minority and women business owners are treated fairly in the qualification, proposal and contracting process.
- Providing information and support to all Foodbuy customers relative to the availability of qualified MWBE suppliers.

We're proud our efforts have generated increasingly tangible results and that our supplier diversity initiatives have received numerous awards and recognition. In fact, Foodbuy delivered more than \$700 million in purchasing volume and joint venture revenue with small, minority- and women-owned businesses in 2019. This is just one example of our commitment.

Buy American Provision

At Chartwells, our purchasing capabilities are vast and flexible, enabling us to meet an extremely wide range of specialized client requirements for purchasing practices. As a company, we support buying locally produced products from local business owners as a way to strengthen local economies and minimize our carbon footprint. Wherever feasible, we buy American-made products. A large number of our food suppliers produce their products inside the U.S., helping us easily achieve the USDA's minimum requirements of domestic purchases.

In 2012, the USDA incorporated a procurement audit into school district requirements and placed an increased focus on the Buy American provision of the school meal regulations. You can rest assured our management team takes this seriously at the local and national levels, and everyone has the tools and confidence to help you exceed USDA and state agency requirements. Examples of how we ensure adherence to these regulations:

- Training that details the requirements of USDA procurement reviews and the Buy American provision
- Protocols and standard operating procedures with detailed instructions on requirements
- A central email box so that questions or issues that arise can be quickly answered and escalated
- Buy American product documentation
- Instructions all associates must follow to inspect every food label for country of origin information

Chartwells was the first in the industry to quickly respond and develop a robust training program and a comprehensive set of resources regarding the Buy American provision to ensure our teams understand these rigorous requirements.



Sustainable Sourcing

With a strong commitment to reducing our carbon footprint, our purchasing and supply chain teams work with suppliers and organizations on a range of initiatives and sustainable purchasing programs, including:



Ecologically Minded Food Purchasing

Whenever possible we feature locally grown foods and require that all growers are GAP (Good Agricultural Practices) certified.



Local Produce

We partner with local farmers to provide the freshest produce, bakery and dairy items possible to reduce our environmental impact and support local economies.



Monterey Bay Seafood Watch Program

We follow the guidelines of Monterey Bay Aquarium's Seafood Watch program, helping us source seafood that's caught or farmed in ways that support a healthy ocean now and for future generations.



rBGH/rBST-Free Fresh Milk and Yogurt

Chartwells serves only fresh fluid milk and fresh yogurt from cows that have not been treated with the artificial growth hormones rBGH/rBST.



Imperfectly Delicious Produce

Our Imperfectly Delicious Produce program provides usage options for cosmetically "imperfect" fruits and vegetables that would otherwise be wasted.



Certified Humane Cage-Free Eggs

We offer Humane Farm Animal Care (HFAC) certified cage-free shell eggs and follow policies developed with guidance from experts at the Humane Society.



Plant-Forward Menus

Plant proteins offer healthy, eco-friendly alternatives to animal proteins



Fresh All Year

Chartwells' Flash Frozen program preserves local foods so they can be enjoyed all year long. We've spearheaded this project to help create a concept that benefits the farmers and the schools where it is available.



Reduced Antibiotic Chicken

Since 2006, we have prohibited the purchase of chicken in which antibiotics approved for use in human medicine have been used nontherapeutically or for growth promotion.



Buy American

We proudly buy local products as a way to strengthen local economies and minimize our carbon footprint. Wherever feasible, we buy American-made products, and we easily achieve the USDA's requirements of domestic purchases.



Ethical Trading

Chartwells does not engage in unlawful or unconscionable labor practices. We are committed to ensuring all our dealings with suppliers are conducted in accordance with our guiding principles of responsible and ethical trading.



Manufacturer Partnerships

We have partnerships with numerous trusted manufacturers and offer many of the same brands that our students enjoy at home that align with our food philosophy.



Compass Group Commits to Global Climate Net Zero

As the worldwide leader in foodservice, we have a responsibility to contribute to our industry through ethical, sustainable and inclusive business practices. That's why we've committed to reach net-zero greenhouse gas (GHG) emissions across our global operations and value chain by 2050.

This forward-thinking target makes Compass Group the first international company of our kind to announce a sweeping commitment to a 2050 net-zero emissions economy. It includes ambitious emissions reduction targets over the next decade that have been validated by the Science Based Targets initiative (SBTi) and a further commitment to be carbon neutral in our worldwide operations by 2030.

In addition to investing in climate-positive projects worldwide to support decarbonization; reforestation; biodiversity; and freshwater, land and ocean preservation initiatives; our actions include:

- Transitioning all fleet vehicles globally to 100% plug-in electric.
- Switching to renewable electricity across all our operations.
- Reformulating menus to be low-carbon and use plant-based proteins.
- Increasing sourcing from regenerative agriculture.
- Focusing on packaging solutions to further reduce single-use plastic.
- Reducing food waste in global operations by 50% by 2030.
- Increasing share of seasonal and locally sourced produce.
- Delivering a global deforestation-free and land conversion-free supply chain strategy.

Our sustainability strategy will always include bold actions and global collaboration, and this recent step marks the first initiative in our latest plan, Planet Promise – Compass Group’s companywide commitment to a sustainable future for all.

We pledge to use our scale and reach to influence and work with clients, industry associates, governments and suppliers to reduce their direct GHG emissions, and to set their own net-zero and SBT initiatives to help create a more sustainable global food system for all.

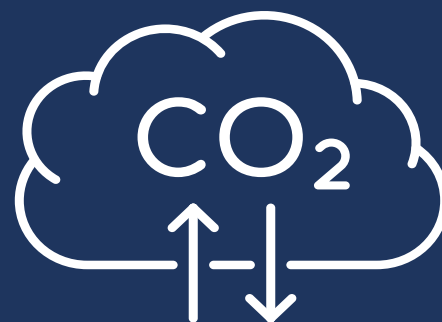
Following the definitions issued by the Greenhouse Gas Protocol – commonly recognized as the global authority on GHG standards – our efforts address each of the three scopes:

- **Scope 1** – Direct emissions from owned or controlled sources.
- **Scope 2** – Indirect emissions from the generation of purchased electricity, steam, heating and cooling consumed by the reporting company.
- **Scope 3** – All other indirect emissions that occur in a company’s value chain.



Dominic Blakemore, Chief Executive Officer of Compass Group PLC, said:

“Compass Group’s new global climate net-zero target reflects our teams’ commitment to sustainable sourcing, eliminating food waste and transforming our environmental impact. As the world’s largest foodservices group – operating at the heart of the global food supply chain – we are in a unique position to influence real change by working in partnership with our suppliers and encouraging sustainable consumption from the clients and consumers we serve every day.”



46% reduction

in absolute SBTi Scope 1 and Scope 2 GHG emissions by 2030 from a 2019 base year; classified by the SBTi as following a 1.5°C trajectory

28% reduction

in absolute SBTi Scope 3 GHG emissions from all food and drink purchased by 2030 from a 2019 base year; classified by the SBTi as following a “well below 2°C” trajectory

Groupwide decarbonization

commitments

Carbon neutral worldwide

in global operations by 2030

Climate net-zero by 2050

across global value chain (SBTi Scope 3)

Responsible Sourcing

Being a good neighbor and responsible global citizen means supporting local economies and implementing measures to protect the planet we share. We proudly source:

- Ingredients from local and regional sources as a first choice.
- Proteins from suppliers that promote the humane treatment and welfare of farm animals.
- Dairy produced from cows not treated with artificial growth hormones.
- Poultry raised without antibiotics that are approved for use in humans.
- Seafood that meets the strict sustainability criteria set by the Monterey Bay Seafood Watch.
- Tuna that is caught without using fish aggregating devices (FAD).
- Plant proteins as healthy alternatives to animal proteins.



Clean Labels

Simple, wholesome ingredients make our recipes stand out. That's why we continually review products and ingredients and work with our supplier partners to reduce:

- Artificial colors, sweeteners and flavors
- High fructose corn syrup
- Partially hydrogenated oils
- Palm oil from unsustainable sources
- Added sugar

The Environmental Protection Agency estimates 30% - 40% of the U.S. food supply is wasted.



1 in 7
Americans struggle to access nutritious meals.

Through partnerships, programs and promotions we'll empower associates, students and families to make a difference.



Locally Grown

We recognize the need to support local farms, as they are integral to our ability to offer more of what PCHS wants: safe, delicious, fresh and locally grown food. As part of our commitment to provide local, sustainably sourced food, we diligently source a large percentage of our foods harvested and produced in California.

Quality Produce

Chartwells meets all USDA and FDA requirements and quality standards for all products we purchase, including locally grown products. In fact, our high standards go above and beyond benchmarks set by other companies. Where possible, Chartwells purchases and features locally grown foods from farmers who practice ecologically responsible methods and strive to reduce our environmental impact.

In Florida, our Duval County Public Schools team recently partnered with a local farmer to plant seeds for 10,000 watermelons, grown specifically for Chartwells and DCPS with organic fertilizer. These watermelons were delivered straight to schools and immediately served on menus every day for more than three weeks. They were so popular that we worked with area farmers to get an additional 5,000 melons to keep up with the demand.



Dedicated Crop Program

Through the Chartwells' Dedicated Crop Program, we work with local farmers who dedicate a portion of their land to growing crops just for Chartwells schools. Local farmers plant the seeds just for us, then harvest, package and deliver fresh, local produce directly to our schools each month. School starts at the perfect time for us, just as these items are harvested in the fall.

Flash Frozen Program

Chartwells' Pioneer Valley Flash Frozen program preserves local foods so they can be enjoyed all year long. By connecting farmers to the students they serve, we allow for a deeper understanding of how our foods come to the table each day.



Local Partners

Part of our enduring commitment to you is a promise to be an active part of the surrounding community, building a healthier future as we continue to develop relationships with local farms throughout your state and region. We value your input in connecting us with even more local partners and know from experience that these collaborative initiatives have a meaningful impact on students and the community as a whole.

Below are a handful of local farms spotlighted from our partnerships in California:

Coastal Organics

Santa Paula

Farming since 1978, Paul and Maryann Carpenter are showcasing organic squash, heirloom tomatoes, root vegetables and greens at the Santa Monica Farmers Market. Their booth is a well-known stop for local chefs who seek out their high-quality produce.

County Line Harvest

Petaluma and Thermal

David Retsky started County Line Harvest in 2000 in Petaluma and expanded to Thermal in 2009 when he was joined by Megan Strom. Certified organic by Marin Organic Certified Agriculture since 2001, they grow baby lettuces, salad and cooking greens, rainbow chard, baby carrots and a variety of beets.

Valdivia Farms

Carlsbad

Active at numerous local farmers markets, this second-generation family farm has been in operation for 30 years. They grow heirloom tomatoes, squash, berries, cucumbers, squash blossoms, watermelons, radishes, snap peas and more.

Weiser Family Farms

Bakersfield

Weiser Family Farms was started in 1977 by Sid and Raquel Weiser and they've since been joined by their children Alex, Dan and Esther. Two generations have been focused on creating a bio-diverse farm that applies sustainable farming practices to growing potatoes, melons, butternut squash, peppers and carrots. In 2015, Alex was awarded the prestigious Tom Haller Award, which is bestowed on those making a significant impact on farming and agriculture in California.





Farm Partnerships

We're proud of our commitment to local produce and the relationships we have with local farms and farmers. Partnering with local farms supports the Los Angeles economy, provides improved fresh product, reduces environmental impact and gives back to the community.

Farm to School



Chartwells is committed to working closely with local farmers from coast to coast to bring fresh produce straight from farms to our schools. We buy whole crops

and flash freeze local fruits and vegetables so we can serve them in school year-round. These partnerships not only continue the farm-to-table trend, but also present an opportunity to introduce a wide variety of fresh new foods and flavors to students while benefiting farmers and the entire community.

Last year, Chartwells districts purchased 73% of produce and dairy products from local farms. Working with produce distributors, we will ensure local, seasonal produce is the first choice on your order guides and is clearly marked for easy ordering. Our tools and availability calendars let menu planners forecast their local produce needs and work with their vendors' inventories.

“The Chartwells staff has been fantastic in helping to get more local produce in schools. By supplying schools with local vegetables, we are able to support farmers and get healthy food to thousands of young people throughout the region.”

– John Waite, Franklin County Community Development Corporation



Featuring fresh produce from local farms helped increase lunch participation by 30% at a high school in Wichita Falls Independent School District.



National Farm to School Month

Each October, Chartwells joins thousands of schools across the country to celebrate National Farm to School Month. Our schools celebrate in a variety of ways: cooking demonstrations, farmers markets, visits from farmers and a variety of local fruits and vegetables proudly served on menus. Though we place an emphasis on farm to school throughout the year, October is a special time to unite the school community in learning about the food system and the benefits of local produce. We are eager to work with you to create a unique celebration for your students.

Last October, our Discovery Kitchen program featured a “Seed to Table” theme for National Farm to School Month. Students had the opportunity to plant tomato and basil seeds. Chefs and dietitians led cooking demonstrations with these ingredients in the cafeteria and featured them on lunch menus.



Farmers Markets

As part of our Farm to School initiative – and a fan-favorite event from our Discovery Kitchen library – Chartwells sponsors farmers markets in all schools. Not only has this brought an authentic retail experience to students and helped shape the way they select healthy foods outside of school, these innovative programs teach kids about financial transactions, math and nutrition.

During the event, outdoor tents can be set up to emulate the traditional farmers market experience for students, similar to what they and their families would experience at their local farmers market. All students are able to participate in a shopping experience using play money to “purchase” produce at the market. Each student receives a bag to hold their chosen produce, play money, handouts and healthy recipes that explain how to prepare and cook some of the fresh produce.



At Bay District Schools, Chartwells proudly partners with local farmers to create mock farmers markets at schools. Students use play money to purchase fresh fruits and vegetables to take home and share with their families. Each month highlights seasonal produce by featuring a different fruit or vegetable to sample and learn about.

“When the kids try something, especially that they’ve never had before, you can see by their face that they are like ‘wow!’ And that’s what we are trying to achieve. We want the satisfaction of them being happy and trying something new they’ve never had.”

– Deborah DiPietrantonio,
Bay District Chef



School Gardens

We work closely with national nonprofit KidsGardening to help students and teachers plant, grow and enjoy their own food because we understand the benefits it can bring to schools and communities. Research shows that kids who get to experience gardening are more likely to:

- Enjoy greater social and emotional well-being
- Eat and prefer fresh fruits and vegetables
- Feel a responsibility to care for the environment

We offer:

- An extensive garden guide
- Food safety guidance for serving garden produce in the cafeteria
- Assistance with garden grants
- Webinars and teacher resources for leading garden education

We're committed to supporting the cultivation of gardens in every school and serving garden produce in school meals whenever possible.

Tower Gardens

It doesn't get any more local than your classroom. Tower gardens can help you educate, excite and inspire your students.

They provide a hands-on approach to learning in a fun and engaging way. Use your tower gardens to grow a variety of vegetables, herbs and other plants in conjunction with a curriculum based around nutrition and science. Better yet, harvest your bounty, and one of our chefs will incorporate them into an educational event for your students.

Compared to traditional gardening, there's less hassle and cleanup with tower gardens because they don't use soil. Tower gardens have been shown to increase yields by as much as 30% and triple the speed of plant growth, while using only 10% of the water and space needed for soil gardening.



Hydroponic Tower Gardens at Menasha Joint School District

Brian Adesso, director of business services at Menasha Joint School District (MJSD), was on a mission to deliver fresh, nutritious food to his students. He found his answer at Fork Farms in the form of compact hydroponic towers. They required very little space and labor and no soil to grow healthy, delicious produce. He worked with Chartwells' assistant director of dining services to safely get the fresh, leafy greens from the tower gardens to students' plates. MJSD has already replaced 30% of what they used to purchase for the high school with greens grown on-site, and sales of salad entrees have doubled since last year. Prior to implementation, a student requested a new apple because the one they received had a leaf on it; now students districtwide are choosing fresh, healthy food grown right on campus.





Waste Reduction

Our proprietary online waste-tracking program, **Waste Not**, allows users to see trends and make adjustments to reduce waste over time. Districts using the program have seen an immediate impact and identified opportunities for targeted training around knife skills, forecasting and inventory management.

We celebrate Stop Food Waste Day each April to raise awareness, provide education and ignite change in response to the global food waste epidemic. Students can become “Food Waste Warriors,” pledging how they will do their part to reduce food waste.



Waste Reduction in Action

Winston-Salem/Forsyth County Schools

Chartwells covered the cost difference of switching to compostable trays in the cafeteria at Speas Elementary to support a parent and student-led composting program. The board of education later voted to replace polystyrene trays at all WS/FCS locations where they were used.

Los Alamos Public Schools

Eco Club students wanted to institute a zero-waste school lunch program, so Aspen Elementary School Principal Michele Altherr met with Chartwells’ director of dining services to discuss implementation. Foam trays were replaced with plastic, reusable ones, and to cut down on food waste, a salad bar is available so students can choose which fruits and vegetables to eat and how much they want.

*Waste Not has successfully reduced waste by as much as **73%**, primarily from the fruit and vegetable bar.*



Food Recovery

Donating surplus food serves the planet and the community. Through our Food Recovery program our associates work with the school – and where available, student volunteers – to coordinate food donations to local nonprofits for community distribution. Our food recovery toolkit includes:

- Standard operating procedures
- Tips for locating a nonprofit agency and key points to discuss
- Training for associates and student volunteers
- Marketing materials to educate students and families

Imperfectly Delicious Produce (IDP) is a program that rescues local produce that may otherwise go unused because it doesn't meet the strict visual standards of larger retailers even though it contains the identical nutrient composition. Using these nutritious and delicious foods is a great opportunity to help local farms, our communities and the environment.



Since IDP's inception, over **3 million** pounds of produce have been put to good use in our kitchens.



HEALTHY PLANET

Children are our future. Someday they will be the decision-makers, educators and possibly even policymakers of our world. Teaching them about sustainability will give them the opportunity to take responsibility for their actions, plan for the future and maintain a healthier planet.

Simple measures can make a big difference. It's one fewer piece of plastic in a landfill, an extra lightbulb turned off daily or one more meatless meal eaten. Teaching children that they can make a difference will help to raise a generation of adults who are more aware and environmentally conscious than the generation before them.

With this in mind, we are happy to introduce Discovery Kitchen Healthy Planet. The series focuses on explaining the significance of our choices in the cafeteria, in the home and in the community so children begin to understand the impact they can have on the future of our planet. Healthy Planet incorporates not only sustainable practices, but also allows students to learn about other values, such as responsibility and caring for others, both animals and people.

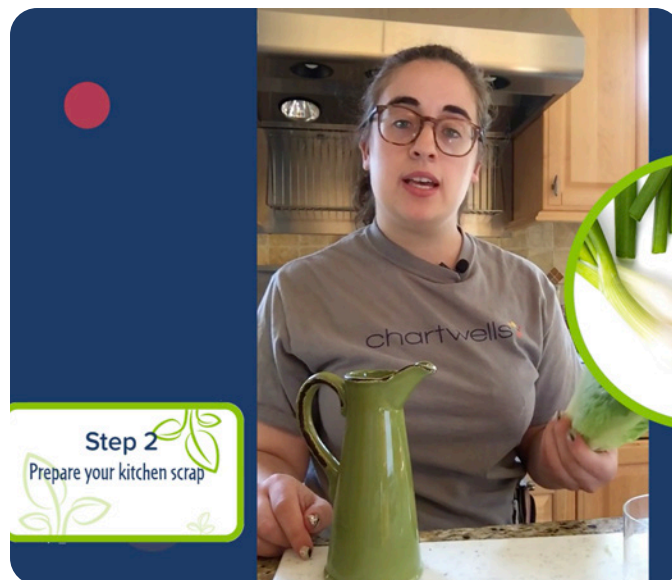
Sustainability Education for the Entire School Community

We ensure our foodservice teams have ongoing learning opportunities, and we love to share our knowledge and resources for living a responsible and sustainable life with families and the community. Sustainability tips, facts and helpful websites can be provided to families via Nutrislice, social media, the school's website or during events such as Back to School. We are also available to host a talk for parents that focuses on a specific topic, such as how to reduce food waste at home.



Click here to check out our videos on aquaponics, scrap gardening and food systems.

Alternatively, visit the following link: vimeo.com/showcase/8715512





Our Commitment

Our sustainability scorecard measures our commitment to serving food that's good for you and good for the planet. We're proud of the progress we've made over the past year to purchase more poultry that is sustainably raised and sourced, while maintaining our high percentage of sustainably sourced seafood and dairy products.

100% rBGH-free milk


99% rBGH-free yogurt

94% reduced-antibiotic chicken

78% reduced-antibiotic turkey

99% sustainable seafood

59% cage-free shell eggs

73% 

Percentage of produce and dairy that Chartwells purchased from local farms in 2021.



Exhibit 1: Model Fixed-Price Contract

Serving Up Happy & Healthy

Exhibit 1



Exhibit 1: Model Fixed-Price Contract
FOOD SERVICE MANAGEMENT COMPANY

Palisades Charter High School
FOOD SERVICE PROGRAM

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

Phone: (310) 230-7238

Fax: (310) 454-6076




Model Fixed-Price Contract

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Palisades Charter High School
RFP # FY23-001

Contract Summary

FOOD SERVICES CONTRACT		CONTRACT NUMBER
		REGISTRATION NUMBER
1	This contract is entered into between the school food authority and the food service management company named below:	
	SCHOOL FOOD AUTHORITY NAME	
	Palisades Charter High School	
	FOOD SERVICE MANAGEMENT COMPANY NAME AND FEDERAL TAX IDENTIFICATION NUMBER	
	Compass Group USA, Inc., by and through its Chartwells Division 56-1874931	
2	The term of this Contract is for one year, commencing on July 1, 2022	and ending on June 30, 2023
3	The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served	\$
4	The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract.	
	Request for Proposal Released	Enter page(s)
	Contractor Proposal Received	Enter page(s)
	Attached Terms and Conditions	Enter page(s)
	Exhibit A: Scope of Work	Enter page(s)
	Exhibit B: Schedule of Fees	Enter page(s)
IN WITNESS WHEREOF, the parties hereto have executed this Contract.		
FOOD SERVICE MANAGEMENT COMPANY		<i>California Department of Education Use Only</i>
NAME of FSMC (if other than an individual, state whether a corporation, partnership, etc.)		
Compass Group USA, Inc., by and through its Chartwells Division		
BY (Authorized Signature)	DATE SIGNED (do not type)	
	4/13/2022	

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Palisades Charter High School
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PRINTED NAME AND TITLE OF PERSON SIGNING			
Belinda Oakley, CEO, Chartwells K12			
ADDRESS			
2400 Yorkmont Road, Charlotte, NC 28217			
SCHOOL FOOD AUTHORITY			
NAME of SFA			
Palisades Charter High School			
BY (Authorized Signature)	DATE SIGNED (do not type)		
△			
PRINTED NAME AND TITLE OF PERSON SIGNING		<input type="checkbox"/> Exempt per:	

Model Fixed-Price Contract

I. Introduction

Palisades Charter High School, hereinafter referred to as the school food authority (SFA), enters into this Contract with _____, hereinafter referred to as the FSMC to provide food service management assistance for the SFA’s food service program, hereinafter referred to as “Services.” **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

II. General Terms and Conditions

A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on July 1, 2022, and continue through June 30, 2023. After careful consideration, the SFA may annually renew this Contract for four additional one-year periods upon agreement between both parties. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7. Code of Federal Regulations (7 CFR), Section 210.16[d]).

B. Designated Contract Liaisons

SFA Liaison for Services		FSMC Liaison for Services	
Name: Juan Pablo Herrera		Name:	
Title: Chief Business Officer		Title:	
Phone: 310-230-7238	Cell Phone: 805-794-7406	Phone:	Cell Phone:
Fax: 310-454-6076	E-mail: jherrera@palihigh.org	Fax:	E-mail:

Respondents shall serve or deliver by postal mail all legal notices to:

SFA	FSMC
Name: Juan Pablo Herrera	Name:
Title: Chief Business Officer	Title:
Address: Palisades Charter High School 15777 Bowdoin St. Pacific Palisades, CA. 90272	Address:

C. Fees

1. Fixed-price Contracts

The SFA will pay the FSMC at a fixed rate per meal. The fixed rate per meal includes all fees and charges indicated in the Schedule of Fees (Exhibit B) of this Contract. The SFA must determine, and the FSMC shall credit the SFA for, the full value of U.S. Department of Agriculture (USDA) Foods. The FSMC's fixed-price invoice will be fully compliant with procurement requirements for the National School Lunch, School Breakfast, and Special Milk Programs, set forth in 7 *CFR*, parts 210, 215, and 220, and the USDA Food and Nutrition Service (FNS) Final Rule issued Wednesday, October 31, 2007. The FSMC shall take discounts, rebates, and other credits into account when formulating their prices for this fixed-price contract (Title 2, Code of Federal Regulations (2 *CFR*), Section 200.406[a]).

2. Payment Terms

The FSMC shall submit monthly invoices by tenth (10th) of the following month that reflect all activity for the previous calendar month. The FSMC must submit detailed cost documentation monthly to support all charges to the SFA. Charges and expenses are included in the Schedule of Fees (Exhibit B). All costs, charges, and expenses must be mutually agreeable to the SFA and the FSMC, and must be allowable costs consistent with the cost principles in 2 *CFR*, Part 200, as applicable. The SFA will pay invoices submitted by the FSMC within thirty (30) calendar days of the invoice receipt date. The SFA will pay invoices received by its accounting department by the 30th, if the invoices pass the SFA's audit. The SFA will notify the FSMC of invoices that do not pass audit, which the SFA will not pay until the invoices have passed audit, with no penalty accruing to the SFA.

3. Interest, Fines, Penalties, Finance Charges, Income and Expenses

Interest, fines, penalties, finance charges, income and expenses that may accrue under this contract are not allowable expenses to the nonprofit school food service (cafeteria fund) (2 *CFR*, Section 200.441). The SFA is prohibited from paying unallowable expenses from the SFA's cafeteria fund.

4. Spoiled or Unwholesome Food, Food Not Meeting Detailed Food Component Specifications or Contract Requirements.

The SFA shall make no payment to the FSMC for food that, in the SFA's determination, is spoiled or unwholesome at the time of delivery, does not meet detailed food component specifications as developed by the SFA for the meal pattern, or does not otherwise meet the requirements of this Contract (7 *CFR*, Section 210.16[c][3]).

The SFA shall make no payment to the FSMC for meals that, in the SFA's determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract (7 *CFR*, Section 210.16[c][3]).

D. Contract Cost Adjustment

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home CPI regional index: Los Angeles. The March CPI value will be used as a representation of the change in CPI. Such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA. Of note, the CPI fee increases should be applied to individual meal or unit costs.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

E. Availability of Funds

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

F. Timeliness

Time is of the essence in this Contract.

G. Approval

This Contract has no force or effect until it is signed by both parties and is approved by the CDE (7 *CFR*, Section 210.19[a][5]).

H. Amendment

No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (7 *CFR*, Section 210.19[a][5]).

I. Substantive Changes to Contract

Any change to this Contract that results in a material change or any proposed renewals of this Contract may, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract:

- The addition of a program
- A major shift in responsibilities for FSMC or SFA staff

J. Subcontract/Assignment

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

K. Written Commitments

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal
- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

L. Trade Secrets/Copyrights

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines, operational manuals, and similar documents—that the SFA and FSMC regularly use in the operation of their business or that they develop independently during the

course of this Contract. Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use the work for federal purposes (7 CFR, Section 200.315[b]).

M. Severability

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

N. Counterparts

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

O. Silence/Absence/Omission

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

P. Indemnification

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC's acts or omissions, willful misconduct, negligence, or breach of the FSMC's obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA's sole acts or omissions.

Q. Sanctions

If the FSMC fails to perform the contract terms, the following penalties may be imposed:

- FSMC will be required to provide in writing to the SFA how they will ensure future contract compliance
- Continued nonperformance will result in termination of this contract
- FSMC may be prohibited from bidding on future contracts with the SFA

R. Breach of Contract

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

S. Penalties

Cost resulting from the SFA's violations, alleged violations of, or failure to comply with federal, state, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency (2 *CFR*, Section 200.441).

T. Force Majeure

1. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.
2. Force majeure does not include any of the following occurrences:
 - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market
 - Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence
 - Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits

3. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following work day or the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate 7 *CFR*, Section 210.16(d).
4. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

U. Nondiscrimination

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP) will be discriminated against on the basis of race, color, national origin, age, sex, or disability. State agencies and SFAs shall comply with the requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Department of Agriculture regulations on nondiscrimination (7 *CFR*, parts 15, 15a, and 15b); and FNS Instruction 113-1 (7 *CFR*, Section 210.23[b]).

V. Compliance with the Law

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC's compliance efforts.

The FSMC shall comply with all applicable federal regulations in 2 *CFR*, parts 200 and 400 and 7 *CFR*, parts 210 (NSLP), 220 (SBP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction), USDA FNS Instructions and policy, federal laws and regulations, California *Education Code (EC)*, and California laws and regulations, where applicable.

W. Choice of Law

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

X. Advice of Counsel

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this Contract.

Y. Relationship of the Parties

- A.** The FSMC's relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes, all of which will be the FSMC's responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA.
- B.** When the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, or Afterschool Meal Supplements (AMS) under the NSLP (*EC* Section 45103.5).

- C. All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.
- D. The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

IV. Food Service Program

A. Food Service Management Company Responsibilities

1. The FSMC will not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event (7 *CFR*, Section 210.21[e]).
2. The FSMC shall have state or local health certification for any facility outside the school in which it proposes to prepare meals and the FSMC shall maintain this health certification for the duration of the contract (7 *CFR*, Section 210.16[c][2]).

B. School Food Authority Responsibilities

1. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits (7 *CFR*, sections 210.16[a][2] and 210.16[a][3]).
2. The SFA retains control of the quality, extent, and the general nature of its food service; the prices children are charged for meals (7 *CFR*, Section 210.16[a][4]), and a la carte prices. The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced-price, and paid reimbursable lunches to all eligible children (7 *CFR*, Section 210.16[a]).
3. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by

the CDE under 7 *CFR*, Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-price, and paid lunches respectively, served for each day of operation (7 *CFR*, Section 210.8[a][1]).

4. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs (7 *CFR*, Section 210.10[m]).
5. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, program renewal, the verification of applications, letters to households, and all correspondence to the CDE relating to the food service program (7 *CFR*, Section 210.16[a][5]).
6. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program (7 *CFR*, Section 210.21).
7. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster (*EC* Section 49558).
8. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk (7 *CFR*, Section 245.6).
9. If the SFA uses direct certification of eligibility, the SFA shall be responsible for obtaining the direct certification list at least three times annually.
10. The SFA shall be responsible for the determination of eligibility for free and reduced-price meals and shall disclose the eligibility status of individual students or confidential information provided on the application for free or reduced-price meals to the FSMC, to the extent that such information is necessary for the FSMC to fulfill its obligations under this Contract. The FSMC will not disclose the eligibility status of individual students or confidential information provided (*EC* Section 49558).
11. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility (7 *CFR*, Section 245.7).
12. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations (7 *CFR*, sections 245.6 and 245.6[a]).

13. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning (7 *CFR*, Section 210.16[a][8]).
14. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being met. Meals are prepared by the FSMC on-site at an SFA facility (7 *CFR*, Section 210.16[a][7]).

V. Buy American Requirements

A. Food Service Management Company Responsibilities

1. The FSMC must submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume (USDA Policy Memo SP 38-2017).
2. The FSMC must notify the SFA in writing at least 10 days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes for the SFA to consider and provide an explanation for the following:
 - a) Why the domestic product is not produced or manufactured in sufficient and reasonably available quantities of a satisfactory quality; and/or
 - b) Why competitive bids reveal the cost of the domestic product is significantly higher 10% than the nondomestic product
3. The FSMC will provide certification of domestic origin for products which do not have country of origin labels.

B. School Food Authority Responsibilities

1. The SFA shall maintain documentation outlining the justification for supporting their use of an exception to the Buy American Provision requirement **prior** to accepting nondomestic agricultural commodities or products. This documentation will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an on site administrative review and an off site procurement review.

2. The SFA shall monitor the contract to ensure that the correct domestic food components contracted for are delivered as required by 2 *CFR*, Section 200.318(b) unless the FSMC has received prior approval from the SFA for nondomestic agricultural commodity or product.
3. The SFA must ensure FSMC compliance with the Buy American Provision in accordance with their procurement procedures. These procedures, at a minimum, must include the requirement to include Buy American Provision language in solicitations and contracts as well as the process for requiring FSMCs to certify the domestic percentage of the agricultural food component of products.

VI. U.S. Department of Agriculture Foods

C. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, donated foods made available by the SFA solely for the purpose of providing benefits for the SFA's nonprofit school food program (7 *CFR*, Section 210.16[a][6]).
2. In accordance with 7 *CFR*, Section 250.53, the FSMC shall comply with the following provisions relating to the use of donated foods, as applicable:
 - a) The FSMC must credit the SFA for the value of all donated foods (including both entitlement and bonus foods) received for use in the SFA's meal service in the school year or fiscal year. The credit must include the value of donated foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the donated foods value of processed end products to the SFA (7 *CFR*, Section 250.51[a]).
 - b) The FSMC shall account for the full value of donated foods (7 *CFR*, Section 250.51) by:
 - i) Subtracting the value of all donated foods received for use in the SFA's food service from the SFA's monthly invoice, and
 - ii) Using the Average Price File for the school year in which the donated foods are received by the SFA. This listing is available from the USDA Food Distribution web page at <http://www.fns.usda.gov/fdd/processor-pricing-reports>.

3. The FSMC will be responsible for any activities relating to donated foods in accordance with 7 *CFR*, Section 250.50(d), as applicable, and will ensure that such activities are performed in accordance with the applicable requirements in 7 *CFR*, Part 250.
4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to donated foods.
5. The FSMC must use all donated beef, pork, and all processed end products, in the recipient agency's food service, and must use all other donated foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used) (7 *CFR*, Section 250.51[d]).
6. The FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of donated foods contained in end products (7 *CFR*, Section 250.53[a][7]).
7. The method and frequency of crediting donated foods will be in accordance with 7 *CFR*, Section 250.51(b). The FSMC must ensure that it follows the negotiated method and frequency of crediting agreed upon by the parties.
8. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of 7 *CFR*, Part 250 (7 *CFR*, Section 250.53[a][8]).
9. The FSMC will provide assurance that it will comply with the storage and inventory requirements for donated foods (7 *CFR*, Section 250.53[a][9]).
10. The FSMC will maintain records to document its compliance with requirements relating to donated foods, in accordance with 7 *CFR*, Section 250.54(b).

D. School Food Authority Responsibilities

1. The SFA shall retain title to all donated foods and ensure that all donated foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein (7 *CFR*, Section 210.16[a][6]).
2. The SFA shall accept and use, in as large quantities as may be efficiently used in its nonprofit food service program, such foods as may be offered as a donation by USDA (7 *CFR*, Section 210.9[b][15]).

3. The SFA will maintain records to document its compliance with requirements relating to donated foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all donated foods in accordance with 7 *CFR*, sections 250.54(a) and (c).
4. The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to donated foods (7 *CFR*, Section 250.53[a][12]).

VII. Meal Responsibilities

A. The FSMC shall:

1. Serve meals on such days and at such times as requested by the SFA.
2. Offer free, reduced-price, and paid reimbursable meals to all eligible children through the SFA's food service program.
3. Provide meals through the SFA's food service program that meet the requirements as established in 7 *CFR*, parts 210 and 220, as applicable.

VIII. Food Service Management Company Employees

- A.** The FSMC shall only place employees for work at the SFA that meet the minimum professional standards outlined in 7 *CFR*, Section 210.30 which can be viewed at the following web page: [School Nutrition Program Professional Standards](#).

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the trainings completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the professional standards.

- B.** The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s).
- C.** The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA four (4) calendar weeks prior to the commencement of operation.
- D.** The FSMC shall comply with all wage and hours of employment requirements of federal and state laws. The FSMC will be responsible for supervising and training their personnel.

- E.** The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.
- F.** The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.
- G.** The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.
- H.** The FSMC shall provide the SFA with a completed Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and/or Credential Verification of employee(s) who will be working on-site.

IX. Books and Records

- A.** The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with 7 *CFR*, Section 210.16(c)(1).
- B.** The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE, USDA FNS and Office of Inspector General of the United States for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as long as required for resolution of issues raised by the audit (7 *CFR*, Section 210.9[b][17]).
- C.** The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.

- D. The USDA, Inspector General, the Comptroller of the United States, and the CDE, or any of their duly authorized representatives must have the right of access to any documents, papers, or other records of the FSMC and the SFA which are pertinent to the federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the FSMC and SFA's personnel for the purpose of interview and discussion related to such documents (2 *CFR*, Section 200.336[a]).
- E. The distributing agency/CDE, recipient agency/SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for management and use of donated foods (7 *CFR*, Section 250.53[a][10]).

X. Monitoring and Compliance

- A. The FSMC shall monitor the food service operation of the SFA through periodic on-site visits in order to develop recommendations for improvement of the food service program.
- B. The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.
- C. The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with 7 *CFR*, Section 210.8(a). At a minimum, these internal controls shall include all of the following:
 - An on-site review of the lunch counting and claiming system employed by each school within the jurisdiction of the SFA (7 *CFR*, Section 210.8[a][1])
 - Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
 - A system for following up on lunch counts that suggest the likelihood of lunch counting problems

XI. Equipment, Facilities, Inventory, and Storage

- A.** The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA's premises.
- B.** The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA's premises within 10 days of its placement on the SFA's premises.
- C.** The SFA shall have access, with or without notice, to all of the SFA's facilities used by the FSMC for purposes of inspection and audit.
- D.** Ownership of the beginning inventory of food and supplies shall remain with the SFA.
- E.** Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

XII. Certifications

- A.** The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR*, parts 200 and 400, and 7 *CFR*, parts 210, 215, 220, 245, 250, and USDA FNS Instruction and policy, as applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.
- B.** The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations, and statutes.
- C.** The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued.

For contracts in excess of \$150,000, the SFA and FSMC shall comply with the Clean Air Act (42 U.S.C. sections 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. Section 1251) as amended (Appendix II to

2 *CFR*, Part 200).

D. Debarment and Suspension

The parties shall not enter into contracts with parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Nonprocurement programs (Executive Orders 12549 and 12689 and 2 *CFR*, Part 200, Appendix II).

E. Lobbying

The Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Section 418) must accompany each subsequent four (4) additional one-year renewals. Contract renewals that do not include this certification will not be accepted for consideration (Appendix II to 2 *CFR* Part 200 Section [I]: Byrd Anti-Lobbying [31 U.S.C 1352]).

XIII. Insurance

The parties shall maintain the following insurances:

A. Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars (\$1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

B. Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Comprehensive or Commercial General Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than five million dollars (\$5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Broad Form Property Damage Liability on the FSMC-owned property, Blanket Contractual Liability, and Products Liability, covering only the operations and activities of the FSMC under the Contract and, upon request, shall provide the SFA with a certificate evidencing such policies. The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

C. Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

XIV. Termination

Either party may cancel for cause with a 60-day notification if either party breaches a provision of this Contract (7 *CFR*, sections 210.16[d] and 250.12[f][9]). The nonbreaching party shall give the other party notice of such cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period. This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.339[a][3]). The Contract may also be terminated, in whole or in part, by the FSMC upon written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety (2 *CFR*, Section 200.339[a][4]). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

Scope of Work

1. Overview of Palisades Charter High School Food Service Program

- A. **Scale.** Palisades Charter High School has one (1) site and serves approximately 3,000 students. The SFA employs one (1) person who provides food service support to approximately 3,000 children at one (1) school, with two (2) feeding sites. The dedicated cafeteria employee is expected to work with the FMSC personnel to serve all students. The food service prepares approximately 147,000 meals annually.
- B. **Financial Goals.** The SFA expects the FSMC to maintain all food costs and meal ordering, while keeping waste to a minimum. The SFA values high quality products and meals prepared from scratch, yet acknowledges there must be minimal waste and cost-effectiveness.
- C. **Management Goals.** The SFA expects the FSMC to manage the overall meal program and provide support to the SFA. All required paperwork should be maintained on site and readily available. Records should be organized by month and contain daily production records, temperature logs, menus and all CN labels and recipes. All staff should be properly trained and meet all training requirements. The FSCM shall submit documentation prior to the first day of service that all staff have met training requirements. The FSCM would also help in improving nutritional awareness and offering strategies to increase participation.
- D. **Food Service Office and Staff.** The food service office is located at 15777 Bowdoin St. Pacific Palisades, CA. 90272. The number of food service staff is one (1).
- E. **National School Lunch Program and School Breakfast Program.**

Participation:

PROGRAM	GRADES	MAX ENROLLMENT*	AVERAGE DAILY PARTICIPATION	FULL PAY*	FREE*	REDUCED*
National School Lunch (NSLP)	9-12	3,000	449	2199	570	183

School Breakfast Program (SBP)	9-12	3,000	400	2199	570	183
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2. Description of FSMC Responsibilities

General: Under the direction of the SFA's Food Service Director/Chief Business Officer, the FSMC selected pursuant to this RFP will provide the following: overall effective and efficient management of the food service procurement, preparation, distribution and tracking. This will fulfill the responsibilities described, in section one (1) above. In addition, the FSMC will employ qualified professionals to purchase, prepare and serve meals. This includes meal ordering, counting, distribution and nutrition outreach.

Responsibilities of the FSMC shall include:

A. Purchasing of Supplies for the Food Service Program

Recommend (or be responsible for) purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program.

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation.

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with applicable statutes and regulations.

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC.

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

B. Contracting With Small, and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The FSMC shall comply with 2 *CFR*, Section 200.321 (as applicable).

C. Buy American

The SFA participates in meal programs that require the use of nonprofit school food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U. S. substantially (51 percent or more by weight or volume) using agricultural commodities that are produced in the U. S. as provided in 7 *CFR*, sections 210.21(d) and 220.16(d). The FSMC must:

1. **Submit certification statements for all processed agricultural products.** The FSMC must provide written documentation to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

OR:

2. **Request SFA approval prior to delivering a nondomestic agricultural commodity or product.** If the FSMC cannot comply with #1 above, the FSMC must notify the SFA in writing 10 days prior to delivering a nondomestic agricultural commodity or product. This written notification must include the following:
 - a) Whether the request to deliver a nondomestic food is because the product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality, or competitive bids reveal the costs of a domestic product are significantly higher than the nondomestic product
 - b) The pricing of both domestic and nondomestic products and/or availability data to justify the use of one of the two allowable exceptions
 - c) A list of alternative domestic substitutes for the SFA to consider for delivery instead of the nondomestic agricultural product

D. Facility or Site Operations

The FSMC shall recommend:

- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities
- Hours and number of positions at each site to meet food service operational needs

E. Menus

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (7 *CFR*, sections 210.10, 210.16[b][1] and 220.8, if applicable).

Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program and support the School Breakfast Program and National School Lunch Program.

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities.

F. Quality Control

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

G. Staff

Recommend management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of consistent top quality and held in positive regard by students, staff, and the public.

Recommend or establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional and health certifications, and consistent quality control both in production and service.

Recommend adequate staffing levels to support the needs of the SFA.

H. Records

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA.

I. Education

Recommend actions or events to promote the nutrition education aspects of the food service program, and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and the school board, upon request.

J. Reports

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be submitted to the SFA contact by the FSMC consultant/representative on or before the **7th** of each month (*7 CFR, 210.16[c][1]*).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs.

3. Specific FSMC Tasks

- Develop menus and menu production records for SFA approval.
- Market the food service programs in alignment with USDA and CDE regulations and requirements.
- Prepare claims for SFA approval and submission.
- Food and order management
- Provide FSMC staff with program guidance and training.
- Provide catering services for campus events, meetings and workshops/seminars, as needed. These events are not claimed meals and are strictly paid from general funds.

**EXHIBIT B
Schedule of Fees**

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 CFR, Part 200.

All costs are based on an average daily participation of **805** students in the district and **175** school days.

Cost per Meal

Note: Prices must **not** include values for donated foods, and must include all meal programs.

LINE ITEM	EST. UNITS*	RATE	TOTAL
Breakfast	69,000	2.175	\$ 150,075.00
Lunch	78,000	4.35	\$ 339,300.00
Snacks	0	\$	\$ -
Nonreimbursable Meals (a la Carte)	1,750	4.35	\$ 7,612.50
TOTAL	148,750	\$	\$ 496,987.50

*Estimated Units provided by SFA

Addenda

Palisades Charter High School, California
Addendum to Exhibit 1 – Model Fixed-Price Contract

Compass Group USA, Inc. by and through its Chartwells Division (“Chartwells” or “FSMC”) provides, as set forth below, this Addendum to the Model Fixed-Price Contract.

Chartwells is amenable to further discussion and negotiation regarding the revisions set forth in this Addendum in order to reach mutually agreeable terms and conditions.

Model Fixed-Price Contract

1. **Page 42, Section II(D)**. The first paragraph of this Section is deleted in its entirety and replaced with the following: “For each renewal year, the FSMC’s fees shall be adjusted on the first day of each renewal term at a rate equal to the greater of the increase in (1) Employment Cost Index, Private Industry, Compensation, Not Seasonally Adjusted – CIU201000000000A; (2) Consumer Price Index- Food Away From Home for the preceding year; or (3) three percent (3%).”

2. **Page 44, Section II(P)**. This Section is deleted in its entirety and replaced with the following: “To the extent permitted by state law, each party shall indemnify, defend and hold the other harmless from any and all losses, damages or expenses, including reasonable attorneys’ fees, arising out of or resulting from claims or actions for bodily injury, death, sickness, property damage or other injury or damage to the extent caused by the negligent act or omission of such party. Notification of an event giving rise to an indemnification claim (“Notice”) must be received by the indemnifying party within thirty (30) days following receipt of such claim and shall include a brief factual summary of the damage and cause thereof. An indemnification claim is expressly subject to and conditioned upon compliance with the Notice provisions hereunder.”

3. **Page 58, Section XIII**. This Section is revised as follows:

- a.) Section XIII(A) is revised to add “/each employee/policy limit” after accident.
- b.) Section XIII(B) is deleted in its entirety and replaced with the following:

“The FSMC shall maintain during the term of this Contract, for protection of the FSMC, Comprehensive or Commercial General for Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than five million dollars (\$5,000,000.00) for each occurrence and in the aggregate, including, but not limited to, Personal Injury Liability, Broad Form Property Damage Liability or equivalent in current ISO policy form, Blanket Contractual Liability, and Products/Completed Operations Liability, covering the operations and activities of the FSMC under the Contract and, upon request, shall provide the SFA with a certificate of insurance evidencing such policies. All limits can be met through a combination of primary and excess/umbrella liability policies. The insurance policies required herein shall contain covenants by the issuing company that the insurers shall endeavor to provide 30 days prior written notice of cancellation to the SFA. With the exception of Workers’ Compensation Insurance, the SFA shall be included as an additional insured under the FSMC’s liability policies of insurance required herein to the extent the SFA is indemnified pursuant to the insurable portions of this Contract.”

4. **Page 59, Section XIV**. This Section is revised to delete the following:

“This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.339[a][3]).”

and replace it with the following:

“Either party may terminate this Contract at any time upon 60-days’ written notice (7 CFR, Section 210.16[d]).”

In the event of a conflict between the terms of the Agreement and the terms of this Addendum, the terms of this Addendum shall control.”

IN WITNESS WHEREOF, the parties hereto have caused this Addendum to be signed by their duly authorized officers as of the day and year first above written.

Palisades Charter High School

Compass Group USA, Inc., by and through its Chartwells Division

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



Coversheet

2022-23 LA School Police Contract

Section: VII. Finance
Item: G. 2022-23 LA School Police Contract
Purpose: Vote
Submitted by:
Related Material: VII.G - 2022-23 Contract - LA School Police.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

May 17, 2022

TOPIC/ AGENDA ITEM:

VIII. FINANCE

G. 2022-2023 MOU for LAUSD School Police Services

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO, Human Resources, Administrative Team, Long Term Strategic Planning Committee & Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2022-2023 MOU for LAUSD school police services.

The estimated cost of the service is \$134,818, which is a slight increase of \$1,481 from the 2021-22 contract. The cost of the school police is already accounted for in the current budget and we are proposing to continue the contract into 2022-23. Doing so will support our LCAP Goal of maintaining a positive and safe school environment.

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

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

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2022-2023 MOU for LAUSD school police services.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The CBO recommends that the Board approve the 2022-23 MOU for LAUSD school police services.

RECOMMENDED MOTION:

“To approve the 2022-2023 MOU for LAUSD school police services.”

Juan Pablo Herrera
Chief Business Officer


**Los Angeles Unified School District
Charter Schools Division
FEE FOR SERVICE REQUEST**

Date: 04/20/22

Charter School: Palisades Charter High School

Telephone: (310) 230-6623 Fax: (310) 459-0315

Address: 15777 Bowdoin St., Pacific Palisades, CA 90272 Local District: 1

Request Completed by: Yolanda Hargress, Administrative Assistant
 Print name and title 
Signature

yolanda.hargress@lausd.net
E-mail address

1. Describe Services, Materials, Low Incidence Equipment, and/or Project Requested: **Provide the student's name and student ID # for each request. (For Special Education requests only)** (Complete one form for each request. Use additional pages if necessary.)

Police services provided by one School Police Officer for fiscal year 2022/23.
 Officers assigned to Charter High Schools for FY '22-'23 will work a 4/10 schedule. If the school wants an Officer on the 5th day, it will be the responsibility of the school to cover the funding at an overtime rate of \$83.06 per hour for a 10-hour day. It will also be the responsibility of the school to cover any other overtime costs deriving from additional coverage needed.
 (Overtime rate based on highest hourly rate w/fringe benefits)

If Services are requested complete below: (ex: nursing, testing, psychological, etc.)
 Proposed Dates of Services:

Start Date: 7/1/2022 End Date: 6/30/2023

Number of Students: _____ Frequency: _____

Number of Days Per Week: 4 Total Number of Days: _____ Number of Hours Per Day: 10


2. Fee for Service Analysis: (To be completed by the appropriate District or Local District Office.)

Office or Division: School Police Date: 4/20/2022

Is the service/material/project available on a fee for service basis? (Yes or No) Yes

The estimated cost of the service/materials/project is: \$134,818.00 Hourly rate: _____
 Please attach documentation for cost estimate.

Estimate completed by: Yolanda Hargress / Administrative Assistant Date: 04/20/22
 Print Name/Title Date

 213-361-5019
 Signature Telephone Number

3. Proceed with the above project/services at the estimated cost.

 Charter School Administrator Signature and Title

4. Upon completion of service and/or delivery of materials, the appropriate District Office will send the completed "Confirmation of Services Provided to Charter School (CSPCS)" form to the Charter Schools Division. The charter school will approve the services on the CSPCS form which also authorizes the District to deduct any amount owed from their monthly revenue source allocation, including, but not limited to, the in-lieu property tax revenues it otherwise would be entitled to receive under section 47635 of the Education Code .

Please forward the FEE FOR SERVICE REQUEST to: If you have any questions please call: (213) 241-0399
 LAUSD Charter Schools Division
 333 South Beaudry Ave. 20th Floor
 Los Angeles, CA 90017
 FAX (2 1 3) 2 4 1 - 2054

Coversheet

2022-2023 Board Meeting Schedule

Section: VIII. Governance
Item: A. 2022-2023 Board Meeting Schedule
Purpose: Vote
Submitted by:
Related Material: 2022_2023 Board_Meeting_Schedule.pdf

Board of Trustees

Meeting Dates – 2022/2023

Saturday, July 16, 2022 – Governance Training

No July Regular Meeting

August 23, 2022

September 10, 2022 – Board Retreat

September 20, 2022

October 18, 2022

November 15, 2022

December 13, 2022

January 24, 2023

February 28, 2023

March 21, 2023

April 18, 2023

May 16, 2023

June 6, 2023 (Budget)

June 20, 2023