

# **PALISADES CHARTER HIGH SCHOOL**



## **Charter Petition**

**Submitted to the  
Los Angeles Unified School District**

**NOVEMBER 15, 2002**

**Revised  
May 12, 2003**

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## AFFIRMATIONS

Palisades Charter High School (PCHS) is committed to the following affirmations:

- PCHS shall participate in all required statewide assessment tests.
- PCHS shall meet all statewide standards applicable to non-charter public schools.
- PCHS shall be non-sectarian in its programs, admission policies, employment practices, and all other operations.
- PCHS will not charge tuition.
- PCHS will not discriminate against any pupil or employee on the basis of ethnicity, national origin, gender, sexual orientation, or disability.
- PCHS will admit all pupils who wish to attend the charter school, subject only to capacity.
- The meetings of the PCHS Governance Council shall be held in accordance with the Brown Act.
- PCHS shall comply with the Individuals With Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).
- PCHS shall comply with the Public Records Act and the Federal Educational Privacy Rights Act (FERPA).
- With the exception of preference for pupils who reside within the former attendance area of PCHS, admission to PCHS shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California.
- PCHS shall continually strive for a healthy, collaborative, synergistic relationship with the Los Angeles Unified School District (LAUSD) and with surrounding districts.
- PCHS shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- PCHS shall comply with all laws related to generating charter school apportionments for pupils over 19 years of age.



**• ELEMENT 1:  
EDUCATIONAL PROGRAM**

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

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

**Mission**

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

**Facility**

PCHS is located at 15777 Bowdoin Street, Pacific Palisades, California 90272, and will continue to operate at that site.

**Whom the School Shall Educate**

PCHS will continue operating as a public high school to serve the communities and families identified over the course of the past years of charter implementation, and all other high school students who wish to attend the school subject only to capacity. One of the strengths of PCHS is the school’s diversity, and it is our intention to continue our efforts to maintain the current diverse ethnic make-up of our student body. Enrollment typically comes from the traditional attendance area neighborhoods and from Paul Revere Middle School. PCHS will continue to serve traveling pupils from the established and/or agreed-upon sending schools within the Los Angeles Unified School District (LAUSD).

**What It Means To Be An Educated Person in the 21<sup>st</sup> Century**

We believe that an educated citizen in the 21<sup>st</sup> century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, use technology to its full potential, and communicate fluently in English and at least one other language. Upon graduation, our pupils will have:

- Gained demonstrable **knowledge** in core disciplines as defined by California state standards;
- Mastered the cognitive and learning **skills** that will enable them to use this knowledge in college and other post-secondary settings;
- Internalize **values** that will enable them to be productive and responsible citizens.

## How Learning Best Occurs

PCHS will strive to implement the strategies through which learning best occurs, such as:

- Concentrating the school's core activities on pupil learning and achievement;
- Giving pupils extra support from adults;
- Forming active alliances with families, employers, community members, and policymakers to promote pupil learning and ensure accountability for results;
- Creating small, highly personalized, and safe learning environments;
- Providing longer, more flexible periods of instruction;
- Expecting all pupils to master the same rigorous academic content and establishing high expectations for student achievement;
- Emphasizing student learning and achievement in staff development;
- Using curricula that are challenging and relevant and cover content in depth;
- Using multiple forms of assessment to meet individual needs;
- Giving pupils real-life experiences to help them learn about college and career opportunities;
- Giving pupils opportunities to gain computer and other technical skills; and
- Forging strong partnerships with middle schools and colleges.

## Goals

The goals of PCHS will be to help its pupils become:

- Self-directed learners who use appropriate learning methods, demonstrate initiative, creativity, and curiosity, apply learned skill to new situations, and demonstrate ongoing growth and development;
- Involved citizens who can participate as contributing members of a democratic society, cooperatively resolve conflicts, demonstrate concern for the environment, and appreciate cultural and linguistic diversity;
- Healthy people who utilize good nutrition and fitness practices that promote optimal physical, mental, and social well-being; and

- Self-motivated, competent, lifelong learners.

### How Students Become Self-Motivated, Competent, Lifelong Learners

PCHS is committed to enabling pupils to become self-motivated, competent, life-long learners by providing a multi-cultural, student-centered environment in which all pupils will be held to high academic and behavioral standards. The school will explore a “small schools” concept. Studies have shown that small schools can be very effective in meeting the needs of pupils. With this in mind, PCHS will create small learning communities (SLCs) for lower division (ninth and tenth grade) pupils, and thematic academies for upper division pupils. Such SLCs would ideally offer a more personalized learning environment and more choice for pupils. Teachers in a given learning community could share the same set of pupils, providing the pupils with a feeling of family within the school and giving teachers the ability to work together to meet each pupil’s needs. After tenth grade, pupils could move out from their SLCs, achieving more independence and tailoring their scholastic programs to their interests. Several small schools already exist in some form at PCHS, such as the *Humanitas* program, the Mathematics/Science/Technology Magnet School, and the Media Academy, and these can be continued, expanded, modified, added to or replaced to meet the needs of the student body.

### Goals for Providing and Ensuring Equal Access to Academically Low-achieving Pupils

We strongly believe that we can meet our goals for providing and ensuring equal access to academically low-achieving pupils. In order to do so, the staff is particularly committed to:

- “Small school” environments within the charter school as a whole;
- Requiring parent/guardian participation in their children’s education, particularly programs of intervention for pupils who drop below a C average;
- Lowering class sizes to optimal levels;
- Flexible scheduling; and
- Providing each pupil with a “go-to” adult, such as a teacher, administrator, mentor, or advisor.

In many cases, additional support for student learning is necessary. To address this crucial facet of the overall academic success of our pupils, PCHS will continue to support the Advancement Via Individual Determination (AVID) project and explore satellite programs. The Mathematics, Engineering, and Science Achievement (MESA) program and Career Based Outreach Program (CBOP) will be continued, as well as other outreach

programs including human relations, student support services and college and career counseling.

### Special Education

PCHS is a public high school within LAUSD. LAUSD is approved to operate as a single-district Special Education Local Planning Area (SELPA) under the provisions of Section 56195.1(a) of the California Education Code. PCHS shall comply with Section 504 of the Rehabilitation Act (Section 504) of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA), AB602 and Office of Civil Rights (OCR) regulations, the Chanda Smith Consent Decree and all other court orders or consent decrees that pertain to special education to ensure that all pupils with disabilities are accorded a free, appropriate public education (FAPE). PCHS shall be solely responsible for compliance with Section 504 and the ADA and shall be responsible for providing its own special education services and instruction to the students it serves. With regard to serving special education students, PCHS shall be considered a public high school within LAUSD, the Local Educational Agency (LEA) that granted the charter pursuant to Education Code Section 47641, and shall work with the District to ensure full compliance with IDEA. PCHS will retain membership in the LAUSD SELPA, and LAUSD will determine the policies and procedures necessary to ensure that the protections of special education law extend to all pupils enrolled at PCHS in the same manner as pupils throughout the District.

In accordance with LAUSD special education policy, PCHS will receive its allocated share of AB602 special education funds, calculated by LAUSD using a funding model based on Average Daily Attendance (ADA). LAUSD will be entitled to collect an encroachment from PCHS. The District shall provide District-wide SELPA services in the same manner provided to its independent charter schools. The encroachment contribution by PCHS will equal the percentage of general funds encroached by LAUSD to support the Special Education Program for the prior fiscal year. The annual encroachment percentage collected from PCHS may vary from year to year depending on LAUSD's internal encroachment. The calculation of PCHS's encroachment contribution will be based upon a formula designed by the District's Budget Services Office. PCHS may request specific services from LAUSD on a fee-for-service basis, and such services will be granted subject to availability.

PCHS will be responsible for identifying and referring pupils with disabilities, under "search and serve," who may require assessment for special education eligibility and services, or special accommodations within the general education classroom. The referral process shall include a Student Success Team—a team that brings together the pupil, parent/guardian, and school personnel to address problems interfering with a pupil's success at school. The Student Success Team will review prior interventions, accommodations, and modifications, as well as recommend further interventions as appropriate. A parent/guardian can make a direct referral in writing for a psycho-educational evaluation. PCHS will provide a response to such direct referrals within fifteen days.

PCHS will be responsible for developing pupils' assessment plans and providing the assessments. The assessment plan will describe the types of assessments that may be used for determining eligibility for special education services. Assessment may include individual testing, observations, interviews, as well as a review of school records, reports, and work samples. Assessment guidelines include: parental consent; evaluations in all areas related to suspected disabilities; multiple assessments without cultural, racial, or gender bias; and a multidisciplinary team to include a teacher knowledgeable in the disability. Every pupil who is assessed must have an Individualized Education Program (IEP) to discuss assessments and determine eligibility, and (if eligible) specify the specific instructional goals, special education services, and placement options within the least restrictive educational environment.

PCHS will be responsible for conducting the IEP team meeting in accordance with federal, state, and local requirements. The IEP team membership will include a parent/guardian, a school administrator or designee, the school nurse, a special education teacher, a regular education teacher, and other invited persons, such as those persons who referred or assessed the pupil. The IEP team will ensure the opportunity for participation by a special education representative of LAUSD and the pupil's district of residence (if applicable) at any IEP meeting when it is anticipated that special education service options will be considered within the least restrictive educational environments other than those at PCHS.

PCHS will be responsible for ensuring that every parent/guardian understands his or her right to due process and procedural safeguards. Parents/guardians must give their written consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop IEPs. Parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. If this occurs, PCHS and LAUSD shall be named as respondents and shall work together to defend the case. Parents have the right to file a complaint if they believe that PCHS has violated federal or state laws or regulations governing special education. If this occurs, LAUSD shall address and respond to this complaint under its Uniform Complaint procedures (Appendix H).

PCHS will be responsible for implementing and reviewing the IEP for referred students in accordance with federal, state, and local requirements, and will implement programs and services, including related services, required by the IEPs of its students. The general program of instruction provided to students with disabilities shall be responsive to the required sequence of courses and related curriculum for all students of PCHS. Student discipline and procedures for suspension and expulsion shall be in compliance with discipline procedures set forth in IDEA and consistent with federal and state law. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in independent study unless it is written into his or her IEP.

PCHS will be responsible for maintaining appropriate timelines for students referred for assessment: fifteen days to respond with an assessment plan and fifty days to complete the evaluation and conduct an IEP team meeting. PCHS will be responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on District forms filed with LAUSD.

PCHS will be responsible for implementing the appropriate educational goals and objectives for each student identified as an individual with exceptional needs. In accordance with our educational vision that continually strives to achieve excellence in all areas, PCHS will ensure that every student participates in a challenging curriculum that meets state required educational standards in the least restrictive environment. Multiple methods for assessing student growth and success will be ongoing. Special education students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to their needs. Special education students will demonstrate proficiency as defined in their IEP. Consultation and collaboration between general education and special education teachers will ensure full access to the general education curriculum. Teachers will participate in cooperative learning projects, attend conferences and workshops, and contribute to PCHS staff development regarding special education issues. PCHS is committed to excellence in education for all students.

#### Home and School Partnership

We believe that education is successful when there is an ongoing partnership between the school and home communities. We recognize that the burden on parents of traveling students is particularly difficult because of the geographic distance between home and school. PCHS will continue to hold periodic meetings in the home neighborhoods of traveling-student families, provide coordinated transportation for parents of traveling students to the Palisades campus to facilitate their involvement in school activities, maintain ongoing communications with parents in English, Spanish and other languages, to ensure that they are aware of and involved in student progress, develop parent education programs, and involve parents of traveling students in the governing and other organizations on the campus.

Participation by stakeholders should be broad. A Curriculum Council will meet regularly with department chairpersons and other stakeholder representatives to discuss the school's program. Curriculum and academic programs will be discussed, developed, and/or reviewed at Faculty Senate, Student Senate, Governance Council, and Strategic Planning Committee meetings, as well as at orientation meetings, articulation and general faculty meetings.

#### Transferability of Courses

PCHS is accredited through the Western Association of Schools and Colleges (WASC). This accreditation ensures that the academic program of PCHS is acceptable and transferable to other high schools and universities. PCHS has an articulation agreement

with the University of California (UC) and with the California State University (CSU). Through this articulation program, PCHS has developed a list of approved classes that meet entrance requirements of both university systems. PCHS will continue to have an administrator and a college counselor who will articulate with colleges, universities, and other schools regarding acceptable courses. All courses offered at PCHS will meet state graduation requirements, and those courses will be transferable to other high schools in accordance with state guidelines for graduation. PCHS will consult on a regular basis with all stakeholders regarding the school's educational program. Parents and students will receive course lists at articulation programs for the middle schools, at parent meetings, during scheduling for each semester, and through a general mailing at the beginning of each school year. Course lists will be available to parents and students in the Counseling Office throughout the school year. Parents will also be able to access the approved college entrance requirements on the websites of the UC and CSU schools. PCHS will also have its own website that will list courses offered at the school and elucidate their transferability to other high schools, to colleges, and to universities.

## **Education Plan**

### **Rationale**

In response to continuing research indicating the effectiveness of small learning communities (SLCs), the stakeholders of PCHS have developed a vision for the future that will dramatically alter the concept, delivery, and perception of education in our community. Utilizing ideas derived from the California Department of Education's *Aiming High*, the Los Angeles Unified School District's (LAUSD) *Small Communities of Learning* Concept Paper, professional journals and scholarly literature, as well as from the experience and achievements specific to SLCs and autonomous comprehensive high schools, we have devised an eclectic educational plan that calls for a fundamental restructuring of our school.

Essentially, we believe that all of our students can learn. Our goal is to transform our educational program to provide enhanced opportunities for different kinds of learners to gain access to a rich and challenging curriculum, understand concepts, demonstrate proficiency, and build a solid foundation for future success. The essence of this transformation is based on these core principles:

- Equity and Access;
- Quality Instruction; and
- Personalization.

The freedom to innovate is key to our vision. According to LAUSD's *Small Communities of Learning*, schools "cannot reach new heights of equity and excellence while confined in a bureaucracy with a tendency to conserve customs or practices that work for a small fraction of the student body." As an independent charter school, our

primary consideration shall always be the education and welfare of all of our students. We believe that our educational plan reflects that consideration. It allows us the freedom to innovate and evolve. Our plan will empower us to deliver a quality, standards-based educational program, driven by the needs of our students and validated by the analysis of data.

Achievement Gap

The educational plan we have formulated addresses the varied needs of our 2440 students who come to us from approximately 115 ZIP codes across Los Angeles. The current demographic make-up of this student body is 42 percent White, 24 percent African American, 24 percent Hispanic, eight percent Asian, and two percent Pacific Islanders and others. Many of our students are first-generation immigrants whose home language is not English. In this diverse population we find a disparity in achievement that our plan confronts aggressively. Disaggregated data for the PCHS 2002 Academic Performance Index \* reveals the depth of this disparity:

<b><u>Sub-Group</u></b>	<b><u>Students Tested</u></b>	<b><u>API Score</u></b>	<b><u>Growth Target</u></b>	<b><u>API Target</u></b>	<b><u>Actual API</u></b>	<b><u>Target Met?</u></b>
<b>Asian</b>	136	826	None	None	795	No
<b>Filipino</b>	18	713	3	716	732	Yes
<b>Hispanic</b>	444	594	3	597	578	No
<b>African American</b>	444	610	3	613	589	No
<b>White</b>	681	834	None	None	811	Yes
<b>Social Disadvantage</b>	568	626	3	629	584	No
<b>All Students</b>	1731	714	4	718	698	No

In order to confront the “achievement gap” that exists at our school, we plan to restructures our educational program. Research gathered from downsized schools shows a dramatic increase in achievements for minority student populations as well as for economically disadvantaged young people from all ethnic groups. Recognizing the need to better serve these students, our stakeholders intend to make changes that will ease the transition from middle school to high school, and counter the anonymity that students experience in a large school setting. In so doing, we believe that we will increase safety, promote affiliation, foster personalization, and facilitate learning. Over the course of its implementation, our program will:

- Create a state standards-based school culture with curriculum designed to ensure mastery of locally-developed competencies;

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\* Preliminary data as of 10/10/2002.



- Involve families and provide additional support for students who are now “falling through the cracks”; and
- Use the analysis of data to continually tailor programs to improve the outcomes for students in our school.

Our plan incorporates small learning communities designed to personalize education, particularly in the lower division. The foundation of these small learning communities will be the best practices of currently operating programs such as *Humanitas*, the Math/Science/Technology Magnet School, and the Media Academy. Upper division students—eleventh and twelfth graders—will be able to specialize in thematic academies, but will also retain the opportunity to participate in the diversity of experience that a comprehensive high school can offer.

### Small Learning Communities

Our plan begins with vertically organized small learning communities (SLCs) for ninth-grade students who may remain with a team of teachers and advisors for the duration of their lower division experience, a practice known as “looping.” Teachers will have some opportunity to select their teams, but the school will ensure a balance of skills and experience in each team. Learning communities will include teachers in the core academic disciplines, augmented by teachers of electives. We anticipate at least three SLCs to serve approximately 200 students each—with our Media and Magnet programs, PCHS will accommodate a freshman class of over 700 enrollees.

Teachers in a single academic discipline will share responsibilities in the SLCs, enabling faculty members to continue teaching upper division and elective classes. Depending upon the quantity of willing and available staff, and taking into account the needs throughout the school, we may also increase the number of SLCs, thus decreasing the number of students in each one and giving us even greater opportunities for personalization.

In a study of the advantages of the advantages of small schools conducted by Stanford University, personalization was paramount in the achievement of academic success. The study suggested that one way to increase personalization was to create interdisciplinary courses. PCHS will use the interdisciplinary model of the *Humanitas* program to bring a multi-disciplinary approach to the SLC program. Teachers in the SLCs will participate in *Humanitas* training, and may collaborate to develop thematic, cross-cultural, interdisciplinary approaches to the curriculum.

### Equity and Access

Research indicates that minority and economically disadvantaged students are seriously under-served in a system of tracking, whether formal or informal. These students may become trapped in programs in which the expectations for their academic success are low. Often, they are lost in a large school setting—they fall through the cracks. SLCs,

such as in our proposed lower division reorganization, have been shown to better accommodate the needs of individual students, and by virtue of greater personalization in developing individual educational programs and delivering instruction, take better advantage of students' abilities.

We also believe that our high achieving students will thrive in a diverse environment, particularly when a challenging and enriched curriculum is available to them. Their example of achievement will also provide a positive influence on their classmates. These students will retain the opportunity through an "honors contract" to earn honors credit by investigating subject matter and producing sophisticated analyses, and by participating in supplemental enrichment programs. Our *Humanitas* program is currently achieving outstanding results, but it is dominated by White and Asian students in numbers that do not reflect the ethnic and socioeconomic profile of our student body. We believe that the enriched and challenging curriculum along with the interdisciplinary methods used in the *Humanitas* program can be extended to our entire lower division. While not every student will perform at the "honors" level, they will all benefit from exposure to a rigorous curriculum.

Students in the SLCs will share in the life of the general campus through their participation in elective classes, programs in the arts and technology, service learning, and physical education and athletics. Teachers in these programs may also participate in the planning and coordination that will occur in the SLCs. Although we do not envision entirely self-contained, fully autonomous SLCs in our plan, the independence of these small schools in their efforts to manage their programs and provide innovative instruction will be encouraged. Our plan anticipates the need for constant refinement and evolution, and the level of autonomy in our SLCs, along with all other aspects of our educational plan, will be adjusted to better fulfill the needs of our students.

### Outreach

PCHS will employ various recruitment methods to ensure that all segments of the community will be apprised of our educational program. PCHS will contact middle schools to determine when each school holds its High School Information Night, and send representatives to those events. PCHS will continue to hold traveling-parent meetings in areas of Los Angeles and Inglewood from which we have traditionally drawn students. The purpose of such meetings, which are conducted by our administrators and our Magnet Coordinator, is to inform parents of the resources of PCHS, such as tutoring and counseling, discuss travel issues, and answer any questions.

On the PCHS campus, parent members of our PTSA will continue to conduct school tours for prospective students and their families. During each spring semester, PCHS hosts a Showcase Night, at which all of the schools in the Palisades Complex exhibit and promote their programs, and present student performances and projects.

Information and an application for PCHS will be included in the "Choices" brochure, which is mailed by LAUSD to the homes of all students, and is available at any District

school. A PCHS website is under development, and a packet of printed materials regarding PCHS and all of its programs is available from the school upon request.

### Initial Assessment

The needs of individual students are paramount in our conception of a small school setting. The first step in determining these needs will be an assessment test administered to all incoming students. This test will be used as a tool to assess needs and provide a baseline to measure progress, and not as a device for placement. In other words, PCHS will use the initial assessment to identify at-risk students earlier—before they develop a pattern of failure in high school.

Initial assessments are valuable in other ways. They can provide an indication to students and parents of the knowledge they already possess, what they should know, and of the school's expectations. Finally, an early assessment, as well as all other assessments, can be crafted to aid in the development of strategies to mitigate cultural incongruities in instruction and in the evolution of curricula that is relevant and connected to the lives of students.

### Personalization

The essence of our “small schools” plan is to increase the level of personalization in the learning experiences of our students. A relatively small company of teachers will share a group of students, giving both teachers and students greater opportunity to know one another. Each student will have a relationship with at least one “go-to” adult on the campus, a person empathetic to that student's barriers to learning and able to provide support for the student's educational endeavors. According to studies on small schools conducted by Stanford University:

A high-quality education starts with relationships. One of the major strengths of a small school is that it can personalize education by supporting the development of meaningful, sustained relationships among teachers and students. In study after study of successful small schools, students compare their school to a family rather than a factory and link their academic achievement to their caring relationships with teachers. Successful small schools typically have smaller classes for students and reduced pupil loads for teachers, so that the young people and the adults in the school are well-known to each other.

We believe that an independent PCHS can create and sustain a “family” learning environment. We have already implemented some personalization strategies, particularly through the adoption of a rotating block schedule. The Stanford University study on small schools supports this strategy, stating that, “[s]mall high schools ... also reduce pupil loads for teachers by having teachers teach fewer groups of students for longer blocks of time.” We wish to go further, and the opportunity to innovate is essential if we are to dismantle the “factory” model.

Through our lower division SLCs, we intend to both sharpen our educational focus and personalize methodology in our efforts to reach all of our students. We will use an interdisciplinary approach to the curriculum, a shared pedagogy, and multiple teaching strategies to address the range of learning modalities. The academic progress of each student will be measured by a variety of assessments (see Element Three of this charter), particularly through demonstration of locally developed competencies aligned with state content and performance standards. Evidence of student achievement will be maintained in portfolios.

It is our belief that all of our lower division students will benefit from the environment created by SLCs. The transition to a large, comprehensive high school environment is difficult for many ninth-graders—this is where the seeds of academic failure are planted. We envision a system in which students and teachers will have a greater opportunity to know one another, and advisors, parents, and other mentors will all be encouraged to participate in a learning environment that nurtures rather than alienates.

### Professional Collaboration and Staff Development

According to Henry Giroux, the Waterbury Chair of Secondary Education at Pennsylvania State University, teachers “must be given time ... to plan and reflect with others about the theory that informs their practice.” Traditionally, teachers in large, bureaucratic systems view organized professional development as a poor utilization of time. Professional development at PCHS will focus on that which is most important to teachers: improvements in classroom practice and student outcomes. Using the resources of the charter school, PCHS will design its professional development program around the analysis of student achievement data with the goal of improving instruction and closing the “achievement gap.”

PCHS will use the time set aside for common planning to coordinate with colleagues. In our conception, the resources of the charter school will empower teachers to coordinate their lesson planning with faculty members from other disciplines in their own learning communities, and with their intra-disciplinary colleagues in the other SLCs. Professional collaboration will also manifest itself in the design of our programs. We anticipate the use of blended classes—a cross-curricular team-teaching approach—to provide lower division students with an interdisciplinary introduction to the arts and social sciences. The combination of blended classes, looping, sharing of best practices, and pedagogical coordination will ensure integration of learning across the academic disciplines and consistency of the educational experience for students in all SLCs.

### Continuing Assessment

Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, and validate and continuously improve teaching methods. Learning community teachers and advisors will closely monitor student progress, and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As noted

earlier, a more detailed description of assessment methods can be found in Element Three of this charter.

The analysis of assessment data will be ongoing, beginning with an initial assessment, and if indicated, an examination of a student's cumulative record. For those students who struggle in their advancement through their courses of study and/or their mastery of state standards, the educational staff of PCHS will utilize the resources of the charter school to conduct an in-depth analysis, cross-referencing test scores to look for correlations among test results and skill areas. SLC teams, modeled after the Student Success Teams used in special education, will design specialized programs of remediation.

Utilizing the model suggested in *Aiming High*, assessment data will be employed as follows:

- STAR, CAHSEE, and locally adopted assessments of standards mastery will be used to determine individual needs and interventions and which standards require greater school-wide focus;
- STAR data will be used to compare whether a grade level is experiencing growth or loss of achievement compared with national norms;
- Data on enrollment and completion in University of California (UC) and California State University (CSU) *a-g* requirements, Advanced Placement (AP) and higher-level mathematics and science courses will be disaggregated to determine whether sub-groups are being prepared for higher education at comparable rates;
- SAT and ACT data will be examined to determine whether more students in general and more students in underrepresented populations are being motivated to apply to college;
- Graduation data will be examined to develop programs to increase retention; and
- Attendance and discipline data will be disaggregated to identify and analyze problems.

To ensure our educational programs serve the school's guiding principles and vision, "process" data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach, and to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well PCHS is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, design programs to inform stakeholders of the school's goals and pedagogic approach.

### Shared Accountability

One of the most important aspects of a small learning community is that the responsibility for student learning is shared among the school, the students, and their families. In her book, *Building Communities of Learners*, Sudia McCaleb writes, “ethnic and linguistic minority parents are intimidated by the large, institutional structure of the school and schooling.” Among of the benefits of our “small schools” plan is the mitigation of bureaucratic indifference—we hope to give parents the feeling that our school is a family. Small groups of faculty members who share a group of students will have the opportunity to facilitate better home-school relationships, strengthening support for the educational program. The practice of looping will also enable parents and teachers to build stronger, longer-term relationships, helping to build bridges between the knowledge and experience of students’ home communities and the classroom.

PCHS is ultimately accountable for the outcomes of all of its operations and educational programs. Because a charter school is a partnership among all of its stakeholders, the responsibility for those outcomes is shared. Teachers and staff will be expected to perform at the highest level, supporting one another in their endeavors. Administrators and staff will also be held to high standards in their efforts. Students and their parents will be expected upon enrollment to sign a contract—their promise to make every effort to fulfill the expectations of learning and achievement outlined in our educational program.

### Class Size Reduction

Every effort will be made, particularly in the lower division where personalization is the governing principle, to lower class sizes to optimal levels. The Stanford University study attributes much of the success of small schools to a “[reduction of] pupil loads for teachers by having teachers teach fewer groups of students....” We are confident that through scheduling flexibility and more efficient uses of available space, we can find ways to reduce the numbers of students in individual classes without reducing our overall student population. The creative efforts of all of our stakeholders and our partners will be utilized to the fullest in this effort.

### Academic Support

Academic support for the learning communities will be provided in a variety of ways. Our plan envisions both remediation and enrichment programs and tutorials, operating in parallel with our SLCs. Embedded student support in the form of the AVID program will also work with each SLC. MESA and CBOP will be continued, along with other outreach programs including human relations, student support services, and college and career counseling.

Utilizing the research of the Breakthrough Collaborative, an organization dedicated to improving the educational outcomes for at-risk students, peer tutoring will be encouraged

and expanded. The Breakthrough Collaborative has achieved remarkable success with a program of “Students Teaching Students,” and their research has shown that:

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

Our charter school resources will also focus on currently operating cross-age and intergenerational tutoring, which will also be expanded. Calendar and schedule flexibility will enable enhanced use of after-school, between-term, Saturday, and summer intersession programs to address the individual needs of students. In the environment of a small learning community, teachers will expeditiously identify struggling students and ensure they are directed to the appropriate program for academic support.

Special education students will gain the greatest possible opportunity for maximum inclusion. These students will be placed in the least restrictive environments in accordance with the needs of each individual as determined by counselors, teachers, administrators and other professionals, and their parents, all of whom will serve as advocates.

PCHS will continually strive to improve the quality of instruction at every level. Academic support for our students will be augmented by the utilization of charter school resources to improve teacher support and training. Additionally, parent education will be an important part of our program—parents need to know what they can do to motivate and support their children’s educational success.

### Thematic Academies

We believe that the experience of younger students in small learning environments will help them develop a greater bond to PCHS as a whole. As they make the transition to upper division, we will offer those who have met all applicable lower division standards a wide range of choices, each of which will continue the small school concept. The upper division will consist of thematic academies created by interested faculty groups and developed with the assistance of partnerships with other educational institutions, the business community, and charitable foundations. PCHS will also actively pursue development assistance for these academies in the form of grants from private and public agencies. A system of “passports” may be used to enable students to take classes in other academies and to enjoy enrichment that is offered in the school as a whole, such as advanced placement classes, electives in the arts, and the full range of extra-curricular activities. Students who do not select from the available academies may choose to participate in a small school environment established for general education and college preparation. This school will continue the personalization, heterogeneity, and looping of teachers that marked the educational experience of the lower division.

### Diversity of Experience and Instruction

The learning environments in the upper division will utilize a variety of instructional approaches. Employing an integrated view of student progress, teachers will develop links to outside resources for experiential learning, including internships, independent study, service learning, and multidisciplinary projects. Students will continue to receive the advantages of a small-school identification while having greater opportunity to participate in both campus life and the world beyond the halls of academia. The opportunity to grow toward expanded horizons should better prepare our students for the challenges they will face in their future lives. Thus, a diploma earned from PCHS will indicate that a student has succeeded in a rigorous and varied academic program, individualized and tailored to meet state standards and reflect contemporary values.

### Summary and Conclusion

PCHS is committed to ensuring the highest possible quality of education to all of its students while restructuring its programs to address the “achievement gap.” Personalization will be expanded in both the lower and upper divisions by accommodating the special needs of some students through flexibility inherent in the structure of small schools. Individualized programs of study will be available to all students, from those needing remediation to those capable of advanced studies. Adult advocates in the respective SLCs or academies will direct students to programs designed to meet their learning needs and ensure that each student receives the appropriate academic support.

Family support, another aspect of student advocacy found to work more efficiently in SLCs such as we propose, will empower parents to express their concerns and increase their participation in the academic life of their children. Parents have consistently registered a high degree of approval for the small school concept, and studies have found that they are more likely to become involved with school governance when they encounter a smaller, more responsive school. This is clearly of value for our minority students, most of whom travel a considerable distance to our campus.

We believe that a vital aspect of our small school plan is accountability. Students and their parents will be informed of the school’s expectations for students’ academic achievement and behavior. Students and their parents will be expected upon enrollment to sign a contract—their promise to make every effort to fulfill those expectations. Accountability rests not only with students who participate in the SLCs, but with teachers as well. The enrollment contract will also outline the obligations of PCHS to provide students with every opportunity for success.

Feedback from our stakeholders is necessary if we are to accomplish our goals successfully. We intend to require our students to evaluate their educational experience through forms distributed twice a year, enabling them to clearly communicate their perception of how well the school is meeting their needs. This information, along with



the results of local and state assessments, will enable us to further tailor our programs to improve the educational experience for all of our students.

It is our belief that the combination of early and ongoing assessment, personalization in a small school environment, improved academic support, and professional collaboration will ultimately close the “achievement gap”—but this can happen only if PCHS has the freedom to utilize its resources as an independent charter school.

**ELEMENT 2:  
MEASURABLE PUPIL OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose 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)*

As our overall outcome objective PCHS intends for its pupils to outperform similar pupils district- and county-wide.

Goals for the Demonstration of Skills, Knowledge, and Attitudes

PCHS shall meet all statewide standards and conduct pupil assessments required pursuant to Section 60605 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:

**Integrated Language Arts** Pupils will perform at or above grade level in reading, writing, speaking, and listening; comprehension of texts; ability to analyze literature using evidence; use language to function as informed and effective citizens in society, in the workplace and in life-long education; and develop of an appreciation of literature

**Mathematics** Pupils will express, interpret, and use mathematical concepts to construct valid arguments and solve real-world problems. They will demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques.

**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; use technology for information retrieval, data acquisition and analysis, and communications.

**Social Science** Students 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.

### **English Language Learner Program**

Students will acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing. They will also demonstrate academic progress in the core curriculum. Mastery of English Language Standards will be monitored through the use of portfolios in the ESL class. Students will achieve grade-level standards in SDAIE and mainstream core curriculum classes. Para-professionals assist English Learners to meet the goals of the program. The CELDT is used for initial identification and for annual assessment until students are reclassified as fluent. Student progress is verified every grading period, and the Language Appraisal Team intervenes to improve the quality of instruction and assure student success in ESL and core subjects. Programs will be designed so that all limited English-speaking pupils can achieve the following:

- Self-esteem; pride in one's language and culture;
- Academic achievement in all subject areas;
- Academic proficiency in the English language.

We will research and develop ways to improve our existing programs to better meet these goals, with particular emphasis on Language Arts (including ESL and Transitional English Reading).

**Visual & Performing Arts** Ability to make critical, informed judgments about the arts and aesthetics; ability to recognize the relationship between the arts and society and the connection to one's own culture; ability to express one's own creativity.

**Foreign Language** Students will learn to use a foreign language to communicate accurately and appropriately, whether listening, speaking, reading, or writing. Students understand the cultures of those countries where the target

language is spoken. Students will understand the place of the target language in our own society

### **Special Education**

Each pupil will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing pupil growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the pupil (i.e. parents, teachers, designated instructional service providers, etc.) Pupils will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each pupil's needs pursuant to an Individualized Education Plan (IEP). Pupils will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of assessment methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all pupils with exceptional needs. PCHS will continue federal and state mandated education services.

### **Technical Arts**

Students will understand the critical significance and impact of technology on every aspect of life; develop the ability and skills necessary to utilize this new technology, and take advantage of the almost infinite resources available to enhance their current and future quality of life.

### **Physical Development and Health**

Students will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Pupils will increase muscular strength and endurance, flexibility and agility; develop cardio-vascular endurance, and maintain body composition. Pupils will gain an understanding of human growth and development, as well as sexuality; planning a physical fitness program; understanding nutrition, substance abuse, and the nature of illness. Pupils will demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities.

### When and How Pupil Outcomes Will Be Assessed

Pupils will be regularly assessed in their mastery of the above core academic skills through means such as observation of their activities and their production of meaningful work, classroom examination, state-mandated tests, Golden State Examinations, Advance Placement Examinations, SAT and/or ACT scores, and/or other assessment tools that may be deemed appropriate by PCHS. A more detailed description of assessment methods can be found in Element Three of this charter.

### Attendance Requirements

PCHS will comply with Education Code Section 47612.5 in regard to the required number of minutes of instruction. PCHS will explore innovative scheduling and calendars. Attendance is required of all students during school hours. PCHS will not accrue attendance credit for any student who is absent from school. Students who are truant as defined by state law shall be subject to the PCHS discipline process. Alternative interventions will be considered for truancy prior to suspension and/or expulsion of PCHS students.

### Selection of Curriculum, Materials, and Instructional Activities

Curriculum, materials, and instructional activities are to be selected by individual departments and PCHS curricular teams in accordance with state standards. If there is an issue of substantial concern, the issue may be brought before the Governance Council for review.

### Accountability

The PCHS Governance Council will be accountable for tracking pupil progress and continued evaluation of ways in which progress may be improved, but all stakeholders of PCHS, including pupils and parents ultimately are responsible for achievement of the above-entitled goals.

***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 student 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 state, and provide the metrics for programmatic audits reported to LAUSD and the California Department of Education (CDE).

Statewide Testing

As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1) which requires PCHS to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to pupils in non-charter schools.

California High School Exit Exam (CAHSEE)

The CAHSEE will be used to determine whether students are progressing in their programs of instruction and are ready to transition from lower- to upper-division courses. The results achieved by PCHS students 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 tools emphasizing conceptual thinking and problem-solving skills. We will assess both individual and school-wide progress, with appropriate measures that address the needs of all pupils. Assessments will be conducted pursuant to EC60602.5. The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

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

- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies;
- Advanced Placement subject area examinations; and
- The use of longitudinal/survey, and other data collected by PCHS to track pupil progress.

Academic Performance Index (API)

The API will be used to compare the position of PCHS with that of other schools in the state. The API will also be used to identify underperforming sub-groups 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.

Proficiency Standards

Specific proficiency standards and processes used to determine pupil achievement are addressed in Element Two of this charter and will be achieved in accordance with grade level time-frame state and national standards.

Periodic Marks

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

<b>Subject Marks</b>	<b>Work Habits and Cooperation</b>
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	

Marks are subject to review under special circumstances. In all matters relating to marks, PCHS will be assiduous in upholding the rights of individuals under all relevant state and federal laws, and will guarantee due process. Pupils will receive letter marks at least twice per semester, and progress reports will be sent home at regular intervals, currently every five weeks, but subject to review and modification. (See Appendix G—LAUSD form 34-H-1 for a more detailed explanation of marking criteria.)

### Discipline Reports

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



***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)*

PCHS shall be an unincorporated independent public agency acting as a separate legal entity. PCHS shall assume responsibility for its operations, and be accountable to its chartering agency for its outcomes in accordance with the California State Charter Schools Act.

Revocation

PCHS accepts and understands the grounds on which a charter may be revoked in accordance with Education Code Section 47607. Specifically, LAUSD may revoke this charter on the following grounds:

- PCHS committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- PCHS failed to meet or pursue any of the pupil outcomes identified in the charter;
- PCHS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;
- PCHS violated any provisions of law.

Prior to revocation LAUSD will notify PCHS in writing of the specific violation. LAUSD will give PCHS a reasonable opportunity to cure the violation. Depending on the nature of the violation, LAUSD will determine the amount of time needed to cure the violation. In the case of disputes, the parties agree to adhere to the dispute resolution procedures identifies in the charter.

LAUSD shall retain the right to revoke the charter immediately if PCHS is engaging or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Under these circumstances, the dispute resolution procedures will be inapplicable.

Term

This charter is an amendment to the original affiliated charter petition approved on 30 June 2000. This amended charter's term will end on 30 June 2005.

### Renewal

Renewal of the charter shall be in accordance with the standards set forth in Education Code Section 47605. PCHS will submit a petition for renewal to the LAUSD Charter School Office by 31 January of the year the charter is scheduled to expire.

### Severability

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

### Administrative Services

PCHS shall seek out mutually agreed upon memoranda of understanding (MOU[s]) with LAUSD which shall delineate the legal obligations of each respective party for each service rendered by the District. In addition, PCHS shall enter into mutually agreed upon MOUs regarding, but not limited to, funding and services for special education pupils, a description of liability insurance, operational funding levels, responses to inquiries under Education Code Section 47604.3, and a delineation of duties regarding responsibility for operations. Requested services from LAUSD will be on a fee-for-service basis and subject to availability. The MOUs shall set forth the responsibilities and legal obligations of each respective party for each service rendered by LAUSD, and the manner by which administrative services of the school are to be provided.

### Supervisory Oversight

Pursuant to Education Code Section 47613, PCHS shall pay LAUSD for its actual costs of supervisory oversight up to one (1) percent of the revenue of PCHS or up to three (3) percent of the revenue of PCHS if LAUSD provides PCHS with substantially rent-free facilities. Pursuant to Education Code Section 47614.3, PCHS shall promptly respond to all reasonable inquiries of LAUSD.

### General Assurances

#### Insurance Requirements

No coverage shall be provided to PCHS by LAUSD under any of the District's self-insured programs or commercial insurance policies. PCHS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District to protect PCHS from claims which may arise from its operations. The following insurance policies are required:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect PCHS from claims under Workers' Compensation Acts which may arise from its operations.
- Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$5,000,000 for each occurrence. The policy shall be indorsed to name LAUSD and the Board of Education for the City of Los Angeles as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and PCHS's insurance primary despite any conflicting provisions in PCHS's policy. Coverage shall be maintained with no self-insurance provision.
- Fidelity Bond coverage shall be maintained by PCHS to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

#### Insurance Certificates

PCHS shall furnish to LAUSD certificates of such insurance signed by an authorized representative of the insurance carrier. Certificates shall be indorsed as follows:

- The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits, or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.
- Facsimile or reproduced signatures are not acceptable. LAUSD reserves the right to require complete certified copies of the required insurance policies.

#### Optional Insurance

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

#### Hold Harmless/Indemnification

PCHS does hereby agree, at its own expense, to indemnify, defend, and hold LAUSD, its officers, employees and agents harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from, or relating to the charter agreement, with the exception any claims, liabilities, or legal proceedings, arising from the willful misconduct of LAUSD. PCHS further agrees to indemnify,

defend, and hold LAUSD, its officers, employees, and agents harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities, or proceedings arise from or relate to acts or omission of acts committed by PCHS, its officers, employees, or students. PCHS shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against PCHS by any person or entity. LAUSD agrees that it will give PCHS notice within five (5) business days of any claim under this section, or as soon as reasonably practicable.

### Financial Matters

According to Education Code § 47630.5(b) Charter Schools assigned a number by the State Board of Education after June 1, 1999 are funded based on the Charter School Block Grant. The charter school may select to receive its funds directly or locally, through its charter-granting agency. They must apply directly for categorical funding outside the block grant and complete their own Consolidated Application.

PCHS must engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The independent public accountant and the charter school will prepare the necessary financial reports to be submitted to the District.

PCHS will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. The District may charge for the actual costs of supervisory oversight of the charter school not to exceed one (1) percent of the revenue of the charter school. If PCHS is able to obtain substantially rent-free facilities from the District, the District may charge for the actual cost of supervisory oversight of the charter school not to exceed 3 percent of the revenue of the charter school.

PCHS shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. PCHS shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the expectation of PCHS to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

The District may at its discretion provide services to the Charter School on a fee for service basis subject to availability, if requested by the Charter school to do so.

### Maintenance of District Facilities

PCHS will be granted the exclusive use of the property and facility known as Palisades Charter High School located at 15777 Bowdoin Street, Pacific Palisades, California 90272.

### **Palisades Charter High School Governance Council**

The mandate of the Governance Council consisting of stakeholders of PCHS is to implement the guiding mission of PCHS as articulated in this charter. In order to do so the Governance Council is empowered to operate as the decision-making body in regard to school-wide policies. The governance structure is designed to foster participation by all stakeholders, and assure 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.

### Scope of Authority

In accordance with the letter and spirit of state charter school law, the Governance Council will have authority to approve innovative programs and/or policies which may conflict with those of LAUSD and with the California State Education Code, excepting those policies, programs, and/or codes specified in the charter school law and/or this charter. School-wide policies include, but are not limited to:

- Strategic planning;
- Annual budget development and approval;
- Fiscal oversight;
- Hiring, evaluating, and when necessary, replacing administrators and managers;
- Oversight in the hiring, evaluation, and when necessary replacement of members of the faculty and staff;
- School calendar;
- Admission requirements;
- Oversight of curricular and extra-curricular programs;
- Community service programs;
- Graduation requirements;
- School facilities and safety;

- Pupil behavior and performance, including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open-campus and other privileges, and participation in extra-curricular activities; and
- School-Community relations

All school-wide policies will be developed in accordance with the governance procedures set forth in this charter, the Governance Council bylaws, and in the by-laws of the various Governance Council 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 amended charter will remain in effect unless and until amended or replaced by the Governance Council.

### Membership

The voting members of the Governance Council will include:

- The Executive Director
- The faculty bargaining unit representative for the school
- Ten credentialed faculty members
- One representative of the Bilingual Advisory Committee (BAC)
- Five parents, with at least two representing traveling pupil communities
- One member representing the community (who may also be the parent of an enrolled student)
- One member of the non-certificated staff
- Two pupils

With the exception of the Executive Director, all members will be elected by their respective stakeholder groups. The community representative shall be elected by the parent stakeholder group. Elections other than that of the UTLA representative will be held annually, in the fall. Special elections will be held when necessary to fill vacant positions. Faculty, staff, and pupil Council members will serve one-year terms. Parent members will serve two-year terms. Official terms will begin at the first Governance Council meeting held after regular elections.

The annual elections will also determine alternates from each stakeholder group, in the following numbers:

- One alternate for the Executive Director
- Two alternates for the faculty
- Two alternates for the parents
- One alternate for the pupils
- One alternate for the non-certificated staff

Alternates may participate in all discussions and may serve on all subcommittees. They will have no voting privileges on the Governance Council except when filling the seat of an absent voting member.

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

The PCHS Governance Council will also solicit the participation of a member of the community who does not have a direct stake in or accountability for the school's educational mission and outcomes as expressed in this charter. One member of the community, preferably an official representative of local government, will be invited, in accordance with the bylaws, to serve as a non-voting *ex officio* member of the Governance Council. Community members may also form a separate advisory committee to make their concerns known to the Governance Council.

### Decision-Making

The Governance Council will meet monthly. The Council will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by vote, with the will of the majority prevailing.

### Committees

The Governance Council will establish standing and temporary subcommittees to focus on specific tasks and/or policies, such as those listed in paragraph 2 of this Element. The Council will consider the recommendations of, and in some cases delegate decision-making authority to, its committees. Governance Council alternate members, when serving on committees, will have voting privileges on those committees. In addition to the Governance Council's voting and non-voting members, all other stakeholders may serve as voting members of committees.

### School Organization

In regard to its educational program, PCHS intends to implement a “small schools” organizational structure. Small learning communities (SLCs) and/or academies will be established or expanded to personalize the education of our students, accommodate the needs of students and other stakeholders, and promote the fulfillment of the school’s mission. While conforming to general school policies, such SLCs will be given a measure of autonomy. Each SLC will be accountable for its outcomes, and will report results to the Governance Council through the Executive Director.

#### Charter Amendments & Revisions

The governance structure of PCHS may be revised. Amendments to this charter may be proposed in writing and submitted to the Governance Council by any stakeholder. Amendments must then be approved by seventy-five percent of the full-time employees and/or those with permanent status, and two-thirds of the voting members of the Governance Council in order to qualify for submission to the chartering agency. All Governance Council activities will be conducted in accordance with its bylaws, which may subsequently be amended pursuant to the amendment process specified in the bylaws, and with relevant state and federal codes governing public agencies.

#### California Public Benefit Corporation

During the term of this charter, PCHS may explore the benefits of constituting itself as a California Public Benefit Corporation pursuant to California law. Should such incorporation be deemed advantageous to the fulfillment of the school’s mission, PCHS will be governed pursuant to the bylaws adopted by the incorporators, which may subsequently be amended pursuant to the amendment process specified in the bylaws. PCHS shall submit a copy of its Articles of Incorporation and bylaws to the District.

#### Governance Council Liability

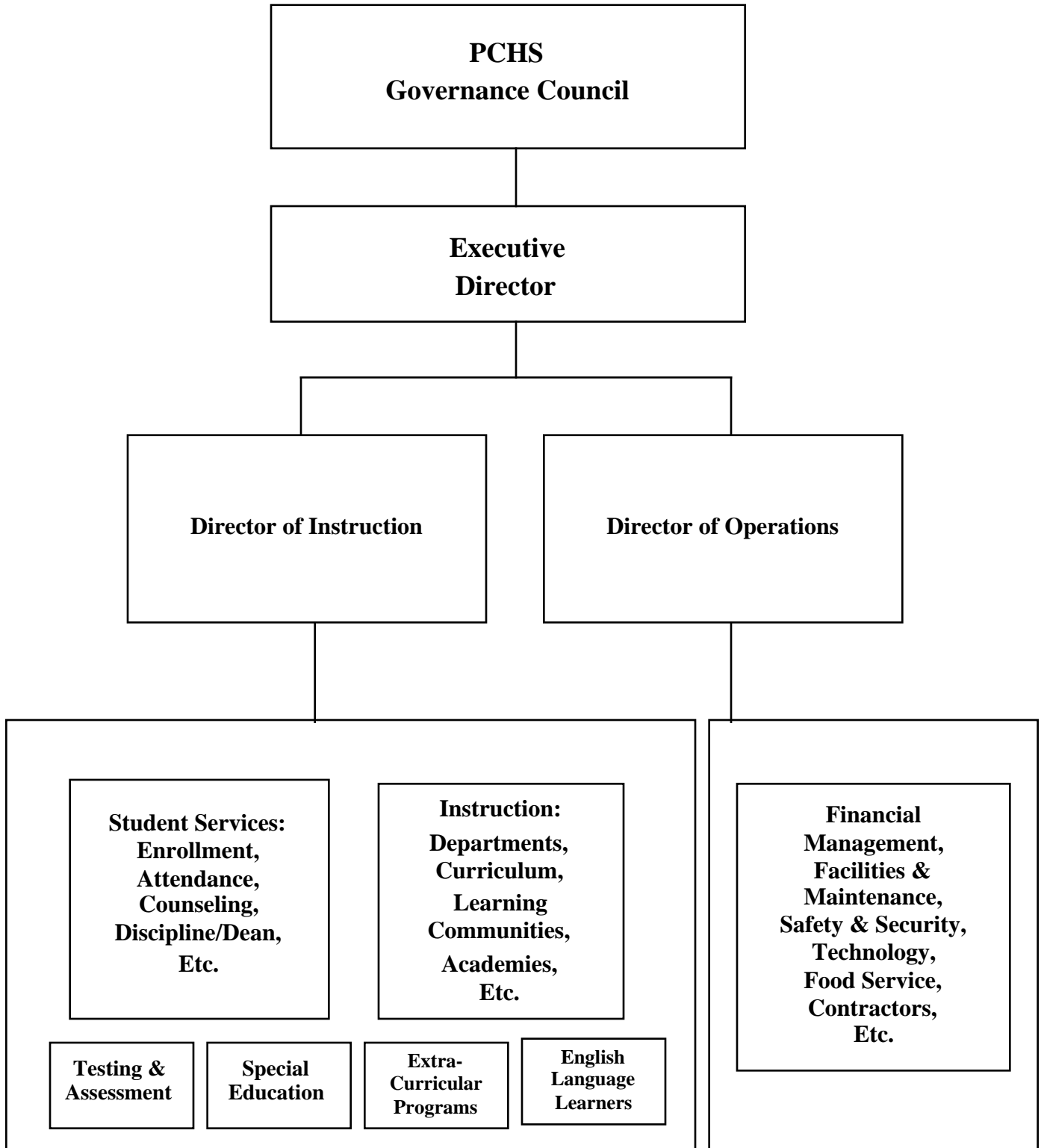
PCHS will maintain in effect general liability and board errors and omissions insurance policies.

#### Communicating Governance Council Activities

A summary of the Governance Council’s meetings will be published in the *Update*, the Executive Director’s monthly newsletter. The representatives of the parent stakeholder group may also publish a newsletter and use an e-mail- and telephone-tree to disseminate information on school issues. Pupil members of the Governance Council may disseminate information to their constituency through the Leadership class and its newsletter, reports to the Pupil Senate which meets biweekly, and through the *Tideline*, the PCHS student newspaper. Other stakeholder members of the Council may disseminate information to their constituencies through means suiting their particular needs. Agendas and minutes of Governance Council meetings are posted and available in the school’s main office. When practicable, Governance Council and other council and committee agendas and minutes will be posted on the school’s website.



# PCHS Organizational Chart



## ***ELEMENT 5:*** **QUALIFICATIONS OF EMPLOYEES**

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

The fundamental qualification of all employees at PCHS is that they subscribe to the principles of the school's mission. They must also be essential to the fulfillment of that mission, as expressed in the terms of this charter. The Governance Council, with the help of the Executive Director, will establish committees to evaluate the effectiveness of all staff positions at PCHS. The Council may alter any staff positions that do not effectively aid in achieving the school's mission and the goals set forth in this charter.

Current qualified staff members will be encouraged to continue their employment under the terms of the charter. Employees may remain members of their respective bargaining units but shall apply for leaves of absence from LAUSD in accordance with their respective collectively bargained agreements. All staff members who wish to opt out of PCHS will be placed by LAUSD at another site in the District pursuant to conditions specified in the Collective Bargaining Agreement.

### Staff Selection

Available positions at PCHS will be advertised through various media as necessary. PCHS reserves the right to interview and hire candidates for all openings. The standards for employment will be based on appropriate academic background, prior experience, specialized training, and/or personal qualities as may be needed for each position. All candidates should possess and demonstrate the following skills:

- Critical, constructive thinking;
- Effective communication;
- Informed decision making;
- Productive use of technology;
- Ability to work cooperatively and collaboratively.

As a charter school, PCHS reserves the right to select, hire, reassign, and fire all employees at the site. All employees will retain their rights of due process in accordance with applicable California law and collectively bargained agreements, including notice of deficiency, opportunity to improve, reevaluation, and determination that appropriate procedures were followed.

### Documentation of Authorization for Employment

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

### Fingerprinting and Background Checks

All employees will be required to have a criminal record summary on file as described in the State Education Code Section 44237.

### Fidelity Bond Coverage

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

### Clearance for Employment

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

## **Job Descriptions, Roles and Functions:**

### The Executive Director

Qualifications for the Executive Director will be determined by the Governance Council. The Executive Director will have authority to execute and oversee administration of the policies established by the Governance Council. The Executive Director will be selected, hired, evaluated, and when necessary, replaced by the Governance Council. The *ex officio* member of the Council who represents LAUSD may serve on the selection committee. Upon inception of this charter, the Governance Council along with the Executive Director will set goals and create evaluation criteria for the next school year. The Executive Director will be evaluated annually by the Governance Council in accordance with the Council's bylaws. The evaluation will be presented in a closed session of the Governance Council. The Council will subsequently take action based on this evaluation. At the end of each school year, the Governance Council, along with the Executive Director, will set goals and create evaluation criteria for the following year.

### The Management Team

A Management Team will be proposed by the Executive Director and submitted to the Governance Council for approval. This team will assist the Executive Director in the implementation of school-wide policy and administering the day-to-day operation of the school. All members of the Management Team will be responsible to the Executive Director. The Executive Director and the Governance Council will evaluate the Management team to determine whether it needs to be altered in order to fulfill the

school's mission and goals as expressed in this charter. The Governance Council will establish the qualifications beyond those listed above for the members of the Management Team. The Management Team will consist of:

#### Director of Instruction

- An instructional leader who will oversee all aspects of the educational program as well as other student services;
- Selected, hired, evaluated, and when necessary, replaced by the Executive Director and the Governance Council;
- Qualifications to be determined by the Governance Council.

#### Director of Operations

- An executive who will oversee all support activities, including budget and finance, operations, maintenance, and other support services;
- Selected, hired, evaluated, and when necessary, replaced by the Governance Council;
- Shall be covered by fidelity bond insurance maintained by PCHS;
- Qualifications to be determined by the Governance Council.

#### Subordinate Administrators, Managers, and Coordinators

- Staff members who will exercise administrative oversight of specific programs, SLCs, lower- and upper-divisions, and/or operations;
- Facilitate educational programs and staff development;
- When feasible, teach classes;
- Selected, hired, evaluated, and when necessary, replaced by the Executive Director and the Governance Council;
- Qualifications to be determined by the Governance Council.

#### Certificated Staff

All positions requiring state certification pursuant to Education Code Section 47605(i) shall be filled by certificated employees, including individuals with full, emergency, and provisional certification. A full-time position may be shared by more than one certificated employee. A variety of part-time positions may be available.

All certificated staff presently working at PCHS will be considered employees of PCHS. Employees of LAUSD must resign to be considered full (sole) employees of PCHS. Teachers on leaves of absence from LAUSD will retain their rights under the Collective Bargaining Agreement. As noted above, PCHS reserves the right to adjust its staffing to meet the needs of its pupils and accomplish the goals of this charter.

The Executive Director shall hire all new members of the certificated staff upon recommendation of a committee consisting of the Director of Instruction or a designee, the department chairperson or other representative teacher from the appropriate department, and at least one member each from the non-certificated, parent, and pupil stakeholder groups. This committee shall interview, select, and forward its recommendation to the Executive Director. Minimum qualifications include those listed above as well as a thorough knowledge of relevant subject matter.

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

The Director of Instruction and relevant members of the instructional Management Team in accordance with collective bargaining agreements will conduct performance reviews of certificated staff. Any system of evaluation of employees shall include a mechanism to appeal notices of unsatisfactory service, unjust disciplinary actions, or dismissal. The grievance procedure shall be in accordance with the provisions of the relevant collective bargaining agreement.

### Substitutes

PCHS will develop and utilize a list of certificated and otherwise qualified substitute teachers. Substitute teachers may be contracted through LAUSD.

### Non-teaching Staff

Non-certificated employees, including office staff, maintenance staff, custodial staff, groundskeeping staff, foodservice staff, aides, and paraprofessionals serve in support roles to keep the school operating efficiently. The management team, in consultation with the staff, will develop job descriptions and qualifications for all non-certificated positions. These job descriptions and qualifications will be reviewed and approved by the Governance Council or a delegated subcommittee, in accordance with the Governance Council bylaws.

All non-certificated staff presently working at PCHS will be considered employees of PCHS. As noted above, PCHS reserves the right to adjust its staffing to meet the needs of its pupils and accomplish the goals of this charter.

The Executive Director shall hire all new members of the non-certificated staff upon recommendation of a committee consisting of the Director of Operations or a designee, the supervisor and/or other representative member from the appropriate operational department, and at least one member each from the parent and pupil stakeholder groups. This committee shall interview, select, and forward its recommendation to the Executive Director. Minimum qualifications include those listed above as well as any deemed relevant to the performance of the job by the Director of Operations and his or her staff. The qualifications of the Chief Financial Officer will include experience with public school accounting systems and knowledge of generally accepted accounting standards. The Chief Financial Officer will prepare and submit to LAUSD all necessary financial reports using appropriate forms.

The Executive Director and relevant members of the Management Team in accordance with collective bargaining agreements will conduct performance reviews of non-certificated staff. Any system of evaluation of non-certificated staff shall include a mechanism to appeal notices of unsatisfactory service, unjust disciplinary actions, or dismissal. The grievance procedure shall be in accordance with the provisions of the relevant collectively bargained agreement.

### Salaries and Benefits

All salaried and monthly employees will be offered salary and benefit packages equal to the value of the agreements reached between LAUSD and all employee bargaining units for comparable positions. PCHS salaried and monthly employees will remain on LAUSD's salary schedule. Should resources be available, PCHS shall negotiate with employee bargaining units to exceed LAUSD's salary schedule. The Governance Council reserves the right to establish other employee compensation as deemed appropriate. Employee compensation issues will be negotiated between representatives of the certificated and non-certificated staff, and an advisory committee of the PCHS Governance Council. This advisory committee will make recommendations to the Governance Council, and upon hearing these recommendations the Council will decide on employee compensation.

The Executive Director and the Management Team will determine hourly employee compensation, which must be approved by the Governance Council. If a staff member is hired to perform a non-traditional job not listed on LAUSD's salary schedule, the Executive Director and Management Team, with Governance Council approval, will determine appropriate compensation for that new position.

### Sick and Vacation Leave

Illness leave benefits provided by PCHS will be comparable to those offered by LAUSD. Under the terms of the UTLA/LAUSD collective bargaining agreement, illness leave earned by an employee during service at PCHS will not be recognized by LAUSD. Illness leave and vacation time earned by an employee at another LAUSD school will be recognized by PCHS. Illness leave and vacation time that it is not used by the employee during service at PCHS will not transfer with the employee in the event the employee is hired elsewhere in LAUSD. Illness leave accrued during service with LAUSD that is not transferred to PCHS will be retained in the District illness bank, and may be utilized by the employee upon his or her return to LAUSD. An employee on charter school leave who exhausts all illness leave earned at the charter school due to extended illness shall be eligible to utilize illness leave days remaining in the LAUSD illness bank. PCHS will continue to support attendance incentive programs comparable to those sponsored by LAUSD.

Leave policies described in the collective bargaining agreements between LAUSD and employee bargaining units will be applicable to qualifying PCHS employees. New leave policies may be implemented by the Governance Council if changes in the school's program warrant a need for a new policy.

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

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

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

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

**Criminal Record Summary**

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

**Immunizations**

All enrolling pupils and staff will provide records documenting immunizations to the extent required for enrollment and employment in non-charter public schools.

**Emergencies**

PCHS will maintain policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.

**Facility Safety**

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

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

**Mantoux Testing**

Employees of PCHS will follow state regulations relating to Mantoux (tuberculosis) testing.

**Child Abuse Reporting**

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



### School Safety Plan

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

***ELEMENT 7:***  
**MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE  
TERRITORIAL JURISDICTION OF THE DISTRICT**

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

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

PCHS shall attempt to achieve a stable student population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Court-ordered Integration Funding

Integration programs have been established by court order to address five harmful effects of racial isolation:

- Low academic achievement;
- Low self-esteem;
- Lack of access to post-secondary opportunities;
- Interracial hostility and intolerance; and
- Overcrowded conditions.

When accepting Court-ordered Integration funds, PCHS will comply with the Court-ordered Integration policy set forth in *Crawford v. Board of Education, City of Los Angeles*. The policy applies to all schools within or chartered through LAUSD.

Contingent upon available funds and after PCHS submits the ethnic survey information, the type of class-size reduction will be determined during the first year of operation. It is anticipated that the Court-ordered Integration funding is appropriate and that desegregated/receiver schoolteacher-to-pupil norming ratio would be approved for the first year of operation. If PCHS wishes to reduce class size to a lower ratio, Court-ordered Integration funds cannot be used and the funding source must be identified.

Additionally, as documentation for initial and yearly funding, both LAUSD Budget Services and Financial Planning Divisions and the Office of Student Integration Services in the Specially Funded and Parent/Community Programs Division will continue to use the information listed below:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Level
- Number of students by Ethnicities and Grade Levels
- List of Register-Carrying Teachers in Classrooms
- List of All Certificated Personnel
- List of Emergency Credentialed Teachers
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Report
- Number of Students Living Outside the LAUSD Attendance Area

Court-ordered Integration compliance will also include appropriate record-keeping within the PCHS budget line items to ensure that the Court-ordered Integration funds are used specifically as designated, e.g., number and cost of class-size reduction(s). Additional compliance components include:

- Discretionary funds for Capacity Adjustment Program (CAP) and Permits With Transportation (PWT) Students
- Magnet Coordinator
- Magnet Office Assistant
- Magnet Instructional Material Account (IMA)
- Transportation of CAP, Magnet, PWT students, and Other Transported Students (OTS).
- Transportation Coordinatorship

PCHS will provide to LAUSD all requested information using District forms, including ethnic survey, and if appropriate, PHBAO Parent Conferences Program documentation.

Any modification to Integration Program must first be approved by the Office of Student Integration Services in the Specially Funded and Parent/Community Programs Division of LAUSD.

In order to maintain diversity, PCHS will continue the existing PWT Program within Court-ordered Integration guidelines in collaboration with LAUSD's Office of Student Integration Services.

The PCHS Mathematics/Science/Technology Student Magnet program will continue to operate at the site under the terms of this charter, further assuring the continued ethnic and racial diversity of the student body as a whole.

Below is a historical summary of the yearly totals of PWT students. All participating students at PCHS are Hispanic, Black, Asian, or other Non-Anglo (HBAO) and have provided diversity and stability. The maximum of 812 PWT students was agreed upon by the PCHS staff and the Office of Student Integration Services.

<b>School Year</b>	<b>PWT Students</b>
2002	762
2001	744
2000	805
1999	788
1998	697
1997	753
1996	812
1995	728+85=813
1994	480+196=676

Note the additional PWT students added to the 1994 and 1995 were listed as part of the Palisades Senior High school and not under the PCHS location code but were on campus.

## ***ELEMENT 8:*** **ADMISSION REQUIREMENTS**

*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 on the basis of residency, gender, sexual orientation, disability, religion, national origin, or ethnic and/or racial background. PCHS will not charge tuition.

For admission to PCHS, pupils must complete a blank application or the application in the “Choices” brochure, which is mailed to the homes of all students in grades Kindergarten through 11, and is available at any LAUSD school. Enrollment in the Magnet Program is determined by LAUSD through the Office of Student Integration Services.

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, except that preference will be given to pupils residing within the “former attendance area” of the school. “Former attendance area” of the school is defined as both the local neighborhood and those geographic neighborhoods that are now sending and have traditionally sent pupils to PCHS. All students in both the local neighborhood and in all other geographic neighborhoods previously identified by the District shall be considered local students for purposes of this agreement. The school recognizes that traveling patterns may change and adjustments in admission criteria may be needed in the future. Adjustments in admission criteria will be developed in conjunction with LAUSD.

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).

Pupils presently attending PCHS represent approximately 115 ZIP codes in the greater Los Angeles area. In our efforts to maintain racial and ethnic diversity, and the existing LAUSD operating capacity, PCHS will continue the existing PWT Program with the cooperation of LAUSD’s Office of Student Integration Services. In the event any seats become available as a result of a decline or loss in enrollment of students within the LAUSD identified geographic neighborhoods, the District shall have the right to fill any vacant seat with students from the identified geographic neighborhoods.

At all times applications will be monitored to insure that integration ratios are maintained. An outreach program has already been established with neighborhoods which are now and have traditionally sent traveling pupils to PCHS. Parents from these areas were and continue to be involved on the planning committees for the Charter School and will be on our Governance Council monitoring the program.

### Admission Information

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

- Pupil behavior codes, including the suspension and expulsion provisions;
- Pupil dress codes;
- Pupil attendance policy;
- Parental involvement opportunities;
- Care of school property;
- Commitment to the academic program.

### Admission Requirements

As noted above, pupils and their parent(s)/guardian(s) must complete an application and submit it directly to PCHS. Parents and pupils are required to sign an agreement that they will abide by the school policies on academics, attendance, and conduct. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space. No more than five percent of the school's enrollment capacity will be given preference in the admissions process as follows:

- Children of staff
- Siblings of pupils attending PCHS

Preferential admissions shall be subject to review and approval by an admissions subcommittee of the Governance Council.

### Special Education Admission

Pupils in special education programs may apply to attend PCHS. As with regular enrollment they are not discriminated against on the basis of sex, ethnicity, national origin, or disability. The school will adhere to federal, state and judicial mandates regarding admission of special education pupils. The LAUSD enrollment form is used, and if a pupil is indicated as receiving services an IEP is required. Cumulative files are checked and the green folder and reviewed to ensure appropriate services are provided. Applications and a recent IEP must be submitted by the same deadlines as those of regular pupils.

***ELEMENT 9:***  
**FINANCIAL AND PROGRAMMATIC AUDIT**

*The manner in which an annual, independent, financial audit 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 Governance Council of PCHS will select an independent auditor certified by the State of California to complete an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The independent auditor and PCHS will prepare and submit to LAUSD the necessary financial reports, including two interim reports prior to the year-end final financial report. The two interim reports and year-end report, in a format to be provided by the District, will include actual and revised budget figures and projected revenues, expenditures and fund balances, and will be submitted to LAUSD unless a different system is agreed to by all parties. In addition, financial statements audited by the public accountant will be submitted to LAUSD within four months following the close of the fiscal year. The Governance Council will review any audit exceptions or deficiencies and determine how to resolve them. The Council will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Discrepancies will be resolved to the satisfaction of LAUSD.

**Programmatic Audit**

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

- Summary data showing pupil progress toward the goals and outcomes specified in Element 2;
- A summary of major decisions and policies established by the school's Governance Council during the year;
- Data regarding the number of staff working at the school;
- A summary of any major changes to the school's health and safety policies;
- Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled, differentiated by gender, ethnicity, and socioeconomic status..

### LAUSD Inquiries

PCHS shall promptly respond to all reasonable inquiries from LAUSD, including but not limited to inquiries regarding financial records, and shall consult with LAUSD regarding any inquiries.



***ELEMENT 10:***  
**PUPIL SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled.*  
*California Education Code Section 47605 (b) (5) (J)*

Comprehensive policies for pupil conduct and discipline have been established in collaboration with parents, pupils, and staff in order to promote learning and protect the safety and wellbeing of all pupils and staff at the school. Pupils and their parents/guardians will be notified in writing upon enrollment of all policies and procedures for pupil conduct and discipline. The comprehensive policies for pupil conduct and discipline will be printed and distributed as part of the school's pupil handbook and will clearly describe the school's expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, safety, and work habits. Pupil conduct and discipline policies are subject to review and revision by the PCHS Governance Council. When a policy is violated, it may be necessary to suspend a pupil from regular classroom instruction and/or or expel a pupil from the charter school.

Definitions (as used in this policy):

1. *Corporal punishment*: "corporal punishment" includes the willful infliction of, or causing the willful infliction of, physical pain on a pupil. For the purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, pupils, staff, or other persons, or to prevent damage to school property.
2. *Discipline*: "discipline" includes but is not limited to advising and counseling pupils, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension, and expulsion.
3. *Executive Director*: unless otherwise specified, the term "Executive Director" shall refer to the PCHS Executive Director or his or her designee.
4. *Expulsion*: "expulsion" means disenrollment from PCHS.
5. *Governance Council*: unless otherwise specified, the term "Governance Council" shall refer to the PCHS Governance Council or its designated subcommittee.
6. *Parent*: The term "parent" shall refer to the pupil's parent, guardian, or other identified custodial adult with educational rights.
7. *Suspension*: "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. A pupil may be suspended from one class or all classes and still remain in school during the period of suspension if he or she is appropriately supervised. However, "suspension" does not mean the following:

- Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Governance Council for pupils of the same grade level.
- Referral to a certificated employee designated by the Executive Director to advise pupils.
- Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director or designee.

### Who Is Subject to Disciplinary Procedures

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school's pupil handbook.

A pupil identified as an individual with disabilities or for whom PCHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. PCHS will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom PCHS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

### Notification of Policies and Procedures

The Executive Director shall ensure that pupils and their parents/guardians are notified in writing upon enrollment of all policies and procedures for pupil conduct and discipline. All policies and procedures for pupil conduct and discipline shall be available upon request in the main office of the school.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any pupil.

### Grounds for Suspension and Expulsion of Pupils

A pupil may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at PCHS or at any other school or a PCHS sponsored event at any time including but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus;
4. During, going to, or coming from a school-sponsored activity.

### Legal Authorization

The California Education Code (E.C.) permits the superintendent or the principal of the school in which the pupil is enrolled to suspend if it is determined that the pupil committed any act listed under E.C. Sections 48900, 48915, 48900.2, 48900.3, 48900.4, or 48900.7. Offenses violating E.C. Section 48915 (c), (1)-(4) require immediate notification of law enforcement, immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil has committed the act at school or at a school activity off grounds.

### Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a pupil or group of pupils to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading pupil rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

### Alternatives

Alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities.

### Suspension Procedures

Suspensions from Class:

1. A teacher may request that a pupil be suspended from class for any acts enumerated in E.C. Section 48900 for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Dean of Students, who will then report the suspension to the Director of Instruction and the Executive Director. The pupil will be sent to the Dean of Students or another administrator for appropriate action, which may include suspension from school or other disciplinary measures.
2. Suspensions from school shall be initiated according to the following procedures:
  - a. Informal Conference:
  - b. Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director or the Executive Director's designee with the pupil and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the pupil to the Executive Director.
  - c. The conference may be omitted if the Executive Director 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.
  - d. 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.
  - e. 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.
  - f. 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.

3. Notice to Parents/Guardians:

At the time of the suspension, a PCHS employee 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. 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.

4. Suspension Time Limits/Recommendation for Expulsion:

- a. Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the Governance Council for the remainder of a semester for any acts enumerated in E.C. Section 48900.
- b. Upon a recommendation of expulsion by the Executive Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following determinations: (1) the pupil's presence will be disruptive to the education process; or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.
- c. Releasing a pupil from school:
- d. A pupil who is suspended shall not be released from school before the end of that pupil's school day without the concurrence of the parent or an adult authorized to act for the parent.

Authority to Expel

A pupil may be expelled either by the Governance Council following a hearing before it or by the Governance Council upon the recommendation of an Administrative Panel to be assigned by the Governance Council as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any pupil found to have committed an expellable offense.

## Expulsion Procedures

1. Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.
2. The expulsion hearing will be presided over by the Governance Council President or the chair of the Administrative Panel. In the event an administrative panel hears the case, it will make a recommendation to the Governance Council for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
3. Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
  - a. The date and place of the expulsion hearing;
  - b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
  - c. A copy of the School's disciplinary rules which relate to the alleged violation;
  - d. 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;
  - e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
  - f. The right to inspect and obtain copies of all documents to be used at the hearing;
  - g. The opportunity to confront and question all witnesses who testify at the hearing;
  - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.
4. Record of Hearing:

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

5. Presentation of Evidence:

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

6. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Governance Council, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
7. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
8. The decision of the Administrative Panel shall be in the form of a written recommendation to the Governance Council who will make a final determination regarding the expulsion. The final decision by the Governance Council shall be made within ten (10) school days following the conclusion of the hearing.
9. Written Notice to Expel:

The Executive Director or designee following a decision of the Governance Council to expel shall send written notice of the decision to expel, including the Council's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- a. Notice of the specific offense committed by the pupil;
- b. Notice of the right to appeal the expulsion to the County Board of Education or if the County is unwilling to hear such appeals, an appellate administrative panel composed of retired or current school administrators or teachers who are not related to PCHS to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924;
- c. Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with the School.



10. The Executive Director or designee shall send written notice of the decision to expel to the pupil's district of residence, the Chartering District and the County Office of Education. This notice shall include the following:
  - a. The pupil's name;
  - b. The specific expellable offense committed by the pupil;
  - c. Disciplinary Records.

### Records & Reporting

PCHS shall maintain records of all pupil suspensions and expulsions at the School. Both suspension and expulsion data shall be made available for LAUSD's review upon request and shall be included in PCHS performance reports. Prior to the recommendation to suspend or expel a pupil, the Executive Director or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include:

1. Assault with a deadly weapon (Penal Code Section 245);
2. Possession or sale of narcotics or a controlled substance;
3. Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
4. Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 1/2 inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker (Penal Code Section 626.10).

### Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence. PCHS will work with the district from which an expelled pupil originated on an interim placement at another school.

### Rehabilitation Plans

Pupils who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Governance Council at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

## Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governance Council following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Governance Council following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the capacity of PCHS at the time the pupil seeks readmission.

***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)*

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 LAUSD. Upon implementation of this charter, the PCHS Governance Council may analyze and present alternative 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. However, no individual employee 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.

***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 former attendance area of PCHS who choose not to attend the charter school may choose to attend other district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district(s) and as space permits.

***ELEMENT 13:***  
**EMPLOYEE RIGHTS**

*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)*

Current staff members will be considered employees of PCHS. In accordance with collectively bargained agreements, they shall retain but not continue to accumulate existing LAUSD tenure and seniority while at PCHS, but can establish permanent employment and seniority rights with PCHS.

Employees of PCHS will receive benefits comparable to LAUSD's current programs for workers' compensation, unemployment insurance, health insurance, and life insurance.

Staff members who transfer from another school in LAUSD will also keep but not continue to accumulate District tenure and seniority, but can establish permanent employment and seniority rights with PCHS.

A permanent employee may opt to transfer to another position within the District in accordance with LAUSD policies and procedures and collective bargaining agreements. PCHS employees on charter school leave from LAUSD have the right to return to other positions in LAUSD after employment in the charter school subject to the conditions of the granted leave of absence.

New employees from outside LAUSD can establish permanent employment and seniority rights with PCHS.

If a reduction in staff is needed due to a change in enrollment or a change in the educational program design, the Executive Director, subject to approval of the PCHS Governance Council, 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 Governance Council will consider the needs of the school program and decide which employee will be retained. In the event that the Council cannot reach consensus on which employee will be retained, a lottery will decide.

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.

**ELEMENT 14:  
DISPUTE RESOLUTION PROCESS**

*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)*

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below:

1. Any controversy, claim or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing (“Written Notification”). 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 5:00 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. Written Notifications shall be addressed as follows:

To Palisades Charter High School: Address	NAME
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To Director of Charter Schools: Los Angeles Unified School District	NAME Address
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2. A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“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 5:00 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.
3. If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within forty-five (45) to ninety (90) days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or

claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

4. If mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Any arbitration award rendered shall be final, binding, and legally enforceable upon all parties. Judgment of any arbitration award may be entered in any court having proper jurisdiction. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.
5. Each party shall bear their own costs and expenses. However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.
6. Either party's failure to comply with the prescribed timelines set forth in Paragraphs One and Two of this Section (Element 14) shall result in the parties proceeding forward with mediation. Mediation proceedings shall commence within 45 days from the date the Written Notification was tendered.
7. Through mutual agreement, the above referenced timelines may be amended, but shall not exceed the timelines as stated in current LAUSD policy.

***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, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.



***ELEMENT 16:***  
**CHARTER SCHOOL CLOSING**

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

PCHS shall abide by the regulations as set forth in AB1994. In the event PCHS closes, the assets and liabilities of the School will be disposed of by the Special Leadership Council in accordance with applicable state and federal law and the asset disposition provisions of the School's bylaws. The Special Leadership Council will attend to enumeration and disposing of the assets and liabilities as directed in the bylaws. The Director of Operations shall ensure that a final audit of the School's assets and liabilities is performed.

Upon graduation or matriculation, parents or guardians will be provided with a printed or electronic transcript of their students' academic progress at the school, with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records. PCHS may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time the School closes. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

## **MISCELLANEOUS**

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

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