

March 20, 2012

Mr. Chris Lee, Board President
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

Re: Initial Bargaining Proposal

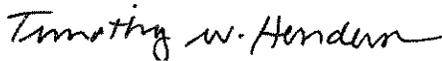
Dear Mr. Lee:

On behalf of our certificated members, as ascertained by school-wide survey, we hereby submit our initial bargaining proposals for public notice:

- Cost-of-living salary adjustment contingent on funding availability subsequent to the November 2012 election
- Adjustment of the salary payment schedule to a system that provides a paycheck every month of the year or to some other method that ensures a paycheck is issued in each month that hours are worked
- Guarantee of an individual's hourly pay rate for additional assignments (as opposed to a standard "professional" hourly rate)
- Reinstatement of summer planning stipends
- Adjustment of partial-period coverage compensation so that the percentage amount paid to the covering teacher is the same as the percentage amount docked from the covered teacher
- Compensation for PLC and SLC leaders in an appropriate ratio to compensation for Department Chairpersons
- Maintenance of class size averages through the continuance of auxiliary periods
- Clarified language regarding meeting attendance
- Revision of Article XII ("Leaves and Absences") as previously noticed (and for which negotiations already commenced)

We look forward to discussing these issues with you at the previously agreed upon bargaining sessions and we are confident that we will continue to work together to continue our success at Palisades Charter High School.

Yours truly,





Timothy W. Henderson and Stephen Klima
PCHS-UTLA Chapter Chairpersons

C: Roger Scott, UTLA Area Representative

**PCHS
FACILITY/PERMIT
2011-2012 BUDGET
YTD ACTUALS
01/31/2012**

	Actuals 06/30/11		2011-12 Budget-Approved		Updated Budget	Actuals to 01/31/2012		Total
	Pool	Other Facilities	Pool	Other Facilities		Pool	Other Facilities	
Income								
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ 150	\$ -	\$ -	\$ 150
Leases & Rentals	489,447	464,240	340,504	804,744	744,238	233,302	182,985	416,287
					744,388	233,302	183,135	416,437
Expenses								
Salary	159,334	165,660	64,616	230,276		33,493	89,125	122,618
Benefits	36,400	34,394	10,142	44,536		5,024	14,474	19,498
Total Salary & Benefits	195,734	200,054	74,758	274,812	274,812	38,517	103,599	142,116
Custodial Support	10,000		12,000	12,000		6,000	23,333	6,000
Utilities	23,560	40,000		40,000		-	23,333	23,333
Insurance	2,480	4,000		4,000		-	3,000	3,000
Other Supplies	40,750	42,000	10,000	52,000		5,525	24,453	29,978
Advertising/PR	-	700		700		-		Gym Refinish
Total Expenses	76,790	86,700	22,000	108,700	108,700	11,525	50,786	62,311
Operating Profit/(Loss)	216,923	177,486	243,746	421,232	360,876	183,260	28,750	212,010
Debit Service								
Interest	83,200	84,303	11,965	96,267		7,578	51,242	58,821
Principal	207,434	212,506	111,688	324,194		68,333	114,040	182,373
Total Debt Service	290,634	296,809	123,653	420,462	420,462	75,911	165,282	241,193
Net Permit Reserve Add/(Reduct)	\$ (73,711)	\$ (119,323)	\$ 120,093	\$ 770	\$ (59,586)	\$ 107,349	\$ (136,532)	(29,183)

Timing of Q2 Payments on Pool not fully rec'd

New Aquatics Director Hired to Improve Results

Incl. Class Salaries
Incl. Utilities
Incl. Insurance
Gym Refinish

Other Facilities ahead of Budget by \$60k/Pool Below Budget

PALISADES CHARTER HIGH SCHOOL
CAFETERIA PROFIT AND LOSS
2011-2012 ACTUALS vs. BUDGET

	July-August Month (a)	September Month	October Month	November Month	December Month	January Month	February Month	Year To Date	2011-2012 Budget	2010-2011 Unaudited Actuals
Revenue										
In-Transit Adult	\$ 492	\$ 345	\$ 676	\$ 893				\$ 2,406		
A La carte	\$ 11,369	\$ 12,461	\$ 11,078	\$ 8,711				\$ 43,619		
Reduced & Paid	\$ 7,758	\$ 10,688	\$ 10,741	\$ 7,400				\$ 36,587		
Total Cash Sales	\$ 19,619	\$ 23,494	\$ 22,495	\$ 17,004	\$ 22,008	\$ 22,961	\$ 4,236.87	\$ 127,582	\$ 189,106	\$ 180,144
Catering Revenue	\$ 1,169	\$ 525	\$ 750	\$ 1,249	\$ 602	\$ 2,667	\$ 6,962	\$ 6,962	\$ 5,360	\$ 4,245
State Reimbursements	\$ 3,543	\$ 4,827	\$ 4,509	\$ 2,993	\$ 3,988	\$ 4,404	\$ 24,264	\$ 24,264	\$ 46,978	\$ 42,544
Federal Reimbursements	\$ 37,414	\$ 50,257	\$ 47,107	\$ 31,247	\$ 41,790	\$ 45,026	\$ 252,841	\$ 252,841	\$ 487,948	\$ 431,594
Total Revenue	\$ 61,745	\$ 79,104	\$ 74,860	\$ 52,493	\$ 68,388	\$ 75,057	\$ 411,648	\$ 411,648	\$ 729,392	\$ 658,527
Expenses										
Medical										
Coverage for Employees Displaced									\$ 28,000	\$ 205,892
Total Salaries	\$ 14,400	\$ 5,094	\$ 5,170	\$ 5,070	\$ 5,340	\$ 4,668	\$ 5,165	\$ 35,073	\$ 40,500	\$ 338,051
Total Benefits	\$ 23,105	\$ 30,150	\$ 28,621	\$ 19,249.44	\$ 25,723	\$ 27,976	\$ 81,876	\$ 81,876	\$ 367,876	\$ 141,565
Total Salaries & Benefits	\$ 37,505	\$ 35,244	\$ 28,791	\$ 24,289.44	\$ 31,063	\$ 32,141	\$ 116,952	\$ 116,952	\$ 778,376	\$ 479,616
Sodexo Management	\$ 30,698	\$ 40,059	\$ 38,027	\$ 25,575.69	\$ 34,176	\$ 37,170	\$ 108,784	\$ 108,784	\$ 288,378	\$ 273,852
Food Expense	\$ 58,896	\$ 75,379	\$ 71,718	\$ 50,165	\$ 64,567	\$ 70,311	\$ 225,733	\$ 225,733	\$ 696,754	\$ 753,468
Total Expenses	\$ 127,104	\$ 150,831	\$ 142,636	\$ 100,025.69	\$ 133,816	\$ 144,135	\$ 432,256	\$ 432,256	\$ 1,173,286	\$ 1,257,333
Net Income/(Loss)	\$ (65,359)	\$ (71,727)	\$ (67,776)	\$ (47,532.69)	\$ (65,428)	\$ (69,078)	\$ (20,608)	\$ (20,608)	\$ (343,894)	\$ (698,806)
Free Students	NA	696	726	729	742	752	754	754	950	940
Reduced Students	NA	165	176	176	182	194	186	186	2,850	2,822
Total F & R- Enrollment	2,897	2,898	2,892	2,871	2,870	2,865	33.0%	33.3%	33.3%	33.3%
F & R %	29.7%	31.2%	31.5%	32.2%	32.2%	33.0%				
Meals Served:	17	21	18	12	16	18	68	68	175	163,205
Free	14,153	19,056	17,564	11,631	15,488	17,054	50,773	50,773	163,205	163,205
Reduced	1,989	2,937	2,976	2,003	2,682	3,008	7,902	7,902	30,397	30,397
Paid & A La Carte	2,486	7,629	7,359	4,949	4,164	4,917	17,474	17,474	20,839	20,839
Total Meals	18,628	29,622	27,899	18,583	22,334	24,979	76,149	76,149	218,116	214,441
Participation:										
Free	NA	64.5%	67.0%	66.0%	64.1%	67.2%	65.8%	65.8%	303	303
Reduced	NA	65.9%	67.4%	66.9%	66.3%	70.5%	67.4%	67.4%		
Paid	NA	42.0%	46.3%	48.6%	42.6%	50.8%	45.6%	45.6%		
Breakfast	NA	42.7%	47.6%	48.6%	42.6%	50.8%	46.5%	46.5%		
Lunch	NA	4.5%	6.1%	6.3%	7.1%	5.5%	5.9%	5.9%		
Per Day	NA	7.0%	8.5%	8.9%	6.3%	10.5%	8.2%	8.2%		
Full Year Projection									\$ 38,646	Full Yr.-175 Days

**PALISADES CHARTER HIGH SCHOOL
CAFETERIA-
PARTICIPATION RATE COMPARISONS
CONVERSION HIGH SCHOOLS**

	Palisades PCHS	Granada GHCHS	Birmingham BCHS	El Camino ECRHS
Participation:				
Free				
Breakfast	65.8%	53.7%	32.0%	76.0%
Lunch	67.4%	45.9%	68.0%	74.0%
Reduced				
Breakfast	45.6%	17.9%	16.0%	61.0%
Lunch	46.5%	19.0%	48.0%	50.0%
	Rank	Rank	Rank	Rank
	2.0	3.0	4.0	1.0
	3.0	4.0	2.0	1.0
	2.0	3.0	4.0	1.0
	3.0	4.0	2.0	1.0

Source of Information:

Birmingham and El Camino Real Participation data from Sodexo
Granada Participation data from Granada Operations Manager (sample dates)

**PALISADES CHARTER HIGH SCHOOL
CAFETERIA PROFIT AND LOSS
2011-2012 ACTUALS vs. BUDGET**

AGENDA ITEM IV. E.

In-Transit Adult A La carte Reduced & Paid Total Cash Sales	July-August	September	October	November	December	January	February	Year To	2011-2012	2010-2011
	Month (a)	Month	Month	Month	Month	Month	Month	Date	Budget	Unaudited Actuals
									\$ 4,236.87	
	\$ 492	\$ 345	\$ 676	\$ 893				\$ 2,406		
	\$ 11,369	\$ 12,461	\$ 11,078	\$ 8,711				\$ 43,619		
	\$ 7,758	\$ 10,688	\$ 10,744	\$ 7,400				\$ 36,587		
Total Cash Sales	\$ 19,619	\$ 23,494	\$ 22,495	\$ 17,004	\$ 22,008	\$ 22,961	\$ 127,582	\$ 189,106	\$ 180,144	

Catering Revenue	\$ 1,169	\$ 525	\$ 750	\$ 1,249	\$ 602	\$ 2,667	\$ 6,962	\$ 5,360	\$ 4,245	
State Reimbursements	\$ 3,543	\$ 4,827	\$ 4,509	\$ 2,993	\$ 3,988	\$ 4,404	\$ 24,264	\$ 46,978	\$ 42,544	
Federal Reimbursements	\$ 37,414	\$ 50,257	\$ 47,107	\$ 31,247	\$ 41,790	\$ 45,026	\$ 252,841	\$ 487,948	\$ 431,594	
Total Revenue	\$ 61,745	\$ 79,104	\$ 74,860	\$ 52,493	\$ 68,388	\$ 75,057	\$ 411,648	\$ 729,392	\$ 658,527	

Coverage for Employees Displaced	\$ 14,400							\$ 28,000	\$ 205,892	
Total Salaries	\$ 14,400							\$ 12,500	\$ 132,159	
Total Salaries & Benefits	\$ 14,400	\$ 5,094	\$ 5,170	\$ 5,070	\$ 5,340	\$ 4,668	\$ 5,165	\$ 35,073	\$ 40,500	\$ 338,051

Sodexo Management	\$ 23,105	\$ 30,150	\$ 28,621	\$ 19,249.44	\$ 25,723	\$ 27,976	\$ 81,876	\$ 367,876	\$ 141,565	
Food Expense	\$ 30,698	\$ 40,059	\$ 38,027	\$ 25,575.69	\$ 34,176	\$ 37,170	\$ 108,784	\$ 288,378	\$ 273,852	
Total Expenses	\$ 58,896	\$ 75,379	\$ 71,718	\$ 50,165	\$ 64,567	\$ 70,311	\$ 225,733	\$ 696,754	\$ 753,468	

Net Income/(Loss)	\$ (14,400)	\$ 2,849	\$ 3,724	\$ 3,143	\$ 2,329	\$ 3,822	\$ 4,746	\$ 6,212	\$ 32,638	\$ (94,941)
Per Day Profit	\$ 167.59	\$ 177.35	\$ 174.59	\$ 194.05	\$ 238.86	\$ 263.67				
Free Students	NA	696	726	729	742	752	754	186	940	754
Reduced Students	NA	165	176	176	176	194	194	186	940	186
Total F & R- Enrollment	NA	861	902	905	924	946	946	940	940	940
F & R %	2,897	2,898	2,892	2,871	2,870	2,865	2,850	2,850	2,850	2,822
	29.7%	29.7%	31.2%	31.5%	32.2%	33.0%	33.3%	33.3%	33.3%	33.3%

Meals Served	# of Days	Per Day Profit									
		17	21	18	12	16	18	102	175	163,205	30,397
Free	14,153	19,056	17,564	11,631	15,488	17,054	50,773	175	163,205	30,397	
Reduced	1,989	2,937	2,976	2,003	2,682	3,008	7,902	175	30,397	20,839	
Paid & A La Carte	2,486	7,629	7,359	4,949	4,164	4,917	17,474	175	20,839	20,839	
Total Meals	18,628	29,622	27,899	18,583	22,334	24,979	76,149	175	214,441	20,839	

Participation:	Free	Reduced	Paid	Per Day Profit									
				17	21	18	12	16	18	102	175	163,205	30,397
Breakfast	NA	64.5%	67.0%	66.0%	64.1%	67.2%	65.8%	67.2%	65.8%	67.2%			
Lunch	NA	65.9%	67.4%	66.9%	66.3%	70.5%	67.4%	70.5%	67.4%	70.5%			
Breakfast	NA	42.0%	46.3%	46.2%	49.5%	43.8%	45.6%	43.8%	45.6%	43.8%			
Lunch	NA	42.7%	47.6%	48.6%	42.6%	50.8%	46.5%	46.5%	46.5%	46.5%			
Breakfast	NA	4.5%	6.1%	6.3%	7.1%	5.5%	5.9%	5.5%	5.9%	5.5%			
Lunch	NA	7.0%	8.5%	8.9%	6.3%	10.5%	8.2%	8.2%	8.2%	8.2%			

Full Year Projection	\$ 20,964	Full Yr.-175 Days	\$ 20,964
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**PALISADES CHARTER HIGH SCHOOL
EXECUTIVE DIRECTOR AND PRINCIPAL'S WEEKLY UPDATE
MARCH 20, 2012**

Professional Development/Training:

A PCHS team with representatives from the technology, administration, library, and faculty recently attended the **California Users of Educational Technology (CUE) Conference**. The CUE Conference is the largest and oldest education technology conference in California, and among the largest in the United States. Participants included educators, technology coordinators, administrators and those who looking to see how technology can support student achievement. Many sessions and exhibits focused on issues related to Title I, School Improvement Program, Data and Assessment, Enhancing Education Through Technology (EETT), English Language Development (ELD), Special Needs, GATE, and professional development. The three-day conference included keynote speaker Diane Ravitch, historian of education at New York University, who addressed the promise and perils of technology in education. Her best-selling book, *The Death and Life of the Great American School System*, has made her one of the nation's most sought after speakers on current issues.

Technology focused visits – A PCHS team visited Corpus Christi School to learn more about their implementation of e-readers in classrooms. We have recently visited Grenada Hills Charter High School and will be going to Redondo High School to learn more about distance learning programs and student information system transitions and implementations.

Math department visit – A team from PCHS will be visiting with DaVinci Schools' math department to learn more about their successful implementation of the CPM program in Algebra 2, Trig, and Pre-Calculus. DaVinci will be expanding the CPM implementation to Geometry and Calculus next year. PCHS currently follows the CPM model in Geometry.

PCHS staff will participate in **professional development** on March 20 (faculty meeting) and March 30 (Non-student/Professional Development day). Training will focus on WASC accreditation visit preparation, completion of the PCHS Strategic Plan, PLC work, and technology training.

Communication:

Paul Revere Parent Information Night – PCHS recently hosted an informational evening for parents of incoming 9th graders from PRMS. Mercer Hall was filled with parents who heard information about the 9th grade pods, registration, orientation, counseling, course selection, school culture, and more. The PCHS academic administrators, counselors, several teachers and board members were on hand to meet parents and answer questions. Alison Polhill, a Revere and Pali parent, opened the evening with a welcome to the middle school parents. PCHS will host an additional parent night for parents of students coming from schools other than Paul Revere Middle

School. This is the fourth in an ongoing series of informational parent meetings hosted for incoming families.

Fundraising:

PCHS will launch a technology fundraising campaign next week. Mailers will go out to all Pali families, community members, and business partners (both current and potential). Outreach also includes an email appeal for grant writing assistance, matching grants, or other fundraising assistance. A link has been added to the PCHS website to make donations more convenient.

Guidance and Counseling:

PCHS counselors launched the four-year planning process in conjunction with course selection for the 2012-13 school year. Counselors met with 9th graders in their pod groups to review transcripts, discuss A-G requirements, and develop their academic plan for the next three years. Packets explaining the planning process were mailed to students' homes. Students will review the plan each year with their counselors and make adjustments as needed. The Pali counselors plan to begin the four-year planning process early in the 2012-12 school year with incoming 9th graders.

PCHS 10th graders took the California High School Exit Exam that was administered on March 13 and 14. 10th grade teachers incorporated test preparation into their lessons to help students gear up for this high stakes test. Counselors identified approximately 130 students whose previous standardized test scores indicate that they may be at risk and enrolled them in 7th period CAHSEE Bootcamp for both English Language Arts and/or Math.

College prep workshops will be provided by College Center volunteer Kathryn Favaro, a certified college admissions consultant who guides students and parents through all aspects of the college preparation and application process. Students and parents are invited to attend any or all of her presentations this spring to learn the basics of the college admissions process.

Thurs., 3/15	6th	College Search
	7th	Highly Selective Colleges
Thurs., 3/22	5th	SAT Prep
	7th	Extracurriculars
Thurs., 3/29	6th	SAT Prep
	7th	Common Application
Thurs., 4/12	6th	UC/CSU Eligibility
	7th	Athletes – College Sports
Thurs., 4/19	5th	UC/CSU Eligibility
	7th	Extracurriculars
Thurs., 4/26	6th	College Search
	7th	Common Application

Student Programs:

Fuerza Unida & Latino Student Union will have a filmmakers screening of the documentary *First Generation* and a dialogue with producers Adam and Jaye Fenderson on Thursday March 29, 2012 in Mercer Hall during periods 4 and 6. Narrated by Golden Globe nominee Blair Underwood, *First Generation* tells the story of four high school students - an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers - who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education. PCHS teacher Myrna Cervantes coordinated this event after meeting the producers at USC. For more information go to: <http://firstgenerationfilm.com/>

The Pali Academic Decathlon team led by Dr. Minh Ha Ngo and coach Lisa Saxon traveled to Sacramento to participate in the State competition on March 14-17.

The California Academic Decathlon is a statewide non-profit organization that promotes an educational experience providing a format in which teams of nine high school students compete in academic events. The Academic Decathlon embodies a partnership of business, foundations and individuals in cooperation with the education community and county offices of education. The makeup of each of the nine member teams must include three A students, three B students, and three C or below students. Academic Decathletes take 30 minute multiple choice tests in the subjects of Economics, Art, Music, Language and Literature, Mathematics, Science, and Social Science. In addition, each team member gives a planned 4 minute Speech and a 2 minute impromptu Speech, sits through a 7 minute Interview, and has 50 minutes to write an Essay. The only event open to the public is the Super Quiz Oral Relay, which deals with either the Science or Social Science topic. The Academic Decathlon season involves 4 rounds of competition. The **United States Academic Decathlon** publishes the curriculum in May. Round 1 is a non-scoring scrimmage typically held in November. Round 2 consists of district and county competitions held on the first Saturday in February. The winners of Round 2 plus a limited number of invited teams then compete in Round 3, which is the CAD State Finals held sometime in mid-March. The State Champion then represents California in Round 4, the USAD Nationals held in late April. Good luck team! Results to be announced soon.

Congratulations to the Girls Basketball team! The Lady Dolphins season ended after the third round of state playoffs - an outstanding season record. In addition to being highly competitive athletes, the team demonstrated academic excellence by staying focused on their classes and improving their grade point averages.

ASB Leadership hosted Casino Night on Friday, March 16th, from 6pm to 10pm, in Mercer Hall. The funds that this event raised will support student events, student organizations, and student athletics on campus. Casino Night, a family event, featured Vegas-style gaming, prizes, and music. Gourmet food trucks were also on hand.

**PALISADES CHARTER HIGH SCHOOL
CBO REPORT
BOARD OF TRUSTEES MEETING
MARCH 20, 2012**

2011-2012 Budget

Preliminary ADA projections using Month 5 ADA revised the “Funded ADA” projection to 2,753.4 (2,865 enrolled-805 9th Grade,698 10th Grade, 722 11th Grade & 640 12th Grade/96.4% attendance on total enrollment). Budgeted ADA is 2,747. These ADA projections were used in the latest 2011-2012 Budget forecast that was discussed at the March 6, 2012 Special Board meeting.

- **The consolidated application normally submitted to the CDE by the end of January has been delayed due to CDE form revisions. No updates have been received by the CDE on this process.**
- **Pending STRS regulations, requiring earlier submission of data funds to them are under discussion with LACOE and CCSA multiple meetings have been held to discuss the issue. A conference call with CalSTRS is pending to clarify their new reporting regulations.**
- **I have been invited to participate in a consortium of Charter Business leaders who have been invited to discuss the annual fee structure between Charters in Los Angeles County and the County Office of Education.**
- **On-going meetings have been held with the new Operations Manager to identify areas of opportunity and efficiency for PCHS, including the facility permit operation (Updated financial data included in Agenda item IV.E.).**

2011-2012 Budget (continued)

Cafeteria

The Cafeteria Operations continues to show improved (profitable) results for the 2011-2012 School Year. A profit of \$4,746 was generated in the month of February 2012 and current projections indicate that we will exceed the \$32,638 profit budgeted (loss of \$94,941 from 2010-2011) by approximately \$6,000. An additional point of sale was added on campus to reduce waiting lines and increase sales. Automated dispensing machines were added to make serving times faster. Also, a new smoothie/slushie drink will be added in the next month in anticipation of warmer weather. There were 946 eligible Free & Reduced students (approx. 33.0% of enrolled students) at the end of February 2012. Participation reviews were made comparing PCHS Free & Reduced participation to other independent charter high schools in LAUSD (Granada, El Camino, Birmingham, & PCHS) and are enclosed in Discussion Item IV. E.

2012-2013 Budget

Administrative meetings have been held subsequent to the last Special Board meeting to further discuss and target budget savings ideas in anticipation of the “Worse Case” Budget scenario for 2012-2013. Initial Department/Program budget packets are scheduled to be submitted by the end of the week for review.



A CALIFORNIA DISTINGUISHED SCHOOL

Human Resources Report March 20, 2012

- **Staffing :**

Long-term Substitute: (March 20, 2012 –June 30, 2012)

- Adrienne Francis -- Special Education Moderate Severe Teacher

Contract: (March 19, 2012 –June 30, 2012)

- Karla Hernandez Castro—Health Care Assistant

Associated Student Body Report

February and March Leadership Class Event Summaries:

- **Mix It Up Week**– February 27th-March 2nd: Leadership worked closely with the Latino and Black Student Unions as well as the Gay Straight Alliance to successfully put on Pali's first Mix It Up week. The week's mission was to raise awareness about the voluntary segregation that occurs during lunches and nutritions and provide an opportunity for dialogue between the different student groups on campus to encourage better understanding and solidarity. The first three days of the week were devoted to assemblies followed by the actual mix it up day where students who signed up to participate were randomly assigned to groups. Leadership has received positive feedback from students and teachers on the week's activites.
- **Granada Hills Charter High School ASB Mixer** – March 1st: Delegates from the Leadership class visited Granada Hills High School and met with six other schools to discuss ASB and share ideas.

Upcoming Leadership Class Events:

- **Casino Night** – March 16th: 6:00- 9:30 PM Mercer Hall.
 - Grand Casino Floor
 - Games include Black jack (21), Craps, Roulette, and Poker.
 - \$15 admission with a valid high school student ID and \$20 general admission. For one admission each player receives \$100 of play money that they can use to play or use in the raffle.
 - All chips will be exchanged for raffle tickets and winners of the raffle will be announced at the end of the night.
 - Poker Tournament: The Texas Hold'em Tournament will be for High School students only and will be \$25 admission. Sign-ups are in room G101 and there are only 45 spots.
- **Club Fundraiser Day** – March 21st: The second of the four days allocated for clubs to fundraise during school hours.
- **80's Day** – March 23rd: Leadership will be having a lunch event for this month's decades spirit day to correspond with the 50th Committee's alumni event.
- **Dodgeball** – March 26th-29th: Leadership's second dodgeball tournament between Pali's athletic teams. The entrance fee is 25 cents and all proceeds will go to SELF, a charity that brings sports equipment to kids in Africa.
- **Foodapalooza** – March 29th: The Leadership Class will have a foodtruck event after school the last day before spring break with a live band.

School Service and Student Representation:

- The Leadership Class has been working closely with our WASC coordinator to plan for the WASC visitation next month.

- Senior, Junior, and Sophomore Leadership Class representatives attended the Strategic Planning meetings at the end of February and partook in the specific discussion groups.
- Leadership representatives worked with other stakeholder groups on SIS in early March.

Student Organizational reports:

- Latino Student Union:
 - March 29th: LSU is planning a lunchtime celebration for students who received a 3.0 GPA or higher.
 - Also in March, LSU is planning an assembly where they will be showing “First Generation,” a documentary that follows four high school students who are the first in their families to go to college.
 - April: LSU is looking to plan a college trip and a mixer for Latino seniors and Latinos that are already in college or have careers.
- Drama Department/Thespians:
 - 7th period drama is well underway in rehearsing for this spring’s Shakespeare festival.
 - This year’s musical is “Hairspray.” Auditions and callbacks are complete and a cast list was posted on March 12th on Mercer’s doors.
- Video Production:
 - Vid Pro is currently practicing/testing out their Tricaster machine in preparation for their first live show.
 - They hope to have their WASC video completed before the week of the 19th.
 - The class is looking to film graduation and other senior events to put on to DVD. If they do end up selling the DVDs, all proceeds would go to the Booster Club.
- Science Bowl:
 - Science Bowl just finished their regional competition on February 25th at the LADWP. A and B teams came in 3rd and 5th place respectively, earning Palisades the second place school overall.
 - On top of certificates and medals, the Science Bowl team won \$1,500 that will go to the science department in order to buy a special viewing device to view the June transit of Venus across the sun (the last one until 2117) and a body vest accelerometer to graph data from the physics class's six flags trip at the end of the year.
 - Science Bowl is currently recruiting for next year and their official season starts April 1st.
- Band/Orchestra
 - The Wind Ensemble and Concert Band performed on the Village Green on February 26th as a fundraiser during the farmers' market. On March 2nd, both groups performed at a festival at Littlerock HS where the Concert Band

received a unanimous superior in both performance and sight-reading; Pali's first ever! The Wind Ensemble received an excellent in performance and a superior in sight-reading. Both ensembles will be taking a tour March 22nd through the 25th to San Francisco and will perform at a festival at Santa Monica HS on March 28th and 29th.

- This year, Pali's indoor drumline's show is called "Scavenger." They are competing in SCPA (Southern California Percussion Alliance) for the first time and brought home 1st in their Scholastic A division debut on February 25th. They also placed 2nd in their debut in WGI (Winter Guard International), the highest circuit for the activity.
- Winter Guard: The ensemble has placed third and second in their first two competitions in WGASC (Winter Guard Association of Southern California) so far in their competitive season. Their placement has promoted them up one division in their circuit. Their next competition will be on April 1st as they continue on in WGASC.
- All the ensembles mentioned above visited Revere and their music program on February 21st on a recruitment trip to perform for and inform prospective Pali students about opportunities available to them in Pali's music program.

Athletics:

- Pali Girls Varsity Soccer won their league again this year, resulting in a number two seed in the City Division I playoffs. They then advanced through playoffs by beating Banning (1-0), Birmingham (2-0), and Cleveland (2-1). The Lady Dolphins made it to the City Finals for a second consecutive year, but fell short of victory, again losing to first seed El Camino Real.

POLICY COMMITTEE REPORT TO THE BOARD OF TRUSTEES 03-20-12

At the 03-14-12 meeting, the Committee was given an update of the "Sports Policy" by Mr. Russel Howard, AP Athletics, and Mrs. Polly Bamberger, Pali parent. A draft of the new Parent/Student Athletic Handbook was shown to the Committee. The final draft should be ready by May 2012. The Committee also reviewed the draft Athletics Concern Form and the Pali Athletics Post-Season Athlete/Parent Survey. The Survey will be available to all (fall, winter and spring) student-athletes and parents this school year.

Pali teacher Michael Friedman introduced a proposed policy "Time Away From Class/Bathroom Policy". An updated draft policy will come to the Committee at its April 2012 meeting.

COMMUNICATIONS COMMITTEE REPORT TO THE BOARD OF TRUSTEES – 03-20-12

Dr. Magee and Ms. Carla Levenson told the Committee about the progress of the website update. Ms. Levenson is designing a new website site map and working on a new Pali logo and website graphics.

The Committee members were “assigned” to be point persons for each academic departments and school office. Members were asked to obtain from each department the information that will be used as the homepage on the updated website for each department. The requested information was communicated to the department chairs in a letter from Dr. Magee. The information sought from each department chair is:

Name of Department

- Staff (Department members each w/ room, phone ext., office hours, email address)
- Links
- Course Descriptions
- Supplies List (if any)
- FAQ
- Office Hours and Tutoring
- Sequence of Department Courses (this can be a visual diagram, similar to the one used by the Math Department seen by going to this page:
http://www.palihigh.org/apps/pages/index.jsp?uREC_ID=7888&type=d&pREC_ID=56223)
- Awards and Recognitions

Plus, answers to following questions:

1. What visual image would you like to use to introduce your department?
2. Do you have student work you would like to represent your department? How often do you think the work should be changed/updated?
3. Do you have students of the month you think could represent your department? How might the students best do this?
4. Are there any events your department focuses on that deserve special attention?

(Suggestion: Department name w/ one picture of student work (show the student outcomes) that defines what the department is doing. For other visual ideas, please view the VAPA homepage:

http://www.palihigh.org/apps/pages/index.jsp?uREC_ID=8257&type=d&leftNav=9

The information is to be provided to the department point person by Tuesday, March 27th.

Principal/Executive Director Evaluation

Trustee _____

This evaluation is based on the Executive Director and Principal’s (“ED”) job description criteria (Part A) and progress on goals (Part B). Each Trustee on the Evaluation Committee will complete the entire evaluation form (Part A and B). The Evaluation Committee will tally and report scores for each criterion in Part A. Each trustee may complete narrative comments regarding the ED’s performance, in addition to the rating scale below. The ED will strive to improve her professional growth and performance in any/all areas identified by one, some, or all trustees on the Evaluation Committee. However, in Part B, all ED goals that rise to the level of being linked to the renewal of the ED’s contract and/or 5% increase to the annual salary, including all goals entered in Part B, must **be** decided by a majority vote. The ED will complete self-rating completing both parts of this evaluation, making it available to trustees prior to their completion. The ED and the Evaluation Committee will meet prior to each trustee filling out the evaluation form to provide the ED an opportunity to share his/her self-evaluation and for the Committee to ask any questions in order to complete their individual evaluations. The purpose of this document is to give a candid evaluation based on achievement of goals as opposed to critique of specific methodologies and state the strengths of the ED and specify areas where improvement may be needed.

Pursuant to Governance Policy B-EDL # 5 the Board shall evaluate the Executive Director and Principal.

Part A— Performance based on job description

Criteria	Not Enough Rater Information	Exemplary	Proficient	Satisfactory	Needs Development	Unsatisfactory
1. Focus/Planning —establishes clear goals and keeps those goals in the forefront of the school’s attention. Communicates and implements school wide vision ensuring support and understanding. Provides for effective visionary leadership and strategic planning to provide education for all students						
2. Ideals/beliefs —communicates and operates from strong ideals and beliefs						

about schooling, and what is best for students. Is a strong student advocate.						
3. Culture fostering collegiality and alliance among all those you serve. Strives to sustain and promotes a cohesiveness and positive spirit with all stakeholders to enrich the educational and social climate of PCHS. Fosters shared beliefs and a sense of community, team-building and cooperation. Promotes cooperation among staff; develops shared understanding of purpose and core organizational values.						
4. Relationship and communication— establishes strong lines of communication with students, teachers, staff, parents, Board and community.						
5. Personnel Management— Identifies and assists in the hiring process of those individuals with the skills, values, and empathy to contribute to the goals of the organization and the success of the students. Evaluates the staff to ensure educational excellence. Evaluates the management team and makes structural changes to meet PCHS goals. Directs and empowers administrative and support personnel to meet PCHS goals. Recommends for hire, discipline and dismissal of employees based on sound personnel practices.						
6. Monitor— evaluates effectiveness of school practices and their impact on student learning. Is current with research to meet changing needs of						

students.						
7. Resources —provides teachers with materials and professional development necessary for the successful execution of their jobs. Develops and oversees a budget that is transparent, accountable and directs financial resources to fulfill the PCHS mission utilizing appropriate controls to ensure effective and efficient use of school resources. Oversees fundraising and development activities to expand resources.						
8. Collective bargaining/LAUSD - Advises the Board on collective bargaining issues and promotes positive labor relations. Acts as primary liaison with LAUSD, LACOE, and CDE.						
9. Intellectual stimulation —continuously involves staff in reading articles and books about effective practices and current theories, and encourages follow-up discussions and potential implementation. Keeps informed of charter school legislation.						
10. Order —establishes a set of standard operating structures, procedures and routines that staff understand and follow. Ensures compliance with legislation and reporting requirements. Oversees facilities and operations to ensure a safe and clean campus.						
11. Curriculum, instruction, assessment — is knowledgeable and directly involved in the design and implementation of curriculum, instruction, and assessment practices. Leads professional development for school community.						

Directs technology program to enhance the tracking of student information and communications with parents.						
12. Affirmation and contingent rewards —recognizes, rewards and celebrates individual and school-wide accomplishments, hard work, and results.						
13. Change agent —willing to and actively challenges the status quo, creative problem-solving, and is comfortable leading change initiatives with uncertain outcomes.						
14. Decision-making —Illustrates good judgment, deep reflection, and incorporation of the appropriate level of input from others in the decision-making process.						
15. Flexibility —adapts leadership behavior to current situation. Comfortable with dissent and major changes. Encourages contrary opinions to those of authority. Can be directive or non-directive as the situation warrants. Tolerant of ambiguity but strives toward clarity with patience.						
16. Integrity - Maintains high standards of personal and institutional integrity in the determination and implementation of policies, procedures, and problem resolution.						
17. Insulation —buffer teachers from issues and influences that would detract from their teaching time or focus.						
18. Optimizer —inspires and leads new and challenging innovations that might seem beyond their grasp. Has a positive attitude and is a driving force behind						

major school initiatives.						
19. Situational awareness —awareness of the details and undercurrents in the school. Is aware of informal groups and relationships among staff and can predict what could go wrong.						
20. Visibility —has quality and consistent contact and interactions with teachers, students, parents and industry partners, and makes systematic and frequent visits to classrooms and attends student activities and events.						

1. **Rater Does Not Possess Sufficient Information** There is not enough data for an evaluator to make an educated opinion on regarding this particular area.
2. **Exemplary** This rating is given when an ED exhibits an outstanding level of performance that went above and beyond expectations. It is an area that one would find little room for improvement if any.
3. **Proficient** Skilled and competent
4. **Satisfactory** Meeting target goals or making strides toward goals; performance is acceptable
5. **Needs Development** Marginal performance, improvement is needed, making slower than average progress towards meeting a goal.
6. **Unsatisfactory** Despite efforts to direct and correct, the ED has failed to meet expectations

Significant strength and/or area of contribution to students or organization (Narrative)

Areas that do not meet expectations/unsatisfactory or needs development. 1. State basis for concern. 2. Describe possible evidence that unsatisfactory or needs development performance has/hasn't improved. 3. Describe how trustees will provide support in this area(s) and possible evidence that demonstrates the support.

Part B—Performance based on Principal/Executive Director goals

Goal Area	Not Enough Rater Information	Exemplary	Proficient	Satisfactory	Needs Development	Unsatisfactory
<p>I. Improve student achievement:</p> <p>A) PCHS will meet all state and federal growth targets with emphasis on the English Learner (EL) population</p> <ol style="list-style-type: none"> 1) Student performance on common formative assessments 2) CAHSEE and CST scores <p>B) PCHS will continue improvement and refinement of Richard DuFour’s PLC model through development and implementation of pacing guides, development and implementation of common assessments, and integration of differentiated instruction to increase student learning.</p>						
<p>II. PLCs in English Language Arts, Foreign Language, Math, Science, and Social Studies will meet the following goals:</p> <p>A) All instructors will be within a two-week window of a PLC pacing plan as verified by the administration four times this year. Each PLC pacing plan can be skill and/or content driven;</p> <ol style="list-style-type: none"> 1) Create a minimum of 3 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified standards and performance levels to determine student proficiency; 2) Analyze student work/data for 3 common assessments as verified by administration via PLC submission of student work/data analysis worksheets; 						

<p>3) Participate at least one time in the R&R (re-teaching and reassessing) program as verified by administration via R&R data; and</p> <p>4) Submit a consistent grading policy outlining how grades will be determined in a PLC based on student common assessments and homework. PLC grading policies will be submitted to the administration by June for implementation in the Fall.</p>						
<p>III. PLCs in Physical Education, Technical Education, and VAPA will meet the following goals:</p> <p>A) Create a minimum of 2 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified ELA/Math standards and performance levels to determine student proficiency; and</p> <p>1) Analyze student work/data for 2 common assessments as verified by administration via PLC submission of student work/data analysis worksheets.</p>						
<p>IV. All 9th graders will work with counselors, SLC teachers, and parents to develop four-year academic plans.</p> <p>A) Measurement:</p> <p>1) Quarterly monitoring of progress toward goals established in the implementation plan and timeline</p> <p>2) Completed four-year plans</p>						
<p>V. Establish Temescal as an alternative learning site for credit recovery, independent study, and acceleration through the implementation of a distance learning program.</p> <p>A) Measurement:</p> <p>1) Development of implementation plan</p>						
<p>VI. Provide meaningful professional development opportunities.</p>						

<p>A) PCHS will provide relevant and consistent professional development to support effective implementation of differentiated instruction and facilitate the use of technology.</p> <p>B) Measurement:</p> <ol style="list-style-type: none"> 1) Annual professional development schedule 2) Annual staff needs assessment surveys 3) Post-professional development staff surveys 							
<p>VII. Maintain student body diversity in compliance with the PCHS charter.</p> <p>A) PCHS will continue student recruitment through outreach to other schools, advertisements, mailings, tours, and other appropriate means.</p> <p>B) Measurement: Establish baseline data through statistical analysis of zip codes and ethnicities and maintain comparative populations.</p>							
<p>VIII. PCHS will continue the cost effectiveness of the transportation program.</p> <p>A. Measurement: Maintain full capacity on buses with Palisades Charter High School funding no more than 15% of the cost for 9th and 10th graders.</p> <p>B) Maintain a positive climate for traveling students on the PCHS campus through programs such as The Village Nation and Fuerza Unida.</p> <ol style="list-style-type: none"> 1) Measurement: Annual results of school climate survey administered through The Village Nation and Fuerza Unida. 							
<p>IX. Maximize facility use funding and efficiency through effective management and communication of permits and programs.</p> <p>A) Palisades Charter High School will hire a transportation and permit coordinator.</p> <ol style="list-style-type: none"> 1) Measurement: Posting position, interviewing, and hiring a permit and transportation coordinator <p>B) Palisades Charter High School will publish and frequently update a calendar of facility use.</p>							

<p>1) Measurement: Weekly update of online facility use calendar</p> <p>C) Palisades Charter High School will establish and maintain permit revenue streams and facility budget.</p> <p>1) Measurement: Quarterly review and report on facility budget with permit coordinator</p>							
<p>X. Establish a school-based development and fundraising program.</p> <p>A) Palisades Charter High School will seek out grant funding that supports school-wide goals and targeted needs.</p> <p>1) Measurement: Increase in grant applications submitted and funded</p>							
<p>XI. Palisades Charter High School will develop and maintain an outreach program focusing on alumni, community, and business resources.</p> <p>A) Measurement:</p> <p>1) Database of alumni, community, and business contacts</p> <p>2) Quarterly review and report on results of alumni, community, and business outreach</p>							

Narrative response—Progress in meeting goals

PART C. OVERALL GLOBAL EVALUATION – TRIGGER LANGUAGE - EXEMPLARY, SATISFIED AND NOT SATISFIED GP#1



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Aubrey W. King, CPA
Richard K. Savage, CPA

March 16, 2012

Dr. Pamela Magee
Chief Administrative Officer/Principal
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

We appreciate this opportunity to submit to you our proposal for auditing and accounting services to be rendered to the **Palisades Charter High School**.

You will see from our proposal that our firm has extensive school district, charter school, governmental and non profit auditing experience. We believe our expertise in these areas will be of great benefit to your school.

The attached proposal includes information about our firm, our school related experience, and our fee proposal. Our proposed fees are based on our understanding of your school and fees for similar audit engagements. Should you have any questions regarding our proposal or the information contained herein, please feel free to contact me at any time.

We are very committed to our charter school clients and know the budget situations you are facing. We believe you will find our proposal to be very competitive and provide your school with the best auditing services available.

We look forward to the opportunity of working with you and your school this coming year. If our proposal meets with your approval, Please let me know and I will forward a contract for your signature.

Very truly yours,

P. Robert Wilkinson, CPA
for Wilkinson Hadley King & Co. LLP

**PROPOSAL FOR AUDITING
AND ACCOUNTING SERVICES
FOR
PALISADES CHARTER
HIGH SCHOOL**

Prepared by

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PROPOSAL FOR AUDITING
AND ACCOUNTING SERVICES
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HIGH SCHOOL

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Dr. Pamela Magee
Chief Administrative Officer/Principal
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

We appreciate this opportunity to submit to you our proposal for auditing services to be rendered to the **Palisades Charter High school (School)**.

The firm of Wilkinson Hadley King & Co. LLP places a strong emphasis on timely and quality client service, and we are very interested in establishing a working relationship with the **School**.

The following will outline a profile of our firm, qualifications, staff, understanding of the scope of the engagement, and proposed fees for the audit.

PROFILE OF WILKINSON HADLEY KING & Co. LLP, AND QUALIFICATIONS

The firm of Wilkinson Hadley King & Co. LLP was formed in January 2002 and is a local accounting firm consisting of four partners, one senior manager, one manager, four audit staff, and two clerical positions. Our firm has more than 30 years of experience in auditing school districts, governmental agencies, and nonprofit organizations. The firm maintains one office located in El Cajon, California.

Mr. P. Robert Wilkinson, senior partner, has been actively involved for more than 30 years in performing annual audits of local school districts, charter schools, governmental agencies, and nonprofit organizations. In January, 2002 Mr. Wilkinson formed a partnership with Mr. Brian K. Hadley. In forming the new partnership, Mr. Wilkinson assembled a staff of well qualified employees who had worked with him while auditing governmental agencies and school districts over the past 30 years. All of the auditing staff have experience in the field of school district, charter school, governmental and nonprofit accounting and auditing. We believe we have put together a firm of very experienced audit staff which have the dedication and experience to be of great assistance to the **School** in performing your annual audits and assisting you with other services that may be needed.

Mr. Brian Hadley will be the engagement partner and will personally be in the field to perform auditing services and supervise the completion of the audit. Ms Aubrey King will be the engagement review partner. Mr. Mike Mears will be the manager in charge of the engagement. Staff will be assigned as necessary based on the level that is necessary for your audit. All of the partners and managers will be in the field and available to your staff during our audit. No complaints have been filed against any of the firm's staff.

In addition to the partners assigned to your audit, the audit will be staffed with appropriate staff according to the auditing procedures being performed. All staff assigned will have at least five (5) years of school district auditing experience with managers having more than fifteen (15) years of experience.

The single most important factor in our success over the years has been our uncompromising commitment to the highest standards of quality and professionalism. Providing quality service to our clients is our primary objective, and we have developed review procedures and communications that ensure the highest standards of performance.

The staff of Wilkinson Hadley King & Co. LLP will provide you with the professional and technical assistance you may require and we value the candid exchange of ideas and opinions with our clients. We strive to maintain an open door policy and meet frequently with our clients so that we may offer assistance in a timely and efficient manner.

Clear communication includes providing cost-effective recommendations for improvements. To conclude our audit, we obtain management representations, issue our report on the financial statements, and issue a management commentary letter, if needed. In the management letter we attempt to provide meaningful advice in connection with the audit. In addition, if you request, we will attend your board meeting when the audit report is presented and answer any question that may arise.

Our staff members are always alert to opportunities for improvement in operational and reporting efficiency.

Independence

The firm of Wilkinson Hadley King & Co. LLP is independent of the **School** as defined by Generally Accepted Auditing Standards and the U.S. General Accounting Offices Government Auditing Standards.

Services Provided

The firm of Wilkinson Hadley King & Co. LLP is a full service accounting firm providing professional accounting, auditing, tax, and management advisory services for our clients. During the year ended December 31, 2009 our firm performed the annual audit for thirty-nine K-12 school districts, two county offices of education, two ROP's, and one community college. Our firm also performed the annual audit for thirty charter schools in addition to numerous JPA's. In addition to our school district and charter school audits we performed the annual audit for numerous governmental agencies. Our firm also prepares annually over 1,200 personal, partnership, corporate, non profit and estate income tax returns.

Per your RFP relating to charter schools of your size and structure, for the past six years we have performed the annual audit for the Granada Hills Charter High School in Granada Hills. In the attached list of our charter school clients is the contact information for the school. Please feel free to contact the school as a reference.

License to Practice in California

Wilkinson Hadley, King & Co. LLP is properly licensed as certified public accountants in the state of California. We do meet the standards of the *GAO Standards for Audits of Governmental Organizations Programs, Activities, and Functions*. All staff assigned to your audit will have met the requirement of twenty-four (24) hours per year of governmental continuing education programs. All our staff receive education relating to school district, charter school, governmental and nonprofit auditing.

The firm of Wilkinson Hadley King & Co. LLP meet all requirements to perform school district, charter school, and governmental audits in the state of California and is approved by the State Controller's Office to perform charter school audits.

Peer Review

Wilkinson Hadley King & Co LLP have had three peer review's since their formation. The most recent review resulted in our firm receiving a "pass" which is the best possible outcome. A copy of our most recent Peer Review Report is included in this proposal.

Qualifications and Experience

The firm of Wilkinson Hadley King & Co. LLP provide a wide range of accounting, auditing, tax and management advisory services for our school district, charter school, governmental, and non profit clients.

As you can see, the firm of Wilkinson Hadley King & Co. LLP has the technical skills to perform the audit of the **School**. Our firm's expertise in the area of charter school and school district auditing and our strong commitment, in addition to our partners actually being in the field performing the audit and reviewing the audit procedures performed, are just a few of the areas that make our firm the best qualified to perform the audit for the **School**. The selection of our firm will be a great asset to the **School** and you will find our knowledge of auditing, accounting and tax to be the best in the area of charter schools in California.

As an attachment to this proposal you will find a listing of the 2009 school district and charter school audit clients of the firm. Please feel free to contact any of these clients as a reference. Should you wish any additional references or information, please contact our office and we will be happy to respond to your request.

Professional Staff Qualifications

P. Robert Wilkinson, CPA-Senior Partner

Bob graduated from Southern Utah University with a bachelor of science degree in accounting. Bob has more than thirty years of public accounting experience. During those thirty plus years Bob has devoted a significant amount of time to audits of school districts, charter school, and governmental agencies. Bob began his public accounting career in 1977 with the national firm of Seidman & Seidman.

In 1984 he opened his own accounting practice with an emphasis in school district, and governmental auditing and has performed annually more than 30 audits of school districts and community college districts. In 1994, Bob merged his accounting practice with Harlan & Boettger, LLP and became the firm's partner responsible for all school districts, governmental and nonprofit clients. In December 2001, as a result of the firm of Harlan & Boettger, LLP being dissolved, Bob formed a partnership with a long time friend and associate.

Bob is a licensed Certified Public Accountant in the state of California, and is an active member of the California Society of Certified Public Accountants and also a member of the American Institute of Certified Public Accountants (AICPA). In addition, Bob is an active member of the California Association of School Business Officials (CASBO) and is currently treasurer of the local section. Bob has been a speaker at several local and state conferences and annually prepares an audit workshop for the firms school district and charter school clients. Bob also is a member of the state committee that plans and prepares the School District Conference that is presented annually for auditors and school district officials and will serve as co-chairperson along with his partner, Aubrey King.

Bob meets all governmental continuing professional education requirements and attends courses that are current and relevant

In addition to the professional committees with which Bob is involved, he also is active in local youth sports, coached baseball at local high school, and is presently the treasurer of a baseball booster club.

Brian K. Hadley, CPA-Partner

Brian graduated from Brigham Young University with a Masters Degree in accounting. Brian has more than twenty years of public accounting experience. Brian started his career with in 1986 with Peat, Marwick, and Mitchell where he worked as a staff accountant and tax preparer. Brian has also worked for the national firm of McGladrey & Pullen in the Las Vegas office and here in San Diego with the local firm of Levitz, Zacks & Ciceric. Brian has experience in the retail, construction, technology, manufacturing, and service industries as well as working with local governmental agencies and school districts. Brian is a licensed Certified Public Accountant in the state of California and also a member of the American Institute of Certified Public Accountants (AICPA). Brian meets all governmental continuing professional education requirements.

Aubrey W. King, CPA-Partner

Aubrey is a graduate of Southern Utah University with a degree in accounting. Aubrey was admitted as a partner to the firm in 2006 and is a licensed Certified Public Accountant in the state of California and is also a member of the American Institute of Certified Public Accountants (AICPA). Aubrey has extensive experience in audits of local school districts and has been instrumental in working with the firms school district and charter school clients. Aubrey also has experience in the area of non-profit auditing and has overseen numerous audits of the firms non-profit clients. Aubrey meets all governmental continuing professional education requirements.

Mike Mears-Senior Audit Manager

Mike has more than twenty-five years of public accounting experience working mainly with school districts and governmental agencies. Mike was an audit senior and audit manager for nine years with the firm of P. Robert Wilkinson, CPA. When Mr. Wilkinson joined with Harlan & Boettger, LLP in 1994, Mike joined Harlan & Boettger, LLP as an audit manager. Mike has been responsible for planning and supervising the firm's school district, governmental, and nonprofit audit engagements. Mike has specific expertise in the area of governmental and nonprofit accounting and auditing.

In addition, Mike has been the audit manager for the firm's audits of water districts, JPA's, community services districts, and numerous non-profit organizations. Mike meets all governmental continuing professional education requirements.

Staff

All staff assigned to the audit of the **School** and their work will be supervised in the field by our partners or managers to ensure the quality of the work and the expertise of the staff is sufficient for the engagement. All staff assigned to your audit engagement will have, at a minimum, 24 hours of continuing professional education relating to audits of school districts.

In terms of staff continuity, we have had no turnover of staff during the past five years. We have only continued to add staff as our practice has continued to grow.

Governmental Engagements

As mentioned, Mr. Wilkinson has audited or been the partner in charge of numerous school district, charter school, governmental agencies, and non profit organizations over the past thirty years. If you would like any additional information relating to any of our audit clients, we will be happy to provide the requested information.

Other Services

In addition to our auditing services our firm has also provided our clients with workshops relating to student body accounting, attendance accounting, school accounting, and various presentations to governing boards relating to how to read an audited financial statement. Our staff is always available to assist our clients with various projects where they may need assistance.

Scope of Engagement

Our audit of the **School** will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Our audit will include all funds of the **School** including any and all component units of the **School**. At the conclusion of our audit we will meet with you and discuss the audit and any potential management points that will be included in the management letter.

Audit Approach

Our audit will generally entail three phases including planning, a review of internal controls, and a financial review as follows:

Planning

The planning phase of the audit will generally involve the gathering of background information which will involve conducting initial discussions with various personnel in order to determine the most efficient approach to the engagement. We would anticipate beginning this phase in April. We will make sure our timing of this work will be coordinated with your staff.

Review of Internal Controls

Our review of internal controls will include gaining an understanding of the internal controls over significant financial operations. This process would include a general review of the computerized data processing applications being utilized. After our completion of our planning and review of the internal controls we will begin to design our audit procedures to be performed. We will work closely with your staff in preparing the various schedules and reports we will need.

Interim Test Work

We anticipate being able to begin our interim testing in April/May. We will perform tests of revenues, disbursements, payroll and will perform as much of the test work as possible. Most of all, we will work with staff to schedule dates that will be compatible with the staff

Financial and Compliance Review

The financial and compliance review phase is where we perform the specific tests on the account balances and transactions which underlie the financial statements. These procedures will include various tests to confirm balances and transactions with third parties, review of documents supporting balances and transactions, and other procedures. We anticipate beginning our field work in August/September and have our final report issued by December 15th.

Final Phase

After we have completed our field work we will have an exit conference with necessary staff/administration to review and discuss the audit process and any findings or areas we believe may need improvement. We will, if you have an audit committee, meet with them and discuss our report and any findings prior to issuing the report. We will also attend the board meeting when the audit report is presented to answer any questions.

Because of our extensive work with our charter schools and school district clients over the past thirty plus years we do not anticipate asking for any special prepared worksheets, etc. We have found that we have been able to work with your normal year end documents and not require your staff to duplicate any work on our behalf.

Equal Opportunity

The firm of Wilkinson Hadley King & Co. LLP is an equal opportunity employer and is in compliance with the Civil Rights Act of 1964, and all applicable federal and state laws and regulations relating to equal employment opportunity.

Total All-Inclusive Not To Exceed Fees

The following represents our proposal for the audit fees for the **School**. Our proposed fees are all-inclusive for the audit engagement. The proposed fees are:

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Audit of Palisades Charter High School	\$14,400	\$14,400	\$14,400
Preparation of Form 990 tax returns	\$ 700	\$ 700	\$ 700

Billing Rates

The following represent our firm's billing rates for any additional accounting or audit work that may be requested by your district. We will not engage in any services outside of the annual audit without permission from you. The following represents our hourly rate for charter schools which are discounted 25% from our standard hourly rates.

<u>Classification</u>	<u>Rate</u>
Senior Partner	\$150
Partner	\$125
Manager	\$ 90
Senior	\$ 75
Junior	\$ 70
Clerical	\$ 30

Subcontractors

We will not engage the services of any subcontractors to perform your audit engagement.

Insurance

The firm of Wilkinson Hadley King & Co. LLP maintains the necessary insurances to protect against fraud, errors and omissions. We are insured by CAMICO, the insurance company of the California Society of Certified Public Accountants.

Our firm is aware of the requirement to maintain workers' compensation insurance and we do maintain workers' compensation insurance in accordance with the provisions of Section 3700 of the Labor Code of the State of California.

Conclusion

We appreciate this opportunity to submit to you our proposal. Should you have any questions about our proposal we will be happy to discuss it with you at any time.

If our proposal is acceptable to you, please sign the enclosed engagement letter and return one copy to our office. We look forward to having the opportunity of working with you and your school again this coming year.

Very truly yours,


P. Robert Wilkinson, CPA
for Wilkinson Hadley King & Co., LLP



POWELL & SPAFFORD, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Jessie C. Powell, CDA
Patrick D. Spafford, CDA

Licensed by the California Board of Accountancy
Member: American Institute of Certified Public Accountants

System Review Report

To the Owners of
Wilkinson Hadley King & Co., LLP
and the Peer Review Committee of the State of California

We have reviewed the system of quality control for the accounting and auditing practice of Wilkinson Hadley King & Co., LLP (the firm) in effect for the year ended December 31, 2008. Our review was conducted in accordance with standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*.

In our opinion, the system of quality control for the accounting and auditing practice of Wilkinson Hadley King & Co., LLP in effect for the year ended December 31, 2008, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. Wilkinson Hadley King & Co., LLP has received a peer review rating of *pass*.

September 29, 2009

WILKINSON HADLEY KING & CO., LLP
2011 CHARTER SCHOOL LIST

Accelerated Charter Elementary
Contact: Lorena Stelter
P: 323-235-6343 Ext. 2632
E: lstelter@accelerated.org

Antelope Valley Learning Charter School
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Alta Vista Charter School
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Ararat Charter School
Contact: Ms. Aida Tatioussian
P: 818-994-2904
E: principal@aratratcharterschool.com

Arroyo Paseo Charter High School
Contact: Brian Thurman
Phone: 619-677-3017
E: brian.thurman@arroyopaseohigh.org

Audeo Charter School
Contact: Lynn Alipio
P: 858-678-2020
E: lalipio@charterschools-sandiego.net

Ballington Academy Arts & Science
Contact: James Miller
P: 760-222-2413
E: jmiller@voa.org

Bayshore Preparatory Charter School
Contact: Nancy Spencer
P: 760-471-0847
E: nspencer@bayshoreprep.org

Charter School of San Diego
Contact: Lynn Alipio
P: 858-678-2048
E: lalipio@charterschool-sandiego.net

Children of Promise Preparatory
Contact: Pastor Carleton Lincoln
P: 310-677-3014
E: clinc2387@aol.com

College Preparatory Middle School
Contact Christina Callaway
P: 619-303-2782
E: ccallaway@mycpms.net

Crescent Valley Public Charter
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Crescent View South
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Crescent View West Charter School
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Desert Sands Public Charter, Inc.
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Diego Hills Public Charter, Inc.
Contact: Valerie Thatcher
P: 619-286-0312
E: vthatcher@dhcharter.org

Ecademy California Charter School
Contact: David Damico
P: 858-436-7013
E: ddamico@ecademyca.org

Edward B. Cole Academy
Contact: Kitty Fortner
P: 714-836-9023
E: fortnerk@ebcacademy.com

El Sol Science and Arts Academy
Contact: Monique Daviss
P: 714-543-0023
E: mdaviss@elsolacademy.org

Excel Prep Charter School
Contact: Antonette Simms
P: 909-278-4370
E: antonette1@yahoo.com

WILKINSON HADLEY KING & CO., LLP
2011 CHARTER SCHOOL LIST

Fenton Avenue Charter School
Contact: Irene Sumida
P: 818-896-7482
E: isumida@fentoncharter.net

Fenton Primary Center
Contact: Richard Para
P: 818-896-7482
E: rparra@fentoncharter.net

Granada Hills Charter High School
Contact: Walter Wallace
P: 818-360-2361
E: wwallace@ghchs.com

Harriet Tubman Village School
Contact: Linda Scinski
P: 619-668-8635
E: lscinski@sandi.net

Integrity Charter School
Contact: Francisco Gutierrez/Dana
P: 619-336-0808
E: danazalo@yahoo.com

Leonardo Da Vinci Health Sciences
Contact: Alma Van Nice/Cathy Walsh
P: 619-271-2777
E: alma.vannice@davincicharter.org

Liberty Charter School
Contact: Jerry Keough
P: 619-596-5665
E: jkeough@literacyfirstcs.org

Literacy First Charter School
Contact: Jerry Keough
P: 619-596-5665
E: jkeough@literacyfirstcs.org

Mandarin Language Academy
Contact: Sherrie Egeskog
P: 619-390-2604
E: segok@sdcoe.k12.ca.us

Mirus Charter School
Contact: Lynne Alipio
P: 858-678-2048
E: lalipio@charterschool-sandiego.net

Mission View Public Charter, Inc.
Contact: Diane Stover
P: 661-272-1225
E: dstovers@dschs.org

Montague Charter Academy
Contact: Gerald Montero
P: 818-899-0215
E: strtrrk1@aol.com

Mountain Peak Charter School
Contact: Elmer Lee/Oscar Garcia
P: 760-727-7980
E: elee@mountainpeakcharter.org

Museum School
Contact: Phil Beaumont/Eileen Logue
P: 619-236-8712
E: museumschoolphil@gmail.com

North County Trade Tech High
Contact: Brian O'Donnell
P: 760-598-0782
E: BODonnell@tradetechhigh.org

O'Farrell Community School
Contact: Candace Austin/Cathy Walsh
P: 619-263-3009
E: caustin@sandi.net

Pacific American Academy
Contact: Margaret Sanborn
P: 619-29-9508
E: mksanborn@paacharterschool.org

Pacific View Charter School
Contact: Gina Campbell
P: 760-757-0161
E: gcampbell@pacificview.org

Palisades Charter High School
Contact: Greg Wood
P: 310-459-0310
E: gwood@palihigh.org

River Valley High Charter School
Contact: Cheryl Bloom
P: 619-390-2579
E: cheryl.bloom@rivervalleyhigh.org

WILKINSON HADLEY KING & CO., LLP
2011 CHARTER SCHOOL LIST

San Diego Global Vision Academy
Contact: Dena Harris
P: 619-600-5321
E: dena.harris@sdgva.net

Urban Discovery Academy
Contact: Cindy Moser
P: 619-788-4668
E: cindymoser@gmail.com

San Diego Neighborhood Home Schools
Contact: Salvador Leon
P: 619-422-5216
E: sleon@sdnh.org

Vista Charter Middle School
Contact: Vahe Markarian
P: 323-469-0971
E: vmarkarian@smbcs.net

San Diego Virtual (Mt. Empire)
Contact: Brennan McLaughlin
P: 619-473-9022
E: bmclaughlin@meusd.net

Vista Real Charter School
Contact: Diane Stover
P: 661-272-1225
E: dstover@dschs.org

Santa Monica Blvd Community Charter School
Contact: Vahe Markarian
P: 323-469-0971
E: vmarkarian@smbcs.net

Wallis Annenberg High School
Contact: Lorena Stelter
P: 323-235-6343 Ext. 2632
E: lstelter@accelerated.org

The Accelerated School
Contact: Lorena Stelter
P: 323-235-6343 Ext. 2632
E: lstelter@accelerated.org

Xara Garden Learning Village
Contact: Mark Hinkley
P: 619-820-6188
E: mark-hinkley@cox.net

WILKINSON HADLEY KING & COMPANY, LLP
2011 SCHOOL DISTRICT LIST

Albany Unified School District
Contact: Laurie Harden
P: 510-558-3751
E: laurie.harden@albany.k12.ca.us

Alpine Union School District
Contact: Rob Turner
P: 619-445-3236
E: robturner@alpineschools.net

Borrego Springs Unified Schl Dst.
Contact: Mark Lucas
P: 760-767-5359
E: mlucas@bsusd.net

Brawley Elementary School Dist.
Contact: Leslie Marshall
P: 760-344-7383
E: lmarshall@besd.org

Brawley Union High School District
Contact: Jennifer Layaye
P: 760-312-5819
E: jlayaye@brawleyhigh.org

Cajon Valley Union School District
Contact: Rebecca Williams
P: 619-588-3071
E: williamsr@cajonvalley.net

Calipatria Unified School District
Contact: Lori Wigg
P: 760-348-2152
E: lwigg@calipat.com

Cardiff School District
Contact: Sandie Leuhrs
P: 760-632-5890 Ext.162
E: sandie.leuhrs@cardiffschools.com

Carlsbad Unified School District
Contact: Nancy Navarro
P: 760-331-5037
E: nnavarro@carlsbadusd.net

Central Union High School District
Contact: Merrit Merten
P: 760-336-4503
E: mmerten@cuhisd.net

Chula Vista Elementary School Dist.
Contact: Lynn Furrow
P: 619-425-9600 Ext. 1383
E: lynn.furrow@cvesd.org

Coronado Unified School District
Contact: Randi Allen
P: 619-522-8900
E: rallen@coronado.k12.ca.us

Dehesa School District
Contact: Janet Wilson
P: 619-444-2161
E: jmwilson@sdcoe.net

Del Mar Union School District
Contact: Cathy Birks
P: 858-523-6171
E: cbirks@dmusd.org

El Centro Elementary School District
Contact: Susan Fitzpatrick
P: 760-352-5712 Ext. 517
E: sfitzpatrick@ecesd.org

Escondido Union Elem. School District
Contact: Carol Rouse
P: 760-432-2129
E: crouse@eusd4kids.org

Heber Elementary School District
Contact: Cynthia Dickerson
P: 760-337-6530 X2495
E: cdickerson@heber.k12.ca.us

Holtville Unified School District
Contact: John Paul Wells
P: 760-356-2974
E: jpwells@holtville.k12.ca.us

Imperial County Office of Education
Contact: Carlos Zamora
P: 760-312-6123
E: czamora@icoe.org

Imperial Unified School District
Contact: Dawn Martin
P: 760-355-3013
E: dmartin@ivnet.org

Imperial Valley ROP
Contact: Cecilia Duron
P: 760-482-2600
E: cduron@ivrop.org

Jamul-Dulzura Union School Dist.
Contact: Lisa Davis
P: 619-669-7700 Ext. 7703
E: ldavis@jduisd.net

Julian Union High School District
Contact: Kim Dalton
P: 760-765-0606 Ext. 103
E: kdalton@juhsd.org

Lakeside Union School District
Contact: Sherrie Egeskog
P: 619-390-2600
E: segok@sdcoe.k12.ca.us

Lemon Grove Union School Dist.
Contact: Gina Potter
P: 619-825-5608
E: gpotter@lgsd.k12.ca.us

McCabe School District
Contact: Gary Hobelman
P: 760-335-5204
E: ghobelman@mccabeschool.net

Moreno Valley Unified School Dist.
Contact: Mays Kakish
P: 951-571-7500
E: mkakish@mvusd.net

Mt. Empire Unified School District
Contact: Queta Luquin
P: 619-473-9022
E: qluquin@meusd.net

Mulberry School District
Contact: Linda Chalupnik
P: 760-344-8600
E: mulberry@ivnet.org

National School District
Contact: Chris Carson
P: 619-336-7717/7710
E: chris.carson@national.k12.ca.us

Poway Unified School District
Contact: Malliga Tholandi
P: 858-748-0010 Ext. 2529
E: mtholandi@powayusd.com

Ramona Unified School District
Contact: Tina Tuning
P: 760-787-2024
E: ttuning@ramonausd.net

Romoland School District
Contact: Hilda Swain
P: 951-926-9244 Ext. 225
E: hswain@romoland.k12.ca.us

WILKINSON HADLEY KING & COMPANY, LLP
2011 SCHOOL DISTRICT LIST

Rancho Santa Fe School District
Contact: Denise Stevenson
P: 858-756-1141 Ext. 155
E: denises@rsf.k12.ca.us

San Pasqual Valley Un School Dis
Contact: Kish Curtis
P: 760-572-0222 Ext.2092
E: kcurtis@sanpasqual.k12.ca.us

San Carlos School District
Contact: Kelly Causi
P: 650-508-7333
E: kcausi@sancarlos.k12.ca.us

South Bay Union School District
Contact: Arlene Mitchell
P: 619-628-1639
E: amitchel@sbusd.org

COLLEGES

Imperial Valley Community College
Contact: Carlos Fletes
P: 760-355-6235
E: carlos.fletes@imperial.ed

San Marcos Unified School District
Contact: David McAdams
P: 760-752-1260/1233
E: david.mcadams@smusd.org

Southern California ROC
Contact: Laurie St. Gean
P: 310-224-4200 Ext. 209
E: lstgean@scroc.k12.ca.us

SD County Office of Education
Contact: Pam Gilles
P: 858-571-7217
E: pgilles@sdcoe.net

Vista Unified School District
Contact: Casi Wells
P: 760-726-2170 Ext.2240
E: cwells@vusd.k12.ca.us

Seeley Union School District
Contact: Lola Larios
P: 760-352-3571
E: llarios@seeley.k12.ca.us

Warner Springs Uni School District
Contact: Mark Stevens
P: 760-782-3517
E: mastevens@sdcoe.net

San Dieguito Union High School Dist. Westmorland Union Elementary SD
Contact: Eric Dill
P: 760-753-6491 Ext.5552
E: eric.dill@sduhsd.net

Contact: Mona Smith
P: 760-344-4364
E: m.smith@wued.org

RESUME OF: P. ROBERT WILKINSON

PRESENT POSITION: Senior Partner-Wilkinson Hadley King & Co. LLP

RESPONSIBILITIES AND EXPERIENCE: (35 years)

Responsible for planning and supervising and reviewing all school district, charter school, governmental and non profit audits.

Expertise in school district and charter school audits.

For the past thirty years have planned, supervised and performed more than forty audits annually for local school districts and charter schools.

Responsible for working with new clients to assist them in establishing operational accounting and internal control systems.

Responsible for technical review of audited, reviewed and compiled financial statements.

Extensive consulting experience with clients relating to internal accounting and administrative controls.

PRIOR ASSOCIATIONS: Audit Partner-Harlan & Boettger, LLP, 6 years

Principal - P. Robert Wilkinson, CPA, 15 years

Ray V. Willardson, CPA, Audit Manager, 3 years

Seidman & Seidman, San Diego, 2 years

PROFESSIONAL: Certified Public Accountant

Member, American Institute of Certified Public Accountants

Member, California Society of Certified Public Accountants

Member, California Association of School Business Officials (CASBO)

EDUCATION: Southern Utah University, B.S. in Accounting

RESUME OF:

BRIAN K. HADLEY

PRESENT POSITION:

Partner-Wilkinson Hadley King & Co. LLP

**RESPONSIBILITIES AND
EXPERIENCE: (30 years)**

Experience in conducting audits of local school districts.

Responsible for tax planning and income tax return preparation services for individuals, corporations, partnerships, limited liability companies, trusts, and not for profit entities.

Experience in construction, retail, technology, manufacturing, and service industries.

Experience in working with Internal Revenue Service and Franchise Tax Boards.

PRIOR ASSOCIATIONS:

Tax Manager – Levitz, Zacks & Ciceric , 5 years

Tax Manager – McGladrey & Pullen, 9 years

Audit and Tax Staff – KPMG, 3 years

PROFESSIONAL:

Certified Public Accountant

Member, American Institute of Certified Public Accountants

Member, California Society of Certified Public Accountants

Member, California Association of School Business Officials (CASBO)

EDUCATION:

Brigham Young University, Masters in Accounting

Brigham Young University, B.S. in Accounting

RESUME OF:

AUBREY W. KING

PRESENT POSITION:

Partner - Wilkinson Hadley King & Co LLP

**RESPONSIBILITIES AND
EXPERIENCE (9 YEARS):**

Engage in audits of school districts, charter schools and other nonprofit entities, including planning, supervision and review of audits.

Specific expertise in the areas of governmental and nonprofit auditing and accounting.

Prepare audit reports and audit findings and recommendations for clients.

Prepare tax returns for individuals, partnerships, and corporations.

Provide consulting and technical accounting for a variety of nonprofit, governmental and exempt agencies.

PROFESSIONAL:

Certified Public Accountant in California, Certificate Number 95713

Member, California Association of School Business Officials (CASBO)

Member, California Association of Certified Public Accountants (CalCPA)

Member, American Institute of Certified Public Accountants (AICPA)

Member, Planning Committee for School District Conference put on by the California CPA Education Foundation.

Co-Chair & Speaker, School District Conference by the California CPA Education Foundation 2009, 2010, & 2011

EDUCATION:

Bachelors of Science, Accounting
Southern Utah University
December 2002

RESUME OF:

MICHAEL C. MEARS

PRESENT POSITION:

**Senior Audit Manager- Wilkinson Hadley King & Co.
LLP**

**RESPONSIBILITIES AND
EXPERIENCE: (30 years)**

Responsible for planning, supervising and completing audits of school districts, governmental, and other nonprofit entities.

Specific expertise in the areas of governmental and nonprofit auditing and accounting.

Responsible for providing consulting and technical accounting for a variety of nonprofit, governmental and exempt agencies.

PRIOR ASSOCIATION:

Audit Manager- Harlan & Boettger, LLP- 6 years

P. Robert Wilkinson, CPA - Audit Manager, senior and staff accountant- 9 years

PROFESSIONAL:

Member, California Association of School Business Officials (CASBO)

RESUME OF:

MONTSERRAT L. CARRILLO

PRESENT POSITION:

Manager - Wilkinson Hadley King & Co. LLP

**RESPONSABILITIES AND
EXPERIENCE (7 years):**

Engage in audits of school districts, governmental, JPAs, and nonprofits agencies; including planning, supervision and review of audits.

Specific expertise in the areas of governmental and nonprofit auditing and accounting.

Prepare audits reports, audit findings and recommendations for clients.

Prepare tax returns for individuals, partnerships, corporations, and non-profit organizations.

PRIOR ASSOCIATIONS:

Clerical Assistant – San Diego County Office of Education, 6 years

PROFESSIONAL:

Member, California Association of School Business Officials (CASBO)

Member, University of San Diego Accounting Society

EDUCATION:

CPA Candidate

Bachelor of Science in Accountancy
University of San Diego
May 2007

RESUME OF:

BRADLEY P. WILKINSON

PRESENT POSITION:

Senior Accountant- Wilkinson Hadley King & Co. LLP

RESPONSIBILITIES AND

EXPERIENCE: (4 years)

Responsible for planning and performing audits of school districts, governmental, and other nonprofit entities.

Knowledge in the areas of governmental and nonprofit auditing and accounting.

Provide consulting and technical accounting for a variety of nonprofit, governmental and exempt agencies.

Assist in the preparation of Individual, partnership, nonprofit and corporate tax returns.

PROFESSIONAL:

Wilkinson Hadley King & Co. LLP- 5 years

Member, California Association of School Business Officials (CASBO)

EDUCATION:

CPA Candidate

Southern Utah University, B.A in Accounting

Principal/Executive Director Evaluation

Trustee _____

This evaluation is based on the Executive Director and Principal's ("ED") job description criteria (Part A) and progress on goals (Part B). Each Trustee on the Evaluation Committee will complete the entire evaluation form (Part A and B). The Evaluation Committee will tally and report scores for each criterion in Part A. Each trustee may complete narrative comments regarding the ED's performance, in addition to the rating scale below. The ED will strive to improve her professional growth and performance in any/all areas identified by one, some, or all trustees on the Evaluation Committee. However, in Part B, all ED-~~D~~r goals that rise to the level of being linked to the renewal of the ED's contract and/or 5% increase to ~~her~~the annual salary, including all goals entered in Part B, must be decided by a majority vote. The ED will complete self-rating completing both parts of this evaluation, making it available to trustees prior to their completion. The ED and the Evaluation Committee will meet prior to each trustee filling out the evaluation form to provide the ED an opportunity to share his/~~er~~ her self-evaluation and d for the Committee to ask any questions s in order to complete their individual evaluations. The purpose of this document is to give a candid evaluation based on achievement of goals as opposed to critique of specific methodologies and state the strengths of the ED and specify areas where improvement ~~might be had~~may be needed.

Pursuant to [Governance Policy B-EDL # 5 the Board shall evaluate the Executive Director and Principal](#)

~~Policy B-bla bla bla the accountability. Cut and paste. Collective rather than individual decisions.~~

Part A— Performance based on job description

Criteria	Not Enough Rater Information Exemplary	Exemplary Proficient	Proficient Satisfacto ry	Satisfactory Needs Development	Needs Development Enough-Rater Information	Unsatisfactory
1. Focus/Planning—establishes clear goals and keeps those goals in the forefront of the school's attention. Communicates and implements school wide vision ensuring support and understanding. Provides for effective visionary leadership and strategic planning to provide education for all						

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students						
2. Provides for effective visionary leadership and strategic planning to provide education for all students						
3-2. Ideals/beliefs —communicates and operates from strong ideals and beliefs about schooling, and what is best for students. Is a strong student advocate.						
4-3. Culture fostering collegiality and alliance among all those you serve. Strives to sustain and promotes a cohesiveness and positive spirit with all stakeholders to enrich the educational and social climate of PCHS. Fosters shared beliefs and a sense of community, team-building and cooperation. Promotes cooperation among staff; develops shared understanding of purpose and core organizational values. Promotes a cooperative spirit among all stakeholders to enrich the educational and social climate of PCHS						
5-4. Relationship and communication —establishes strong lines of communication with students, teachers, staff, parents, Board and community. Develops and maintains productive board/ staff/parent?? relations with two way communication						
6-5. Personnel Management —Identifies and assists in the hiring process of those individuals with the skills, values, and empathy to contribute to the goals of the organization and the success of the students. Evaluates the staff to ensure educational excellence.						

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<p>Evaluates the management team and makes structural changes to meet PCHS goals. Directs and empowers administrative and support personnel to meet PCHS goals. Recommends for hire, discipline and dismissal of employees based on sound personnel practices.</p>						
<p>7-6. Monitor—evaluates effectiveness of school practices and their impact on student learning. Is current with research to meet changing needs of students.</p>						
<p>8-7. Resources—provides teachers with materials and professional development necessary for the successful execution of their jobs. Develops and oversees a budget that is transparent, accountable and directs financial resources to fulfill the PCHS mission utilizing with appropriate controls to ensure effective and efficient use of school resources. Oversees fundraising and development activities to expand resources.</p>						
<p>9. Oversees fundraising and development activities to expand resources</p>						
<p>10-8. Collective bargaining/LAUSD - Advises the Board on collective bargaining issues and promotes positive labor relations. Acts as primary liaison with LAUSD, LACOE, and CDE.</p>						
<p>11-9. Intellectual stimulation—continuously involves staff in reading articles and books about effective practices and current theories, and encourages follow-up discussions and potential implementation. Keeps</p>						

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informed of charter school legislation.						
12. Evaluates the management team and makes structural changes to meet PCHS goals						
13. Directs and empowers administrative and support personnel to meet PCHS goals						
14. Oversees facilities and operations to ensure a safe and clean campus						
15. Directs technology program to enhance the tracking of student information and communications with parents						
16-10. Order —establishes a set of standard operating structures, procedures and routines that staff understand and follow. Ensures compliance with legislation and reporting requirements. Oversees facilities and operations to ensure a safe and clean campus.						
17. Recommends for hire, discipline and dismissal of employees based on sound personnel practices						
18. Acts as primary liaison with LAUSD, LACOE, and CDE						
19-11. Curriculum, instruction, assessment — is knowledgeable and directly involved in the design and implementation of curriculum, instruction, and assessment practices. Leads professional development for school community. Directs technology program to enhance the tracking of student information and communications with parents.						
20-12. Affirmation and contingent rewards —recognizes, rewards and celebrates individual and school-wide						

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accomplishments, hard work, and results.						
21-13. Change agent —willing to and actively challenges the status quo, creative problem-solving, and is comfortable leading change initiatives with uncertain outcomes.						
22. Culture —foster shared beliefs and a sense of community, team building and cooperation. Promote cooperation among staff, sense of well-being, and cohesion among staff; develop shared understanding of purpose and core organizational values.						
23. Curriculum, instruction, assessment — is knowledgeable and directly involved in the design and implementation of curriculum, instruction, and assessment practices.						
24. Communication —Maintain systematic communication with Executive Director and with staff. Serve as a conduit between them, conveying concerns as well as achievements. Discuss issues with Executive Director before communicating with Board members.						
25-14. Decision-making — Illustrates good judgment, deep reflection, and incorporation of the appropriate level of input from others in the decision-making process.						
26. Financial Acumen —stays within budget, reviews budget on a monthly basis with the Business Manager and Executive Director, implements cost-saving ideas, and encourages donations, grants and in-kind gifts that are in alignment with school and						

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organizational goals.						
27-15. Flexibility —adapts leadership behavior to current situation. Comfortable with dissent and major changes. Encourages contrary opinions to those of authority. Can be directive or non-directive as the situation warrants. Tolerant of ambiguity but strives toward clarity with patience.						
28.Focus —establish clear goals and keeps those goals in the forefront of the school's attention.						
29.Ideals/beliefs —communicate and operate from strong ideals and beliefs about schooling, and what is best for students, as agreed upon by the management team (?)						
30.Input —involve teachers in design & implementation of important decisions and policies, and industry and university partners in the design of projects and curriculum development.						
31-16. Integrity - Maintains high standards of personal and institutional integrity in the determination and implementation of policies, procedures, and problem resolution.						
32-17. Insulation —buffer teachers from issues and influences that would detract from their teaching time or focus.						
33. Intellectual stimulation —continuously involves staff in reading articles and books about effective practices and current theories, and encourages follow up discussions and potential implementation.						
34.Monitor —evaluates effectiveness of school practices and their impact on						

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student learning.						
35-18. Optimizer—inspires and leads new and challenging innovations that might seem beyond their grasp. Has a positive attitude and is a driving force behind major school initiatives.						
36.Order—establish a set of standard operating structures, procedures and routines that staff understand and follow. Provide management feedback and reports in a timely manner.						
37.Personnel Management—Identifies and assists in the hiring process of those individuals with the skills, values, and empathy to contribute to the goals of the organization and the success of the students. Works to transition out those teachers unable to measure up to Da Vinci quality standards.						
38.Relationship and communication—establishes strong lines of communication with students, teachers, staff, parents and students, industry and university partnerscommunity, Wiseburn School District, Executive Director, and Da Vinci and Wiseburn Trustees. Demonstrate an awareness of the personal aspects of teachers and stakeholders.						
39. Enrollment—Actively participate in achieving enrollment goals to support revenue projections. Oversee staff in maintenance of accurate daily enrollment figures.						
40.Resources—provide teachers with materials and professional development necessary for the						

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<u>successful execution of their jobs.</u>						
41.19. Situational awareness —awareness of the details and undercurrents in the school. Is aware of informal groups and relationships among staff and can predict what could go wrong. Keeps Executive Director advised of such situations.						
42.20. Visibility —has quality and consistent contact and interactions with teachers, students, and parents and industry partners, and makes systematic and frequent visits to classrooms and attends student activities and events.						
43. Managing Special Education —“Special Education Process”—Balance the needs of the student with the resources of the school to determine the most effective course of action.						
44. Fostering collegiality and alliance among all those you serve. Strive to sustain cohesiveness and positive spirit with colleagues on all levels: staff, teachers, fellow CMO team members and management all stakeholders.						

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1. Rater Does Not Possess Sufficient Information There is not enough data for an evaluator to make an educated opinion on regarding this particular area.

2. Exemplary This rating is given when an ED exhibits an outstanding level of performance that went above and beyond expectations. It is an area that where one would find little room for improvement if any.

3. Proficient Skilled and competent

4. Satisfactory Meeting target goals or making strides toward goals; performance is acceptable

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~~3.~~ **Needs Development** Marginal performance, improvement is needed, making slower than average progress towards meeting a goal.

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~~4-5.~~ **Rater Does Not Possess Sufficient Information** — There is not enough data for an evaluator to make an educated opinion on regarding this particular area.

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~~5-6.~~ **Unsatisfactory** Despite efforts to direct and correct, the ED has failed to meet expectations

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Significant strength and/or area of contribution to students or organization (Narrative)

Areas that do not meet expectations/unsatisfactory or needs development. 1. State basis for concern. 2. Describe possible evidence that unsatisfactory or needs development performance has hasn't improved. 3. Describe how trustees will provide support in this area(s) and possible evidence that demonstrates the support.

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Part B—Performance based on Principal/Executive Director goals

Goal Area	Not Enough Rater Information Exemplary	Exemplary Proficient	Proficient Satisfactory	Satisfactory Needs Development	Needs Development Rater Information	Unsatisfactory
I. Improve student achievement: A) PCHS will meet all state and federal growth targets with emphasis on the English Learner (EL) population 1) Student performance on common formative assessments 2) CAHSEE and CST scores B) PCHS will continue improvement and refinement of Richard DuFour’s PLC model through development and implementation of pacing guides, development						

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<p>and implementation of common assessments, and integration of differentiated instruction to increase student learning.</p>						
<p>II. PLCs in English Language Arts, Foreign Language, Math, Science, and Social Studies will meet the following goals:</p> <p>A) All instructors will be within a two-week window of a PLC pacing plan as verified by the administration four times this year. Each PLC pacing plan can be skill and/or content driven;</p> <p>1) Create a minimum of 3 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified standards and performance levels to determine student proficiency;</p> <p>2) Analyze student work/data for 3 common assessments as verified by administration via PLC submission of student work/data analysis worksheets;</p> <p>3) Participate at least one time in the R&R (re-teaching and reassessing) program as verified by administration via R&R data; and</p> <p>4) Submit a consistent grading policy outlining how grades will be determined in a PLC based on student common assessments and homework. PLC grading policies will be submitted to the administration by June 2012 for implementation <u>next in the Ffall</u>.</p>						
<p>III. PLCs in Physical Education, Technical Education, and VAPA will meet the following goals:</p> <p>A) Create a minimum of 2 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified ELA/Math standards and</p>						

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<p>performance levels to determine student proficiency; and</p> <p>1) Analyze student work/data for 2 common assessments as verified by administration via PLC submission of student work/data analysis worksheets.</p>						
<p>IV. All 9th graders will work with counselors, SLC teachers, and parents to develop four-year academic plans.</p> <p>A) Measurement:</p> <p>1) Quarterly monitoring of progress toward goals established in the implementation plan and timeline</p> <p>2) Completed four-year plans</p>						
<p>V. Establish Temescal as an alternative learning site for credit recovery, independent study, and acceleration through the implementation of a distance learning program.</p> <p>A) Measurement:</p> <p>1) Development of implementation plan</p>						
<p>VI. Provide meaningful professional development opportunities.</p> <p>A) PCHS will provide relevant and consistent professional development to support effective implementation of differentiated instruction and facilitate the use of technology.</p> <p>B) Measurement:</p> <p>1) Annual professional development schedule</p> <p>2) Annual staff needs assessment surveys</p> <p>3) Post-professional development staff surveys</p>						
<p>VII. Maintain student body diversity in compliance with the PCHS charter.</p> <p>A) PCHS will continue student recruitment through outreach to other schools, advertisements, mailings, tours, and other appropriate means.</p> <p>B) Measurement: Establish baseline data through statistical analysis of zip codes and ethnicities and maintain comparative populations.</p>						

<p>VIII. PCHS will continue the cost effectiveness of the transportation program.</p> <p>A. Measurement: Maintain full capacity on buses with Palisades Charter High School funding no more than 15% of the cost for 9th and 10th graders.</p> <p>B) Maintain a positive climate for traveling students on the PCHS campus through programs such as The Village Nation and Fuerza Unida.</p> <p>1) Measurement: Annual results of school climate survey administered through The Village Nation and Fuerza Unida.</p>						
<p>IX. Maximize facility use funding and efficiency through effective management and communication of permits and programs.</p> <p>A) Palisades Charter High School will hire a transportation and permit coordinator.</p> <p>1) Measurement: Posting position, interviewing, and hiring a permit and transportation coordinator</p> <p>B) Palisades Charter High School will publish and frequently update a calendar of facility use.</p> <p>1) Measurement: Weekly update of online facility use calendar</p> <p>C) Palisades Charter High School will establish and maintain permit revenue streams and facility budget.</p> <p>1) Measurement: Quarterly review and report on facility budget with permit coordinator</p>						
<p>X. Establish a school-based development and fundraising program.</p> <p>A) Palisades Charter High School will seek out grant funding that supports school-wide goals and targeted needs.</p> <p>1) Measurement: Increase in grant applications submitted and funded</p>						
<p>XI. Palisades Charter High School will develop and maintain an outreach program focusing on alumni,</p>						

PCHS WASC SITE VISIT SCHEDULE: April 16- 18, 2012

DAY BEFORE VISIT: Sunday, April 15, 2012

11:30- 2:30 pm	WASC Visiting Committee meeting at PCHS (WASC room)
2:30- 3:30 pm	Meeting with the Administrative Team and PCHS WASC Committee and brief tour led by Executive Director and Principal (library)
3:30- 5:00 pm	Reception “Meet and Greet” at PCHS
5:00- 6:00 pm	Meeting with the PCHS Board of Trustees (library)
6:00 pm	WASC Visiting Committee will check-in to Holiday Inn and dinner (VC team only)

FIRST DAY: Monday, April 16, 2012- Odd Day

7:00 am	Breakfast at the Holiday Inn- VC Only
8:30- 9:00 am	Meeting with PCHS WASC Committee (library)
9:00- 9:45 am	Meeting with focus groups- Category B (faculty cafeteria) and Category C (library)
9:45- 10:30 am	Meeting with focus groups- Category D (faculty cafeteria) and Category E (library)
10:45- 11:15 am	Evidence review: class/program observations, interviews, examination of student work (WASC room and campus)
11:15- 11:45 am	WASC Visiting Committee lunch (provided by Sodexo in WASC room)
11:45- 12:15 pm	Lunch time for PCHS- campus and program observations
12:30- 1:15 pm	Meeting with student committee (Group #1- faculty cafeteria and Group #2- library)
1:15- 2:15 pm	Evidence review (WASC room and campus)
2:15- 3:15 pm	Meeting with focus group- Category A (library) and other members of the staff- if needed (faculty cafeteria)
3:15- 4:15 pm	Meeting with PCHS WASC Committee (library)
6:00 pm	Dinner- VC only

SECOND DAY: Tuesday, April 17, 2012- Even Day

7:00 am	Breakfast at the Holiday Inn- VC only
8:30- 9:15 am	Meeting with PCHS WASC Committee
9:15- 10:00 am	Meeting with support staff/classified WASC committee meeting (library) and Executive Director and Principal with CBO (EDP office)
10:00- 11:15 am	Evidence review (WASC room and campus)
11:15- 11:45 am	WASC Visiting Committee lunch (provided by Mayberry's in the WASC room)
11:45- 12:15 pm	Lunch time for PCHS- campus and program observations
12:15- 2:15 pm	Evidence review (WASC room and campus)
2:15- 3:15 pm	Meeting with Special Education and ELL group (library) and other department chairs, PLC leaders, and specific coordinators- if needed (faculty cafeteria)
3:15- 4:15 pm	Meeting with PCHS Parent and Community Members WASC Committee (library)
4:15- 5:15 pm	Meeting with PCHS WASC Committee (library)
6:00 pm	Dinner- VC only

THIRD DAY: Wednesday, April 18, 2012- Odd Day/Special Activity Schedule

7:00 am	Breakfast at the Holiday Inn (VC only)
8:30- 9:30 am	PCHS WASC Committee and administrative team will review the draft copy of the report (library)
9:30- 10:30 am	WASC Visiting Committee will review the PCHS WASC Committee (library)
10:30- 12:00 pm	WASC Visiting Committee will finalize the report and presentation (WASC room)
11:30- 12:00 pm	Lunch in Mercer Hall for all PCHS stakeholders
12:00- 12:30 pm	WASC Visiting Committee will report out to all PCHS stakeholders (Mercer Hall)
1:00 pm	Late Check-out at Holiday Inn- VC only