Palisades Charter High School

Annual Goal Setting Retreat

Date and Time

Saturday September 19, 2026 at 9:00 AM PDT

Location

Palisades Charter High School - Room J104
15777 Bowdoin Street
Pacific Palisades, CA 90272

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

SUPPORTING DOCUMENTATION:
Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at 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.

DIAL-IN NUMBER: (605) 475-5900. ACCESS CODE: 660-0134
Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will calling from an off-site location to participate.

Agenda

	Purpose	Presenter	Time

I. Opening Items — 9:00 AM

Opening Items

A. Call the Meeting to Order — Amir Ebtehadj

B. Record Attendance and Guests — 2 m

C. Public Comment — 30 m

"Public Comment" is available to all audience members who wish to speak on any agenda item. Since this is a special meeting, “Public Comment” is limited to commenting on items that are on the agenda. Public comment on non-agenda items is allowed at regular meetings of the Board. Please specify the agenda item you are speaking on prior to starting your comments.

Due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).

Google Form Public Comment Procedure:
A Google form is available 24 hours prior to the meeting for Public Comment. Please copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. So long as the comment is regarding a specific agenda item, it will be will be read aloud by the Board Chair if there is time remaining. General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).

D. Welcome and Introductions (Ice Breaker) — Student Leadership — 5 m

		Purpose	Presenter	Time
II.	**Review 2025-2026 Schoolwide Goals**			**9:37 AM**
A.	Breakout Groups Session	FYI	Dr. Pam Magee	10 m
III.	**Update Long Term Schoolwide Goals (through 2029)**			**9:47 AM**
A.	Breakout Group(s) Session	Discuss	Amir Ebtehadj	30 m
IV.	**Additional Goal Setting Plan(s)**			**10:17 AM**
A.	Develop Short Term Goals for the 2026-2027 School Year	Discuss	Amir Ebtehadj	20 m
B.	Board of Trustees and Committee Goals and Expectations	Discuss	Board of Trustees	20 m

• Review Board and Committee Roles, Expectations, and Participation
• Discuss How Academic Progress Is Measured and Improved

V.	**New Business / Announcements**			**10:57 AM**
A.	Announcements / New Business	FYI	Amir Ebtehadj	1 m

• Date of the next Board Meeting: Tuesday, September 22, 2026 at 5pm

B.	Announce items for closed session, if any.	FYI	Amir Ebtehadj	1 m
VI.	**Closing Items**			**10:59 AM**
A.	Adjourn Meeting	FYI	Amir Ebtehadj	1 m

Coversheet

Breakout Groups Session

Section:	II. Review 2025-2026 Schoolwide Goals
Item:	A. Breakout Groups Session
Purpose:	FYI
Submitted by:	
Related Material:	Annual Schoolwide Goals Update.pdf

Annual School-wide Goals 2025-2026

Palisades Charter High School

Academic Achievement

Conferences by Department

Goal 1: By the end of the 2025-26 school year, Palisades Charter High School will create a professional development schedule for the 2026-27 school year, including a cycle for sending at least one department to a State and/or National Conference each year.

Highlights / Progress

- **Successful pilot of 4 PD minimum Days**
- **Many departments attending PD conferences**

Next Steps

- **Build full PD plan based on data and PD Feedback forms**
- **2026-27 including more PD minimum days**
- **Staff members who attended conferences to present**

Evidence of Progress

- Four PD minimum Days in 2025-26 (Eight diverse sessions/topics)
- Social Science Department: National Council for Social Sciences in Washington, DC
- Fuerza: Prepárate™ 2026 in Chicago
- English Teachers: Innovative Schools Summit—Differentiation in Vegas
- World Language: ACTFL in New Orleans
- Math: CMC—California Math Conference in Palm Springs
- CTE: California CTE Conference in Palm Springs
- IB: IB CAWS in San Diego, IB Training/Conference in LAX, IB Day in Orange County
- ELPAC : California Assessment Conference in Riverside

Class Sizes

Goal 2: By the end of the 2025-26 school year, Palisades Charter High School will prioritize smaller class sizes for introductory-level courses (English 9, Algebra I, Spanish I, etc.) for teachers to increase their differentiation techniques, office hours, timely feedback, and other academic supports within their classes and the school day.

Highlights / Progress

- **2 Math Lab Classes for additional Algebra 1 support**
- **After school Math Lab drop in with student tutors and teacher**
- **7 Study Skills sections**
- **Teacher Office hours posted**

Next Steps

- **Continue to keep smaller class sizes in Algebra I and 9th grade English classes**

Evidence of Progress

Average Class Sizes:

English 9 = 30.5 students

Algebra I = 23.3 students

Spanish 1 = 30.7 students

PDSA

Goal 3: During the 2025-26 school year, Palisades Charter High School will introduce and evaluate the effectiveness of the Plan Do Study Action (PDSA) model for all Professional Learning Communities. PCHS will examine, evaluate, and clarify expectations for PLCs in regard to grading practices, curriculum alignment, and instructional strategies, and consistent timely feedback to students and families on educational progress.

Highlights / Progress

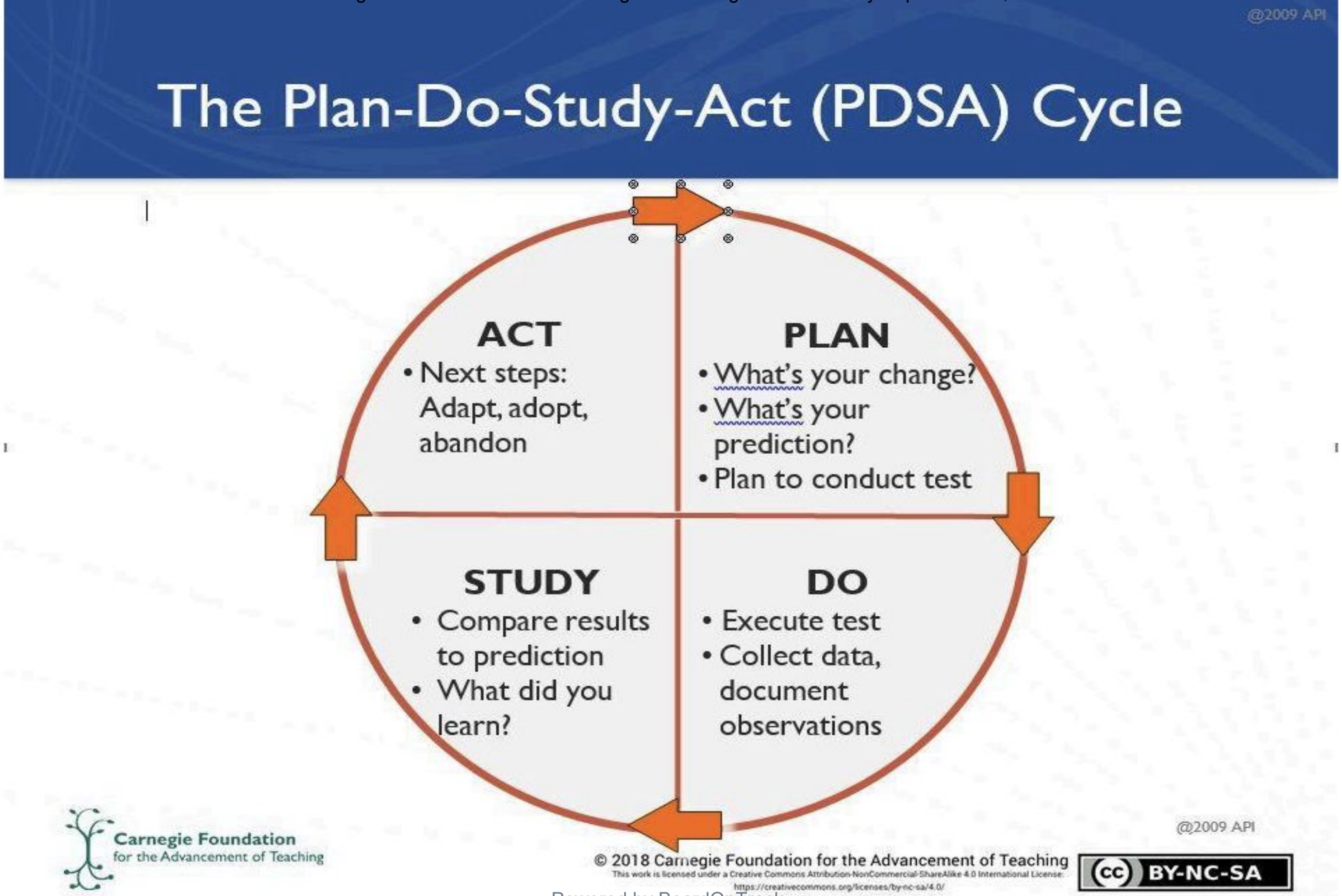
- **Every PLC to identify Problem of Practice using data**
- **All Singletons identify Problem of Practice using data**
- **Had PDs in PDSA**

Next Steps

- **Due on May 8th**
- **Will get feedback for PLCs and Singletons**
- **Decide next steps to adopt or abandon their goals for next school year cycle of PDSA**

Evidence of Progress

- All of our PLCs are currently working on their PDSA and will be turning them in on May 8th
- PDSA is added into PLC folders and Singletons to submit separately
- PLC Leads meeting was held on Feb. 12 where collaboration expectations were presented
- All Departments will participate in PD to give them an opportunity to ensure vertical alignment as well by PLC to present their PDSA progress
- Look for data of improved student achievement and progress for students who are struggling


@2009 API
The Plan-Do-Study-Act (PDSA) Cycle
ACT
• Next steps: Adapt, adopt, abandon
PLAN
• What's your change?
• What's your prediction?
• Plan to conduct test
STUDY
• Compare results to prediction
• What did you learn?
DO
• Execute test
• Collect data, document observations
Carnegie Foundation for the Advancement of Teaching
@2009 API
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BY-NC-SA

PLAN - DO - STUDY - ACT (PDSA) CYCLE Fall 2025

PLC teacher names: H. English 10 PLC **Date: September (Fall 2025)**
S. Rojas; S. Berger; A. Voccio; V. Torres; T. Herron; and E. Rivera

PLAN
Quick Description: What will you do? What is the goal? When?
- Teaching Lit Analysis using various novels, short stories, and poetry
- 80% of our students should be able to find quality evidence to support their thematic statements
- 80% of our students should be able to write commentary that analyzes their evidence and shows how this evidence supports their thematic statement
- There will be three benchmarks to assess this goal: Fall Formative Assessment; Practice Common Assessment; and Fall Common Assessment

Questions: What do you want to learn from this cycle?	**Data:** What data will you collect to answer your questions?	**Predictions:** What do you think will happen?	**Results:** What were the results? What did you learn? *(completed after implementation)*
1. Can the students find a quote that supports the thematic statement?	• Using short stories and poetry, students will identify quotes to support their thematic statements. • Students will work on Dialectical Journals finding quotes that support their thematic statements • Students will create presentations analyzing poetry in order to find and support a thematic statement.	• 90% of students will be able to find quotes that support the thematic statement. • Many students will prioritize finding literary devices over a strong quote that supports the thematic statement. •	PM Common Assessment Data
2. Can the students correctly identify a literary device in their evidence?	• Students will annotate short stories and will identify literary devices • Students' Dialectical Journals will also identify literary devices in their quotes • Students will analyze poems and find literary devices. • Students will complete a formative assessment where they identify literary devices.	• Students will confuse symbolism and metaphor. • Students will label devices as imagery instead of describing what kind. • Students will write that they are analyzing diction but not provide analysis of individual word choices.	PM Common Assessment Data
3. Can the students correctly embed and cite a quote in MLA format?	• Students will correctly embed and cite quotes with adequate context in their Dialectical Journals assignment.	• We predict that students will struggle with the correct punctuation for MLA citations. • Some students will provide vague or limited context. • Students will confuse the poet and the speaker/character.	PM Common Assessment DATA
4. Can the students provide commentary that connects the evidence to the thematic statement?	• Students will write a literary analysis essay on "The Yellow Wallpaper" • Students will complete a Synthesis Graphic Organizer to plan their essay • Students will complete 2-3 Practice Common Assessments on poems "I Sit and Sew" and "Jorge the Church Janitor Finally Quits" (practice assessments are in Schoology Group Resources) • Screenshots of Practices • Students will analyze multiple poems and short story "A Perfect Day for a Bananafish," creating original themes and identifying support for themes Synthesis poetry packet • Students will continuously work on analyzing literature through journal writing, group presentations, and/or writing essays	• We predict that students will struggle to provide commentary that connects to the thematic statement. • Students will write about the characters in the text but not connect what we learn about life from them. • Students will identify lit devices and write what they mean but not analyze their effects.	PM Common Assessment Data

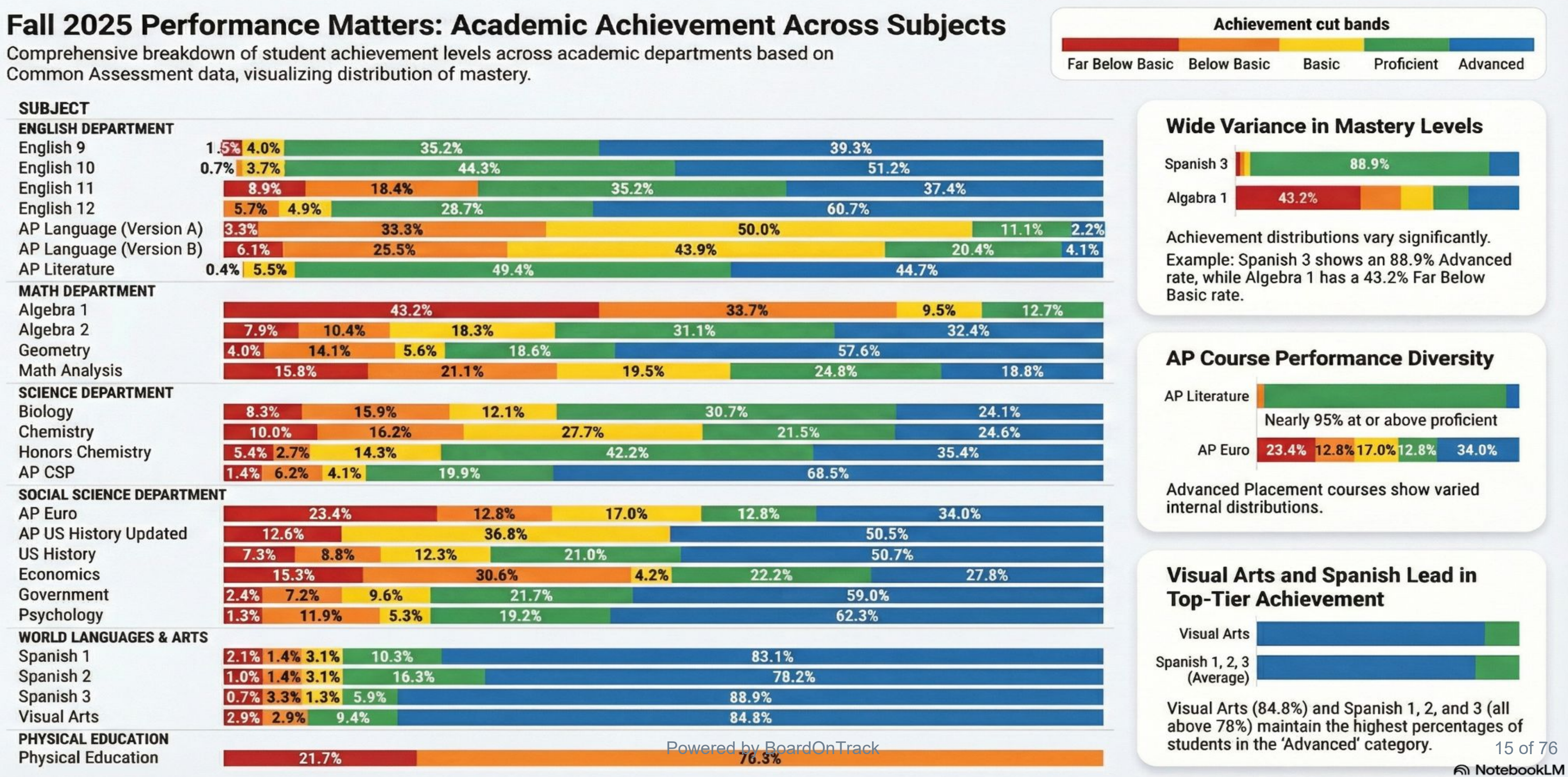
What support do you need - to get ready, to collect/analyze data?
The PLC noticed that there is discrepancy between scores in Performance Matters resulting in unreliable data. The overall student score would not change if teachers went back to change part of the rubric.

DO & STUDY (i.e. REFLECT)
What happened when you implemented the activity/activities? - **observations, surprises, questions, challenges**? What are your **key findings and takeaways** from this cycle? *(It is helpful to refer to the "results" in the table above.)*

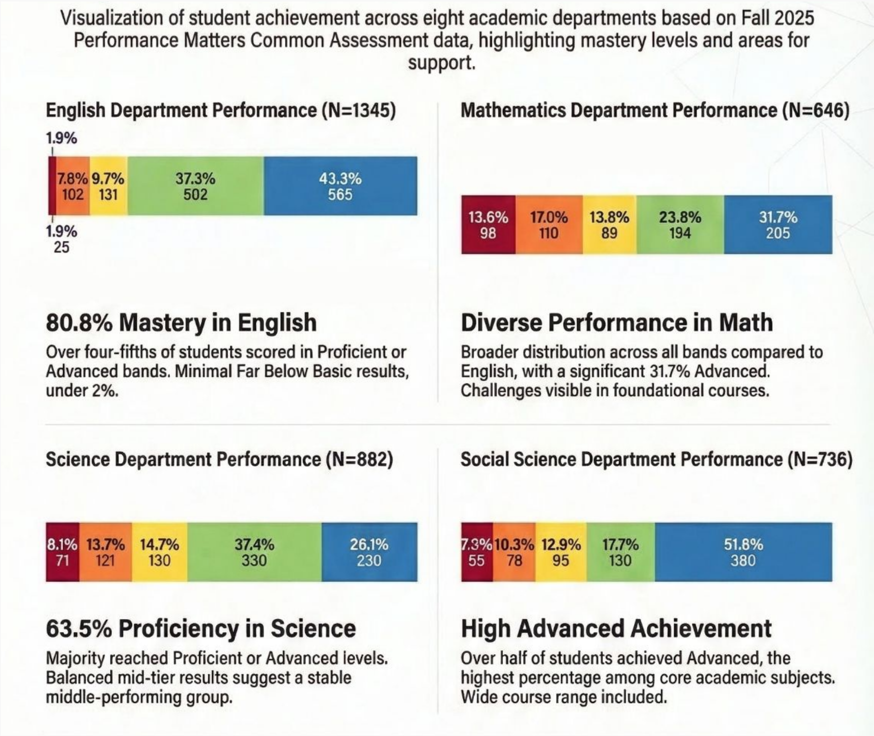
The PLC noticed that the prompts and rubric need to be worded more clearly for questions #2 and #4. The PLC noticed that the students do not read directions thoroughly.

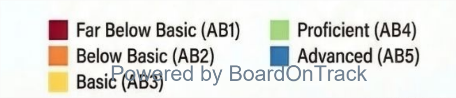
ACT (i.e. NEXT STEPS)
What are possible **next steps**? What adaptations/refinements would you suggest for future cycles? If you recommend abandoning the activity/protocol, why?

Common Assessment by PLC



FALL 2025 Common Assessment by Department





Communicatio n

Streamlined Communications

By Spring 2026, information to the Pali community will be streamlined and consolidated into brief, relevant, and timely messages that are accessible to all stakeholders on the platform of their choice within the options available at PCHS including ParentSquare/StudentSquare and Schoology.

Highlights / Progress

- PCHS Weekly Community Newsletter
- Dolphin Notes - Bi-monthly
- ParentSquare comms hub
- Monday Memos
- Social Media Presence
- Leadership Show - Weekly
- Weekly and Monthly Comms Cadence Calendars
- Comms housed on website HERE

Next Steps

- Website update
- Athletic teams media coordination
- Collaborate with other departments for weekly features in Monday Memo
- Strategies to increase faculty participation in airing the Leadership Show

Evidence of Progress

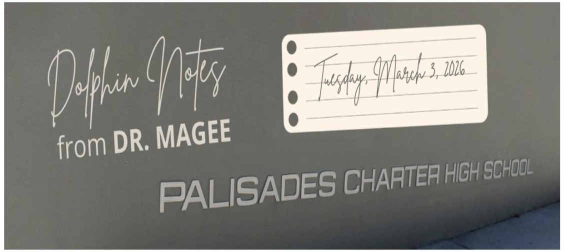
ARCH 9–15, 2026 CALENDAR:

AR 9 | MON | ODD | ASB General Elections Interviews (Lunch Break @F104) | B&F Committee Meeting (3:30 Library)

AR 10 | TUE | EVEN | ASB General Elections Interviews (Lunch Break @F104)

AR 11 | WED | ODD | PALI PERIOD SCHEDULE | ASB General Elections Interviews (Lunch Break @F104) | MCA Youth and Gov't Meeting (6pm @Gilbert Hall)

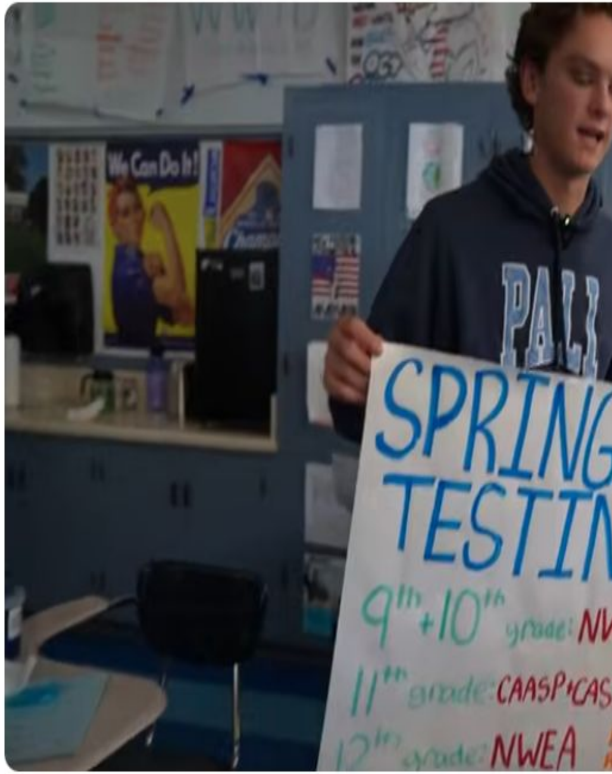
AR 12 | THU | EVEN | PTSA Parent Education Meeting: To Test or Not to Test - What Are Colleges Looking or



Dear Pali Community,

As spring arrives on our campus, it brings with it a renewed sense of energy, optimism, and possibility. The longer days and brighter mornings seem to mirror what we see in our classrooms and hallways every day—students who are curious, engaged, and eager to learn. This season of growth is a fitting backdrop for celebrating the many ways our students continue to rise to challenges, support one another, and take pride in their accomplishments.

Over the past weeks, we have seen remarkable examples of perseverance, creativity, and leadership across academics, the arts, athletics, and service to our community. Whether students are diving into new projects, performing on stage, competing as teammates, or contributing quietly through acts of kindness, their commitment and enthusiasm inspire us all. Thank you to our families and staff for your continued partnership and encouragement—together, we are helping our students thrive as we move into this exciting new season.



The Leadership Show Episode 24 (2025-2026)

Evidence of Progress

PALISADES CHARTER HIGH SCHOOL
Empowering Educational Excellence.

Monday Memo February 16, 2026

THE WEEK AHEAD

Monday 02/16	Tuesday 02/17	Wednesday 02/18	Thursday 02/19	Friday 02/20
NO SCHOOL Presidents Day	Odd Day	Even Day **Pali Period** Intervention	Even Day It's Friday! JR	Odd Day School Tour - Period 1 **New Teacher Meeting** AA Room | 7:30am

Great Things I Noticed Last Week:

- Thank you, **Mr. Burr**, for setting up our Garden Cafe Friday orders!
- Thank you to all who participated in the <u>CBS LA Class Act</u> story last Monday.

Nuts & Bolts Notes:

- Please review the ***Pali Period norms*** shared at the faculty meeting
- Send ***ALL late students to the Attendance Office*** for checking into school
- ***No students out of class*** during first & last 15 minutes.
- All students should be kept in your classroom ***until the bell rings*** each period.
- Need Tech? Email <u>techhelp@palihigh.org</u>
- Join us for LTSP next week, Wednesday 2/25
- PD Minimum Day next week, Thursday 2/26

FEBRUARY	MARCH	APRIL	MAY
4 ODD ZOOM WEBINAR Speaker: Ross Szabo	4 EVEN INTERVENTION	8 EVEN TEST PREP Presenter: Alice Choi	6 EVEN MENTAL HEALTH Presenters: MH Team
11 EVEN INTERVENTION	11 ODD EARTHQUAKE EDU Presenter: Rafael Negroe	15 ODD INTERVENTION	13 ODD INTERVENTION
18 EVEN INTERVENTION	18 EVEN INTERVENTION	22 EVEN FIRE DRILL Presenter: Rafael Negroe	20 EVEN SCHOOLWIDE SURVEY Presenters: Counselors
25 ODD EVACUATION DRILL Presenter: Rafael Negroe	TBD PEP RALLY	29 ODD INTERVENTION	27 EVEN INTERVENTION

2 Weeks Before	1 Week Before	2 days Before	Day of
Teachers create Intervention section	Students sign up for Intervention	Window for students and teachers to sign up for intervention closes	Keep your students in your class!

1) **Schoolwide lesson**: Keep your 3rd or 4th period class

2) **Intervention**:

- <u>**Everyone**</u> needs to host an intervention
- Please fill <u>**HALF**</u> your section with students so that students have the opportunity to pick their intervention session
- Select the students <u>**BEFORE**</u> the day of the intervention
  a. Minimize movement in the hallways
  b. keep track of where the students are on IC

Inspiration Station

Students don't remember every lesson, but they always remember who believed in them."

PALISADES CHARTER HIGH SCHOOL
Empowering Educational Excellence.

Monday Memo February 23, 2026

THE WEEK AHEAD

Monday 02/23	Tuesday 02/24	Wednesday 02/25	Thursday 02/26	Friday 02/27
Odd Day TODAY'S your DAY!	Even Day **BoT Meeting** 5:00pm - Gilbert Hall	Odd Day **Pali Period** Intervention **LTSP Meeting** 3:00pm - Library	Even Day **PD Minimum Day**	Odd Day School Tour - Period 1

Great Things I Noticed Last Week:

- Shoutout to ***Mr. Steil*** for helping preserve every Pali yearbook from 1963 through 2025.

Nuts & Bolts Notes:

- The ***Evacuation Drill*** Pali Period will be next week 3/4.
- Its a good time to ***check-in & reinforce classroom norms*** (cell-phones, passes, etc.)
- Please be patient with the Tech and Facilities Teams. ***Continue to use FMX and techhelp@palihigh.org to request help!***
- Review the PD schedule and ensure you are on-time to PD!
- Last day to spend ***Adopt-a-Classroom*** money is Friday 2/27
- Progress 1 grading window opens next week; ***Progress 1 grades due Friday 3/6***
- Only 4 more Monday wake-up alarms until Spring Break.

Minimum Day			
Period	**Start**	**End**	**Duration**
Period 1/2	8:30 AM	9:30 AM	60 Minutes
Nutrition	*9:30 AM*	*9:50 AM*	*20 Minutes*
Period 3/4	9:57 AM	10:57 AM	60 Minutes
Period 5/6	11:04AM	12:04 PM	60 Minutes
No Period 0 or 7 on Minimum Days			

12:40 - 1:40 pm **Session #1**	**Gilbert Hall** English, Social Science, World Language, SPED **CAASPP Training and NWEA Refresher and PM Data** **bring your laptop** Alice Choi-Kim	**Library** Math, Science, VAPA, Tech Ed, PE **AI in the Classroom** Davis Schniderman	60
1:40 - 1:45 pm	Transition/bathroom break		5
1:45 - 2:45 pm **Session #2**	**Gilbert Hall** Math, Science, VAPA, Tech Ed, PE **CAASPP Training and NWEA Refresher and PM Data** **bring your laptop** Alice Choi-Kim	**Library** English, Social Science, World Language, SPED **AI in the Classroom** Davis Schniderman	60

Inspiration Station

Growth doesn't need to be loud. Sometimes the quiet, consistent work you do each day is the most powerful.

Fiscal Budget & Operations

Streamlined Vendor List

By Spring 2026, PCHS will streamline the vendor list and explore the potential of joining a JPA, to benefit from JPA discounts and rebates, and standardization of products, supplies and services.

Highlights / Progress

- Completed an extensive list of current vendors and past vendors servicing PCHS
- Identified most used Vendors
- Identified most relevant vendors
- Streamlined service requests

Next Steps

- Engage vendors to request pricing and
- Start JPA enrollment process
- Ensure all vendors are entered in Edstruments
- Request vendor to add account and ledger number to invoice

Evidence of Progress

	A	B	C	D	E	F	G	H
1	Vendor Number	precision	City	State	Telephone Number	E-Mail Address	Product Category I	roll up garage do
2	1000003844	#1 ACADEMIA DE SERVICIO DE	Monterey Park	CA				
3	1000005365	#1 AT-HOME TUTORS, INC.	Los Angeles	CA				
4	1000006714	#1 TOUCH-SCREEN TABLET	Riverside	CA				
5	1000015027	#ICANHELP	Discovery Bay	CA				
6	1000003927	(A S T D) AMERICAN SOCIETY FOR	Merrifield	VA				
7	1000001937	*! ! ! APPLE IPAD & ANDROID TABLET	Los Angeles	CA			92400	EDUCATIONAL SERVIC
8	1000006715	1 A 1 TUTORIA !	Beverly Hills	CA				
9	1000001917	1 COMPUTADORA GRATIS PARA TI, INC.	Los Angeles	CA				
10	1000011694	1 HR. TSHIRTS	Los Angeles	CA				
11	1000003209	1 ON 1 ACADEMIC TUTORS	Cerritos	CA				
12	1000015406	1 SHINE YOUTH SERVICES	Compton	CA				
13	1000009213	1 TOUCH OFFICE TECHNOLOGY	Torrance	CA			20477	PRINTERS, LASER
14	1000020753	1 TOUCH SANITIZING AND MAINTENANCE	Winnetka	CA			94800	HEALTH RELATED SER
15	1000019529	10 MINUTES A DAY ENTERPRISES INC	Van Nuys	CA			91200	CONSTRUCTION SERV
16	1000006336	100 ACRERANCH, INC. DBA FASTSIGNS C	Culver City	CA				
17	1000006331	100 POINTS EDUCATIONAL SERVICES LLC	Los Angeles	CA				
18	1000007307	100% LEARNING FUN CENTER	Culver City	CA				
19	1000002523	103 & 100 LLC	Santa Clarita	CA				
20	1000000252	1055 SEVENTH LLC	City Of Industry	CA				
21	1000003103	10616 WESTERN AVENUE INVESTORS	Rancho Mirage	CA				
22	1000010491	1080 EDUCATION, INC	Schuylerville	NY			92400	EDUCATIONAL SERVIC
23	1000018117	11400, INC.	Lancaster	PA			16500	CAFETERIA AND KITCHE
24	1000010845	11912 LAURELWOOD LLC	Sherwood Forest	CA			91200	CONSTRUCTION SERVICE
25	1000005804	123 MAESTROS LATINOS, INC.	Los Angeles	CA				
26	1000008046	123 OFFICE SOLUTION, INC.	Eastvale	CA			61000	OFFICE SUPPLIES: CAR
27	1000007939	123BUYIT LLC	Cedar Run	NJ			24000	CUTLERY, DISHES, FLA
28	1000002231	1241 SOTO PLAZA PARTNERS	Los Angeles	CA				
29	1000000411	1330 PICO ASSOCIATES	Los Angeles	CA				
30	1000002712	1704 W MANCHESTER, INC.	Long Beach	CA				
31	1000012051	180 SOLAR POWER, INC	Escondido	CA				
32	1000005517	1-800 RADIATOR LA	Los Angeles	CA				
33	1000000274	1-DAY PAINT & BODY CENTERS, INC.	Torrance	CA				
34	1000003241	1-ON-1 LEARNING WITH LAPTOPS	Los Angeles	CA				
35	1000016130	1ST ADVANTAGE BUSINESS SOLUTIONS	Downey	CA				

	A	B	C	D	E	F	G	H
1	Vendor Number	precision	City	State	Telephone Number	E-Mail Address	Product Category I	roll up garage doors repiars
35	1000016130	1ST ADVANTAGE BUSINESS SOLUTIONS	Downey	CA			91200	CONSTRUCTION SERVICE
36	1000018115	1ST CONTAINER MODULAR LLC	Santa Monica	CA			15500	BUILDINGS AND STRUCT
37	1000007245	1ST IMPRESSION CONSTRUCTION, INC.	Danville	CA			51500	LAWN MAINTENANCE EQU
38	1000007217	1ST LANGUAGE SERVICES	Los Angeles	CA			96175	TRANSLATION SERVICES
39	1000001202	1ST PMF BANCORP	Culver City	CA				
40	1000018487	1STXCM LLC	Las Vegas	NV			15550	OFFICE BUILDINGS, MO
41	1000004160	1-WORLD GLOBES & MAPS	Seattle	WA				
42	1000000528	2 TEACH	West Hills	CA				
43	1000015825	2080 MEDIA INC	Atlanta	GA				
44	1000001287	20TH CENTURY FOOD PRODUCTS	Riverside	CA				
45	1000008897	21ST CENTURY SCHOOL FUND	Washington, Dc	DC				
46	1000005834	21ST CENTURY TONER CARTRIDGES	Woodland Hills	CA				
47	1000010564	222 WESTWOOD CORP.	Fullerton	CA				
48	1000019416	2253 APPAREL INC.	Montebello	CA			47500	HOSPITAL, SURGICAL,
49	1000019885	22ND CENTURY TECHNOLOGIES, INC.	Somerset	NJ			20500	COMPUTERS AND INFORM
50	1000003541	24TH STREET THEATRE	Los Angeles	CA				
51	1000017199	25 DREAMS MEDIA, INC.	Los Angeles	CA			71510	BOOKS, MAGAZINES, PA
52	1000012838	259 HOLDINGS LTD., LLC	Carlsbad	CA			49000	LABORATORY EQUIPMENT
53	1000006487	25TH STREET RECYCLING, INC.	Westlake Village	CA				
54	1000006378	2H CONSTRUCTION, INC.	Signal Hill	CA				
55	1000014090	2K MEDICAL BILLING SYSTEMS	Redondo Beach	CA			92045	SOFTWARE LICENSE MAI
56	1000014850	2ND CALL	Los Angeles	CA				
57	1000011311	2ND GEAR, LLC	Costa Mesa	CA			20400	COMPUTER HARDWARE AN
58	1000018424	2R DRILLING, INC	Chino	CA			92546	GEOTECHNICAL - SOILS
59	1000014297	2UTORS2YOU	West Hills	CA				
60	1000014551	2W INTERNATIONAL CORPORATION	Pomona	CA			15000	BUILDER'S SUPPLIES
61	1000016277	3 CAT MAX LLC	Kathleen	GA			5000	ART EQUIPMENT AND SU
62	1000001289	3 DAY BLINDS SERVICE CENTER	Irvine	CA				
63	1000019804	3 S NETWORK, INC.	Tustin	CA				
64	1000006705	3262528 NOVA SCOTIA LTD DBA	Halifax	NS				
65	1000017821	347 GROUP, INC.	Granite Bay	CA			96400	PERSONNEL, TEMPORARY
66	1000020021	34ED	Atlanta	GA			99000	SECURITY, FIRE, SAFE
67	1000020288	360 BC GROUP, INC.	Orange	CA			20800	COMPUTER SOFTWARE FO
68	1000016619	360 ELECTRIC INC.	Chatsworth	CA			69000	POWER GENERATION EQU

	A	B	C	D	E	F	G	H
1	Vendor Number	precision	City	State	Telephone Number	E-Mail Address	Product Category I	roll up garage doors repiars
70	1000012497	360TRAINING.COM	Irvine	CA			20400	COMPUTER HARDWARE AN
71	1000012787	361VR	Camarillo	CA				
72	1000017430	3BECOM, INC.	North Hills	CA			91800	CONSULTING SERVICES
73	1000016858	3C ENGINEERING, INC.	San Luis Obispo	CA			92500	ENGINEERING SERVICES
74	1000005424	3-D FASTENERS PLUS, INC.	Ontario	CA				
75	1000016630	3D MOLECULAR DESIGNS LLC	Milwaukee	WI			49500	LABORATORY AND FIELD
76	1000017994	3D NETWORKS CORP.	Rancho Palos Verdes	CA			91800	CONSULTING SERVICES
77	1000016566	3D RAPID PROTOTYPING, INC.	Garden Grove	CA			28500	ELECTRICAL EQUIPMENT
78	1000009776	3D UNIVERSE	Algonquin	IL			20700	COMPUTER ACCESSORIES
79	1000019291	3D-DIAMOND MASK COMPANY	Century City	CA			47500	HOSPITAL, SURGICAL,
80	1000005690	3DI, INC.	Brea	CA			20500	COMPUTERS AND INFORM
81	1000010268	3G PRODUCTIONS, INC.	Vernon	CA			80300	SOUND SYSTEMS: GROUP
82	1000014631	3L EXECUTIVE SERVICES INC	South El Monte	CA			5500	AUTOMOTIVE ACCESSORI
83	1000003245	3M	Dallas	TX				
84	1000002306	3M COMPANY	Oconomowoc	WI				
85	1000008140	3P LEARNING	New York	NY			78500	SCHOOL SUPPLIES
86	1000003215	3QC, INC.	Folsom	CA			92500	ENGINEERING SERVICES
87	1000011329	3RDEYE4D INC	Los Angeles	CA				
88	1000001525	3S CORPORATION	Carson	CA				
89	1000013346	3SCREENS.COM	Valencia	CA			92400	EDUCATIONAL SERVICES
90	1000018373	3WIRE LLC	Torrance	CA			16500	CAFETERIA AND KITCHE
91	1000004781	3WIRE, LLC	Pasadena	MN				
92	1000005100	3WIRE, LLC	Pasadena	CA				
93	1000009769	4 POSITIVE KNOWLEDGE	San Bernardino	CA				
94	1000010219	4 WINDS GLOBAL INC	Jericho	NY				
95	1000014526	4.0 LLC	San Pedro	CA			20000	CLOTHING, APPAREL, U
96	1000002986	4201 WILSHIRE LLC	City Of Industry	CA				
97	1000015299	44 ENERGY TECHNOLOGIES INC	Oakland	CA			91843	ENVIRONMENTAL SERVIC
98	1000001800	4961 NORTH CDR LLC DBA	Fresno	CA				
99	1000001053	4ALLPROMOS	Essex	CT				
100	1000020880	4C LAB	Azusa	CA			92400	EDUCATIONAL SERVICES
101	1000005031	4IMPRINT, INC.	Oshkosh	WI				
102	1000005649	4IMPRINT, INC.	Oshkosh	WI			96600	PRINTING AND RELATED
103	1000007318	4ISOFT LLC	Cerritos	CA			20500	COMPUTERS AND INFORM

Campus Relocation

PCHS in collaboration with LAUSD will finalize the timeline, process, and necessary resources for restoring the campus for the school to return to the Palisades for all operations in January 2026.

Highlights / Progress

- Successfully relocated from Sears building to Pali Main Campus over a period of 3.5 days or 46 hours
-

Next Steps

- Work with LAUSD on:
  - Window Blinds installation
  - Boards installation
  - Complete punch list of small projects and repairs
  - Continue coordinating new building construction
  - Finalize track- field, and pool repairs

Evidence of Progress

Quick notes from earlier meeting below:

1. Site status items – Maria/Randy/Rocio:
   a. Status of gas – in progress, work scheduled 3/14/26 & 3/16/26.
   b. Pool Bldg A & B –occ issued by OEHS, returned to Pali CHS 3/2/26A.
   c. Modular office relocation and current restrictions - Pali CHS to submit plans and paperwork to Maria. Schedule TBD. Currently on restricted access.
   d. Water intrusion rooms – all closed.
   e. Wall mat at wrestling room - 2/23/26 installation started, done by 3/13/26.
   f. Lighting at parking lot – conduits replaced and existing light (uppers) is functional except the ones at the lower area. ~ 4x light poles pending delivery.
   g. Compressor at Bldg F – completed, item closed.
   h. Small gym and lobby outlets (done) and exit signs - exit signs ordered, ETA 3/19/26.
   i. D105 removed fixture and wires exposed – completed. Item closed.
   j. F202 projector dislodged – pending Pali CHS' new projector. Bracket is damaged. Rafael will provide follow up.
   k. J-118 key - provided to Pali CHS Oscar Cabrera.
   l. Key for timer for new grass – Rafael confirmed keys received, item closed.
   m. New irrigation clock at Stadium by the Sea. Maria and Rafael to coordinate. Clock ordered, pending delivery.
   n. Area 22 & 24 not scheduled for irrigation – Maria and Rafael to coordinate. Item resolved.
   o. Electricity throughout the entire stadium – parts ordered, pending delivery and fix ETA.

Student Social Emotional Well-Being

Wellness Center

PCHS will create a Student Wellness Center to focus on spiking mental health concerns, drug and alcohol prevention, education, and support, fostering partnering with community resources, and providing resources and training for faculty and families by June 2026.

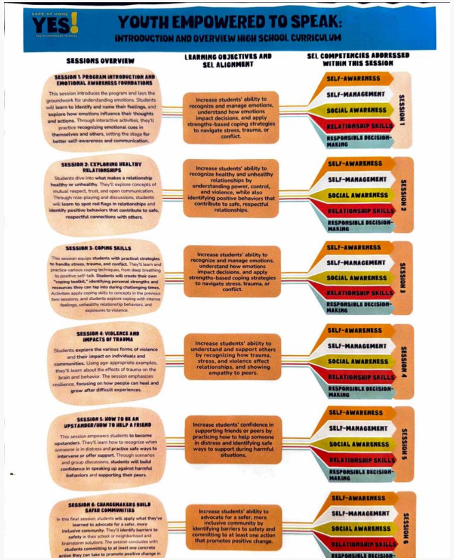
Highlights / Progress

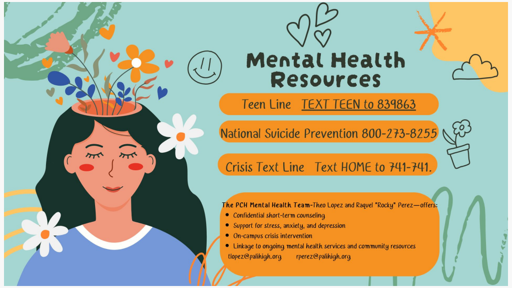
- YES Program presented by Margaret's Place
- Margaret's Place has a location on campus for counseling and leadership program
- Crisis Assessment Training by LAUSD for Administration, Counselors and Security Teams
- Scheduled "Ending the Silence" a suicide prevention and awareness program hosted by Nami Westside LA.
- Scheduled "Road to Respect" hosted by UCLA Health Rape Treatment Center.
- Pali Wellness POP UP -Resource Fair on Dec 9, was successful

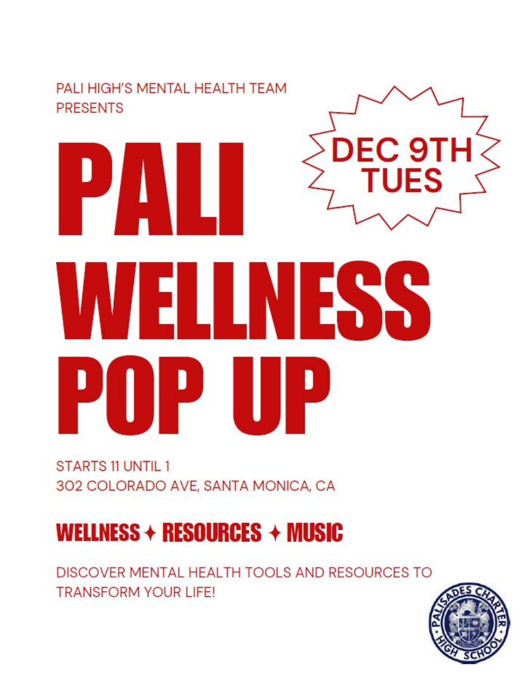
Next Steps

- Identify and secure a location for a Wellness Center
- Identify drug and alcohol prevention programs

Evidence of Progress







Diversity & Culture

Diversity & Culture

While diversity and culture are Pali strengths, this can only be maintained through ongoing support in these areas. We commit to: (1) annual professional development and new teacher training focused on culturally responsive instruction, (2) support of student unions through ongoing funding and operational support, and (3) regular solicitation of student feedback through surveys and focus groups.

Highlights / Progress

- Student Surveys (Return to Campus Preferences, Campus Climate, ASB)
- Revisiting the Student Bill of Responsibilities & Rights (2015)
- ASB Student Union umbrella
- New teacher trainings contain topics on culturally responsive instruction

Next Steps

- Review relevant survey data and collaborate with student union leaders on how to best support students at PCHS
- Collaborate with Student Unions and ASB during 2026-27 budget process to ensure funding next school year

THANK YOU

Coversheet

Breakout Group(s) Session

Section:	III. Update Long Term Schoolwide Goals (through 2029)
Item:	A. Breakout Group(s) Session
Purpose:	Discuss
Submitted by:	
Related Material:	2025_2026 Guiding Documents and Goals.pdf

PALISADES
CHARTER HIGH SCHOOL
Empowering Educational Excellence.

The following links provide information about the PCHS guiding documents and goals that are considered in the review and development of the PCHS Annual Schoolwide Goals.

- Academic Achievement
- Communications
- Fiscal Budget & Operations
- Student Social Emotional Well-Being
- Diversity & Culture

Coversheet

Board of Trustees and Committee Goals and Expectations

Section: IV. Additional Goal Setting Plan(s)
Item: B. Board of Trustees and Committee Goals and Expectations
Purpose: Discuss
Submitted by:
Related Material: Governance Structure.pdf
PCHS Governance Policies.pdf

ELEMENT 4 - GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[1]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

1The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter

School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

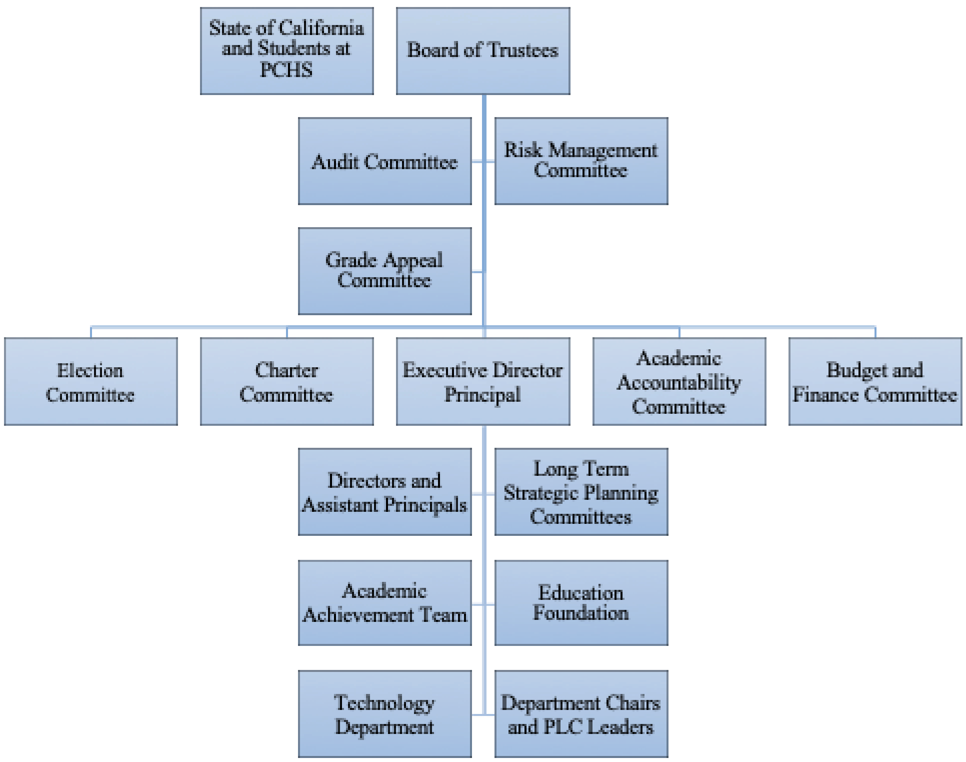
Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.



Board Roles, Responsibilities, and Purpose

The goal of PCHS Governance is to give voice and effect to the notion of local control of PCHS by the stakeholders directly affected by PCHS. This includes the students, faculty, parents, classified staff, and administration. In addition, PCHS Governance is designed to ensure that all voices are heard; that decisions by the governing Board are made in a transparent way, visible to the public; that consensus is achieved when possible; and that there is strong accountability for the decisions that are made. More particularly, the Board of Trustees is charged with ensuring that PCHS achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter. Finally, it is important for pupils to witness, engage with, and participate in a democratic, transparent system of governance and shared decision-making.

To this end, the PCHS Board of Trustees is elected by the different stakeholder groups, with various different groups having the ability to elect certain members of the Board of Trustees. By allowing Trustees to be directly elected by stakeholder groups, the ability of those groups to be heard in a meaningful way is enhanced. At the same time, however, the Board of Trustees, and each of its members, must always be cognizant of the fact that in their capacity as a Trustee, he or she does not "represent" the stakeholder group that elected him or her. Rather, each Trustee is obligated to "represent" the stakeholders as a whole. Accordingly, each Trustee must decide each question put to the Board based on what is best for PCHS overall, not simply what is best for the stakeholder group that elected that particular Trustee.

To best fulfill its Mission, PCHS has adopted the Carver/Carpenter model of governance. It is a combination of two models Brian Carpenter is a recognized expert in charter governance. Accordingly, while all governance power ultimately resides in the Board of Trustees, it is anticipated that this power will be delegated to the Executive Director and Principal (EDP) as to the day-to-day operations of PCHS. This is so for a number of reasons. First, the EDP is a full-time employee whose job is to implement the Board's policies and goals, and to determine the best method to do so. Because the EDP is a full time employee, and because he or she has direct control over the administration, he or she is in a better position to run the school on a day-to-day basis than would be a part-time Board of Trustees. Accordingly, good governance demands that, except under exceptional circumstances, the Board of Trustees not micro-manage the EDP's operational administration of PCHS and further that (again, absent exceptional circumstances) the EDP have the latitude to hire and fire senior managerial personnel. Second, it is critical that the EDP be accountable for PCHS's operations. This cannot be accomplished if the EDP does not have the discretion to choose the best methods by which to implement the policies and goals set by the Board of Trustees. Third, because of the manner in which the Board of Trustees is elected, it is critical that the EDP be given wide latitude in PCHS's operations.

While it is anticipated that operations and day-to-day governance will be delegated, the Board of Trustees remains directly responsible for setting PCHS's overall goals, priorities, and major policies. It is also directly responsible for ensuring that PCHS operates in a fiscally responsible manner. The Board is also responsible for directly overseeing and evaluating the EDP, and for being informed concerning the performance of PCHS's senior staff. Finally, the Board is directly responsible for ensuring that PCHS obey all applicable laws and regulations and operate in the highest ethical manner possible. Those responsibilities cannot be delegated to others, although all members of the PCHS community have a responsibility to work toward these ends as well.

To implement this governance philosophy, the Board of Trustees has adopted Governance Policies. Under those policies, the Board's role is to specify outcomes and ensure that those outcomes are achieved, but it is the EDP's duty to determine and, where appropriate, execute the means necessary to achieve those outcomes. Thus, the Board of Trustees' actions emphasize goals rather than means, encourage diversity in viewpoints, focus on governance rather than administrative detail, draw a clear distinction between the Board's role and the EDP's role, rely on collective rather than individual decision-making, and strive to be proactive rather than reactive.

Because PCHS cannot fulfill its responsibilities without the aid of other stakeholders, the Board will have the benefit of the advice of certain Board-level committees comprised of stakeholders. It is anticipated that these committees can and will focus on particular aspects of PCHS with the aid of appropriate stakeholder members in order to advise the Board on Board-level issues.

In short, all governing authority at PCHS shall reside in the Board of Trustees, and nothing herein shall be construed as limiting the Board of Trustees' power except as may be required by law or as may occur by virtue of properly approved collective bargaining agreements or other lawful contracts. Notwithstanding the foregoing, the Board of Trustees may, through governance policies or otherwise, delegate the day-to-day operations at PCHS to the EDP. It is anticipated that such delegation will occur as a matter of routine. The Board of Trustees adopted a Recusal Policy on May15, 2018 to ensure legally appropriate Board member disclosure and recusal when the Board is discussing or acting on any matter in which a member has a personal financial interest.

Stakeholder Board Level Committees

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

Except as set forth below, SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Absent exceptional circumstances, however, the Board of Trustees should give great deference to nominees presented by the stakeholder group at issue. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) Nothing in the foregoing, however, shall limit the Board of Trustees' ability, in its discretion, to make appointments. Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

Budget and Finance Committee

The purpose of the Palisades Charter High School Budget and Finance Committee is to ensure non-employee stakeholder participation (i.e., parents, students, and community members) in decisions relating to revenues, expenditures, and fund balances of the Charter School. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

The Budget and Finance Committee shall be an SBLC, and the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee is so important that the community wishes to ensure that it will not be disbanded by Board action.

The Budget and Finance Committee shall, with the advice of the Executive Director and Principal and Chief Business Officer, propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all non-employee stakeholders of PCHS. The committee shall be limited to a maximum of 9 non-employee stakeholder members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the Budget and Finance Committee. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of the following composition:

- parents
- students
- community members
- a member representing the Booster Club and a member representing the PCHS Fund and Development Committee – these may be either parent or community members.

To ensure meaningful employee input on the PCHS budget, the Chief business Officer (CBO) will submit the draft budget to academic department chairs and each bargaining unit representative for feedback. Each academic department is encouraged to have a representative from the department attend the meetings of the Budget & Finance Committee to represent and discuss the academic department's budgetary needs and interests The academic department representative cannot be a current board member of the PCHS Board. Following this review and discussion process, the CBO will revise the budget in consideration of the feedback, and will then present the budget to the Budget and Finance Committee. The Committee's feedback, approval, and recommendation will be considered by the Board, which has ultimate approval authority over the budget.

Academic Accountability

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections

The Elections Committee shall be made up of one PESPU representative, two United Teachers of Los Angeles (UTLA) representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested, parties that do not have a financial interest.), none of whom are running for election to the Board of Trustees in the next coming election. The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures as described in the publicized election materials were not followed or that some other impropriety existed calling the election into question. Election improprieties are investigated by the committee with a recommended resolution made to the Board of Trustees. The Board of Trustees is briefed on the issues and may direct the committee on the agreed upon resolution.

Charter

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation, to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. Each group needs a majority. Any recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances.

Other Committees

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed other than the Budget and Finance Committee, due to the significance in the community as previously stated in the Charter. The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

Board Member Committees

The following committees are Board Member Committees. The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

Audit

The Audit Committee shall be made up of a majority of non-interested Board members. The ASB Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

Grade Appeal

The Grade Appeal Committee shall consist of one faculty member, one classified or administrative member, and one community member. It is anticipated, but not required, that the Grade Appeal Committee shall have delegated to it the Board of Trustees' power to alter or change a grade given to a student at PCHS. If this is the case, the committee's decision is not appealable to the Board of Trustees. In exercising its authority, the Grade Appeal Committee shall be bound by Ed code 49066 with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. If the Board of Trustees has delegated its authority to the Grade Appeal Committee, then the Grade Appeal Committee's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and is not appealable.

Risk Management

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested trustees or those who do not have a financial interest. The Risk Management Committee shall meet regularly with the Executive Director and Principal (EDP) to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS by the EDP. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, dictate to or instruct the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. (Per the PCHS Charter governance policies.)

Evaluation

The Evaluation Committee shall be made up solely of non-interested trustees or those who do not have a financial interest. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the Executive Director and Principal (EDP) and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee

The Bargaining Committee shall be made up of all non-interested trustees or those who do not have a financial interest members of the Board of Trustees. The Executive Director and Principal (EDP) shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative (not the EDP) to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Bargaining Committee shall have delegated to it the Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Board votes on the approval of the Collective Bargaining Agreement. The Bargaining Committee shall have the right to retain counsel to assist it.

Survey Committee

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper, detrimental, or slanderous.

Other Committees

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board's next meeting.

Administrative Roles and Responsibilities

PCHS administrative roles are related directly to the daily operations of the charter school. PCHS Administration provides stewardship of the Charter School's and procedures as well as pertinent school action plans. The Administration team includes the following positions under the direction of the EDP: Director/Assistant Principals of Academic Achievement, Academic Planning and Guidance Services, Admissions and Attendance, Student Support Services, Athletics/Activities and Discipline, as well as the Chief Business Officer, Director of Operations and Facilities, and Director of Human

Resources. The Administration must ensure compliance with both federal and state mandates. The Administration provides guidance and proper resources in order to achieve the school-wide goals. Additionally, the administration manages, develops, and evaluates school employees.

The Administration will manage lawfully, observing the principles of good school leadership, with an emphasis on (a) the means necessary to achieve school outcomes; (b) encouragement of diversity in viewpoints; (c) a clear distinction between administrators' purview and Board governance roles; and (d) proactivity rather than reactivity.

The Executive Director and Principal (EDP) will cultivate a sense of group responsibility among the administrative team. The Administration and the administrative team refer to the Executive Director Principal; the Director of Operations, The Chief Business Officer, the Director of Academic Planning and Guidance; The Director of Admission and Attendance; Director of Academic Achievement; Director of Student Support Services; Director of Student Activities, Athletics, Discipline & Security and the Director of Human Resources. The EDP will communicate with the administration to enact management initiatives. The EDP will provide the administrative team with timely feedback and will evaluate administrators on a yearly cycle. For the specific duties and responsibilities of each administrator, please refer to Element 5 of this document.

The EDP shall determine the best way to implement the priorities and goals adopted by the Board of Trustees. The scope of the EDP's discretion in this regard shall be determined by the Board of Trustees; absent a limitation, however, the EDP shall have the discretion to make all such decisions necessary to implement the priorities and goals adopted by the Board and in his or her discretion so long as the decision is permitted by law. The EDP shall report directly to, and be responsible directly to, the Board of Trustees, and it shall be the Board of Trustees' duty and responsibility to hold the EDP accountable for his or her decisions in this regard. It is anticipated that, absent exceptional circumstances, the Board of Trustees will delegate oversight over every other member of the management team at PCHS, and will not give direct instructions to other senior managers except in the form of requests for information made at a Board meeting or in the direct performance of its non-delegated duties and responsibilities (for example, such as might be required in the context of the Audit Committee).

The EDP shall oversee PCHS's management, and shall give such guidance and direction to them as he or she deems prudent. The EDP is strictly and directly responsible for the successes and failures of his or her senior management, whether or not their actions were directed by, approved by, or known to the EDP. Accordingly, the EDP shall generally have wide latitude over senior, non-union administrative staff.

Hiring and Firing Senior Managerial Staff

The power to hire and fire senior non-union managerial administrative staff resides with the Board of Trustees. Consistent with the Carver/Carpenter Managerial Model, however, it is anticipated that the Board of Trustees will, absent extraordinary circumstances, delegate its authority in this regard as to any or all such employees (other than the Executive Director Principal) to the EDP. In the event that such power is not delegated, any Trustee who has a conflict of interest or the appearance of a conflict of interest shall take no part in the discussion or determination as to any hiring or firing decision. A Trustee believing himself or herself to have a conflict or the appearance of a conflict and therefore recusing himself or herself from the decision-making process shall not have that decision questioned by the Board. The Board of Trustees may determine that a member has a conflict of interest or the appearance of a conflict of interest by affirmative vote, and in doing so may be guided by the opinion of counsel. Such a determination shall be made in closed session to the extent allowed by law.

Whether or not the power to hire and fire senior management is delegated, the EDP shall evaluate each such employee at least annually. The EDP shall report in detail each such evaluation to the Evaluation Committee of the Board of Trustees. Such evaluations shall be candid and forthright. The Evaluation Committee of the Board of Trustees shall have the written evaluations presented to it as part of the EDP's report, but no Trustee shall retain that written evaluation. The EDP is evaluated annually based on progress toward the school wide goals.

Notwithstanding any delegation of authority, any contract of employment must be approved by the Board of Trustees pursuant to, and to the extent required by, its governance policies. Similarly, to the extent that the termination of a senior manager would give rise to a financial obligation that, pursuant to the Charter or other policies and procedures adopted by the Board of Trustees, must be approved by the Board of Trustees, such a termination must be so approved before it becomes effective. Any hiring or termination decision made by the EDP that does not require approval of the Board of Trustees shall be reported to the Board of Trustees at its next meeting, although the report may be in closed session if permitted by the Brown Act, and, in appropriate circumstances, members of the Board of Trustees may be excluded from such a meeting if they have a conflict of interest or their participation would, in the opinion of the majority of the Board of Trustees and, when appropriate, on advice of counsel, present the appearance of a conflict.

Long-Term Strategic Planning Committees

In order for PCHS to continually address the needs of its pupils and stakeholders—student achievement and well-being, fiscal solvency and allocation of resources, data-driven instruction, collaboration and collegiality, transparency, innovation, continuous improvement, and "bottom-up," grass-roots stakeholder input—PCHS will regularly convene meetings of its Long-Term Strategic Planning Committees (LTSPC's), which report to the EDP. The purposes of the LTSPC's are:

- to continually monitor and update the Local Control Accountability Plan and WASC Action Plan for Equity;
- to help the EDP and the Budget Committee prioritize the needs of the pupils and School in order to inform and support PCHS's annual budget process;
- to identify the need for, to research, to vet and analyze using available data, and to recommend proposals for new and innovative educational ideas and programs, especially school-wide ones, to better address the needs of the School's pupils;
- to promote and foster communication, collaboration, respect, collegiality, professionalism, and shared decision-making among all stakeholders by engaging in purposeful, vigorous discussion regarding continuous improvement of the School's academic program, both within and across departments, and
- to act as a repository of institutional memory for the School through robust discussion, research, data analysis, agenda-setting, and minutes-keeping.

LTSPC's shall be formed in the following areas: Academic Achievement; Facilities and Operations; Technology; Family and Community Outreach; Financial Development and Fundraising, each with a focus on innovation. Other LTSPC's may be formed by the EDP at his or her discretion. The faculty shall have the right, but not the obligation, to appoint a majority of the members of each LTSPC, but each such LTSPC shall have representatives from the classified, administrative, parent, and student stakeholder groups unless the group in question declines to appoint a member or members. Additional LTSPC's may be established by the EDP on his or her own initiative or at the request of the Board of Trustees or the faculty. As a whole, the LTSPC will remain a "committee of the all" to which all stakeholders are welcome, but certain stakeholders are automatic members: administrators; department chairs; PLC and SLC leaders; and major program coordinators. Members of each LTSPC shall serve during the fiscal year in which they are appointed. They may be removed as determined by the EDP, but with due regard for the advice of the stakeholder group appointing the member in question.

Although LTSPC's are not subject to the Brown Act because they are not local government entities, each LTSPC shall appoint a chair or co-chairs and a secretary. Minutes shall be kept at each meeting. Minutes will be posted for all stakeholders in a timely manner. LTSPC's will post agendas for each meeting, although items may be added to the agenda during a meeting. New issues and ideas can be discussed at LTSPC's. Each LTSPC may, but is not required to, adopt operating guidelines.

Each LTSPC shall present to the EDP a Long-Term Strategic Plan incorporating the LCAP for the topics within that committee's purview, recognizing that some topics are within the purview of more than one LTSPC. If a Long-Term Strategic Plan already exists for a topic, the LTSPC shall recommend any changes or modifications it deems to be appropriate.

The EDP is not bound by the recommendations of any LTSPC, and the EDP may, in his or her discretion, change or modify any Long-Term Strategic Plan recommendation even in a manner inconsistent with the recommendation of the relevant LTSPC, although the EDP shall, in exercising his or her discretion, give due regard to the LTSPC's recommendation. The EDP may bring the recommendations of the LTSPC to the Board. Nothing in the foregoing sentence, however, is intended to limit the EDP's discretion in adopting policies at PCHS, and the failure of the EDP to adopt an LTSPC proposal shall not be subject to review by any person or entity, other than the Board of Trustees.

The EDP may, in his or her discretion, choose to appoint other committees to advise him or her on any subject or topic that may arise. Such advisory committees may be made up of members appointed by the EDP in his or her discretion, and need not be made up of a majority of faculty.

GOVERNING BOARD COMPOSITION and MEMBER SELECTION

The Board of Trustees will be made up of 11 voting members and one non-voting member as follows: three faculty members, one administrative member, one classified member, three parent members, three community members, and one non-voting student member. As set forth above in more detail, this structure is designed to contribute to effective school governance. Employee Board members will recuse themselves from matters that uniquely affect their employment.

The faculty will elect two members to the Board of Trustees, each of whom shall serve a staggered two-year term. The students will elect one faculty member. The student-elected faculty member shall serve a one-year term. The administrative staff shall elect the administrative member, who shall serve a two-year term. The classified staff shall elect the classified member, who shall serve a two-year term. Employee Board members will recuse themselves from matters that uniquely affect their employment. The election of the classified staff member is to be staggered with the administrative member. The parents shall elect the parent members, one of whom shall be designated as not living in PCHS's traditional geographic catchment area. Parent members will serve two-year terms. The parent member designated as not living in PCHS's traditional geographic catch area shall be elected at the same time as one other parent member. The other parent member's term shall be staggered such that all members are not elected in the same year. Two of the three community members will be elected by PCHS personnel, the parent stakeholder group, and the student body. All PCHS personnel will elect the third community member. The community members will serve two-year terms. The terms shall be staggered so that the PCHS-elected community representative and one of the other community representatives are elected in one year, and the third community representative will be elected in the other year. The year that one parent member is elected shall be the year in which two community members are elected.

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

The EDP shall serve as an advisor to the Board of Trustees. He or she is not a member of the Board of Trustees, however. He or she shall work with the Board directly, and shall have full participatory rights in all Board of Trustees meetings and agenda-setting, except where otherwise directed by the Board of Trustees.

The Board's specific manner of operations will be set forth in Bylaws and Policies. A copy of the current Bylaws are appended hereto. The Bylaws may be modified by the Board of Trustees as set forth therein. Board Policies may be modified or repealed by the Board of Trustees.

Should there be a vacancy on the Board of Trustees, the vacancy shall be filled in accordance with the Bylaws. However, nothing in the Bylaws shall in any way conflict with the concept that the stakeholder group or groups that elected the member whose vacancy is being filled shall be empowered to fill the vacancy, although the vacancy need not be filled by holding a new election of all stakeholders in the affected group.

Should there be a change in the law, through either statute or applicable case law, or in the event the District requires a change necessitating a change in Board composition to only non-interested members or those who do not have a financial interest, Board member selection shall follow the Ad Hoc Screening Committee process outlined below, with the existing sitting Board members ratifying or rejecting the recommendation made by the Ad Hoc Board Screening Committee. Such a change in Board composition will not require District approval. The District will be promptly notified of any such change.

In the event an Ad Hoc Screening Committee is necessary to select a Board comprised of only non-interested members, that committee will be composed of a minimum of 6 stakeholder members and a maximum of 11 stakeholder members. Membership may include employee stakeholders of the Charter School. All members of the Ad Hoc Screening Committee will be voting members. This committee shall be formed within 30 days of a change law or District directive and will make recommendations within 90 days of the change in law or District directive. Such recommendations shall be placed on the Board agenda for the next regularly scheduled Board meeting or within 15 days of the Ad Hoc Committee's recommendations, whichever is the earlier in time. The Ad Hoc Committee is charged with the following:

· Solicit nominations of qualified candidates, instruct interested nominees to submit a resume consisting of experience, qualifications, and an interest and understanding of PCHS and its history and goals.
· Within 75 days of the change in law or District directive the committee will meet to review candidate resumes and interview candidates.
· Within 90 days of the change in law or District directive the committee will make a recommendation to the Board.

Board Qualifications and Development

Board development shall include the following: orientation and training of new Board members in the PCHS Charter, the Board's Bylaws, the Board's Governance Policies and the Carver/Carpenter Governance Philosophy. The Board shall continue to discuss process policy improvements. Qualifications for Board members that should be considered include special skills that the community member may possess that would assist the Board of Trustees, as well as ties to PCHS.

GOVERNANCE PROCEDURES and OPERATIONS

The Board of Trustees is governed by, and adheres to, the Brown Act. Generally, the Board holds regular meetings on campus on the third Tuesday of each month at 5 p.m. at PCHS, as per a schedule approved by the Board. In addition, the Board may hold special or emergency meetings as needed, provided that such meetings are consistent with the Brown Act. The public is invited to—and is welcome to attend—all Board meetings, and members of the public are invited to speak as provided in the Brown Act. Notices for meetings are posted in the Main Office of the school, outside of the school library, and on the school website.The charter school complies with the requirements of Education Code Section 47604.1 which specifies the governing body of the charter school meets within the physical boundaries of the county in which the charter school is located; a two-way teleconference location shall be established at each schoolsite; charter schools shall audio record, video record, or both all the governing board meetings and post the recordings on each charter school's internet website.

The Board's decision-making procedures are specified in its Bylaws and comply in all respects with the Brown Act. The current Bylaws state that a quorum consists of six voting members of the Board, and further specifies the minimum number of affirmative votes to pass a Board resolution. Board members may participate in meetings via teleconference as provided in the Bylaws and in a manner consistent with the Brown Act. Board members may abstain in their discretion. Board members must abstain if they have a conflict of interest with regard to any matter under discussion.

Board committees typically meet on campus on a monthly basis or as needed, and to the extent they are subject to the Brown Act, comply therewith in all respects, including notice. Long-Term Strategic Planning Committees typically meet monthly on the third Wednesday of each month at 3:30 p.m. at PCHS during the school year, but the LTSPC's may also meet more or less often as needed. The public is invited to those meetings, and is generally allowed to participate fully in each meeting.

Pursuant to the Brown Act, public postings of the agenda will be 72 hours before regular meeting and 24 hours before special meetings. The Board posts agendas inside the A Building in the main office, outside of the library and electronically through email and website. The materials and minutes are available to the public on the website, by e-mail, and physically at the meetings.

Board meetings are held in public. The Board complies with the Public Records Act. Draft minutes and approved minutes are accessible to the public and maintained on the school's website.

STAKEHOLDER INVOLVEMENT

Stakeholder involvement takes place at both a formal and informal level. The PCHS governance structure and organizational chart describes stakeholder involvement. For example, the PCHS Board of Trustees has representatives from all stakeholder groups, including the faculty, classified staff, administration, parents, and students. In addition, the Board Level Stakeholder Committees and the Long-Term Strategic Planning Committees also include faculty, classified staff, administrators, parents, and students.

Stakeholders are informed of PCHS's educational programs in a variety of ways. For example, at Back to School Night, parents have an opportunity to hear about their students' individual classes. In addition, throughout the school year, there are targeted educational discussions for all parents led by the Administration and sponsored by the Education Foundation and PTSA.

In addition, the Board of Trustees commissions an annual survey to inform itself concerning the views of all stakeholders. Moreover, the results of that survey are discussed at a Board of Trustees meeting and are made available to the public. Further, there are a number of parent organizations at PCHS, including, but not limited to, the Booster Club, the PTSA, and the Education Foundation. The Administration typically attends meetings of these organizations.

The charter school consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its annual LCAP and annual update. LTSPC meetings and parent/student education groups including PTSA, The Village Nation, Fuerza Unida, and FACTOR are included in the feedback gathering process for LCAP priorities as well as providing information on educational priorities. Schoolwide stakeholder surveys for parents, staff, and student are posted on the charter school website are also implemented to determine priorities. The website, email notifications, automated phone calls, and student information system updates are all means other charter school uses to communicate opportunities for stakeholder involvement.

Parent organizations, such as the Booster Club (an independent 501.c.3 organization), PTSA, and the PCHS Fund, are open to any stakeholder who wishes to join. The Mission of the Booster Club is to raise monies to support a non-profit organization dedicated to raising funds to enhance the learning environment for all students at PCHS by supporting academics, arts, athletics, drama, music, and technology. The PTSA's critical role on campus is achieved through a collaboration of parents, teachers, administrators, staff and students—partners in the PTSA mission: "*every* child; *one* voice." The Education Foundation is the Long-Term Strategic Planning Committee's fundraising arm, which was created to fulfill the operational and strategic needs as identified by the current EDP, her administrative team, and the Board of Trustees. In addition, the Education Foundation will consult with and educate parents regarding PCHS's Long-Term Strategic Plan and the educational program. The specific rules regarding those organizations may be found in their governing documents.

The Village Nation (TVN) is a high-profile group on campus created to celebrate, support and promote the self-esteem and academic success of PCHS's African American students. Currently, The Village Nation has a peer mentoring program in which successful upper classmen are paired with 9th and 10th graders who are struggling academically. TVN educates parents on PCHS's educational programs and how to build the capacity of students to succeed in school and progress to college.

Fuerza Unida, or "United Strength," is a social, cultural, academic, and community support program for PCHS Latino students and families. Using The Village Nation (TVN) model, a team of elders made up of teachers, counselors, an administrator, and a parent organizes impact assemblies, parent meetings, and Latino Student Union (LSU) activities that educate, organize, and connect Latino students and families to resources and support. By strengthening the relationship with Latino parents and building a network of Latino families, *Fuerza Unida* builds the capacity of students to succeed in school and progress to college.

Board of Trustees Governance Policies
Revised September 26, 2017

Governance Process Policies

Global Governance Process Policy

The purpose of the Board of Trustees (Board) of Palisades Charter High School (PCHS) is to act in the best interest of the residents of the State of California and PCHS's stakeholders and to ensure that PCHS (a) achieves appropriate results for its students in accordance with the PCHS Mission Statement and Charter (as specified in Board Goals Policies) and (b) avoids unacceptable actions and situations (as prohibited in Board-Executive Limitations Policies).

"Governance" as used in these Governance Process Policies is distinct and separate from "management" in that governance ensures that (a) conditions apply whereby PCHS's management acts in the interests of the residents of the State of California and (b) the Executive Director/Principal (EDP), formerly known as the Executive Director, is held accountable to the residents of the State of California and PCHS's stakeholders for outcomes and goals and the proper use of PCHS assets. The role of governance generally is to specify outcomes (e.g., that PCHS close the achievement gap) and to ensure that outcomes are achieved, while the role of management is to recommend and, where appropriate, to execute the means necessary to achieve the outcomes (e.g., allocation of resources, determining which programs, classes, employees, facilities, materials, etc.).

Policy GP #1: Governing Style

The Board shall govern lawfully, observing the principles of good governance, with an emphasis on (a) goals rather than means, (b) encouragement of diversity in viewpoints, (c) governance more than administrative detail, (d) clear distinction of Board (through its officers and members) and EDP roles, (e) collective rather than individual decisions, and (f) pro-activity rather than reactivity.

1.1 The Board shall cultivate a sense of group responsibility among Trustees. The Board, not the management, shall be responsible for excellence in governing. The Board shall initiate governance policy, not merely react to management initiatives. The Board shall not use the expertise of individual Trustees to substitute for the judgment of the Board in any of its functions, although the expertise of individual Trustees may be used to enhance the Board's understanding as a body.

1.2 The Board shall direct and inspire PCHS through the careful establishment of broad written policies consistent with the Charter and reflecting PCHS and the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term impacts outside the day-to-day operations of the school, and not on the administrative or programmatic means of attaining those effects (except in cases where means violate Board-established policy).

1.3 The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline shall apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process Policies at any time, it shall scrupulously observe those currently in force.

1.4 Board development shall include training and orientation for both new and returning Board members regarding legal requirements and best practices for Board members, the PCHS Charter, the Board's Bylaws, and the Board's Governance Policies. The Board shall continue to discuss process policy improvements.

1.5 The Board shall allow no officer, individual, or committee of the Board to hinder or to serve as an excuse for not fulfilling the Board's group obligations. For instance, the Board may not blame its own failed performance on the flawed recommendation of a committee, manager, or individual Trustee.

1.6 The Board shall regularly monitor and discuss the Board's process and performance. Self-monitoring shall include comparison of Board activity and behavior to the Governance Process and Board - EDP Linkage Policies included within this document.

1.7 The Board shall actively encourage and seek the input and opinions of stakeholders as defined by the Charter on major issues and policies under consideration.

Policy GP #2: Board Roles and Responsibilities

Specific roles and responsibilities of the Board ensure appropriate organizational performance as defined in Board Goals Policies.

2.1 Board Roles and Responsibilities include:

- Linkage between the residents of the State of California and PCHS
- Adopting written governance policies that address the broadest levels of all organizational decisions and situations
- Using its best efforts to assure successful organizational performance

2.2 To accomplish its governance mission, the Board shall follow an annual agenda that (1) completes re-exploration of Goals Policies annually and (2) continually improves Board performance through Board education, input, and deliberation.

2.3 The Annual Agenda cycle shall conclude each year on the last day of June so that administrative planning and budgeting can be based on accomplishing a one-year period of the Board's most recent statement of long-term Goals Policies.

2.4 The Annual Agenda cycle shall start with the Board's development of its agenda for the next year.

2.4a Consultations with standing committees and stakeholder groups, and other methods of gaining public input, shall be determined and arranged as appropriate in sufficient time for the Annual Agenda to be discussed and adopted each September. Input will also be sought from standing committees at least quarterly regarding updates for agenda items.

2.4b Review of the current Governance Policies shall be on the agenda during the first quarter (July through September) to enable the Board to make any modifications or amendments in a timely manner and to ensure compliance therewith.

2.5 The EDP's performance shall be reviewed annually by the Board according to the Goals Policies and the Executive Limitations Policies.

2.6 Generally speaking, Board meetings shall be governed by Robert's Rules of Order. (See Appendix)

2.7 The Board shall have legal counsel available at Board meetings when deemed appropriate by the Board's officers, based on the agenda items to be discussed.

2.8 If a Trustee believes there has been a violation of law, or that there is an imminent violation of law, that Trustee shall be entitled to seek the advice of PCHS's legal counsel on that topic, but if practical, the Trustee shall first discuss the matter with the Board Chair. In all other instances, the Trustee may seek the advice of PCHS's legal counsel only in conjunction with the Board Chair or with the Board's approval.

<u>Policy GP #3: Board Chair Role and Responsibilities</u>

As noted here and in the PCHS bylaws, the Board Chair is a specifically empowered Trustee of the Board who ensures the integrity of the Board's processes and, occasionally, represents the Board to outside parties. Any action by the Chair is subject to review and modification or reversal by the Board.

3.1 The Chair's job is to serve as facilitator and guide to the Board. The Chair ensures that the Board acts consistently with its own rules and those legitimately imposed upon it from outside the organization. Related to this, the Chair shall:

- Ensure the development and circulation of Board agendas in conjunction with Trustees and the EDP, consistent with the protocol listed below.
    - Preside over Board meetings

- Communicate with the Board's legal counsel concerning legal issues that arise

- Communicate with stakeholders and the public

- Act as the primary point of Board contact with the press

- In conjunction with the Board's decision and/or legal counsel, address any reports that the Board or individual Trustee(s) are in violation of law or Board policies

3.1a The Chair shall work with the EDP and Board committees to ensure that issues that are not appropriate for Board purview are properly redirected.

3.1b The Chair shall preside over Board meetings guided by Robert's Rules of Order.

3.1c: The Chair shall ensure that Board deliberation is fair, open, and thorough, but also timely, orderly, and to the point.

3.1d The Chair may represent the Board to outside parties in (a) announcing Board-stated positions and decisions, and (b) providing information on Board process and upcoming agendas.

3.1e The Chair shall put any lawful item on the agenda at the request of the EDP, given notice in accordance to agenda posting guidelines. The Chair shall put any lawful item on the agenda at the request of any two Trustees.

3.2 No approved Board policy may be changed without the approval of the Board. The Chair shall act as the primary liaison between the Board and the EDP.

3.3 The Chair may delegate his/her authority to the Vice-Chair when available, or when the Vice-Chair is not available, to any Board member, but remains accountable for its use. If the Chair perceives, or the Board determines, that the Chair has an actual or potential conflict of interest, the Chair shall delegate his or her authority to the Vice-Chair.

<u>Policy GP #4: Board Vice-Chair Role and Responsibilities</u>
As noted here and in the PCHS bylaws, the Vice-Chair of the Board is a specifically empowered Trustee of the Board who, in the absence of the Chair, presides at Board meetings and may assume other roles and functions of the Chair as directed by the Board. Further, the Vice-Chair supports and assists the Chair as needed. The Vice-Chair may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.

Policy GP #5: Board Secretary Role and Responsibilities
As noted here and in the PCHS bylaws, the Board Secretary is an officer of the Board whose purpose is to ensure the integrity of the Board's documents. The Secretary may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.

5.1 The Secretary's job is to ensure that all Board and Board committee documents and filings are accurate, timely, and adhere to legal requirements, including privacy and confidentiality; to ensure that all such documents are properly stored and accessible; and to inform the Board Chair if the documents are not in compliance.

Further, the Board Secretary shall ensure that:

- Governance Policies reflect the most current Board decisions
- Requirements for format, brevity, and accuracy of Board agenda and minutes are met
- Draft Board minutes are prepared in a timely manner for Board review, and approved at the following regular Board meeting

5.2 The authority of the Secretary includes access to and control over Board documents.

Policy GP #6: Board Member Code of Conduct
Trustees commit to ethical, professional, and lawful conduct, including proper use of authority and appropriate decorum when acting as Trustees.

6.1 Trustees must uphold the PCHS Charter and Bylaws and all other corporate documents.

6.2 To the best of their ability, Trustees shall communicate to the Board the interests, concerns, and priorities of the group they represent, but shall at all times make decisions based on the full findings of fact and the best interests of the residents of the State of California.

6.3 Trustees must not permit their stakeholder affiliation to interfere with their fiduciary duty to act in the best interests of PCHS as a whole.

6.4 Trustees must avoid conflicts of interest with respect to their fiduciary responsibility as further outlined in PCHS's Conflict of Interest Code. In circumstances where the existence of a conflict of interest may be unclear, Trustees are encouraged to discuss the matter with the Board Chair or full Board in order to ensure that the Trustee fulfills his or her fiduciary responsibilities.

6.5 Trustees shall exercise the powers and duties of their office honestly and in good faith, and exercise the degree of care, diligence, and skill that a reasonably prudent person would exercise in comparable circumstances.

6.6 Trustees must not make personal promises or take private action that may compromise their performance or responsibilities as a Trustee.

6.7 Trustees must not attempt to exercise individual authority over the organization.

6.7a Trustees' interaction with the EDP or with any other PCHS employee must recognize the lack of authority invested in individual Trustees, except when explicitly authorized by the Board.

6.7b A Trustee's interaction with the public, the press, or any other entity must recognize the same limitation set forth above. Individual Trustees may not speak for the Board, except to repeat explicitly stated Board decisions.

6.8 Trustees shall maintain strict confidentiality of any confidential matters discussed in closed session. Any violation of this duty shall result in appropriate sanction, which may include immediate dismissal from the Board.

6.9 In recognition of the high standards, trust, and responsibility required of those who serve on the PCHS Board, Trustees (whether or not acting in their official capacity as a Trustee) shall be respectful, judicious, and prudent when communicating with other Trustees, PCHS stakeholders, and the public. Further, Trustees must adhere to the requirements of the Brown Act when communicating with other Trustees.

6.10 Trustees shall be properly prepared for Board deliberation.

6.11 Trustees shall support the legitimacy and authority of the final determination of the Board on any matter, without regard to the Trustee's personal position on the matter.

6.12 Trustees shall volunteer to participate on standing and ad hoc committees as necessary to fulfill the Board's obligations.

6.13 Trustees who violate "Policy GP #6: Board Member Code of Conduct" or their duties to PCHS are subject to appropriate sanction by the Board including, without limitation, private admonishment, public censure, or removal.

GP #7: Board Committee

Board committees shall take direction from and report to the Board.

7.1 Pursuant to the Charter, the Board shall consider the recommendations of, and in some cases delegate decision-making authority to, its committees. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority shall be carefully stated so as not to conflict with authority delegated to the EDP.

7.2 Unless the Board has delegated its authority to a committee in writing, Board committees may not exercise authority over the EDP, and even then shall not exercise authority directly over employees. Because the EDP works for the full Board, he or she shall not be required to obtain approval of a Board committee before an executive action unless the Board has delegated its authority to the committee.

7.3 It is recognized that, pursuant to the Charter, committees may, only in unique circumstances approved by the Board, make recommendations in areas under the purview of EDP for her/his consideration.

7.4 All Board committees that fall under the Brown Act must adhere to the requirements of the Act.

7.5 The Board shall periodically monitor its Standing Board Level Committees (SBLCs) including: Academic Accountability; Budget and Finance; Charter; Elections; and Post-Retirement Healthcare Benefits. Annually, the Board shall evaluate each SBLC's (1) effectiveness; and (2) determine whether the committee has fulfilled its purpose, roles, and responsibilities as defined in PCHS's Charter in "setting overall school-wide policies and goals, ensuring fiscal responsibility, and exercising compliance with law."

GP # 8: Board Training and Development

8.1 Board training shall be required annually to orient new members, as well as to maintain and increase existing members' skills and knowledge.

8.2 When deemed necessary, outside consultants may be retained by the Board.

8.3 In each fiscal year, costs may include, but shall not be limited to:

- Training relating to governance, management, and leadership, including attending conferences, classes, and workshops
- Audit and other third-party monitoring of organizational performance
- Surveys, focus groups, opinion analyses, and meeting costs

Executive Limitations Policies

Global Executive Limitations Policy
The Executive Director / Principal (EDP) shall not cause or allow any practice, activity, decision, or organizational circumstance that is imprudent, unethical, or unlawful.

Policy EL #1: Treatment of Students and Their Families
With respect to interactions with current or prospective students and their families, the EDP shall not cause or allow any condition, procedure, or decision that fails to provide appropriate confidentiality or privacy or is unsafe, undignified, unfair, unnecessarily intrusive, or unclear.

1.1 Accordingly, the EDP shall not:

- Use application forms that elicit information for which there is no clear necessity
- Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the material elicited
- Maintain facilities that fail to provide a reasonable level of privacy, both visual and aural, when the circumstances create a reasonable expectation of such privacy
- Fail to establish with students and their families a clear understanding of what is expected and what is not acceptable from students at Palisades Charter High School (PCHS)
- Fail to establish written policies and procedures that are easily accessible to parents and students
- Discriminate against current or prospective parents or students for expressing an ethical dissent (reasoned disagreement as opposed to personal attacks)
- Fail to protect from retaliation any parent or student who wishes to address the Board of Trustees (Board), consistent with Board policies, when it is alleged that a Board policy has been violated to his or her detriment
- Fail to inform parents and students of this policy (EL#1), or to provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.

Policy EL #2: Treatment of Employees

With respect to the treatment of paid and volunteer employees, the EDP shall not cause or allow conditions that are unfair, unsafe, undignified, or not transparent and shall not fail to provide appropriate confidentiality or privacy.

2.1 The EDP shall not:

- Operate without written personnel policies that clarify personnel rules for employees, provide for effective handling of grievances, and protect against wrongful conditions

- Operate without written job descriptions that clarify roles and responsibilities among individual employees

- Fail to monitor and respond immediately to discrimination against any employee who expresses an ethical dissent

- Prevent employees from expressing grievances to the Board when 1) internal grievance procedures have been exhausted, and 2) the employee alleges either that a) Board policy has been violated to his or her detriment, or b) Board policy does not adequately protect his or her rights

- Fail to acquaint employees with their rights under this policy (EL#2).

Policy EL #3: Financial Planning and Budgeting

The EDP shall not fail to adhere to the Board-approved financial plan for the year or the remaining part of any fiscal year. The budget must never put the school in financial jeopardy or deviate materially from the Board's goals or priorities. The EDP shall not expend more funds in the year-to-date than have been received in the year-to-date.

3.1 The EDP shall not fail to provide credible projections of revenue and expenses, separation of capital and operational items, cash flow, balance sheet, and the disclosure of planning assumptions.

3.2 Restricted Funds (not under the control of the EDP): The Board denies the EDP the right to use any long-term reserve.

3.3 Payables: The EDP shall not settle payroll or any other payable in an untimely manner, and shall not allow tax payment or filing, or other government required payment or filing, to be overdue or inaccurately filed.

3.4 Receivables: The EDP may not allow receivables to be unpursued after a reasonable grace period.

3.5 Required Approvals Agenda: The EDP shall not fail to provide evidence to the Board that all budget materials that the Board is required to approve are complete, accurate, and in compliance with applicable laws.

3.6 Owner Input into Budgets: The EDP shall not fail to provide community inspection and consultation of budgets.

3.7 The EDP shall not fail to submit for Board approval all arms-length contracts over $30,000 and all non-arms-length contracts, independent of value. All non-arms-length transactions must be publicly disclosed. Contracts may not be broken apart in order to remain under the $30,000 requirement, and any contract or group of related contracts in excess of $10,000 shall be reported to the Board at its next meeting. The EDP shall not fail to submit for Board approval all budget transfers of sums from one sub-account to another in amounts over $50,000 or where the transfer (in any amount) is not fully consistent with the policies and funding priorities set by the Board of Trustees. Any such transfer shall be reported to the Board at its next meeting. The EDP may not break apart transfers to remain under the $50,000 limit. "Sub-account" shall mean the accounting level of detail submitted to the Board for its annual consideration and approval of the budget.

3.7a In the case of existing or anticipated litigation, the amount for contracts/agreements shall not exceed $50,000; however, in time-sensitive situations and with the approval of the Risk Management Committee, the amount shall not exceed $70,000. Any such agreement shall be reported to the Board at its next meeting.

3.8 The EDP shall not fail to ensure that monies or school resources that are designed for a specific program or use are not reallocated. Commingling of funds or "borrowing" of funds, or resources, between separate accounting entities is prohibited.

3.9 The EDP shall not allow a yearly budget to be created that contains insufficient information to enable a credible projection of revenues and expenses, separation of capital and operational items, cash flow, balance sheet, and disclosure of planning and assumptions.

3.9a The EDP shall not fail to provide the Board with adequate information, in a reasonable amount of time, to allow it to make an educated approval of the budget.

3.9b The EDP shall not fail to disclose to the Board all material information, as well as possible ramifications, on all key issues required for the Board to make an educated determination on the budget.

3.10 The EDP shall not fail to ensure that PCHS financials are posted to the

PCHS Web site in a timely manner.

3.11 The EDP shall not incur debt in an amount greater than can be repaid by certain, unencumbered revenue within sixty days.

Policy EL #4: Actual Financial Condition and Activities
With respect to the actual ongoing financial condition and activities, the EDP shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditure from the Board-approved budget.

Policy EL #5: Asset Protection
The EDP shall not allow PCHS assets to be unprotected, inadequately maintained, or risked.

5.1 The EDP shall not:

- Fail to obtain insurance against theft and casualty losses to at least 80% of replacement value and against liability losses to Board members, employees, and the organization itself in an amount greater than the average for comparable organizations

- Fail to ensure that no financial instruments may be purchased, sold, or pledged with corporate assets that are not deemed prudent and conservative, unless specifically authorized by a Board vote. This restriction includes, but is not limited to, foreign currencies, derivatives, interest rate swaps, caps, floors, collars, swaptions, and forwards.

- Allow inadequately insured employees access to material amounts of funds

- Subject the PCHS physical plant or equipment to improper wear and tear or insufficient maintenance

- Expose PCHS, its Board, or its employees to liability

- Make or permit any purchase that would result in waste of PCHS resources or (1) wherein normally prudent protection has not been given against conflict of interest; (2) over $10,000 (not previously budgeted) without having obtained comparative process and quality; or (3) over $10,000 without a stringent method of assuring the balance of long-term quality and cost. Orders shall not be split to avoid these criteria.

- Fail to protect PCHS intellectual property, information, and files from loss or significant damage

- Expose PCHS to the risk of doing business with a failing institution. All financial banking relationships, including brokerage, must have assets over

$100 million and be rated A by both Moody's and Standard & Poor's. Governmental agencies are exempt from this requirement.

- Receive, process, or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards

- Compromise the independence of the Board's audit or other external monitoring

- Invest or hold operating capital in insecure instruments, including uninsured accounts or bonds of less than AA rating, or in non-interest-bearing accounts, except when necessary to facilitate ease in operational transactions

- Endanger the organization's public image or credibility, particularly in ways that would hinder the accomplishment of its Goals

- Change the organization's name or substantially alter its identity in the community

Policy EL #6: Investments

The EDP shall not cause or allow investment strategies or decisions that pursue a high rate of return at the expense of safety or liquidity.

6.1 The EDP shall not allow:

- Purchase of foreign investments where principle and interest are paid in other than US dollars

- Purchases of fixed income instruments that are not readily marketable

- Expenditures of more than $30,000 on the securities of any one corporate issuer

- An undiversified portfolio or diversification that deviates from an asset allocation heavily dominated by fixed-income securities

- Purchases of short-term investments that are not rated at least P-1 by Moody's or Standard and Poor's

- The use of brokerage houses not licensed by the National Association of Securities Dealers

Policy EL #7: Compensation and Benefits
With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the EDP shall not cause or allow jeopardy to fiscal integrity or public image.

7.1 Accordingly, he or she may not:

- Change his or her own compensation and benefits
- Change the compensation and/or contract terms of any administrator or manager without Board approval
- Fail to provide the Board with comparable salary and benefits comparisons in a timely manner
- Promise or imply permanent or guaranteed employment
- Establish current compensation or benefits that deviate materially from the geographic or professional market for the skills employed
- Create compensation obligations over a longer term than revenues can be safely projected

Policy EL #8: Communication and Support to the Board
The EDP shall not permit the Board to be uninformed or unsupported in its work.

8.1 Accordingly, he or she shall not:

- Neglect to submit data required by the Board in a timely, accurate, and understandable fashion, directly addressing provisions of Board policies being monitored
- Fail to submit data, meeting materials, and any additional information to the Board at least six days in advance of a Regular Board meeting, when possible, and as soon as practicable for a Special Board meeting
- Fail to provide written detailed monitoring data and additional information using Agenda Information Sheets provided by the Board
- Allow the Board to be unaware of relevant trends, financial or otherwise, anticipated adverse media coverage, or material external or internal changes, particularly changes in the assumptions upon which any Board policy has previously been established

- Fail to notify the Board immediately of any serious accusation, including from a whistleblower, against an employee, volunteer, or anyone else associated with the school

- Fail to notify the Board of litigation, pending litigation, or inquires of the Office of the Inspector General or other authorizer or governmental entity

- Fail to advise the Board if, in the EDP's opinion, the Board is not in compliance with its own policies on Governance Process and Board- EDP Linkage, particularly in the case of Board behavior that is detrimental to the working relationship between the Board and the EDP
- Fail to marshal for the Board the stakeholder and external points of view, issues, and options necessary for fully informed Board choices

- Fail to deal with the Board as a whole, except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board

- Fail to report as soon as is practicable any actual or anticipated noncompliance with any Board policy

- Fail to supply for the agenda all items delegated to the EDP and required by law or contract to be Board-approved, along with the monitoring assurance pertaining thereto

Policy EL #9: Hiring
Absent Board approval, the EDP shall not allow the hiring of any individual for any position unless that person demonstrates that he or she possesses the minimum qualifications listed in the position announcement posted on the PCHS Web site and after all the background checks have been completed.

Policy EL #10: Administration
The EDP shall not fail to document all critical administrative job functions and deadlines.

10.1 Accordingly, the EDP shall not fail to ensure that detailed job descriptions are established for senior administrators, and that a Master Calendar is established for the school year setting forth all major deadlines and listing all major events.

Board - Executive Director / Principal Linkage Policies

Global Board-EDP Linkage Policy
The Board of Trustees (Board) shall direct and oversee Palisades Charter High School (PCHS) operations through the Executive Director/Principal (EDP).

Policy B-EDL#1: Board Chair and EDP

1.1 Unless the Board Chair is an employee of the school, he or she shall usually lead the process for evaluating the EDP.

1.2 The Board Chair shall consult regularly with the EDP to anticipate and strategize about issues, concerns, and priorities.

1.3 The Board Chair shall be available to listen to the EDP's concerns as they emerge.

Policy B-EDL #2: Unity of Control
Only decisions of the Board, or of a committee to which the Board has delegated its authority, are binding on the EDP.

2.1 Decisions or instructions of individual Board members, officers, or committees are not binding on the EDP except in rare instances when the Board has specifically authorized such exercise of authority.

2.2 In the case of a Trustee or Board Committee request that was not specifically authorized by the Board, the EDP may refuse any such request that the EDP believes would be disruptive to operations or require an unreasonable amount of employee time or funds.

Policy B-EDL #3: Accountability of the EDP
The EDP is responsible for and accountable to the Board for all PCHS operations.

3.1 The Board shall not give instructions to persons who report directly or indirectly to the EDP.

3.2 The Board shall formally evaluate the EDP. All other senior administrators shall be formally evaluated by the EDP, who shall report the evaluations to the Board along with any recommended actions.

3.3 The Board shall review EDP performance as identical to organizational performance.

Policy B-EDL #4: Delegation to the EDP

The Board shall direct the EDP through written policies that prescribe the organizational goals to be achieved and describe organizational situations and actions to be avoided, allowing the EDP to exercise discretion in determining the means to realize the Board-stated goals and limitations.

4.1 The Board's Executive Limitations Policies limit the latitude the EDP may exercise from the broadest, most general level, to more defined levels.

4.2 As long as the EDP exercises appropriate discretion in determining the means to realize the Board's Goals and Executive Limitations Policies, the EDP is authorized to establish all practices and develop all activities of the organization.

4.3 The Board may change its Goals and Executive Limitations Policies.

Policy B-EDL #5: Formal Monitoring EDP Performance

The Board's systematic monitoring of EDP job performance shall be in relation to EDP job outputs, including organizational accomplishment of Board Goals Policies, organizational operation within the boundaries established in Board policies on Executive Limitations, and any other criteria established by the Board.

5.1 The Board shall acquire formal monitoring information by one or more of three methods: a) by internal report, in which the EDP discloses compliance information to the Board; b) by external report, in which an external, non-interested third party selected by the Board assesses compliance with Board policies; and c) by direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria.

5.2 The EDP shall be reviewed at least annually by a EDP Review Committee, which shall be comprised of six Board members, none of whom is an employee of the school. The committee's recommendations shall be presented to the full Board for consideration. In the event that a non-interested party is not available, the Evaluation Committee shall continue to convene.

5.3 All policies that apply to the EDP shall be monitored according to the frequency indicated in the table below. The Board may monitor any policy at any time by any of the above-referenced methods, but shall depend on the routine schedule and method listed in the table.

Schedule for Periodic Monitoring of EDP's Compliance with Policy:

Policy	Method	Frequency
Treatment of Students and Their Families	Internal	Annually
Treatment of Faculty and Employees	Internal	Annually
Financial Planning and Budgeting	Internal	Quarterly
Financial Condition and Activities	Internal External	Quarterly Annually
Emergency Management Succession	Internal	As needed, but not less than annually
Compensation and Benefits	Internal External	Annually Annually
Communication and Support	Direct Inspection	Annually
Asset Protection	Internal	Annually
Ends Focus of Grants or Contracts	Internal	Annually
Hiring	Internal	Annually
Achievement of Goals Policies	Internal	Annually
Strengthen of Financial Institutions	External	Annually

Goals Policies

Global Goals Policies

Palisades Charter High School (PCHS) envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. In a safe, supportive, and healthy environment, the diverse students of PCHS shall receive excellent instruction that shall deliver a comprehensive rigorous education that shall enable them to become inquiring, productive, and ethical members of society. This education shall be delivered at a per-student operating cost and administrative expense through practices that ensure long-term stability. In all actions the school undertakes, from hiring practices to teaching, counseling, and programming; and from shaping the organizational structure to allocating resources; pupils' needs are paramount.

Goals Policy #1

The goal of a comprehensive rigorous education recognizes that all students can learn and achieve. As part of a four-year academic plan, all students shall have access to a program of study that shall qualify them for entry into a collegiate institution or post-secondary career opportunities. A comprehensive education shall also address the emotional, physical, and creative needs of the student through access to a broad, co-curricular program. As part of this education, each student, in consultation with his/her counseling team shall develop an academic plan beginning the student's first year at PCHS. This plan shall be updated annually.

1.1 All students shall have access to qualify for Honors and AP classes to ensure a rigorous curriculum and eligibility for a four-year university. Enrichment opportunities shall be provided to enable a larger group of students to be successful in Honors and AP classes.

1.2 A comprehensive curriculum shall be updated periodically to reflect the needs of our diverse students and to respond to changes in technology and emerging fields of study.

1.3 PCHS shall increase the number of graduating seniors who are eligible to attend the California State University or University of California.

Goals Policy #2

PCHS shall continue to achieve continuous educational improvement. It shall achieve the quantifiable API, AYP, and other goals as set forth in its Charter in the timeframes designated. It shall set annual goals for measures of educational achievement. These goals shall be for the school as a whole and for various subgroups.

Goals Policy #3

Excellent instruction means that excellent teachers are appropriately recognized, that teachers are adequately supported and given the resources necessary to deliver an excellent education to students, that teachers who need to improve are given the tools to improve quickly, and that appropriate action is taken with regard to teachers who need to improve, but fail to do so.

Goals Policy #4

A supportive environment means that PCHS puts students first. The school's instructional, budget, policy, human resources, and program decisions all revolve around student needs. Programs and systems shall be place to encourage student learning, review outcomes, and provide assistance as necessary for student success.

4.1 Supporting student achievement means expectations are clear, teachers are highly qualified, counselors, administrators and support employees are pro-active, and communication is regular and ongoing between school and home.

4.2 Supporting student achievement also includes incorporating differentiation of instruction into the classroom, personalization, and using a variety of learning methods, including innovative technology and resources.

Goals Policy #5

Students shall gain knowledge and skills to become inquiring, productive, and ethical members of society. PCHS shall foster a culture of intellectual curiosity, ethical decision-making, honesty, and integrity. Students shall be taught the art of questioning and logical and critical thinking to achieve this goal.

Goals Policy #6

As per the Charter, PCHS is committed to educating a diverse student body, taking into account ethnic and cultural demographics.

Goals Policy #7

Education at PCHS requires operating efficiently and providing sufficient funding to meet educational goals. By planning over a 3-5 year horizon, PCHS shall maintain the financial capability and reserves to withstand short-term funding shortfalls without compromising the Goals Policies.

Governance Policies Appendix

The Basics of Robert's Rules of Order

Preamble

The complete Robert's Rules of Order has many nuances. However most are not used in day to day business. The basic rules listed below provide a framework for ensuring orderly debate in almost all circumstances.

The purpose of the Rules is to ensure a fair debate that ultimately moves forward to a resolution. Not everyone may agree with the decision, but everyone ought to agree that the decision was arrived at fairly, and without taking up too much time. And, at the end, no one should hate anyone. Some have said that the point of the Rules is to allow the majority to do what it wants (consistent with its chartering documents), but to allow the minority to insist on a deliberative process.

Ultimately, it is up to the Board to enforce its own rules, and it is any Board's duty to ensure that its business is conducted in a fair, orderly, and professional manner. Although the chair has substantial ability to ensure that this is done, ultimately, it is the Board's job and responsibility, not the chair's, to enforce the rules and discipline itself. This means that the members must be willing to take on a chair that is not enforcing the rules to the detriment of the organization.

A quick note on the role of a Parliamentarian - Where all members of an organization are familiar with the Rules and the members are all friendly with one another, a Parliamentarian is not really needed, as the chair will abide the rules and the organization will override the chair if the chair fails to do so. However, where an organization is unfamiliar with the rules or there is a level of distrust, a Parliamentarian serves a useful purpose. First, the Parliamentarian can advise the chair and the organization on what is allowed and what is not so as to avoid confusion. Second, and sometimes more importantly, the Parliamentarian is generally accepted by all as a neutral person who will enforce the rules neutrally. This will disarm what otherwise might be an accusation that the chair or the majority is engaging in improper behavior or not allowing a fair debate. It is worth noting that generally speaking, a Parliamentarian can only advise. The Parliamentarian does not actually decide, for example, whether or not a point of order is well taken; the chair does that in the first instance subject to an appeal to the Board.

With those preliminary thoughts in mind, here are the basics of Robert's Rules.

1.Conduct of the Meeting

The Agenda. The meeting proceeds per the agenda. The Board can re-arrange the order of items on the agenda by majority vote, but not when a motion is pending. If a member attempts to take up a matter that is not appropriate to the agenda, any member can call for the "Orders of the Day" and request that the chair deem the comment out of order. Such a call can be made even while someone else is speaking, but it is not subject to debate or explanation. If the chair agrees, then the agenda is enforced, and the person speaking will either have to relinquish the floor or confine the remarks to the matter before the Board.

Neutrality of the Chair. The chair is to retain his or her neutrality. In fact, the Rules suggest (but do not require) that the Chair not vote unless the vote would make a difference in the outcome in order to retain neutrality.

Civility of Debate and Discussion. Debate is civil at all times. Personal attacks are inappropriate, and comments are directed to the chair, not to other members unless it is to pose or answer a question.

General Rules and Suspending the Rules. Typically, the majority can do anything it wants if it does so properly, and it can suspend the Rules (including Robert's Rules) by way of a motion to "Suspend the Rules." Such a motion allows debate to proceed in an orderly but less formal fashion.

2.Discussion items

When an item is being taken up but no action is required or requested, typically the Board will hear the report and then ask questions or comment on it. However, no motion is appropriate in such a case as no action is being requested. It is not typical to "move" to accept the report unless doing so has some significance.

3.Action items/Motions

Debate typically begins with a person obtaining recognition from the chair and making a motion. For example "I move that we adopt the Committee's proposed guidelines."

The motion itself must be made when no other motion is pending, it must be consistent with the order of the agenda unless that order has been altered, and it cannot be accompanied by debate. Thus, it is generally inappropriate for a person to explain at length why a particular action is a good idea, and then move that the action be taken.

Immediately upon making the motion, the person so moving must be seated. No debate is allowed. The chair will then ask for a second. If there is no second, then the motion "dies" for "want of a second" without any debate whatsoever.

A person seconding the motion is not allowed to debate the issue at that time. Rather, the person is limited to saying "I second the motion."

At that point, the chair will traditionally re-state the motion and ask if the Board is ready for the motion (although in modern procedure, the chair does not typically ask the question, but rather merely states the motion), which is a signal that the floor is open for debate, and also to make sure that everyone understands what the motion is. If the chair misstates the motion, the moving member can correct the chair.

At any point up to the time that the chair re-states the motion, the moving person may amend the motion unilaterally. If there is such a change, the person who seconded the motion may withdraw the second, but a different member may then second the modified motion. Once the chair has re-stated the motion, no unilateral amendments are allowed.

Typically, the moving member is given the right to open the debate.

The chair typically will call on members to debate in the following manner. If the chair can ascertain a speaker's position on the question, the chair should endeavor to alternate pro and con. No one speaks a second time until everyone who wants to speak has spoken once. No one is allowed to speak more than twice on the motion (although this rule is generally relaxed in small groups). If people are allowed to speak more than twice, it is typical for the chair not to allow anyone to speak for a third time until everyone who wants to speak has spoken twice, and so forth.

The chair typically does not participate in the debate other than to recognize speakers or rule on procedural questions. However, in a group like this, it is not unusual for the chair to have a position and want to contribute to the debate. One tactic that is often used is for the chair to "pass the gavel" to the person sitting next to the chair, who will "chair" the meeting while the chair expresses his or her position, after which the chair will resume the gavel. That formality is not required -- it is really more for show than for anything else. However, the chair is bound by the protocol set forth above in terms of recognizing himself or herself.

When no one wants to continue debate, the chair can ask if the Board is ready to vote. If there is no objection, then the vote will occur. If there is an objection, then debate continues.

If someone believes that the debate should end, that person, upon being recognized by the chair, can "move the previous question." Moving the previous question means that debate should end and a vote should be taken. Moving the previous question requires a second, and cannot be debated. The person moving the question cannot speak to the motion and then move the question, thereby taking the last word. Instead, someone who moves the question must do only that.

If the previous question is moved and seconded, then the chair will ask immediately if the Board wants to end debate. There is no discussion on the point. Rather, the chair will call for a vote on moving the previous question. If 2/3 of those voting vote in favor of moving the previous question, debate ends and the Board will proceed to vote on the motion (or the amendment to the motion if an amendment is before the Board). If less than 2/3 of those voting are in favor of moving the previous question, debate continues.

Absent unusual circumstances, a motion will pass by a majority of those voting.

<u>4.Conduct of Debate</u>

If the chair believes that a person is off topic, the chair can gently so state or can rule the speaker out of order. If the speaker disagrees, the speaker can appeal the chair's ruling to the

Board, which will vote (without debate) on whether the speaker can continue speaking.

If a member believes that the speaker is out of order, the member can interrupt and make a "Point of Order," so stating. The chair rules on the point of order, but that ruling can be appealed to the Board. A speaker can be out of order because the speaker is off topic, or because the speaker is engaging in inappropriate debate, such as making derogatory comments about others.

A member can interrupt a speaker to request permission to ask a question, also known as a "Point of Information." It is up to the speaker whether to allow the question or not. If the question is allowed, it should not be a disguised debate, but rather a straightforward question.

5.Amendments

There is technically no such thing as a "friendly amendment" once debate has opened. That said, where it is clear that there will be no objection from anyone to the proposed amendment, it is faster just to accept the amendment without formality.

An amendment is similar to a motion in that it is made by a member on being recognized by the chair, and is made without debate. An amendment requires a second. If an amendment is proposed and seconded, the person proposing the amendment is usually given the right to speak first.

Once an amendment is on the floor, debate should center on the amendment rather than the main motion.

The amendment must be germane to the motion, although it can vary the substance of the motion, or even be contrary to the motion. For example, if the motion is to approve the Guidelines, it would be inappropriate to amend the motion so that the amended motion would be to give the EDP a raise. Similarly, it is generally inappropriate to amend the motion simply to state its converse. For example, if the motion is to approve the Guidelines, it would not be appropriate to amend the motion to state that the Board "not" approve" the Guidelines, as that is simply the same thing as defeating the motion. However, it would be appropriate to amend the motion by changing the proposed Guidelines dramatically.

Although Robert's Rules allows amending the amendment, (but not amending the amendment to the amendment,) this can get too confusing. Accordingly, it is suggested that people not amend the amendment.

Debate on amendments is governed by the same rules as debate on the main motion, including moving the previous question.

Eventually, the Board will vote on the amendment. If the amendment passes, then the motion, as amended, is before the Board, and debate resumes on the main motion. If the motion fails, then the original motion remains before the Board.

Amendment after amendment can be proposed. There is no limit set forth in the Rules.

6.Other Ways to End Debate or Dispose of a Motion

In addition to voting up or down on the motion, the Board can take other actions.

Tabling. The Board can "table" a motion. Doing so essentially puts the motion in limbo until such time (if ever) that the Board "Takes the Motion from the Table." It is typically used as a way of defeating a motion without actually voting it down, but it is also often used as a way of delaying resolution of a motion until more information can be had or until the Board has adequate time to consider the motion but without setting forth a particular time when the motion will be taken up again. Tabling a motion is made in the same way as moving the previous question. That is, a member is recognized, and then moves to table the motion. That member is not to debate the merits of the motion (or tabling it) when making the tabling motion. The motion to table requires a second. No debate is appropriate on a motion to table, and the motion carries by a simple majority of those voting. If a motion is tabled, then the Board would move on to the next agenda item.

Postponing to a Time Certain. This is like tabling a motion, and it requires a second. There are two major differences, however. The first is that there is a time attached to this form of the tabling motion that determines when the Board will continue its consideration of the motion. The motion is automatically placed on the agenda at the appointed time if this motion carries. The second major difference is that debate is allowed on the motion to postpone to a time certain, and the motion to postpone to a time certain can be amended to reflect a different time for taking up the motion. Often, the debate focuses on when the time will be to take up the motion again, but it need not be limited to that. (This is different than a motion to "Postpone indefinitely" which can be debated, but not amended. Postponing indefinitely is a procedural way to kill a motion without actually having to vote it down. This does not seem appropriate for the PCHS Board.)

Referring to Committee. Where the Board believes that further investigation is appropriate, it can refer the matter to a Committee. This motion is made in the same manner as a motion to postpone to a time certain, and again, only requires a simple majority to pass and can be amended. The matter is then referred to the designated Committee, which will, at an appropriate time, report back to the Board with its recommendation. This motion does not vest the Committee with the power to adopt or reject the motion, but rather only vests the Committee with the authority to consider the motion and make a recommendation back to the full Board. The Motion of Referral can also specify the time when the matter will be brought back to the Board from the Committee. A motion to refer can be debated.

Adjourn. A motion to adjourn is always in order, even while another motion is pending. It, too, is made without debate, and it requires only a simple majority to pass.

Recess. A motion to recess is a motion to take a break in the meeting. This does not end debate on the motion, as when the meeting reconvenes, you take up where you left off. However, it is often used to allow tempers to calm.

7. Motion for Reconsideration

If a motion carries and someone in the majority thinks better of their vote, they may move to reconsider. That motion requires a second, and it can only be made by someone in the majority. It must be made on the same day as the motion being reconsidered was passed. The motion is subject to debate to the same extent as was the matter being potentially reconsidered. (For example, if a main motion is potentially being reconsidered, then the motion to reconsider may be debated. If a motion to table is being reconsidered, then there is no debate.) If the motion passes, then the prior vote becomes a nullity, and debate on the motion being reconsidered continues as if no vote had occurred.

*Many thanks are due Mark Epstein for developing these simplified Rules