



A CALIFORNIA DISTINGUISHED SCHOOL

Submitted to the
Los Angeles Unified School District

NOVEMBER 20, 2009

TABLE OF CONTENTS

TABLE OF CONTENTS	ii
AFFIRMATIONS	viii
INTRODUCTION	xii
A DAY IN THE LIFE	xvi
ELEMENT 1: Educational Program	1
Mission.....	1
Vision.....	1
Fundamental Means of Achieving the Vision	3
Values	3
Whom the School is Attempting to Educate.....	5
What Defines an Educated Person in the 21 st Century	5
How Learning Best Occurs.....	6
Core Academic Program.....	7
Selection of Curriculum, Materials, and Instructional Activities	10
Accreditation and Transferability of Courses	10
Ensuring Equal Access to Academically Low-Achieving Students	11
School-wide Goals	11
Goal 1: Supporting Academic Achievement and Personal Growth.....	12
Goal 2: Improving Communication Among All Stakeholders	13
Pupil Responsibility and Expected School-wide Learning Results	13
How Students Become Self-Motivated Lifelong Learners	14
A Learner-Centered Environment.....	14
Student Interests.....	15
Dolphin Academy	16
Ninth-Grade Interdisciplinary Pods	16
Support Classes and Programs.....	17
Classes.....	17
Academic Literacy	17
Essentials of Math.....	18
Guided Study	18
Honors Seminars, Chemistry	18
Embedded Intervention.....	18
Study Center/Tutoring Program.....	19
Peer Tutoring	19
Increasing Personalization	19
A Knowledge-Centered Environment.....	20
An Assessment-Centered Environment	21
Initial Assessments.....	21
Continuing Assessment.....	22
Promotion Standards.....	23

Retention	23
Graduation Requirements	23
Attendance Requirements	23
A Community-Centered Environment	24
Pyramid of Intervention	24
Data Analyses, Program Development, and Professional Development	25
Demographics	26
Achievement Results	27
Achievement Gap.....	30
Core Subject and Grade Level Analyses	35
English Learners	39
Home Language Survey.....	39
CELDT Testing.....	39
Strategies for EL Instruction and Intervention.....	40
Reclassification Procedures	40
Cohort and Attrition Rate Analyses	41
Professional Learning Communities.....	45
Data Analyses Summary.....	48
Special Education.....	49
Summary and Conclusion	49
ELEMENT 2: Measurable Pupil Outcomes	52
Goals for the Demonstration of Skills, Knowledge, and Attitudes.....	52
Integrated Language Arts.....	53
Mathematics	53
Science	53
Social Science	53
English Language Learner Program	53
Visual & Performing Arts.....	54
Foreign Language	54
Special Education.....	54
Technical Education.....	55
Physical Development & Health.....	55
When and How Pupil Outcomes Will Be Assessed.....	55
Benchmarks.....	55
Accountability	57
ELEMENT 3: Methods of Assessing Pupil Progress	
Towards Meeting Outcomes	58
Statewide Testing.....	58
California High School Exit Exam (CAHSEE)	58
Other Methods of Assessment	58
Adequate Yearly Progress (AYP).....	59
Academic Performance Index (API).....	59
Average Daily Attendance.....	59

Proficiency Standards	59
Professional Learning Community	60
Periodic Marks	60
Discipline Reports.....	61
ELEMENT 4: Governance Structure of the School	62
Legal Status.....	62
Board of Trustees	62
Membership	62
Decision-Making.....	62
Committees	67
School Organization.....	69
Charter Amendments and Revisions.....	69
Board of Directors Liability.....	69
Communicating Board of Trustees Activities.....	70
LAUSD Charter Policy	70
Audit and Inspection of Records.....	70
Term.....	71
Severability	71
Supervisory Oversight	71
Financial Matters	71
Organizational Chart.....	71
Grievance Procedure for Parents and Students.....	71

ELEMENT 5: Qualifications of Employees	73
Fundamental Qualifications	73
Staff Selection	73
Documentation of Authorization for Employment	74
Fingerprinting & Background Checks	74
Tuberculosis	74
Fidelity Bond Coverage	74
Clearance for Employment	74
Roles & Functions.....	74
Executive Director	74
Management Team.....	75
Principal	75
Chief Business Officer	75
Subordinate Administrators, Managers & Coordinators	76
Certificated Staff.....	76
Substitutes	77
Non-teaching Staff	78
Salaries & Benefits	78
Illness & Vacation Leave.....	79
Attendance Incentive	79
 ELEMENT 6: Health & Safety Procedures	 80
Criminal Record Summary	80
Fingerprinting and Background Check.....	80
Immunizations.....	80
Mantoux Testing	80
Emergencies	80
Facility Safety	81
Food Service	81
Transportation.....	81
Child Abuse Reporting	81
Auxiliary Services.....	81
School Safety Plan	81
Insurance Requirements.....	83
Evidence of Insurance.....	83
Hold Harmless/Indemnification Provision	83
Asbestos Management	84

ELEMENT 7: Means to Achieve Racial/Ethnic Balance Reflective of the Territorial Jurisdiction of the District	85
Racial/Ethnic Diversity	85
Court-ordered Integration	85
Public School Choice Traveling Pupils	85
Federal Compliance	85
Monitoring and Outreach.....	85
ELEMENT 8: Admission Requirements	87
Charter School Eligibility and Application.....	87
Admission Requirements	88
ELEMENT 9: Financial and Programmatic Audit	89
Fiscal Audit.....	89
Programmatic Audit.....	89
LAUSD Inquiries	90
District Oversight Costs.....	91
ELEMENT 10: Pupil Suspension and Expulsion	93
Grounds for Suspension and Expulsion of Students.....	93
Enumerated Offenses	93
Suspension Procedure	93
Authority to Expel.....	98
Expulsion Procedures.....	98
Special Procedures	100
Record of Hearing.....	101
Presentation of Evidence.....	101
Written Notice to Expel	102
Disciplinary Records.....	102
No Right to Appeal	103
Expelled Pupils/Alternative Education	103
Rehabilitation Plans	103
Readmission.....	103
Special Procedure for Students with Disabilities.....	104
ELEMENT 11: Retirement System	105
State & Federal Retirement Systems	105
Mandatory Benefits.....	105
Healthcare Benefits.....	105
ELEMENT 12: Public School Attendance Alternatives	107

Options for Students	107
ELEMENT 13: Employee Rights	108
ELEMENT 14: Dispute Resolution Process	110
Dispute Resolution Procedure.....	110
ELEMENT 15: Labor Relations	112
Exclusive Public School Employer.....	112
ELEMENT 16: Charter School Closing	113
Revocation	113
Charter Renewal.....	113
Closure Procedures	113
Facilities	116
MISCELLANEOUS	116

APPENDICES:

- Appendix A: Staff & Stakeholder Signatures
- Appendix B: Financial/Business Plan
- Appendix C: Bell Schedules
- Appendix D: School Calendar
- Appendix E: Course Offerings
- Appendix F: Graduation Requirements
- Appendix G: Criteria for Marks
- Appendix H: Safe School Plan
- Appendix I: Board of Trustees Bylaws
- Appendix J: Demographic Make-up of PCHS
- Appendix K: Section 504 of the Rehabilitation Act Compliance Policy
- Appendix L: IDEIA Compliance Policy
- Appendix M: Uniform Complaint Procedures
- Appendix N: Organizational Chart
- Appendix O: Board of Trustees Meeting Schedule
- Appendix P: Parent-Student Handbook
- Appendix Q: Current Admissions Policy
- Appendix R: Pyramid of Interventions
- Appendix S: School Technology Plan

PALISADES CHARTER COMPLEX PREAMBLE

It is the expressed purpose of the Palisades Complex of schools to work together to plan and sustain comprehensive educational goals and the complex-wide articulation. This will allow the eight schools that comprise the complex to fully utilize our resources and to present a more effective and seamless K-12 educational experience for the broad base of students we serve in our community and in the over 100 zip codes from which we draw. Since the initial adoption of the Charter, Palisades Charter High School has converted to an independent charter. PCHS will continue to support and articulate with the Palisades Complex feeder schools. The eight campuses within the Palisades Complex will continue to coordinate their mutual concerns and efforts through the Palisades Coordinating Council. The issues of mutual concern include, but are not limited to:

- Complex wide scheduling including: Back-to-School Night, Open House, complex-wide performance-based events and professional development activities.
- Professional development to maintain an aligned standards-based curriculum and instruction program from Kindergarten through Twelfth grade.
- Continuing to identify and implement grants for the mutual benefit of all Complex schools.
- Working collaboratively with LAUSD on applicable issues, the Palisades Complex schools will continue to serve the communities and families identified during our initial charter implementation.

It is the intent of the Complex to encourage all students entering the Complex at any level to continue enrollment through twelfth grade graduation (subject to individual school's admissions policies). Upon graduation, all students will have access to any post-secondary experience of their choice.

The historic and continuing success of the Palisades Complex programs over the last fifteen years has been based on the ability of faculty and parents across our school communities to work together to create an environment in which all children can learn. We will continue to challenge ourselves to further improve and enhance the educational opportunity for all our children.

1 AFFIRMATIONS

2
3 As the authorized petitioner, I, Amy Dresser Held, Executive Director of Palisades
4 Charter High School and on behalf of Palisades Charter High School as applicants for
5 renewal, hereby certify that the information submitted in this petition for the renewal of a
6 California public charter school named Palisades Charter High School, located within the
7 boundaries of the Los Angeles Unified School District, is true to the best of my
8 knowledge and belief; I also certify that this petition does not constitute the conversion of
9 a private school to the status of a public charter school; and further, I understand that if
10 awarded renewal of the charter, the Charter School:

- 11
- 12 ○ Shall meet all statewide standards and conduct the student assessments required,
13 pursuant to Education Code Section 60605 and 60851, and any other statewide
14 standards authorized in statute, or student assessments applicable to pupils in non-
15 charter public schools. [Ref. Education Code Section 47605(c)(1)]
16
 - 17 ○ Shall be deemed the exclusive public school employer of the employees of the
18 Palisades Charter High School for purposes of the Educational Employment
19 Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
20
 - 21 ○ Shall be non-sectarian in its programs, admissions policies, employment practices,
22 and all other operations. [Ref. Education Code Section 47605(d)(1)]
23
 - 24 ○ Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
25

26 Shall admit all pupils who wish to attend the Palisades Charter High School, and
27 who submit a timely application, unless the Charter School receives a greater
28 number of applications than there are spaces for pupils, in which case each
29 application will be given equal chance of admission through a public random
30 lottery process. Preference shall be extended to pupils currently attending the
31 charter school and pupils who reside in the district except as provided for in
32 Section 47614.5. Other preferences may be permitted by the chartering authority
33 on an individual school basis and only if consistent with the law.

34 In the event of a drawing, the chartering authority shall make reasonable efforts
35 to accommodate the growth of the charter school and, in no event, shall take any
36 action to impede the charter school from expanding enrollment to meet pupil
37 demand.

- 38 ○ Admission to the Charter School shall not be determined according to the place
39 of residence of the pupil or his or her parents within the State except that any
40 existing public school converting partially or entirely to a charter school under
41 this part shall adopt and maintain a policy giving admission preference to pupils
42 who reside within the former attendance area of that public school.. [Ref.
43 Education Code Section 47605(d)(2)(A)-(B)]
44

- 45 ○ Shall not discriminate on the basis of the characteristics listed in Section 220
46 (actual or perceived disability, gender, nationality, race or ethnicity, religion,
47 sexual orientation, or any other characteristic that is contained in the definition of
48 hate crimes set forth in Section 422.55 of the Penal Code or association with an
49 individual who has any of the aforementioned characteristics). [Ref. Education
50 Code Section 47605(d)(1)]
51
- 52 ○ Shall adhere to all provisions of federal law related to pupils with disabilities
53 including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title
54 II of the Americans with Disabilities Act of 1990 and the Individuals with
55 Disabilities in Education Improvement Act of 2004.
56 Palisades Charter High School shall comply with all requirements of the
57 Crawford v. Board of Education, City of Los Angeles court order and the LAUSD
58 Integration Policy adopted and maintained pursuant to the Crawford court order,
59 by Student Integration Services (collectively the “Court-ordered Integration
60 Program”). The Court-ordered Integration Program applies to all schools within
61 or chartered through LAUSD. The School will provide a written plan to achieve
62 and maintain the LAUSD’s ethnic goal which is with a 70:30 or 30:70 ratio.
63
- 64 ○ Shall meet all requirements for employment set forth in applicable provisions of
65 law, including, but not limited to, credentials, as necessary. [Ref. Title 5
66 California Code of Regulations Section 11967.5.1(f)(5)(C)]
67
- 68 ○ Shall ensure that teachers in the Charter School hold a Commission on Teacher
69 Credentialing certificate, permit, or other document equivalent to that which
70 teachers in other public schools are required to hold. As allowed by statute,
71 flexibility will be given to non-core, non-college preparatory teachers. [Ref.
72 California Education Code Section 47605(l)]
73
- 74 ○ Shall at all times maintain all necessary and appropriate insurance coverage.
75
- 76 ○ Shall, for each fiscal year, offer at a minimum, the number of minutes of
77 instruction per grade level as required by Education Code Section
78 47612.5(a)(1)(A)-(D)
79
- 80 If a pupil is expelled or leaves the charter school without graduating or completing the
81 school year for any reason, the Charter School shall notify the superintendent of
82 the school district of the pupil’s last known address within 30 days, and shall,
83 upon request, provide that school district with a copy of the cumulative record of
84 the pupil, including a transcript of grades or report card and health information.
85 This paragraph applies only to pupils subject to compulsory full-time education
86 pursuant to [EC] Section 48200.
87 ○ [Ref. California Education Code Section 47605(d)(3)]
88
- 89 ○ Will follow any and all other federal, State, and local laws and regulations that
90 apply to Palisades Charter High School, including but not limited to:

91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127

- Palisades Charter High School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection;
- Palisades Charter High School shall on a regular basis consult with its parents and teachers regarding the School's education programs;
- Palisades Charter High School shall comply with any jurisdictional limitations to locations of its facilities;
- Palisades Charter High School shall comply with all laws establishing the minimum and maximum age for public school enrollment, including the requirement that any pupil upon turning 19 must remain continuously enrolled and making satisfactory progress toward a high school diploma and may not remain enrolled beyond age 22;
- Palisades Charter High School shall comply with all applicable portions of the No Child Left Behind Act (NCLB);
- Palisades Charter High School shall comply with the Public Records Act;
- Palisades Charter High School shall comply with the Ralph M. Brown Act;
- Palisades Charter High School shall comply with the Family Educational Rights and Privacy Act; and
- Palisades Charter High School shall meet or exceed the legally required minimum of school days.

Amy Dresser Held
Executive Director

Date

INTRODUCTION

128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173

Palisades Charter High School and Math, Science, and Technology Magnet (PCHS) herewith submits this petition for its second charter renewal. This document reaffirms the commitment of the school’s staff, parents, and pupils to continue the mission and vision enunciated here and in its previous petitions of July 1, 2003, and June 30, 2005.

This renewal petition contains a summary of the school’s achievements and areas of growth during the term of the current charter; analyses of this record; and revisions designed both to update the charter in alignment with current laws and modifications in the school’s programs and to guide the community’s continuous improvement of its efforts to help pupils learn.

The empowerment of stakeholders to participate in policy development and decision-making has effected tremendous positive change at PCHS. Before its affiliated charter status, the school was faced with declining enrollment and the possibility of closure. PCHS is now consistently at capacity and welcomes one of the most diverse student bodies in the nation. Despite its location in a predominantly white, affluent neighborhood, less than half the student body is Caucasian. Of that subgroup, about one-quarter are the children of first-generation Americans and speak a language other than English at home. Along with this continued diversity, PCHS has maintained high academic standards, consistently ranking in the upper echelon of the Los Angeles Unified School District (LAUSD) and other California high schools, particularly when compared to schools with similar demographics. The School’s annual wait-list is typically over 1,000 pupils, indicating that PCHS remains a destination school—an exemplary institution that parents in the greater Los Angeles area want their children to attend.

During the first six years of the school’s independent charter status, PCHS has been able to:

- Focus its efforts on supporting individual pupil achievement in all subgroups, targeting specific subgroups whenever statewide or internal assessments warrant;
- Commit resources to academic intervention and support programs, lower pupil-to-counselor ratios, and create small learning environments in order to close a persistent achievement gap;
- Increase the size of its teaching staff well beyond the LAUSD norm table, thus reducing class size;
- Undertake innovation and constant improvement of its educational programs and practices, based on professional reflection on pupil achievement data;
- Adopt the Professional Learning Community model of aligning standards, goals, and assessments for pupil achievement, collaborating on best practices, and providing continuous on-site professional development;
- Expand opportunities for pupils to gain access to rigorous curricula and experience the diversity of learning in heterogeneously-grouped classrooms;
- Begin development of a comprehensive intervention strategy, or “Pyramid of Intervention,” to support struggling pupils;

- 174 ○ Implement policies to encourage pupil attendance and participation resulting in an
- 175 in-seat attendance rate of 96 percent;
- 176 ○ Begin implementation of a comprehensive school technology plan;
- 177 ○ Replace obsolescent textbooks on a continuous basis;
- 178 ○ Improve communication among all stakeholders; and
- 179 ○ Allocate resources appropriately and efficiently, using zero-based budgeting, to
- 180 have the maximum impact on pupil learning.

181

182 PCHS has also demonstrated consistently positive trends in its California Standards Test
183 (CST) scores and in its measurements by the California Department of Education's
184 (CDE) Academic Performance Index (API).

185

186 Gains have been steady in each reportable subgroup over the five years of financial
187 independence, and are particularly significant among Hispanic/Latino and socio-
188 economically disadvantaged pupils. The staff regularly reflects on the significance of
189 pupil achievement data and implements appropriate interventions. For example, an ad
190 hoc Academic Watch Committee oversaw the design and implementation of a Guided
191 Study program for underperforming pupils, as well as improvement to the ninth-grade
192 summer bridge program. Responding to student achievement data, PCHS has developed
193 a literacy support program, and staff attends literacy workshops administered by the Los
194 Angeles County Office of Education (LACOE). These workshops focus on strategies for
195 struggling readers, English Learner (EL) pupils and Special Education pupils. Analysis
196 of data has led PCHS to expand the literacy program to the tenth grade and to offer an
197 intensive "repeaters" class. PCHS has instituted California High School Exit Exam
198 (CAHSEE) review classes in both math and language arts. These classes are offered to
199 regular education pupils, special education pupils, and EL pupils. Again in response to
200 data, PCHS is implementing Village Nation, a program designed to empower and raise
201 academic consciousness among African American pupils. These data-driven innovations
202 have produced significant gains in pupil achievement.

203

204 With the power to make decisions regarding school resources, the stakeholders of PCHS
205 accepted responsibility for the prudent management of revenues. The annual required
206 independent audits of the School's finances have been "clean," and the School has
207 established a prudent reserve. This prudent reserve has allowed PCHS to weather the
208 current State budget crisis without loss of staff or programs. A zero-based budgeting
209 policy has encouraged long-range planning and collaboration among stakeholders to
210 justify expenditures and to assess, modify, and, if necessary, eliminate educational
211 programs based on their impact on pupil learning. Fiscal independence has given all
212 stakeholders an unprecedented opportunity to participate in decision-making, generating
213 a sense of stewardship and liberating a creative spirit.

214

215 As a comprehensive high school within the boundaries of the LAUSD, PCHS provides
216 significant benefits to the District. At the inception of its original charter, PCHS
217 expanded its catchment area, providing seats to pupils who would otherwise attend
218 overcrowded neighborhood schools. PCHS will continue to make their best effort to
219 recruit students from the 14 high school sending areas. To maintain racial and ethnic

220 diversity at PCHS, the petitioner will provide the District with a list of specific dates,
221 locations and recruitment activities intended to achieve the District’s ethnic balance goal.
222 In a period of declining enrollment in the District, PCHS continues to attract private
223 school pupils back into a public school. A conversion school operating on a district site,
224 PCHS has made many improvements to the campus. Consistently among the top-
225 performers in the District and State, PCHS helps lift the District’s API, and its
226 stakeholders are always willing to share best practices with other schools.

227

228 In the succeeding pages, this charter petition articulates not only what PCHS is, but also
229 what the School aspires to be. The charter expresses the School’s mission, vision, and
230 goals. While guaranteeing adherence to standards set forth in State and federal law, it
231 strikes a balance between the commitment to specific actions and the flexibility to
232 innovate. The stakeholders of PCHS view their charter not as a script to be rigidly
233 followed, but as an outline akin to our nation’s Constitution. As a foundation document,
234 the charter describes the goals, responsibilities, and rights of the stakeholders—Instead, it
235 empowers stakeholders to innovate in the quest for constant improvement. It is flexibility
236 that is the true strength of the PCHS charter, an open document designed to empower the
237 stakeholders to:

238

- 239 ○ Develop a culture of continual improvement;
- 240 ○ Provide an education program characterized by high expectations and
241 personalization;
- 242 ○ Ensure safety and accountability;
- 243 ○ Participate actively in key decision-making;
- 244 ○ Cultivate core values of citizenship; and
- 245 ○ Respond to the needs of individual pupils.

246

247 When it comes to developing a school culture focused on improving educational
248 outcomes, there remains really only one way to answer the question, “What will
249 Palisades Charter High School do that is different?” The answer, taken from the title of
250 DuFour, Eaker, and Karhanek’s treatise on professional learning communities, is:
251 “Whatever It Takes.”

252

253

254 **Description and History of the School**

255

256 PCHS is an independent comprehensive four-year high school chartered by the LAUSD.
257 Opened in 1961, the 30-acre campus is in the Pacific Palisades section of Los Angeles, at
258 the western edge of the city. Designed in the 1950s, the School’s ten main buildings and
259 supplemental bungalows surround an attractively landscaped common. A seismic
260 upgrade maintains the sense of openness in the original site plan. PCHS continues to
261 improve the physical environment of the school through encouragement and support of
262 the plant manager’s staff, immediate removal of graffiti and safety hazards, promotion of
263 campus beautification projects, frequent assessment of campus conditions by the
264 administration and plant manager, and preparation of staff and pupils for emergencies, in
265 compliance with the school’s annual Integrated Safe School Plan (see Appendix H).

266
267 Since its conversion to independent charter status, PCHS has embarked on a program of
268 facility improvements. The football stadium has been upgraded to an all-weather facility
269 with artificial turf and a synthetic track, and PCHS is in the process of adding an aquatic
270 center. The School is developing a facilities master plan and a capital campaign strategy.
271 Proposals have focused on the addition and modernization of classrooms, the repurposing
272 of existing space, and the addition of a visual and performing arts center.

273
274 Upon its opening in 1961, the school served the communities of Pacific Palisades,
275 Topanga, and Brentwood. Today PCHS has a diverse student body. As of fall, 2008, the
276 school was serving 2,731 pupils from approximately 115 ZIP codes across greater Los
277 Angeles, with nearly half transported by bus. Forty-six-point-nine percent of the pupil
278 body were Caucasian; 24.4 percent Hispanic/Latino; 18.3 percent African American; 8.6
279 percent Asian; 0.9 percent Filipino; and 1 percent Native American, Native Alaskan, or
280 Pacific Islander. A large percentage of pupils speak languages other than English in their
281 homes, including Arabic, Armenian, Bengali, Bulgarian, Cantonese, Farsi, German,
282 Hebrew, Hindi, Italian, Japanese, Korean, Mandarin, Russian, and Spanish. Of the
283 school's student body, 3.8 percent are English Learners (EL) and 28 percent qualify for
284 the free or reduced-price meal program. Gifted and talented (GATE) pupils constitute
285 33.35 percent of the student body, and Special Education pupils constitute approximately
286 8 percent. This vibrant and heterogeneous mix of pupils, reflecting the ethnic and
287 socioeconomic diversity of the greater Los Angeles community, remains a source of the
288 School's strength, as well as an impetus for innovation.

289
290 PCHS also has a diverse faculty and staff. All teachers in core subject areas are highly
291 qualified per current law and per the requirements of *No Child Left Behind*. As an
292 independent charter school, PCHS has been able to hire additional certificated staff
293 beyond LAUSD's norm table. The School's other certificated faculty members include a
294 full-time Librarian; seven full-time counselors, a part-time College Counselor; a full-time
295 School Psychologist; a full-time Work Experience Coordinator/Career Advisor; a full-
296 time Data Analysis position; two Deans; a Magnet Coordinator; and a school Nurse. The
297 school administration consists of an Executive Director; an academic Principal; a
298 Director of Instruction; a Director of Counseling Services; and a Director of Student
299 Services. In other administrative positions, PCHS employs a Chief Business Officer; a
300 Human Resources Director; an Athletic Director; a Director of Special Education; and an
301 Operations Manager. Independent charter status enables PCHS to staff according to
302 pupil needs.

303
304 In 2005, PCHS was the recipient of a California Distinguished School Award. In 2006,
305 PCHS received a six-year WASC accreditation with a revisit scheduled for spring, 2009.
306 PCHS has been recognized by *U.S. News and World Report* as one of the top 1,000 of
307 "America's Best High Schools."

A DAY IN THE LIFE

308
309
310
311
312
313
314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353

Palisades Charter High School is a large, comprehensive high school characterized by the diversity of its student body. Not all of the pupils who attend the School share common backgrounds or experiences—in other words, there really is no “typical day” or “typical pupil.” Although each pupil’s experience is unique, the narrative that follows may be seen as emblematic.

Aaron’s Day:

It is still dark when Aaron’s alarm wakes him. He has to get up early to get ready for school; it’s a long way from his home to Pacific Palisades, and he cannot be late for the carpool that takes him to his bus stop. A shower and some breakfast and Aaron is on his way. At his bus stop and on the bus, Aaron passes the time talking to friends—socializing is an important part of high school life.

The bus arrives in the drop-off area in the stadium lot across the street from the School. Aaron joins the crowd of students hurrying down the ramp and through the tunnel under the street—at PCHS students know they need to get to class before the bell rings. PCHS has a rotating block schedule, so Aaron does not go to the same room every morning. On Monday, Wednesday, and Friday, Aaron and his freshman classmates listen to morning announcements, read—or perhaps more accurately, “performed”—over the PA system by students from the School’s Leadership Class. Announcements take time, but block schedule classes at PCHS are long—over 100 minutes—which gives teachers time for multiple activities, labs, and more personal attention to students’ needs.

After the first class of the day, Aaron joins his friends on the quad for Nutrition. The cafeteria is crowded and the lines are long, but the School has purchased several portable carts that are stationed around the quad with point-of-sale system computers so that Aaron can use his pre-loaded meal card. All pupils enter a PIN, so there is no stigma attached to those on the Free and Reduced Lunch program. Nutrition is 20 minutes—enough time for a snack and to “hang out” with friends.

Aaron is a student in the AVID program. After Nutrition, Aaron’s Period 4 class works on study and organization skills, learns about time management and Cornell note taking, and practices a Socratic seminar. With students engaged, the time goes by quickly, but no matter how dynamic a class may be, Aaron is a teenager—he and his classmates are getting hungry. The bell rings and Aaron joins the students streaming out of their classes. It’s time for lunch.

Aaron and his friends join the lines to get some food and head away from the crowded and noisy quad. There are dozens of clubs meeting at lunchtime, and the Library and Study Center are open. Many of the teachers offer tutoring during lunch. But Aaron and his friends head for the outdoor basketball courts to play some “hoops.” Soon enough, the bell rings and ...

354 It's 6th Period—time for Math class. Aaron finds a warm-up activity on the white
355 board—nearly all of the classes at PCHS have new whiteboards and many have digital
356 projectors. Aaron and his classmates start the warm-up while his teacher uses her
357 desktop computer to record attendance into the school information system, a routine
358 repeated in every period. Objectives for the day are posted on the white board, along
359 with standards to be addressed. Aaron's math teacher leads the class through the unit.
360 Aaron takes notes and like many of his classmates ponders the mysteries of Algebra,
361 thinking, "Why me?" Using his notes, Aaron solves a set of problems on his own, and
362 then joins his four-student group to work collaboratively as the teacher circulates around
363 the room to check on her students' progress. Math class is almost over, but not quite
364 yet—Aaron takes out his PCHS-supplied planner and writes down his homework
365 assignment.

366
367 When the bell rings, many students go home. But not Aaron; for him, it's time for 7th-
368 Period football. Unlike the longer block periods that meet every other day, the shorter 7th
369 Period, when all athletics programs and many academic classes meet, is held daily.
370 Aaron enjoys the workout and game practice on the newly upgraded field, but is less
371 thrilled about having to run. Soon enough, football practice is over. It's too late for
372 Aaron to catch the 3:15 p.m. bus, so Aaron heads for the Study Center for tutoring,
373 getting help with his homework from an adult volunteer.

374
375 After an hour or so, Aaron and a couple of his teammates stow their books in their
376 lockers and leave campus, heading for the Village to get something to eat. Aides make
377 sure pupils do not leave campus during the school day, but after school pupils often walk
378 into the community. Pacific Palisades is very much an isolated small town—it's safer
379 walking the shop-lined streets than in Aaron's own neighborhood. As Aaron and his
380 friends leave the campus they pass by Mercer Hall, the School's multi-purpose
381 auditorium, and peek in the open door at pupils rehearsing for the fall play. Then, it's
382 around a corner and up a short street to town. As they walk, they hear the drum line as
383 the School's marching band practices outside the gym. In town, teenagers find several
384 places to get snacks and then congregate on the Village Green. When it starts to get dark,
385 Aaron and his friends rush back to the campus in time to catch the late bus at 5:45 p.m.

386
387 It's a long bus ride with several stops before Aaron reaches his destination. His mother is
388 waiting to pick him up. Then it's home, dinner, homework, a little TV and video gaming,
389 and time for bed. Aaron will need his sleep—tomorrow will be another big "Pali" day.

390 **ELEMENT 1**
391 **EDUCATIONAL PROGRAM**

392
393 *A description of the educational program of the school, designed, among other things, to*
394 *identify those whom the school is attempting to educate, what it means to be an*
395 *“educated person” in the 21st century, and how learning best occurs. The goals*
396 *identified in that program shall include the objective of enabling pupils to become self-*
397 *motivated, competent, life-long learners.*

398 *California Education Code Section 47605 (b) (5) (A)*
399

400 **Description of the Educational Program**

401
402 The address of the Charter School is 15777 Bowdoin St. Pacific Palisades, CA 90272.
403 The phone number of the Charter School is (310) 230 6623.
404 The contact person for the Charter School is Executive Director, Amy Held.

405
406 The number of rooms at the Charter School is 100.
407 The grade configuration is 9-12.
408 The number of students is approximately 2,760.
409 The grade level(s) of the students the first year will be 9-12.
410 The opening date of the Charter School is .
411 The admission requirements included in Element 8:

412
413 The operational capacity will be .
414 The instructional calendar will be traditional calendar :
415 The bell schedule for the Charter School will be:
416 If space is available, traveling students will have the option to attend.

417
418
419 **Mission**

420
421 The mission of Palisades Charter High School (PCHS) is to educate its diverse pupils by
422 developing their skills and talents to help each of them make a positive contribution to
423 the global society.

424
425 **Vision**

426
427 PCHS envisions itself as a national model of a rigorous college-preparatory educational
428 program serving a diverse student population. Through shared responsibility, a student-
429 centered curricular and co-curricular program, a standards-based and -aligned curriculum,
430 inclusive classes, and an extensive use of technology, the overarching goal is to create a
431 highly enriched comprehensive secondary school. PCHS will educate all pupils to reach
432 their intellectual, physical, psychological, and social potential in a safe, cooperative, and
433 supportive environment. The educational program will prepare PCHS graduates for
434 admission to four-year colleges, institutions of higher learning, and post-secondary career
435 fields.

436
437 PCHS puts pupils first. The school's instructional, budget, policy, human resources, and
438 program decisions all revolve around pupils' needs. In all actions the school undertakes,
439 from hiring practices to teaching, counseling, and programming, from shaping the
440 organizational structure to allocating resources, pupils' needs are paramount.
441
442 PCHS is a school of choice for all stakeholders. PCHS envisions itself as a school where
443 all stakeholders strive to create an inviting, welcoming environment where families want
444 to be, pupils want to learn, staff wants to work, and community wants to be involved.
445
446 PCHS fosters a culture of intellectual curiosity. PCHS pupils are taught the art of
447 questioning and logical and critical thinking, so that they will be able to sustain a lifelong
448 dedication to learning and be open to different ways of learning.
449
450 PCHS supports pupils in the development of strong character, healthy life-style choices,
451 sound decision-making practices, and ethical behavior in order for them to gain an
452 intrinsic sense of responsibility as contributing members of society.
453 Above all, PCHS provides an environment of high expectations in which pupils are
454 continually challenged and empowered to develop a greater sense of confidence, self-
455 efficacy, self-advocacy, and pride in their academic accomplishments.
456
457 PCHS believes that ALL STUDENTS CAN LEARN AND ACHIEVE. With appropriate
458 support, challenge, modeling, and practice, all pupils can master a rigorous, standards-
459 based curriculum.
460
461 PCHS is committed to raising the bar of expectation for all pupils. The school's goal is
462 to prepare pupils to succeed at higher levels of rigor and performance, including honors
463 and Advanced Placement courses. As part of a four-year academic plan, all pupils have
464 access to a program of studies that will qualify them for entry into an institution of higher
465 learning or post-secondary career opportunities.
466
467 PCHS is committed to:

- 468 ○ The Professional Learning Community model as the foundation of its educational
469 program;
- 470 ○ An innovative college-preparatory curriculum that emphasizes literacy, numeracy,
471 and understanding and communication of core knowledge at all levels of Bloom's
472 taxonomy;
- 473 ○ A comprehensive progressive pyramid of intervention to ensure pupils'
474 achievement and socio-emotional well-being;
- 475 ○ A climate of high expectations and rigorous academic culture;
- 476 ○ A focus on personalization and differentiation of instruction;
- 477 ○ Expanded access to the school's most rigorous courses, including honors and
478 Advanced Placement classes;
- 479 ○ A variety of educational options for pupils, including computer-aided learning,
480 distance learning, community college and college/university course options,

481 service learning, and courses that lead into post-secondary career opportunities
482 only in accordance with applicable law; PCHS will utilize these options to serve
483 students out on extended absence, and students who want to take courses for
484 credit recovery, etc.

- 485 ○ A wide range of quality co-curricular programs;
- 486 ○ A commitment to community service; and
- 487 ○ The support of teachers and staff in their professional development and the
- 488 improvement of their professional practice.

489 **Fundamental Means of Achieving the Vision: Professional Learning Communities**

490
491 The foundation of this vision for PCHS is the continuing development of a professional
492 learning community that values the growth of each pupil and the input of all stakeholders
493 as active participants in a collaborative culture of continuous improvement. A
494 professional learning community, as defined by DuFour and Eaker, is one in which there
495 is a collective commitment to a school's core values and guiding principles, a willingness
496 to work in collaborative teams sharing common purposes, an ongoing reflection on the
497 results of collective inquiry regarding the school's methods and results, an orientation
498 towards action and innovation, and, most importantly, a belief in the possibility of
499 continuous improvement.¹ Continuous improvement implies perpetual dissatisfaction
500 with the status quo and obliges all stakeholders constantly to consider the School's
501 fundamental purpose, its goals for achievement, its strategies for improvement, and its
502 criteria to measure success. The path to improved student outcomes requires the
503 commitment by all of those who have a stake in the success of the School's pupils—a
504 commitment to improve the quality of the learning, teaching, and working environments.
505 It is the professional adult learning communities in the School which use scholarly
506 research, data analysis, and best educational practices to help pupils reach their maximum
507 potential and achieve agreed-upon common objectives correlated to content standards.
508 PCHS empowers those professional adult learning communities—to engage them in the
509 development of educational programs and participation in school governance. The PCHS
510 vision of a professional learning community also includes the positive contributions of
511 parents and community members. In the belief that all stakeholders working together can
512 accomplish far more than any individual, PCHS aspires to focus its efforts and resources
513 in support of all members of its learning community. The vision of the stakeholders of
514 PCHS is for an environment of continuous improvement through which the School will
515 realize its ultimate objective: to open doors to more post-secondary options for more
516 pupils.

517 518 **Values**

519
520 The values embedded in the mission and vision of PCHS include:
521

¹ DuFour, Richard and Eaker, Robert. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Education Service, 1998.

- 522 ○ The focus of the School’s core activities on pupil learning and achievement and
523 the development of positive values and goals;
- 524 ○ A belief in ongoing collaboration in professional learning communities in order to
525 achieve goals and promote professional growth of all adults in the school
526 community;
- 527 ○ Expectations that all pupils will master the same rigorous academic content in
528 standards-based curricula and will be prepared for post-secondary opportunities;
- 529 ○ A belief in diversity as an asset, particularly in the promotion of multicultural
530 understanding. This includes the belief that pupils should be taught explicitly to
531 value diversity and to learn about other cultures as well as become proficient in
532 more than one language;
- 533 ○ A commitment to provide a safe and secure learning environment;
- 534 ○ Recognition that communication and knowledge-acquisition require the use of
535 technology to its fullest potential; and
- 536 ○ The need for personalization in which pupils are known well over a span of time
537 by a smaller community of adults who will ensure that pupils meet graduation
538 requirements and prepare them for goals beyond high school.
539

540 **Whom the School is Attempting to Educate**

541

542 PCHS prides itself on educating a racially, ethnically, geographically, academically,
543 culturally, and socio-economically diverse mix of pupils. This defining characteristic of
544 the School creates a microcosm of Los Angeles and Southern California, which in turn
545 enriches the education of the School's pupils.

546

547 PCHS will continue to operate as a public high school serving pupils from communities
548 within the Los Angeles Unified School District (LAUSD) and all other California high
549 school pupils who wish to attend the school, subject only to the operating capacity of
550 2,760. Enrollment typically comes from the historical attendance area neighborhoods
551 and from Paul Revere Middle School. PCHS will continue to serve traveling pupils from
552 sending schools within LAUSD that have been agreed upon by the LAUSD and PCHS,
553 subject to the District's Integration Program and Traveling Programs, including financial
554 resources, shall only be provided as set forth in the Memorandum of Understanding
555 (MOU) attached herewith as Appendix .

556

557 A chart showing PCHS demographics from 1995-96 to 2008-09 is attached as Appendix
558 J.

559

560 **What Defines an "Educated Person" in the 21st Century**

561

562 In the 21st century, an educated person must possess the critical-thinking, problem-
563 solving, collaboration, and communication skills to be able to participate ethically and
564 productively in a multicultural global environment. Educated people:

565

- 566 ○ Have a sound basis of knowledge and vocabulary in disciplines critical to the
- 567 survival of U.S. culture, society, and democracy;
- 568 ○ Are fluent in Standard American English;
- 569 ○ Can communicate fluently in a variety of written, spoken, and technological
- 570 formats;
- 571 ○ Can recall, comprehend, apply, analyze, synthesize, and critically evaluate a wide
- 572 variety of information;
- 573 ○ Can apply numeracy skills and mathematics to various disciplines;
- 574 ○ Can appropriately apply the scientific method and methods of historical inquiry;
- 575 ○ Can communicate in a second language;
- 576 ○ Can appreciate the visual and performing arts as an expression of culture and
- 577 society;
- 578 ○ Can apply their knowledge to ensure their own physical, emotional, and social
- 579 health and well-being; and
- 580 ○ Can reflect critically and make ethical choices for their own and society's benefit.

581

582 Educated people must also become self-directed learners who recognize that learning is a
583 lifelong process not restricted to the classroom environment. Schools need to graduate
584 educated people who are adaptive, creative, critical thinkers, effective communicators,
585 and conscientious members of the workforce and world community.

586

587 Upon graduation, PCHS pupils will have:

588

- 589 ○ Met all graduation requirements as defined by the California Department of
- 590 Education and PCHS;
- 591 ○ Mastered cognitive, communicative, collaborative, and critical thinking skills and
- 592 learning strategies that will allow them to pursue post-secondary opportunities
- 593 and to participate fully and positively in their local, regional, national, and global
- 594 communities;
- 595 ○ Cultivated individual talents and abilities
- 596 ○ Developed metacognitive thinking in order to be habitually reflective and self-
- 597 aware, able to determine what they know and need to know, and committed to
- 598 continuous self- improvement; and
- 599 ○ Internalized values that will enable them to be productive and responsible
- 600 citizens.

601

602 The staff at PCHS strives to model what it means to be an educated person in the 21st

603 century through its commitment to the pursuit of lifelong learning.

604

605

How Learning Best Occurs

606

607 Brain-based research and studies of successful schools inform understanding of how

608 learning best occurs. Research confirms the importance of a rigorous curriculum for all,

609 relevance in the classroom, and the development of relationships. Linda Darling-

610 Hammond validates this in her analysis of what tends to make small schools successful—

611 it is not their size, but personalization, continuous relationships, high-standards,

612 performance-based assessment, authentic curriculum, adaptive pedagogy, multi-cultural

613 and anti-racist teaching, knowledgeable and skilled teachers, collaborative planning and

614 professional development, family and community connections, and democratic decision-

615 making.

616

617 According to DuFour et al, learning at high levels occurs best in an environment in which

618 the following four questions are at the heart of all decision-making:

619

620

1. What do we want our pupils to learn?

621

622

2. How will we determine if they have learned?

623

624

3. What will we do if they have not learned?

625

626

4. What will we do for pupils who exceed the standards?

627

628

Practical strategies to address these questions include:

629

630

- Concentrating the School's core activities on pupil learning and achievement;

- 631 ○ Expecting all pupils to master the same rigorous, relevant standards-based
- 632 curricula;
- 633 ○ Using course-specific common assessments to determine if pupils are learning
- 634 specific standards and to facilitate the sharing of best practices among faculty;
- 635 ○ Using multiple, authentic forms of assessment within each class to meet
- 636 individual needs, including formative assessments *for* learning and summative
- 637 assessments *of* learning;
- 638 ○ Developing school-wide systems for timely identification of pupils who are not
- 639 achieving up to ability;
- 640 ○ Devising and implementing systemic, graduated, directive responses when pupils
- 641 do not appear to be learning;
- 642 ○ Providing timely and appropriate support for pupils' individual learning and
- 643 socio-emotional needs;
- 644 ○ When necessary, giving pupils additional time as well as support from peers and
- 645 adults to meet learning goals;
- 646 ○ Creating highly personalized, safe learning environments;
- 647 ○ Reducing class sizes to optimal levels;
- 648 ○ Providing more flexible periods of instruction;
- 649 ○ Emphasizing student learning and achievement in staff development;
- 650 ○ Obliging highly qualified professionals to collaborate interdependently in teams
- 651 dedicated to improving pupil learning, and providing time within the school day
- 652 for these efforts;
- 653 ○ Communicating results to pupils and parents in a timely and effective manner;
- 654 ○ Forming active alliances with families, employers, community members, and
- 655 policy-makers to promote pupil learning and ensure accountability for results;
- 656 ○ Maintaining an adaptive, flexible, democratic, and transparent governance and
- 657 organizational structure that ensures shared decision-making and input from all
- 658 stakeholders on educational issues and promotes student achievement;
- 659 ○ Giving pupils real-life experiences to help them learn about college and career
- 660 opportunities;
- 661 ○ Embedding respect for diversity into the curriculum;
- 662 ○ Providing pupils opportunities for self-reflection, goal-setting, and metacognitive
- 663 awareness;
- 664 ○ Ensuring that pupils gain computer and other technical skills; and
- 665 ○ Forging strong partnerships with middle schools and colleges.

666
667 **Core Academic Program**

668
669 Utilizing ideas derived from the California Department of Education's *Aiming High*, the
670 LAUSD's *Small Communities of Learning* Concept Paper, and scholarly literature, as
671 well as from the experience and achievements specific to autonomous comprehensive
672 high schools and professional learning communities, the stakeholders of PCHS have
673 devised an eclectic educational plan that calls for restructuring of the manner in which the
674 School delivers instruction, assesses results, and ensures learning.

675

676 A fundamental tenet of PCHS is that all of its pupils can learn. This premise is
677 recognized in the federal *No Child Left Behind* (NCLB) legislation and is the guiding
678 principle of the educational programs at PCHS. The goal of PCHS is to transform its
679 educational programs to provide enhanced prospects for different kinds of learners—to
680 give learners access to a rich and challenging curriculum, and opportunities to understand
681 concepts, demonstrate proficiency, and build a solid foundation for future success.

682
683 The freedom to innovate is key to the vision of PCHS. According to the LAUSD’s *Small*
684 *Communities of Learning*, schools “cannot reach new heights of equity and excellence
685 while confined in a bureaucracy with a tendency to conserve customs or practices that
686 work for a small fraction of the student body.” As an independent charter school, the
687 primary consideration of PCHS shall always be the education and welfare of all of its
688 pupils. The PCHS educational plan reflects that consideration. It provides a rigorous,
689 traditional program of instruction while allowing the School the freedom to innovate and
690 evolve. The PCHS plan will empower the School to deliver a quality, standards-based
691 educational program, driven by the needs of pupils, and validated and constantly
692 improved by the analysis of data.

693
694 The academic program at PCHS is based on a comprehensive standards-based core
695 curriculum. Teachers in each department have aligned course content to the State
696 standards, and pupils are required to meet those standards in order to pass their classes.
697 Teachers meet regularly in their course-aligned groups (PLC’s) to plan course content,
698 agree on performance standards and create common assessments that match the content
699 and agreed-upon standards. They also share successful research-based instructional
700 strategies, develop instructional programs that offer success and challenge for each pupil,
701 and use data analyses to determine whether sections of their curriculum need to be re-
702 taught. Pupils who are not succeeding in their classes are referred to intervention
703 programs.

704
705 PCHS teachers provide pupils with a rigorous, relevant, and coherent standards-based
706 curriculum bolstered by methods from a wide range of professional development
707 experiences. They address national, community and pupil issues and needs in the
708 modification of the curricular program, while remaining anchored to State content
709 standards and the PCHS ESLR’s.

710
711 PCHS’s primary method of professional development is through our Professional
712 Learning Communities. This is the system of course-alike groups of teachers who
713 collaborate to identify the essential standards, develop and administer both formative and
714 summative common assessments and analyze the results and use this data to drive
715 instruction and share best practices. There is also a professional development committee
716 that identifies topics for professional development based on needs indicated by
717 achievement data. Past topics include differentiation of instruction, backwards planning,
718 and creating assessments. Future topics include rigor in every classroom and
719 instructional technology. Professional development is delivered through a mix of
720 internal talent and external consultants/experts.

721

722

723 ○ **Instructional methodologies**

724

725 PCHS is a charter school committed to instructional excellence. The research-based
726 instructional methodologies the school employs include, but are not limited to

727

- 728 ● direct instruction
- 729 ● kinesthetic learning
- 730 ● group discussion
- 731 ● text-based seminars
- 732 ● sustained silent reading
- 733 ● self-selected reading
- 734 ● journaling
- 735 ● graphic organizers
- 736 ● use of the writing process
- 737 ● lecture
- 738 ● “Say/Mean/Matter”
- 739 ● use of Latin and Greek roots
- 740 ● mnemonic devices
- 741 ● rubrics
- 742 ● scaffolding
- 743 ● cooperative learning
- 744 ● pairs learning
- 745 ● peer tutoring
- 746 ● interdisciplinary projects
- 747 ● student presentations
- 748 ● double-entry journals or logs
- 749 ● technology
- 750 ● Open Mind diagrams
- 751 ● “jigsaw” grouping
- 752 ● common pacing
- 753 ● independent practice
- 754 ● application
- 755 ● integration of technology when appropriate in order to investigate advanced
756 concepts and hone critical thinking skills
- 757 ● use of visual instruction, especially Power Point presentations
- 758 ● focus on the essential standards without the use of calculators to strengthen
759 number sense and higher-order thinking
- 760 ● constructive learning
- 761 ● use of clear expectations
- 762 ● shared best practices through the PLC’s
- 763 ● support provided for underperforming students through a second math class
- 764 ● developing existing courses to address prerequisite standards (vertical alignment)
- 765 ● recommendations for appropriate student placement

- 766 • dialogue practice with teacher, then partners
- 767 • cooperative group work
- 768 • audiovisual support, including tutoring CD-ROM's for all students to take home;
- 769 • CD's with lesson texts and dialogues spoken by native speakers
- 770 • videos of dialogue situations acted out
- 771 • songs on CD
- 772 • realia
- 773 • use of transparencies for practice without English input
- 774 • creative but simple ways to practice content such as putting things in places to
- 775 practice prepositions, bingo games to practice numbers, attaching body parts to a
- 776 label in a competition, and acting out dialogues before the class
- 777 • individual work time
- 778 • Socratic whole-group discussions
- 779 • simulations
- 780 • role-playing
- 781 • class debates
- 782 • relevant videos
- 783 • use of primary and secondary sources
- 784 • oral presentations
- 785 • Internet-directed assignments
- 786 • library and other research assignments
- 787 • Cornell note-taking
- 788 • peer tutorials
- 789 • pair-sharing
- 790 • metacognitive assignments
- 791 • differentiated assessments
- 792 • student research.

793
794

Selection of Curriculum, Materials, and Instructional Activities

796

797 Curriculum, materials, and instructional activities are selected by individual departments
798 and PCHS curricular teams in accordance with State standards. Department chairs
799 facilitate the selection of instructional materials, with input from their respective
800 departments. Under the leadership of the department chair, each department develops its
801 curriculum to comply with California State standards and the University of California
802 (UC) and California State University (CSU) A-G requirements. Curricular issues of
803 substantial concern may be brought before the Board of Trustees for review.

804

Accreditation and Transferability of Courses

805

806
807 PCHS is accredited through the Western Association of Schools and Colleges (WASC).
808 This accreditation ensures that the academic program of PCHS is acceptable and
809 transferable to other high schools and universities. PCHS has an articulation agreement
810 with the University of California (UC) and with the California State University (CSU).

811 Through this articulation program, PCHS has developed a list of approved classes that
812 meet the entrance requirements of both university systems. PCHS will continue to have
813 an administrator and a college counselor who will communicate with colleges,
814 universities, and other schools regarding acceptable courses. All courses are designed to
815 meet State standards and thus should be transferable to the public high schools in
816 accordance with local policies. Information regarding accreditation and transferability of
817 courses is available in the Parent/Student Handbook, on the Schools web site and in the
818 School Counseling Office upon request.

819

820 **Ensuring Equal Access to Academically Low-achieving Students**

821

822 In traditional public schools, pupils have been “tracked” into supposedly appropriate
823 courses of study and career paths. Research indicates that minority and economically
824 disadvantaged pupils have been under-served in tracking systems—whether formal or
825 informal—in which the expectations for their academic success are low. Small learning
826 environments such as the PCHS ninth-grade transition program have been successful in
827 accommodating the needs of individual pupils, and by virtue of greater personalization in
828 developing individual educational programs and delivering instruction, take better
829 advantage of pupils’ abilities.

830

831 Research indicates that high-achieving pupils also thrive in a diverse environment,
832 particularly when a challenging and enriched curriculum is available to them. Their
833 example of achievement will also provide a positive influence on their classmates. These
834 pupils will have the opportunity to move into Honors- or AP-level classes in the tenth
835 grade. While not every pupil in heterogeneous classes will perform at the honors level,
836 they will all benefit from exposure to a rigorous curriculum.

837

838 The PCHS educational plan anticipates the need for constant refinement and evolution of
839 programs such as the ninth-grade transition program, and they will be subject to
840 adjustment to fulfill the needs of pupils.

841

842 **School-wide Goals**

843

844 The primary goal of PCHS is to ensure that all pupils learn at high levels. PCHS defines
845 “high levels” in accordance with California State Curriculum Frameworks and State
846 standards, and these guidelines provide the base content of instruction for all pupils at
847 PCHS. Specifically, the goals of PCHS will be to help its pupils become:

848

- 849 ○ Self-directed learners who use appropriate learning methods, demonstrate
850 initiative, creativity, and curiosity, apply learned skills to new situations, and
851 demonstrate ongoing growth and development;
- 852 ○ Involved citizens who can participate as contributing members of a democratic
853 society, cooperatively resolve conflicts, demonstrate concern for the environment,
854 and appreciate diversity;

- 855 ○ Healthy individuals who utilize good nutrition and fitness practices and
- 856 demonstrate self-awareness and empathy as they strive for physical, mental, and
- 857 social well-being; and
- 858 ○ Self-motivated, competent, lifelong learners.

859

860 Learning at high levels implies academic rigor. A fundamental goal of PCHS is to
861 develop and sustain demanding programs that challenge pupils to achieve at high levels
862 while providing the flexibility to accommodate a variety of learning modalities. PCHS
863 graduates should demonstrate mastery of rigorous standards and be prepared for post-
864 secondary education and/or other post-secondary opportunities. Among the School's
865 long-term goals:

866

- 867 ○ Graduates of PCHS will have mastered a rigorous common core curriculum that
- 868 will enable them to be successful in college (including California a-g
- 869 requirements) or other post-secondary options;
- 870 ○ Through Advancement Via Individual Determination (AVID), Mathematics,
- 871 Engineering, and Science Achievement (MESA), and other outreach programs,
- 872 pupils, particularly socio-economically disadvantaged and under-represented
- 873 pupils, will complete academically rigorous courses including Honors and
- 874 Advanced Placement, and will attend four-year colleges and universities;
- 875 ○ PCHS will explore a program enabling pupils to identify post-secondary plans;
- 876 ○ PCHS will explore a variety of educational strategies to further personalize
- 877 pupils' learning and maintain their engagement in the learning process beyond the
- 878 ninth grade, such as senior projects or workplace options;
- 879 ○ PCHS will explore a variety of strategies and resources, including but not limited
- 880 to block scheduling, virtual or on-line learning, other educational settings (e.g.,
- 881 community college), and accelerated graduation to reduce daily teacher/student
- 882 ratios and class sizes; and PCHS will utilize these options to serve students out on
- 883 extended absence, and students who want to take courses for credit recovery, etc.
- 884 ○ Pupils will engage in University of California (UC) Academic Preparation,
- 885 UCLA's Academic Preparation and Educational Partnerships, and California State
- 886 University's (CSU) Early Assessment Programs in order to increase pupil access
- 887 to post-secondary options.

888

889 Success in achieving the goals stated above requires focusing the school culture on pupil
890 achievement. The School's 2006 Action Plan, submitted for the Western Association of
891 Schools and Colleges (WASC) accreditation, focuses on two broad goals to effect
892 continuous improvement in the school's culture. These goals have guided the School's
893 decision-making since 2006, continue to drive the School's instructional plan, and
894 constitute specific objectives of PCHS during the term of this charter:

895

896 **Goal 1: Supporting Academic Achievement and Personal Growth for All Students**

897

898 This goal calls for:

899

- 900 ○ Working to narrow the achievement gap;

- 901 ○ Expanding and increasing services to GATE pupils;
- 902 ○ Developing a complete pyramid of intervention support system to help struggling
- 903 pupils;
- 904 ○ Increasing the use of differentiated instruction, especially in heterogeneous
- 905 classes;
- 906 ○ Using a greater variety of formative assessments to provide teachers the data they
- 907 need to support student success;
- 908 ○ Strengthening support for professional learning communities and the 9th grade
- 909 transition program (known as “pods”);
- 910 ○ Investigating and developing programs to help pupils gain the self-knowledge and
- 911 skills to prepare for a successful career and personal life;
- 912 ○ Reducing class size and the number of “traveling teachers;” and
- 913 ○ Developing an assessment process to aid in the evaluation of innovative school
- 914 programs.

915

916 **Goal 2: Improving Communication Among All Stakeholders**

917

918 This goal calls for:

919

- 920 ○ Improving communication among all stakeholders in order to build a sense of
- 921 community, to support efficient functioning of programs, and to promote
- 922 stakeholder satisfaction;
- 923 ○ Improving communication about social and emotional resources available to
- 924 pupils;
- 925 ○ Improving communications about resource allocation;
- 926 ○ Improving the flow of communication between parents and the school; and
- 927 ○ Streamlining the reporting of key actions of the Board, standing committees, and
- 928 ad hoc committees to all stakeholders.

929

930

931 **Pupil Responsibility and Expected School-wide Learning Results**

932

933 Embedded in the above-stated goals and objectives is the responsibility of pupils as
934 active participants in their education. Pupils at PCHS will be expected to develop the
935 traits necessary for success as self-directed learners in high school and in their post-
936 secondary endeavors: autonomy, responsibility, and a sense of purpose.

937

938 These expectations were defined in the School’s Expected School-wide Learning Results
939 (ESLR’s) in 2006. In qualifying for a six-year WASC accreditation with a mid-term
940 review, PCHS stakeholders refined what they expect pupils to learn and do at school.
941 Promotion of common school-wide expectations is a key component of establishing rigor,
942 a recurring feature of successful educational programs (Darling-Hammond, 14). The
943 process of establishing these common expectations yielded the following ESLRs, which
944 define the skills, behaviors, and qualities PCHS pupils are expected to demonstrate:

945

- 946 ○ Core Learning: Students will meet or exceed State Content Standards in all
947 disciplines.
- 948 ○ Critical Thinking: Students will develop critical thinking skills, which will enable
949 them to evaluate, analyze and synthesize information to make decisions and solve
950 problems.
- 951 ○ Communication: Students will communicate effectively by using various
952 formats, including listening, visual, oral, written and technological skills.
- 953 ○ Community: Students will interact respectfully and work effectively in diverse
954 groups.

955

How Students Become Self-motivated, Competent, Life-long Learners

956

957
958 An effective school must contain several bedrock elements in order to produce self-
959 motivated, competent, life-long learners. In *How People Learn: Brain, Mind,*
960 *Experience, and School*, successful learning environments are defined as being learner-
961 centered, knowledge-centered, assessment-centered, and community-centered. As an
962 independent charter school, PCHS strives to implement the findings of such research.

963

A Learner-Centered Environment

964

965
966 Personalization, differentiation of instruction, and the building of metacognitive skills are
967 key to maintaining a learner-centered environment. This begins with an awareness that
968 “learners construct their own meanings, beginning with the beliefs, understandings, and
969 cultural practices they bring to the classroom... the teachers attempt to get a sense of
970 what pupils know and can do as well as their interests and passions—what each pupil
971 knows, cares about, is able to do, and wants to do” (*How People Learn*, 136).

972

973 Whether personalization takes place in the classroom, on an athletic field, in an extra-
974 curricular activity, or in an office or resource center, it is the approach that defines many
975 of the School’s endeavors. PCHS is committed to providing a caring environment,
976 knowing pupils on both an academic and a personal level, and continually assessing their
977 progress in order to respond best to their academic needs. A learner-centered
978 environment scaffolds for pupils and inculcates in them the habits of mind to monitor
979 their own learning. PCHS gives pupils continuous feedback on their academic progress
980 in order for pupils to practice, understand, and continuously sharpen their own cognitive
981 processes.

982

983 To promote personalization, PCHS devotes resources to reduce class sizes. In limiting
984 most classes to a 37:1 pupil-to-teacher ratio while maintaining an average class-size of
985 31, PCHS recognizes that the pupil-teacher relationship is essential to academic success.

986

987 PCHS has also built capacity for monitoring and communicating student progress by
988 organizing various networks of faculty and staff support for pupils. The ninth-grade pod
989 teachers provide an additional layer of networked staff support for incoming pupils by
990 regularly meeting to discuss pupil progress. This discussion allows rapid identification of
991 struggling pupils, communication with these pupils, their parents, and appropriate

992 personnel on campus, and remediation as necessary. Other staff and faculty groupings
993 that motivate pupils and monitor their progress include the Literacy and Guided Study
994 teachers, who network with other teachers regarding the progress of pupils in these
995 programs; AVID teachers and staff; the Tutoring Center, whose coordinator arranges free
996 individual and group tutoring in all subjects according to need and communicates with
997 teachers as needed; and the faculty and staff leaders of Village Nation, the motivational
998 and consciousness-raising program for African American pupils. The Village Nation
999 consciousness-raising program creates a small learning environment for under-
1000 represented students utilizing a wide array of test prepping and test taking skills, attitude
1001 adjustment, academic strategies and historical reviews through seminars, workshops and
1002 small group meetings geared toward academic and social success. To promote staff
1003 networking and personalization, PCHS will explore grade-level teaming during the term
1004 of this charter.

1005

1006 In order to go beyond traditional report cards, PCHS has invested in technology to
1007 improve communication between PCHS staff and parents. Direct-dial phones have been
1008 installed in every classroom and office on campus, and all PCHS staff members have e-
1009 mail accounts, allowing immediate response to pupil or parent inquiries. The faculty has
1010 received ongoing training in the use of technology such as grading programs,
1011 Teacherweb, and Teleparent, which allow for the reporting and monitoring of pupil
1012 progress in real time, and use of these technologies is widespread on campus.

1013

1014

Student Interests

1015

1016 The School's dedication to innovation has produced a wide variety of opportunities for
1017 pupils to individualize their education and build self-confidence in their own abilities and
1018 insights. Programs such as AVID, MESA, and Environmental and Spatial Technology
1019 (EAST), in addition to a multitude of sports, activities, and clubs, offer pupils a diverse
1020 range of opportunities to become involved in the school and community. As evidenced
1021 in the 2006 Student Survey results, 76 percent of pupils agree that PCHS "provides a
1022 wide range of student activities for my involvement." Pupils not only participate in but
1023 also frequently initiate these activities, ensuring that the activities offered are of high
1024 interest to the student body.

1025

1026 Providing pupils with more control over their learning experience, improves the
1027 likelihood of engaging at-risk students (*Teaching with the Brain in Mind*, 58). New
1028 pupils are encouraged to be involved in one of the school's co- or extra-curricular
1029 programs. The ninth-grade pod electives (Art History, Computers, Drama, Media, and
1030 Music) promote awareness of and prepare pupils for more advanced electives and after-
1031 school activities. Through participation in drama, music, athletics, yearbook, journalism,
1032 Mock Trial, Academic Decathlon, Leadership, MESA, AVID, EAST, or any of the
1033 school's other programs, each pupil will be known well by at least one adult who can
1034 give support, guidance, and mentoring—an adult who takes a personal interest in that
1035 pupil. Research indicates that teenagers who have a connection with adults at school are
1036 more likely to have a positive attitude about their educational experience and are less
1037 likely to drop out. As an independent charter school, PCHS has drastically cut the

1038 attrition rate of under-represented pupils between ninth and tenth grades, and attributes its
1039 success to the devotion of resources to focused and personalized programs.

1040

1041

Dolphin Academy

1042

1043 For some pupils, their first experience at PCHS is the Dolphin Academy, the summer
1044 bridge program for incoming ninth-graders. While the School’s vision is to expand the
1045 Dolphin Academy program to all incoming ninth-graders and to tailor the program to
1046 individual pupil needs, its current scope includes pupils whose test scores and/or grades
1047 indicate the potential for a difficult transition to a culture of high expectations and
1048 academic rigor. At present, the program is an orientation to the school campus and
1049 culture and provides pupils with “go-to” adults before the school year begins. Instructors
1050 and student “junior counselors” get to know Dolphin Academy pupils quickly in the
1051 intensive program. Through a variety of self-reflective and team-building activities,
1052 incoming freshmen realize the commitment needed in order to succeed at PCHS.

1053

1054 The program also improves pupils’ familiarity with the school’s resources and the skills
1055 they will need in the classroom, including getting to know the campus, meeting support
1056 personnel, building awareness about control over their own success, and contributing to
1057 the community. Each summer the program has been refined and augmented. As the
1058 program evolves into something that can be expanded and shared with other campuses,
1059 the core values of the school—Respect, Excellence, Accountability, Continuous
1060 Improvement, and Teamwork—remain at its heart. If pupils enter PCHS understanding
1061 that these values underlie the expectations of all stakeholders, they will be better prepared
1062 to take advantage of all the school has to offer.

1063

1064

Ninth-Grade Interdisciplinary Pods

1065

1066 PCHS remains committed to providing an environment in which there are no
1067 “anonymous” pupils. The interdisciplinary pods offer all ninth-grade pupils a
1068 personalized transition into a large, comprehensive high school. The concept for the pods
1069 derives from studies showing that small schools or learning communities can be
1070 extremely effective in meeting the learning and affective needs of pupils.

1071

1072 A high-quality education starts with relationships. In study after study of successful
1073 schools, pupils compare their school to a family rather than a factory and link their
1074 academic achievement to their caring relationships with teachers.

1075 The attention afforded each pupil in the ninth-grade pods helps PCHS prevent pupils
1076 from “falling through the cracks.” Each of the six pods in the transition program—
1077 currently Art, Drama, Magnet, Media, Music, and Technology—has approximately 120
1078 to 150 pupils and four to five teachers. Courses in each include English 9, World
1079 Cultures, Integrated Coordinated Science, and the elective that defines the pod. Incoming
1080 freshmen are given information about each of the pods during programming in the spring
1081 before they enroll at PCHS and subsequently rank their preferred pods. Most pupils are
1082 placed in their first or second choice (except those in the Magnet, who are enrolled
1083 through the LAUSD Choices brochure), allowing them to choose their own ninth-grade

1084 “family.” The interdisciplinary pods are theme-based, focus on building a sense of
1085 community within the pod, and offer the feel of a small school to the incoming class.
1086 Pod teachers can take advantage of paid summer planning time and regular meetings
1087 throughout the year to develop an interdisciplinary curriculum, create a unified plan for
1088 intervention, and personalize instruction and intervention. Pod classes are
1089 heterogeneously grouped, allowing teachers to innovate with different types of
1090 differentiated instruction, such as tiered assignments and learning through multiple
1091 modalities. The pods are a critical component of the PCHS learner-centered
1092 environment, particularly the pupil choice in selection and the personalization offered by
1093 each team of teachers. The PCHS education plan anticipates the need for constant
1094 refinement and evolution of this vital element of the ninth-grade transition program.
1095

1096 Support Classes and Programs

1097
1098 Academic support for pupils will be provided in a variety of ways. The PCHS plan
1099 envisions intervention, remediation, and enrichment programs, some as stand-alone
1100 support classes, some embedded in existing classes, and others through venues such as
1101 the Study Center.
1102

- 1103 □ **Classes**—Based on initial assessments in English and math, pupils may be
1104 placed in an Academic Literacy, Essentials of Math or Guided Study class.
1105 In targeting specific literacy, numeracy, and study skills essential to
1106 pupils’ success at the secondary level, these classes both prepare pupils for
1107 their high school coursework and provide them with yet another adult who
1108 knows them on a more personal level than they may find in larger classes.
1109 These classes provide pupils support for other coursework and regular
1110 feedback on their progress.

- 1111
1112 ■ **Academic Literacy**—Improved California Standards Test (CST)
1113 scores in ninth-grade Language Arts can be partially attributed to
1114 the success of the Academic Literacy course, which has raised
1115 pupils’ reading comprehension scores an average of three grade
1116 levels per year over the last four years. Pupils are placed in the
1117 class based on an initial assessment using the Gates McGinitie
1118 reading comprehension test and their middle-school CST scores in
1119 reading comprehension. Generally, pupils enter the class reading
1120 between the 4th- and 7th-grade levels. Using the *Reading for*
1121 *Understanding* program as its guide, the course takes pupils
1122 through the common skills good readers have: summarization,
1123 prediction, visualization, connection to prior knowledge, inference,
1124 high-level questioning, and metacognition. Through daily silent
1125 reading and regular reading logs that incorporate the above skills,
1126 pupils develop comprehension, fluency, stamina, and the ability to
1127 work with a variety of texts. Teaming history and English teachers
1128 in higher grades now provides further support for pupils with
1129 qualifying reading comprehension scores.

1130
1131
1132
1133
1134
1135
1136
1137
1138
1139
1140
1141
1142
1143
1144
1145
1146
1147
1148
1149
1150
1151
1152
1153
1154
1155
1156
1157
1158
1159
1160
1161
1162
1163
1164
1165
1166
1167
1168
1169
1170
1171
1172
1173
1174
1175

- **Essentials of Math**—Improvement in Algebra 1 scores can be partially attributed to the Essentials of Math class. For incoming ninth-graders who do not pass the Math placement test, Essentials provides a one-semester review of pre-algebra fundamental concepts before pupils take Algebra 1A in the spring semester. The class gives ninth-graders extra time to develop a firm foundation in mathematics before moving on to algebra, and has also played a role in the increase in the School’s Algebra 2 scores in the tenth grade.
- **Guided Study**—A reduced attrition rate between ninth and tenth grade among under-represented pupils can be partially attributed to a structured Guided Study program. In addition to providing extra time and support for pupils to complete their coursework, Guided Study also directs pupils to appropriate tutoring resources on campus, provides a clearinghouse for information about each pupil’s progress from other teachers and staff on campus, incorporates AVID learning and studying strategies, and teaches the motivational strategies, skills, and habits of mind that lead to pupil self-efficacy. PCHS will continue developing its Guided Study program and other intervention approaches for all pupils.
- **Honors Seminars, Chemistry**—For Gifted and Highly Gifted freshmen, PCHS provides two honors seminars, one in Language Arts and one in Science, that focus on developing high-level critical thinking and writing skills. Pupils who test into Algebra 2 in ninth grade may opt out of the pod Integrated Coordinated Science class and take Chemistry as freshmen, preparing them for AP Biology or AP Chemistry in tenth grade.
- **Embedded Intervention**—Teachers at PCHS employ a variety of strategies to embed intervention or remediation. In Inclusion English classes, one English and one Special Education instructor team-teach the class, with each instructor available at different times to help small groups or individual pupils. Due to the small size of ninth-grade English classes, teachers of the heterogeneous English classes in the ninth-grade pods are also able to pull aside groups or individual pupils needing special help in writing or reading comprehension. In Academic Literacy classes, English as a Second Language (ESL) aides are able to support ESL pupils in their learning.
- **Study Center/Tutoring Program**—The inclusive tutoring program at PCHS provides one-on-one tutoring in all academic subjects. Tutoring is available Monday through Friday before school, at nutrition, at lunch, and after school. Local and traveling pupils have equal access to the tutoring

1176 program, because late buses are provided to traveling pupils who
1177 participate in after-school activities. The program is coordinated by a full-
1178 time staff member who recruits, interviews, evaluates, and hires teachers,
1179 paid peer tutors, and peer and adult volunteers. The tutoring program
1180 coordinator also evaluates data measuring pupil achievement and
1181 attendance as well as tutor effectiveness. Tutoring takes place in a large,
1182 dedicated study center on campus that contains computers, printers and
1183 scanners. Pupils are invited to make tutoring appointments any time they
1184 need help, and they may request specific tutors subject to availability.

1185
1186 ■ **Peer Tutoring**—Utilizing the research of the Breakthrough
1187 Collaborative, an organization dedicated to improving the
1188 educational outcomes for at-risk pupils, PCHS encourages peer
1189 tutoring. The Breakthrough Collaborative has achieved
1190 remarkable success with a program of “Students Teaching
1191 Students,” and their research has shown that:

1192
1193 [At-risk] students ... gain a positive persistence and find
1194 powerful voices and resources within themselves to compete
1195 with their more advantaged peers who already feel entitled to
1196 such attention. By instilling the awareness of goals, choices and
1197 responsibilities, ... Students Teaching Students makes the
1198 student an active partner in striving for insured opportunity.²
1199

1200 PCHS supports socioeconomically disadvantaged students in numerous ways including,
1201 but not limited to

- 1202 ○ providing free tutoring before, during and after school;
- 1203 ○ making wireless laptops, printers and copiers available to students before, during
1204 and after school;
- 1205 ○ recruiting, using demographic and counselor data, students for its AVID program,
1206 which typically serves 30-40 students per grade and has passed annual outside
1207 review since its inception
- 1208 ○ heterogeneously grouping ninth-grade English and ICS classes, bringing all
1209 freshmen together in innovative pods in which teachers team-teach and regularly
1210 share information about the achievement of all students
- 1211 ○ providing rigorous standards-based instruction to all students, resulting in steadily
1212 rising API scores for socioeconomically disadvantaged pupils;
- 1213 ○

1214 1215 1216 **Increasing Personalization** 1217

1218 During the term of this Charter, PCHS will explore formalizing a system of “go-to”
1219 adults to make greater connections between pupils and adults. This system would by no
1220 means replace the organic connections that currently exist between pupils and the adults

² <http://www.breakthroughcollaborative.org/>

1221 with whom they “connect,” but will, rather, reinforce this aspect of the school culture for
1222 all incoming pupils. Pod teachers compile lists of struggling pupils periodically and call
1223 meetings with these pupils and their parents, teachers, and counselor. Guided Study
1224 teachers also provide a hub for information about at-risk pupils from teachers, parents,
1225 support staff, and the pupils themselves.
1226

1227 Supported by a Stanford University study that states, “high schools ... also reduce pupil
1228 loads for teachers by having teachers teach fewer groups of pupils for longer blocks of
1229 time” PCHS has implemented a rotating block schedule. PCHS will continue to
1230 investigate various scheduling options that would allow the most productive use of
1231 meeting and professional development time, appropriate intervention for pupils, and
1232 effective and efficient use of our resources.
1233

1234 The resources that PCHS devotes to creating a learner-centered environment will help
1235 transform its pupils into young adults who can think, act, and learn independently and
1236 ethically.
1237

1238 **A Knowledge-Centered Environment**

1239

1240 According to *How People Learn*, “knowledge-centered environments...focus on the
1241 kinds of information and activities that help students develop an understanding of
1242 disciplines.” By having pupils build on previous knowledge, make predictions, engage in
1243 inquiry, and integrate new concepts into old preconceptions, teachers of knowledge-
1244 centered classrooms stress conceptual understanding rather than mere recall of facts.
1245 Faculty and staff in knowledge-centered learning environments then challenge pupils to
1246 apply these new concepts to problem-solving and higher-level cognitive tasks and to
1247 communicate their learning in different modalities each step of the way.
1248

1249 Knowledge-centered environments encourage pupils to see interrelationships, analogies,
1250 comparisons and contrasts, variant theories, causes and effects, and ideas in context; they
1251 encourage them to draw inferences and use deductive and inductive reasoning. A culture
1252 of inquiry is also established by developing metacognitive skills, helping pupils identify
1253 what they know, what they need to know, what they have learned, and what they still
1254 need to know.
1255

1256 Knowledge-centered environments emphasize depth of knowledge over breadth of
1257 knowledge, the attainment of comprehension and fluency through exploration, and the
1258 extension of learning through application of new concepts to analogous problems and
1259 through synthesis of new information. Equally important to building knowledge-centered
1260 environments are teaching the language of various disciplines, teaching pupils to arrange
1261 information in conceptual frameworks that allow for easy retrieval, and administering
1262 frequent formative assessments in order to provide data to both teachers and pupils on
1263 pupil progress—data that in turn informs instruction and helps pupils monitor their own
1264 learning.
1265

1266 In order to ensure and maintain a knowledge-centered environment with high levels of
1267 expectation for all pupils, PCHS uses the Professional Learning Community model.
1268 Interdisciplinary instruction, such as that practiced in the pods, increases personalization.
1269 Teachers in the higher grades have also begun to adopt an interdisciplinary model.
1270 Examples include the pilot tenth grade literacy program, which provides pupils not yet
1271 reading at grade level a literacy focus in World History and English 10, and the
1272 collaboration between eleventh-grade American Literature and U.S. History teachers.

1273
1274
1275
1276

1277 **An Assessment-Centered Environment**

1278
1279
1280
1281
1282
1283
1284

Assessment is systemic at PCHS—from evaluation of programs to evaluation of staff to
evaluation of pupils. A hallmark of the PCHS PLC model is the use of assessment to
inform and drive instruction. PCHS is committed to collaborative development,
implementation, and analysis of authentic formative and summative assessments.
According to DuFour, DuFour, and Eaker in *Revisiting Professional Learning
Communities at Work: New Insights for Improving Schools*:

1285
1286
1287
1288
1289
1290
1291

[A]ssessment can help build a collaborative culture, monitor the learning of each
student on a timely basis, provide information essential to an effective system of
academic intervention, inform the practice of individual teachers and teams, provide
feedback to students on their progress in meeting standards, motivate students by
demonstrating next steps in their learning, fuel continuous improvement processes—
and serve as the driving engine for transforming a school (240).

1292
1293
1294
1295

An assessment-centered environment supports collective inquiry, enabling educators to
build shared knowledge, make more informed decisions, and arrive at consensus on best
practices.

1296
1297
1298
1299
1300
1301
1302
1303
1304
1305
1306
1307

The academic progress of each pupil will be measured by a variety of assessments (see
Element 3 of this charter). It is the belief of PCHS that continuous feedback from
assessments benefits both staff and pupils in making them aware of pupil performance,
learning needs, and areas for growth in either teaching practice or pupil learning. While
PCHS staff strives to improve student achievement as measured on State and local
assessments, they also increasingly use internal assessments aligned with the standards in
order to gauge pupil mastery and provide feedback on both pupil performance and
teaching practices. Grade-level PLC's administer formative assessments *for* learning and
summative assessments *of* learning each semester. Information from continuous,
common, standards-aligned assessments, both formative and summative, drives the PLC
process.

1308
1309
1310

Initial Assessments

1311 The needs of individual pupils are paramount at PCHS. The first step in determining
1312 these needs are assessment tests administered to incoming freshmen. These tests are used
1313 as tools both to assess needs and provide a baseline to measure progress—they are not
1314 used to track pupils. In other words, PCHS uses the initial assessment to identify at-risk
1315 pupils earlier—before they develop a pattern of failure in high school. Initial assessments
1316 are valuable in other ways. They provide an indication to pupils and parents of the
1317 knowledge they already possess, what they should know, and the School’s expectations.
1318 Finally, early assessments can be crafted to aid in the development of strategies to
1319 mitigate cultural incongruities in instruction and in the evolution of standards-based
1320 curricula that are relevant and connected to the lives of pupils. Assessments are given in
1321 mathematics, science, and English.
1322

1323 Continuing Assessment

1324

1325 Multiple forms of assessment will be used to measure student achievement and progress,
1326 tailor programs of instruction, and validate and continuously improve teaching methods.
1327 Learning community teachers will closely monitor student progress, and pupils will be
1328 expected to demonstrate their mastery of locally agreed-upon competencies based on
1329 State standards as they progress through their courses of instruction. As noted earlier, a
1330 more detailed description of assessment methods can be found in Element 3 of this
1331 charter.
1332

1333 The analysis of assessment data is ongoing, beginning with an initial assessment, and if
1334 indicated, an examination of a pupil’s cumulative record. For those pupils who struggle
1335 in their advancement through their courses of study and/or their mastery of State
1336 standards, the educational staff of PCHS utilizes the resources of the charter school to
1337 conduct in-depth analyses, cross-referencing test scores to look for correlations among
1338 test results and skill areas. PLC teams, modeled after Student Success Teams (SST),
1339 design specialized programs of remediation.
1340

1341 Utilizing the model suggested in *Aiming High*, assessment data will be employed as
1342 follows to determine individual, grade-level, sub-group, and school-wide learning needs:
1343

- 1344 ○ STAR, CAHSEE, and locally adopted assessments of standards mastery will be
1345 used to determine individual needs and interventions and which standards require
1346 greater school-wide focus. Locally adopted assessments of standards mastery are
1347 standards-based periodic assessments designed by instructors, Professional
1348 Learning Communities (PLC’s), and/or departments;
1349
- 1350 ○ STAR data will be used to compare whether a grade level is experiencing growth
1351 or loss of achievement compared with national norms;
- 1352 ○ Data on enrollment and completion in UC and CSU A-G requirements, Advanced
1353 Placement (AP) and higher-level mathematics and science courses will be
1354 disaggregated to determine whether sub-groups are being prepared for higher
1355 education at comparable rates;

- 1356 ○ SAT and ACT data will be examined to determine whether more pupils in general
- 1357 and more pupils in underrepresented populations are being motivated to apply to
- 1358 college;
- 1359 ○ Graduation data will be examined to develop programs to increase retention; and
- 1360 ○ Attendance and discipline data will be disaggregated to identify and analyze
- 1361 problems.
- 1362

1363 To ensure that its educational programs serve the School’s vision and guiding principles,
1364 and to ensure that the School makes adequate yearly progress as defined by the *No Child*
1365 *Left Behind* Act, PCHS will utilize “process” data, both objective and subjective, to help
1366 continually improve the learning environment. Analysis of student outcomes will be
1367 used to determine how and what the School teaches, and to develop improved teacher
1368 support and training. Additional data from locally developed assessments and surveys
1369 are used to determine how well PCHS is achieving its goals and meeting the needs of its
1370 stakeholders. The data collected from these assessments and surveys are utilized to
1371 improve the educational environment and to design programs to inform stakeholders of
1372 the School’s goals and pedagogic approach.

1373
1374 PCHS will continue to build an assessment-centered environment in order to “help
1375 students build skills of self-assessment. Students learn to assess their own work, as well
1376 as the work of their peers, in order to help everyone learn more effectively. Such self-
1377 assessment is an important part of the metacognitive approach to instruction” (*How*
1378 *People Learn*, 132), which produces lifelong learners.

1379

1380 **Promotion Standards**

1381

1382 Mastery of the standards for each course will be the basis for promotion. Teachers will
1383 regularly assess pupils’ progress in order to gauge whether pupils are mastering course
1384 objectives throughout the school year. The educational program of PCHS is designed to
1385 ensure that all pupils succeed. Pupils who are in jeopardy of retention will be identified
1386 in a timely manner and receive extra help through the pyramid of intervention.

1387

1388 **Retention**

1389

1390 Pupils who do not meet the performance standards for advancement to the next grade or
1391 course may be retained in their current grade or will be directed to complete interventions
1392 designed to help pupils achieve specific standards or competencies.

1393

1394 **Graduation Requirements**

1395

1396 All pupils must accumulate a minimum of 230 credits in grades 9 through 12 and meet
1397 proficiency standards as determined by the State of California to be graduated with a
1398 diploma. Current graduation requirements are listed in the PCHS Handbook (see
1399 Appendix F).

1400

1401 **Attendance Requirements**

1402

1403 PCHS will explore innovative scheduling and calendars. Regardless of any innovations
1404 in scheduling, PCHS will comply with Education Code Section 47612.5 in regard to the
1405 required offering of the number of minutes of instruction. Attendance is required of all
1406 pupils during school hours. PCHS will not accrue attendance credit for any pupil who is
1407 absent from school. Pupils who are truant as defined by state law shall be subject to the
1408 PCHS discipline process. Alternative interventions will be considered for truancy prior to
1409 disciplinary action of PCHS pupils. (See Appendixes C and D, PCHS Bell Schedule and
1410 Calendar.)

1411

1412 **A Community-Centered Environment**

1413

1414 Although a great deal of learning is self-motivated and self-directed, people other than
1415 the learners themselves play major roles as guides. Such guides include peers as well as
1416 adults. Not only people serve as guides—so, too, do powerful tools and cultural artifacts,
1417 notably television, books, videos, and technological devices of many kinds (Wright and
1418 Huston, 1995). A great deal of research on such assisted learning has been influenced by
1419 Vygotsky's notion of zones of proximal development and the increasing popularity of the
1420 concept of "communities of learners," be they face-to-face or through electronic media
1421 and technologies. It is the successful school's job to mediate these various players in
1422 each pupil's community and provide the scaffolding by which pupils can learn how to
1423 learn from all their various experiences.

1424

1425 At PCHS pupils, parents, staff, and community partners have formed an intentional
1426 community, which implies a moral imperative. Each member of the community is
1427 responsible for the educational, social and ethical development of all stakeholders.
1428 According to William Ouchi in *Making Schools Work*, "[a] learning community
1429 recognizes that each person needs to be constantly challenged mentally and emotionally,
1430 because by exercising those 'muscles' the community is strengthened."

1431

1432 Community-centered learning environments establish social norms of participation that
1433 foster student achievement by valuing the search for understanding and allowing pupils
1434 and teachers the freedom to make mistakes in order to learn. Community-centered
1435 learning environments enhance cognitive processes by setting norms that allow pupils to
1436 learn from themselves, from each other, from the school community, and from the
1437 outside world. Community-centered schools are the ultimate in personalized instruction:
1438 they allow each pupil to connect in-school learning with his or her unique learning
1439 experiences outside of school.

1440

1441 **Pyramid of Intervention**

1442

1443 PCHS continues to refine a systemic "pyramid of interventions" (see Appendix R) for all
1444 pupils, regardless of ability or grade level, to ensure that no pupil "falls through the
1445 cracks." When complete, the "Pyramid" will represent the various steps taken to
1446 systematically determine a pupil's needs, understand how these needs can best be met,
1447 and proceed to meet them. The base of the pyramid begins with proactive programs such
1448 as the invitation to a summer bridge program and placement into guided study (an

1449 additional period of instruction) for incoming 9th graders who are at risk academically.
 1450 Many forms of academic support are next on the pyramid and are offered to those pupils
 1451 who need additional intervention. At these levels, the school offers enrichment courses
 1452 such as AVID and MESA, support classes for the CAHSEE, remedial reading and math
 1453 courses, Guided Study, all the resources of the tutoring center, and academic advisement
 1454 from the counseling office. Should a pupil need further assistance, steps such as
 1455 enrollment in mandatory tutoring or referral for an SST may be taken. In some cases,
 1456 testing demonstrates a need for an Individualized Educational Plan (IEP).


1457
 1458 As the staff of PCHS strives to find more effective and efficient means of helping pupils
 1459 succeed, this Pyramid will undergo changes, but its core principle will remain the same:
 1460 PCHS wants to provide assistance to every pupil who needs it and ensure academic
 1461 success for every pupil who wants it.

1462
 1463 **Data Analyses, Program Development, and Professional Development**

1464
 1465 At PCHS, faculty and staff play major roles in the development of educational programs.
 1466 Key to this guiding principle is the use of data to make informed decisions regarding
 1467 goals, policies, and strategies for educational programs and student achievement.
 1468 Evaluating data is a complex skill with a steep learning curve. PCHS could look at
 1469 California Department of Education’s (CDE) data and assume that no change is
 1470 necessary—for example, the Annual Yearly Progress (AYP) data below indicates
 1471 adequate progress in all nine criteria—but continuous improvement requires decisions
 1472 based on timely, accurate, and meaningful data.

1473
 1474
 1475
 1476
 1477
 1478
 1479
 1480
 1481
 1482
 1483
 1484
 1485
 1486
 1487
 1488
 1489

2007-08 Accountability Progress Reporting (APR)



School Overview
 2008 Adequate Yearly Progress (AYP) Report

California Department of Education
 Policy and Evaluation Division
 11/17/2008

<p>School: Palisades Charter Elementary LEA: Los Angeles Unified County: Los Angeles CDS Code: 19-64733-6018634 School Type: Elementary</p> <p>Direct Funded Charter School: No</p>	<p>2008 AYP and PI Links:</p> <ul style="list-style-type: none"> School Chart School Report School PI Status LEA List of schools County List of Schools <p style="font-size: x-small;">(An LEA is a school district or county office of education.)</p>
---	--

2007-08 APR		2007-08 State API			2008 Federal AYP and PI			
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)


Made AYP: Yes
Met 9 of 9 AYP Criteria

1490 The 2008 CDE Accountability Progress Report below indicates achievement of the
 1491 school-wide target and a favorable comparison with similar schools.

1492
 1493
 1494

1495
 1496
 1497
 1498
 1499
 1500
 1501
 1502
 1503
 1504
 1505
 1506
 1507
 1508
 1509
 1510
 1511
 1512
 1513
 1514
 1515
 1516
 1517
 1518
 1519
 1520
 1521
 1522
 1523
 1524
 1525
 1526
 1527
 1528
 1529
 1530
 1531
 1532
 1533
 1534
 1535
 1536
 1537
 1538
 1539
 1540
 1541

2007-08 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
 2008 Growth Academic Performance Index (API) Report

California Department of Education
 Policy and Evaluation Division
 11/12/2008

School: Palisades Charter High
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-1995836
 School Type: High

Direct Funded Charter School: Yes

2008 Growth API Links:

- [School Chart](#)
- [School Demographic Characteristics](#)
- [School Content Area Weights](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API			2008 Federal AYP and PI			
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2008 Growth API	API		2007-08 Growth Target		Met Growth Target		
	2008 Growth	2007 Base	2007-08 Growth	2007-08 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1918	797	781	5	16	Yes	No	No

[Similar Schools](#) **Median API**

2008 Growth	2007 Base
778	767

Click on the median value heading to link to the list of 2007 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2007 Base API Report.

Demographics

To inform stakeholders about the performance of students at PCHS or to compare overall accomplishments with other schools, it is important to know whom the School is educating. The table below is the most recent breakdown of the School's demographics.

**PCHS DEMOGRAPHICS
 2006-2007**

1542
 1543
 1544
 1545
 1546
 1547
 1548
 1549
 1550
 1551
 1552
 1553
 1554
 1555
 1556
 1557
 1558
 1559
 1560
 1561
 1562
 1563
 1564
 1565
 1566
 1567
 1568
 1569
 1570
 1571
 1572
 1573
 1574
 1575
 1576
 1577
 1578
 1579
 1580
 1581
 1582
 1583
 1584
 1585
 1586
 1587

	Schoolwide	White	Hispanic	African American	Asian
Schoolwide		48.9%	23.5%	17.3%	8.3%
<i>Home Language</i>	Schoolwide	White	Hispanic	African American	Asian
English	61.4%	73.0%	16.8%	99.1%	40.6%
Spanish	20.1%	1.3%	82.9%	0.2%	0
Russian	4.4%	8.8%	0	0	0.5%
Farsi	6.9%	13.5%	0	0	2.8%
Korean	3.0%	0.2%	0	0	35.0%
Other	4.2%	3.2%	0.3%	0.7%	21.1%
<i>Parent Education</i>	Schoolwide	White	Hispanic	African American	Asian
Grad School/Post Grad	22.3%	33.9%	6.2%	9.5%	26.3%
College Grad	26.7%	33.2%	10.8%	26.8%	31.8%
Some College	13.3%	11.2%	13.1%	22.4%	8.3%
HS Grad	9.6%	4.3%	21.4%	9.1%	9.7%
Not HS Grad	6.0%	1.3%	20.9%	1.6%	1.8%
Unknown	22.1%	16.2%	27.8%	30.6%	22.1%
<i>Federal Lunch Program</i>	Schoolwide	White	Hispanic	African American	Asian
Free Lunch	17.5%	4.5%	39.5%	25.5%	16.6%
Reduced Lunch	8.0%	4.5%	13.0%	11.4%	7.8%
Not Qualified	74.5%	91.0%	47.5%	63.0%	75.6%
<i>Language Classification</i>	Schoolwide	White	Hispanic	African American	Asian
English Only	61.6%	73.1%	16.8%	99.3%	40.6%
Initially Prof	12.8%	14.9%	15.2%	0	19.4%
Redesignated	23.0%	11.4%	59.1%	0.7%	37.8%
Limited	2.6%	0.2%	9.0%	0	2.3%
<i>Residence</i>	Schoolwide	White	Hispanic	African American	Asian
90272	18.5%	32.0%	5.1%	2.4%	12.4%
Brentwood & Topanga	13.6%	22.4%	3.6%	3.1%	10.6%
Santa Monica	1.9%	3.1%	.7%	0	1.4%
Westside	21.7%	29.7%	11.3%	9.8%	29.5%
Valley	4.1%	4.6%	5.2%	1.6%	3.2%
Northeast (Hollywood/Koreatown)	10.8%	7.4%	17.6%	1.1%	26.7%
Mid-City (Baldwin Hills/Windsor Hills/Ladera)	20.2%	0.7%	35.4%	60.1%	12.5%
South	6.9%	0	14.5%	20.2%	0.5%
East	2.1%	0	6.7%	1.8%	2.8%

Achievement Results

The table above indicates the diversity of PCHS and points to the type of information necessary to inform professional development and drive instruction. In measuring the persistent achievement gap, the focus, both nationally and locally, is on the ethnicity of pupils. Since gaining independence, PCHS has endeavored to narrow that gap, with considerable success, as displayed in subgroup performance charts in this Element. A closer look at the School's pupils illuminates challenges in further narrowing the achievement gap. Although measurements highlight different levels of achievement in ethnic subgroups, other factors influence results. For example, although fewer than half of the pupils tested on the 2007-2008 CST were classified as "White not Hispanic," 25 percent of the Caucasian pupils at PCHS speak languages other than English in their homes. The number of pupils of all subgroups who speak languages other than English at home is a significant factor and correlates to achievement levels as measured on the CST.

1588
1589
1590
1591
1592
1593
1594
1595
1596
1597
1598
1599
1600
1601
1602
1603
1604
1605
1606
1607
1608
1609
1610
1611

The correlation between academic performance and parents' education levels is also a significant factor in pupil achievement. As seen on the 2006-2007 demographics table above, over two-thirds of parents of Caucasian pupils at PCHS earned a college degree or higher. That figure contrasts with parents of African American pupils—roughly 36 percent of that group earned a college degree or higher—and for Hispanic/Latino pupils—only 17 percent of Hispanic/Latino parents earned a college degree or higher.

Another aspect in evaluating the achievement gap is traveling. Over 87 percent of Caucasian pupils at PCHS are from the predominantly affluent former catchment area of the School. Eighty five percent of African American pupils and approximately 79 percent of Hispanic/Latino pupils attending PCHS travel from parts of Los Angeles other than the Westside. Time spent by pupils who are transported to and from the School must be factored into educational programs.

In addition to parents' education levels, approximately on third of the School's pupils are classified as socio-economically disadvantaged. While many of these pupils are part of one or more of the subgroups discussed above, their learning needs are also considered during professional development, program development, and classroom instruction.

Despite the need for a close reading of data, broad comparisons like those in the three-year API table below are useful as a gauge of the overall effectiveness of the School's education program.

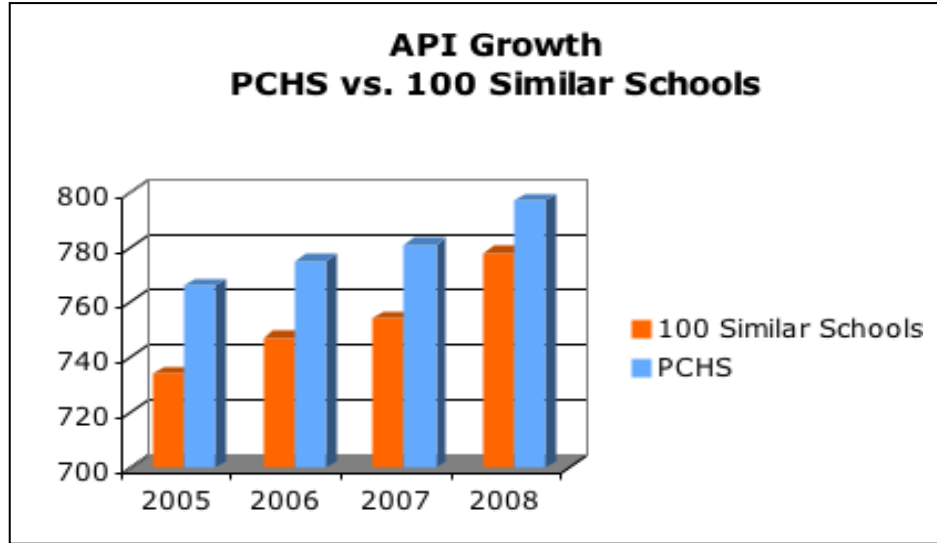
Year	STAR Percent Tested	API Score	API Base	API Target	API Growth	Met Target	Statewide Rank	Similar Schools Rank
2006		775	766	2	9	Yes	8	8
2007		781	766	5	15	Yes	9	8
2008	99.35%	797	781	5	16	Yes		

1612
1613
1614
1615
1616
1617
1618
1619
1620
1621
1622
1623
1624
1625
1626
1627

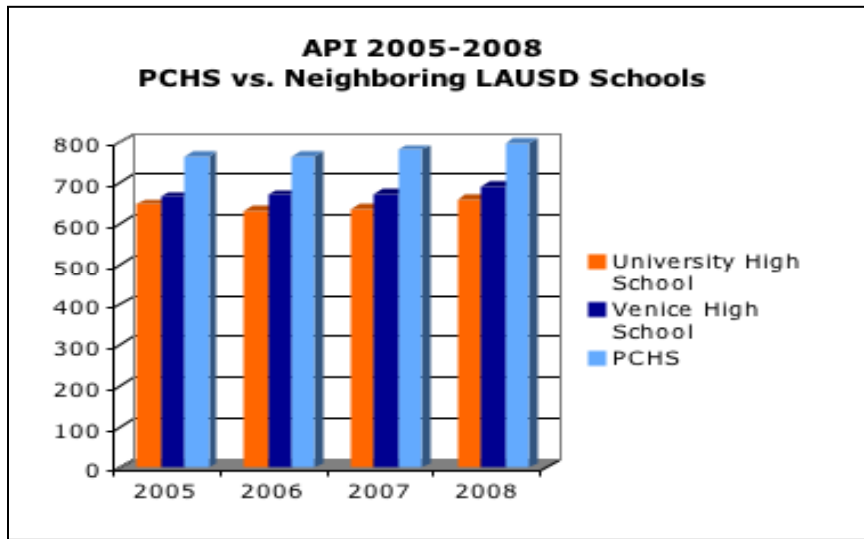
Results at PCHS indicate steady overall growth and favorable comparisons with similar schools statewide. A closer look at sub-group performance is displayed in many of the charts and tables that follow. The staff at PCHS is cognizant of the meaning of these data and interested in acquiring and interpreting new kinds of information. During the term of its charter the School will explore innovative strategies, targeted interventions, parent outreach, along with well-developed traditional methods and proven programs designed to promote high achievement and develop a college-going culture in pupil- and parent communities.

Longitudinal surveys provide a snapshot of performance over time. During all four years of the charter's current term, PCHS has compared favorably with the 100 Similar Schools defined by the CDE. The chart below indicates steady growth in the School's API. PCHS is aware of growth rates, attributing results in comparison with the 100 Similar Schools to the difficulty in achieving large gains in the School's already high scores.

1628
1629
1630
1631
1632
1633
1634
1635
1636
1637
1638
1639
1640
1641
1642
1643
1644
1645
1646
1647
1648
1649
1650
1651
1652
1653
1654
1655
1656
1657
1658
1659
1660
1661
1662
1663
1664
1665
1666



PCHS has not only met overall achievement growth targets and exceeded results of the 100 Similar Schools during the current term of the charter, the School has consistently outperformed neighboring LAUSD schools as indicated in the charts below and on succeeding pages. These data, both overall and broken down by significant subgroups, are not a justification for PCHS to rest on its laurels—they are used as a baseline in designing relevant professional development and educational programs to address learning needs of targeted subgroups.



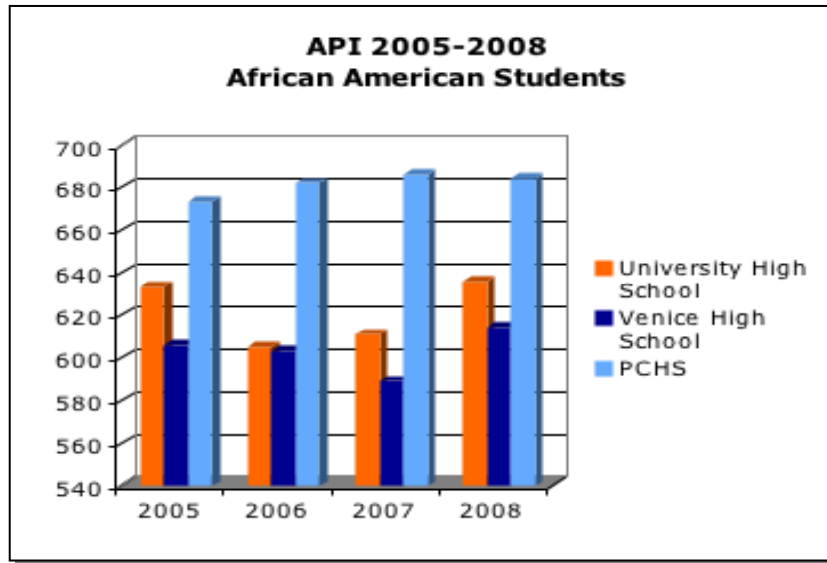
1667
1668
1669
1670
1671
1672
1673
1674
1675
1676
1677
1678
1679
1680
1681
1682
1683
1684
1685
1686
1687
1688
1689
1690
1691
1692
1693
1694
1695
1696
1697
1698
1699
1700
1701
1702
1703
1704
1705
1706
1707
1708
1709
1710
1711
1712

Achievement Gap

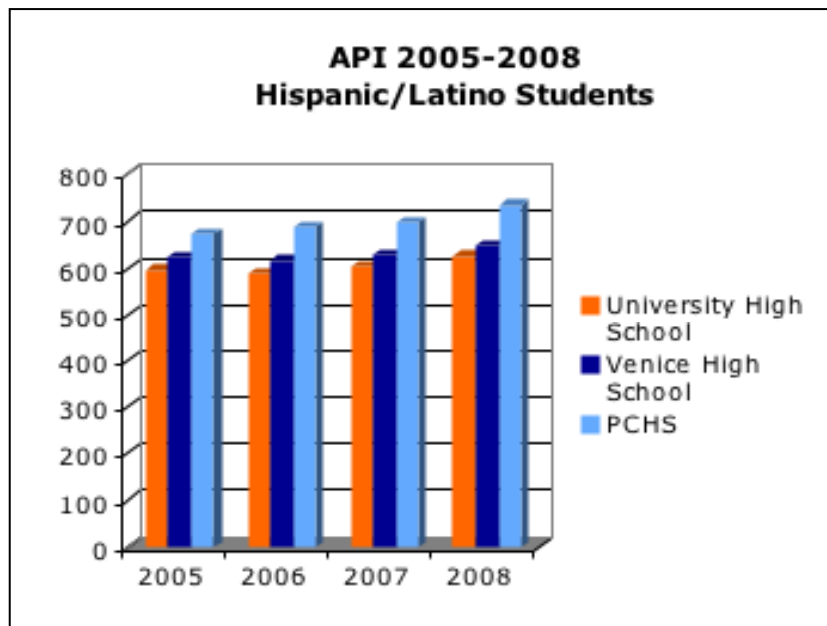
The PCHS educational plan addresses the varied needs of 2,760 pupils, who come to the School from approximately 115 ZIP codes across Los Angeles. The School's education plan aggressively confronts disparities between pupil subgroups.

The charts below and on succeeding pages display API comparison data disaggregated by subgroup:

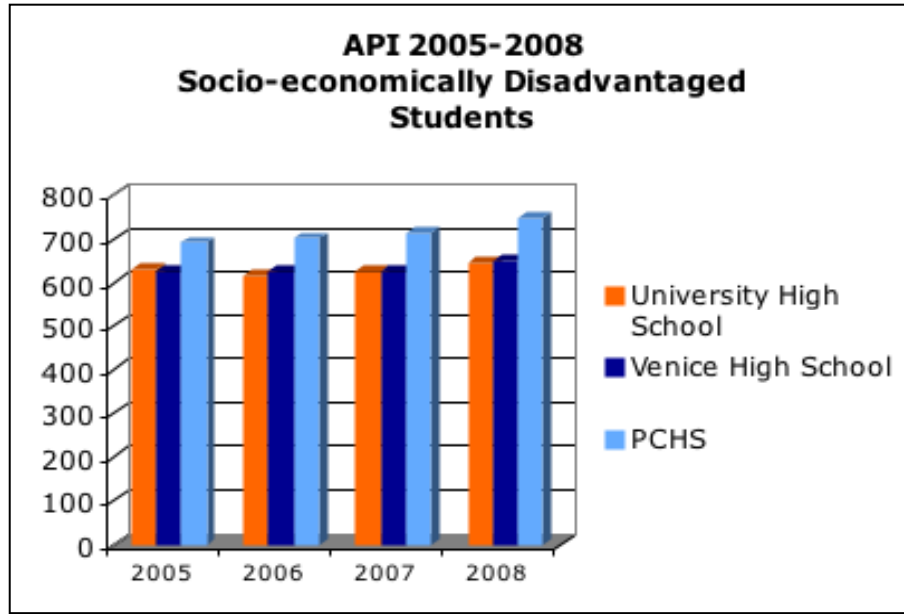
A comparison of African American student achievement data from 2005 to 2008:



A comparison of Hispanic/Latino student achievement data from 2005 to 2008:

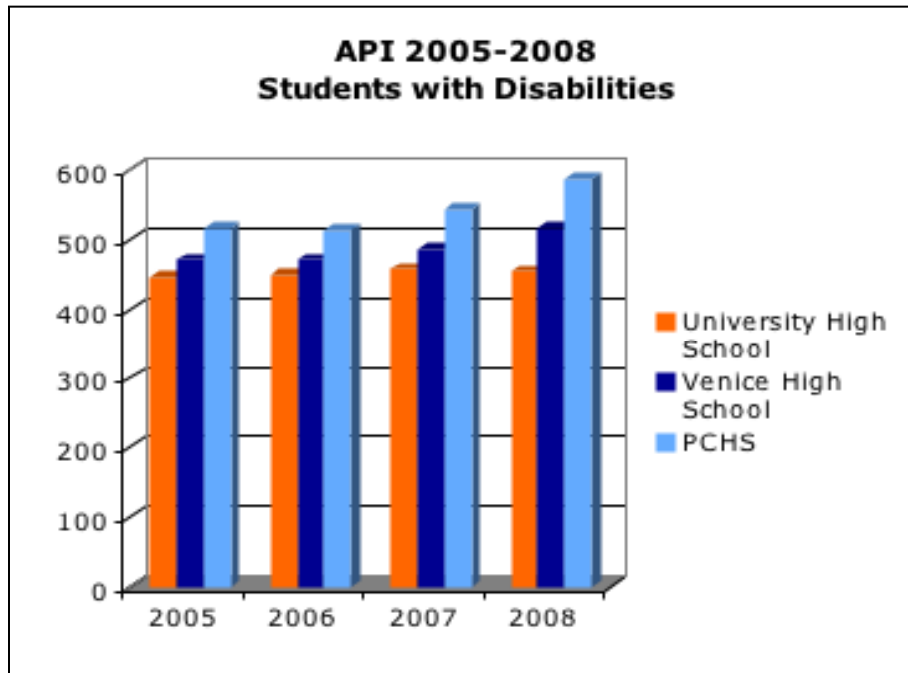


1713 A comparison of socio-economically disadvantaged student achievement data from 2005
1714 to 2008:



1732
1733
1734
1735
1736

1737 A comparison of achievement data for students with disabilities from 2005 to 2008:



1759 The table below demonstrates consistently positive trends in API scores at PCHS, as
 1760 shown in a six-year longitudinal examination of subgroup performance:

1761 **PCHS Academic Performance Index by subgroup, 2003-2008**

1762
 1763

Sub-Group	2003	2004	2005	2006	2007	2008
African American	621	643	673	682	686	684
Asian	830	852	879	872	846	865
Hispanic/Latino	632	678	672	686	698	734
White	838	841	851	850	846	856
Socio-economically Disadvantaged	650	667	692	702	714	748
English Language Learners			671	654		
Students with Disabilities			516	513	544	589

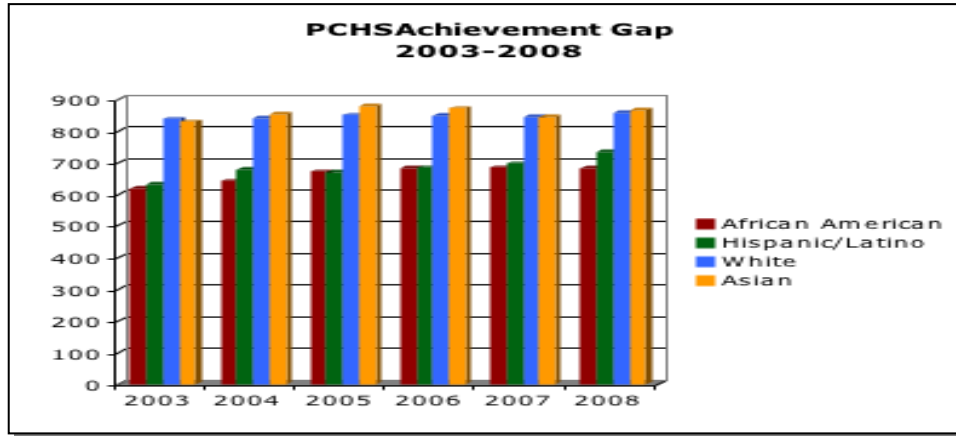
1764 Source: www.cde.ca.gov. Blank squares indicate subgroup numbers were not significant in that year.

1765

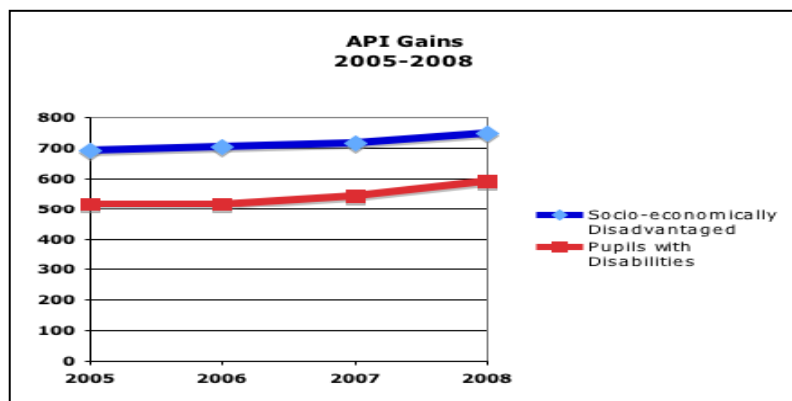
1766 Overall gains have been steady, particularly with Hispanic/Latino and socio-
 1767 economically disadvantaged pupils, although not all results over the six-year span met the
 1768 School’s expectations. Inadequate gains in subgroup scores continue to impel reflection
 1769 by the faculty and staff leading to targeted professional development and implementation
 1770 of interventions. In 2005, Hispanic/Latino results prompted development of a Guided
 1771 Study program for underperforming pupils, as well as changes in the ninth-grade summer
 1772 bridge program. PCHS also responded to CST data by offering an intensive “repeaters”
 1773 class for pupils who failed both parts of English 9 or English 10. In 2008, PCHS
 1774 implemented “Village Nation,” a program designed to empower and raise academic
 1775 consciousness among African American pupils.

1776

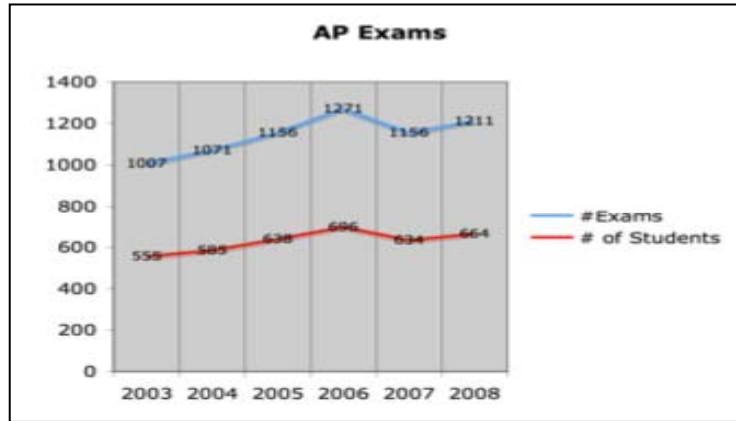
1777 The results of targeted professional development and staff input in program planning
 1778 demonstrate a narrowing achievement gap, from an average of 207 API points in 2003 to
 1779 151 points in 2008, at PCHS as indicated on the disaggregated Achievement Gap chart
 1780 below.



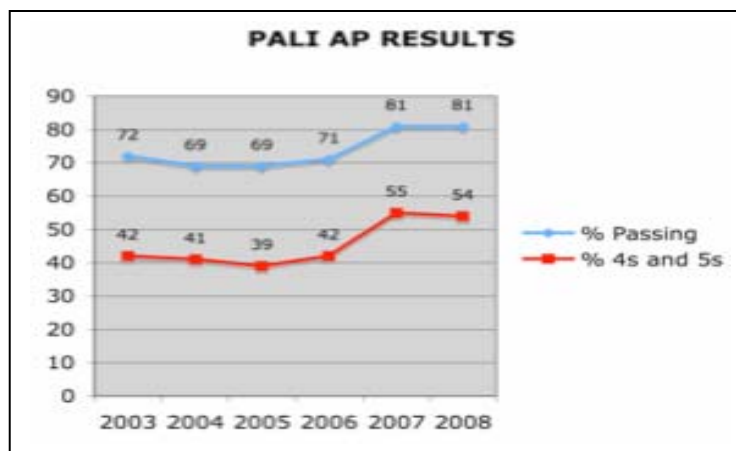
1796 In addition to focusing on the achievement gap between African American and
 1797 Hispanic/Latino pupils and their white and Asian counterparts, PCHS uses results data to
 1798 address the needs of English Language Learners and pupils with special needs. In 2006,
 1799 in response to the needs of English Learners and Special Education pupils, PCHS
 1800 teachers and administrators attended literacy workshops administered by the Los Angeles
 1801 County Office of Education (LACOE), resulting in EL and Special Education pupils'
 1802 placement in ninth-grade literacy support classes. In 2008, data indicated the need to
 1803 extend the PCHS literacy program to tenth grade pupils whose reading comprehension
 1804 scores were below-grade level. Responding to test data, PCHS restored dedicated ESL
 1805 classes and added CAHSEE review classes in both math and language arts, and for
 1806 Special Education pupils, CAHSEE preparation and test-taking strategies were added to
 1807 the program of instruction. Non-standard accommodations are provided for SDP pupils
 1808 taking the CAHSEE, and pupils may request a waiver of a section of the CAHSEE they
 1809 have passed with accommodations, enabling them to meet State graduation requirements
 1810 if they pass both sections. While data for EL pupils during the term of the charter are
 1811 inadequate for evaluating long-term trends, the API Gains chart below indicates steady
 1812 gains in the socio-economically disadvantaged and learning disabled pupil populations.



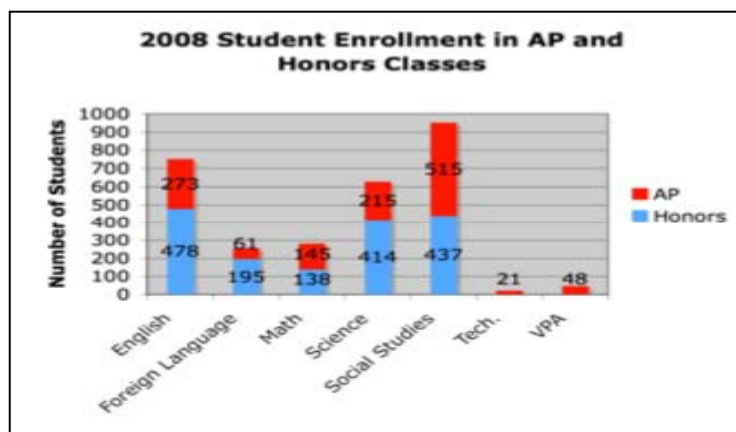
1823 Access to rigorous courses is another factor in API gains and the School's decreasing
 1824 achievement gap. During the current charter's term at PCHS, increasing numbers of
 1825 pupils challenged themselves in Honors and Advanced Placement (AP) courses. The AP
 1826 Exams chart below indicates trends for increasing numbers of pupils and examinations:



1839
 1840 The Results chart below documents corresponding improving trends in AP test scores:



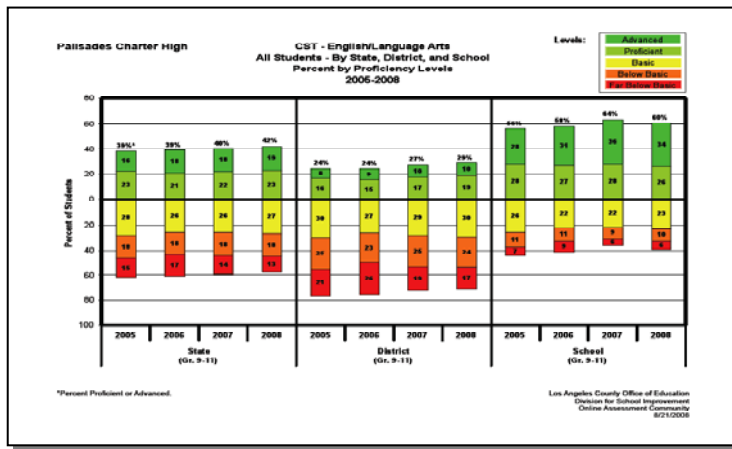
1854
 1855 Challenging courses also include Honors classes. As indicated on the Enrollment chart
 1856 below, in 2007-2008 the schedule at PCHS included 2,930 seats in Honors or AP classes.



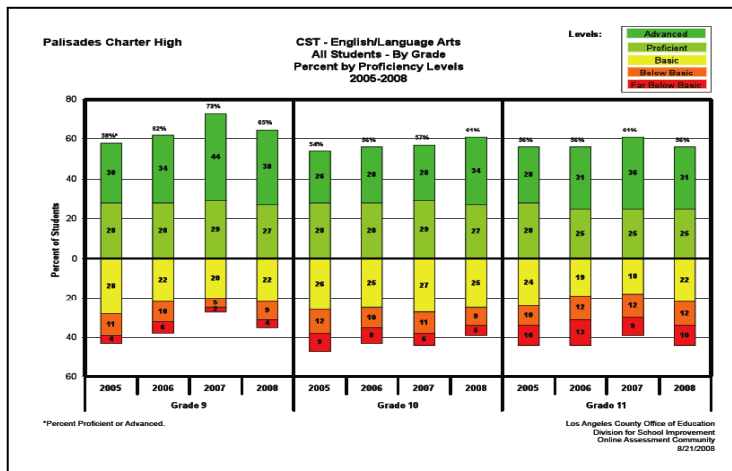
1869
 1870
 1871
 1872
 1873
 1874
 1875
 1876
 1877
 1878
 1879
 1880
 1881
 1882
 1883
 1884
 1885
 1886
 1887
 1888
 1889
 1890
 1891
 1892
 1893
 1894
 1895
 1896
 1897
 1898
 1899
 1900
 1901
 1902
 1903
 1904
 1905
 1906
 1907
 1908
 1909
 1910
 1911
 1912
 1913
 1914

Core Subject and Grade Level Analyses

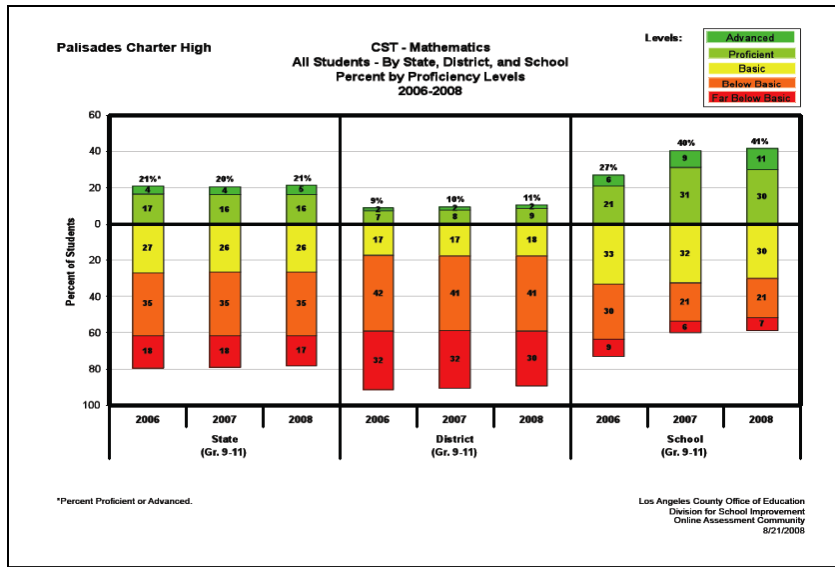
Effective data-driven professional development requires evaluation of CST data subject-by-subject and grade-by-grade. As indicated in the chart below, PCHS compared favorably on the English/Language Arts CST, outperforming both State and LAUSD averages. The approximately 60 percent of PCHS pupils in grades 9-11 who scored Proficient or Advanced was more than double the LAUSD rate, and fewer than 20 percent of PCHS pupils scored Below- or Far Below Basic. Despite the four-year positive trend, stakeholders at PCHS expect continuous improvement—results data have encouraged plans to expand successful literacy programs and provide further support for underachieving pupils.



During the charter's current term, PCHS has devoted considerable attention and resources to the 9th grade, developing a transition-to-high school program, personalizing instruction in smaller cohorts, and implementing study skills and literacy support programs. Grade-by-grade comparisons of PCHS pupils on the English/Language Arts CST, displayed on the chart below, show positive overall trends, particularly in the 9th grade, but point to the need to further develop English department professional learning communities and focus attention and resources on grades 10 and 11.



1915 In a three-year comparison of mathematics results, shown on the chart below, pupils at
 1916 PCHS also outperformed both State and district averages.



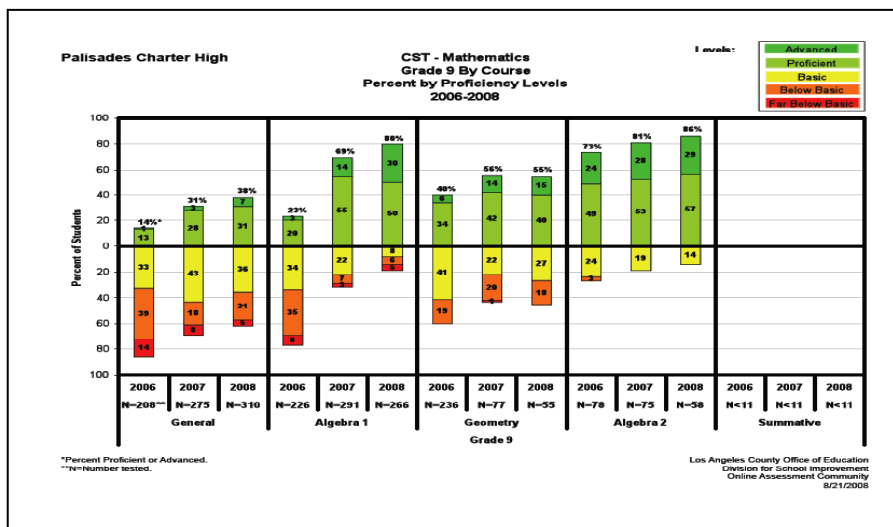
1917
 1918
 1919
 1920
 1921
 1922
 1923
 1924
 1925
 1926
 1927
 1928
 1929
 1930
 1931
 1932
 1933

1934 The percentage of PCHS pupils scoring Proficient or Advanced on the Mathematics CST,
 1935 as indicated by the data, was nearly four times that of the LAUSD. Over 70 percent of
 1936 PCHS pupils scored Basic or above, compared to the over 70 percent of LAUSD pupils
 1937 scoring Below- or Far Below Basic. PCHS attributes its results to well-developed
 1938 professional learning communities in the mathematics department, appropriate placement
 1939 of incoming 9th grade pupils, a one-semester Essentials of Math class to provide a
 1940 foundation for those pupils deemed not ready for Algebra I, and adjusted pacing in
 1941 Algebra 1 classes.

1934
 1935
 1936
 1937
 1938
 1939
 1940
 1941
 1942

1943 Grade 9 By Course evaluations of PCHS mathematics CST data indicate consistent
 1944 improvement over the last three years, as indicated in the chart below:

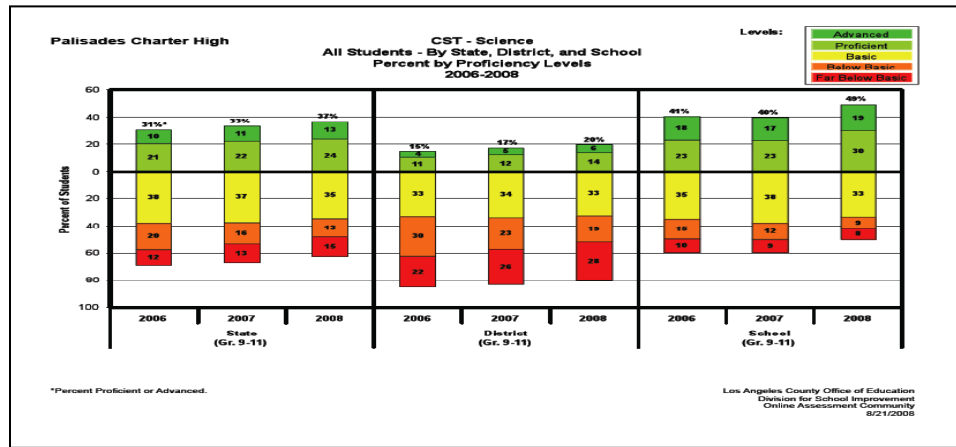
1943
 1944
 1945



1946
 1947
 1948
 1949
 1950
 1951
 1952
 1953
 1954
 1955
 1956
 1957
 1958
 1959
 1960

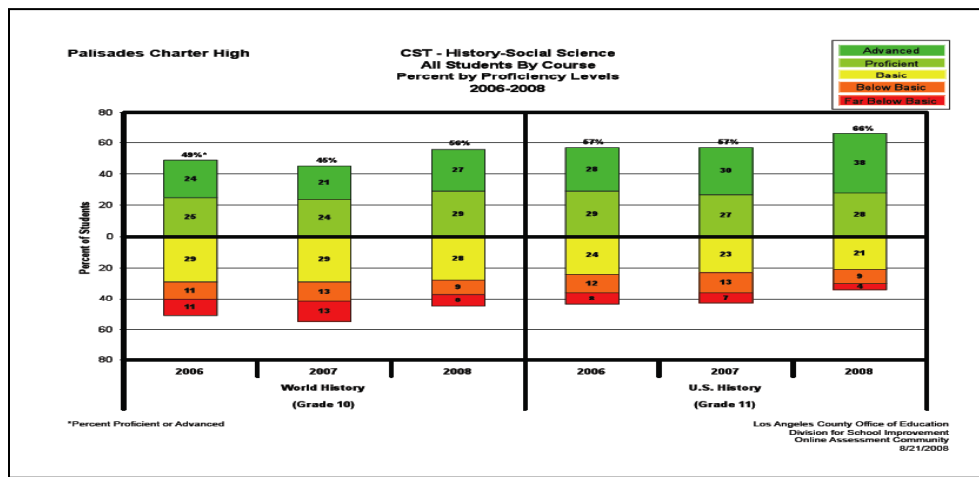
1961 While the CDE mathematics data and the rates of first-time CAHSEE passage
 1962 demonstrate relative success, stakeholders at PCHS recognize room for growth and the
 1963 need to continue collaborative planning to improve instruction and development of
 1964 mathematics support programs.
 1965

1966 The chart below details the School's success on the science CST. The data reveal
 1967 favorable comparisons with pupils statewide and indicate the percentage of pupils at
 1968 PCHS scoring Proficient or Advanced is more than double the rate of the LAUSD.
 1969



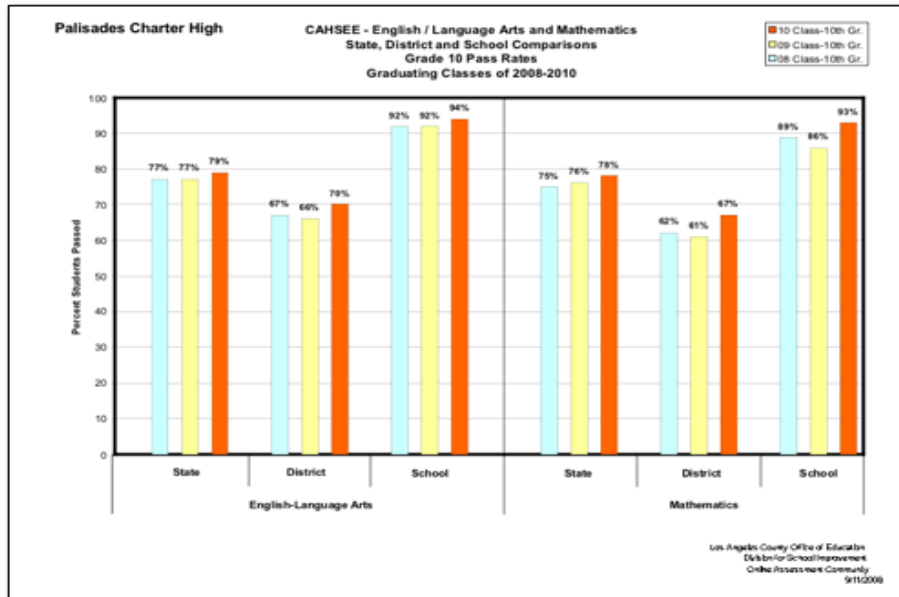
1983 Viewed in the context of the 47 percent of LAUSD pupils who scored Below- or Far
 1984 Below Basic, the results indicate ongoing success of science instruction at PCHS.
 1985 However, continuous improvement requires dissatisfaction with relative success. In
 1986 2008, 16 percent of PCHS pupils scored Below- or Far Below Basic on the science CST,
 1987 pointing to the need for further development of instructional programs and supports.
 1988

1989 History-Social Science CST results illustrate a similar positive trend, as displayed on the
 1990 chart below, with the numbers of pupils scoring Below- or Far Below Basic in Grade 10
 1991 World History and Grade 11 U.S. History declining while the numbers scoring Proficient
 1992 or Advanced are increasing.
 1993



2006

2007 Evaluations of CAHSEE data have also been useful in formulating professional
 2008 development and driving instruction. As with the CST data, overall trends at PCHS have
 2009 been positive. The results for 2008 shown in the CAHSEE chart below demonstrate
 2010 ongoing success as Grade 10 pupils at PCHS outscored students district- and state-wide
 2011 on both mathematics and English Language Arts. Nonetheless, stakeholders at PCHS see
 2012 the data—93 percent passing the mathematics section and 94 percent passing the English
 2013 Language Arts—as not only a validation of ongoing efforts but as a challenge to further
 2014 improvements.



2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031
2032
2033
2034
2035
2036
2037
2038
2039
2040
2041
2042
2043
2044
2045
2046
2047
2048
2049
2050
2051
2052

Disaggregated 10th grade CAHSEE data in the table below indicate subgroups, particularly Special Education and English Learners, struggling on the tests required for graduation. These data provide a focus for professional development and collaborative solutions.

Percent of 10 th Grade Students Passing		
SUBGROUPS***	English/Language Arts	Mathematics
Economically Disadvantaged	88%	87%
English Learners	47%	50%
Redesignated FEP	97%	95%
Special Education	74%	70%
African-American	83%	82%
American Indian	100%	100%
Asian	96%	96%
Filipino	100%	100%
Hispanic	90%	87%
Pacific Islander	100%	100%
White	98%	98%

2053 **English Learners**

2054

2055 PCHS will meet all applicable legal requirements for English Learners (“EL”) as it
 2056 pertains to annual notification to parents, student identification, placement, program
 2057 options, EL and core content instruction, teacher qualifications and training, re-
 2058 classification to fluent English proficient status, monitoring and evaluating program
 2059 effectiveness, and standardized testing requirement. The School will implement policies
 2060 to assure proper placement, evaluation, and communication regarding ELs and the rights
 2061 of pupils and parents.

2062

2063 **Home Language Survey**

2064

2065 PCHS will administer the home language survey upon a pupil’s initial enrollment into the
 2066 Charter School (on enrollment forms).

2067

2068 **CELDT Testing**

2069

2070 All pupils who indicate that their home language is other than English will be CELDT
 2071 tested within thirty days of initial enrollment^[1] and at least annually thereafter between
 2072 July 1 and October 31st until re-designated as fluent English proficient.

2073

2074 PCHS will notify all parents of its responsibility for CELDT testing and of CELDT
 2075 results within thirty days of receiving results from publisher. The CELDT shall be used
 2076 to fulfill the requirements under the No Child Left Behind Act for annual English
 2077 proficiency testing.

2078

2079 CELDT results offer a gauge of academic progress for English Learners. The chart
 2080 below indicates pupils at PCHS outperform their district- and State-wide counterparts but
 2081 also points to the need to develop targeted instructional policies and programs, like the
 2082 ninth-grade literacy support classes noted above and additional strategies listed below.

2083

2084

2085

2086

2087

2088

2089

2090

2091

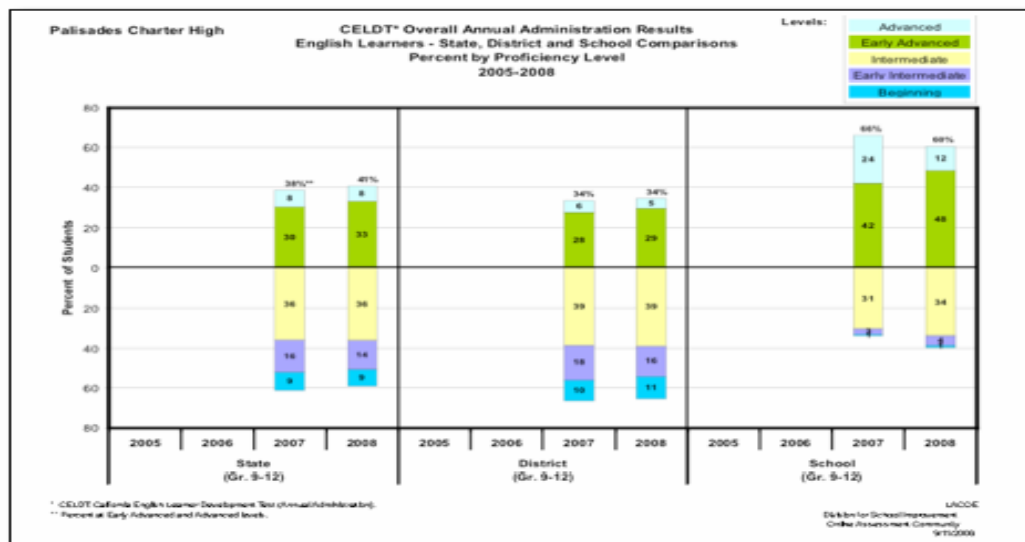
2092

2093

2094

2095

2096



2097 **Strategies for English Language Learner Instruction and Intervention**

2098

2099 More than ninety percent of PCHS teachers are trained to use Specially Designed
2100 Academic Instruction in English (SDAIE) techniques to meet the needs of English
2101 Learners. PCHS is committed to further professional development opportunities, such as
2102 LACOE's Writing Reform Institute for the Teaching Excellence Grades 6-12
2103 (W.R.I.T.E.), a literacy and assessment program aligned to rigorous standards for
2104 English learners in grades 6-12.

2105

2106 PCHS aims to incorporate differentiated instruction to meet the needs of English Learners
2107 based on their academic and language readiness.

2108

2109 The PCHS English Learner curriculum and instruction is research-based, supported by
2110 the resources of the School, and frequently evaluated for efficacy.

2111

2112

2113 **Reclassification Procedures**

2114

2115 Reclassification procedures utilize multiple criteria in determining whether to classify a
2116 pupil as proficient in English including, but not limited to, all of the following:

2117

2118 ○ Assessment of language proficiency using an objective assessment instrument
2119 including, but not limited to, the CELDT.

2120

2121 ○ Participation of the pupil's classroom teachers and any other certificated staff
2122 with direct responsibility for teaching or placement decisions of the pupil to
2123 evaluate the pupil's curriculum mastery.

2124

2125 ○ Parental opinion and consultation, achieved through notice to parents or guardians
2126 of the language reclassification and placement including a description of the
2127 reclassification process and the parents opportunity to participate, and
2128 encouragement of the participation of parents or guardians in the reclassification
2129 procedure including seeking their opinion and consultation during the
2130 reclassification process.

2131

2132 ○ Comparison of the pupil's performance in basic skills against an empirically
2133 established range of performance and basic skills based upon the performance of
2134 English proficient pupils of the same age that demonstrate to others that the pupil
2135 is sufficiently proficient in English to participate effectively in a curriculum
2136 designed for pupils of the same age whose native language is English.

2137

2138 **Cohort and Attrition Rate Analyses**

2139

2140 Data-driven professional development and instructional programs require an unflinching
 2141 examination of outcomes. Currently, PCHS is refining the ability to evaluate cohort
 2142 results. Cohort analyses, as opposed to comparisons of one year’s group of pupils at a
 2143 particular grade level with groups at the same grade level in different years, provide a
 2144 review of progress of a particular group over time, or an appraisal of “value added.”
 2145 While pupils take different courses or different levels of the same course and while the
 2146 difficulty of courses increases as pupils advance in grade, value-added assessments will
 2147 be used to determine cohort growth and drive authentic professional development and
 2148 program refinements.

2149

2150 The goal at PCHS is for all pupils to achieve success at each grade level and to be
 2151 graduated ready for post-secondary opportunities. At a large, comprehensive high
 2152 school, however, attrition is a normal occurrence. As part of the development of better
 2153 cohort data, PCHS is refining its evaluation of attrition rates to understand the reasons
 2154 why pupils leave school so that appropriate responses can be created. There are many
 2155 reasons for pupils to leave school, from transfers due to families moving to pupils who
 2156 drop out of school. With no statewide tracking, raw numbers do not provide adequate
 2157 information, particularly since at PCHS empty seats at each grade level are quickly filled
 2158 from the School’s wait-list. While meaningful attrition data are difficult to acquire,
 2159 PCHS has noted trends during its charter’s current term. As illustrated on the tables
 2160 below, attrition rates for socio-economically disadvantaged pupils improved dramatically,
 2161 pointing to the success of the range of the School’s intervention programs.

2162

2163

2164

2165

**SOCIO-ECONOMICALLY DISADVANTAGED AND NON-SOCIO-ECONOMICALLY
 DISADVANTAGED PUPILS IN THE CLASS OF 2006**

	Enrolled in 9th grade, May, 2003	Enrolled in 10th grade, May, 2004/Change from previous year	Enrolled in 11th grade, May, 2005/Change from previous year	Total change, 2003-2005
Socio-economically disadvantaged pupils	216	133 (-38.4%)	47 (-64.6%)	-78.2%
Non-socio- economically disadvantaged pupils	468	488 (+4.3%)	390 (-20.1%)	-16.7%

2166

2167

Source: CDE website

2168
2169
2170

SOCIO-ECONOMICALLY DISADVANTAGED AND NON-SOCIO-ECONOMICALLY DISADVANTAGED PUPILS IN THE CLASS OF 2009

	Enrolled in 9th grade, May, 2006	Enrolled in 10th grade, May, 2007/Change from previous year	Enrolled in 11th grade, May, 2008/Change from previous year	Total change, 2006-2008
Socio-economically disadvantaged pupils	171	216 (+26.3%)	154 (-28.7%)	-9.9%
Non-socio-economically disadvantaged pupils	590	462 (-21.6%)	447 (-3.2%)	-24.2%

Source: CDE website

2171
2172
2173
2174
2175
2176
2177
2178
2179
2180
2181
2182
2183
2184
2185
2186
2187

Overall, PCHS improved over the three-year period in retaining socio-economically disadvantaged pupils between ninth and tenth grade. The negative trend for non-socio-economically disadvantaged pupils, while relatively far less significant than the improving trend for socio-economically disadvantaged pupils, generates reflection and points to a goal for the charter’s next term.

To guide professional development, program modification, and classroom instruction, attrition data disaggregated by ethnic sub-groups and by parental education levels is difficult to interpret. While apparent attrition rates for both ethnic subgroups and for pupils whose parents do not have a college degree were reduced between the ninth and the tenth grades, overall attrition of these pupils has remained flat between the class of 2006 and the class of 2009, as indicated in the tables below:

PCHS CLASS OF 2006 BY ETHNICITY

	Enrolled in 9th grade, May, 2003	Enrolled in 10th grade, May, 2004/Change from previous year	Enrolled in 11th grade, May, 2005/Change from previous year	Total change, 2003-2005
Caucasian	281	280 (-0.3%)	240 (-14.3%)	-14.6%
African American	129	118 (-8.5%)	93 (-21.2%)	-27.9%
Hispanic	207	155 (-25.1%)	132 (-14.8%)	-36.2%
Asian	52	55 (+5.8%)	47 (-14.6%)	-9.6%

2188
2189

PCHS CLASS OF 2009 BY ETHNICITY

	Enrolled in 9th grade, May, 2006	Enrolled in 10th grade, May, 2007/Change from previous year	Enrolled in 11th grade, May, 2008/Change from previous year	Total change, 2006-2008
Caucasian	332	315 (-5.1%)	302 (-3.5%)	-9.0%
African American	138	124 (-10.1%)	100 (-19.5%)	-27.5%
Hispanic	222	169 (-23.8%)	128 (-22.75%)	-43.3%
Asian	60	59 (-1.0%)	60 (+1.0%)	--

2190
2191
2192
2193
2194
2195

By the class of 2009, the retention rate for Hispanic/Latino pupils improved somewhat between the ninth and tenth grade but showed a negative overall trend, and the attrition rate for African American pupils is more or less even—slightly up between freshman and sophomore years and only fractionally down overall.

2196
2197
2198
2199

Attrition rate data disaggregated by parents' education levels indicates that the more education parents have, the more likely their children will stay in school. These data point to the need for better parent-outreach programs to develop a college-going culture in all subgroups in the School community.

2200
2201
2202

PCHS CLASS OF 2006 BY PARENTAL EDUCATION LEVEL

	Enrolled in 9th grade, May, 2003	Enrolled in 10th grade, May, 2004/Change from previous year	Enrolled in 11th grade, May, 2005/Change from previous year	Total change, 2003-2005
Non-high school graduate	60	43 (-28.3%)	42 (-2.3%)	-30%
High school graduate	71	56 (-21.1%)	44 (-21.4%)	-28%
Some college	112	99 (-11.6%)	75 (-24.3%)	-33%
College graduate	243	243 (0%)	206 (-15.2%)	-15.2%
Post-graduate education	143	147 (+2.8%)	126 (-14.3%)	-11.8%

2203

2204
2205

PCHS CLASS OF 2009 BY PARENTAL EDUCATION LEVEL

	Enrolled in 9 th grade, May, 2006	Enrolled in 10 th grade, May, 2007/Change from previous year	Enrolled in 11 th grade, May, 2008/Change from previous year	Total change, 2006-2008
Non-high school graduate	50	42 (-16%)	35 (-16.7%)	-30%
High school graduate	76	66 (-13.2%)	53 (-19.7%)	-30.2%
Some college	92	95 (+3.3%)	79 (-16.8%)	-14.1%
College graduate	182	182 (0%)	161 (-11.5%)	-11.5%
Post-graduate education	155	158 (+1.9%)	162 (+2.5%)	+4.5%

2206

2207

2208

2209

2210

2211

2212

2213

These attrition data show a marked improvement overall in the School's retention of pupils whose parents have "some college," but suggest that PCHS must do more to keep and engage pupils whose parents have lower education levels. A marked improvement in keeping these pupils between ninth and tenth grade, however, indicates that the School's focus on ninth grade transition and successful promotion should be replicated in the upper grade levels.

2214

2215

2216

2217

2218

2219

2220

2221

The goal at PCHS is for all pupils to be graduated ready for post-secondary opportunities. Although graduation rates at PCHS exceed those of the LAUSD, attrition data indicate that there is room for further improvement. Understanding the reasons why pupils leave school before graduation will facilitate development of appropriate responses, including on-campus interventions and credit recovery strategies, and the possibility of off-site academies and/or alternative education programs in accordance with applicable California law.

2222

2223

2224

2225

2226

2227

2228

2229

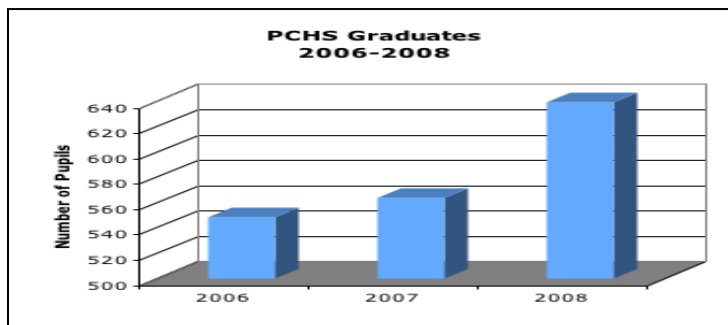
2230

2231

2232

2233

While attrition rates generate concern, graduation data indicate increasing success. Increased numbers of graduates, as seen in the chart below, appear to validate the variety of educational approaches at PCHS, from traditional methods to personalized environments to innovative support programs.



2234 **Professional Learning Communities**

2235

2236 Attrition statistics and graduation rates point to the need for long-term strategies but are
2237 often inadequate to inform classroom instruction. Likewise, evaluations of CST,
2238 CAHSEE, and CELDT data are valuable in determining the direction of the PCHS
2239 educational program but do not always provide the immediate information necessary to
2240 modify programs for particular cohorts, subgroups, or individual pupils. In order to help
2241 stakeholders generate useful real time information, PCHS supports a fulltime equivalency
2242 Data Manager position. Using Mastery Manager[®] and other resources, the two part-time
2243 Data Managers:

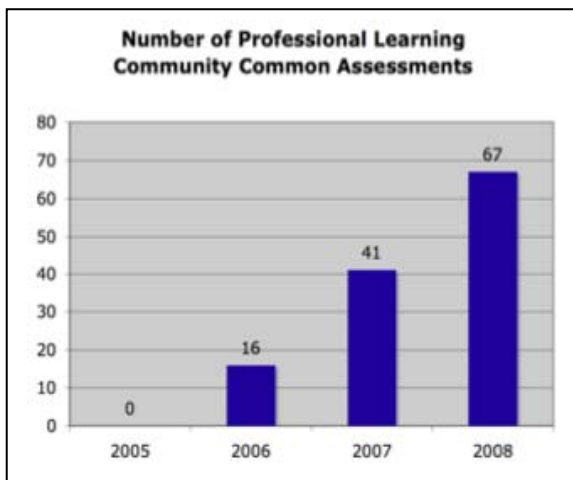
2244

- 2245 ○ Assist PLC's to develop standards-based formative and summative assessments;
- 2246 ○ Organize assessment results and provide PLC's with relevant information;
- 2247 ○ Track the achievement results of pupil cohorts;
- 2248 ○ Research and evaluate all types of academic performance data;
- 2249 ○ Assist stakeholders in the creation of program effectiveness surveys; and
- 2250 ○ Lead professional development.

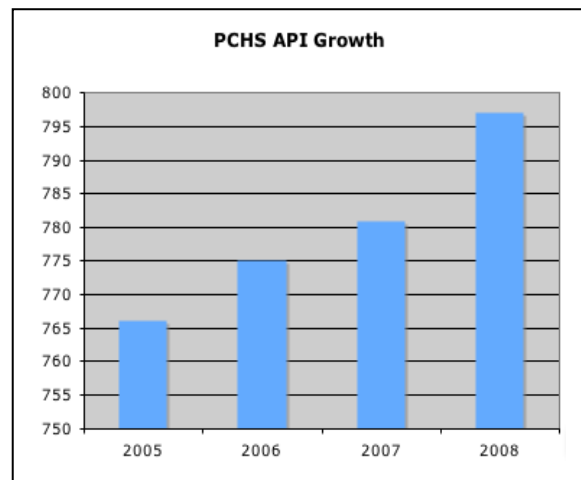
2251

2252 The PLC model is key to the generation of immediate, usable information. Correlations
2253 identified by the Data Managers between the raw number of PLC common assessments
2254 and overall API growth (see below) have driven the School to increase emphasis on
2255 teacher collaboration and further development of the School's PLC's.

2256



2257



2258

2259

2260

2261

2262

2263

2264

2265

2266

2267

2268

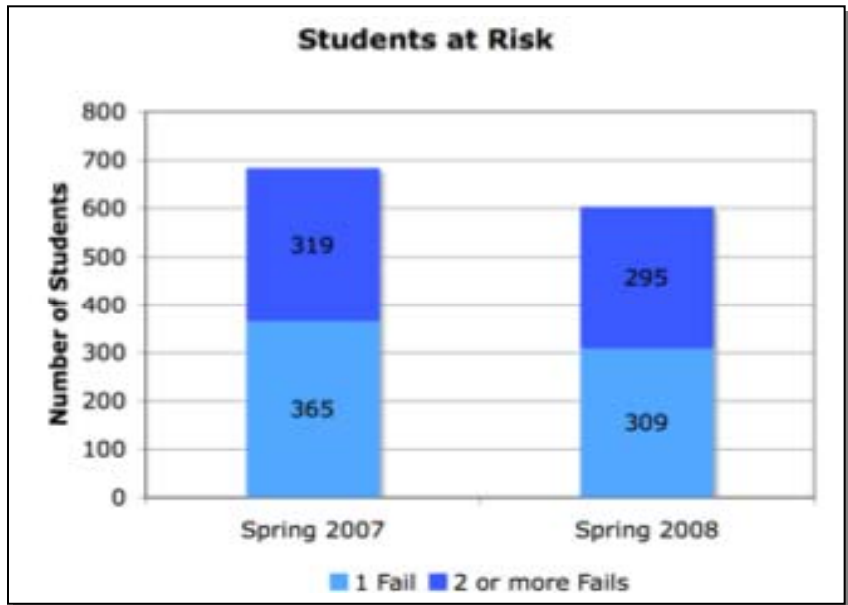
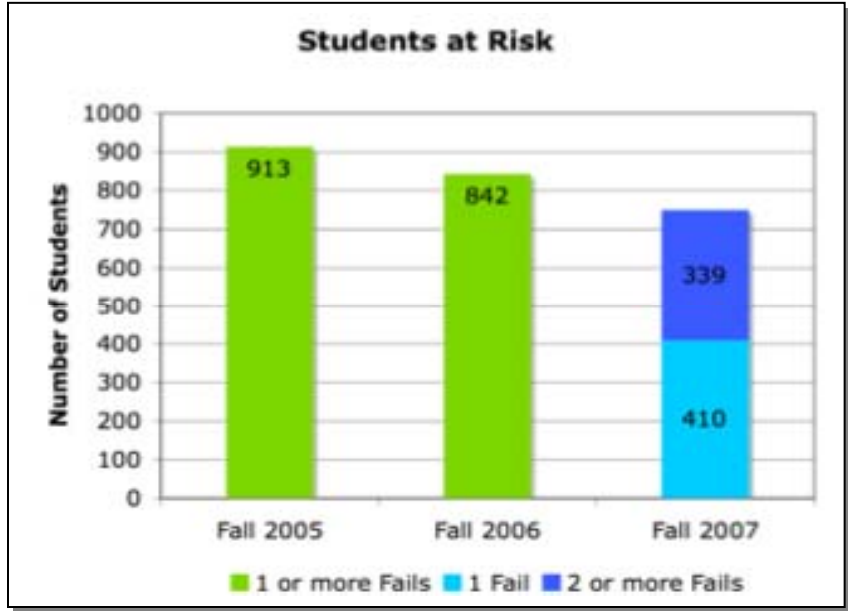
2269

2270

2271 The Data Managers apprise the School of its progress through dissemination of a variety
2272 of data, including analyses of periodic marks. Reflections by stakeholders on periodic
2273 marks are used to drive professional development, planning, and programs. School-wide
2274 evaluations of pupils' periodic marks in the At-Risk charts below indicate a decrease in
2275 at-risk pupils over time but also point to the need for further efforts to reduce the numbers
2276 of pupils earning failing marks.

2277

2278
2279
2280
2281
2282
2283
2284
2285
2286
2287
2288
2289
2290
2291
2292
2293
2294
2295
2296
2297
2298
2299
2300
2301
2302
2303
2304
2305
2306
2307
2308
2309
2310
2311
2312
2313
2314



2315 There is a more compelling reason for the School to focus efforts on reducing the
 2316 numbers of pupils who fail one or more courses. Fewer pupils earning failing marks,
 2317 particularly in lower grades, translates into greater numbers being promoted and
 2318 remaining in school. Research indicates that pupils who are successfully promoted from
 2319 grade 9 to grade 10 have a greater likelihood of graduating.
 2320

2321 PLC data are important tools for analyses of correlations between assessments and
 2322 pupils' marks. Evaluations of common assessments, broken down by type on the PLC
 2323 Assessments chart below, are used to determine the efficacy of standards-linked
 2324 formative and summative tests. Pupils in high-functioning PLC's that have developed
 2325 more standards-based assessments consistently reach higher levels of achievement in
 2326 their classrooms and on the CST.
 2327

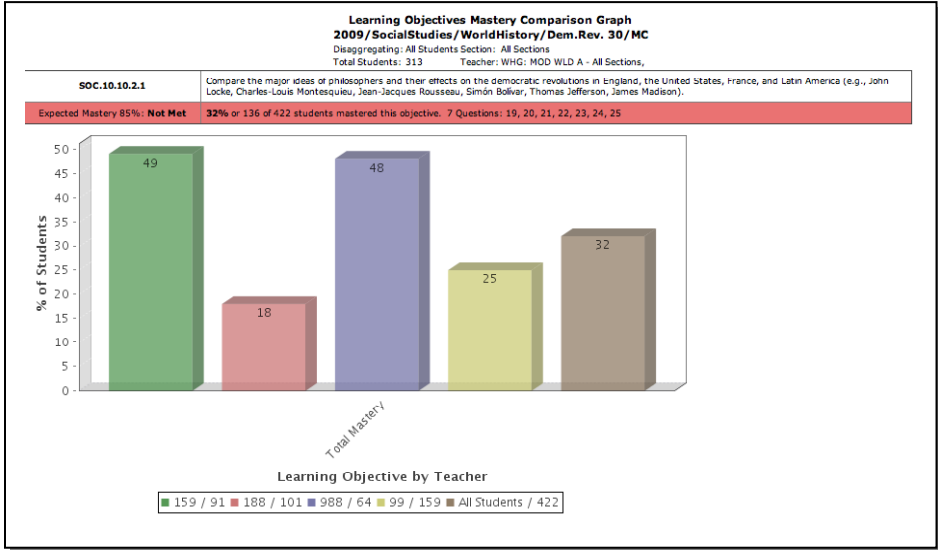


2344 Ideally, within each PLC, or course-alike group, the teachers function as a collaborative
 2345 team. The School's Data Managers assist a PLC in the analysis of results so that any
 2346 failure to master standards can be addressed quickly. The process begins with PLC
 2347 teachers agreeing on specific essential standards. Collaborating with the Data Managers,
 2348 the PLC teachers design a standards-linked assessment. Good assessments generally
 2349 have multiple questions or tasks linked to each standard. The PLC teachers administer
 2350 the assessment to pupils, who mark answers on specially designed answer documents.
 2351 The Data Managers submit the answer documents through the Mastery Manager[®]
 2352 program for a class-by-class, standard-by-standard analysis. The results are shared with
 2353 the PLC teachers, who identify successes and share best practices. A typical outcome
 2354 analysis for a single standard on a PLC's formative assessment is displayed in the sample
 2355 Learning Objectives Mastery report below. These data enable teachers to evaluate overall
 2356 PLC success.

2357
 2358
 2359
 2360
 2361
 2362
 2363
 2364
 2365
 2366
 2367
 2368
 2369
 2370
 2371
 2372
 2373
 2374
 2375
 2376
 2377
 2378
 2379
 2380
 2381
 2382
 2383
 2384
 2385
 2386
 2387
 2388
 2389
 2390
 2391
 2392
 2393
 2394
 2395
 2396
 2397
 2398
 2399
 2400
 2401
 2402

Learning Objectives Mastery Report																									
2009/SocialStudies/WorldHistory/Dem.Rev. 30/MC																									
Disaggregating: All Students Section: All Sections																									
Total Students: 422 Teacher: All Teachers																									
SOC.10.10.2.1	Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Sim? ?n Bol??var, Thomas Jefferson, James Madison).																								
Expected Mastery 85%: Not Met	32% or 136 of 422 students mastered this objective. ??? Questions: 19, 20, 21, 22, 23, 24, 25??????? Average Points Achieved: 65%																								
	<table border="1"> <thead> <tr> <th>??</th> <th>Cut Score</th> <th>??</th> <th>Total Mastery</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>85%</td> <td>??</td> <td>136 (6 of 7) 32%</td> </tr> <tr> <td>Proficient</td> <td>75%</td> <td>??</td> <td>0 (6 of 7) 0%</td> </tr> <tr> <td>Basic</td> <td>60%</td> <td>??</td> <td>99 (5 of 7) 23%</td> </tr> <tr> <td>Below Basic</td> <td>50%</td> <td>??</td> <td>81 (4 of 7) 19%</td> </tr> <tr> <td>Far Below Basic</td> <td>??</td> <td>??</td> <td>106 25%</td> </tr> </tbody> </table>	??	Cut Score	??	Total Mastery	Advanced	85%	??	136 (6 of 7) 32%	Proficient	75%	??	0 (6 of 7) 0%	Basic	60%	??	99 (5 of 7) 23%	Below Basic	50%	??	81 (4 of 7) 19%	Far Below Basic	??	??	106 25%
??	Cut Score	??	Total Mastery																						
Advanced	85%	??	136 (6 of 7) 32%																						
Proficient	75%	??	0 (6 of 7) 0%																						
Basic	60%	??	99 (5 of 7) 23%																						
Below Basic	50%	??	81 (4 of 7) 19%																						
Far Below Basic	??	??	106 25%																						

Mastery Manager[®] also enables comparison analysis of each teacher’s results on a single standard, as seen on the sample Learning Objectives Mastery Comparison chart below:



Analysis of PLC data enables curricular adjustments and re-teaching so that pupils will be prepared to meet the challenges of high-stakes tests and advanced courses.

Data Analyses Summary

In summary, PCHS is committed to using all available data to inform professional development, guide program improvement, and drive instructional strategies. School-wide and subgroup comparisons have been useful to illuminate trends and point to specific growth targets. While justifiably proud of its gains over the charter’s current term, PCHS recognizes the limits of retrospective comparisons, and is committed to generate, organize, and interpret timely data as a foundation of authentic professional development and effective program improvement. PLC common assessment results provide that data, illuminating areas for timely, authentic, teacher-led professional development and stimulating improvements to instructional practice.

2403
2404
2405
2406
2407
2408
2409
2410
2411
2412
2413
2414
2415
2416
2417
2418
2419
2420
2421
2422
2423
2424
2425
2426
2427
2428
2429
2430
2431
2432
2433
2434
2435
2436
2437
2438
2439
2440
2441
2442
2443
2444
2445
2446
2447
2448

Special Education

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, PCHS will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and PCHS regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

2449 The District is currently in the process of developing an Integrated Student Information
2450 System (“ISIS”) as required by the MCD. Although most Charter Schools are not
2451 currently utilizing the District’s current SIS, the MCD requires all Charter Schools to
2452 implement the use of ISIS once it is developed.

2453
2454
2455
2456
2457
2458
2459
2460
2461
2462
2463
2464
2465
2466
2467
2468
2469
2470
2471
2472
2473
2474
2475
2476
2477
2478
2479
2480
2481
2482
2483
2484
2485
2486
2487
2488
2489
2490
2491
2492
2493
2494

2495
 2496
 2497
 2498
 2499
 2500
 2501
 2502
 2503
 2504
 2505
 2506
 2507
 2508
 2509
 2510
 2511
 2512
 2513
 2514
 2515
 2516
 2517
 2518
 2519
 2520
 2521
 2522
 2523
 2524
 2525
 2526

**ELEMENT 2:
 MEASURABLE PUPIL OUTCOMES**

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

California Education Code Section 47605 (b) (5) (B)

The overall outcome objective of PCHS is for its pupils to meet or exceed the achievement levels of similar pupils District-, county-, and state-wide. In accordance with the School’s expected school-wide learning results (ESLR’s), pupils graduated by PCHS will demonstrate they are critical thinkers who make positive contributions to their communities and effective communicators who are capable users of technology. To quantify its results in educating pupils in standards-based curricula based on the California Department of Education (CDE) *Frameworks*, PCHS will continue to develop formative and summative assessment programs as measurements both for and of learning. Analysis of outcome data will guide the development and fine-tuning of educational programs.

PCHS is committed to meeting or exceeding State and federal targets and/or performance level trends for similar schools:

- API growth;
- AYP;
- CELDT;
- The percentage of pupils passing CAHSEE on the first attempt;
- The total percentage of pupils passing the CAHSEE;
- Attendance rate goals; and
- Retention/graduation rate goals.

PCHS is committed to the pursuit of the following five-year State achievement goals as measured by overall, sub-group, cohort, and/or individual student results:

Outcome	How Measured	Frequency of Measurement
API—Growth of 20 points within five years	CDE calculation	Annually
Achievement Gap—5 percent reduction	CDE calculation	Annually
AYP—Increase all students’ CST ELA	CDE calculation	Annually

proficiency/advanced by 5 percent		
AYP—Increase EL students' CST ELA proficiency/advanced by 10 percent	CDE calculation	Annually
AYP—Increase students with disabilities CST ELA proficiency/advanced by 5 percent	CDE calculation	Annually
AYP—Increase all students' CST mathematics proficiency/advanced by 10 percent	CDE calculation	Annually
AYP—Increase African American students' CST mathematics proficiency/advanced by 10 percent	CDE calculation	Annually
AYP—Increase all students' CST science proficiency/advanced by 7 percent	CDE calculation	Annually
AYP—Increase all students' CST social science proficiency/advanced by 10 percent	CDE calculation	Annually
CELDT—Increase EL Proficiency to 85 percent	CELDT Test	Annually
CAHSEE—Increase 10 th grade passing rate for African American and EL students	CAHSEE	Periodically
CST—Increase numbers of all students scoring in the proficient and advanced bands in mathematics by 8 percent	CST	Annually
Graduation Rate—increase to 97 percent	Graduation Qualification	Annually

2527
2528

o

2529 **Goals for the Demonstration of Skills, Knowledge, and Attitudes**

2530
2531
2532
2533
2534
2535

PCHS shall meet all statewide standards and conduct pupil assessments required pursuant to Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter schools. Pupils at PCHS are expected to demonstrate the following departmental standards:

2536	Integrated Language Arts	Pupils will perform at or above grade level in reading, writing, speaking, and listening in the descriptive, narrative, expository, persuasive, and analytical domains as demonstrated by the ability to comprehend, analyze, or generate written, oral, and visual texts with accurate and effective identification or application of vocabulary usage, literary devices, syntactical strategies, rhetorical techniques, and generic conventions when expressed through a variety of traditional and innovative (including technological) responses, products, and quantitative assessments which deeply discern or effectively and artfully convey meaning.
2537		
2538		
2539		
2540		
2541		
2542		
2543		
2544		
2545		
2546		
2547	Mathematics	By working in a variety of instructional settings, pupils will learn to communicate mathematics using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics. Ultimately, pupils will demonstrate proficiency in essential standards for each course.
2548		
2549		
2550		
2551		
2552		
2553		
2554	Science	Pupils will understand the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; and use technology for information retrieval, data acquisition and analysis, and communications.
2555		
2556		
2557		
2558		
2559		
2560		
2561	Social Science	Pupils will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in our society; understanding of the basic principles of democracy and the origins of basic constitutional concepts; and using time and chronology in the analysis of cause and effect.
2562		
2563		
2564		
2565		
2566		
2567		
2568		
2569		
2570		
2571		
2572	English Language Learner Program	Pupils will acquire English-language proficiency in all areas of communication, including listening, speaking,
2573		
2574		
2575		
2576		
2577		
2578		
2579		
2580		
2581		

2582		reading, and writing. They will also demonstrate academic
2583		progress in the core curriculum. Mastery of English
2584		Language Standards will be monitored through the use of
2585		portfolios in the ESL class. Pupils will achieve grade-level
2586		standards in SDAIE and mainstream core curriculum
2587		classes. Para-professionals assist English Learners to meet
2588		the goals of the program. The CELDT is used for initial
2589		identification and for annual assessment until pupils are
2590		reclassified as fluent. Pupil progress is verified every
2591		grading period, and the Language Appraisal Team
2592		intervenes to improve the quality of instruction and assure
2593		pupil success in ESL and core subjects. Programs will be
2594		designed so that all limited English-speaking pupils can
2595		achieve the following:
2596		
2597		• Self-esteem; pride in one’s language and culture;
2598		
2599		• Academic achievement in all subject areas; and
2600		
2601		• Academic proficiency in the English language.
2602		
2603		We will research and develop ways to improve our existing
2604		programs to better meet these goals, with particular
2605		emphasis on Language Arts (including ESL and
2606		Transitional English Reading).
2607		
2608	Visual & Performing Arts	Pupils will learn how to express their own creativity
2609		effectively and skillfully. They will also make critical,
2610		informed judgments about the arts and aesthetics.
2611		Additionally, pupils will understand that art is an
2612		expression of culture and society and its changes are a
2613		reflection of the differences across cultures and societies.
2614		
2615	Foreign Language	Pupils will learn to use a foreign language to communicate
2616		accurately and appropriately, whether listening, speaking,
2617		reading, or writing. Pupils will understand the cultures of
2618		those countries where the target language is spoken. Pupils
2619		will understand the place of the target language in our own
2620		society
2621		
2622	Special Education	Each pupil will achieve goals and objectives designed
2623		specifically to address his or her academic, vocational, and
2624		social-emotional strengths and needs. Multiple methods for
2625		assessing pupil growth and understanding will be employed
2626		in order to provide continuous feedback for all individuals
2627		supporting the pupil (i.e. parents, teachers, designated

2628 instructional service providers, etc.) Pupils will access the
2629 general education curriculum in all subject areas, with
2630 accommodations and modifications appropriate to each
2631 pupil's needs pursuant to an Individualized Education Plan
2632 (IEP). Pupils will demonstrate proficiency as defined in
2633 their IEP in core curriculum subject matter through a
2634 variety of assessment methods. Consultation and
2635 collaboration between general and special education
2636 teachers will ensure full access to the general education
2637 curriculum for all pupils with exceptional needs. PCHS
2638 will continue federal and State mandated education
2639 services.

2641 Technical Education Pupils will understand the critical significance and impact
2642 of technology on every aspect of life; develop the ability
2643 and skills necessary to utilize this new technology, and take
2644 advantage of the almost infinite resources available to
2645 enhance their current and future quality of life.
2646

2647 Physical Development
2648 and Health Pupils will acquire lifetime physical fitness concepts to
2649 help them develop motor skills, shape and maintain a
2650 positive self-image, display appropriate social behavior,
2651 and enjoy physical education as a recreational interest.
2652 Pupils will increase muscular strength and endurance,
2653 flexibility and agility; develop cardio-vascular endurance,
2654 and maintain body composition. Pupils will gain an
2655 understanding of human growth and development, as well
2656 as sexuality; plan a physical fitness program; understand
2657 nutrition, substance abuse, and the nature of illness. Pupils
2658 will demonstrate their knowledge of the skills and course
2659 content on written examinations, physical skills tests, and
2660 observation by the instructor during class activities.
2661

2662 **When and How Pupil Outcomes Will Be Assessed**

2663
2664 Pupils will be regularly assessed in their mastery of the above core academic skills
2665 through means such as observation of their activities and their production of meaningful
2666 work; classroom examination, including formative and summative assessments; State-
2667 mandated tests (CAHSEE, CST, CELDT); Advanced Placement Examinations; SAT
2668 and/or ACT scores; and/or other assessment instruments that may be deemed appropriate
2669 by PCHS. Examinations mandated by the State or administered by outside testing
2670 agencies will be given in accordance with time frames determined by those authorities.
2671

2672 **Benchmarks to be met**

2673 PCHS will meet all the criteria of AB1137 for charter renewal.

2674
2675 PCHS will continue to utilize its Professional Learning Community (PLC) framework in
2676 order to boost the academic achievement of its pupils. Under the PLC concept, teachers
2677 work collaboratively either in course-alike groups or in multidisciplinary teams to
2678 concentrate on implementing agreed-upon curricula, instructional methodologies, and
2679 formative and summative assessments. Instruction is based on California State content
2680 standards, using materials deemed by the professional educators of PCHS to be in the
2681 best interest of the School's educational programs and the pupils' learning needs,
2682 including but not limited to textbooks approved by the State of California. Common
2683 assessments are used to gauge pupil progress, course-wide and standard-by-standard.
2684 Teacher teams determine the standards addressed in each unit of instruction and the
2685 intensity of instruction for each standard. The work products of this curriculum-mapping
2686 are assessments that truly reflect what has been taught. Optimal schedules and intervals
2687 for these common assessments will be determined by the teacher teams and administered
2688 as follows:

- 2689
- 2690 ○ Formative assessments will be created to inform instruction in course-alike groups
2691 and provide meaningful feedback to pupils.
 - 2692
 - 2693 ○ Summative assessments will be created by each collaborative group to determine
2694 pupil mastery of standards.
- 2695

2696 Each of these assessment types serves a specific purpose in the quest for improvement in
2697 pupil outcomes. Formative assessments—assessments *for* learning—have been shown,
2698 as evidenced in Benjamin S. Bloom's 1984 summary of research and the 1998 research
2699 review of Paul Black and Dylan William, to raise pupil achievement as reflected in
2700 summative assessments. Summative assessments—assessments *of* learning—are
2701 analyzed to inform the School's education professionals regarding a question at the heart
2702 of all pedagogical decision-making at PCHS: how will the School determine if pupils
2703 have learned? Once assessments have been administered, the results data will be
2704 recorded, disaggregated, and then disseminated to teachers for analysis.

2705

2706 Both forms of assessment will be used to drive instruction, and during the term of this
2707 charter the School may increase the number of formative and summative assessments in
2708 each course while striving to maintain a balanced assessment program—a program that
2709 constantly refines the accuracy of classroom assessments, involves pupils by providing
2710 informative feedback, and advises teachers as to the efficacy of instruction. Writing in
2711 *Assessment FOR Learning*, Stephen and Jan Chappuis, Richard Stiggins, and Judith Arter
2712 noted the advantages of a balanced assessment program. Pupils benefit by becoming
2713 more confident learners as they watch themselves succeed and become more motivated to
2714 learn. Teachers benefit, as they are able to make more effective and efficient
2715 instructional decisions. The entire learning community benefits as the School meets and
2716 exceeds its accountability standards.³
2717

³ Chappuis, Stiggins, Arter and Chappuis. *Assessment FOR Learning*. Portland, OR: Assessment Training Institute, 2004.

2718 Based on assessment results, the teacher groups will recommend interventions for each
2719 course. Through teacher collaboration a school-wide intervention pyramid, as detailed in
2720 Element 1 and Appendix R, will be created. Course-alike and/or multi-disciplinary
2721 groups meet regularly. This time is used to focus solely on expectations, assessments,
2722 and responses to pupil learning needs.

2723

2724 **Accountability**

2725

2726 In accordance with provisions of NCLB and State law, the PCHS Board of Trustees will
2727 be accountable for tracking pupil progress and continued evaluation of ways in which
2728 progress may be improved. The results of the PLC course-alike assessments will be
2729 made available to the PCHS Board of Trustees for this purpose. All stakeholders of
2730 PCHS, including pupils and parents, are ultimately responsible for achievement of the
2731 goals stated above.

2732

2733
2734
2735
2736
2737
2738
2739
2740
2741
2742
2743
2744
2745
2746
2747
2748
2749
2750
2751
2752
2753
2754
2755
2756
2757
2758
2759
2760
2761
2762
2763
2764
2765
2766
2767
2768
2769
2770
2771
2772
2773
2774
2775
2776
2777
2778

**ELEMENT 3:
METHODS OF ASSESSING PUPIL PROGRESS
TOWARDS MEETING OUTCOMES**

*The method by which pupil progress in meeting those pupil outcomes is to be measured.
California Education Code Section 47605 (b) (5) (C)*

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, PCHS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure pupil achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the School's performance in comparison to similar schools throughout the District and State, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education (CDE).

Statewide Testing

As one method of measuring pupil progress, assessments will be conducted pursuant to Education Code Section 47605(c)(1) which requires PCHS to conduct State testing pursuant to Education Code Sections 60605 and 60851 and any other statewide assessments applicable to pupils in non-charter schools. If PCHS does not test (e.g., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as to PCHS.

California High School Exit Exam (CAHSEE)

Passing scores on the CAHSEE are a State graduation requirement. CAHSEE results will be used to determine whether pupils are progressing in their programs of instruction and to identify pupils needing intervention. The results achieved by PCHS pupils on the CAHSEE will also be used as a metric for evaluation by external auditors.

Other Methods of Assessment

PCHS will continue to develop an assessment process using multiple instruments emphasizing conceptual thinking and problem-solving skills. The School will assess both individual and school-wide progress with appropriate measures that address the needs of all pupils. The types of assessment to be used to evaluate pupil progress will follow State guidelines and may include:

- Norm-referenced and standards based achievement tests, including but not limited to STAR, Advanced Placement Examinations, the SAT and/or ACT;
- Performance-based assessments;

2779
2780
2781
2782
2783
2784
2785
2786
2787
2788
2789
2790
2791
2792
2793
2794
2795
2796
2797
2798
2799
2800
2801
2802
2803
2804
2805
2806
2807
2808
2809
2810
2811
2812
2813
2814
2815
2816
2817
2818
2819
2820
2821
2822
2823
2824

- Teacher evaluation based upon clearly specified criteria for scoring pupil work, including State standards-aligned tests and quizzes, critical thinking and problem-solving assignments, and in-class participation;
- Completion of University of California (UC) and California State University (CSU) A-G requirements; and
- The use of longitudinal, survey, and other data collected by PCHS to track pupil progress.

Adequate Yearly Progress (AYP)

The AYP, the statewide accountability system mandated by the No Child Left Behind Act of 2001, will be used by the State and federal government to determine PCHS annual progress.

Academic Performance Index (API)

The API will be used to compare the position of PCHS with that of other schools in the State and to track the growth of PCHS overall and its reportable subgroups. The API will also be used to identify underperforming subgroups and develop remediation strategies and programs, as appropriate.

Average Daily Attendance (ADA)

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the school, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored. (See PCHS 2007-2008 Parent/Student Handbook.) The PCHS attendance accounting system will meet the requirements of the LAUSD, the Los Angeles County Office of Education (LACOE), and the California Department of Education (CDE).

Proficiency Standards

Specific proficiency standards and processes used to determine pupil achievement are addressed in Element 2 of this charter and will be achieved in accordance with grade-level time-frame State standards. Pupils will be regularly assessed in their mastery of core academic skills through observation of their activities and examination of their work products, teacher-created course examinations, and/or other assessment instruments that may be deemed appropriate by PCHS. Locally developed assessments, whether generated by individual teachers or course-alike or multidisciplinary teams, will be administered according to time frames determined by PCHS to be in the best interest of pupils and their learning programs.

2825 **Professional Learning Community**

2826

2827 PCHS will continue to develop its PLC program in order to improve the academic
2828 achievement of its pupils while generating results data that can be used to drive
2829 instruction. Data generated by a variety of assessments will be used to tailor programs to
2830 meet the learning needs of pupils. Pupils’ learning needs are defined in two ways: first,
2831 *what* PCHS expects pupils to learn; second, *how* pupils will learn. The foundations of
2832 *what* pupils are expected to learn are the California State content standards. *How* pupils
2833 learn at PCHS is determined in accordance with best practices and research literature,
2834 using materials chosen by the professional educators of PCHS, including but not limited
2835 to State of California-approved textbooks. PCHS retains the right to select other
2836 textbooks and supplemental materials to assist pupils in mastering California State
2837 content standards.

2838

2839 Teachers working collaboratively either in departments, course-alike groups, or
2840 multidisciplinary teams will consult with the School’s administrators and other education
2841 professionals to analyze data and adjust instruction to ensure positive outcomes.
2842 Additionally, PCHS faculty and staff will utilize peer-reviewed academic literature
2843 concerning the best practices in promoting pupil achievement.

2844

2845 As described in Element 2 of this charter, course assessments in the PLC concept take
2846 two forms: formative assessments *for* learning and summative assessments *of* learning.
2847 Both forms of assessment will be used to drive instruction, with feedback provided to
2848 pupils to involve them in the assessment process and to teachers to facilitate efficacious
2849 modifications in instruction. Teachers in their course-alike and interdisciplinary groups
2850 will determine deadlines and intervals for formative and summative assessments. Based
2851 on pupils’ performance on formative and summative assessments, teacher teams will
2852 design and implement interventions for each course. The school-wide intervention
2853 pyramid, as detailed in Element 1 and Appendix R, will be utilized to channel pupils to
2854 the appropriate intervention.

2855

2856 **Periodic Marks**

2857

2858 Grading will be by individual teachers in accordance with criteria determined by the
2859 School’s teaching staff, using the following guidelines:

2860

Subject Marks	Work Habits and Cooperation
A—Markedly superior work	E—Excellent
B—Superior work	S—Satisfactory
C—Satisfactory work	U—Unsatisfactory
D—Needs to improve	
F—Little or no progress	

2861

2862 Marks are subject to review under special circumstances. In all matters relating to marks,
2863 PCHS will be assiduous in upholding the rights of individuals under all relevant State and
2864 federal laws, and will guarantee due process. Pupils will receive letter marks at least
2865 twice per semester, and progress reports will be sent home at regular intervals, currently
2866 every five weeks, but subject to review and modification. LAUSD report cards will be
2867 used unless and until PCHS develops its own report card.

2868

2869 **Discipline Reports**

2870

2871 Behavior and decorum are keen indicators of the engagement of pupils in their programs
2872 of instruction and their appreciation of their learning environments. Discipline reports,
2873 including behavior referrals, tardiness and truancy, vandalism, and suspensions and
2874 expulsions, will be a factor in determining the effectiveness of programs and policies, and
2875 will contribute to the continual evolution of those programs and policies.

2876

2877
2878
2879
2880
2881
2882
2883
2884
2885
2886
2887
2888
2889
2890
2891
2892
2893
2894
2895
2896
2897
2898
2899
2900
2901
2902
2903
2904
2905
2906
2907
2908
2909
2910
2911
2912
2913
2914
2915
2916
2917
2918
2919
2920
2921
2922

**ELEMENT 4:
GOVERNANCE STRUCTURE OF THE SCHOOL**

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code Section 47605 (b) (5) (D)

Palisades Charter High School (PCHS) has constituted itself as a California nonprofit Public Benefit Corporation pursuant to California law. Palisades Charter High School and/or its nonprofit corporation will be solely responsible for the debts and obligations of the charter school. PCHS will be governed pursuant to the bylaws adopted by the incorporators, which may be subsequently amended pursuant to the amendment process specified in the bylaws. Board of Trustees bylaws and Articles of Incorporation are included as Appendix I.

Palisades Charter High School Board of Trustees

The mandate of the Board of Trustees (the Board) consisting of stakeholders of PCHS is to oversee the implementation of the guiding mission, vision, strategic plan and school-wide goals of PCHS. In order to do so, the Board of Trustees shall be empowered to operate as the principal decision-making body in regard to school-wide policies. The governance structure is designed to foster participation by all stakeholders and to ensure the effectiveness of local school control and accountability. As part of the School’s mission, it is vital that pupils witness and participate in the School’s collaborative process of policy development and decision-making. The Board of Trustees’ major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the annual budget and overseeing fiscal management, and selecting, hiring, evaluating, and when necessary, replacing top administrators and managers. The Board of Trustees will be accountable to the chartering agency for the School’s overall performance in attaining its goals, as set forth in this charter.

All school-wide policies will be developed in accordance with the governance procedures set forth in this charter, the Board of Trustees’ bylaws, and in the bylaws of the various committees, and will guarantee the opportunity for participation by all stakeholder groups. In the implementation of school-wide policies, PCHS guarantees protection of all individual rights under State and federal law, including due process and the right of appeal. Policies in effect at the time of approval of this charter will remain in effect unless and until amended, replaced, or eliminated by the Board of Trustees.

Membership

The Board of Trustees shall consist of eleven (11) voting members and two (2) non-voting members. The majority of the 11 members shall be non-interested stakeholders (neither employed by nor otherwise compensated by PCHS). Board staff shall be the Executive Director, the Principal, the Chief Business Officer, and others as needed. The

2923 Executive Director, Principal and Chief Business Officer and others as needed are staff of
2924 the school and work for the board providing them information and following up on their
2925 requests/directives as needed. They are not members of the 11 member governing board
2926 and serve only in an advisory role and are non voting . Note that less than 50% of PCHS'
2927 governing board are interested parties (employees of the school). This is in keeping with
2928 the non profit corporations code. To avoid conflicts of interest, PCHS employees who
2929 are board members recuse themselves from board discussions and actions relating to
2930 collective bargaining.

2931
2932 A PCHS pupil will be permitted, in accordance with the Board's bylaws, to serve as a
2933 non-voting member of the Board of Trustees. Board members should be drawn from the
2934 same geographic areas as the School's pupil body. Among the desired qualifications for
2935 Board members should be expertise in the fields of finance, law and ethics, and/or
2936 education practice, as well as prior involvement at the school. Board members will serve
2937 terms of office and be elected in accordance with the Board's bylaws.

2938
2939 The voting members of the Board of Trustees will include:

- 2940
- 2941 • Three certificated faculty members;
- 2942
- 2943 • Three parents, with at least one representing traveling pupil communities (defined
- 2944 below);
- 2945
- 2946 • Three members representing the community;
- 2947
- 2948 • One member of the non-certificated staff;
- 2949
- 2950 • One member of the administrator/manager class of employees and not the
- 2951 executive director, principal or chief business officer .
- 2952

2953 The governance of the school will function as a representative democracy. The Trustees
2954 will have the responsibility to act in the best interest of the school as a whole. All
2955 members will be elected by stakeholders. The faculty stakeholder group will elect two
2956 faculty members. All PCHS personnel will elect one community member. PCHS
2957 personnel, the parent stakeholder group and the student body will elect the other two
2958 community members. The School's pupils will elect one faculty member. The parent
2959 stakeholder group will elect its own members. At least one parent member must be from
2960 the communities served by the traveling pupil programs outside the School's traditional
2961 catchment area. Elections will be held annually. Special elections will be held when
2962 necessary to fill vacant positions. The following Trustees will serve two-year terms:
2963 faculty Trustees elected by faculty; parent Trustees; community Trustees; the non-
2964 certificated/classified Trustee; and the administrator/manager Trustee. The following
2965 will serve one-year terms: the faculty Trustee elected by pupils and the pupil Trustee. To
2966 ensure institutional stability and staggered election cycles, term lengths may be adjusted,
2967 in accordance with Board bylaws. Terms will begin at the first Board of Trustees
2968 meeting held after regular elections.

2969

2970 In order to foster a cooperative and collaborative relationship, facilitate communication,
2971 encourage a meaningful articulation of ideas, and promote mutual understanding between
2972 PCHS and non-charter schools within the LAUSD, one representative of the LAUSD will
2973 be permitted, in accordance with the bylaws, to serve as a non-voting *ex officio* member
2974 of the Board of Trustees.

2975

2976 The Board may initiate and carry on any program or activity or may otherwise act in any
2977 manner which is not in conflict with or inconsistent with or preempted by any law, and
2978 which is not in conflict with the purposes for which schools are established.

2979

2980 The Board may execute any powers delegated by law to it and shall discharge any duty
2981 imposed by law upon it and may delegate to an employee of the School any of those
2982 duties. The Board, however, retains ultimate responsibility over the performance of those
2983 powers or duties so delegated. Such delegation will:

2984

- 2985 ○ Be in writing;
- 2986
- 2987 ○ Specify the entity designated;
- 2988
- 2989 ○ Describe in specific terms the authority of the Board being delegated, any
2990 conditions on the delegated authority or its exercise, and the beginning and ending
2991 dates of the delegation; and
- 2992
- 2993 ○ Require an affirmative vote of a majority of Board members.
- 2994

2994

2995 Agendas and minutes of Board of Trustees meetings will be posted and available in the
2996 School's main office, as well as on the School's website.

2997

2998 All Board of Trustees activities will be conducted in accordance with its bylaws and with
2999 the Ralph M. Brown Act, the Political Reform Act, the Corporations Code, and all other
3000 applicable laws and regulations. Members of the PCHS 's executive board any
3001 administrators, managers or employees, and any other committees of the School shall
3002 comply with federal and State laws , nonprofit integrity standards and LAUSD's Charter
3003 School policies and regulations regarding ethics and conflicts of interest.

3004

3005 **Decision-Making**

3006

3007 PCHS encourages faculty, staff, parents, pupils, and administrators to bring their
3008 concerns and ideas to one or more standing committees, each of which has majority
3009 faculty membership, through attending and participating in open committee meetings and
3010 submitting written proposals to the committees. All stakeholders may have
3011 representatives on each committee so that concerns and ideas may also be brought to the
3012 attention of the committees through this representation. The standing committees will
3013 then work to create recommendations to the Board in the areas of their purview based on
3014 the input they receive from stakeholders.

3015

3016 The Board of Trustees will schedule regular meetings at least once monthly. Action will
3017 be taken by a majority of the Board of Trustees or as otherwise required by the charter or
3018 the corporate bylaws.

3019

3020 To provide the school community the opportunity to meet and talk with Trustees, each
3021 Trustee will periodically make himself/herself available to meet with stakeholders.

3022

3023 Committees

3024

3025 The Board of Trustees will establish standing and temporary committees to focus on
3026 specific operations, tasks, and/or policies. The Board will consider the recommendations
3027 of, and in some cases delegate decision-making authority to, its committees. All
3028 stakeholders are eligible to be chosen to serve as voting members of committees, in
3029 compliance with legal requirements.

3030

3031 The membership of all standing committees will include a majority consisting of faculty
3032 members. The membership of all other committees will include meaningful and/or
3033 appropriate participation of all stakeholders.

3034

3035 The Board's standing committees currently include Budget and Finance;
3036 Communications; Educational Programs; Operations, Facilities and Technology; and
3037 Policy.

3038

3039 Budget and Finance

3040 The purpose of the Palisades Charter High School (PCHS) Budget & Finance Committee
3041 is to ensure stakeholder participation in decisions relating to revenues, expenditures, and
3042 fund balances. The primary consideration of the Budget & Finance Committee in its
3043 decision-making shall be to ensure fiscal solvency while fostering development of a
3044 quality educational program and improved student achievement at PCHS.

3045

3046 The Budget & Finance Committee shall be open to all stakeholders of PCHS, with the
3047 proviso that teachers shall have the right to constitute 50 percent of the voting members.

3048 The committee shall be limited to 17 members. Those desiring membership may make
3049 such request to the Secretary of the committee. Members of the committee shall be
3050 appointed to the committee by the PCHS Board of Directors in accordance with its
3051 corporate bylaws. Vacancies shall be filled by the PCHS Board of Directors in
3052 accordance with the Board's bylaws. Filling a vacancy will complete the term of the
3053 member replaced. Members shall serve one-year terms, with no term limits. Terms shall
3054 begin immediately upon appointment unless otherwise specified. Members may only be
3055 removed by the PCHS Board of Directors upon a petition of three-fourths (3/4) of the
3056 committee, or a motion by a member of the Board.

3057 The Committee will consist of a majority membership of the faculty stakeholder group,
3058 with the following composition:

3059

- teachers

3060

- parents/community members

3061

- student

3062

- administrator

3063

- classified employee

3064

- at large from any stakeholder group

3065

- * community member

3066

- * booster club member

3067

3068

3069 **Communications**

3070

3071 The purpose of the Palisades Charter High School Communications Committee (the
3072 Committee) is to define and promote effective communication to all stakeholders. The
3073 Committee will provide guidelines and feedback for constructive Pali communications.

3074 The Committee membership shall be open to all stakeholders of the Palisades Charter
3075 High School, with a majority membership of the faculty stakeholder group. Those
3076 desiring membership may make such request to the secretary of the Committee. The
3077 Committee shall include one of more members from each stakeholder group totaling no
3078 more than eleven. Current interested membership Includes:

3079 teachers;

3080 students;

3081 parents;

3082 Board member;

3083 administrator; and

3084 classified staff member

3085 Ad hoc committee members will represent standing committees. Members shall serve a
3086 one year term with no term limits. The term begins immediately upon appointment unless
3087 otherwise specified.

3088

3089 **Education Program**

3090 The purpose of the Palisades Charter High School (PCHS) Educational Programs
3091 Committee is to foster the development of quality educational programs and improved
3092 student achievement at PCHS. To accomplish its purpose, the committee will encourage
3093 teachers and other stakeholders to participate in the formulation of curricular programs
3094 and policies. Specifically, the committee's focus, in accordance with California
3095 Education Code Section 47600, will be to:

3096 • Improve pupil learning in measurable ways;

3097 • Increase learning opportunities for all pupils, with special emphasis on expanded
3098 learning experiences for pupils who are identified as academically low achieving;

3099 • Encourage the use of effective and innovative teaching methods; and

3100 • Create new professional opportunities for teachers, including the opportunity to be
3101 responsible for the learning program at the school.

3102

3103 The Educational Programs Committee shall consist of 19 voting members and one ex
3104 officio member, with the following composition:

3105 • 1 Academic Principal or his/her designee

3106 • 11 Teachers, 1 Teacher representing each department: English, Mathematics, Social
3107 Studies, Science, Health Education, Physical Education, Special Education, Technical
3108 Education, Visual and Performing Arts, Foreign Language, Work Experience

3109 • Member of the Counseling Department

3110 • Classified Employee

3111 • Parents

3112 • Students

3113 • Executive Director (ex officio)

3114 • Community Member

3115 Members should be selected during June of each school year. Those desiring
3116 membership may make such request to the Secretary of the committee in May. If more
3117 than the number of required members applies, an election should be scheduled for the
3118 June committee meeting and those attending that meeting should vote to seat the
3119 committee. Those persons receiving the most votes for each stakeholder position shall be
3120 seated as a committee member and the runners-up shall be seated as alternates. Members
3121 will serve one-year term, with no term limits. Terms shall commence in June and
3122 continue through the next school year. Vacancies shall be filled by alternates or by
3123 accepting new applications, if necessary, during the term. The names of the committee
3124 members and officers will be submitted to the Board of Directors for approval and the
3125 committee members' names should be published (on the school website and on the
3126 designated bulletin board) in June. Members may only be removed by the PCHS Board
3127 of Directors upon a petition of three-fourths (3/4) of the Committee, or a motion by a
3128 member of the Board.

3129

3130 Operations /Facilities /Technology

3131 The purpose of the Palisades Charter High School (PCHS) Operations & Facilities
3132 Committee is to ensure stakeholder participation in decisions relating to the facilities and
3133 equipment at the site of PCHS and any non-curricular operations of the school. The
3134 primary consideration of the Operations & Facilities Committee in its decision-making
3135 shall be to ensure a positive learning and working environment in order to foster
3136 development of a quality educational program and improved student achievement at
3137 PCHS.

3138 The Operations & Facilities Committee shall be open to all stakeholders of PCHS, with
3139 the proviso that teachers shall have the right to constitute 50 percent of the voting
3140 members. The committee shall be limited to 14 members. Those desiring membership
3141 may make such request to the Secretary of the committee. Members of the committee
3142 shall be appointed to the committee by the PCHS Board of Directors in accordance with
3143 its corporate bylaws. Vacancies shall be filled by the PCHS Board of Directors in
3144 accordance with the Board's bylaws. Filling a vacancy will complete the term of the
3145 member replaced. Members shall serve one-year terms, with no term limits. Terms shall
3146 begin immediately upon appointment unless otherwise specified. Members may only be
3147 removed by the PCHS Board of Directors upon a petition of three-fourths (3/4) of the
3148 committee, or a motion by a member of the Board.

3149 The Committee will consist of a majority membership of the faculty stakeholder group,
3150 with the following composition:

- 3151 • teachers
- 3152 • parents/community members
- 3153 • student
- 3154 • administrator
- 3155 • classified employee
- 3156 • at large from any stakeholder group

3157

3158 Policy

3159 The purpose of the Palisades Charter High School Policy Committee is to develop
3160 policies to promote student achievement and facilitate the function of the school.

3161 The Policy Committee shall be open to all stakeholders of PCHS, will consist of a
3162 majority membership of the faculty stakeholder group, with the following composition:
3163 • teachers
3164 • parents/community members
3165 • student
3166 • administrator
3167 • classified employee
3168

3169 Members should be selected during June of each school year. Applications for positions
3170 will be accepted by the acting secretary in May. If more than the number of required
3171 members applies, an election should be scheduled for the June committee meeting and
3172 those attending that meeting should vote to seat the committee. Those persons receiving
3173 the most votes for each stakeholder position shall be seated as a committee member and
3174 the runners-up shall be seated as alternates. Members will serve one-year term, with no
3175 term limits. Terms shall commence in June and continue through the next school year.
3176 Vacancies shall be filled by alternates or by accepting new applications if necessary
3177 during the term. The names of the committee members and officers will be submitted to
3178 the Board of Directors for approval and the committee members' names should be
3179 published (on the school website and on the designated bulletin board) in June.
3180

3181 All committee members serve terms consistent with the committee's bylaws, not to
3182 exceed two years and with no term limits.
3183

3184 **School Organization**

3185

3186 The Board will conduct regular organizational reviews in order to ensure the fulfillment
3187 of the School's mission, vision, strategic plan, and school-wide goals.
3188

3189 **Charter Amendments and Revisions**

3190

3191 The governance structure and other provisions of this PCHS charter may be revised.
3192 Amendments to this charter may be proposed in writing and submitted to the Board of
3193 Trustees by any stakeholder. Amendments to the governance structure must be approved
3194 by seventy-five percent of the full-time employees and/or those with permanent status,
3195 and two-thirds of the voting members of the Board of Trustees in order to qualify for
3196 submission as a material revision to the chartering agency in accordance with Education
3197 Code Section 47607. All other amendments will be approved by majority vote. Material
3198 revisions shall be submitted to the District for approval in accordance with Education
3199 Code Section 47607.
3200

3201 **Board of Trustees Liability**

3202

3203 PCHS will maintain in effect general liability and Board errors and omissions insurance
3204 policies.
3205

3206
3207
3208
3209
3210
3211
3212
3213
3214
3215
3216
3217
3218
3219
3220
3221
3222
3223
3224
3225
3226
3227
3228
3229
3230
3231
3232
3233
3234
3235
3236
3237
3238
3239
3240
3241
3242
3243
3244
3245
3246
3247
3248
3249
3250

Communicating Board of Trustees Activities

Announcement of Board of Trustees meetings will comply with the terms of the Ralph M. Brown Act. All meetings are open to the public with the exception of that portion of the meeting that is legally held in closed session in accordance with the Brown Act. Minutes of the Board’s meetings will be posted on the School’s website and be available in the School’s main office.

LAUSD Charter Policy

PCHS will comply with the District Board policy related to charter schools, as it may change from time to time. The District shall notify PCHS of any change that would trigger any responsibility by PCHS to revise operations in accordance with new District policy.

Audit and Inspection of Records

PCHS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- PCHS is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit the School’s books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- • Compliance with terms and conditions prescribed in the Charter agreement;
- • Internal controls, both financial and operational in nature;
- • The accuracy, recording and/or reporting of school financial information;
- • The school’s debt structure;
- • Governance policies, procedures and history;
- • The recording and reporting of attendance data;
- • The school’s enrollment process;
- • Compliance with safety plans and procedures; and
- • Compliance with applicable grant requirements.

PCHS shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days notice to the School. When 30

3251 days notice may defeat the purpose of the audit, the District may conduct the audit upon
3252 24 hours notice.

3253 In addition, if an allegation of waste, fraud or abuse related to the School's operations is
3254 received by the District, PCHS shall be expected to cooperate with any investigation
3255 undertaken by the Office of the Inspector General, Investigations Unit.

3256

3257 **Term**

3258

3259 The term of this charter shall expire on June 30, 2015.

3260

3261 **Severability**

3262

3263 The terms of this charter contract are severable. In the event that any of the provisions
3264 are determined to be unenforceable or invalid under the provisions of California State
3265 Charter Schools Act or other relevant State and/or federal statutes, the remainder of the
3266 charter shall remain in effect, unless mutually agreed otherwise by the LAUSD and the
3267 Board of Trustees of PCHS. The District and school agree to meet to discuss and resolve
3268 any issues or differences relating to invalidated provisions in a timely, good faith fashion.

3269

3270

3271 **Responding to Inquiries**

3272

3273 PCHS shall promptly respond to all inquiries, including but not limited to, inquiries
3274 regarding financial records, from the District and shall consult with the District regarding
3275 any inquiries. PCHS acknowledges that it is subject to audit by LAUSD including,
3276 without limitation, audit by the District Office of the Inspector General.

3277

3278 **Notifications**

3279

3280 Notification is to be made to the Innovation and Charter Schools Division of any notices
3281 of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other
3282 formal complaints, within one week of receipt of such notices by PCHS.

3283

3284

3285

3286

3287 **PCHS Organizational Chart**

3288

3289 For the current organizational chart, see Appendix N.

3290

3291 **Grievance Procedure for Parents and Students**

3292

3293 PCHS will designate at least one employee to coordinate its efforts to comply with and
3294 carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title
3295 IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any
3296 investigation of any complaint filed with PCHS alleging its noncompliance with these

3297 laws or alleging any actions which would be prohibited by these laws. PCHS will notify
3298 all its students and employees of the name, office address, and telephone number of the
3299 designated employee or employees.

3300
3301 PCHS will adopt and publish grievance procedures providing for prompt and equitable
3302 resolution of student and employee complaints alleging any action which would be
3303 prohibited by Title IX or Section 504.

3304
3305 PCHS will implement specific and continuing steps to notify applicants for admission
3306 and employment, pupils and parents of elementary and secondary school pupils,
3307 employees, sources of referral of applicants for admission and employment, and all
3308 unions or professional organizations holding collective bargaining or professional
3309 agreements with the recipient, that it does not discriminate on the basis of sex or mental
3310 or physical disability in the educational program or activity which it operates, and that it
3311 is required by Title IX and Section 504 not to discriminate in such a manner.
3312

3313
3314
3315
3316
3317
3318

**ELEMENT 5:
QUALIFICATIONS OF EMPLOYEES**

3316 *The qualifications to be met by individuals to be employed by the school.*
3317 *California Education Code Section 47605(b)(5)(E)*

3319 The fundamental qualification of all employees at PCHS is a commitment to the
3320 principles of the School’s mission. Employees must also be essential to the fulfillment of
3321 that mission, as expressed in the terms of this charter. The Board of Trustees, with the
3322 help of the Executive Director, will evaluate the effectiveness of all staff positions at
3323 PCHS. Consistent with any obligations the School may have under any applicable
3324 collective bargaining agreements, the Board may alter any staff positions that do not
3325 effectively aid in achieving the School’s mission and the goals set forth in this charter.

3326
3327 Current qualified staff members, both those on leave from the LAUSD and those hired by
3328 PCHS from outside the District, will be encouraged to continue their employment under
3329 the terms of the charter. Employees may remain members of their respective bargaining
3330 units but shall apply for leaves of absence, if available, from the LAUSD in accordance
3331 with their respective collectively bargained agreements. All staff members on leave from
3332 the LAUSD who choose to opt out of PCHS will be placed by the LAUSD at another site
3333 in the District pursuant to conditions specified in their respective collective bargaining
3334 agreements.

3335
3336
3337 PCHS does not discriminate against qualified applicants or employees on the basis of
3338 race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin,
3339 ancestry, citizenship, age, marital status, physical disability, mental disability, medical
3340 condition, or any other characteristic protected by California or federal law.

3341
3342
3343 **Staff Selection**

3344
3345 PCHS shall select its own staff. Available positions at PCHS will be advertised through
3346 various media as necessary. PCHS recruits teachers who are qualified to deliver the
3347 proposed instructional program in a myriad of ways including posting on our website and
3348 EdJoin. We require the submission of documentation to our HR office to verify highly
3349 qualified status of all applicants. The status of individual staff’s credentials is monitored
3350 by the HR office and tracked through SIS. Regular reminders (twice annually) are issued
3351 to staff regarding the status of their credentials. The standards for employment will be
3352 based on appropriate academic background, prior experience, specialized training, and/or
3353 personal qualities as may be needed for each position. All candidates should possess and
3354 demonstrate the following skills:

- 3355
3356 ○ Critical, constructive thinking;
3357
3358 ○ Effective communication;

- 3359
3360 ○ Informed decision-making;
3361
3362 ○ Productive use of technology; and
3363
3364 ○ Ability to work cooperatively and collaboratively.
3365

3366 As a charter school, PCHS reserves the right to select, hire, reassign, and dismiss all
3367 School employees at the site. **Pursuant to applicable State law and employment**
3368 **contract provisions, appropriate supervisors will regularly evaluate all staff.**
3369 **Applicable State law and employment contract provisions govern procedures for**
3370 **discipline and termination of all employees.** PCHS employees will maintain
3371 employment rights consistent with any applicable collective bargaining agreements or,
3372 if a position is not represented, consistent with applicable Board policy.
3373

3374 **Documentation of Authorization for Employment**

3375
3376 Any employee who is not a citizen of the U.S. will be required to provide proper
3377 documentation for employment in the U.S.
3378

3379 **Fingerprinting and Background Checks**

3380
3381 All employees will be required to have a criminal record summary and clearance on file
3382 as described in the Education Code Section 44237. PCHS reserves the right to reject
3383 candidates based on convictions or findings from the fingerprint and background checks.
3384

3385 **Tuberculosis**

3386
3387 All employees will be required to have a clear tuberculosis test on file as described in
3388 Education Code Section 49406.
3389

3390 **Fidelity Bond or Crime Coverage**

3391
3392 Fidelity bond coverage shall be maintained by PCHS to cover all PCHS employees who
3393 handle, process, or otherwise have responsibility for PCHS funds, supplies, equipment, or
3394 other assets.
3395

3396 **Clearance for Employment**

3397
3398 An employee will not be permitted to begin work until all of the above requirements have
3399 been met.
3400

3401 **Roles and Functions: See appendix for a chart with the complete description of**
3402 **responsibilities**

3403
3404 **The Executive Director**

3405

3406 Qualifications for the Executive Director are determined by the Board of Trustees (the
3407 Board) and include knowledge and/or experience in leadership, education policy and law,
3408 governance, budget, finance, facilities, information technology, human resources,
3409 fundraising and communications. The Executive Director will have authority to execute
3410 and oversee administration of the policies established by the Board. The Executive
3411 Director will be selected, hired, evaluated, and when necessary, replaced by the Board.
3412 The Executive Director will be evaluated annually by the Board in accordance with the
3413 Board's bylaws. The evaluation will be presented in a closed session of the Board. At
3414 the end of each school year, the Board, along with the Executive Director, will set goals
3415 and create evaluation criteria for the following year.

3416

3417 **The Management Team**

3418

3419 The Management Team will be proposed by the Executive Director and submitted to the
3420 Board for approval as needed. This team will assist the Executive Director in the
3421 implementation of school-wide policy and administering the day-to-day operation of the
3422 School. All members of the Management Team will be responsible to the Executive
3423 Director. The Executive Director and the Board will evaluate the Management team to
3424 determine whether it needs to be altered in order to fulfill the school's mission and goals
3425 as expressed in this charter. The Board will establish the qualifications beyond those
3426 listed above for the members of the Management Team.

3427

3428 The Principal and the members of the instructional Management Team will be
3429 experienced educators, holding appropriate State certification. In order to maintain a
3430 close connection to pupils and the realities of classroom instruction, to recognize and
3431 comprehend instructional problems, and be able to successfully integrate objectives,
3432 opportunities, and resources, the Principal and instructional Management Team members
3433 may also teach classes in the areas of their curricular expertise.

3434

3435 The Management Team will consist of:

3436

3437 **Principal**

3438

- 3439 ○ An instructional leader who will oversee all aspects of the educational program as
3440 well as other pupil services;
- 3441 ○ Selected, hired, evaluated, and when necessary, replaced by the Executive
3442 Director and the Board;
- 3443 ○ Qualifications to be determined by the Board and to include relevant school site
3444 leadership experience.

3445

3446 **Chief Business Officer**

3447

- 3448 ○ An executive who will oversee budget and finance, and actively participate in the
3449 analysis of and decision-making for operations, maintenance, and other support
3450 services;

- 3451 ○ Selected, hired, evaluated, and when necessary, replaced by the Executive
- 3452 Director and the Board;
- 3453 ○ Shall be covered by fidelity bond or crime insurance maintained by PCHS;
- 3454 ○ Be knowledgeable on school funding for California charter schools;
- 3455 ○ Experienced with budget preparation and general accounting controls and
- 3456 procedures (general ledger, accounts payable, payroll);
- 3457 ○ Familiarity with Generally Accepted Accounting Principles (GAAP) and
- 3458 Governmental Accounting Standards Board (GASB) guidelines and applicability
- 3459 to charter schools;
- 3460 ○ Other qualifications to be determined by the Board.

3461

In addition, the Chief Business Officer will:

3462

- 3463 ○ Prepare and present budgets and financial updates to the Board;
- 3464 ○ Prepare required financial information to various reporting entities; and
- 3465 ○ Coordinate annual independent financial audit with outside independent auditors.

3466

3467

Subordinate Administrators, Managers, and Coordinators (See chart in the appendix)

3468

3469

3470

- 3471 ○ Staff members who will exercise administrative oversight of specific programs,
- 3472 services, and/or operations;
- 3473 ○ Facilitate educational programs, services, and staff development;
- 3474 ○ When feasible, teach classes;
- 3475 ○ Selected, hired, evaluated, and when necessary, replaced by the Executive
- 3476 Director and the Board;
- 3477 ○ Qualifications to be determined by the Board.

3478

Certificated Staff

3479

3480

PCHS shall comply with Education Code Section 47605(1) which states that teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. PCHS shall also comply with all applicable provisions of the No Child Left Behind Act as relates to highly qualified teachers. PCHS shall maintain documentation of compliance with Education Code Section 47605(1) on file at the Charter School to be available for period inspection by LAUSD. A full-time position may be shared by more than one certificated employee. A variety of part-time positions may be available.

3481

3482

3483

3484

3485

3486

3487

3488

PCHS ensures that all staff meet applicable qualifications through the following process: Upon hiring, certificated staff must submit to the Human Resources (HR) Office

- 3492 ○ transcripts;
- 3493 ○ credentials;
- 3494 ○ previous work history; and
- 3495 ○ CBEST results.

3496

The HR Office monitors credentials to ensure that the faculty remains highly qualified.

3497

3498 All certificated staff hired by PCHS are considered employees of PCHS. Employees of
3499 the LAUSD must resign to be considered full (sole) employees of PCHS. Teachers on
3500 leaves of absence from the LAUSD will retain their rights with regard to a return to
3501 LAUSD employment under the LAUSD-UTLA Collective Bargaining Agreement. All
3502 rights of PCHS certificated employees, whether on leave of absence from LAUSD or
3503 hired directly by PCHS, will be governed by the PCHS-UTLA collective bargaining
3504 agreement as applicable. Subject to any applicable collective bargaining agreement
3505 requirements, as noted above, PCHS reserves the right to adjust its staffing to meet the
3506 needs of its pupils and accomplish the goals of this charter.

3507

3508 The Executive Director shall recommend to the Board the hiring of all new members of
3509 the certificated staff upon recommendation of a committee consisting of the Principal or a
3510 designee, the department chairperson or other representative teacher from the appropriate
3511 department, and at least one member each from the non-certificated, parent, and pupil
3512 stakeholder groups. This committee shall interview, select, and forward its
3513 recommendation to the Executive Director. Minimum qualifications include those listed
3514 above as well as a thorough knowledge of relevant subject matter, plus:

3515

- 3516 ○ Be certificated by the California Commission on Teacher Credentialing or
- 3517 ○ Be enrolled in or have completed a teacher training program at an accredited
- 3518 university; and
- 3519 ○ Positive references from recent places of employment, colleges or graduate
- 3520 schools.

3521

3522 Teaching staff members, as well as non-teaching personnel such as school counselors,
3523 school nurses, school psychologists, deans, and coordinators, currently employed at
3524 PCHS or hired after inception of this charter must become fully credentialed or licensed
3525 as required by law within time frames outlined in applicable State and federal statutes. .
3526 The Board may make exceptions to the above qualifications for hiring staff in special
3527 areas. Records of credentials will be maintained on-site and monitored on an ongoing
3528 basis by the Executive Director. In accordance with Education Code Section 47605(1),
3529 flexibility may be considered with regard to teachers of non-core, non-college
3530 preparatory course pursuant to the authorizing agency.

3531

3532 The Principal and relevant members of the instructional Management Team in
3533 accordance with any applicable collective bargaining agreements or Board policies will
3534 conduct performance reviews of certificated staff. The grievance procedure shall be in
3535 accordance with the provisions of the relevant collective bargaining agreement.

3536

3537 **Substitutes**

3538

3539 PCHS will develop and utilize a list of certificated and otherwise qualified substitute
3540 teachers. Qualified substitute teachers may also be contracted through an outside
3541 provider or the LAUSD. Substitute teachers will undergo criminal background clearance
3542 before being utilized.

3543

3544 **Non-teaching Staff**

3545

3546 Non-certificated employees, including office staff, maintenance staff, custodial staff,
3547 grounds-keeping staff, food-service staff, aides, and paraprofessionals, serve in support
3548 roles to keep the School operating efficiently. Subject to any applicable collective
3549 bargaining agreement requirements, the Management Team, in consultation with the
3550 staff, will develop job descriptions and qualifications for all non-certificated positions.
3551 These job descriptions and qualifications will be reviewed and approved by the Board or
3552 a delegated subcommittee, in accordance with the Board's bylaws or policies.

3553

3554 Other than those employees contracted through the LAUSD, all non-certificated staff
3555 currently working at PCHS will be considered employees of PCHS. Subject to any
3556 applicable collective bargaining agreement requirements, as noted above, PCHS reserves
3557 the right to adjust its staffing to meet the needs of its pupils and accomplish the goals of
3558 this charter.

3559

3560 The Executive Director shall recommend to the Board the hiring of all new members of
3561 the non-certificated staff upon recommendation of a committee consisting of the
3562 Executive Director or a designee, the supervisor and/or other representative member from
3563 the appropriate operational department, and at least one member each from the parent and
3564 pupil stakeholder groups. This committee shall interview, select, and forward its
3565 recommendation to the Executive Director.

3566

3567 The Executive Director and relevant members of the Management Team, in accordance
3568 with collective bargaining agreements, will conduct performance reviews of non-
3569 certificated staff.

3570

3571 **Salaries and Benefits**

3572

3573 Salaries and benefits will be determined by applicable collectively bargained agreements
3574 between PCHS and its employees, or by individual employment contracts in the case of
3575 unrepresented employees. PCHS will offer salaries and benefits equal to or greater than
3576 those offered by the LAUSD.

3577

3578 The Board reserves the right to bargain to establish other employee compensation as
3579 deemed appropriate. The Executive Director and the Management Team will determine
3580 compensation for hourly employees who are not covered by a collective bargaining
3581 agreement. The Board must approve such compensation.

3582

3583

3584 PCHS will continue to provide mandatory benefits for employees in accordance with
3585 State and federal law. These benefits include:

3586

3587 ○ Workers' Compensation Insurance (to be provided by an A-rated company); and

3588

3589 o Unemployment Insurance.

3590

3591 PCHS will continue to provide its employees and qualified retirees with a healthcare
3592 benefits package comparable to that provided by the LAUSD to its employees.
3593 (Explanation: PCHS as a conversion charter school is for many employees the successor
3594 employer to the LAUSD. Its current collectively bargained agreements reflect “equal to,”
3595 “comparable,” or “same as” compensation as the LAUSD. These agreements are
3596 between PCHS and its employee associations and do not bind the LAUSD in any way.)

3597

3598 .

3599 **Illness and Vacation Leave**

3600

3601 Illness leave benefits are comparable to those provided by LAUSD are governed by all
3602 applicable collective bargaining agreements or Board policies. In accordance with the
3603 LAUSD-UTLA collective bargaining agreement⁴, PCHS will permit its employees to
3604 transfer to the Charter School their accrued illness leave balances from the District and to
3605 honor such accruals when needed by the employee. In the interest of equity, these terms
3606 will apply to all PCHS staff employed at PCHS prior to conversion. Accrual of illness
3607 leave shall be governed by the collective bargaining agreement between PCHS and
3608 UTLA, or any other applicable collective bargaining agreement or Board policy (for
3609 those employees not covered by a collective bargaining agreement). These agreements
3610 are between PCHS and its employee associations and do not bind the LAUSD in any
3611 way.)

3612

3613 Leave policies described in the collective bargaining agreements between the LAUSD
3614 and employee bargaining units will be applicable to qualifying PCHS employees. New
3615 policies regarding leaves-of-absence may be implemented by the Board if changes in the
3616 School's program warrant a need for such policies. Vacation time earned by an employee
3617 of PCHS at another LAUSD school will be recognized by PCHS in accordance with any
3618 applicable collective bargaining agreement or Board policy (for those employees not
3619 covered by a collective bargaining agreement) and with State law.

3620

3621 Misrepresentation of the reason for a leave of absence and/or misuse of the leave benefit
3622 can be grounds for disciplinary action, including termination of employment.

3623

3624 **Attendance Incentive Programs**

3625

3626 PCHS will continue to support attendance incentive programs.

⁴Article XII, Section 6.0, Paragraph c

3627 **ELEMENT 6:**
3628 **HEALTH AND SAFETY PROCEDURES**

3629
3630 *The procedures that the school will follow to ensure the health and safety of pupils and*
3631 *staff. These procedures shall include the requirement that each employee of the school*
3632 *furnish the school record summary as described in Section 44237.*

3633 *California Education Code Section 47605 (b) (5) (F)*
3634

3635 **Criminal Record Summary**
3636

3637 PCHS will require each employee to furnish a criminal record summary as described in
3638 Section 44237 of the California State Education Code. The School will comply with all
3639 of the health and safety laws common to the State of California and to the communities
3640 within which it operates. The Executive Director will be responsible for maintaining
3641 compliance with Section 44237 and all applicable health and safety laws.
3642

3643 **Fingerprinting and Background Check**
3644

3645 No employee, including substitute teachers, will be permitted to commence work at
3646 PCHS until clearance has been obtained from the Department of Justice. PCHS will
3647 comply with Education Code Section 45125.1 regarding the fingerprinting of volunteers
3648 and vendors, and the School will contract with the LAUSD or an outside vendor to
3649 process prospective employees' fingerprints and conduct criminal background checks.
3650

3651 **Immunizations, Health Screening, and Administration of Medications**
3652

3653 All enrolling pupils and staff will provide records documenting immunizations to the
3654 extent required for enrollment and employment in non-charter public schools. PCHS will
3655 adhere to all legal requirements for vision, hearing and scoliosis screenings as applicable
3656 to the grade levels served by the School. The school nurse or a trained designee under
3657 supervision of the school nurse will administer all medications to pupils.
3658

3659 **Mantoux Testing**
3660

3661 PCHS will follow State law (Education Code Section 49406) relating to Mantoux
3662 (tuberculosis) testing of all employees prior to commencement of employment.
3663

3664 **Emergencies**
3665

3666 PCHS will maintain policies and procedures for response to natural disasters and
3667 emergencies, including fires and earthquakes. These policies and procedures include but
3668 are not limited to:

- 3669
- 3670 ○ Staff training on emergency procedures;
 - 3671 ○ Emergency preparedness exercises each school year; and
 - 3672 ○ Storage of three days' supply of water, food, and first aid supplies as outlined in

3673 the LAUSD emergency preparedness bulletin.

3674

3675 **Facility Safety**

3676

3677 PCHS is housed in facilities that have received Fire Marshal approval and that have been
3678 evaluated by a qualified structural engineer who has determined that the facilities present
3679 no substantial seismic safety hazard.

3680

3681 PCHS will function as a drug-, alcohol-, tobacco-, and firearm-free workplace.

3682

3683 **Food Services**

3684

3685 PCHS will contract for food services that comply with all State regulations. In providing
3686 sustenance to pupils and staff, PCHS will encourage good eating habits by increasing
3687 healthy choices.

3688

3689 **Transportation**

3690

3691 PCHS will contract with the LAUSD or an appropriately licensed outside vendor for
3692 curricular, co-curricular, and/or athletic transportation. (unrelated to District provided
3693 transportation)

3694

3695 **Child Abuse Reporting**

3696

3697 PCHS faculty and staff are mandated child abuse reporters under State and federal law.
3698 PCHS faculty and staff shall be trained accordingly.

3699

3700 **Auxiliary Services**

3701

3702 The means by which PCHS shall ensure safety of food services, transportation, custodial
3703 services, and hazardous materials are detailed in the School Safety Plan (Appendix H).

3704

3705 **School Safety Plan**

3706

3707 The above health and safety policies will be incorporated as appropriate into the School's
3708 pupil and staff handbooks and will be reviewed on an ongoing basis in the School's staff
3709 development efforts and Board of Directors policy analysis. For more details on the
3710 PCHS School Safety Plan, see Appendix H.

3711

3712

3713 **Insurance Requirements**

3714

3715 **Insurance Requirements**

3716

3717 No coverage shall be provided to the Charter School by the District under any of the
3718 District's self-insured programs or commercial insurance policies. The Charter School
3719 shall secure and maintain, at a minimum, insurance as set forth below with insurance
companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter

3720 School from claims which may arise from its operations. Each Charter School location
3721 shall meet the below insurance requirements individually.

3722
3723 It shall be the Charter School's responsibility, not the District's, to monitor its vendors,
3724 contractors, partners or sponsors for compliance with the insurance requirements.
3725

3726 The following insurance policies are required:

- 3727 1. Commercial General Liability, including Fire Legal Liability, coverage of
3728 \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to
3729 name the Los Angeles Unified School District and the Board of Education of the
3730 City of Los Angeles as named additional insured and shall provide specifically that
3731 any insurance carried by the District which may be applicable to any claims or loss
3732 shall be deemed excess and the Charter School's insurance shall be primary despite
3733 any conflicting provisions in the Charter School's policy. Coverage shall be
3734 maintained with no Self-Insured Retention above \$15,000 without the prior written
3735 approval of the Office of Risk Management for the LAUSD.
3736
- 3737 2. Workers' Compensation Insurance in accordance with provisions of the California
3738 Labor Code adequate to protect the Charter School from claims that may arise from
3739 its operations pursuant to the Workers' Compensation Act (Statutory Coverage).
3740 The Workers' Compensation Insurance coverage must also include Employers
3741 Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3742
- 3743 3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned,
3744 coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the
3745 Charter School does not operate a student bus service. If the Charter School
3746 provides student bus services, the required coverage limit is \$5,000,000 Combined
3747 Single Limit per Occurrence.
3748
- 3749 4. Fidelity Bond or Crime coverage shall be maintained by the Charter School to
3750 cover all Charter School employees who handle, process or otherwise have
3751 responsibility for Charter School funds, supplies, equipment or other assets.
3752 Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured
3753 retention.
3754
- 3755 5. Professional Educators Errors and Omissions liability coverage with minimum
3756 limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
3757
- 3758 6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per
3759 occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate
3760 policy or included by endorsement in the Commercial General Liability or the
3761 Errors and Omissions Policy.
3762
- 3763 7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per
3764 occurrence and \$3,000,000 general aggregate.
3765

3766 8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of
3767 all high schools and any other school that participates in competitive
3768 interscholastic or intramural sports programs.
3769

3770 *Coverages and limits of insurance may be accomplished through individual primary
3771 policies or through a combination of primary and excess policies. *The policy shall be*
3772 *endorsed to name the Los Angeles Unified School District and the Board of Education of*
3773 *the City of Los Angeles as named additional insureds and shall provide specifically that*
3774 *any insurance carried by the District which may be applicable to any claims or loss shall*
3775 *be deemed excess and the Charter School's insurance shall be primary despite any*
3776 *conflicting provisions in the Charter School's policy.*
3777
3778
3779
3780
3781
3782

3783 **Evidence of Insurance**
3784

3785 PCHS shall furnish to the District's Division of Risk Management and Insurance Services
3786 located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days all new
3787 policies inception, renewals or changes, certificates or such insurance signed by
3788 authorized representatives of the insurance carrier. Certificates shall be endorsed as
3789 follows:
3790

3791 "The insurance afforded by this policy shall not be suspended, cancelled, reduced in
3792 coverage or limits or non-renewed except after thirty (30) days prior written notice by
3793 certified mail, return receipt requested, has been given to the District."
3794

3795 Facsimile or reproduced signatures may be acceptable upon review by the Division of
3796 Risk Management and Insurance Services. However, the District reserves the right to
3797 require certified copies of any required insurance policies.

3798 Should PCHS deem it prudent and/or desirable to have insurance coverage for damage or
3799 theft to school, employee or student property, for student accident, or any other type of
3800 insurance coverage not listed above, such insurance shall not be provided by the District
3801 and its purchase shall be the responsibility of PCHS.

3802 Additionally, the School will at all times maintain a funds balance (reserve) of its
3803 expenditures as required by section 15543, Title 5 of the California Code of Regulations.
3804 Currently, the required reserve is 5% of total operational expenditures.
3805

3806 **Hold Harmless/Indemnification Provision**
3807

3808 To the fullest extent permitted by law, the Charter School does hereby agree, at its own
3809 expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education
3810 and their members, officers, directors, agents, representatives, employees and volunteers
3811 from and against any and all claims, damages, losses and expenses including but not

3812 limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or
3813 relating to this Charter agreement. The Charter School further agrees to the fullest extent
3814 permitted by law, at its own expense, to indemnify, defend, and hold harmless the
3815 LAUSD and the Board of Education and their members, officers, directors, agents,
3816 representatives, employees and volunteers from and against any and all claims, damages,
3817 losses and expenses including but not limited to attorney's fees, brought by any person or
3818 entity whatsoever for claims, damages, losses and expenses arising from or relating to
3819 acts or omission of acts committed by the Charter School, and their officers, directors,
3820 employees or volunteers. Moreover, the Charter School agrees to indemnify and hold
3821 harmless the District for any contractual liability resulting from third party contracts with
3822 its vendors, contractors, partners or sponsors.

3823

3824

3825 **Asbestos Management**

3826

3827 PCHS shall occupy facilities that comply with the asbestos requirement as cited in the
3828 Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA
3829 requires that any building leased or acquired that is to be used as a school or
3830 administrative building shall maintain an asbestos management plan.

3831

3832

3833 ***ELEMENT 7:***
3834 **MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**
3835

3836 *The means by which the school will achieve racial and ethnic balance among its pupils*
3837 *that is reflective of the general population residing within the territorial jurisdiction of*
3838 *the school district to which the charter petition is submitted.*

3839 *California Education Code Section 47605 (b) (5) (G)*
3840

3841 PCHS shall attempt to achieve a stable pupil population that represents the racial and
3842 ethnic diversity of pupils in the territorial jurisdiction of the Los Angeles area. Pupils can
3843 achieve the goal of becoming productive citizens in a multicultural world if they are
3844 educated in a multicultural environment. Strategies for maintaining a diverse pupil
3845 population include continued participation in LAUSD traveling programs such as Permits
3846 With Transportation (PWT), Magnet, Public School Choice (PSC), Other Transportation
3847 Services (OTS), and Capacity Adjustment Program (CAP).

3848 The District's Integration Program and Traveling Programs, including financial
3849 resources, shall only be provided as set forth in the Memorandum of Understanding
3850 (MOU) attached herewith as Appendix.

3851
3852 **Court-ordered Integration***
3853

3854 Palisades Charter High School shall comply with all requirements of the Crawford v.
3855 Board of Education, City of Los Angeles court order and the LAUSD Integration Policy
3856 adopted and maintained pursuant to the Crawford court order, by Student Integration
3857 Services (collectively the "Court-ordered Integration Program"). The Court-ordered
3858 Integration Program applies to all schools within or chartered through LAUSD. The
3859 School will provide a written plan to achieve and maintain the LAUSD's ethnic goal
3860 which is with a 70:30 or 30:70 ratio.

3861
3862
3863 The District receives neither average daily attendance allocations nor Court-ordered
3864 Integration Program cost reimbursements for charter school students. Instead, the
3865 District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-
3866 ordered Integration Program. The District retains sole discretion over the allocation of
3867 TIIG funding, where available, and cannot guarantee the availability of this Funding.
3868

3869 The District's Integration Program and Traveling Programs, including financial
3870 resources, shall only be provided as set forth in the Memorandum of Understanding
3871 (MOU) attached herewith as Appendix
3872
3873

3874 **Federal Compliance***
3875

3876 To the extent that PCHS is a recipient of federal funds, including federal Title I, Part A
3877 funds, PCHS has agreed to meet all of the programmatic, fiscal and other regulatory
3878 requirements of the No Child Left Behind Act and other applicable federal grant

3879 programs. PCHS agrees that it will keep and make available to the District any
3880 documentation necessary to demonstrate compliance with the requirements of the No
3881 Child Left Behind Act and other applicable federal programs, including, but not limited
3882 to, documentation related to required parental notifications, appropriate credentialing of
3883 teaching and paraprofessional staff, the implementation of Public School Choice and
3884 Supplemental Educational Services, where applicable, or any other mandated federal
3885 program requirement. The mandated requirements of NCLB include, but are not limited
3886 to, the following:

- 3887
- 3888 ○ Notify parents at the beginning of each school year of their “right to know” the
3889 professional qualifications of their child’s classroom teacher including a timely
3890 notice to each individual parent that the parent’s child has been assigned, or
3891 taught for four or more consecutive weeks by, a teacher who is not highly
3892 qualified;
- 3893 ○ Develop jointly with, and distribute to, parents of participating children, a school-
3894 parent compact;
- 3895 ○ Hold an annual Title I meeting for parents of participating Title I pupils; and
- 3896 ○ Develop jointly with, agree on with, and distribute to, parents of participating
3897 children a written parent involvement policy.
- 3898

3899 PCHS also understands that as part of its oversight of the school, the Charter School
3900 Office may conduct program review of federal and State compliance issues.

3901

3902 **Monitoring and Outreach**

3903

3904 PCHS is subject to the Crawford court order and shall take all appropriate steps to
3905 maintain its status as an integrated school. PCHS will continue its established outreach
3906 program with neighborhoods that now send or have traditionally sent traveling program
3907 students to PCHS. In addition, in light of the MOU with the District regarding the
3908 phasing-out of transportation and integration programs at the school, PCHS agrees that it
3909 will discuss annually with the District its plans and enrollment projections to maintain its
3910 integrated status. This discussion and sharing of enrollment projections for the school
3911 will take place prior to the annual selection lottery. Should the District and PCHS
3912 determine that this outreach program is insufficient to enable PCHS to retain its status as
3913 an integrated school, PCHS will take all appropriate remedial steps, including the
3914 adjusting of enrollment preferences as allowable by law.

**ELEMENT 8:
ADMISSION REQUIREMENTS**

3915
3916
3917
3918
3919
3920
3921
3922
3923
3924
3925
3926
3927
3928
3929
3930
3931
3932
3933
3934
3935
3936
3937
3938
3939
3940
3941
3942
3943
3944
3945
3946
3947
3948
3949
3950
3951
3952
3953
3954
3955
3956
3957
3958
3959
3960

Admission requirements, if applicable.

California Education Code Section 47605 (b) (5) (H)

All pupils in California are eligible to enroll at PCHS. For admission to PCHS, pupils must apply directly to the School. PCHS uses an open enrollment admission policy for all pupils, and does not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Charter will non-sectarian in its educational programs and operations. PCHS will not charge tuition and shall be nonsectarian in its programs admission policies, employment practices, and all other operations.

The District’s Integration Program and Traveling Programs, including financial resources, shall only be provided as set forth in the Memorandum of Understanding (MOU) attached herewith as Appendix

All pupils are eligible to enroll, and admission will not be based on the residence of the pupil or his or her parent or guardian. Admissions to PCHS is granted in the following order:

- Residents, those who reside in Pacific Palisades, Topanga and parts of Brentwood
- Brothers and sisters of current and continuing students
- Students graduating from Paul Revere Charter MS, and Paul Revere Magnet students
- Family Members of PCHS and staff
- Students who reside within LAUSD boundaries
- All other applicants in the state of California

To maintain racial and ethnic diversity at PCHS, the petitioner will provide the District with a list of specific dates, locations and recruitment activities intended to achieve the District’s ethnic balance goal

PCHS will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements as required by Education Code Section 47612(b) and will not enroll pupils over 22 years of age of in accordance with the California Code of Regulations, Title 5, Section 11960 (c) (1) (B).

Pupils currently attending PCHS represent approximately 115 ZIP codes in the greater Los Angeles area. The District’s Integration Program and Traveling Programs, including financial resources, shall only be provided as set forth in the Memorandum of Understanding (MOU) attached herewith as Appendix () In the School’s efforts to

3961 maintain racial and ethnic diversity and maintain enrollment at the existing operating
3962 capacity of 2,760, PCHS will continue the existing traveling pupil program with the
3963 cooperation of the LAUSD's Student Integration Services.as set forth in the
3964 Memorandum of Understanding.

3965
3966

3967 **Orientation Information**

3968

3969 PCHS shall provide orientation information to parents and pupils which explains the
3970 instructional program and policies, including, but not limited to:

3971

3972 ○ Commitment to the academic program;

3973

3974 ○ Pupil behavior codes, including the suspension and expulsion provisions;

3975

3976 ○ Pupil dress codes;

3977

3978 ○ Pupil attendance policy;

3979

3980 ○ Parental involvement opportunities; and

3981

3982 ○ Care of school property.

3983

3984 This information is contained in the Pupil/Parent Handbook given to each pupil and is
3985 available upon request in the School's attendance office. Other information, including
3986 reports on the School's academic results and independent audits of school finances are
3987 available upon request in the School's main office. Further, complete information
3988 regarding the School's academic program, calendar, and policies along with links to other
3989 relevant information is included on the School's Internet web site at www.palihigh.org.

3990

3991 **Admission Requirements**

3992

3993

3994 As noted above, pupils and their parent(s)/guardian(s) must complete an application and
3995 submit it directly to PCHS. Parents and pupils are required to sign an agreement that
3996 they will abide by the School policies on academics, attendance, and conduct. In
3997 accordance with California State Education Code 47605 (d) (2), in the case there are
3998 more applications than space, attendance, except for existing pupils of the School shall be
3999 determined by a public random drawing. As stated above, preference in the public
4000 random drawing will be given to pupils who reside in the former attendance area of
4001 PCHS prior to conversion. Additional preferences are described in the PCHS
4002 Admissions Policy, attached as Appendix Q.

4003

4004

4005 The Charter School will comply with the McKinney Vento Homeless Assistance Act for
4006 homeless children.

4007
4008
4009
4010
4011
4012
4013
4014
4015
4016
4017
4018
4019
4020
4021
4022
4023
4024
4025
4026
4027
4028
4029
4030
4031
4032
4033
4034
4035
4036
4037
4038
4039
4040
4041
4042
4043
4044
4045
4046
4047
4048
4049
4050
4051
4052

ELEMENT 9:
ANNUAL INDEPENDENT FINANCIAL AUDITS

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code Section 47605 (b) (5) (I)

Fiscal Audit

The Board of Trustees of PCHS will engage an independent public accountant with school accounting experience, certified by the State of California, and included on the Controller’s list of approved educational auditors to audit the School’s financial statements in accordance with Generally Accepted Auditing Principles (“GAAP”) and any charter school-applicable audit guide issued by the Controller of the State of California. The audit will verify the accuracy of the School’s financial statements and attendance and enrollment accounting practices; it will also review the School’s internal controls. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. PCHS will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, the State Controller, and the California Department of Education by December 15 of each year. The Board of Trustees will review any audit exceptions or deficiencies and determine how to resolve them. The Board will report to the LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Audit exceptions/deficiencies will be resolved to the satisfaction of the LAUSD.

Financial Matters

Fiscal reports will be submitted to the LAUSD and the LACOE according to specific timelines required by those agencies and in accordance with Education Code Section 47604.33 and Section 47605(m). The following reports will be submitted to the LAUSD in the required formats and within timelines specified below:

- Provisional Budget: on or before July 1;
- Final Budget: August of the budget fiscal year;
- First Interim Projections: November of the operating fiscal year;
- Second Interim Projections: February of the operating fiscal year;
- Unaudited Actuals: July following the end of the fiscal year;

- 4053 ○ Audited Actuals: November following the end of the fiscal year;
- 4054
- 4055 ○ Classification Report: monthly on the Monday after the close of the last day of the
- 4056 school month;
- 4057
- 4058 ○ Statistical Report: monthly on the Friday after the last day of the school month;
- 4059
- 4060 ○ P1: the first week of January;
- 4061
- 4062 ○ P2: the first week of April;
- 4063
- 4064 ○ Bell schedules: annually by November; and
- 4065
- 4066 ○ Other reports as requested by the LAUSD.
- 4067

4068 PCHS will be responsible for its own financial services (accounting, budgeting, and
 4069 payroll) and personnel services.

4070

4071 PCHS shall conduct all of its financial operations in a timely manner and in accordance
 4072 with generally accepted accounting principles.

4073

4074 The District may at its discretion provide services to PCHS on a fee-for-service basis, if
 4075 requested by the Charter school to do so. In such a case, the District will determine the
 4076 cost of providing such services.

4077

4078 **Programmatic Audit**

4079

4080 PCHS will compile and provide to the LAUSD an annual performance report. This
 4081 report will include the following data:

- 4082
- 4083 ○ Summary data showing pupil progress toward the goals and outcomes specified in
- 4084 Element 2;
- 4085
- 4086 ○ A summary of major decisions and policies established by the School's Board of
- 4087 Trustees during the year;
- 4088
- 4089 ○ Data regarding the number of staff working at the School;
- 4090
- 4091 ○ A summary of any major changes to the School's health and safety policies;
- 4092
- 4093 ○ Data regarding the number of pupils enrolled, the number on waiting lists, and the
- 4094 number suspended and/or expelled, differentiated by gender, ethnicity, and
- 4095 socioeconomic status.
- 4096

4097 **LAUSD Inquiries**

4098

4099 PCHS shall promptly respond to all inquiries from the LAUSD, including but not limited
4100 to inquiries regarding financial records, from the District and shall consult with the
4101 District regarding any inquiries. PCHS acknowledges that it subject to audit by LAUSD
4102 including, without limitation, audit by the District Office of the Inspector General.
4103

4104 **District Oversight Costs**

4105 The District may charge for the actual costs of supervisorial oversight of PCHS
4106 not to exceed one (1) percent of the School's revenue, or the District may charge
4107 for the actual costs of supervisorial oversight of the School not to exceed three (3)
4108 percent if the School is able to obtain substantially rent-free facilities from the
4109 District. Notwithstanding the foregoing, the District may charge the maximum
4110 supervisorial oversight fee allowed under the law as it may change from time to
4111 time.
4112

**ELEMENT 10:
PUPIL SUSPENSION AND EXPULSION**

4113
4114
4115
4116
4117
4118
4119
4120
4121
4122
4123
4124
4125
4126
4127
4128
4129
4130
4131
4132
4133
4134
4135
4136
4137
4138
4139
4140
4141
4142
4143
4144
4145
4146
4147
4148
4149
4150
4151
4152
4153
4154
4155
4156
4157

The procedures by which pupils can be suspended or expelled.

California Education Code Section 47605 (b) (5) (J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all pupils at PCHS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as PCHS’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet, which is sent to each pupil at the beginning of the school year.

The Policy is reviewed annually by the Director of Discipline, taking into account stakeholder input and recent developments in the law and educational theory and practice. The Director of Discipline and Deans solicit teacher input at faculty meetings and are readily accessible to students and parents by phone, e-mail, and in conferences. Any proposed discipline policy change must be approved by the Policy Committee, which includes parents, students, and teachers. Feedback on proposed policies is solicited through “robo calls,” newsletters, school announcements, and the School’s website.

PCHS maintains a traditional progressive discipline policy including but not limited to advising and counseling pupils, referral to the Discipline Office, conferring with parents/guardians, detention during and after school hours, additional referrals and parent calls, use of alternative educational environments, and suspension. PCHS

In concert with this traditional discipline policy, the PCHS Office of Discipline strives to employ alternative positive behavior interventions, such as Student Success Teams (SST’s), referrals to the full-time School Psychologist, peer mediation, and the Student Assistance Program (SAP). The SAP provides a tiered program of academic and non-academic interventions that include mentoring, tutoring, and grade checks.

To achieve a balance between positive intervention and holding students accountable, the Discipline Office staff is experienced in detecting visual and verbal “at-risk” cues when interacting with students. The PCHS Office of Discipline has held and will continue to hold professional development trainings in identifying at-risk students. A key component of the positive intervention program is constant, caring communication among the Discipline Office, the school nurse, the school psychologist, counselors, School Police,

4158 and staff. In-services help teachers proactively spot at-risk students and inform teachers
4159 of available resources to which students can be referred.

4160
4161 PCHS has implemented the Council program, with numerous staff members trained to
4162 run Council discussions.

4163
4164 Corporal punishment shall not be used as a disciplinary measure against any pupil.
4165 Corporal punishment includes the willful infliction of or willfully causing the infliction of
4166 physical pain on a pupil. For purposes of the Policy, corporal punishment does not
4167 include an employee's use of force that is reasonable and necessary to protect the
4168 employee, pupils, staff or other persons or to prevent damage to school property.

4169
4170 PCHS administration shall ensure that pupils and their parents/guardians are notified in
4171 writing upon enrollment of all discipline policies and procedures. The notice shall state
4172 that these Policy and Administrative Procedures are available on request in the
4173 Principal's office.

4174
4175 Suspended or expelled pupils shall be excluded from all School and School-related
4176 activities unless otherwise agreed during the period of suspension or expulsion.

4177
4178

4179 **A. Grounds for Suspension and Expulsion of Pupils**

4180

4181 A pupil may be suspended or expelled for acts that are enumerated below and related
4182 to school activity or attendance that occur at any time, including, but not limited to,
4183 any of the following:

4184

- 4185 a) While on school grounds;
- 4186 b) While going to or coming from school;
- 4187 c) During the lunch period, whether on or off the School campus; or
- 4188 d) During, going to, or coming from a School-sponsored activity.

4189

4190 **B. Enumerated Offenses**

4191

4192 **Mandatory Expellable Offenses:**

4193

4194 A pupil must be expelled if it is determined by the Governing Board pursuant to the
4195 procedures below that the pupil has brought a firearm or destructive device, as defined in
4196 Section 921 of Title 18 of the United States Code, on to campus or has possessed a
4197 firearm or dangerous device on campus. If the Board so determines, the pupil shall be
4198 expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term
4199 "firearm" means (A) any weapon (including a starter gun) which will or is designed to or
4200 may readily be converted to expel a projectile by the action of an explosive; (B) the frame
4201 or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any
4202 destructive device. Such term does not include an antique firearm. The term "destructive
4203 device" means (A) any explosive, incendiary, or poison gas, including but not limited to:

4204 (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces,
4205 (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v)
4206 mine, or (vi) device similar to any of the devices described in the preceding clauses.
4207

- 4208 • Causing serious physical injury to another person
- 4209 •
- 4210 • Brandishing a knife at another person
- 4211 • Committing or attempting to commit a sexual assault or committing a sexual
- 4212 battery
- 4213 • Unlawful possession or selling of any controlled substance listed in Chapter 2 of
- 4214 Division 10 of the Health and Safety Code , an alcoholic beverage , or an
- 4215 intoxicant of any kind
- 4216 • Robbery or extortion
- 4217 • Assault or battery upon any school employee

4218
4219 Pupils may be suspended or expelled for any of the following acts when it is
4220 determined that the pupil:

- 4221
- 4222 1. Caused, attempted to cause, or threatened to cause physical injury to another
- 4223 person;
- 4224
- 4225 2. Willfully used force of violence upon the person of another, except self-defense;
- 4226
- 4227 3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other
- 4228 dangerous object unless, in the case of possession of any object of this type, the
- 4229 pupil had obtained written permission to possess the item from a certificated
- 4230 school employee, with the Principal or designee's concurrence;
- 4231
- 4232 4. Unlawfully possessed, used, sold or otherwise furnished, or was under the
- 4233 influence of any controlled substance, as defined in Health and Safety Code
- 4234 11053-11058, an alcoholic beverage, or intoxicant of any kind;
- 4235
- 4236 5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as
- 4237 defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant
- 4238 of any kind, and then sold, delivered or otherwise furnished to any person another
- 4239 liquid substance or material and represented same as controlled substance,
- 4240 alcoholic beverage or intoxicant;
- 4241
- 4242 6. Committed or attempted to commit robbery or extortion;
- 4243
- 4244 7. Caused or attempted to cause damage to school property or private property;
- 4245
- 4246 8. Stole or attempted to steal school property or private property;
- 4247
- 4248 9. Possessed or used tobacco or products containing tobacco or nicotine products,
- 4249 including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

- 4250 smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit
4251 the use of his or her own prescription products by a pupil;
4252
- 4253 10. Committed an obscene act or engaged in habitual profanity or vulgarity;
4254
- 4255 11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any
4256 drug paraphernalia, as defined in Health and Safety Code 11014.5;
4257
- 4258 12. Disrupted school activities or otherwise willfully defied the valid authority of
4259 supervisors, teachers, administrators, other school officials, or other school
4260 personnel engaged in the performance of their duties;
4261
- 4262 13. Knowingly received stolen school property or private property;
4263
- 4264 14. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially
4265 similar in physical properties to an existing firearm as to lead a reasonable person
4266 to conclude that the replica is a firearm;
4267
- 4268 15. Committed or attempted to commit a sexual assault as defined in Penal code 261,
4269 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal
4270 Code 243.4;
4271
- 4272 16. Harassed, threatened, or intimidated a pupil who is a complaining witness or
4273 witness in a school disciplinary proceeding for the purpose of preventing that
4274 pupil from being a witness and/or retaliating against that pupil for being a
4275 witness;
4276
- 4277 17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription
4278 drug Soma;
4279
- 4280 18. Engaged in, or attempted to engage in hazing. For the purposes of this
4281 subdivision, "hazing" means a method of initiation or pre-initiation into a pupil
4282 organization or body, whether or not the organization or body is officially
4283 recognized by an educational institution, which is likely to cause serious bodily
4284 injury or personal degradation or disgrace resulting in physical or mental harm to
4285 a former, current, or prospective pupil. For purposes of this section, "hazing"
4286 does not include athletic events or school-sanctioned events;
4287
- 4288 19. Made terrorist threats against school officials and/or school property. For
4289 purposes of this section, "terroristic threat" shall include any statement, whether
4290 written or oral, by a person who willfully threatens to commit a crime which will
4291 result in death, great bodily injury to another person, or property damage in
4292 excess of one thousand dollars (\$1,000), with the specific intent that the statement
4293 is to be taken as a threat, even if there is no intent of actually carrying it out,
4294 which, on its face and under the circumstances in which it is made, is so
4295 unequivocal, unconditional, immediate, and specific as to convey to the person

- 4296 threatened, a gravity of purpose and an immediate prospect of execution of the
4297 threat, and thereby causes that person reasonably to be in sustained fear for his or
4298 her own safety or for his or her immediate family's safety, or for the protection of
4299 school property, or the personal property of the person threatened or his or her
4300 immediate family;
4301
- 4302 20. Committed sexual harassment, as defined in Education Code Section 212.5. For
4303 the purposes of this section, the conduct described in Section 212.5 must be
4304 considered by a reasonable person of the same gender as the victim to be
4305 sufficiently severe or pervasive to have a negative impact upon the individual's
4306 academic performance or to create an intimidating, hostile, or offensive
4307 educational environment. This section shall apply to pupils in any of grades 4 to
4308 12, inclusive;
4309
- 4310 21. Caused, attempted to cause, threaten to cause or participated in an act of hate
4311 violence, as defined in subdivision (e) of Section 233 of the Education Code.
4312 This section shall apply to pupils in any of grades 4 to 12, inclusive;
4313 Acts of hate violence include offenses directed against on-site District personnel
4314 and PCHS personnel.
4315
- 4316
- 4317 22. Intentionally harassed, threatened or intimidated a pupil or group of pupils to the
4318 extent of having the actual and reasonably expected effect of materially disrupting
4319 class work, creating substantial disorder and invading student rights by creating
4320 an intimidating or hostile educational environment. This section shall apply to
4321 pupils in any of grades 4 to 12, inclusive;
4322
- 4323 23. Engaged in an act of bullying, including, but not limited to, bullying committed
4324 by means of an electronic act, as defined in subdivisions (f) and (g) of Section
4325 32261 of the Education Code, directed specifically toward a pupil or school
4326 personnel; or
4327
- 4328 24. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or
4329 attempted infliction of physical injury to another person. Such a pupil may be
4330 subject to suspension, but not expulsion, except that a pupil who has been
4331 adjudged by a juvenile court to have committed, as an aider and abettor, a crime
4332 of physical violence in which the victim suffered great bodily injury or serious
4333 bodily injury shall be subject to discipline pursuant to subdivision (1).
4334
- 4335
- 4336
- 4337 Alternatives to suspension or expulsion will first be attempted with pupils who are
4338 truant, tardy, or otherwise absent from assigned school activities.
4339
- 4340 C. Suspension Procedure
4341

4342
4343
4344
4345
4346
4347
4348
4349
4350
4351
4352
4353
4354
4355
4356
4357
4358
4359
4360
4361
4362
4363
4364
4365
4366
4367
4368
4369
4370
4371
4372
4373
4374
4375
4376
4377
4378
4379
4380
4381
4382
4383
4384
4385
4386
4387

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the pupil and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the pupil to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice may also state the date and time when the pupil may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension or twenty (20) school days per year .

4. Suspension Appeal Rights

4388 Students may appeal a suspension to the level of authority above the administrator
4389 who has made the suspension, in the following order: the Deans' office; the
4390 Director of Discipline, and the Principal.

4391
4392
4393 Upon a recommendation of Expulsion by the Principal or Principal's
4394 designee, the pupil and the pupil's guardian or representative will be invited to
4395 a conference to determine if the suspension for the pupil should be extended
4396 pending an expulsion hearing. This determination will be made by the
4397 Principal or designee upon either of the following determinations: 1) the
4398 pupil's presence will be disruptive to the education process; or 2) the pupil
4399 poses a threat or danger to others. Upon either determination, the pupil's
4400 suspension will be extended pending the results of an expulsion hearing.

4401
4402 D. Authority to Expel

4403
4404 A pupil may be expelled either by the Board of Trustees following a hearing
4405 before it or by the Board of Trustees upon the recommendation of an
4406 Administrative Panel to be assigned by the Board as needed. The Administrative
4407 Panel should consist of at least three members who are certificated and neither a
4408 teacher of the pupil member of the Board, nor an interested party. The
4409 Administrative Panel may recommend expulsion of any pupil found to have
4410 committed an expellable offense.

4411
4412 E. Expulsion Procedures

4413
4414 Pupils recommended for expulsion are entitled to a hearing to determine whether
4415 the pupil should be expelled. Unless postponed for good cause after the request
4416 from the student or the School, the hearing shall be held within thirty (30) school
4417 days after the Principal or designee determines that the pupil has committed an
4418 expellable offense.

4419
4420 In the event an administrative panel hears the case, it will make a
4421 recommendation to the Board of Trustees for a final decision whether to expel
4422 within three days . The hearing shall be held in closed session unless the pupil
4423 makes a written request for a public hearing three (3) days prior to the hearing.

4424
4425 While awaiting the outcome of an expulsion hearing, the parent or student may
4426 request that the student be supplied with all classwork and homework and not be
4427 penalized for missing in-class assessments.

4428
4429
4430 Written notice of the hearing shall be forwarded to the pupil and the pupil's
4431 parent/guardian at least ten (10) calendar days before the date of the hearing.
4432 Upon mailing the notice, it shall be deemed served upon the pupil. The notice
4433 shall include:

4434
4435
4436
4437
4438
4439
4440
4441
4442
4443
4444
4445
4446
4447
4448
4449
4450
4451
4452
4453
4454
4455
4456
4457
4458
4459
4460
4461
4462
4463
4464
4465
4466
4467
4468
4469
4470
4471
4472
4473
4474
4475
4476
4477
4478
4479

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment;
5. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.
9. The hearing will proceed as follows:
 - o Both representatives for the School and the pupil identify themselves.
 - o The proceedings will be tape-recorded.
 - o The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.
 - o Only involved parties are present.
 - o The School will present its case first, then the case for the pupil will be presented.
 - o All witnesses will be sworn to tell the truth prior to testifying.
 - o Brief opening statements will be made by both parties.
 - o The School will present documentary evidence or witnesses in support of the charges.
 - o The pupil or representative may then cross-examine any School witness.
 - o Witnesses other than the parties will be excused upon having provided testimony.
 - o Upon conclusion of the School's case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his case.
 - o The School may then cross-examine any witnesses presented by the pupil.
 - o Following the case presentations, both parties will make closing statements and recommendations.

4480
4481
4482
4483
4484
4485
4486
4487
4488
4489
4490
4491
4492
4493
4494
4495
4496
4497
4498
4499
4500
4501
4502
4503
4504
4505
4506
4507
4508
4509
4510
4511
4512
4513
4514
4515
4516
4517
4518
4519
4520
4521
4522
4523
4524
4525

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Board of Trustees, Administrative Panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. PCHS must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness's testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, PCHS must present evidence that the witness's presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the

4526 testimony of the complaining witness would be influenced by the support
4527 person, in which case the presiding official shall admonish the support person
4528 or persons not to prompt, sway, or influence the witness in any way. Nothing
4529 shall preclude the presiding officer from exercising his or her discretion to
4530 remove a person from the hearing whom he or she believes is prompting,
4531 swaying, or influencing the witness.
4532

4533 8. The testimony of the support person shall be presented before the testimony of
4534 the complaining witness and the complaining witness shall be excluded from
4535 the courtroom during that testimony.
4536

4537 9. Especially for charges involving sexual assault or battery, if the hearing is to
4538 be conducted in public at the request of the pupil being expelled, the
4539 complaining witness shall have the right to have his/her testimony heard in a
4540 closed session when testifying at a public meeting would threaten serious
4541 psychological harm to the complaining witness and there are not alternative
4542 procedures to avoid the threatened harm. The alternative procedures may
4543 include videotaped depositions or contemporaneous examination in another
4544 place communicated to the hearing by means of closed-circuit television.
4545

4546 10. Evidence of specific instances of a complaining witness's prior sexual conduct
4547 is presumed inadmissible and shall not be heard absent a determination by the
4548 person conducting the hearing that extraordinary circumstances exist requiring
4549 the evidence be heard. Before such a determination regarding extraordinary
4550 circumstances can be made, the witness shall be provided notice and an
4551 opportunity to present opposition to the introduction of the evidence. In the
4552 hearing on the admissibility of the evidence, the complaining witness shall be
4553 entitled to be represented by a parent, legal counsel, or other support person.
4554 Reputation or opinion evidence regarding the sexual behavior of the
4555 complaining witness is not admissible for any purpose.
4556

4557 G. Record of Hearing
4558

4559 A record of the hearing shall be made and may be maintained by any means,
4560 including electronic recording, as long as a reasonably accurate and complete written
4561 transcription of the proceedings can be made.
4562

4563 H. Presentation of Evidence
4564

4565 While technical rules of evidence do not apply to expulsion hearings, evidence may
4566 be admitted and used as proof only if it is the kind of evidence on which reasonable
4567 persons can rely in the conduct of serious affairs. A recommendation by the
4568 Administrative Panel to expel must be supported by substantial evidence that the
4569 pupil committed an expellable offense.
4570

4571 Findings of fact shall be based solely on the evidence at the hearing. While hearsay

4572 evidence is admissible, no decision to expel shall be based solely on hearsay and
4573 sworn declarations may be admitted as testimony from witnesses of whom the
4574 Governing Board, Panel or designee determines that disclosure of their identity or
4575 testimony at the hearing may subject them to an unreasonable risk of physical or
4576 psychological harm.
4577

4578 If, due to a written request by the accused pupil, the hearing is held at a public
4579 meeting, and the charge is committing or attempting to commit a sexual assault or
4580 committing a sexual battery as defined in Education Code Section 48900, a
4581 complaining witness shall have the right to have his or her testimony heard in a
4582 session closed to the public.
4583

4584 The decision of the Administrative Panel shall be in the form of written findings of
4585 fact and a written recommendation to the Board of Trustees who will make a final
4586 determination regarding the expulsion. The final decision by the Board shall be made
4587 within ten (10) school days following the conclusion of the hearing. The decision of
4588 the Board is final.
4589

4590 If the expulsion hearing panel decides not to recommend expulsion, the pupil shall
4591 immediately be returned to his/her educational program at PCHS.
4592

4593 I. Written Notice to Expel
4594

4595 The Principal or designee following a decision of the Board of Trustees to expel shall
4596 send written notice of the decision to expel, including the Board's adopted findings of
4597 fact, to the pupil or parent/guardian. This notice shall be sent within three school
4598 days and shall also include the following:
4599

- 4600 1. Notice of the specific offense committed by the pupil; and
- 4601
- 4602 2. Notice of the pupil's or parent/guardian's obligation to inform any new
4603 district or school in which the pupil seeks to enroll of the pupil's status with
4604 the PCHS.
- 4605 3. the reinstatement eligibility review date
- 4606 4. a copy of the rehabilitation plan
- 4607 5. the type of educational placement during the period of expulsion
4608

4609 The Principal or designee shall send a copy of the written notice of the decision to
4610 expel to the pupil's district of residence. This notice shall include the following:
4611

- 4612 1. The pupil's name; and
- 4613
- 4614 2. The specific expellable offense committed by the pupil.
4615

4616 J. Disciplinary Records
4617

4618 PCHS shall maintain records of all pupil suspensions, expulsions, expulsion
4619 placements, reinstatements and out of district expellees at the School. Such records
4620 shall be made available to the District upon request.

4621
4622 K. No Right to Appeal after Board Decision

4623
4624 Once the pupil has been afforded all the due process rights outlined in this policy, up
4625 to and including a hearing in front of the Board of Trustees, the pupil shall have no
4626 further right of appeal from expulsion from the School as the Board of Trustees'
4627 decision to expel shall be final.

4628
4629 L. Expelled Pupils/Alternative Education

4630
4631 The school will be responsible for assisting parents and pupils who are expelled in
4632 seeking alternative education programs including, but not limited to, programs within
4633 the County or their school district of residence.

4634
4635 M. Rehabilitation Plans

4636
4637 Pupils who are expelled from PCHS shall be given a rehabilitation plan upon
4638 expulsion as developed by the Board of Trustees at the time of the expulsion order,
4639 which may include, but is not limited to, periodic review as well as assessment at the
4640 time of review for readmission. The rehabilitation plan should include a date not later
4641 than one (1) year from the date of expulsion when the pupil may reapply to PCHS for
4642 readmission.

4643
4644 PCHS's governing board shall adopt rules establishing a procedure for the
4645 filing and processing of requests for readmission and the process for the
4646 required review of all expelled pupils for readmission. Upon completion of the
4647 readmission process, the Charter School's governing board shall readmit the
4648 pupil, unless the Charter School's governing board makes a finding that the
4649 pupil has not met the conditions of the rehabilitation plan or continues to pose
4650 a danger to campus safety. A description of the procedure shall be made
4651 available to the pupil and the pupil's parent or guardian at the time the
4652 expulsion order is entered.

4653
4654 N.

4655 O. Procedures for Pupils with Disabilities

4656
4657
4658 In the case of a student who has an IEP, or a student who has a 504 Plan, the
4659 charter will ensure that it follows the correct disciplinary procedures to comply
4660 with the mandates of state and federal laws, including the IDEA and Section
4661 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding
4662 special education between the District and the Charter School an IEP team,
4663 including a district representative, will meet to conduct a manifestation

4664 determination and to discuss alternative placement utilizing the District's
4665 Policies and Procedures Manual. Prior to recommending expulsion for a student
4666 with a 504 Plan, the charter administrator will convene a Link Determination
4667 meeting to ask the following two questions: A) Was the misconduct caused by,
4668 or directly and substantially related to the student's disability? B) Was the
4669 misconduct a direct result of the Charter's failure to implement the 504 Plan?

4670
4671
4672
4673
4674
4675
4676
4677
4678
4679
4680
4681
4682
4683
4684
4685
4686
4687
4688
4689
4690
4691
4692
4693
4694
4695
4696
4697
4698
4699
4700
4701
4702
4703
4704
4705
4706
4707
4708
4709
4710
4711
4712
4713
4714
4715

ELEMENT 11:
RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security.

California Education Code Section 47605 (b) (5) (K)

State and Federal Retirement Systems

All monthly and salaried employees will be covered by the existing State and federal retirement programs (including FICA, PERS and STRS) and special savings plans comparable to those offered through the LAUSD. PCHS shall contract with the Los Angeles County Office of Education (LACOE) for STRS/PERS reporting or utilize a system compatible with the LACOE system. Upon implementation of this charter, the PCHS Board of Directors may analyze and present alternative and/or additional retirement and savings plans to PCHS employees. The adoption of alternative retirement and savings plans will be subject to the approval of a simple majority of the staff affected by the new programs. No individual employee, however, may be deprived of the right to continue participating in the existing retirement programs. PCHS will provide written notification to its employees prior to any changes to retirement benefit programs/options. These agreements are between PCHS and its employee associations and do not bind the LAUSD in any way

Mandatory Benefits

PCHS will continue to provide mandatory benefits other than those listed above for employees in accordance with State and federal law. These benefits include:

- Workers' Compensation Insurance (to be provided by an A-rated company); and
- Unemployment Insurance to eligible employees.

Salaries, benefits, working conditions, calendars, etc. are subject to collectively bargained agreements with relevant employee groups.

Healthcare Benefits

PCHS is strongly committed to providing its employees with benefits comparable to or greater than those provided by the LAUSD to its employees. While recognizing that an independent charter school may not be able to offer the same range of choices available to the District, subject to collective bargaining requirements, PCHS will offer healthcare benefits equal to those provided by the LAUSD to its employees, including the establishment of a funded PCHS retiree healthcare benefit program to qualified retirees

4716 equal to or exceeding the program provided by the LAUSD to its retirees. These
4717 agreements are between PCHS and its employee associations and do not bind the
4718 LAUSD in any way.
4719 Provisions for all labor procedures, including due process and resolutions of
4720 complaints/grievances are included in collectively bargained agreements or employment
4721 contracts for all employees.
4722
4723

4724
4725
4726
4727
4728
4729
4730
4731
4732
4733
4734
4735
4736
4737
4738
4739
4740
4741
4742
4743
4744
4745
4746
4747
4748
4749
4750
4751
4752

**ELEMENT 12:
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code Section 47605 (b) (5) (L)

Pupils in the attendance area of PCHS who choose not to attend PCHS may choose to attend other schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

PCHS shall not require any child to attend the charter school. Pupils residing within the boundaries of the LAUSD who choose not to attend PCHS may contact their local LAUSD office to determine the nearest District school with available space.

The LAUSD shall ensure public school attendance alternatives for pupils residing within the school district who choose not to attend PCHS, per Ed. Code § 47605 (b)(5)(L).

Palisades Charter High School is located at 15777 Bowdoin Street, Pacific Palisades, CA 90272. The phone number for the high school is (310) 230-6623 and the Director of Student Services is the point person for admissions. PCHS currently serves up to 2,760 pupils in grades 9-12 in approximately 100 classrooms. Any change to operating capacity must be approved by the PCHS Board of Trustees. Copies of the School's instructional calendar and bell schedule are available on the school website www.palihigh.org (Appendices D and C). PCHS welcomes all pupils and participates in LAUSD traveling programs. The admissions requirements are described above in Element 8 and Appendix Q of this charter.

**ELEMENT 13:
EMPLOYEE RIGHTS**

4753
4754
4755
4756
4757
4758
4759
4760
4761
4762
4763
4764
4765
4766
4767
4768
4769
4770
4771
4772
4773
4774
4775
4776
4777
4778
4779
4780
4781
4782
4783
4784
4785
4786
4787
4788
4789
4790
4791
4792
4793
4794
4795
4796
4797
4798

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.

California Education Code Section 47605 (b) (5) (M)

While at PCHS, employees can establish permanent employment and seniority rights with PCHS.

Employees of PCHS will receive benefits no less than those in the LAUSD's current programs for workers' compensation, unemployment insurance, health insurance, and life insurance. These agreements are between PCHS and its employee associations and do not bind the LAUSD in any way

Consistent with any applicable collective bargaining agreements, new employees from outside the LAUSD may establish permanent employment and seniority rights with PCHS.

If a reduction in staff is needed due to a change in enrollment, lack of funds, or a change in the educational program design, such reduction shall be carried out consistent with any applicable bargaining agreements. For all other reductions in force, the Executive Director, after consultation with the relevant department and subject to approval by the PCHS Board of Trustees, will determine which positions are no longer needed. Remaining positions will be filled based on seniority. If two staff members have the same seniority and neither volunteers to leave, the PCHS Board of Directors will consider the needs of the school program and decide which employee will be retained. All employees at PCHS who qualify for membership in any of the non-certificated or certificated employee associations will have the right to membership. These employee associations will have the right to collect membership dues from their members.

Any employee rights not specified in this document, but included in applicable California law, will be protected in this charter.

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreement.

4799

4800 Former District employees must consult with the District to determine their eligibility for
4801 leave.

4802

4803

4804 Leave for classified employees and Teacher Assistants shall be for a minimum of one
4805 year. The leave shall be extended upon request of the employee; however, the total
4806 period of leave shall not exceed the duration of the initial charter.

4807

**ELEMENT 14:
DISPUTE RESOLUTION PROCESS**

4808
4809
4810
4811
4812
4813
4814
4815
4816
4817
4818
4819
4820
4821
4822
4823
4824
4825
4826
4827
4828
4829
4830
4831
4832
4833
4834
4835
4836
4837
4838
4839
4840
4841
4842
4843
4844
4845
4846
4847
4848
4849
4850
4851
4852
4853

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. California Education Code Section 47605(b)(5)(N)

The staff and governing board members of PCHS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and PCHS, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered upon date of delivery to the address of the person to receive such notice if delivered by 5 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To: Palisades Charter High School
c/o Executive Director
15777 Bowdoin Street
Pacific Palisades, California 90272

To: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5 p.m., or otherwise on the business day

4854 following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt;
4855 or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

4856
4857 (3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the
4858 Issue Conference, then either party may request that the matter be resolved by mediation.
4859 Each party shall bear its own costs and expenses associated with the mediation. The
4860 mediator's fees and the administrative fees of the mediation shall be shared equally
4861 among the parties. Mediation proceedings shall commence within 120 days from the date
4862 of the Issue Conference. The parties shall mutually agree upon the selection of a mediator
4863 to resolve the controversy or claim at dispute. The mediator may be selected from the
4864 approved list of mediators prepared by the American Arbitration Association.
4865 Mediation proceedings must be administered in accordance with the mediation rules or
4866 guidelines of the American Arbitration.

4867
4868 (4) If the mediation is not successful, then the parties agree to settle the controversy,
4869 claim or dispute by arbitration conducted by a single arbitrator in accordance with the
4870 guidelines of the American Arbitration Association. The arbitrator must be an active
4871 member of the California State Bar or a retired judge of the State or federal judiciary of
4872 California. Each party shall bear its own costs and expenses associated with the
4873 arbitration. The arbitrator's fees and the administrative fees of the arbitration shall
4874 be shared equally among the parties. Each party shall bear their own costs and expenses.

4875
4876 (5) However, any party who fails or refuses to submit to arbitration, however, shall bear
4877 all costs and expenses incurred by such other party in compelling arbitration of any
4878 controversy, claim, or dispute.
4879

4880
4881
4882
4883
4884
4885
4886
4887
4888
4889
4890
4891
4892
4893
4894
4895
4896

ELEMENT 15:
LABOR RELATIONS

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.

California Education Code Section 47605 (b) (5) (O)

PCHS shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, PCHS employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, and to select one employee organization as the exclusive representative of the employees in an appropriate unit.

4897
4898
4899
4900
4901
4902

ELEMENT 16:
CHARTER SCHOOL CLOSING

4900 *A description of the procedures to be used if the charter school closes.*
4901 *California Assembly Bill 1994*

4903 **Revocation**

4904 In accordance with Education Code Section 47607, the LAUSD may revoke the PCHS
4905 charter on any of the following grounds:

- 4906 • PCHS committed a material violation of any of the conditions, standards,
4907 or procedures set forth in the charter.
4908 • PCHS failed to meet or pursue any of the pupil outcomes identified in the
4909 charter.
4910 • PCHS failed to meet generally accepted accounting principles, or engaged
4911 in fiscal mismanagement.
4912 • PCHS violated any provision of law.

4913 Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the
4914 District will notify the PCHS in writing of the specific violation, and give the
4915 PCHS a reasonable opportunity to cure the violation, unless the District
4916 determines, in writing, that the violation constitutes a severe and imminent threat
4917 to the health or safety of the pupils. Notwithstanding the immediately preceding
4918 language, revocation proceedings are not subject to the dispute resolution clause
4919 set forth in this charter.

4920
4921 **Charter Renewal**

4922
4923 PCHS must submit a petition for renewal to the Charter Schools Division no earlier
4924 than September of the year before the charter expires.

4925
4926 **Closure Procedures**

4927 The following are closing procedures that abide by California Education Code
4928 §47605(b)(5)(P), should the school close for any reason. The decision to close PCHS
4929 either by the PCHS governing Board or by the LAUSD Board, will be documented in a
4930 Closure Action. The Closure Action shall be deemed to have been automatically made
4931 when any of the following occur: the charter is revoked or non-renewed by the LAUSD
4932 Board of Education the PCHS Board votes to close the school; or the charter lapses. In
4933 the event of such a Closure Action, the following steps are to be implemented:

- 4934
4935 1. Written notification to parents/guardians/caregivers of the enrolled pupils of the
4936 PCHS will be issued by PCHS within 72 hours after the determination of a
4937 Closure Action. A sample copy of the language used in the written notification is
4938 also to be made to the LAUSD within the same time frame.

- 4939 a. The written notification will also include information on assistance in
4940 transferring each pupil to another appropriate school, and a process for the
4941 transfer of all pupil records.
- 4942 b. The process for transferring pupil records to the receiving schools shall be
4943 in accordance with LAUSD procedures for pupils moving from one school
4944 to another.
- 4945 c. Parents will also be provided with pupil information that includes closure
4946 notice, grade reports, discipline records, immunization records, completed
4947 coursework, and credits that meet graduation requirements.
- 4948
- 4949 2. Written notification to LAUSD of the list of returning students and their home
4950 schools, to be made within 72 hours of the determination of the Closure Action.
4951
- 4952 3. Transfer of student records to the receiving schools, within seven calendar days from
4953 the determination of an Action to Close.
4954
- 4955 4. Written notification to the California Department of Education and the Los Angeles
4956 County Office of Education of the Closure Action shall be made by the PCHS by
4957 registered mail within 72 hours of the decision to Closure Action.
4958
- 4959 5. The PCHS shall allow LAUSD access, inspection and copying of all school records,
4960 including financial and attendance records, upon written request by LAUSD.
4961
- 4962 6. A financial closeout audit of the PCHS will be paid for by the PCHS to determine the
4963 disposition of all assets and liabilities of the Charter School, including plans for disposing
4964 of any net assets. The final independent audit shall be completed within six months after
4965 the closure of the school. This audit will be conducted by a neutral, independent licensed
4966 CPA who will employ generally accepted accounting principles. Any liability or debt
4967 incurred by PCHS will be the responsibility of the PCHS and not LAUSD. PCHS
4968 understands and acknowledges that PCHS will cover the outstanding debts or liabilities
4969 of PCHS Any unused monies at the time of the audit will be returned to the appropriate
4970 funding source. PCHS understands and acknowledges that only unrestricted funds will
4971 be used to pay creditors. Any unused AB 602 funds will be returned to the District
4972 SELPA, and other categorical funds will be returned to the source of funds.
4973
- 4974 7. For six calendar months from the Closure Action or until budget allows, whichever
4975 comes first, sufficient staff as deemed appropriate by the PCHS Board, will maintain
4976 employment to take care of all necessary tasks and procedures required for a smooth
4977 closing of the school and student transfers.
4978
- 4979 8. The PCHS Board shall adopt a plan for wind-up of the school and, if necessary, the
4980 corporation, in accordance with the requirements of the Corporations Code.
4981
- 4982 9. In addition to a final audit, PCHS will also submit any required year-end financial
4983 reports to the California Department of Education and LAUSD, in the form and time
4984 frame required.

4985
4986
4987
4988
4989
4990
4991
4992
4993
4994
4995
4996
4997
4998
4999
5000
5001
5002
5003
5004
5005
5006
5007
5008
5009
5010
5011
5012
5013
5014
5015
5016
5017
5018

10. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end PCHS’s right to operate as a Charter School or cause PCHS to cease operation. PCHS and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should the Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

If PCHS ceases operation as a charter school, it shall revert back to its prior status as a school of the LAUSD for all purposes. The Board of PCHS shall notify parents of any action taken by the Board of PCHS and/or LAUSD to discontinue the operation of PCHS as a charter school. A final audit shall be conducted to determine the assets and liabilities of PCHS. Any net assets will revert to the District in accordance with the Corporations Code requirements for distribution of assets of a nonprofit, public benefit corporation. All pupil records will be managed by PCHS as a school of the District after the charter ceases unless otherwise directed by the District.



Facilities

5019
5020
5021
5022
5023
5024
5025
5026
5027
5028
5029
5030
5031

As a condition to the approval of the charter petition, Palisades Charter High School will enter into a Facilities Use Agreement ("FUA") with LAUSD within 60 days of the charter being approved. If the terms of this charter petition relating to LAUSD facilities conflict with the terms of FUA, then the terms of the FUA shall supersede the terms of this charter petition only insofar as those terms relate to LAUSD facilities use.

Appendix Q

5032
5033
5034
5035
5036
5037

The District's Integration Program and Traveling Programs, including financial resources, shall only be provided as set forth in the Memorandum of Understanding (MOU) attached herewith as Appendix ().

5038
5039
5040
5041
5042
5043
5044
5045
5046

The admission requirements include:

In order to be admitted, one must apply. Only one application submission will be accepted per student. Application and enrollment do not follow a "first come, first served" basis. Applications are available beginning the first Monday of October and must be returned no later than the first Friday of the following March. Applications are available in the Attendance Office or online via the online school application form. Based on our charter and a policy adopted by the Palisades Charter High Board, admission is granted to students in the following order:

5047
5048
5049
5050
5051
5052
5053
5054
5055

- Residents, those who reside in Pacific Palisades, Topanga and parts of Brentwood
- Brothers and sisters of current and continuing students
- Students graduating from Paul Revere Charter MS, and Paul Revere Magnet students
- Family Members of PCHS and staff
- Students who reside within LAUSD boundaries
- All other applicants in the state of California

5056
5057
5058
5059
5060

The first acceptance letters will be sent out in early March. Families will have 14 days to respond or lose their seat. By mid-March, lottery invitations will be sent to families who were not enrolled at this time. Once the 14-day response time has lapsed, we will know how many seats will be filled through the lottery.

5061
5062
5063
5064

The lottery will be held on March 26th at the high school. Those students enrolled through the lottery will then have until April 15th to accept their seat. After we have received acceptances from the lottery selections, another wave of letters will be sent out in April. The process will continue until all seats are filled for September 2010. The

5065 final letters will be sent in June.

5066

5067 This policy is subject to adjustment as needed by the Board of Trustees.

5068

5069 **[Spaces are set aside for students from Pali's Traditional Sending Areas (Belmont,*
5070 *Crenshaw, Dorsey, Fairfax, Fremont, Hamilton, Hollywood, Jefferson (Santee), Los*
5071 *Angeles (West Adams), Manual Arts, Van Nuys and Washington) preference will be given*
5072 *to students residing within the 14 sending area high schools. The 14 sending area high*
5073 *schools are defined as both the local neighborhood and those geographic neighborhoods,*
5074 *which are now sending and have traditionally sent students to PCHS.]*

5075

5076

MISCELLANEOUS

5077

5078

5079 PCHS shall permit the Los Angeles County Board of Education to investigate complaints
5080 and monitor the School. PCHS shall promptly respond to all reasonable inquiries from
5081 the Los Angeles County Board of Education.

5082

5083 PCHS agrees to provide a copy of its approved charter to the Los Angeles County Board
5084 of Education and the California Department of Education.