



Palisades Charter High School

Board Meeting

Date and Time

Tuesday September 22, 2020 at 5:00 PM PDT

Location

Please click this URL to join:

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

Passcode: dolphins

Or join by phone:

Dial (for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 856 4497 8337

Passcode: 95855181

*As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Education meeting scheduled for Tuesday, September 22, 2020, at 5:00p.m. will move to a virtual/teleconferencing environment. **Calling into the meeting may incur a charge and PCHS is not responsible for any charges.***

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

SUPPORTING DOCUMENTATION:

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Agenda

I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests
- C. Public Comment

Public Comment Procedure for Zoom/Teleconference Board of Trustees Meeting:

"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." Please submit your comments by writing your comment in the Q&A section at the start of the BOT Zoom Meeting. Your comment will be read aloud by the Board Chair during the Public Comment Section, which is limited to the first 30 minutes of the BOT meeting. Please be sure to include your first and last name. However, due to public meeting laws, the Board can only listen to your comment, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).

D. Approve Minutes

Approve minutes for Annual Board Retreat on September 12, 2020

E. Approve Minutes

Approve minutes for Board Meeting on August 25, 2020

II. Organizational Reports

- A. Student Report
- B. Parent Report
- C. Classified Staff Report
- D. Faculty Report
- E. Human Resources Director (HR) Report
- F. Director of Operations Report
- G. Director of Development Report
- H. Chief Business Officer (CBO) Report
- I. Executive Director/Principal (EDP) Report

III. Board Committees (Stakeholder Board Level Committees)

- A. Budget & Finance Committee Updates
- B. Election Committee Updates
- C. Post Retirement/Lifetime Healthcare Benefits

IV. Academic Excellence

- A. College Center Presentation
 - Class of 2020 Outcomes
 - School Profile (new and improved)
 - College Center Updates (in the midst of COVID-19)
- B. eLearning Town Hall Meeting
- C. Proposed Modification to Pali eLearning Program (100% Distance Learning) FALL 2020

V. Finance

- A. 2019-2020 Unaudited Actuals
- B. 2020-2021 Budget Update
- C. 2020-2021 EPA Budget

VI. Facilities/Operations

- A. Transportation Update
- B. Operations Updates
- C. Annual School Emergency Operations Plan Adoption

VII. Governance

Governance

- A. Board Retreat Recap
- B. Tentative Agreement for UTLA Multi-Year Contract
- C. Tentative Agreement for PCHS Unrepresented Employee Salary Proposal
- D. Board Resolution for English Learners Authorization Waiver

VIII. New Business / Announcements

A. Announcements / New Business

- Date of the next Board Meeting and Board Retreat (Part II): Tuesday, October 13, 2020 at 5pm

B. Announce items for closed session, if any.

IX. Closed Session

A. Conference with Legal Counsel

- (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)

B. Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957) (Education Code section 44929.21)

X. Open Session

A. Return to Open Session

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

XI. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Annual Board Retreat on September 12, 2020

APPROVED



Palisades Charter High School

Minutes

Annual Board Retreat

Date and Time

Saturday September 12, 2020 at 10:00 AM

Location

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. <https://go.palihigh.org/BoardOfTrusteesLive>

Passcode: dolphins

Or join by phone:

Dial (for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 840 1697 0437

Passcode: 66142370

International numbers available: <https://palihigh-org.zoom.us/j/kCqOn14tj>

*As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Trustees Annual Retreat scheduled for Saturday, September 12, 2020, at 10:00a.m. will move to a virtual/teleconferencing environment. **Calling into the meeting may incur a charge and PCHS is not responsible for any charges.***

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ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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Trustees Present

Andrew Paris, Brooke King, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Paula Anderson, Reeve Chudd, Sara Margiotta

Trustees Absent

Adam Glazer

Trustees who left before the meeting adjourned

Dara Williams

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Amy Nguyen, Chris Lee, Don Parcell, Isabelle Gill, Jerry Simmons, Juan Pablo Herrera, Kayla Sadaghiani, MK Mitchell, Mary Bush, Monica Iannessa, Patricia Ko, Peter Garff, Russ Howard, Selene Yam, Wayne Stumpfer, Yael Berukhim

I. Opening Items

A. Call the Meeting to Order

Brooke King called a meeting of the board of trustees of Palisades Charter High School to order on Saturday Sep 12, 2020 at 10:06 AM.

B. Record Attendance and Guests

C.

Public Comment

No public comment.

II. Governance Training

A. Welcome & Introductions

Dr. Pam Magee-Introduction

B. ASB Presentation

Izzy Gill-"Student Body Long Term Goals"

Fundraiser/Events Goals, Student's Rights Goals, Ensuring Rights of Students are Protected-focused on diversity and inclusion in academics, student groups and school leadership. Slide show.

C. History of Charter and Teacher Involvement

John Rauschuber and Rob King presented history of becoming a charter/leaving district through 2010. Slide show presented.

Dara Williams left.

D. Board Governance Training

Wayne and Jerry-slides re conflict of interest. Detailed record of recusals and discussion. Recommends letter to FPPC re conflict of interest issues.

E. Election Committee Update

Larry Wiener made a motion to Approve Election Committee.

Sara Margiotta seconded the motion.

PESPU-Kevin Lorick

Board/UTLA-Paula Anderson

Board Not-Interested-Emily Hirsch, Jewlz Fahn

UTLA-Rob King

Brooke King

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

Roll Call

Larry Wiener Aye

Brooke King Aye

Reeve Chudd Aye

Emily Hirsch Aye

Leslie Woolley Aye

Sara Margiotta Aye

Dara Williams Absent

Andrew Paris Aye

Roll Call

Adam Glazer Absent
Paula Anderson Aye

F. Review of Board Committees and Membership Needs

Audit Committee- Leslie, Adam and Jim?
Grade Appeal- Paula, Andy, Leslie, Brooke
Evaluation Committee- Leslie, Jim, Jewlz, Sara, Emily
Survey Committee- Brenda, Leslie,
Academic Accountability- Emily, Brenda (Chair), Jewlz rec Jim
Budget and Finance- Sara(Chair)

III. Finance

A. 503-804 Certification of Signatures

Sara Margiotta made a motion to To approve the addition of Juan Pablo Herrera and deletion of Greg Wood on the 503-804.

Emily Hirsch seconded the motion.

Brenda, Paula and Andy recused themselves.

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

Roll Call

Emily Hirsch Aye
Sara Margiotta Aye
Brooke King Aye
Leslie Woolley Aye
Andrew Paris Abstain
Reeve Chudd Aye
Larry Wiener Abstain
Dara Williams Absent
Paula Anderson Abstain
Adam Glazer Absent

B. EDD Deposit Form for Offsite Use

Reeve Chudd made a motion to Add Juan Pablo Herrera to EDD Deposit Form for Offsite Use.

Sara Margiotta seconded the motion.

Brenda, Paula and Andy recused themselves.

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

Roll Call

Adam Glazer Absent
Leslie Woolley Aye

Roll Call

Reeve Chudd	Aye
Paula Anderson	Abstain
Emily Hirsch	Aye
Brooke King	Aye
Dara Williams	Absent
Sara Margiotta	Aye
Andrew Paris	Abstain
Larry Wiener	Abstain

IV. New Business/Announcements

A. Upcoming Meeting(s)

New meeting 9/22

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:01 PM.

Respectfully Submitted,
Brooke King

Documents used during the meeting

- Element 4 Governance.pdf
- 503-804 Certification of Signatures.pdf
- EDD Deposit Form For Offsite Use (Revised 03-28-2014).doc

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 25, 2020

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday August 25, 2020 at 5:00 PM

Location

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

Passcode: dolphins

Or iPhone one-tap :

US: +16699009128,,87103738967#,,,,,0#,,81045150# or

+13462487799,,87103738967#,,,,,0#,,81045150#

Or Telephone:

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Webinar ID: 871 0373 8967

Passcode: 81045150

International numbers available: <https://palihigh-org.zoom.us/j/81045150>

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Trustees Present

Adam Glazer, Andrew Paris, Brooke King, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Paula Anderson, Reeve Chudd, Sara Margiotta

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Amy Nguyen, Arleta Ilyas, Chris Lee, Dave Suarez, Don Parcell, Isabel Gill, Kevin Lorick, Mary Bush, Michael Rawson, Monica Ianessa, Russ Howard, Steve Klima, Tami Christopher

I. Opening Items

A. Call the Meeting to Order

Brooke King called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Aug 25, 2020 at 5:04 PM.

B. Record Attendance and Guests

C. Remembering Marcia Haskin and Shane Thomas

Dr. Magee-acknowledging loss of important Pali community members, in memory of Shane (Pali student) Thomas and former Principal Marcia Haskin. Shane Thomas was tremendously loved PCHS soccer star. Marcia Haskin mentor, commitment to counsel. Sending love to their families.

D. Public Comment

Board introductions-All members stated name, position on Board

Brad Kolavo-Written comment submitted email, honor MOU

Karen Perkins-teacher, former Board chair, Board governance comment, Governance policies on website, do not create Management policies

John Rauschuber-submitted email, says Board violated recusal policy, recommends ad hoc community, doesn't trust governance system

Daphne ?-email comment, Pali parent, commend school on PPP loan and taking care of employee payroll, securing financial well being of school

Karen Newbill-email, remove language undermining MOU language, finalize contract, vote to remove Admin language from elearning policy, respect teachers, not all about money, it's about how teachers are treated

Anonymous Teacher-email, corporatized leadership, negligence not providing teachers with training, no accountability, teachers concerned about return to school, respect and trust teachers-they need to be part of decision making process, remove language which contradicts MOU, look at administration

Minh Ha Hgo-28th year teacher, vote to remove Admin BOT policy language that undermines MOU agreement, teachers deserve respect

Christine Whittaker-what is Pali High doing re no letters of recommendation addressing issue

V Nicholas-when will questions last meeting answered

Anonymous-we support teachers, fair contract

Dustin Woropay-15th year, remove language that undermines negotiated agreement

Kassidy King-concerned re impasse w/teachers and no college rec, teachers don't have students best interest at heart, actions say otherwise, hope it is resolved, teachers are saying they cant provide syllabus

Victor Dorff-email, Board support admin and teacher support made it this way, contradictory guidelines, teachers feel disrespected, make it clear to those negotiating to end this quickly, make it clear you board support the teachers

Orly Ella Sharp-email, Pali parent, students don't need to be collateral, remove the (controversial) language

Samuel Levitt-student, I don't think teachers are respecting schedule, doing work until 6pm, 2 full days of classwork in 1 day-very stressful

Anonymous-remove language, teachers deserve respect, policy lowers teacher morale

Milly Hopkins-reviews financial information in letter circulating, don't feel Admin is transparent about money

Steve Klima-reading Kevin Kung letter, low morale, bad faith in negotiations, BOT undermine MOU, low teacher morale effects students, student success is hampered by COVID and low teacher morale, BOT must take action

S Klima-reading personal letter, represents 140 teachers, PCHS has a surplus, choosing not to pay teachers, Board Chair says PCHS teachers are paid more but they are paid less than schools (named), teachers w/out contract for too long, grading policy not properly vetted by teachers, we don't want to impact our students, fault lies with this BOT and ED

Adam Glazer-reading concerned parent anonymous comment, address application concerns re seniors, union and teachers are in mediation, pandemic, they should not use this issue as a negotiating tactic, put aside differences-so many people suffering, doesn't reflect well on union, work in best interest of students, write college recommendations

Information projected on the screen-Sara Margiotta reading @financial information, Adam Glazer-reading about PPP loan, Steve Klima UTLA asked if this is public comment-Chair said per Brown Act Board may respond to comments, Emily Hirsch-speaking to Administrative salaries, Jewlz reading on MOU

Alisa Ashwood-parent, email, please give teachers support, even if it requires stipend, have their backs

Shirin Ramzi-honor my work as a professional, appreciate that I will do my best to act in interest of students, support students in academic success, trust teachers

Dora Kugian-commending on Mar online learning, everything is going well (book pickup etc) grateful, commend you for teamwork and communicating appreciative of teachers and admin

David Carini-6 year teacher, teachers voice undermined although I appreciate board volunteer time, sends a bad message

Bacharach-you spent 15 mins introducing yourselves

Joy Chudacoff-Stand with the teachers

Beth Grieve-address issues going on, whats the plan, help us help kids, did all Dept chairs resign

Michael Brent requested comment not read

Celeste Fraley Johnson-teacher avoided politics up until now, never seen morale this low, background negativity, solve contract neg

Ilania Vaccio-pls read my email

Julie Benke-eroded trust, incident at last board meeting, unfair pay scale, remove language negotiate contract, do right by students

Laura Bacharach-deep sadness, document wasn't vetted and admin acted as if MOU wasn't worked on w/admin, please remedy

Maggie Nance-board sided with admin, teachers not allowed to vote on grades but they voted on attendance, denied campus access, escorted off, locked out, silenced, insulting, not about money, difference is \$20 per paycheck, about respect, remove conflicting policies

Simon Santana-23rd year teacher, remove language that contradicts MOU

Lee Ann Daly-classes delayed by lack of instructor knowledge or tech issues, how many hours were provided to train, what steps are underway, timeline for resolving contract, will you commit to updates

Jule Benke-help us, hard to support students rt now with this

Zuzka Polishook- parent concerned @letters of rec

Patriica Kuper-teacher 21 years, remove admin/BOT language that undermines agreement, respect educators

Rob King-founder of independent charter with John R, history, 501c3 to protect Board, collaborative model, consensus soul of orig charter, please rethink course, please act on essence of the foundation of the charter

Alaina Voccio-read by UTLA Klima, love teaching, distance learning is difficult, we work around the clock

Kima Via: is a PTSA volunteer, teachers have gone a year w/out contract, just equitable pay for teachers, must enact a fair contract, must increase support of teacher/faculty

Stephen Berger-teacher, disappointed in lack of respect and trust, resigned as PLC leader, no respect for teachers, honor MOU, fair contract

Alicia Peak-teacher, remove admin/BOT policy language believe union members deserve respect

Cheryl Onoye-30 year teacher, trust and faith broken, lowest morale ever, lowest point was BOT admin contradicting MOU, not enough training, support, lack in trust, removed myself from leadership roles to focus on students and personal well being

Steve Burr-teacher, 23 years, now Pali parent, last week colleagues were ignored re board admin micromanaging, do your part, respect trust teachers to create grading categories

Paul Middlebach-teacher, 17 years, pushed for LTSP, was supposed to spark collaborative spirit, empassé is breaking that, we received glowing WASC report, but concerned are we meeting that, all requires collaboration, foster that spirit, not about the money equal partners moving forward

Carol Smith-teacher, remove contradictory language from policy not in MOU, support teachers respect and trust to create grading policies, we believe our union and members

Amir Osterweil-teacher, language contradicts MOU taken out, admin has been slow to meet with us

Dave Suarez UTLA-acknowledge wonderful human being Shane Thomas loved him like a son, lit up the room, spoke of compensation, professional qualifications, IMA money is not sufficient, need more PD, needs clarified which agreement teachers are following

Amy Baker-parent recent volunteer, fantastic grateful start of school, impressed w/transparency, very concerned over deferrals, err on side of caution

E. Approve Minutes

Adam Glazer made a motion to approve the minutes from Special Board Meeting on 08-13-20.

Andrew Paris seconded the motion.

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

Roll Call

Andrew Paris	Aye
Rick Steil	Absent
Paula Anderson	Aye
Sara Margiotta	Aye
Leslie Woolley	Aye
Adam Glazer	Aye
Emily Hirsch	Aye
Brooke King	Aye
Reeve Chudd	Aye
Dara Williams	Aye
Larry Wiener	Aye

F. Approve Minutes

Adam Glazer made a motion to approve the minutes from Special Board Meeting on 08-13-20.

Dara Williams seconded the motion.

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

Roll Call

Andrew Paris	Aye
Brooke King	Aye
Adam Glazer	Aye
Larry Wiener	Aye
Leslie Woolley	Aye
Dara Williams	Aye
Sara Margiotta	Aye
Rick Steil	Absent
Paula Anderson	Aye
Reeve Chudd	Aye
Emily Hirsch	Aye

II. Organizational Reports

A. Student Report

- Student/Admin interaction
- Clubs can't function w/out teacher support
- Gracias Senior food truck fundraiser-means nothing if we can't get letters of rec

- Spirit week planned
- PTSA meeting Dr. Magee speech-we will make sure every student will have a letter of rec, please address
- Dr Magee said students can reach out to her or Karen Ellis at College Center, all students will get a letter

B. Parent Report

- Sara reached out to various stakeholder groups
- Everyone needs to work on their communication, we need to make everyone understands
- Make sure everyone is on the same page and moving forward together
- Huge shout out to teachers phenomenal first week
- Jewlz Fahn-we care about teachers and students, she understands
- Jim Wells-stated he is a teacher, understands the only disagreement is process of grading

C. Classified Staff Report

- Andy - Classified on campus for book distribution, shout out to them
- Andy is 1:1 in classroom, very proud of teachers

D. Faculty Report

- Paula-messenger, reading attached report
- Department Chairs and PLC leaders resigned in support of Dept Chairs
- Concerned about Professional Development
- Report attached
- Brenda mentioned Sara Parent is on to something-communication is the issue, hopeful communication can be more clear and work this out, hears faculty is frustrated

E. Human Resources Director (HR) Report

- Report as submitted
- CBO candidate
- Contract on agenda
- Passionate about schools, especially Charter schools
- Sara asked about qualifications, so did Brenda
- Strong educational background and managed multi million dollar businesses
- Steve Klima asked about Stakeholder involvement in process
- Dave Suarez facilitators said they would be involved, never received response from HR, asked HR if Amy was in charge of group, did not answer, why done with lack of transparency, why were teachers left out, want to know who was in final

group for CBO interview, UTLA asked why they were being left out, Amy explained the final decision rests with ED and Board

- Leslie ended back and forth conversation re hiring of CBO

Adam interjected re interview process, asked if UTLA was asked to participate-they were asked. Issue was with final interview re UTLA. Emily said she disagreed.

Emily Hirsch made a motion to Approve CBO contract.

Adam Glazer seconded the motion.

Paula requested it be noted non-interested parties recused.

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

Roll Call

Andrew Paris	Abstain
Rick Steil	Absent
Dara Williams	Absent
Leslie Woolley	Aye
Emily Hirsch	Aye
Adam Glazer	Aye
Brooke King	Abstain
Reeve Chudd	Aye
Sara Margiotta	Aye
Paula Anderson	Abstain
Larry Wiener	Abstain

F. Director of Operations Report

- Report stands as submitted
- LAUSD historical invoices discussion
- B&F recommended pay it (Sara M)
- Discussion on recusal took place
- LAUSD opened Melrose Trading Place on Fairfax, considering some use now
- LACDPH permitting pools to open, MGAC improvements owned by PCHS
- LAUSD providing an allowance because of that-sign waiver and follow guidelines
- LAUSD Waiver information as it pertains to pool

Sara Margiotta made a motion to Pay outstanding LAUSD Bill.

Dara Williams seconded the motion.

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

Roll Call

Adam Glazer	Aye
Sara Margiotta	Aye
Brooke King	Abstain
Dara Williams	Aye
Larry Wiener	Abstain
Reeve Chudd	Aye
Rick Steil	Absent

Roll Call

Leslie Woolley Aye
Paula Anderson Abstain
Andrew Paris Abstain
Emily Hirsch Aye

Reeve Chudd made a motion to Approve the LAUSD Waiver and Idemnification.
Dara Williams seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Andrew Paris Aye
Dara Williams Aye
Brooke King Aye
Sara Margiotta Aye
Emily Hirsch Aye
Larry Wiener Aye
Paula Anderson Aye
Adam Glazer Aye
Rick Steil Absent
Reeve Chudd Aye
Leslie Woolley Aye

G. Director of Development Report

- Communication problems having impact on fundraising
- Parents don't want to donate when child not in school
- Shared fees and salaries
- Announcements

H. Executive Director/Principal (EDP) Report

- Schoolwide goals-putting out there
- Socio-emotional wellness-focus on, Communication for stakeholders, balanced budget-we are working towards our goals stakeholders weigh in actualize
- Thank you to parents students teachers for letters, huge respect for Union reps and leadership
- In this for the same purpose-we are here for one reason for the good of the students
- The hard work we do for kids, we want to pave the way
- Growth mindset
- Both teams declared an impasse, sense of urgency, hoping they will get it fixed

III. PESPU MOU

A. PESPU MOU

Motion to approve MOU for Impacts and Effects in Reduction in Force

- Adam seconded, all voted-Andy/Paula/Brenda recusing

Motion to approve PESPU Tentative agreement = .5% raise

- Emily making motion to approve, Adam seconds
- All in favor, Interested parties recusing

Motion to approve PESPU Early Retirement Incentive

- Jim made motion, Sara seconded
- All in favor, Interested parties recusing

Emily Hirsch made a motion to Motion to approve MOU for Impacts and Effects in Reduction in Force.

Adam Glazer seconded the motion.

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

Roll Call

Andrew Paris Abstain
Reeve Chudd Aye
Brooke King Aye
Larry Wiener Abstain
Sara Margiotta Aye
Emily Hirsch Aye
Paula Anderson Abstain
Adam Glazer Aye
Rick Steil Absent
Dara Williams Aye
Leslie Woolley Aye

Emily Hirsch made a motion to Approve PESPU Tentative agreement = .5% raise.

Adam Glazer seconded the motion.

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

Roll Call

Dara Williams Aye
Larry Wiener Abstain
Adam Glazer Aye
Rick Steil Absent
Brooke King Abstain
Paula Anderson Abstain
Leslie Woolley Aye
Emily Hirsch Aye
Reeve Chudd Aye
Andrew Paris Abstain
Sara Margiotta Aye

Dara Williams made a motion to Approve PESPU Early Retirement Incentive.

Sara Margiotta seconded the motion.

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

Roll Call

Sara Margiotta	Aye
Rick Steil	Absent
Larry Wiener	Abstain
Adam Glazer	Aye
Emily Hirsch	Aye
Brooke King	Abstain
Reeve Chudd	Aye
Paula Anderson	Abstain
Dara Williams	Aye
Leslie Woolley	Aye
Andrew Paris	Abstain

IV. Board Committees (Stakeholder Board Level Committees)

A. Budget & Finance Committee Updates

Budget in much better shape. Recommends cost savings in elearning for this semester, not whole year as Sara is an optimist. The savings are obvious, also some increased expenses make sure enough devices-covered by Learning Loss Mitigation Funds. Increase in IMA. Sara pointing out \$50,000 for teacher materials to support elearning- shout out to Brenda and Alicia for information on this on B&F

Arleta-Starting in Feb State of CA they are going to start issuing IOU's, Sara says when we talk about the PPP loan that is the intent to handle the deferral schedule and still pay salaries on time

B&F made a recommendation to leave money in because returning to school will cost more money. Want to make sure financially viable-we need to cover the cost. Hybrid model will cost. Very important monies are available.

Leslie asked about the 600,000 going into lifetime benefits-it has not been put in. Arleta said as a Board it has to be decided what to do about that.

Arleta spoke to OPEB obligation which is \$1.2 million a year, as recommended by actuarial report.

Sara spoke to the learning loss mitigation-allocating monies for Math Paraprofessionals, purchasing devices. Izzy asked about tutoring-Dr. Magee vetting tutoring to serve all students. Info will be avail by retreat. Brenda wants to clarify 2 points regarding how monies are being used and how they must be spent right away.

Monica speaking to professional development PLCS and summer training to increase distance skills and strategies. \$60,000 earmarked-depends on department needs. Paula

asked what will be available-states there is a need. Monica says it's not a one size fits all top down decision. If a department decides they need that training, go to AA for that training and they will provide it. Focus on COLLABORATION.

Sara thanks committee. Arduous process and happy with results.

Dara Williams made a motion to Approve the revised PCHS 2020-21 Budget w/elearning scenarios.

Emily Hirsch seconded the motion.

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

Roll Call

Brooke King Abstain
Paula Anderson Abstain
Larry Wiener Aye
Reeve Chudd Aye
Dara Williams Aye
Rick Steil Absent
Leslie Woolley Aye
Sara Margiotta Aye
Adam Glazer Aye
Andrew Paris Abstain
Emily Hirsch Aye

Reeve Chudd made a motion to Approve the Learning Loss Mitigation Funds.

Adam Glazer seconded the motion.

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

Roll Call

Andrew Paris Abstain
Dara Williams Aye
Paula Anderson Abstain
Sara Margiotta Aye
Rick Steil Absent
Adam Glazer Aye
Brooke King Abstain
Reeve Chudd Aye
Emily Hirsch Abstain
Larry Wiener Aye
Leslie Woolley Aye

V. Academic Excellence

A. PCHS eLearning Program Updates

Shout out to Jeff Roepel and team, Arleta, counselors, giving credit to everyone supporting teachers and kids, responsive to school updates, participation rate is high,

"Gratituesday"-appreciate things we take for granted like internet, persisting through

B. SMC CCAP Contract

Chris Lee gave presentation about classes available, Cloud Computing course, free college courses, always looking to expand (Real Estate class avail). Dual enrollment- needs to be on Board agenda in order to maintain CCAP. Then Pam needs to sign off.

Students get Pali/SMC credit.

VI. Finance

A. CONAPP Approval

Brooke King made a motion to Approve PCHS 2020-21 CONAPP Approval.

Sara Margiotta seconded the motion.

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

Roll Call

Larry Wiener	Aye
Reeve Chudd	Aye
Dara Williams	Aye
Andrew Paris	Aye
Emily Hirsch	Aye
Brooke King	Aye
Sara Margiotta	Aye
Leslie Woolley	Aye
Paula Anderson	Aye
Rick Steil	Absent
Adam Glazer	Aye

VII. Facilities/Operations

A. Transportation Update

Don-We extend transportation deadline, we will have deadline when we get 4-5 weeks away from hybrid, at that point will work it out-how hybrid will work, September 15th is new deadline, numbers steady lower than we'd like, if it stays like this we will have to reduce buses.

B. Operations Updates

Don-nothing new covered it all in report.

VIII. Governance

A. 2019-2020 Annual Oversight Report

Pam-this is an annual compliance audit w/LAUSD. Proud for Board-highest marks are for Governance, evolved, putting the school in the right direction, we can still grow and do better.

Student Achievement-met with students re their goals and how they can close the achievement gap.

Fiscal Operations-very difficult, impossible to get a 4. Pam is looking to raise that with new team.

Important document, we are operating cleanly and within compliance. ED appreciates the team effort. Encourages Stakeholders to look at this. What does being a Charter School mean-appreciate what goes into being an individual charter. We keep doing it better than before.

Leslie also thanked all.

B. Election of Board Officer - Board Chair

Adam Glazer made a motion to Approve Leslie Woolley.

Andrew Paris seconded the motion.

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

Roll Call

Paula Anderson	Aye
Brooke King	Aye
Leslie Woolley	Aye
Adam Glazer	Aye
Sara Margiotta	Aye
Emily Hirsch	Aye
Rick Steil	Absent
Larry Wiener	Aye
Andrew Paris	Aye
Reeve Chudd	Aye
Dara Williams	Aye

C. Election of Board Officer - Board Vice Chair

Emily Hirsch made a motion to Approve Brenda Clarke for Vice Chair.

Adam Glazer seconded the motion.

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

Roll Call

Andrew Paris	Aye
Larry Wiener	Aye
Leslie Woolley	Aye

Roll Call

Adam Glazer Aye
Reeve Chudd Aye
Paula Anderson Aye
Sara Margiotta Aye
Emily Hirsch Aye
Brooke King Aye
Rick Steil Absent
Dara Williams Aye

D. Election of Board Office - Board Secretary

Leslie Woolley made a motion to Approve Brooke King for Secretary.
Adam Glazer seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Reeve Chudd Aye
Paula Anderson Aye
Leslie Woolley Aye
Brooke King Aye
Dara Williams Aye
Sara Margiotta Aye
Rick Steil Absent
Larry Wiener Aye
Andrew Paris Aye
Emily Hirsch Aye
Adam Glazer Aye

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 PM.

Respectfully Submitted,
Brooke King

Documents used during the meeting

- Faculty Board Report 08-25-20.pdf
- HR Board Report August 25 2020.pdf
- Admin Contract Chief Business Officer 8.2020.pdf

- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - F. CCFM Plan Summary for Re-Opening FM.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Operations Report.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - D. LACDPH Email Approval.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 4. LAUSD Sports-Recreation-Activities - B. Letter.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 4. LAUSD Sports-Recreation-Activities - A. Email.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - C. Waiver Track Changes Version.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - D. LACDPH Guidance for Re-Opening Pools.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - B. Waiver Clean Version.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - E. PCHS Plan Summary for Re-Opening Pool.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - A. Letter.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - C. Email.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - D. Letter 1.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - E. Letter 2.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - B. Invoice.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 1. Summary of Docs.pdf
- PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - A. Historical Summary.pdf
- Development Board Report 82520.pdf
- 2019-20_Goals_Update.pdf
- EDPbdrpt8.25.20.pdf
- PESPU Tentative Agreement 2019.2020 to 2020.2021 wos.pdf
- PESPU Retirement MOU 8.21.2020 Signature page.pdf
- Retirement Incentive Final. PESPU 8.2020.pdf
- PESPU Impacts and Effects page 2 of 2.png

- PESPU Impacts and Effects page 1 of 2.png
- III.A - Learning Loss & Mitigation Funds Budget.pdf
- III.A - 2020-2021 Budget with E- Learning .pdf
- CCAP-Yearly Certification- Pali- Aug 2020.pdf
- SMC-Palisades Appendix 2020-2021.pdf
- V.A. - CONAPP CERT_2020-2021.pdf
- 2019-2020 PALIHS 8798 Oversight Visit Report.pdf

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Board Report 9_22_20.pdf



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Faculty Report Board of Trustees Meeting September 22, 2020

Tentative Agreement Ratified:

- Tentative Agreement Vote. Thank you to everyone who voted.
- Results:
 - Answered the survey: 105
 - Yes - 89.52%
 - No - 10.48
 - UTLA-PCHS will report additional information
- Work to rule is still in effect until this agreement is ratified by the Board of Trustees
- Also, until the MOU and the grading policies that contradict with the MOU are rectified, teachers will continue work to rule
 - Teachers will not serve as department or PLC chairs
 - Letters of recommendation will not be written
 - Teachers will not be club advisors
 - No duties will be performed outside of contracted hours
- Parents continue to be upset and are communicating their support for teachers, but disappointment for the situation.

Lifetime Benefits:

- How much is currently in the account?
- What is the future investment strategy?
- Have funds been borrowed from this account to cover other expenses? If so how much and when will it be repaid?

PPP Loan:

- What is the status of the loan?
 - Clarification of the actual amount
 - Has the school received the funds?
 - What specifically can those funds be used for?
- Will funds need to be repaid?
 - If so, when?

Cash Reserves:



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- What cash reserves does the school have?
- Will there be a monthly accounting of the reserves?

Electric Cars:

- Faculty with electric cars would like access to the charging ports in the stadium lot.
- The ports were installed for those with electric cars and many need the charge to them to commute to and from work.
- Why is there no access?

Attendance Policy:

- The current attendance policy is cutting into instructional time.
- Both teachers and parents are frustrated with the current system.
- Can attendance be opened 10 to 15 minutes before class to allow students to check in and then join the Zoom?
- Teachers are waiting 5 to 10 to sometimes 15 minutes into instructional time for students who are trying to log into the system to mark their attendance.

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report September 22 2020.pdf



Human Resources Board Report

September 22nd , 2020

Retirement/Resignation:

Name	Classification/Position	Funding	Effective Date
Allen, Kimberly	Special Education Assistant	Special Education	September 17, 2020
Morales, Delia	Senior Office Assistant	General	September 17, 2020
Sprowel, Virgil	Campus Aid	General	September 17, 2020

Benefits:

Due to COVID-19 restrictions our usual representatives from Costco Pharmacy were not able to come to the PCHS campus to hold the annual Flu Shot Clinic. Instead there was communication sent to all employees on the instructions to get free flu shots at their local Costco, or go through their insurance provider. During the month of October the Navia system will open online enrollment for PCHS employees to sign up for flexible spending accounts. This money will be deducted for their accounts pre-tax.

During September Monique Lee-Parks attended (virtually) the Atkinson, Anderson, Loya Rudd & Romo An Administrator's Guide to Investigations.

On September 9, 2020 Schools First hosted a vertical webinar on 403(b)/Retirement workshop for faculty and staff.

Staffing and Recruitment:

Status of positions is listed below:

Position	Status
Stage Technician	Applications being reviewed
Tech I	Applications being reviewed

Staffing: Faculty member has a Biligual authorization from AZ and will take the necessary tests to obtain equivalent English Learner Authorization for the California Commission on Teacher Credentialing.

Action item:

___ Board Resolution for English Learners Authorization Waiver (document attached)



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Human Resources Board Report September 22nd , 2020

Continued – page 2

Negotiations:

UTLA::

PCHS concluded negotiations with the UTLA-PCHS union.

Tentative Agreement for UTLA Multi-Year Contract – Amy Nguyen (5 min)

- a. ACTION: VOTE. Approval of UTLA Contract (*tentative agreement document attached*)

PESPU ::

PCHS is setting up meeting dates and times for negotiations with the PESPU union. Any sunshine documents will be added to the October board agenda.

Unrepresented Staff:

The PCHS administration is proposing addressing the compensation and conditions for PCHS At-Will and Unrepresented staff.

Proposal of Agreement for PCHS Unrepresented Employee Compensation – Amy Nguyen (5 min)

- a. ACTION: VOTE. Approval of PCHS Unrepresented Employee Salary Proposal. .
(*document attached*)

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: PCHS Board Report for Operations for 2020-09-22 Board Meeting.pdf



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Board of Trustees Meeting Operations Report September 22, 2020

Security/Safety – Coronavirus Related in Some Manner:

Cleaning/Safety:

- PCHS continues to promote and follow LA County Department of Public Health (LACDPH) guidelines for Social Distancing, Mask Wearing and Hand-Washing on campus, as well as pre-campus-access Health Checks for COVID related Symptoms and Temperature.
- Janitorial personnel are on-campus 5-Days a week (Mon thru Fri) to clean/disinfect the regularly used areas of campus, and are scheduled this way until everyone is back on campus regularly. Disinfecting occurring daily of high-touch points in regularly used by multiple people areas on campus, including but not limited to door knobs/handles, light switches, railings, high-traffic offices, regularly utilized counter and conference tables, etc.
- Extra Janitorial personnel are being added for disinfecting now that school has started and there are more faculty/staff on campus regularly. Additional Janitorial staff will be added once Hybrid Mode starts.
- Additional supplies ordered and received to aid PCHS in both the extra cleaning/disinfecting and daily consumables during summer and 100% Remote Learning time periods. Thing like, but not limited to: Masks, Face Shields, Protective Gloves, Gowns, Self-Pump Hand-Sanitizer, Dispenser Delivered Hand-Sanitizer, Disinfecting Wipes, Disinfecting Sprays, Additional TP, Paper Towels, Hand-Washing Soap, etc.
- Purchased Plexi-Glass In-Person Interaction Guards for higher-volume offices/counters – Including but not limited to: Main Office, Attendance Office, Counseling, Nurse, College Center, Library, etc. Operations Team also building our own floor-standing Side-by-Side dividers for same offices to help protect all people involved.
- Planning for eventual 2020-21 Fall Semester Students-on-Campus Hybrid Mode related to additional labor and materials to accommodate:
 - Janitorial Personnel for Continuous Disinfecting
 - Monitoring Personnel for Social Distancing, Mask Wearing and Temperature Checking
 - Additional Supplies/Materials & Equipment for Disinfecting
 - Additional PPE for both PCHS Personnel and Students/Visitors



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Security/Safety – Coronavirus Related in Some Manner:

Security/Safety:

- PCHS Campus Aids took over all Security Shifts that 3rd-Party Security Guard company Joffe Security Services previously provided and now handle Evening & Weekend Shifts. Joffe currently provided substitute or overflow needs when needed, and will be available to staff back up when needed once students are back on campus.
- PCHS Security Guard coverage via both Campus Aids and Joffe was increased for SSDP period to help manage/monitor that process, but has now been reduced back again to levels similar to Summer Break mode for non-make-up days, and is expected to continue until the next time students are on campus regularly.
- Campus is accessible for Faculty/Staff 7-Days/Week: Mon-Fri 6:00am-7:00pm and on Weekends 7:30am-4:00pm, Closed Holidays.
- Specific Emergency Days campus access rules in place for visiting Students, Families, 3rd-Parties, Vendors, etc. Accommodations exist for Students to pick-up items as needed, essential parent/PCHS meetings, deliveries, etc. All people coming on campus need to complete/pass a Health Check.
- To practice the required quality Social Distancing, and minimize the introduction of possible COVID-19 Virus to campus, Security is enforcing the directive to keep down the number of people coming to campus as required by LA City Regulations. All PCHS Personnel and Visitors are welcome, as long as they have a reason to be on campus.
- All non-essential facilities are closed, locked and not available for use, including but not limited to: Pool, Large/Small Gym, Baseball Field, Tennis Courts, Mercer/Gilbert Halls, Stadium, Stadium Parking Lot, etc. based on latest LAUSD rules and requirements. Even though County/City may have more relaxed rules, LAUSD has stated that campus facilities will not be able to re-open before 8/1/2020 at the earliest. Note – Pool re-open scheduled for mid-to-late Oct.
- Classroom & School-Wide safety supplies/materials re-checked and replenished as needed in anticipation of both potential need and for occasional safety inspections from LAUSD Charter School Division.
- Trip hazard remediation for campus walkways were mitigated via cement grinding, cement patching/repairs, etc.
- All typical Safety Drills for 2020-21 will be planned and scheduled once it is determined we will be having Students-on-Campus for 2020-21.



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Security/Safety - Standard:

- PCHS fundraising for Safety & Security is still needed to build up the necessary funds to implement well-established Safety Priorities as determined via multiple stakeholder surveys and assessments with 3rd-Party experts. Many important safety measures are currently not being pursued due to lack of funding, but are highly desired (in no particular order):
 - Additional Security Cameras
 - Additional Emergency Exit Gates
 - Additional Exterior Lighting
 - Additional Perimeter Fencing
 - Fence Breach Detection/Alerting System
 - Contracting local security company for on-call emergency support
 - Guard Staffing to proactively monitor cameras (or have service that does)
 - Intrusion Detection System

- With the increased concerns for student and employee safety for a variety of reasons when on campus, PCHS expects all PCHS Personnel to visibly wear their current year PCHS IDs at all times. This is to help the Security Team to easily recognize who should be on campus, and more importantly, who should not. This simple to follow requirement will help ensure the safety of all Students/Faculty/Staff. Therefore, all PCHS Personnel, parents, adult visitors and stakeholders should be prepared for increased diligent on ensuring adults are visibly wearing their PCHS IDs or Visitor Badges.

- PCHS fundraising for Safety & Security is still needed to build up the necessary funds to implement well-established Safety Priorities as determined via multiple stakeholder surveys and assessments with 3rd-Party experts. Many important safety measures are currently not being pursued due to lack of funding, but are highly desired (in no particular order):
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Transportation:

- Resumption of Regular Ed, Special Ed, Athletic and Field Trip busing to resume once some degree of Students-Back-on-Campus returns, whether for the entire study body or a hybrid/staggered social distancing oriented schedule. Bus Company ATS and the Transportation Dept. are discussing matters regularly.
- The 2020-21 School Year PCHS School Bus Registration & Scholarship Application, which started on 2/18, was scheduled to conclude on Tue 3/24, but due to the COVID-19 Events was extended through 5/4, and then regularly extended to the current Wed 9/30 Deadline. It is anticipated the deadline will continue to be extended until PCHS is 4-5 weeks out from the start of Hybrid Mode when students will start riding buses again.
- While a number of riders have recently Opted-Out of the PCHS School Bus Program, there are still 436 Registered Riders. However, the number of families that have paid their down-payment is only 328. In order to maintain the Bus Program Routes/Buses & Stops as currently designed/mapped-out, we will need 80+ more students to pay their down-payment by the eventual deadline.
- 177 Scholarship Applications/Requests were received on behalf of 189 students (applications are per family). After attrition over the last 4 months, there are only 158 students within the School Bus Program with Scholarship Offers that have gone through the Demonstrated Financial Need process. Offer Letters were emailed out in late June. All \$192,000 worth of Scholarships were offered. Final determinations on number of final recipients will be made after the final down-payment deadline and the Free & Reduced Lunch Application deadline of 9/30/2020.
- The Special-Ed transportation program, Big Blue Bus Pali Express program and the Metro Mobile Customer Center (MCC) program have all also been on hold due to the Pandemic. These ready to be resurrected at PCHS once we are back to a Students-on-Campus mode. However, reduced scheduling and significantly lowered capacity for Social/Physical distancing is expected when utilization resumes. It is undetermined at this time how significant or extended the limitations/restrictions will be for PCHS Students.
- It should be noted that Special Ed Transportation Services are exceedingly difficult to re-engage in times of high-demand, which is expected to be the case when the Stay/Safer-at-Home Orders are lifted. The Transportation Dept. is in contact with our Special Ed transportation vendors, but they are making no guarantees of available vehicles/drivers when the Pandemic ends.



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School Start Distribution Process (SSDP):

- The School Start Distribution Process (SSDP) was created to provide a Socially/Physical Distanced method for all students pick-up school materials - including but not limited to Textbooks, Student Devices (i.e. Chromebooks and equivalent), Art/Ceramics Supplies, etc. The program started on Mon 8/10 and ran through Thu 9/3. This process has now completed.
- Andrea King and the Library are doing periodic Book Exchanges for classes that have regular reading of books throughout the school year. These expected to be Thu's & Fri's every other week.
- PCHS is still collecting Textbooks and Student Tech Devices from 2019-20. These items were expected to be returned during the Year-End Collection Process (YECP) in June, though many families did not return items due to being out of town or concerns of coming to PCHS.
- Thank you to all the PCHS Personnel that assisted with this critical but time-consuming process!

Information Technology:

- Due to State/County regulations because of the Pandemic, PCHS has operated this past summer and for the start of this 2020-21 school year in 100% Remote/Distance/Online eLearning mode. The Technology Team has been working relentlessly with all PCHS Departments and multiple vendors to provide additional support and services to all Students/Families and PCHS Faculty/Staff. This work has included the procurement, configuration, and integration of various software, devices, and misc. equipment to support remote learning. The majority volume of this work involves direct student outreach and support.
- IT is continuing work on budget-approved purchases/projects. Student Devices (1,500) and Faculty/Staff Laptop (84) have been ordered, along with other ancillary needs for faculty such as headsets, tripods, and webcams. While many things are on backorder due to COVID-19 created supply and demand dynamics, combined with Federal sanctions on chip supplying countries affecting importing of parts/devices, many things have come in that have been distributed.
- The Tech Team is also working hard on fulfilling the results of the Learning Loss Mitigation (LLM) funded Faculty Tech Survey to assist Faculty by providing extra Tech Devices for use from home (Printers, Monitors, Document Cameras, Drawing Tablets, etc.). The survey results have been compiled and most items ordered and awaiting delivery.



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Information Technology - Continued:

- IT had been working with the Deans on multiple Student Code of Conduct and Responsible Use Policy violations that caused disruption to the eLearning classroom. After these incidents have been swiftly dealt with, the number of disruptions quickly plummeted.
- Efforts to support and host large group and stakeholder meetings continue as needed.
- The support of CPRA submissions continue to require a significant amount of IT time, taking away vital availability from faculty/staff and student/family support.
- Additional budget-approved leasing for back-end support of a new server, replaced data storage system, backup appliance, etc. is being planned for acquisition and installation sometime late this semester.
- The Category 2 eRate project is nearly complete. All targeted computer labs have been wired and dedicated fiber has been run to each one. The core switch and 1/5th of the total network hardware has been refreshed (additional network hardware infrastructure will need upgrades as soon as we can fund them). Form 471 part substitutions are now approved, allowing us to proceed with the final phase of UPS purchase and installation. We are now simply awaiting receipt of equipment for installation, much of which has been on significant back-order due to COVID-19 related supply issues.
- eRate Project highlights are:
 - Replace some of our aged and failing core network infrastructure
 - Replace some of our aged and/or failing classroom lab networks
 - Supplement wireless access points in some classrooms with insufficient infrastructure
 - Grow physical network where insufficient, non-existent, or otherwise problematic areas
 - Provide for, repair, or replace the battery backup to each network IDF
 - Repair/Replace some of the fiber runs that have stopped working
 - Run some of the needed new fiber runs to new classroom labs and new IDF's
 - Add new Ethernet capacity where exhausted in lower A, B101, AA office, H, E, G, J, Mercer Hall, Cafeteria/Staff Cafeteria
- From Don – The Technology Team has continued to work tirelessly and do a tremendous job in supporting Students/Families, Faculty/Staff, Administrators and PCHS Board and Committees.



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MGAC/Pool:

- MGAC/Pool remains closed for the time being, but has been given approval to reopen in Mid-to-Late Oct once all preparations are in place.
 - Updated LA County Department of Public Health (LACDPH) Guidance for Public Pools recently released. MGAC's COVID-19 Reopening Safety Plan includes all LACDPH Protocols. PCHS Re-Opening Plan in place for when our facility is permitted to re-open
 - Hiring and training of Lifeguards
 - Sourcing PPE and Signage for when our facility can re-open
 - Building out back-end to membership system to support online reservation system – no contact check-in (lap swim only)

- MGAC/Pool Fiscal Status – Due to Pandemic closure there are no revenue to report

- Maintenance Repairs/Replacements Projects completed:
 - New Large Pool Heater installed
 - Painted exterior buildings and gates
 - Starting blocks undergoing refurbishment
 - Underwater plaster repair
 - Mechanical Bldg Thresholds Replaced/Room Perimeters Epoxy Coated
 - Service of Surge Pit and Mechanical Relays
 - Replaced 3 underwater pool LED lights
 - New Chlorine Tank replacement in process
 - Main Drain replacement in process

- PCHS should continue accruing/saving for major repairs in the 1-3 year timeframe as major pool components start to reach their useful life of 8-10 years.
 - 1. Re-Plaster Both Pools (~\$250k)
 - 2. Replacement/Backup Competition Pool Pump (~\$35-\$50k)
 - 3. Small Pool Coping Repair and Concrete Deck Repair (~\$25k)

- Online ARC courses (Lifeguarding and FA/CPR) implemented-skill sessions will resume when pool re-opens
- Facility applying to LA County EMS to offer Public Safety First Aid Class (target date Jan 2021)
- MGAC Handbook Revised/Re-Drafted re Emergency Action Plan, Operational Standards, and SDS updates
- For MGAC News & Updates - Subscribe to pool newsletter on MGAC Website
- MGAC Policies - Please see MGAC Website for details at www.palihigh.org/palipool



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Permits & Setups:

- **Permit Revenue for August 2020 is ~\$9,650.00:**
 - ~\$500.00 from Facility Rentals (Bay City Trees parking on Top Tier of Main Campus Lot)
 - ~\$150.00 from Banner Rentals
 - ~\$9,000.00 from Filming (Imposter Inc.)
- With all facilities shutdown due to the Pandemic and LAUSD Directives, Permits Revenues remains very low.
- Had our first production on site for filming August 16 & 17. Modest sized crew and mostly a still photography shoot. Used multiple locations. All wore masks and practiced social distancing. Overall a very successful start.
- **Potential Filming Coming Up:**
 - Nike Commercial (2 day shoot, end of September), Feature Film (aiming for October), Independent Feature Film (aiming for November), and still holding out hope for Saved by the Bell. Waiting to hear from location manager for next steps.
 - Also have quite few other requests on deck from location managers of smaller productions about facilities being available for filming—we have built in COVID safe rules and regulations that all production crews must follow.
 - Three (and increasing by the day) requests from outside groups about renting facilities to hold events.
- Banner demand is remaining stagnant with school being mostly virtual. This is the time that we typically promote our local elementary schools and their events, but that is not happening this year.
- September 2020 Set-Ups/Events:
 - ASB Club Meetings – September 8-15
 - B&F Meeting – September 14
 - ASB/Admin Town Hall – September 17
 - LTSP – September 18
 - Election Committee Meeting – September 21
 - Board Meeting – September 22
 - BTSN – September 24 (Tentative)
 - PTSA Meeting – September 24
 - Unassigned Day – September 28 (No School)



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Facilities/Projects:

- **LAUSD Historical Invoices for Maintenance & Operations work from 2014-2020:**
 - As decided by the Board of Trustees and Budget & Finance Committee, the LAUSD historical invoices for \$476,831.04 has been paid-in-full.

- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
 - **Custodial Staff** – Have completed the Deep Cleaning and Floor Waxing (where appropriate) for the following Bldgs.: A, B, C, D, E, F, G, J, W, Some U's, Mercer Hall and Pali Academy. Pending are remaining U-Bungalows, Gym Snack Shop and Gym Lobby.
 - **Custodial Staff:**
 - Continued disinfecting of high touch areas include but not limited to things such as door knobs/handles, light switches, desks, tables, chairs, keyboards/mouse, counters, benches, water fountains push button, elevator, etc. rails with Clorox bleach germicidal wipes in addition to general daily cleaning.
 - Disinfecting /Cleaning of rooms being used by teachers working from their respective rooms to which teachers know to leave a yellow X posted to exterior doorknob to let custodial know they were present for day.
 - **Plexi-Glass Shields:**
 - **Counter Shields** - Purchased (18) 44" x 33" standing countertop barriers, horizontal stations for Offices such as but not limited to: Main; Attendance; Transportation; Counseling; Nurse; College Center Library; Psychologist; Pali Academy; J120, IEP Room, etc. to help protect PCHS workers and people to whom they are speaking.
 - **Floor/Standing Shields** – PCHS built Floor standing dividers to keep people side-to-side also protected are being assembled and deployed to offices to supplement the counter-top shields. This will help to minimize in-person exposure if multiple people are at a given Office counter simultaneously.
 - **Signage Installed** - Multiple "Notice Upon Entering Guidelines" signs throughout campus re Face Covering, Social Distancing, Hand-Washing at Campus entry points, A-Frames signs are various locations within campus, and all stairways.
 - **PPE Purchasing Continues for:** Nitrile gloves, face masks, face shields, goggles, gowns, etc.
 - **Supplies Purchasing Continues for:** Self-Pump Hand-Sanitizer, Common Area Wall-Mount Hand-Sanitizer, Extra Soap & Paper towels for Hand-Washing, Portable Hand-Washing Stations on order for when students return to campus, Clorox Wipes, Disinfecting Spray, etc.
 - **E-MIST EM360 System (Electrostatic Disinfecting) Training Completed.** – Vendor Hillyard Rep. Steve Hunter came on site and did a walk through demonstration on properly using system to maximize efficiency of disinfecting various surfaces/areas. Attendees included Operations and custodial staff.
 - **RYOBI ONE +** - Purchased (3) additional Non-Electrostatic Sprayers from Pro Institutional to supplement the EM360 System. The RYOBI units enable more efficient application of the 4minute Anti-COVID Spray.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
 - **Common Area Hand-Sanitizer Dispensers Installed** - Additional common campus area Hand Sanitizer Dispensers received and installed throughout campus: A-Bldg 1st Floor Hallway; Counseling and Attendance Offices, Library, Gilbert Hall, Mercer Hall, J120 and Loading Dock.
 - **Roofing Repairs** – U-Bungalow roofing repairs continuing
 - **Annual Fire Extinguisher Testing/Servicing** - completed.
 - **Stadium Rogue light fixture** – At no cost to PCHS vendor has agreed to replace the (1) rogue stadium light fixture that had been staying on at night and not responding to system controls and trouble shooting.
 - **Tech Dept.** – Golf cart batteries replaced and cart now operable again. Athletic Dept. and Operations Carts taken to shop for needed repairs.
 - **Cafeteria PM** – Diagnosis completed for the following units: Outside freezer; Walk In Fridge; Six-Door Reach-In Fridge and Pizza Freezer. Needed repairs identified for each. Outside freezer had frozen coils cleaned and Freon added; Six-Door Reach-In Fridge had set point adjusted and defrost timer reset. Walk-In Fridge needs the condenser coil unit replaced. The Pizza Freezer has a blown motor/blower system, which needs to be replaced for this machine to function. Awaiting comparison quotes and Admin approval for the proposed repairs.
 - **Faculty Quench Drinking Stations** – Annual filter replacement and Preventative Maintenance completed for the 7 Station locations as follows: Main Office Kitchen, Nurse Office, AA Office, Teachers’ Lounge, J110, MGAC and Pali Academy Main Office.
 - **Anti-Climb Deterrents Installed** - Installed at M-Bldg. & PE Tunnel service road gates; Visiting side Stadium entrance gate and Pali Academy front entrance gate + pedestrian gate.
 - **Landscaping** – (2) Irrigation sprinkler repairs addressed at corner planter of Faculty lot exit and planter between F&G Buildings.
 - **Stadium Exterior Outlet broken weather covers** – Replaced broken covers upper home side walk way as well as outlet on track near Irrigation timer.
 - **Annual A/C Preventative Maintenance (PM)** - needed repairs and/or replacements identified and being prioritize by tiers based on urgency.
 - **Teacher Summer Survey Responses/Requests** - Continue work and completion of requested items
 - **Painting** - Faculty Lot entrance swing gates + side posts completed as well as eating bench near library and elevator.
 - **Set Ups** - Assistance with College Center collections for Seniors and Library Books Exchanges
 - **MGAC – Continued** - Assistance to MGAC Director Brooke King with MGAC Maintenance in place of Lifeguards.
 - **Safety:** Secured all Secure-the-Door clips onto doors to better secure ropes for Secure-the-Door Kits in following areas: Gyms, Mercer Hall, A-Bldg. and Gilbert Hall.
 - **School Starting Distribution Process (SSDP)** – Supporting daily with Setup & Breakdown of Stations



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
 - **Still Occurring as needed, although at a slower rate than when everyone is on campus:**
 - Ongoing Door/Lock maintenance, repairs and adjustments
 - Ongoing Athletic Facilities Maintenance – Stadium/Baseball Fields, Tennis courts, etc.
 - Hallway & PE Locker fixes and adjustments as needed
 - Restroom faucet, sink, toilet/urinal repairs as needed

Items in-progress and expected future completion include:

- **E-MIST EM360 System** – Electrostatic sprayer for large scale disinfecting being deployed as needed, and ready for regular school-wide disinfecting once students are back on campus
- **Furniture** – Critical needs for Whiteboards and Teacher Chairs approved by B&FC and were currently awaiting quote from School Outfitters.
- **Donor Brick Program** – Installation on Round 2 of Donor Bricks scheduled for 1st week of October.
- **Floor Standing Interaction Guards** – Pending for: Cafeteria Serving & Cashier Stations; and PA Main Office
- **Pests:** Survey/Assess/Remediate Mercer Hall, Gilbert Hall and U-Bungalows for termites.
- **Annual Cafeteria Grease Trap PM**
- **Roofing Repair/Patching** – U117/U118; W119/W120
- **Gilbert Hall** – Replace broken preset light fixture controller.
- **Broken Glass** – Replace broken window with new temper window for G107 and G102
- **Ice Machines** – Semi Annual Filter Replacements
- **Stadium Bleachers** – Annual Inspection completed. Few repairs called out. Waiting for parts to complete.
- **Address A/C PM identified Repairs** identified during Annual A/C PM
- **Awaiting** special dual occupancy sensors to replace in Study Center; D200 and W121
- **Mercer Hall:** Fix Pocket Doors and general cleanup/organization
- **Safety:** Refresh painting/taping required clearances around Plant Equipment around campus
- **Complete Teacher Summer Survey Responses/Requests**
- **PA Speakers** - Addressing PA Speaker issues reported in several classrooms
- **Faculty Parking Lot Solar fixtures** - Getting All to operate consistently (they're very temperamental)



PALISADES CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

Facilities Larger Scale Projects:

- **Long-Term Underground Utilities Infrastructure Replacement Project (LAUSD Bond Funded).**
 Other than a few month delay in starting, and assuming the COVID-19 Events do not re-surge to cause significant impacts, this project is now slated to start somewhere in the first half of October 2020 (original projected to start June 2020), and has been revised to now be a 18-20 month project.

At the urging of PCHS, Phase 1 has been rescheduled to do the driving/parking-lot affected areas now so that this more disruptive portion of the project will hopefully be done before we transition to Hybrid Mode.

Meetings to discuss project logistics and impact to the campus and school activities, assuming students are on campus at some point in 2020-21, are ongoing. More details to come when needed, but Faculty/Staff & Students should expect inconveniences in appearances and walking pathways throughout campus and for the duration of the project.
- **Gym A/C Project (LAUSD Bond Funded)** – Project still planned by LAUSD, and had been re-scheduled to start Nov 2020 (after the original Aug 2018 start and successive delays), and still last 14-16 months. Project is now being seriously contemplated by LAUSD to be pushed back for the 18-20 months it takes to complete the Underground Utilities Project so the projects do not overlap. Therefore, this project may not start until Summer 2022.

Meetings to discuss project impact to the campus and school activities are ongoing. More details to come, but Faculty/Staff & Students should expect inconveniences is appearances, walking pathways and *potentially some facility-use throughout the project.*
- **Security Fencing (Unfunded)** – LAUSD mandated Architectural & Structural Engineering plans created by Breen Engineering Inc. - Funding needed to complete fence purchase/installation, which would include a much needed emergency exit gate at the front of the school. Additional funding needed for longer-term permanent fencing in front of the Flagpole Area.
- **Donor Brick Wall (Donor Funded)** – Completed installation of Donor Bricks from a campaign to raise funds. Wall installed on the home side walkway on the school-side of the Press Box. Additional bricks have already been commissioned. Second order or bricks have now been received and expected to be installed in Sep 2020. Additional bricks may be purchased if desired – Please contact Mike Rawson at mrawson@palihigh.org.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 9_22_20.pdf



PALISADES

CHARTER HIGH SCHOOL

Development Report Board of Trustees Meeting September 22, 2020

Results to Date (thru 9/18/20):

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$41,632	\$119,128	\$77,496	\$500,000
Pali Alumni Fund	General	\$0	\$0	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$41,632	\$119,128	\$77,496	\$500,000
CTE Incentive Grant	General	\$173,107	\$173,107	\$0	\$0
Perkins V Grant	General	\$34,746	\$34,746	\$0	\$0
Foundation Grants	General	\$0	\$0	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$0	\$0	\$0	0
Rest. Donations/Pledges	General	\$0	\$0	\$0	0
TOTAL RESTRICTED FUNDS RAISED		\$207,853	\$207,853	\$0	\$0
TOTAL FUNDS RECEIVED		\$249,485	\$326,981	\$77,496	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design	\$1,305	\$5,000
L.A. Press Printing	\$0	\$5,500
American Direct Mail	\$2,639	\$6,900
Postage	\$438	\$3,800
Subscriptions	\$2,000	\$6,000
SafeSave service fees	\$758	\$7,500
Salaries & Benefits (Campus Unification/Development Dir)	\$26,540	\$159,235
Office supplies	\$0	\$200
Videography	\$0	\$1,500
Family Donor Banners	\$0	\$675
Career Day & Fair Breakfast/Lunch	\$0	\$0
Donor Bricks	\$1,044	\$1,500
Donor Reception	\$0	\$0
Chamber Expo	\$0	\$0
New Parent Welcome Breakfast	\$0	\$0



PALISADES

CHARTER HIGH SCHOOL

TOTAL EXPENSES FOR UNRESTRICTED FUNDS	\$34,724	\$197,810
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TOTAL NET FUNDS	\$292,257	\$302,190
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CTE Incentive Grant Budget to Date:	Budget	Actual	Balance
CTEIG Funds received		\$173,107.00	
CTEIG Funds rolled over from 2019-20		\$63,893.00	\$237,000.00
Jakus - Film/Media	\$50,000.00	\$0.00	\$50,000.00
Kolavo - Entrepreneurship/VEI/Sports Management	\$50,000.00	\$0.00	\$50,000.00
Stoyanovich - Music	\$32,330.00	\$20,792.99	\$11,537.01
Steil - Photography	\$32,330.00	\$5,572.39	\$26,757.61
Fracchiolla - Drama	\$32,330.00	\$3,000.00	\$29,330.00
Kuper - Computer Programming	\$10,010.00	\$1,647.49	\$8,362.51
Set aside	\$30,000.00	\$0.00	\$30,000.00
	\$237,000.00	\$31,012.87	\$205,987.13

Comments and Campaigns initiated to date:

- 1.) Joint Appeal with Booster Club sent 8/6/20
- 2.) New Parent Welcome Webinar was heavily attended on 8/17/20 but had major technical difficulties
- 3.) PCHS Fund comparison: \$119,128 this year/\$144,106 last year
- 4.) PCHS Fund donor comparison: 103 this year/136 last year
- 5.) Working on follow-up email blast for the first week of October
- 6.) Working on Virtual Major Donor Reception for the first week of November
- 7.) Working on funding campaign for Pali TV and creating a broadcasting pathway with SMC

Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
Steinmetz Foundation	\$5,000.00	Academic Equity	12/9/2019
CTE Incentive Grant	\$173,107.00	CTE Funds for 2020-21	11/15/2020
Perkins V Grant	\$34,747.00	Perkins Funds for 2020-21	7/15/2020
FEMA 4482 DR	\$97,727.00	FEMA Disaster Relief Fund	4/1/2020
Lewis A. Kingsley Foundation	\$10,000.00	Program Support	8/11/2020



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CHARTER HIGH SCHOOL

\$320,581.00

Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
CTE Incentive Grant	\$173,107.00	CTE Funds for 2020-21	6/30/2020
Perkins V Grant	\$34,747.00	Perkins Funds for 2020-21	9/15/2020
Lewis A. Kingsley Foundation	\$10,000.00	Program Support	8/18/2020
	<u>\$217,854.00</u>		

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: H. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: CBO Board Report 9_22_20.pdf
III.H - Credit Card August 2020.pdf



CBO REPORT

Juan Pablo Herrera

Board of Trustees Meeting
9/22/2020

Topics

- Business Updates
- Cafeteria
- Payroll
- Looking Ahead

Business Updates

■ Audit:

- 2nd year working with Christy White auditors
- Audit is on-track and going as planned

■ Grants/Reporting

- Mandate Block Grant submitted to CDE (\$46.87 per ADA)
- Coronavirus Relief (CR) Funds reporting submitted

■ Cash Deferral Apportionment

- CDE has updated the cash deferral schedule
- Shifting to 20%/80% payment schedule
- Results in increased deferral amounts: \$6.44 Million → ~\$7 Million*

Learning Loss & Mitigation Funds

2020-2021

****ONE TIME MONEY****

Allocation by Fund	Allowable Uses (Per CDE)
GEER Fund Res. Code 3215 (SPECIAL ED)	1. Student learning supports 2. General measures that extend instructional time for students 3. Provide additional core academic support for students who need it
\$ 107,643	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

Allocation by Fund	Allowable Uses (Per CDE)
CR Fund Res. Code 3220 (FEDERAL)	1. Student learning supports 2. General measures that extend instructional time for students 3. Provide additional core academic support for students who need it
\$ 1,076,721	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

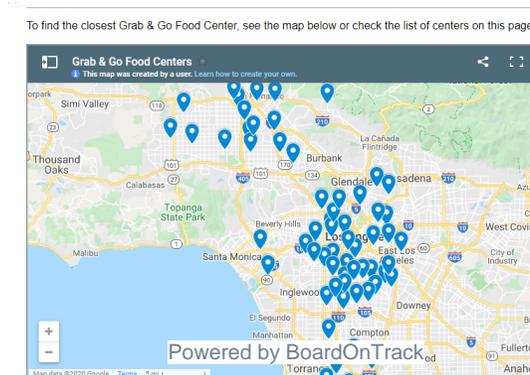
Allocation by Fund	Allowable Uses (Per CDE)
GF Res. Code 7420 (STATE)	1. Student learning supports 2. General measures that extend instructional time for students 3. Provide additional core academic support for students who need it
\$ 252,447	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

\$ 1,436,811 Total Learning Loss & Mitigation Funds for PCHS

*Estimate. Will be confirmed at October B&FC

Cafeteria

- USDA Announces Seamless Summer Option (SSO) waiver extension
- Results in greater/easier access to meals for students across California
- PCHS will not participate in the waiver and will not serve meals
 - *Guidance provided by CDE Nutrition Director & confirmation from LAUSD Nutrition Director*
 - *PCHS will remain in compliance with NSLP*
 - *PCHS students are welcome to use any LAUSD grab-and-go site*
 - *No ID required, No tracking, Monday-Friday pick-up options*
- Reduces complexities and costs for PCHS and provides more convenience for our students



Payroll

- Evaluating opportunities for process improvement
- PCHS will not participate in Temporary OASDI Deferral “Payroll Tax Holiday”
 - *6.2% OASDI portion is not withheld from Sept 1 – Dec 31, 2020*
 - *From Jan 1, - April 30, 2020, employer withholds 12.4% to “catch-up”*
- No obligation or requirement to participate
 - *LACOE and nearby districts are not participating*

Looking Ahead

- Focus on updating Budget, Monthly Cash Flow & Multi-Year Projections with latest assumptions
 - Updated Cash deferral schedule
 - Results of bargaining agreement
- Present Budget vs Actuals at October meeting
- Learning Continuity & Attendance Plan (9/30) budget allocation
- Evaluate use of PPP funds
- Collaboration, consensus, stakeholder feedback

Contact: Juan Pablo Herrera

- 310-230-7238 or jherrera@palihigh.org

**Palisades Charter High School
Credit Card Reconciliation Form
For the Period of: 8/1/20 - 8/31/20**

PLEASE COMPLETE

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
7/29/2020	IAPPLEA	Tech related supplies	G. WOOD	Tech	\$ 267.00		GENERAL	SUPPLIES
8/3/2020	POLYTECPOOLS.COM	Pool Equipment	G. WOOD	B. King	\$ (365.46)		POOL	SUPPLIES
8/3/2020	INDEED	CBO Job advert	G. WOOD	A. Nguyen	\$ 108.06		GENERAL	HR ADVERT
8/3/2020	INDEED	CBO Job advert	G. WOOD	A. Nguyen	\$ 38.00		GENERAL	HR ADVERT
8/4/2020	MAILCHIMP *MONTHLY MAILCHIMP.COM GA	monthly communications blast	P. MAGEE	P. MAGEE	84.99		GENERAL	SUBSCRIPTIONS

Grand Total **132.59**

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDPbdrpt9.22.20.pdf
FinalPCHS Friday Schedule.pdf



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CHARTER HIGH SCHOOL

EDP Report Board of Trustees Meeting September 22, 2020

Academic-Coordination of Services Team (A-COST):

The Academic-Coordination of Services Team (A-COST) is designing outreach and intervention plans for each student/family on their caseload to include verification of current contact information for each enrolled pupil, daily notification to parents/guardians of absences, and a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and when feasible, transitioning the pupil to full time in-person instruction. Targeted, tiered re-engagement strategies will include the PCHS Distance Learning Pyramid of Interventions. At this time, there are fewer than 90 students who have been referred to the team. We have the right people in the room with a focus on family and student support. Math paraprofessionals, *Fuerza Unida*, Link Crew, and TVN are all partnering with A-COST.

A-COST also includes attendance tracking. Per CA Department of Education guidelines for distance learning PCHS is required to track attendance for ALL students and provide an intervention for students who have missed three school days. In order to meet this requirement, as well as identify and address our student needs, there is an attendance component in A-COST. The A-COST Team receives referrals from teachers and pulls attendance reports from Infinite Campus that flag students who have missed three or more school days. Follow up calls and emails made to families about their students' absences and issues are logged and monitored.

Campus Unification Department:

PCHS is focused on ensuring our school community is a safe environment where all are valued and treated with respect. PCHS Campus Unification Director Gio Stewart plays a significant part in supporting students and providing opportunities for community members to learn more about each other in a positive environment. The latest developments in the Unification Department include:

- [Communitydays.org](https://communitydays.org) “enough is enough” Anti-Racism resources page for the PALI community
- Link Crew Training for specially selected upperclassmen working with 9th graders
- Link Crew Orientation for all 9th grade students
- NEW Link Crew Tutoring for 9th graders (team of 26 student tutors for 9th graders)
- NEW Pali’s new student grievance system [The Three C's](#)
- Justice League thriving in its 4th year with new student initiatives and group name change to “The Collective Student Union”
- NEW Link Crew & Collective Student Union Collaboration “understanding the importance of A-G’s for BIPOC 9th graders”
- NEW [Social Justice Allies initiative](#)
- Two Friday morning assemblies



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CHARTER HIGH SCHOOL

- NEW Ethnic Studies Book Club open to all PCHS stakeholders designed to value and build cultural awareness and empathy.

Academic and Administrative Department Highlights:

Assistant Principals for the Academic Departments provided the following highlights and updates from the beginning of the school year.

Tami Christopher - Attendance and Admissions Office/English, Tech Ed, Virtual Academy

- **Virtual Attendance in Infinite Campus (IC)** – IC has created a [virtual attendance](#) component which is then transferred into actual IC attendance every night. Virtual attendance is first taken by students (similar to the attendance quizzes in Schoology). Attendance is then verified by teachers. Teachers can access and verify the attendance after each period ends OR at the end of the last period based upon daily attendance reports sent by the attendance office.
- The **lottery application** (for 2021-22) will be open from 10/12/2020 – 3/1/2021.
- **English 9 PLC** –The PCHS 9th grade PLC is piloting the novel *All American Boys* with their classes this fall. This is a switch from *A Raisin in the Sun*. All literary skills that have been previously taught continue to be covered with our incoming 9th graders. Teachers selected this novel in light of the current nationwide protests to social injustices and lack of equity believing this contemporary novel is relevant for all students. We are proud of our teachers for working to bring this piece of literature to PCHS.
- **Featured Teacher: Tech Ed – Jamie Agius and PCHSmakers** – Ms. Aguis is helping PCHS students create though Distance Learning!! She is doing this using paper and ZOOM. To quote Ms. Aguis, “Give them an inch to invent and they take a mile to innovate!” Distance learning is challenging for ALL of us. Thank you, Ms. Aguis for being one of many Pali teachers making distance learning an amazing experience for our students. Follow pchsmakers on Instagram.

Monica Iannessa - Academic Achievement Team/Math and VAPA Departments

- **Academic Achievement Team** - With a focus on intervention, the Intervention Coordinator, PLC Coordinator, and SLC Coordinator have teamed to put together plans for support with PLCs and 9th grade pods. These three coordinators have been working seamlessly together since the summer to provide a focused plan for the year. They have been holding meetings with the faculty, analyzing data, offering the Study Skills teachers support, as well as supporting important curricular initiatives to diversify the curriculum. Kudos go to Myrna Cervantes, Lisa Saxon, and Sarah Rosenthal.



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CHARTER HIGH SCHOOL

- See the **Friday Faculty Schedule for September 18** in the meeting materials to see the exciting opportunities for teachers and students.
- **Visual and Performing Arts Department (VAPA)**

How can you have fun while distanced during band camp this summer? Click the link!
<https://drive.google.com/file/d/1CFI8-WCFwruIZT7orhgOoNYmCGXaEj94/view>

PCHS Film Production and Film 2 courses are underway. Malia Jakus and Nancy Fracchiolla have been working hard to create a strong CTE pathway. Students are already producing short films.

- **Math Department Highlights**
 - Algebra I: Commended for use of CFUs using Pali Ed Tech Tools!
 - Algebra II: Scope and Sequence with UCLA Curtis Center Training
 - Geometry: Parallel City Project, PLC Kahoots
 - Math Analysis: PLC collaboration!
 - **Math Lab:** The PCHS math paraprofessionals have been participating in intervention meetings, breakout rooms, and are open for business! Kudos to Sara Hattanbach, Andres Merlos, and Kevin Oliva. They are a great team!

Chris Lee – Counseling/World Language and Science Departments

- **Counseling Office Scheduling**

Counselors worked throughout the summer to create schedules for students. The Counseling Office implemented an online course request process for incoming students. All students were able to access their schedules before school started on August 10 in order to make schedule requests before classes began. Counselors worked diligently to respond to the over 1,400 requests in order to have schedules solidified by the September 8 permanent schedule date. Currently the counselors are beginning to plan on programming for the Spring Semester as well as preparing Senior Letters. These will be emailed out to parents in the upcoming weeks.

- **Senate Bill 98**

Due to the new California State regulations as written in Senate Bill 98 (SB 98), all students must meet the requirement for a minimum instructional day of 240 minutes. Thus, all PCHS students must have at least three classes a day in order to meet the required 240 minutes of daily instruction. To ensure that all students have the required 240 minutes of daily instruction, students who have a free home period or fewer than three periods a day will now be enrolled in a Study Seminar class. This class will give enrolled students a chance to set academic goals, have teacher check-ins, study time, and reflection while earning high school credit. Students will be required to sign in for attendance, attend the live Video check-ins, and complete their personal study goals.



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- **Community College Courses**

PCHS is continuing its partnership with local community colleges, SMC and WLACC in order to provide dual enrollment opportunities for students. Students can earn both PCHS and college credits through this partnership. Courses include Cloud Computing, Psychology, and American Sign Language. PCHS is looking to also include a Real Estate course, which will require securing funding for textbooks.

- **LGBTQ+ Support**

The PCHS COST team is looking to explore a partnership with We Exist- a program funded by LA County Department of Mental Health dedicated to expanding access and improving services for LGBTQI2S+ young folks and the people who care for them. For no cost to PCHS they would offer additional support groups for LGBTQI2-S Transition Age Youth and their families/ caregivers, referrals to LGBTQ+ affirming services (therapy, STI testing, legal services like name change, etc.), and community presentations and trainings on a number of topics that impact LGBTQI2-S Youth.

- **Science Department Updates**

The Chemistry PLC welcomes a new addition to the Science Department, Jane Curren. Dr. Curren brings many years of teaching experience, as well as experience in the field of ecology and environmental science. Together the Chemistry PLC has created a resource page on Schoology, as well as using a variety of online labs. Many Science Department PLCs met over the summer to plan for the upcoming eLearning semester. The Biology PLC took time to address the socioemotional needs of the students during eLearning, as well.

- **World Language Department Updates**

This cohesive department welcomes two new and experienced teachers. Aurora Martinez infuses her Spanish language curriculum with rich cultural studies. Andrea Giannone created the Italian language program at his prior school. He brings his creativity, insight, and enthusiasm to PCHS. All World Language teachers met during the summer to collaborate and plan for the upcoming eLearning semester. Collectively, the department is focusing on Performance, Practice, and Participation as its pedagogical approach.

Mary Bush - Student Support Services/Special Education Department

- **Special Education Department Updates**

The department welcomed two new teachers, Michelle Goldstein & James Buckman, this year. Both are doing a tremendous job and are communicating well with faculty and parents.

PCHS has approximately 70 new students in special education this school year and special education teachers are in the process of holding IEPs to adjust services as needed – a requirement under state and federal law. We have a total of 255 students in Special Education.



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Our new school psychologist, Guadalupe ‘Lupita’ Gutierrez is a welcome addition to PCHS and has begun assessing students for whom we have signed assessment plans. PCHS utilizes an acknowledgement form, requiring parent signature, to inform parent of the safety precautions being used during assessment. These include a plexiglass shield, masks, gloves and distancing (when appropriate). Parents are also required to affirm that the student does not have COVID symptoms and has not been exposed in the last 14 days.

Special education assessment timelines were tolled under SB 117. It is anticipated that the state legislature will end the timeline waivers so we will begin sending out assessment plans next week as there is quite a backlog of students who have been referred for assessment.

Los Angeles Public Health Dept. recently announced that Student in Special Education and English Learners could attend school; however, LAUSD is not allowing students back on campus yet and we are currently working on a MOU with our teachers to bring students back on campus when we’re able.

- **504**

Section 504 plans have been developed to support students with a disability who and who may have been referred for Special Education assessment since March 15, 2020.

Our Section 504 Program Manager, Grant Smith, is monitoring progress and Acellus courses for 250 students.

- **Health Office**

School Nurse, Stephanie Boyd, has been working on a COVID policy for students and staff at PCHS. A draft of guidelines and requirements for reopening schools is currently being reviewed by Pali Administration. Nurse Boyd is also conducting record reviews for Triennial IEP team meetings and conducting initial Health assessments.

- **Mental Health Services**

The PCHS Mental Health Team is now fully staffed. We welcomed Lynn Lim to our team this year. Lynn is replacing Joe Ringlehan who retired last year. Counseling caseloads have been developed and the team is responding to referrals are providing support to students and families. A memorial post for Shane Thomas on Schoology allows students to post memories and say farewell to Shane. The post also includes Grief Resources.



PALISADES

CHARTER HIGH SCHOOL

Russ Howard – Activities, Athletics, Discipline/Social Studies and PE Departments

- The 9th grade sociology teachers are collectively working with students to delve into topics of racial and social justice throughout the semester. The upcoming units for the semester include social identity and power, social inequality and oppression, and systemic racism.
- Athletics do not officially start until mid-December.
- There is solid collaboration within the PE and Social Studies departments which is extremely vital during this eLearning environment.



PCHS FRIDAY FACULTY SCHEDULE, SEPTEMBER 18, 2020

Friday Schedule, Sept. 18, 2020	Event	Notes and Links
8:30 – 9:00 AM (optional)	ASB Webinar	Highlights from the ASB Webinar for students. “How to Get Heard.” Concern forms and how they are responded to will be explained. Link to come.
9:00 – 10:00 AM	PLC Meeting Time	Various agendas and links Math: Algebra 2 Curtis Center Training Topic: Palisades Alg. 2 Scope and Sequence Time: Sep 18, 2020 09:00 AM Pacific Time (US and Canada) Join Zoom Meeting https://ucla.zoom.us/j/91029006954?pwd=MWVVMldCUSTOVkxEL1lwSDhzcWhHQQT09
10:15 – 11:15 AM	 Or SLC focused intervention meetings	<i>Introduction to Nearpod</i> Trainer: Joan Gore from Nearpod Topic: Palisades Charter HS Join Zoom Meeting https://us02web.zoom.us/j/82730076513 Meeting ID: 827 3007 6513 Or SLCs will review grade data and plan interventions for failing students. The interventions can include Math Lab appointments, parent phone calls, and office hour/intervention appointments. SLC Intervention Template
11:30 AM – 12:30 PM		<i>Introduction to Nearpod</i> Trainer: Joan Gore from Nearpod Topic: Palisades Charter HS Join Zoom Meeting https://us02web.zoom.us/j/82730076513 Meeting ID: 827 3007 6513
3:30 PM – 5:00 PM (optional)	Longterm Strategic Planning Meeting (LTSP) <i>Please join us!</i>	This is the first meeting of the year. In the LTSP meetings, stakeholders form committees to ensure that: 1) the school is following its LCAP, WASC plans, and Technology plans 2) a monthly review school progress on its these plans and connected schoolwide goals 3) make decisions to help build and adjust school plans and initiatives <i>There is a teacher honorarium issued per department for participating in the meeting.</i>



PCHS FRIDAY FACULTY SCHEDULE, SEPTEMBER 18, 2020

		<p>Topic: LTSP Zoom Meeting Time: Sep 18, 2020 03:30 PM Pacific Time (US and Canada) Join Zoom Meeting https://go.palihigh.org/LTSPLive Meeting ID: 834 7525 6428 Passcode: 897625</p>
--	--	---

We have four instructional coaches who can personalize PD to you. Please sign up to make an appointment with them:

Julie Benke:

<https://outlook.office365.com/owa/calendar/PALIPALTECHCOACHINGwJulieBenke@palihigh.org/bookings/>

Steve Burr: <https://calendly.com/steveburr>

Malia Jakus: <https://calendly.com/mjakus>

John Vieira: <https://go.palihigh.org/vieira>



Coversheet

College Center Presentation

Section: IV. Academic Excellence
Item: A. College Center Presentation
Purpose: FYI
Submitted by:
Related Material: PCHS School Profile 2020-2021 - Final.pdf
2020 College Statistical Data - Final.pdf

PROFILE 2020-2021

PCHS SCHOOL PROFILE

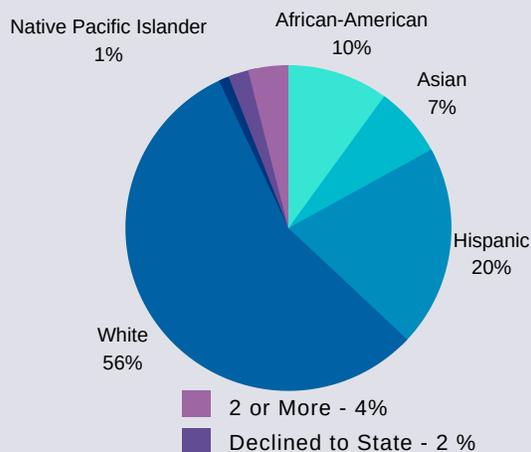


Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA90272
(310) 230-6643 / collegecenter@palihigh.org

PCHS AT A GLANCE - Palisades Charter High School is a financially independent comprehensive four-year public high school. In 1993 a Charter was approved by the Los Angeles Unified School District and the California State Department of Education, which specified accountability for higher levels of student achievement. In 2003, all school stakeholder groups unanimously supported the transition to financial independence and accountability. Palisades Charter High School is a California nonprofit public benefit corporation governed by an elected Board of Trustees, and is a California Distinguished School.

Palisades Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC) until 2024. The school year includes two semesters of 20 weeks each. Periods 1 through 6 meet every other day for approximately 100 minutes each. Periods 0 and 7 are optional and meet daily for 55 minutes. These periods are used for students who would like to take additional electives such as; AP Computer Science Principles, language courses, drama and orchestra courses. Effective as of March 12, 2020, all PCHS students transitioned to eLearning.

STUDENT BODY



Total Enrollment: 3000 Students

Graduation Rate: 98.9%

Geographic Diversity: 113 ZIP Codes

CURRICULUM

AP Courses offered:

Art – Drawing
Art – 2D & 3D
*Art History
Biology
Calculus AB & BC
Chemistry
Comp Principles
Computer Science
English Language
Environmental Science
European History
French Language
Government & Politics US
Italian Language
Macroeconomics
Music Theory
Physics (E&M/M)
Statistics
*Spanish Language
US History
World History

*not offered 2020

Powered by BoardOnTrack

UC-Approved Honors

Level Courses offered:

African American Lit
American Literature
Anatomy
California Literature
CCC War Lit
Chemistry
Chicano/a Lit
Contemporary Comp
Environmental Science
French 4
Math Analysis
Neuroscience
Physics
Physiology
Spanish 3
U.S. History

Other Honors Level

Courses offered:

Adv. Composition
Algebra 2
Biology
Economics
English 10
French 3
Geometry
Marine Biology
Spanish 2
Spanish for Native Speakers 2
Principles of American Democracy
World History
World Literature

GRADUATION REQUIREMENTS

Total credits required: 230 (5 credits = 1 semester class)

English	40 Credits	Physical Education	20 Credits
Social Science	30 Credits	Visual/Performing Arts	10 Credits
Science	20 Credits	Applied Technology	10 Credits
Mathematics	20 Credits	Electives	75 Credits
Health	5 Credits		

Students earn elective credits for college eligibility by completing additional math, science, and foreign language courses. Students are required to take 5 credits of Computer Science. Students must complete ten hours of community service per year. (Waived during COVID)

Class of 2020 GPA/CLASS RANK - Effective August 1, 2020 PCHS will no longer use ranking. Grades are calculated on a 4.0 scale based on all grades earned in the 9th, 10th and 11th grades. If classes are repeated, both grades are included. Only AP grades are weighted in computing GPA (unweighted GPA is augmented .025 point per AP per semester). The grading system is A-B-C-D-F; D is a passing grade for high school graduation purposes. Courses completed outside of Palisades Charter High School are included on the transcript only if the course or the credits are required for graduation.

Effective as of the 2020-2021 school year, Palisades Charter High School will no longer rank our students. This decision was approved by our Board of Directors in efforts to more accurately depict our student's individual academic performance. Palisades Charter High School offers an extremely rigorous program including college level AP courses, very demanding honors level courses alongside a very strong high school curriculum.

TEST SCORES

In May 2020, 2,043 AP exams were administered in 23 subjects, with 31% of the students scoring 5, 31% scoring 4, and 24% scoring 3, for an overall pass rate of 86%. Pass rates for AP courses:

Biology	84%	Comp Princ	92%	Human Geo	85%	Statistics	82%	US History	90%
Calculus AB	74%	English Lang	81%	Music Theory	56%	Studio Drawing	94%	World History	90%
Calculus BC	92%	English Lit	81%	Physics CEM	55%	Studio 2D	98%		
Chemistry	88%	Envir Science	84%	Physics CM	90%	Studio 3D	100%		
Computer Sci	91%	Euro History	88%	Spanish Lang	98%	US Gov	84%		

Class of 2020

- 7 National Merit Finalists
- 8 National Hispanic Recognition Program Participants
- 26 NMSQT Commended Students
- 3 National Hispanic Scholars

Class of 2019

- 4 National Merit Finalists
- 24 NMSQT Commended Students
- 8 National Hispanic Recognition Program Participants

Mean SAT (2019)

EWR: 543
Math: 567
Total: 1110

Mean ACT (2018)

Composite: 26.5

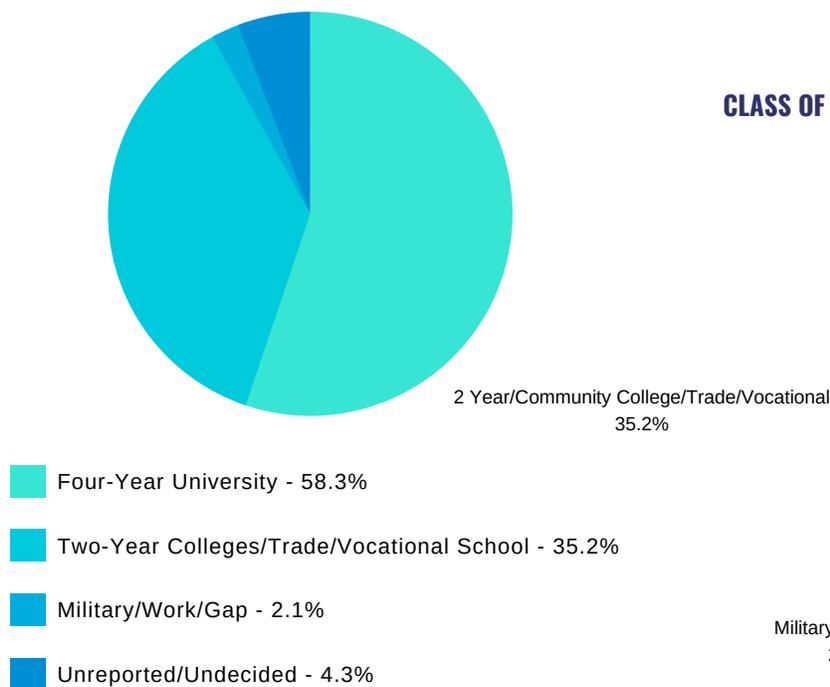
Mean ACT (2019)

Not enough data to report

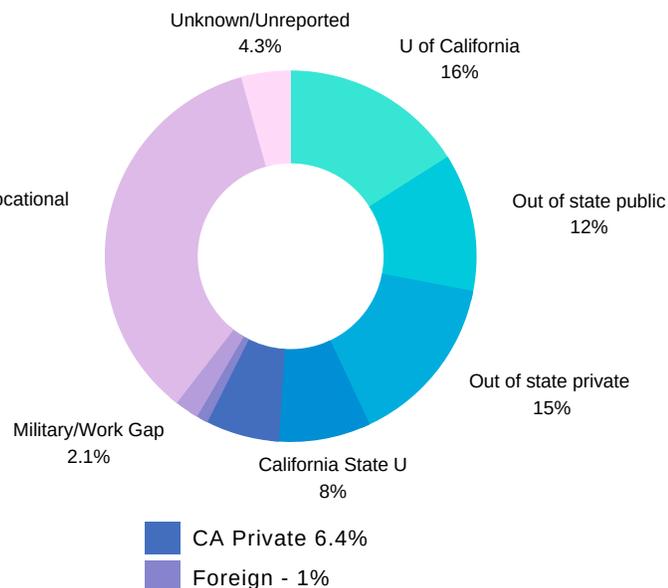
IMPORTANT TRANSCRIPT INFORMATION

The GPA reported on a transcript is listed as "Unweighted GPA (w/ Bonus Points);" please see GPA description above. Our GPA calculations are unchanged from previous years.

2020 COLLEGE MATRICULATIONS



CLASS OF 2020 COLLEGE MATRICULATION BREAKDOWN



**Palisades Charter High graduates of 2018 to 2020 enrolled in the following colleges and universities:
University of California – all campuses; California State University – 16 of 23 campuses**

- | | | | | |
|--------------------------------|------------------------------|-------------------------------|----------------------------------|---------------------------------|
| Alabama State University | Colorado State University | Kenyon College | Prairie View A&M Univ | U of Notre Dame |
| AMDA | Columbia College Chicago | Knox College | Pratt Institute | U of Puget Sound |
| American U of Paris | Columbia University | Leeds College of Art & Design | Princeton University | United States Air Force Academy |
| American University | Connecticut College | Lehigh University | Purdue University | United States Military Academy |
| Arizona State | Cornell University | Lewis & Clark College | Rensselaer Polytechnic Institute | University of Denver |
| Art Center College of Design | Dartmouth College | Loyola Chicago | RISD | University of Pennsylvania |
| Auburn Univ | Denison University | Loyola Marymount U | Roosevelt University | University of Edinburgh |
| Azusa Pacific University | DePaul University | Manhattan S. of Music | Rowan University | University of Illinois |
| Babson College | Dickinson College | Marist College | SAI Chicago | University of Iowa |
| Bard College | Drexel University | MIT | Santa Clara University | University of Kentucky |
| Barnard College | Duke University | Miami University | Sarah Lawrence | University of La Verne |
| Bates College | Durham University | Middlebury College | Seton Hall University | University of London |
| Belmont Univ | Eastern Michigan University | Montana State University | Sewanee University | University of Oregon |
| Berklee Col of Music | Elon University | Morehouse College | Soka Univ | University of Pisa |
| Berlin U of the Arts | Emerson College | Mt. Holyoke College | Sophia University | University of Pittsburgh |
| Berlin University of the Arts | Emory Univ | Mt. St. Mary's Univ | Southern Methodist University | University of Rochester |
| Boston University | Endicott College | New York University | Southern University | UNLV & UNR |
| Brigham Young University | Fordham University | Northeastern University | Southern Utah University | Vassar College |
| Brown University | George Washington University | Northern Arizona U | Spelman College | Washington State University |
| Bucknell University | Georgetown University | Northwest Lineman College | Stanford University | Wellesley College |
| Butler University | Georgia Tech | Northwestern Univ | Stony Brook University | Xavier University of Louisiana |
| Butte College | Gonzaga University | Oberlin College | Suffolk University | Yale University |
| Cal Lutheran Univ | Hartwich College | Occidental College | Syracuse University | |
| Cal Poly SLO | Harvard University | Ohio State University | Texas A & M University | |
| California College of the Arts | Hobart & William Smith | Ohio Wesleyan University | The Evergreen State | .. and more! |
| Calvin College | Hofsta University | Oregon State | The New School | |
| Carnegie Mellon University | Howard University | Otis College of A & D | Trinity College | |
| Chapman University | IE University - Madrid | Pace University | U Mass Amherst | |
| Clark Atlanta University | Indiana University | Penn State | U of Arizona | |
| CO School of Mines | Jackson State University | Pepperdine University | U of CO Boulder | |
| Colgate College | Johns Hopkins Univ | Pitzer College | U of Hawaii Manoa | |
| College of Idaho | Johnson & Wales University | Point Loma Nazarene | U of Michigan | |
| Colorado College | Kalamazoo College | | U of Montana | |

PALISADES CHARTER HIGH SCHOOL
CLASS OF 2020 - POST-GRADUATION DATA

4 Yr College	404	57.30%
4 Yr College (Unspecified)	1	0.10%
2 Yr College	231	36.60%
2 Yr College (Unspecified)	0	0%
Apprenticeship Program	1	0.10%
Career Education	5	0.70%
College Prep School	1	0.10%
Dropped-out	0	0%
Employed	5	0.70%
Military	3	0.30%
Non-U.S. College	7	1%
Non-U.S. College (Unspecified)	0	0%
Other	0	0%
Other Schools	2	0.40%
Undecided/No Plans	4	0.60%
Unknown	32	3.70%
Year Off	9	1.10%

**PALISADES CHARTER HIGH SCHOOL
CLASS OF 2020 - MATRICULATION BY STATE**

CA	448	69%	64%
NY	22	3%	3%
CO	20	3%	3%
WI	13	2%	2%
AZ	10	2%	1%
LA	10	2%	1%
OR	9	1%	1%
WA	9	1%	1%
GA	8	1%	1%
DC	8	1%	1%
PA	8	1%	1%
IL	8	1%	1%
VT	7	1%	1%
MA	7	1%	1%
CT	6	1%	1%
MI	5	1%	1%
TX	5	1%	1%
RI	4	1%	1%
TN	4	1%	1%
FL	3	0%	0%
OH	3	0%	0%
HI	3	0%	0%
UT	3	0%	0%
	3	0%	0%
IA	2	0%	0%
NC	2	0%	0%
ND	1	0%	0%
MN	1	0%	0%
VA	1	0%	0%
NV	1	0%	0%
IN	1	0%	0%
ID	1	0%	0%
SC	1	0%	0%
NJ	1	0%	0%
ME	1	0%	0%
NM	1	0%	0%

**PALISADES CHARTER HIGH SCHOOL
CLASS OF 2020 - UC/CSU MATRICULATION**

	# STUDENTS APPLIED	#ACCEPTED	#ATTENDING
UNIVERSITY OF CALIFORNIA - LOS ANGELES	225	32	11
UNIVERSITY OF CALIFORNIA - BERKELEY	202	38	26
UNIVERSITY OF CALIFORNIA - SAN DIEGO	220	76	12
UNIVERSITY OF CALIFORNIA -SANTA BARBARA	256	69	22
UNIVERSITY OF CALIFORNIA - IRVINE	142	34	5
UNIVERSITY OF CALIFORNIA - DAVIS	163	65	13
UNIVERSITY OF CALIFORNIA - SANTA CRUZ	184	112	21
UNIVERSITY OF CALIFORNIA - RIVERSIDE	77	39	5
UNIVERSITY OF CALIFORNIA - MERCED	34	16	0
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD	6	3	1
CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS	20	13	0
CALIFORNIA STATE UNIVERSITY, CHICO	14	12	1
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS	23	9	1
CALIFORNIA STATE UNIVERSITY, EAST BAY	13	7	1
CALIFORNIA STATE UNIVERSITY, FRESNO	6	3	0
CALIFORNIA STATE UNIVERSITY, FULLERTON	41	16	1
HUMBOLDT STATE UNIVERSITY	10	7	1
CALIFORNIA STATE UNIVERSITY, LONG BEACH	103	34	2
CALIFORNIA STATE UNIVERSITY, LOS ANGELES	35	16	4
CALIFORNIA MARITIME ACADEMY	1	0	0
CALIFORNIA STATE UNIVERSITY, MONTEREY BAY	22	5	0
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE	101	59	18
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA	54	24	4
CALIFORNIA STATE UNIVERSITY, SACRAMENTO	16	7	3
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO	7	3	0
SAN DIEGO STATE UNIVERSITY,	117	32	4
SAN FRANCISCO STATE UNIVERSITY	40	23	2
SAN JOSE STATE UNIVERSITY	26	12	4
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO	121	37	5
CALIFORNIA STATE UNIVERSITY, SAN MARCOS	9	5	0
SONOMA STATE UNIVERSITY	10	8	0
CALIFORNIA STATE UNIVERSITY, STANISLAUS	2	1	0

**PALISADES CHARTER HIGH SCHOOL
CLASS OF 2020 - NON-US MATRICULATION DATA**

COUNTRY	#STUDENTS	% OF STUDENTS MATRICULATING	% OF TOTAL NUMBER OF STUDENTS
Canada	2	Less than 1%	Less than 1%
Japan	1	Less than 1%	Less than 1%
Spain	1	Less than 1%	Less than 1%
France	1	Less than 1%	Less than 1%
United Kingdom	1	Less than 1%	Less than 1%
Austria	1	Less than 1%	Less than 1%

TOTAL = 1% of STUDENT POPULATION

NON-US UNIVERSITIES

- University of Toronto
- University of British Columbia
- Waseda University
- IE Madrid
- American University of Paris
- Leeds University
- University of Vienna

IVY LEAGUE SCHOOL RESULTS	NUMBER STUDENTS		
	APPLIED	#ACCEPTED	#ATTENDING
Brown University	33	3	2
Columbia University	25	0	0
Cornell University	25	2	0
Dartmouth College	14	2	0
Harvard College	19	0	0
Princeton University	15	0	0
University of Pennsylvania	25	1	1
Yale University	17	1	1

	NUMBER STUDENTS		
	APPLIED	#ACCEPTED	#ATTENDING
American University	24	14	12
Amherst College	6	0	0
Arizona State University	42	26	3
Barnard College	9	0	0
Bates College	6	1	1
Boston College	12	4	1
Boston University	54	12	1
Bowdoin College	7	1	0
Bucknell University	6	1	0
Carnegie Mellon	20	5	1
Chapman University	46	23	6
Duke University	25	1	1
Emerson College	13	9	0
Emory University	21	6	4
George Washington University	32	10	3
Georgetown University	10	3	1
Indiana University	53	32	1
Loyola Marymount University	51	20	5
Middlebury College	23	7	5
MIT	10	1	1
New York University	54	9	3
Northeastern University	43	9	1
Northwestern University	39	2	2

Pepperdine University	26	6	2
Rhode Island School of Design	6	1	1
Rice University	12	0	0
Stanford University	36	4	4
Syracuse University	50	28	8
The New School - All Divisions	21	13	6
Tufts University	19	3	0
Tulane University	65	12	7
UMASS - Amherst	17	14	1
Univ. North Carolina - Chapel Hill	13	1	0
University of Arizona	49	38	5
University of Chicago	21	4	3
University of Colorado - Boulder	84	64	19
University of Miami	41	12	3
University of Michigan - Ann Arbor	79	9	5
University of Oregon	91	67	6
University of Southern California	108	30	15
University of Texas - Austin	32	7	1
University of Virginia	17	0	0
University of Washington - Seattle	59	25	4
University of Wisconsin	68	41	3
Vanderbilt University	32	5	3
Washington University - St. Louis	22	3	0
Wesleyan University	18	7	4

TULANE

Schiffman, Jeffrey G <jschiffman@tulane.edu>
Thu 8/20/2020 2:44 PM

TOTALLY FINE! 2020 IS INSANE! WHATEVER YOU CAN DO WE ARE HERE FOR YOU.

Jeff Schiffman | Director of Admission

Tulane University | Office of Undergraduate Admission
Gibson Hall 210 | 6823 St. Charles Avenue | New Orleans, LA 70118

www.TUAdmissionJeff.blogspot.com

[Meet me](#)

[All things virtual at Tulane >>](#)

USC

Matthew Petersen <matthew.petersen@usc.edu>
Mon 8/31/2020 2:42 PM

Karen,

Thanks for reaching out! For the most part we only require one letter of recommendation and it must come from an academic source, which can either be a teacher or a counselor. We understand that students may have a special relationship with a specific teacher and will ask them to write a letter. However, there are no disadvantages to submitting a letter from a counselor. I will ask around if a letter from a principal is sufficient, but I imagine we would rather the letter be from a counselor or teacher.

I hope this was helpful. Please let me know if you have any other questions or concerns.

Best regards,

Matthew Petersen

Pronouns: he, his, him

Assistant Director, Undergraduate Admission
University of Southern California
matthew.petersen@usc.edu | 213.740.8831

HARVARD

Bever, Erica Jane <ebever@fas.harvard.edu>

Mon 8/31/2020 11:32 AM

Dear Karen,

Thank you very much for your email. What a difficult situation for you and your students! We of course want your students to have the opportunity to have their strongest case presented, but don't want this situation to impact their ability to apply to Harvard if they wish to do so. Your proposal here, for the principal and assistant principle to replace the teachers' letters would be sufficient. You can also let your students know that there may be others, perhaps a summer tutor or music instructor or coach who may know them well and who would be willing to write a letter of support. Ideally the writer could speak to their academics, but we'll understand the limitations. If a student has trouble getting the 2 required letters of support, please have them write fileroom@fas.harvard.edu so that we may address that requirement. I will also save your letter and include it in applications so that any other reader will have this information as context for their review. Please be assured that we will review the information that each student submits as well as whatever support we have. If we have particular questions, I will be sure to reach out to you or your colleagues.

Please let me know if you have other questions.

Best wishes,
Erica

Coversheet

Proposed Modification to Pali eLearning Program (100% Distance Learning) FALL 2020

Section: IV. Academic Excellence
Item: C. Proposed Modification to Pali eLearning Program (100% Distance Learning) FALL 2020
Purpose: Vote
Submitted by:
Related Material: eLearning Policy Revisions 9_22_2020.pdf

PROPOSED REVISION TO BOARD-ADOPTED eLEARNING PROGRAM (100% DISTANCE LEARNING) FALL 2020

PCHS administration and UTLA recommend the Board approve the following revisions to the “Grade Policies and Assessment Categories” section of the eLearning Program (100% Distance Learning) Fall 2020 document adopted by the Board on August 13, 2020.

Grade Policies and Assessment Categories

We will use a traditional grading scale and universal grade bands for the fall.

100-90	A
89-80	B
79-70	C
69-60	D
59- 0	NC

Departmental weighting of Academic Categories policies will be determined by Departments and/or PLCs/SLCs taking into consideration the drawbacks of eLearning along with input from the administration and Curriculum Council. Departmental Academic Category weighting policies and schoolwide grading policies will be approved by the Board of Trustees with stakeholder input.

~~Academic Categories shall be limited in the following way:~~

- ~~● If teachers use total points for grade set up, points for summative assessments can represent no more than 40% of the total points of the final grade.~~
- ~~● If teachers use categories in their grade set up, teachers will set up a minimum of three categories. (For example: Assessments, Homework, Classwork) The Summative Assessment category can be no more than 40% of the grade.~~
- ~~● Summative Assessments will not be traditional.~~
 - ~~○ Summative Assessments will continue to be projects, essays, presentations, and performance tasks. Furthermore, traditional “bubble in” multiple choice question tests cannot be counted in an assessment category. Consider other options, such as students justifying their multiple choice answers as a summative assessment option. AP assessment exception: AP teachers will continue to align their course assessments with the College Board.~~

Department Grade Categories and weights will exist in a centralized location on the PCHS website under “Academics.”

Coversheet

2019-2020 Unaudited Actuals

Section: V. Finance
Item: A. 2019-2020 Unaudited Actuals
Purpose: Discuss
Submitted by:
Related Material: V.A - 2019-2020 Unaudited Actuals Presentation.pdf
V.A - PCHS SACS 19-20 Unaudited.pdf
V.A - Unaudited Actuals Worksheet 19-20.pdf



2019-2020 UNAUDITED ACTUALS

By: Arleta Ilyas, Juan Pablo Herrera, Sara Margiotta of
Budget/Finance

Presentation

- 2020-21 Unaudited Actuals Overview
- Revenue: Estimated vs. Unaudited
- Expense: Estimated vs. Unaudited
- Pali's 3- Year Financial History
- Special Ed Cost per Year
- Lifetime Benefits & Building a reserve
- Immediate Concerns



2019-2020 Unaudited Actuals

Revenue category	2019-2020 Adopted Budget (6/19/2019)	2019-2020 2 nd Interim	2019-2020 Estimated Actuals (6/5/2020)	2019-2020 Unaudited Actuals (8/19/2020)	Difference (Unaudited vs. Estimated)	Actuals vs. Budgeted
LCFF	\$29,384,582	\$29,514,591	\$29,610,004	\$29,621,752	\$11,748	\$237,170
Federal	\$1,426,470	\$1,411,810	\$1,262,281	\$1,243,671	(\$18,610)	(\$182,800)
State	\$836,697	\$1,028,975	\$1,025,156	\$963,245	(\$61,911)	\$126,548
Local	\$3,987,112	\$3,827,947	\$3,492,808	\$3,558,434	\$65,626	(\$428,678)
Total	\$35,634,861	\$35,783,323	\$35,390,249	\$35,387,102	(\$3,147)	(\$247,759)
Expense Category	2019-2020 Adopted Budget (6/19/2019)	2019-2020 2 nd Interim	2019-2020 Estimated Actuals (6/5/2020)	2019-2020 Unaudited Actuals (8/19/2020)	Difference (Unaudited vs. Estimated)	Actuals vs. Budgeted
Certificated Salaries	\$14,108,265	\$14,373,171	\$14,298,171	\$14,270,782	(\$27,389)	\$162,517
Classified Salaries	\$4,649,783	\$4,567,856	\$4,567,856	\$4,736,132	\$168,276	\$86,348
Benefits	\$7,924,422	\$7,877,956	\$7,963,291	\$7,823,442	(\$139,849)	(\$100,980)
Books & Supplies	\$648,819	\$763,044	\$648,506	\$546,163	(\$102,343)	(\$102,655)
Services, Other Operating Exp.	\$5,880,186	\$5,739,800	\$5,305,488	\$5,469,467	\$163,979	(\$410,720)
Depreciation	\$900,000	\$900,000	\$900,000	\$856,150	(\$43,850)	(\$43,850)
Indirect Cost/Debt Service	\$331,305	\$332,605	\$333,559	\$358,382	\$24,823	\$27,077
Total Expenses	\$34,442,781	\$34,554,432	\$34,016,870	\$34,060,519	\$43,647	(\$529,110)
Net Total (Revenue - Expense)	\$1,192,080	\$1,228,891	\$1,373,379	\$1,326,584	(\$46,795)	\$281,351



Revenue: Estimated vs. Unaudited

- LCFF: Prior year revenue adjustments
- Federal: Increased IDEA funding (\$9k), Lowered claims for Dept. of Rehab program, Disputed CDE food services audit, write off from prior years (-\$18K)
- State: Deferred \$10K of COVID-19 grant to 20-21, recognized more CTE revenue for 19-20 FY
- Local: Received more AB602 Special Ed Revenue

Expense: Estimated vs. Unaudited



- Decrease in Certificated Salaries/Benefits (-\$27K)
- Increase in classified salaries/benefits (\$168k)
- Decreased spending in IMA due to re-classification of student conference expenses from IMA to other services (-\$18k)
- Increased non-capital spending as part of CTE grant
- Decreased spending in food service supplies due to school closure (-\$74k)
- Increased repair expense to account for LAUSD repair expense settlement (\$308K)
- Cost savings in Special Ed consulting, security, custodial, & food services, increase in legal expenses and re-class of landscaping services (\$55,614).
- Decreased cost in transportation due to stop in service, less parent billings (-\$159,374)

Pali's 3-Year Financial History

Revenue	17/18 Actuals	18/19 Actuals	19/20 Actuals
LCFF	\$28,816,219	\$27,952,129	\$29,621,752
Federal	\$1,321,289	\$1,393,072	\$1,243,671
State	\$3,944,232	\$3,603,453	\$963,245
Local	\$1,780,114	\$1,873,588	\$3,558,434
Total Revenue:	\$33,861,854	\$34,822,242	\$35,387,102
Expense	17/18 Actuals	18/19 Actuals	19/20 Actuals
Cert Salaries	\$14,703,193	\$14,809,971	\$14,270,782
Class Salaries	\$4,592,164	\$4,647,915	\$4,736,132
Benefits	\$7,107,370	\$7,605,701	\$7,823,442
Books/Supplies	\$1,452,174	\$773,877	\$546,163
Services, Other Operating Exp.	\$5,960,039	\$6,528,022	\$5,469,467
Depreciation	\$637,921	\$872,447	\$856,150
Debt Service/Indirect	\$313,137	\$332,193	\$358,382
Total Expense	\$34,765,997	\$35,570,846	\$34,060,518
Net Balance (financial statement balance)	(\$904,143)	(\$748,604)	\$1,326,584
Net balance (cash statement balance)	(\$266,970)	(\$480,470)	\$1,885,252

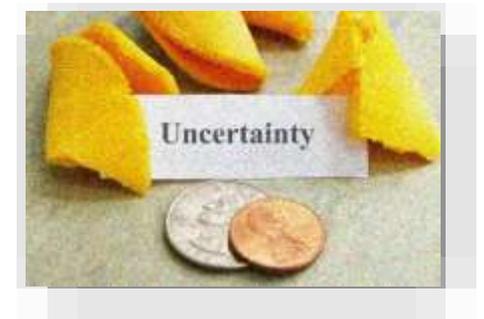
Special Education – Costs Per Year

	2015-16	2016-17	2017-18	2018-19	2019-20
Federal (IDEA)	\$540,503	\$549,373	\$565,541	\$588,067	\$597,250
State (AB602)	\$1,629,296	\$1,619,536	\$1,681,851	\$1,761,835	\$1,791,069
Local (STEP Grant)	\$107,588	\$166,207	\$172,997	\$355,834	\$160,504
Total Revenue	\$2,277,387	\$2,168,909	\$2,247,392	\$2,705,736	\$2,548,823
Total Cost	\$3,620,064	\$4,315,948	\$4,581,186	\$5,942,921	\$4,940,067
General Fund (Encroachment)	\$1,342,676	\$1,980,832	\$2,160,797	\$3,237,185	\$2,391,247
% Increase (Total)	-1%	19%	6%	7%	-16%
% Increase (Gen Fund)	-6%	48%	9%	7%	-26%
% Funded by Gen Fund	37%	46%	47%	47%	48%

5 year annual average increase of 3%, 5 year general fund increase of 6.4%



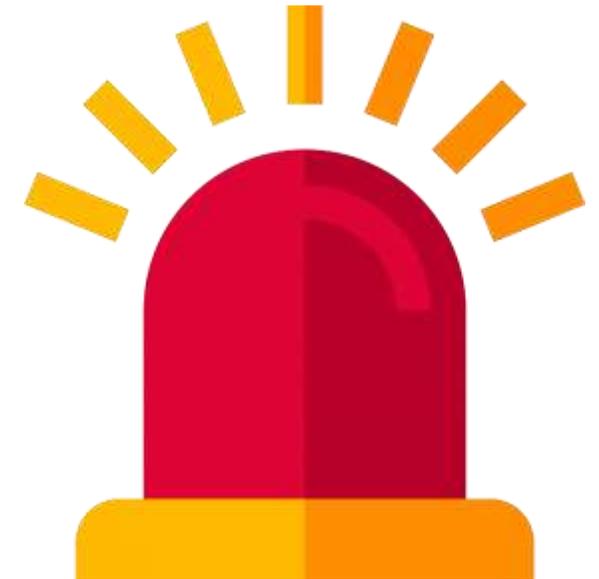
Lifetime Benefits & Building a Reserve



- As calculated by our actuaries at Nyhart Epler, PCHS has a yearly OPEB (Other Post-Retirement Benefits) of \$1,534,631/year.
- This is the cost PCHS has to pay each year in order to sustain the lifetime health benefits program
- PCHS also has to build a reserve for any economic uncertainty
- There are currently 2 reserve requirements out there:
 - Reserve for economic uncertainty: 3% of our general fund expenses (19/20 amount = \$1,021,534.61) – PCHS Board MOU states a 5% reserve
 - Fund balance reserve policy of at least 17% of expenditures:
(19/20 amount = \$5,790,288.06)
- 3% reserve would = 2 weeks of expense while 17% is about 2 months of expenses

Immediate Concerns/Next Steps

- Monitor state budget analysis
- Cash Flow (Deferrals/State IOU)
- Reserves
- COVID-19 Impact
- Develop re-opening plans for hybrid model, monitor impacts to revenue and expense
- Track multi-year projections
- STRS/PERS increases



Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actual
FINANCIAL REPORT
2019-20 Unaudited Actuals
Charter School Certification

19 64733 1995836
Form CA

Charter Number: 037

<p>To the entity that approved the charter school:</p> <p>2019-20 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report is hereby approved and filed by the charter school pursuant to Education Code Section 42100(b).</p> <p>Signed: <u><i>Pamela Magee</i></u> Date: <u>Aug. 20, 2020</u> Charter School Official (Original signature required)</p> <p>Printed Name: <u>Pamela Magee</u> Title: <u>Executive Director/Principal</u></p>			
<p>To the County Superintendent of Schools:</p> <p>2019-20 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been reviewed and is hereby filed with the County Superintendent of Schools pursuant to Education Code Section 42100(a).</p> <p>Signed: _____ Date: _____ Authorized Representative of Charter Approving Entity (Original signature required)</p> <p>Printed Name: _____ Title: _____</p>			
<p>To the Superintendent of Public Instruction:</p> <p>2019-20 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).</p> <p>Signed: _____ Date: _____ County Superintendent/Designee (Original signature required)</p>			
<p>For additional information on the unaudited actual financial report, please contact:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>For Approving Entity:</p> <p><u>Florencia De La Cruz</u> Name</p> <p><u>Treasury & Accounting Services- Charter Unit</u> Title</p> <p><u>213-241-7927</u> Telephone</p> <p><u>florencia.delacruz@lausd.net</u> E-mail Address</p> </td> <td style="width: 50%; vertical-align: top;"> <p>For Charter School:</p> <p><u>Arleta Ilyas</u> Name</p> <p><u>Finance Manager</u> Title</p> <p><u>310-230-7235</u> Telephone</p> <p><u>ailyas@palihigh.org</u> E-mail Address</p> </td> </tr> </table>		<p>For Approving Entity:</p> <p><u>Florencia De La Cruz</u> Name</p> <p><u>Treasury & Accounting Services- Charter Unit</u> Title</p> <p><u>213-241-7927</u> Telephone</p> <p><u>florencia.delacruz@lausd.net</u> E-mail Address</p>	<p>For Charter School:</p> <p><u>Arleta Ilyas</u> Name</p> <p><u>Finance Manager</u> Title</p> <p><u>310-230-7235</u> Telephone</p> <p><u>ailyas@palihigh.org</u> E-mail Address</p>
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G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2019-20 Unaudited Actuals	2020-21 Budget
01	General Fund/County School Service Fund	GS	S
08	Student Activity Special Revenue Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund	G	G
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	GS	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	S	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1995836
Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	29,621,752.00	27,196,847.00	-8.2%
2) Federal Revenue		8100-8299	1,243,670.76	1,653,358.00	32.9%
3) Other State Revenue		8300-8599	963,245.22	969,722.00	0.7%
4) Other Local Revenue		8600-8799	3,558,434.68	3,842,816.00	8.0%
5) TOTAL, REVENUES			35,387,102.66	33,662,743.00	-4.9%
B. EXPENSES					
1) Certificated Salaries		1000-1999	14,270,782.19	14,103,004.00	-1.2%
2) Classified Salaries		2000-2999	4,736,132.68	4,369,612.00	-7.7%
3) Employee Benefits		3000-3999	7,823,441.78	7,844,229.00	0.3%
4) Books and Supplies		4000-4999	546,163.40	694,027.00	27.1%
5) Services and Other Operating Expenses		5000-5999	5,469,467.72	5,647,068.00	3.2%
6) Depreciation		6000-6999	856,150.20	900,000.00	5.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	358,381.69	330,306.00	-7.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			34,060,519.66	33,888,246.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,326,583.00	(225,503.00)	-117.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
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Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,326,583.00	(225,503.00)	-117.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(5,527,735.36)	(5,435,034.36)	-1.7%
b) Audit Adjustments		9793	(1,233,882.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(6,761,617.36)	(5,435,034.36)	-19.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(6,761,617.36)	(5,435,034.36)	-19.6%
2) Ending Net Position, June 30 (E + F1e)			(5,435,034.36)	(5,660,537.36)	4.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(5,435,034.36)	(5,660,537.36)	4.1%

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1995836
Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	8,775,857.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,233,091.37		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	268,697.05		
3) Accounts Receivable		9200	4,176,331.36		
4) Due from Grantor Government		9290	910,923.20		
5) Due from Other Funds		9310	701,412.03		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	203,830.47		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	12,310,428.75		
e) Accumulated Depreciation - Buildings		9435	(5,596,616.19)		
f) Equipment		9440	2,172,925.71		
g) Accumulated Depreciation - Equipment		9445	(1,275,529.26)		
h) Work in Progress		9450	174,618.70		
10) TOTAL, ASSETS			24,055,970.67		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1995836
Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	2,745,584.86		
2) Due to Grantor Governments		9590	1,465,628.09		
3) Due to Other Funds		9610	701,412.03		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	273,799.38		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	19,698,580.67		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	4,606,000.00		
7) TOTAL, LIABILITIES			29,491,005.03		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G10 +H2) - (I7 + J2)			(5,435,034.36)		

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	18,231,552.00	15,339,022.00	-15.9%
Education Protection Account State Aid - Current Year		8012	2,892,686.00	4,732,251.00	63.6%
State Aid - Prior Years		8019	(261,806.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	8,759,320.00	7,125,574.00	-18.7%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			29,621,752.00	27,196,847.00	-8.2%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	188,961.25	322,006.00	70.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	597,249.92	602,592.00	0.9%
Title I, Part A, Basic	3010	8290	317,694.00	315,175.00	-0.8%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	63,316.00	62,303.00	-1.6%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	3,535.00	New
Title III, Part A, English Learner Program	4203	8290	0.00	2,526.00	New
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	23,699.00	23,337.00	-1.5%
Career and Technical Education	3500-3599	8290	37,102.00	37,102.00	0.0%
All Other Federal Revenue	All Other	8290	15,648.59	284,782.00	1719.9%
TOTAL, FEDERAL REVENUE			1,243,670.76	1,653,358.00	32.9%

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1995836
Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	17,010.59	27,050.00	59.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	608,027.51	601,749.00	-1.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	121,142.94	192,599.00	59.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	217,064.18	148,324.00	-31.7%
TOTAL, OTHER STATE REVENUE			963,245.22	969,722.00	0.7%

Palisades Charter High
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1995836
 Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	206,588.55	269,348.00	30.4%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	756,097.40	911,000.00	20.5%
Interest		8660	126,453.83	129,459.00	2.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	1,791,068.51	1,908,009.00	6.5%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	678,226.39	625,000.00	-7.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,558,434.68	3,842,816.00	8.0%
TOTAL, REVENUES			35,387,102.66	33,662,743.00	-4.9%

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

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Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	13,366,325.13	13,197,886.00	-1.3%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	904,457.06	905,118.00	0.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			14,270,782.19	14,103,004.00	-1.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	820,653.07	930,455.00	13.4%
Classified Support Salaries		2200	166,180.23	160,886.00	-3.2%
Classified Supervisors' and Administrators' Salaries		2300	416,110.00	410,452.00	-1.4%
Clerical, Technical and Office Salaries		2400	1,910,577.86	1,940,764.00	1.6%
Other Classified Salaries		2900	1,422,611.52	927,055.00	-34.8%
TOTAL, CLASSIFIED SALARIES			4,736,132.68	4,369,612.00	-7.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,409,794.09	2,277,635.00	-5.5%
PERS		3201-3202	730,475.64	768,833.00	5.3%
OASDI/Medicare/Alternative		3301-3302	555,757.97	553,769.00	-0.4%
Health and Welfare Benefits		3401-3402	3,571,805.78	3,716,765.00	4.1%
Unemployment Insurance		3501-3502	20,212.97	25,477.00	26.0%
Workers' Compensation		3601-3602	214,377.53	195,750.00	-8.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	321,017.80	306,000.00	-4.7%
TOTAL, EMPLOYEE BENEFITS			7,823,441.78	7,844,229.00	0.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	(5,151.29)	9,900.00	-292.2%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	243,925.35	318,143.00	30.4%
Noncapitalized Equipment		4400	139,610.52	90,680.00	-35.0%
Food		4700	167,778.82	275,304.00	64.1%
TOTAL, BOOKS AND SUPPLIES			546,163.40	694,027.00	27.1%

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1995836
Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	24,674.51	48,348.00	95.9%
Dues and Memberships		5300	352,834.74	352,074.00	-0.2%
Insurance		5400-5450	192,879.13	309,969.00	60.7%
Operations and Housekeeping Services		5500	540,832.45	572,000.00	5.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	702,071.90	576,408.00	-17.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,583,767.84	3,712,408.00	3.6%
Communications		5900	72,407.15	75,861.00	4.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,469,467.72	5,647,068.00	3.2%
DEPRECIATION					
Depreciation Expense		6900	856,150.20	900,000.00	5.1%
TOTAL, DEPRECIATION			856,150.20	900,000.00	5.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	296,217.52	271,968.00	-8.2%
Debt Service					
Debt Service - Interest		7438	62,164.17	58,338.00	-6.2%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			358,381.69	330,306.00	-7.8%

Palisades Charter High
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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

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 Form 62

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			34,060,519.66	33,888,246.00	-0.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Function

19 64733 1995836
 Form 62

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	29,621,752.00	27,196,847.00	-8.2%
2) Federal Revenue		8100-8299	1,243,670.76	1,653,358.00	32.9%
3) Other State Revenue		8300-8599	963,245.22	969,722.00	0.7%
4) Other Local Revenue		8600-8799	3,558,434.68	3,842,816.00	8.0%
5) TOTAL, REVENUES			35,387,102.66	33,662,743.00	-4.9%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		24,132,729.28	22,980,224.00	-4.8%
2) Instruction - Related Services	2000-2999		5,823,541.09	1,370,555.00	-76.5%
3) Pupil Services	3000-3999		659,923.07	722,315.00	9.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		1,860,951.88	7,632,772.00	310.2%
8) Plant Services	8000-8999		1,224,992.65	852,074.00	-30.4%
9) Other Outgo	9000-9999	Except 7600-7699	358,381.69	330,306.00	-7.8%
10) TOTAL, EXPENSES			34,060,519.66	33,888,246.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,326,583.00	(225,503.00)	-117.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Function

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Form 62

Description	Function Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,326,583.00	(225,503.00)	-117.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(5,527,735.36)	(5,435,034.36)	-1.7%
b) Audit Adjustments		9793	(1,233,882.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(6,761,617.36)	(5,435,034.36)	-19.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(6,761,617.36)	(5,435,034.36)	-19.6%
2) Ending Net Position, June 30 (E + F1e)			(5,435,034.36)	(5,660,537.36)	4.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(5,435,034.36)	(5,660,537.36)	4.1%

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Unaudited Actuals
 Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

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 Form 62

Resource	Description	2019-20 Unaudited Actuals	2020-21 Budget
Total, Restricted Net Position		0.00	0.00

Description	2019-20 Unaudited Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00	2,907.00

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Unaudited Actuals
 2019-20 Unaudited Actuals
 Every Student Succeeds Act Maintenance of Effort Expenditures

19 64733 1995836
 Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2019-20 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	34,060,519.66
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	945,905.29
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	856,150.20
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	62,164.17
4. Other Transfers Out	All	9200	7200-7299	296,217.52
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	4,940,069.53
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				6,154,601.42
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				26,960,012.95

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Unaudited Actuals
 2019-20 Unaudited Actuals
 Every Student Succeeds Act Maintenance of Effort Expenditures

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 Form ESMOE

Section II - Expenditures Per ADA		2019-20 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)		2,907.00
B. Expenditures per ADA (Line I.E divided by Line II.A)		9,274.17
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	33,840,131.40	11,972.41
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	(4,363,407.00)	1,501.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	29,476,724.40	13,473.41
B. Required effort (Line A.2 times 90%)	26,529,051.96	12,126.07
C. Current year expenditures (Line I.E and Line II.B)	26,960,012.95	9,274.17
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	2,851.90
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2021-22 may be reduced by the lower of the two percentages)	0.00%	23.52%

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 2019-20 Unaudited Actuals
 Every Student Succeeds Act Maintenance of Effort Expenditures

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 Form ESMOE

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
School closed Mid-March due to the pandemic, resulting in a decrease in expenses.	(4,363,407.00)	1,501.00
Total adjustments to base expenditures	(4,363,407.00)	1,501.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000) 604,367.84
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 26,225,988.81

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 2.30%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
 Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 105,000.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	943,650.20
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	69,672.09
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	28,174.83
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	105,000.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	936,497.12
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	936,497.12

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	24,109,258.64
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,823,541.09
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	492,144.25
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	14,950.03
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,196,817.82
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	105,000.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	31,741,711.83

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)
 (Line A8 divided by Line B19) 2.95%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2021-22 see www.cde.ca.gov/fg/ac/ic)
 (Line A10 divided by Line B19) 2.95%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>936,497.12</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>0.00</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B19); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (0%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5%) times Part III, Line B19); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>0.00</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>0.00</u>

Palisades Charter High
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 2019-20 Unaudited Actuals
 Exhibit A: Indirect Cost Rates Charged to Programs

19 64733 1995836
 Form ICR

Approved indirect cost rate: 0.00%
 Highest rate used in any program: 5.00%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
62	3550	35,336.00	1,766.00	5.00%
62	9010	4,710,632.53	229,437.00	4.87%

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
2019-20 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

19 64733 1995836
Form L

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	446,609.97		161,417.54	608,027.51
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		446,609.97	0.00	161,417.54	608,027.51
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		161,417.54	161,417.54
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	446,609.97			446,609.97
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		446,609.97	0.00	161,417.54	608,027.51
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Unaudited Actuals
2019-20
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocation Factors (AF) for Support Costs

	----- Teacher Full-Time Equivalents -----				----- Classroom Units -----		Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)	0.00	0.00	4,919,084.03	0.00	1,224,992.65	0.00	111,477.37
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals Description							
0001 Pre-Kindergarten							
1110 Regular Education, K-12			1.00		116.00		450.00
3100 Alternative Schools							
3200 Continuation Schools							
3300 Independent Study Centers							
3400 Opportunity Schools							
3550 Community Day Schools							
3700 Specialized Secondary Programs							
3800 Career Technical Education							
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
5000-5999 Special Education (allocated to 5001)							
6000 ROC/P							
Other Goals Description							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
Other Funds Description							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)							
-- Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors	0.00	0.00	1.00	0.00	116.00	0.00	450.00

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
2019-20
General Fund and Charter Schools Funds
Program Cost Report

19 64733 1995836
Form PCR

Goal	Program/Activity	----- Direct Costs -----			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K-12	20,230,074.87	6,255,554.05	26,485,628.92	1,572,062.93		28,057,691.85
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	156,478.94	0.00	156,478.94	9,287.86		165,766.80
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	0.00	0.00	0.00	0.00		0.00
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	4,710,632.53	0.00	4,710,632.53	279,601.09		4,990,233.62
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
----	Food Services					488,445.70	488,445.70
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					0.00	0.00
----	Other Outgo					358,381.69	358,381.69
Other Funds							
----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	0.00		0.00
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
----	Total General Fund and Charter Schools Funds Expenditures	25,097,186.34	6,255,554.05	31,352,740.39	1,860,951.88	846,827.39	34,060,519.66

Unaudited Actuals
2019-20
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	19,394,635.81	775,439.06	0.00	0.00	0.00	60,000.00	0.00			0.00	0.00	20,230,074.87
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	156,478.94	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	156,478.94
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	4,581,614.53	129,018.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,710,632.53
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		24,132,729.28	904,457.06	0.00	0.00	0.00	60,000.00	0.00	0.00	0.00	0.00	0.00	25,097,186.34

* Functions 7100-7199 for goals 8100 and 8500

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
2019-20
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocated Support Costs (AC)

19 64733 1995836
Form PCR

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	4,919,084.03	1,224,992.65	111,477.37	6,255,554.05
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)		0.00		0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)		0.00		0.00
Total Allocated Support Costs		4,919,084.03	1,224,992.65	111,477.37	6,255,554.05

Palisades Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
2019-20
Program Cost Report
Schedule of Central Administration Costs (CAC)

19 64733 1995836
Form PCR

A. Central Administration Costs in General Fund and Charter Schools Funds	
1 Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	14,950.03
2 External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	0.00
3 Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	1,776,329.76
4 Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	69,672.09
5 Total Central Administration Costs in General Fund and Charter Schools Funds	1,860,951.88
B. Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	
1 Total Direct Charged Costs (from Form PCR, Column 1, Total)	25,097,186.34
2 Total Allocated Costs (from Form PCR, Column 2, Total)	6,255,554.05
3 Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	31,352,740.39
C. Direct Charged Costs in Other Funds	
1 Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2 Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3 Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4 Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5 Total Direct Charged Costs in Other Funds	0.00
D. Total Direct Charged and Allocated Costs (B3 + C5)	31,352,740.39
E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)	5.94%

Palisades Charter High
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 2019-20
 General Fund and Charter Schools Funds
 Program Cost Report
 Schedule of Other Costs (OC)

19 64733 1995836
 Form PCR

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	488,445.70				488,445.70
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			0.00		0.00
Other Outgo (Objects 1000-7999)				358,381.69	358,381.69
Total Other Costs	488,445.70	0.00	0.00	358,381.69	846,827.39

Palisades Charter High
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 2019-20 Unaudited Actuals
 Schedule of Capital Assets

19 64733 1995836
 Form ASSET

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress		0.00	0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings		11,761,158.16	11,761,158.16	549,270.59		12,310,428.75
Equipment		2,163,287.40	2,163,287.40	9,638.31		2,172,925.71
Total capital assets being depreciated	0.00	13,924,445.56	13,924,445.56	558,908.90	0.00	14,483,354.46
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings		(4,621,967.63)	(4,621,967.63)	(974,648.56)		(5,596,616.19)
Equipment		(1,100,829.62)	(1,100,829.62)	(174,699.64)		(1,275,529.26)
Total accumulated depreciation	0.00	(5,722,797.25)	(5,722,797.25)	(1,149,348.20)	0.00	(6,872,145.45)
Total capital assets being depreciated, net	0.00	8,201,648.31	8,201,648.31	(590,439.30)	0.00	7,611,209.01
Governmental activity capital assets, net	0.00	8,201,648.31	8,201,648.31	(590,439.30)	0.00	7,611,209.01
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Palisades Charter High
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 2019-20 Unaudited Actuals
 Schedule of Long-Term Liabilities

19 64733 1995836
 Form DEBT

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability		19,697,831.47	19,697,831.47			19,697,831.47	0.00
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	0.00	19,697,831.47	19,697,831.47	0.00	0.00	19,697,831.47	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00	4,606,000.00		4,606,000.00	0.00
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	4,606,000.00	0.00	4,606,000.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							701,412.03	701,412.03
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	701,412.03	701,412.03

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Unaudited Actuals
 2019-20 Unaudited Actuals
 Technical Review Checks

Palisades Charter High
 Los Angeles Unified

Los Angeles County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

- CHECKFUND - (F) - All FUND codes must be valid. PASSED
- CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09. PASSED
- CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED
- CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED
- CHECKGOAL - (F) - All GOAL codes must be valid. PASSED
- CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED
- CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED
- CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED
- CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. PASSED
- CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED
- CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED
- CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED
- CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED
- CHK-RESOURCExOBJECTA - (W) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. EXCEPTION

ACCOUNT					RESOURCE	OBJECT	VALUE	
FD	RS	PY	GO	FN	OB			
62	5310	0	0000	0000	9430	5310	9430	11,875.71
Explanation:Fixed assets acquired using cafeteria funds.								
62	6387	0	0000	0000	9435	6387	9435	-32,322.11
Explanation:Fixed assets acquired using CTE funds.								
62	6387	0	0000	0000	9445	6387	9445	-39,477.15
Explanation:Fixed assets acquired using CTE funds.								
62	6387	0	0000	0000	9450	6387	9450	9,482.22
Explanation:Work in progress for fixed assets paid out of CTE program.								
62	7388	0	0000	0000	9650	7388	9650	10,083.82
Explanation:Deferred unused revenue for SB 117.								

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

BALANCE-FDxRS - (F) - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES-CH - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. To assist those charter schools that are

reporting in SACS for the current year, but reported in the alternative form last year, Charter School Alternative Form prior year ending fund balances have been included in the SACS software to compare to the total of the SACS beginning balances for all resources. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

CEFB=FD-EQUITY - (F) - Components of Ending Fund Balance/Net Position (objects

9710-9790, 9796, and 9797) must agree with Fund Equity (Assets [objects 9100-9489] plus Deferred Outflows of Resources [objects 9490-9499] minus Liabilities [objects 9500-9689] minus Deferred Inflows of Resources [objects 9690-9699]). **PASSED**

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **PASSED**

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **PASSED**

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **PASSED**

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **PASSED**

EFB-POSITIVE - (W) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **EXCEPTION**

FUND	RESOURCE	NEG. EFB
62	0000	-5,337,732.51
Explanation:OPEB Liability is a part of the beginning balance.		
62	5310	-21,837.08
Explanation:Cafeteria began the year with a negative ending balance - due to fixed assets depreciation.		
62	9010	-75,464.77
Explanation:Special ed began the year with a negative ending balance due to a liability owed for special ed revenue.		
Total of negative resource balances for Fund 62		-5,435,034.36

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: **EXCEPTION**

FUND	RESOURCE	OBJECT	VALUE
62	0000	4100	-9,652.41
Explanation:Contra account for textbook refunds.			
62	0000	9790	-5,337,732.51
Explanation:OPEB Liability is a part of the beginning balance.			
62	5310	9790	-21,837.08
Explanation:Cafeteria began the year with a negative ending balance - due to fixed assets depreciation.			
62	9010	9790	-75,464.77
Explanation:Special ed began the year with a negative ending balance due to a liability owed for special ed revenue.			

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

AR-AP-POSITIVE - (F) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

CONSOLIDATED-ADM-BAL - (F) - Net expenditures and assets minus liabilities must equal zero for Resource 3155, ESEA (ESSA): Consolidated Administrative Funds. PASSED

NET-INV-CAP-ASSETS - (W) - Because capital asset amounts were imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. EXCEPTION

ACCOUNT					AMOUNT
FD	RS	-PY-	GO	- FN - OB	
62	0000	0-0000	0000	9435	-5,564,294.08
62	0000	0-0000	0000	9440	2,172,925.71
62	0000	0-0000	0000	9445	-1,236,052.11
62	0000	0-0000	0000	9450	165,136.48
62	0000	0-0000	0000	9430	12,298,553.04
62	6387	0-0000	0000	9435	-32,322.11
62	6387	0-0000	0000	9445	-39,477.15
62	6387	0-0000	0000	9450	9,482.22
62	5310	0-0000	0000	9430	11,875.71

Explanation: Investement in captial assets were paid through different resources within fund 62.

SUPPLEMENTAL CHECKS

ESMOE-ADA - (F) - If Form ESMOE is completed, ADA must be reported in Section II, Line A. PASSED

ASSET-IMPORT - (F) - If capital asset amounts are imported/keyed (Function 8500, Facilities Acquisition and Construction, or objects 6XXX, Capital Outlay; or objects 9400-9489, Capital Assets, in funds 61-67), then capital asset supplemental data (Form ASSET) must be provided. PASSED

DEBT-IMPORT - (F) - If long-term debt amounts are imported/keyed, the long-term debt supplemental data (Form DEBT) must be provided. PASSED

LOT-IMPORT - (F) - If lottery amounts are imported in resources 1100 and/or 6300, then the Lottery Report, Form L, must be completed and saved. PASSED

LOT-CONTRIB-IMPORT-A - (F) - If State Lottery revenue (Resource 1100) is

contributed to other resources (Object 8980), supplemental data for those contributions must be entered in Form L. PASSED

LOT-CONTRIB-IMPORT-B - (W) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental expenditure data for those contributions should be entered in Form L. PASSED

ESMOE-IMPORT - (F) - If Every Student Succeeds Act amounts are imported, then the Every Student Succeeds Act Maintenance of Effort form, Form ESMOE, must be provided. PASSED

IC-ADMIN-PLANT-SVCS - (W) - Percentage of plant services costs attributable to general administration should not be zero or exceed 25%. PASSED

IC-PCT - (W) - The straight indirect cost percentage before the carry-forward adjustment (Form ICR, Part III, Line C) is between 2% and 9%. PASSED

IC-POSITIVE - (W) - The indirect cost rate after the carry-forward adjustment (Form ICR, Part III, Line D) should be positive. PASSED

IC-ADMIN-NOT-ZERO - (W) - Other General Administration costs (Part III, Line A1) in Form ICR should not be zero. PASSED

IC-BD-SUPT-NOT-ZERO - (W) - Board and Superintendent costs (Part III, Line B7) in Form ICR should not be zero. PASSED

IC-BD-SUPT-VS-ADMIN - (W) - In Form ICR, the ratio of Board and Superintendent costs to Other General Administration costs is less than 5%. Please review your records and make any necessary corrections. EXCEPTION

Board and Superintendent
(Form ICR, Part III, Line B7) 14,950.03

Other General Administration, less portion charged to restricted
resources or specific goals
(Form ICR, Part III, Line A1) 943,650.20
Ratio is 1.58%

Explanation: The LEA did not incur more than 5% of costs related to the board/superintendent as a charter LEA.

IC-EXCEEDS-LEA-RATE - (W) - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) exceeds the LEA's approved indirect cost rate. Please review your records and make any necessary changes. EXCEPTION

Explanation: Approved indirect cost posted by CDE for LEA on the website was 5.12% for the 19-20 FY.

PCRAF-UNDISTRIBUTED - (F) - Allocation factors must be entered in Form PCRAF for support functions with costs in undistributed goals (goals 0000 and 9000). PASSED

PCR-ALLOC-NO-DIRECT - (W) - In forms PCR/PCRAF, costs should normally only be allocated to goals that have direct costs. PASSED

PCR-GF-EXPENDITURES - (F) - Total Costs by Program in Form PCR, Column 6 should agree with total expenditures (objects 1000-7999) in funds 01, 09, and 62. PASSED

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

ASSET-PY-BAL - (F) - If capital asset ending balances were included in the prior year unaudited actuals, the Schedule of Capital Assets (Form ASSET) must be provided. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

DEBT-PY-BAL - (F) - If long-term liability ending balances were included in the prior year unaudited actuals data, the Schedule of Long-Term Liabilities (Form DEBT) must be provided. PASSED

EXPORT CHECKS

UNAUDIT-CERT-PROVIDE - (F) - Unaudited Actual Certification (Form CA) must be provided. PASSED

ICR-PROVIDE - (F) - Indirect Cost Rate Worksheet (Form ICR) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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Unaudited Actuals
2020-21 Budget
Technical Review Checks

Palisades Charter High
Los Angeles Unified

Los Angeles County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

- CHECKFUND - (F) - All FUND codes must be valid. PASSED
- CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09. PASSED
- CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED
- CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED
- CHECKGOAL - (F) - All GOAL codes must be valid. PASSED
- CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED
- CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED
- CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED
- CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. PASSED
- CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED
- CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED
- CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED
- CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED
- CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. EXCEPTION

FUND	RESOURCE	NEG. EFB
62	0000	-5,563,234.51
62	5310	-21,837.08

Explanation:Cafeteria resource began the year with a negative ending balance due r

62	9010	-75,465.77
----	------	------------

Explanation:Sped resource began the year with a negative ending balance from the prior year.

Total of negative resource balances for Fund 62 -5,660,537.36

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
62	0000	9790	-5,563,234.51

Explanation:OPEB Liability is part of the beginning balance.

62 5310 9790 -21,837.08

Explanation:Cafeteria began the year with a negative ending balance - due to fixed assets depreciation.

62 9010 9790 -75,465.77

Explanation:Special ed began the year with a negative ending balance due to a liability owed for special ed revenue.

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

**Palisades Charter High School
2019-2020 Unaudited Actuals**

	2018/2019 Unaudited Actuals	2019-2020 Adopted Budget 6/19/19	2019-2020 Estimated Actuals (6/5/2020)	2019-2020 Unaudited Actuals (6/30/2020)	Difference (Actuals - Budgeted)	Unaudited Actuals Comments
ADA ESTIMATES/ACTUAL FUNDED		2,880	2,907	2,907	27	
LCFF FUNDING PER ADA		\$ 10,203	\$ 10,188	\$ 10,188	\$ (15)	
EPA Funding-Prop 30	5,348,046	5,093,230	5,153,274	2,892,686	(2,200,544)	State adjusted EPA funding
LCFF Entitlement - State Aid - Current Year	15,406,867	16,595,530	16,703,715	18,231,552	1,636,022	Adjusted for higher ADA (2880 vs 2907)
LCFF Entitlement - State Aid - PY adjustments	(66,020)		(6,512)	(261,806)	(261,806)	Prior year ADA adjustments
ADA Adjustment					-	
LCFF PY Adjustments					-	
C S Funding In Lieu of PropTax -	7,263,236	7,695,822	7,759,527	8,759,320	1,063,498	Increase in property tax revenue to make up for EPA funding loss
C S Funding In Lieu of PropTax - PY adjustments					-	
LCFF Funding-Total	27,952,129	29,384,582	29,610,004	29,621,752	237,170	
NCLB:T1,Basic School Support	321,279	337,783	315,175	317,694	(20,089)	updated # per CDE June 2020
Special Ed: IDEA Basic Local Assistance Entitlement	588,067	587,356	593,929	597,250	9,894	
NCLB:TII, Teacher Quality/ESSA	67,768	66,962	62,303	63,316	(3,646)	updated # per CDE June 2020
Title III Part A English Language - (24 students)			2,526	-	-	updated # per CDE June 2020
Title III Part A Immigrant - (37 students)			3,535	-	-	updated # per CDE June 2020
ESSA:TIV,Student Support and Academic Enrichment	18,833	18,933	23,337	23,699	4,766	updated # per CDE June 2020
MAA-Medical Reimbursements		-			-	
Perkins	29,570	37,000	37,102	37,102	102	
DOR-Rehab	20,000	20,652	16,652	15,649	(5,003)	
COVID-19 Grant (Federal CARES Act)		-		-	-	PER CDE
Child Nutrition Program	347,555	357,784	207,722	188,961	(168,823)	No food sales March - June, disputed CDE food service audit, write-off from prior years
Federal Revenues-Total	1,393,072	1,426,470	1,262,281	1,243,671	(182,800)	
				DIFFERENCE		
Learning Loss & Mitigation		-				
State Lottery:Non Prop 20 - Current Year	499,742	459,000	444,771	443,108	(15,892)	\$150/ADA
State Lottery:Non Prop 20 - PY adjustments	9,541		3,502	3,502	3,502	prior year adjustment
Child Nutrition: School Programs	25,002	30,055	17,064	17,011	(13,045)	No food sales March - June
Mandated Costs Reimbursement	131,554	134,986	132,844	132,844	(2,142)	
One Time Discretionary Grant	535,718				-	
Classified School Employees Professional Development Block Grant	13,998		-		-	
State Lottery:Prop 20 Inst Matls- Current Year	198,387	162,000	156,978	146,197	(15,803)	\$49/ADA

**Palisades Charter High School
2019-2020 Unaudited Actuals**

	2018/2019 Unaudited Actuals	2019-2020 Adopted Budget 6/19/19	2019-2020 Estimated Actuals (6/5/2020)	2019-2020 Unaudited Actuals (6/30/2020)	Difference (Actuals - Budgeted)	Unaudited Actuals Comments
State Lottery:Prop 20 Ins Matls-PY adjustments	15,218		15,221	15,221	15,221	
Special Education- AB602 - MOVE TO LOCAL	1,761,835				-	
Student ID/CAHSEE	8,047	13,111	13,111	5,852	(7,259)	
CTE Grant			153,213	121,143	121,143	\$173K + \$50K carryover from 19/20
College Readiness Block Grant	11,032	-	-		-	
Low-Performing Students Block Grant	37,545	37,545	38,380	38,380	835	
LAUSD-Sp Ed Grants (Option 3)	355,834			-	-	
COVID-19 Grant			50,072	39,988	39,988	Deferred \$10K of revenue to 20/21 FY
Other State Revenues-Total	3,603,453	836,697	1,025,156	963,245	126,548	
Special Ed AB602 - State		1,770,542	1,726,525	1,791,069	20,527	\$656.35/ADA PER LAUSD SELPA
LAUSD - SPED GRANT OPTION 3		204,835	152,330	160,504	(44,331)	
Food Service Sales	265,306	299,276	229,494	206,589	(92,687)	no food service sales march-june
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	1,099,882	1,083,000	760,000	756,097	(326,903)	closure of pool & facilities
Interest	137,838	129,459	129,459	126,454	(3,006)	
Fundraising	370,562	500,000	495,000	517,722	17,722	
Encroachment					-	
Other Local Revenues-Total	1,873,588	3,987,112	3,492,808	3,558,434	(428,678)	
Total Revenue	34,822,242	35,634,861	35,390,249	35,387,102	(247,759)	
Teachers	13,049,792	12,817,291		12,130,186		
School Admin	894,582	905,118		904,457		
Librarians	129,849	129,614		136,090		
Guidance,Welfare (Counselors)	735,748	722,863		805,839		
Sub Teachers				294,211		
Other Support/Impact of / Step and Column		117,865				
Reduced Auxiliaries/Periods-Net		(151,697)				
Less: FTE's not replacing		(432,789)				
Certificated Salaries	14,809,971	14,108,265	14,298,171	14,270,782	162,517	
Inst'l Aides	845,938	930,455		783,881		
Admin. Sal	413,102	410,452		416,110		
Clerical/Office	1,934,050	1,943,331		1,892,427		
Classified Subs				18,151		
Maint./Oper	114,558	113,204		119,395		
Food Services	47,259	47,682		46,786		
Math Paraprofessionals	200,416	163,756		261,456		
Other Classified	1,092,592	961,543		1,197,926		
Impact Step and Column		79,360				

**Palisades Charter High School
2019-2020 Unaudited Actuals**

	2018/2019 Unaudited Actuals	2019-2020 Adopted Budget 6/19/19	2019-2020 Estimated Actuals (6/5/2020)	2019-2020 Unaudited Actuals (6/30/2020)	Difference (Actuals - Budgeted)	Unaudited Actuals Comments
Proposed New Positions/Hours						
Classified Salaries	4,647,915	4,649,783	4,567,856	4,736,132	86,348	
Total Salaries	19,457,886	18,758,049	18,866,027	19,006,914	248,865	
STRS - Certificated	2,265,596	2,412,513	2,444,987	2,409,794	(2,719)	
PERS - Classified	705,120	770,266	765,703	730,476	(39,791)	
OASDI Regular - Certificated	16,217	15,000	15,000	8,094	(6,906)	
OASDI Regular - Classified	280,009	288,287	281,179	275,994	(12,292)	
OASDI Medicare - Certificated	210,599	204,570	207,323	203,973	(597)	
OASDI Medicare - Classified	66,686	67,422	66,234	67,698	276	
Health & Welfare Benefits - Certificated	2,379,067	2,430,926	2,430,926	2,359,205	(71,720)	
Health & Welfare Benefits - Classified	1,182,112	1,218,961	1,212,961	1,212,601	(6,361)	
Unemployment Insurance - Certificated	15,032	14,425	17,925	14,149	(276)	
Unemployment Insurance - Classified	6,442	6,052	7,552	6,064	12	
Workers' Compensation - Certificated	156,560	145,000	158,500	160,347	15,347	
Workers' Compensation - Classified	51,258	51,000	55,000	54,030	3,030	
Other Employment Benefits - Certificated (LT Benefits)	221,494	250,000	250,000	252,155	2,155	
Other Employment Benefits - Classified (LT Benefits)	49,508	50,000	50,000	68,863	18,863	
Employee Benefits	7,605,701	7,924,422	7,963,291	7,823,442	(100,980)	
Total Salary & Benefits	27,063,587	26,682,471	26,829,318	26,830,356	1,038	
Textbooks	53,265	25,289	(5,144)	(5,151)	(30,441)	textbook budget transfer to IMA & textbook refunds applied
Instructional Materials	211,754	105,132	127,026	109,224	4,092	decreased IMA spending due to COVID, re-classification of expenses out of IMA to other services for student confrennces
Non-capitalized Equipment	120,462	99,644	156,656	151,152	51,509	CTE related expenses
Other Supplies	150,543	150,000	128,089	123,160	(26,840)	decrease in spending due to COVID
Food Service Supplies	237,853	268,754	241,879	167,779	(100,975)	decrease in spending due to COVID
Books & Supplies	773,877	648,819	648,506	546,163	(102,655)	
Personnel Services-Mileage	4,425	4,197	1,000	936	(3,261)	decrease in spending due to COVID
Travel/Conference	43,418	35,000	29,000	23,738	(11,262)	decrease in spending due to COVID
Due/Memberships (Subscriptions)	285,753	383,436	358,335	352,835	(30,602)	licenses previously requested in 19/20 did not renew
Insurance	175,005	193,700	193,700	192,879	(821)	
Operation and Housekeeping Services	224,495	181,650	179,272	139,909	(41,741)	Transfer of landscaping services from operations supplies to consulting services
Utilities	431,097	411,000	426,000	404,623	(6,377)	
Rentals/Leases/Repairs & Noncapitalized Improvements	461,803	354,019	384,019	698,372	344,353	Billing for LAUSD repair expense settlement (\$308K)

**Palisades Charter High School
2019-2020 Unaudited Actuals**

	2018/2019 Unaudited Actuals	2019-2020 Adopted Budget 6/19/19	2019-2020 Estimated Actuals (6/5/2020)	2019-2020 Unaudited Actuals (6/30/2020)	Difference (Actuals - Budgeted)	Unaudited Actuals Comments
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	4,122,846	3,522,061	3,170,115	3,225,729	(296,332)	Cost savings in SpEd consulting, security, custodial, & food service, and landscaping re-class (\$30K increase)
Pupil Transportation	557,783	584,087	360,633	201,259	(382,828)	Stop of transport service in March less parent billings
Other Expenses	133,019	135,643	128,021	156,780	21,137	re-classification of expenses related to student conferences from IMA to other expenses (CTE/Perkins Related)
Communications	88,377	75,393	75,393	72,407	(2,986)	
Services, Other Operating Exp	6,528,022	5,880,186	5,305,488	5,469,467	(410,720)	
Capital Outlay (6100-6500) -Total (Detail Below)	604,313	428,984	259,568	297,483	(131,501)	
Sites & Improvement (6100)	223,736					
Bldgs & Improvement (6200)	345,332	193,984	250,000	287,815	93,831	
Equipment-Technology (6400)		235,000	9,568	9,668	(225,332)	E-Rate project a work in progress in 19/20
Equipment/Furniture Replacement (6500)	35,245					
Depreciation Expense	872,447	900,000	900,000	856,150	(43,850)	
Interest	53,262	37,459	37,459	62,164	24,705	PPP Interest accrual
Indirect Cost (Total charter school supervisory oversight fees only)	279,651	293,846	296,100	296,218	2,372	
Total Expenses-Financial Reporting Basis	35,570,846	34,442,781	34,016,870	34,060,518	(529,110)	
Total Expenses-Cash Reporting Basis	35,302,712	33,971,765	33,376,438	33,501,851	(616,761)	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(748,604)	1,192,080	1,373,379	1,326,584	281,351	
Net Reserve Fund Increase(Reduction)-Cash Basis	(480,470)	1,663,096	2,013,811	1,885,252	369,003	
Cash Deferrals (State IOU)			463,795	3,298,485	3,298,485	LCFF Deferral June 2020
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB	1,092,149	1,092,149	1,092,149	1,213,613	121,464	
Revised Financial Reporting	(1,840,753)	99,931	281,230	112,971	159,887	

Coversheet

2020-2021 Budget Update

Section: V. Finance
Item: B. 2020-2021 Budget Update
Purpose: FYI
Submitted by:
Related Material: 'EPA Funding Overview.pdf

Overview on EPA Funds

- EPA funding was created in 2012 as a result of Proposition 30
 - *Temporary increases sales tax for all & increases income tax for high-income earners*
 - *These new revenues are deposited into the Education Protection Account*
 - *Prop 55 now extends EPA funding through 2030*

- This is NOT new money, just a part of our LCFF entitlement

- Use of funds is restricted to classroom instruction
 - *1% charter oversight fee also qualifies*

- EPA budget proposal is in-line with how PCHS has historically spent EPA funds

Coversheet

2020-2021 EPA Budget

Section: V. Finance
Item: C. 2020-2021 EPA Budget
Purpose: Vote
Submitted by:
Related Material: V.C - EPA Budget - 2020-2021.pdf

EPA Budget Recommended by Budget Finance Committee

	EPA Budget 2020-2021	Comments
ADA ESTIMATE	-	
EPA Funding-Prop 30	6,558,368	
LCFF Funding-Total	6,558,368	Per FCMAT Projection, 9/10/20
Federal Revenues-Total	0	
Total Revenue	6,558,368	
Teachers		EPA - Certificated Salaries - 60 FTE (@\$75K/year)
Certificated Salaries	4,551,581	
Total Salaries	4,551,581	
STRS - Certificated (ER 16.15%)	735,080	EPA - Certificated STRS
OASDI Medicare - Certificated	65,998	EPA - Certificated MEDI
Health & Welfare Benefits - Certificated	910,316	
Unemployment Insurance - Certificated	0	
Workers' Compensation - Certificated	0	
Employee Benefits	1,711,395	
Total Salary & Benefits	6,262,976	
Books & Supplies	0	
Services, Other Operating Exp	0	
Capital Outlay/Depreciation Expense	0	
Indirect Cost (Total charter school supervisory oversight fees only)	295,392	LAUSD Oversight
Total Expenses	6,558,368	
Financial Reporting Basis-Adjusted for Depreciation	(0)	
Net Reserve Fund Increase(Reduction)-Cash Basis	(0)	

Coversheet

Annual School Emergency Operations Plan Adoption

Section: VI. Facilities/Operations
Item: C. Annual School Emergency Operations Plan Adoption
Purpose: Vote
Submitted by:
Related Material: School Emergency Operations Plan for 2020-21.pdf



PALISADES
CHARTER HIGH SCHOOL

Palisades Charter High School

School Emergency Operations Plan

Revised Fall 2020

Our Mission:

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

PALISADES CHARTER HIGH SCHOOL

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PALISADES CHARTER HIGH SCHOOL

School Emergency Operations Plan **Introduction**

The purpose of the School Emergency Operations Plan is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

Promulgation

The School Emergency Operations Plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The School Emergency Operations Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Purpose

The Purpose of the School Emergency Operations Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students at PCHS, and to ensure the preservation of public property.

Scope

The Scope encompasses all PCHS school sites and facilities. It addresses a broad range of major emergencies. Such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

Responsibility

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS and ICS are incorporated in this plan and school personnel must be trained in how the system works. All PCHS school sites must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

Emergency Management Resolution

Emergency Management Resolution

Palisades Charter High School
Los Angeles, California

RESOLUTION: Emergency Plan

WHEREAS, Palisades Charter High School has implemented a School Emergency Operations Plan for all school sites and facilities. The objectives of the plan are to: 1) protect the safety and welfare of students, employees and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the district's facilities and property, and 4) Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Operations Plan, Palisades Charter High School, supports planning, training and exercising the plan at the school site level.

WHEREAS, Palisades Charter High School participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Palisades Charter High School does hereby support the School Emergency Operations Plan.

Revised Plan presented to and adopted by the Board of Trustees September, 22th 2020

Date

Leslie Woolley
Board of Trustees Chair

Dr. Pamela Magee
Executive Director & Principal

Original was adopted on 9/16/2013 by the Governing Board of Palisades Charter High School.

Statement Letter

Dear Palisades Charter High School Families:

The safety of our students continues to be of utmost importance to Palisades Charter High School. As Executive Director and Principal, my focus is "**smart, safe schools**". Schools that are smart and safe open doors for all students by building a foundation of high *expectations*, rigorous *content*, and persistent *support*. We employ a variety of security measures in our daily efforts to provide safe and secure learning environments. These measures reflect our community's high expectations for school safety and include the following:

Palisades Charter High School Security and Safety Committee: This committee focuses on crisis planning and management and continues to develop proactive community partnerships that assist with overall school safety. Its members include representatives from School Security, Administration, Transportation, Community Relations, Instructional Staff, Police and Fire Departments, and a member of the Board of Trustees.

School Security Officers: PCHS has an effective and efficient school security staff. School security consists of a partnership with the Los Angeles School Police Department, two full-time deans, one full-time campus supervisor, and six (6) "rover" School Security Aides who respond to any event at our school site.

PCHS has Crisis Management Plans in place at the school and a Crisis and Emergency Response Plan. I develop the Crisis Management Plan with my staff to meet and exceed the standards established by state law. The plan serves as an operating guide for a wide range of emergencies and reflects each school's unique characteristics. My staff recently revised and expanded the Crisis and Emergency Response Plan. We audit and practice these plans throughout the year.

Physical Security Improvements: We use proven physical security survey checklists to determine low- to no-cost improvements that will tend to make the area "unattractive" to criminal activity. In addition, we are expanding our camera surveillance system to help deter, detect and investigate school crimes. The main physical security improvement needed is more perimeter fencing.

School Safety Tip Line: Students and their families may text **310-570-6111** or call **800-465-1645** to report a crime or threat made anywhere in the USA. This **anonymous** line is staffed 24 hours a day and is meant for anyone having ANY information about a possible threat or crime. In the event of an emergency, the school will use all its available sources to update parents and community. If notified of an emergency at PCHS, do not go to the school unless the notification instructs you to do so. If you go to the school when not instructed to, you may put your child, yourself, or others at risk.

To help keep your family safe, I encourage you learn and prepare for emergencies that might happen in the community or your home. Excellent resources are available at www.redcross.org and www.nsc.org.

Please be assured that we take many precautions to help ensure the safety of our students. If you have questions or concerns about school safety, please contact me.

Thank you for your understanding and assistance.

Sincerely,

Dr. Pamela Magee

Section 1

Legal Requirements

Legal Requirements: Authorities and References

The following are brief summaries of emergency crisis related Education Codes and Government Codes you should be familiar. Review the entire citation for specific requirements.

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code (Section 3100, Title 1, Division 4, Chapter 8)

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any other county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government, Office of Emergency Services, but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

Petris Bill (Section ~ 8607 of the California Government Code)

This law requires that state and local government including special districts (i.e.: schools) be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). SEMS must also be used in school planning, training and exercising (California Code of Regulation 2400-2450).

SEMS requires that each organization understands and uses the following:

- The Incident Command System, a method of organizing any emergency response effort into five basic functions: command, planning/intelligence, operations, logistics, and finance/administration.
- An Emergency Operations Center (or Incident Command Post in the field), the staff of which is organized according to the same five functions as the Incident Command System.
- Coordination of the school district Emergency Operations Center with the Operational Area (county) Emergency Operations Center, or with city Emergency Operations Centers and/or county Offices of Education, as needed.
- Incorporation of SEMS into all school plans, training and exercises.
- Documentation of the use of SEMS in planning, training, exercising, and during an actual emergency.

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

Katz Act (Sections ~ 35295-35297) of the California Education Code

This law requires applies to the governing boards of public and/or private elementary and high schools that have school buildings with over 50 students or more than one classroom, and to all county school superintendents. In 1988, the legislature amended the law to require that training in earthquake preparedness procedures should be for both certified and classified staff. The law requires that schools do the following:

- Develop a disaster plan to maintain the safety and care of students and staff. The plan should outline emergency roles, procedures for students and staff, and appropriate, ongoing training for all employees and students.
- Conduct periodic drills in “drop and cover” procedures, the evacuation procedure, and other emergency response actions (such as search and rescue, communication, and damage assessment) to train students and staff. Simple drills should be held once a quarter in elementary schools and once a semester in secondary schools; more complicated drills should be held once or twice a year.
- Provide training programs to ensure that staff and students are aware of, and properly trained to follow, your plan and the emergency response procedures.
- Be prepared to have your school serve as a possible public shelter for the community during disasters or emergencies.
- Take mitigation measures now to ensure the safety of students and staff, and the viability of the school facility during and after an earthquake or other emergency.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that “...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof.” Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Comprehensive School Safety Plan Section ~ 32280 of the California Education Code

This law states that each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and grades 1-12. Comprehensive plans include strategies and programs designed to maintain a high level of school safety. Plans should address procedures for: disaster response; safe ingress and egress to/from school; reporting child abuse; sexual harassment; school discipline; provision for school-wide dress code; policies related to suspension, expulsion or mandatory expulsion, etc.

No Child Left Behind Act of 2001

This federal law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers. Under No Child Left Behind, states must report school safety statistics to the public on a school-by-school basis and districts must use federal school-safety funding to establish a plan for keeping schools safe and drug-free. Having a crisis management plan for responding to violent or traumatic incidents on school grounds is a requirement.

Board Policies

1. Certain policies governing emergency preparedness and response within the school are established.

The safety of students is paramount. All actions taken shall bear this in mind as well as the safety and well-being of employees.

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Principal or designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. The following entities shall be notified as soon as a closure decision is made through the Executive Director's Office, as needed:

- Board of Education
- Local area media
- Police, fire, and other agencies
- State & Federal legislators and other officials
- California Office of Emergency Services
- California Department of Education

- Local hospitals and County Emergency Medical Services

If parents or guardians come to the school and properly identify themselves, students will be released.

Since school personnel are expected to assist in post-disaster care of students, arrangements for the care of their own family should be prearranged in order to permit discharge of this emergency responsibility. We take these steps to ensure employees are ready to fulfill their disaster responsibilities:

The Principal or designee shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.

Each Principal or designee shall conduct a survey of certificated and classified personnel to determine each employee's status in terms of first aid training, disaster preparedness training, and other emergency experience and training. Records will be kept current as changes of personnel occur. Copies of records will be kept on file in the HR office.

Solicit cooperation of the PTA and other parent groups in organizing disaster response activities and assignments.

In preparation for the possibility of a long stay at schools, the Executive Director and Principal or designee shall prepare a list of students and staff who have special conditions requiring medications and/or special attention.

Section 2

**National Incident Management System
(NIMS) and the Standardized
Emergency Management System
(SEMS)**

NIMS Purpose and Scope

The National Incident Management System (NIMS) was issued by Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

In September 2005, the State of California obtained certification and compliance for SEMS/NIMS integration from the United States Department of Homeland Security, for FY 2005. Certification and compliance is an annual process that the California Office of Emergency Services performs.

SEMS Purpose and Scope

These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) adapted from the system originally developed by the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE) program including those currently in use by state agencies, the Multi-Agency Coordination System (MACS) as developed by FIRESCOPE program, the operational area concept, and the Master Mutual Aid Agreement and related mutual aid systems.

SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California. SEMS requires emergency response agencies use basic principles and components of emergency management including ICS, multi-agency or inter-agency coordination, the operational area concept, and established mutual aid systems. State agencies must use SEMS. Local government must use SEMS by December 1, 2006 in order to be eligible for state funding or response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2025, and §2930. Individual agencies' roles and responsibilities contained in existing laws or the state emergency plan are not superseded by these regulations.

SEMS is the overall system in which many agencies, levels of government, and information systems fit. The parts of SEMS are:

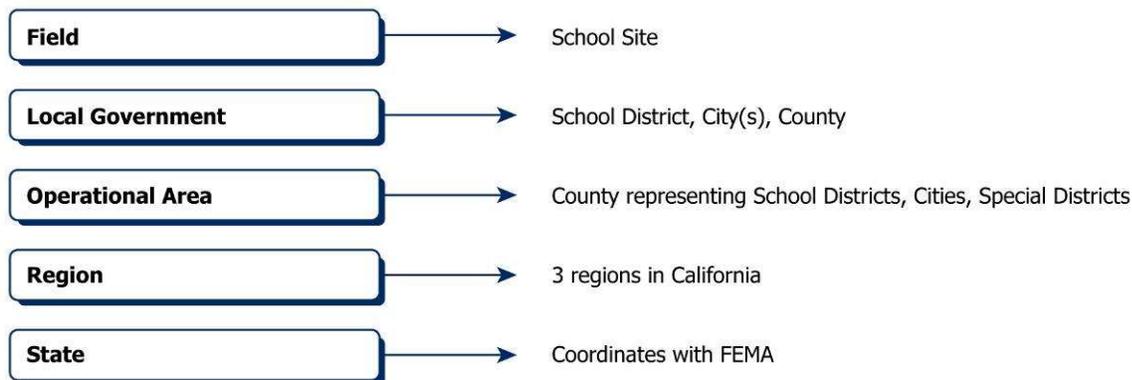
- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

Public schools have mutual aid agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.

Organizational Levels

Information regarding a disaster and the school site conditions are reported from the site level all the way up to state and federal levels and become part of the larger information picture. Thorough documentation and accuracy is very important.

Order of Coordination:



Field Level (School Site)

Involves:

- Utilizes the Incident Command System
- Tactical on-scene response
- Establish and maintain Incident Command Post (school site) and Field Command Post (fire, police, etc.)
- Requests support from the Local Government EOC (fire, police, EMS, Public works, etc.).

Local Government Level (School District, City(s), County)

Involves:

- City(s), County, County Office of Education, Community College District, School District
- Establish and maintain Emergency Operations Center (EOC) and District Emergency Operations Center (EOC)
- Implement Local Emergency Plans
- Requests support from the Operational Area

Operational Area Level (County representing School Districts, Cities, Special Districts)

Involves:

- The County and ALL political sub-divisions
- Coordinating information, resources, and priorities among all local governments
- Brokering resources within the Operational Area
- Functioning as the intermediate level between the Region and Local Government

The Region Level is tasked with the following:

- Coordination between Operational Areas in each Mutual Aid Region
- Coordination between Operational Area and State Level
- Coordinating overall State Agency Support within the Region.

California Office of Emergency Services
Southern Region, Los Alamitos, California.
www.oes.ca.gov

State Level

Will:

- Coordinate support between Administrative Regions as required
- Act as the initial point of communication and coordination between California and the Federal Response System

SEMS and Schools

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools:

- 1). a management tool called the Incident Command System (ICS);
- 2). Mutual aid systems, in which similar organizations assist each other in emergencies; and
- 3). Multiple agency coordination, under which diverse organizations work together and communicate with each other.

1) Incident Command System (ICS)

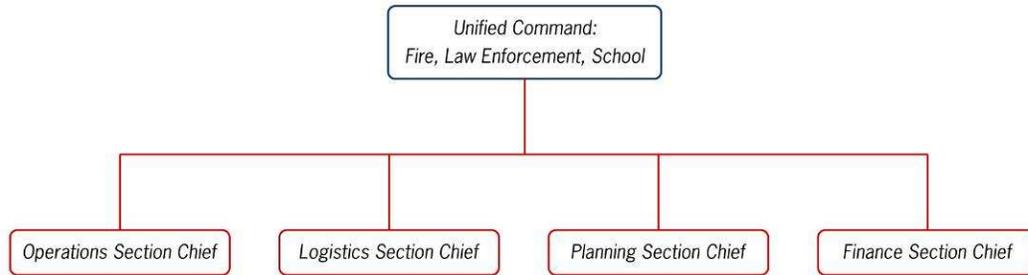
ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by giving each person a structured role in the organization, and each organization its piece of the larger response.

The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government -Federal, State, tribal, and local - as well as by many private sector and non-governmental organizations.

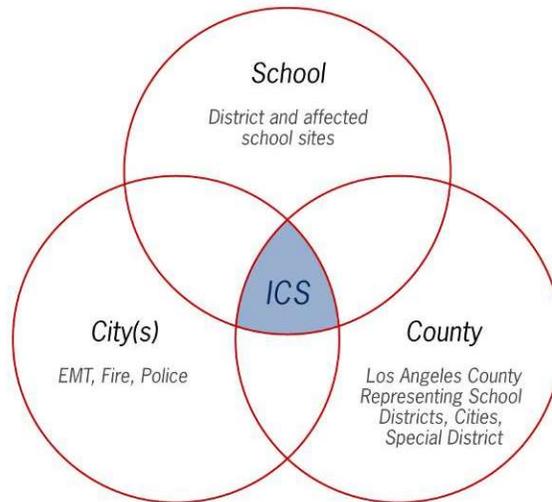
The five ICS functions are required at all NIMS levels. They are command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Incident Command System

ICS Unified Command



ICS Principles



* Diagram indicates activation of operational area

Command (The “leaders”)

Responsible for the overall policy, direction, and coordination of the emergency response effort in school Command Post. Command staff is also responsible for interacting with each other and other Emergency Operations Center’s (EOC), to ensure the effective function of the EOC organization. Example: police, fire, DCEMA.

Operations (The “doers”)

Responsible for coordinating all operations in support of the emergency response and for implementing action plans. Operations include response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning (The “thinkers”)

Responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This team also develops school site action plans for implementation by the Operations team.

Logistics (The “getters”)

Responsible for providing all types of support for the emergency response operation (facilities, services, personnel, equipment, transportation and materials).

Finance/Administration (The “payers”)

Responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This team is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Major Concepts

1. Every emergency, not matter how large or small, requires that certain tasks called management, planning, operations, logistics, and finance/administration be performed.
2. The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
3. Every incident needs a person in charge, called the Incident Commander at the site level.
4. No one person should be in charge of more than seven people (the optimum number is five). Note: this does not apply to Student Supervision.

SCHOOL EMERGENCY RESPONSE TEAM (SERT)

School Telephone: (310) 230-6623

Date: Sep. 18, 2020

Note: This chart complies with the Operations section of the Standardized Emergency Management System (SEMS)

Public Information Officer
Executive Director & Principal
Alternate: HR Director
Assistants:
Main Office Staff
Tech Supervisor
Infinite Campus Data Manager

INCIDENT COMMAND CENTER
Location TBD
INCIDENT COMMANDER
Director of Operations
Liaison: Andrea King

First Aid at Flag Pole
Nurse
Nurse Assistant
Finance Office Personnel
Carolyn Herrmann

Assembly Area
Athletic Field
Monica Iannessa
Tami Christopher
Deans

Backup Incident Commanders
Russ Howard
Monica Iannessa
Chris Lee

Morgue behind J-101
Crystal Estrada
2nd Person TBD

Mental Health /Crisis Team
Leader: Mary Bush
School Psychologist
MHS Providers

Request Gate
Visitors Upper Gate
Chris Lee
Alternate: Tom Seylar
Jean Maninger, Elva Pouya
Heather Schon, Linda Ello

SEARCH & RESPOND
Co-Leaders: Steve Yusi & Jennifer Peeks
Alternates: Andy Paris & Gio Stewart
Assistants: Minh Ha Ngo & Cheryl Onoye
Radio Operator: Minh Ha Ngo

PSA (Personnel Staging Area)
Leader: HR Director
Alternate: HR/Library Assistants
All Staff/Personnel without SERT
Assignment

Reunion Gate
Visitors Lower Gate
Leader: Kim Theard
J.Barker, N. Newble, A. Aleman, Attendance Office

**Search & Rescue Members go to Outdoor Stage
Teams will be assigned by Team Leaders**

Alice Kim	Adam Licea
Peyman Nazarian	Shana Sharfi
Greg Wood	Steve Klima
Ray Marsden	Brooks Walker
Erika Najar	Minh Ha Ngo
Cheryl Onoye	Karen Perkins
Eva Pichelbauer	John Rauschuber
Jeanne Saiza	Ian Miller
Rick Steil	Dave Suarez
John Vieira	Mike Voelkel
Kyle Thomas	Dustyn Woropay

Evac. Site Line-Up
Communication
Captains

Green: Evelyn Rivera, Vidi Torres

Red: Jessica Elisha, Rick Woodward, Jamie Agius

Blue: Karen Newbill, Angelica Pereyra, Yeon Hee Kim

Yellow: Susan Ackerman, Perisha Bellinger

Utilities
Leader: Walter Donez
Mario Tores
Kalei Pipczynski

Fire Suppression/Haz Mat
Leader: Oscar Cabrera
Science Dept Dave Schalek
Pool: Brooke King

Security/Traffic Control and Perimeter Supervision
Leader: LASPD Officer
Security Supervisors
All Security Guards/Aids

ICS responsibilities of the School Site

The following chart outlines the responsibilities within each of the five ICS functions of the School Site:

Function	School Site Command Post
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes, and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel, and equipment in support of the incidents on site
FINANCE / ADMINISTRATION	Provides financial accounting and cost control at incident site

2) Mutual aid systems

Voluntary and reciprocal agreements that provide services, resources, and facilities when existing resources prove to be inadequate.

3) Multiple Agency Coordination (MAC)

Agencies working together at any SEMS level to facilitate decisions.

Section 3

Emergency Phases

General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage to either structures or their contents as well as education of parents, students, and teachers on the emergency plans and contact information.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized; EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Section 4

School Emergency Response Team

The School Emergency Response Team (SERT)

Selecting the Members of the School Emergency Response Team

The principal and his/her leadership team are responsible for assembling the School Emergency Response Team (SERT).

Who Should Be On The Team?

Staff members who are good SERT candidates are recognized within the school, respond well to a crisis, are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the SERT members should be a bilingual staff person. Also, include members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Office Manager
- Special Education Coordinator
- Technology Support Manager
- School Resource Officers
- Speech Therapist
- Occupational Therapist/Physical Therapist
- Outreach Consultant
- Program Facilitators
- Reading Coaches
- School Secretary
- Counselors/Social Workers
- Custodians/Security Personnel
- School Nurse
- Psychologist

The names and locations of any staff members trained in CPR and first aid must be laminated and posted in a prominent place in each classroom and in the school office.

How Many People Should Be On The School Emergency Response Team?

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SERTs.

NOTE: *The NIMS/SEMS ICS structure (School Emergency Response Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.*

The Roles of the Members of the School Emergency Response Team

COMMAND TEAM

Incident Commander (IC):

Job Description: The Incident Commander is responsible for emergency operations to ensure the safety of students, faculty, staff and others who are on campus.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community
2. Activate emergency plan and Incident Command System
3. Establish a Command Post
4. Develop and communicate the Incident Action Plan (IAP)
5. Provide School District Site Specific Status Report Form
6. Authorize any release of public information
7. Begin student release procedures (when it is safe to do so)
8. Make provision for mental health counseling
9. Make provisions for language translations
10. Release teachers and staff as appropriate
11. Declare end of emergency – initiate recovery when appropriate
12. To remain in charge of campus until released by fire or law enforcement incident commander.

Note: Incident Commander for Police or Fire will take control of emergency once they have arrived at the site. IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with First Responders and provide any necessary assistance. Once Police/Fire Incident Commander is on site all decisions regarding evacuations, relocations, declaring an 'All Clear' will be made with the expressed approval and coordination of First Responders.

Remains in the Command Post and manages the crisis.

Safety Officer:

Job Description: Responsible for monitoring the safety and conditions for students and staff.

Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.
3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.

Safety Considerations:

- Are people performing out of role or responsibility?
- Is there enough workers available to perform the prescribed tasks?
- Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate personnel protection equipment (PPE) being used?

Public Information Officer (PIO):

Job Description: Conduit for information flow between the school and community; including the media.

Responsibilities:

1. Work closely with the IC (if not performing both roles) and first responders in providing information to the media and community.
2. Establish a media information center.
3. Provide press briefings and news releases as appropriate.
4. Obtain copies of all media releases and post them in the Command Post for review.
5. Prepare information summary on media coverage for SERT personnel.
6. Arrange for meetings between news media and incident personnel as directed by the IC.
7. Coordinates press conferences.
8. Prepares information for distribution to parents and students.
9. Coordinates with the City/County PIO, if appropriate.
10. Maintain a log of all activities.

Liaison

Job Description: Liaison between the school site, unified command, EOCs, and all other agencies. This position may be performed by the PIO and/or IC.

Responsibilities:

1. Identify representatives from and maintain contact with each responding agency, including communication links and locations of assisting personnel.
2. Handle requests from Command Post for inter-organizational contacts.
3. Monitor operations to identify current/potential inter-organizational problems.
4. Provide information to appropriate governmental agencies.
5. Maintain an activity log.

OPERATIONS TEAM

Operations Section Chief:

Job Description: Manages and directs emergency response activities on campus (Note: the IC may also perform this job).

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search & Rescue
4. Coordinate Campus Check and Security
5. Coordinate School Emergency Response Team response
6. Coordinate Medical Aid
7. Coordinate Student Care
8. Coordinate Student Release
9. Coordinate mental health counseling
10. Make sure teams have enough supplies
11. Reassign staff as needed
12. Schedule breaks and back-ups for staff

Site Coordinator:

Job Description: Manages emergency at the crime scene.

Responsibilities:

1. Respond to the scene of emergency
2. Control access to the affected area
3. If necessary, preserve crime scene until police arrive and assume control
4. Keep IC updated on status of emergency
5. Assist medical team, if necessary
6. Assist First Responders at the scene

First-Aid Coordinator:

Job Description: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Provide emergency first aid.
2. Keep site coordinator updated on status of victim(s).
3. Update First Responders, upon arrival at the scene.
4. Keeps log of status of the victim(s) and all aid administered.

Note: *In the event of multiple injuries, the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.*

Responsibilities for First Aid Team (to be managed by First Aid Coordinator):

1. Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities.
2. At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
3. Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
4. Coordinate efforts with the SERT and First Responders.
5. Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station.
6. Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
 - a. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
 - b. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
7. If necessary, will set up a Casualty Collection Point and Morgue.

OPERATIONS TEAM (Continued)

Police/Fire/Medical Coordinator:

Job Description: Assist emergency personnel and direct them to the scene.

Responsibilities:

1. Meet emergency personnel and take them to the scene – utilizing the most efficient route
2. Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.)
3. Keep IC updated on status of police/fire/medical personnel
4. Once released by emergency personnel, return to the Command Post and assist with emergency as directed by the IC.

Helpful Hint: Meet first responders with site map and master keys

Search & Rescue Team Coordinator:

Job Description: Manage the search efforts.

Note: members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

Responsibilities:

1. Assemble adults who do not have supervisory duties into Search Teams based on available workers; minimum two persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Teams to ensure all areas of the school campus have been searched and are secure.
4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

OPERATIONS TEAM (Continued)

Search & Rescue Team Coordinator (continued):

Responsibilities for Search Team in the event of a fire:

1. Until the police and Fire Department have arrived, the search team will direct the firefighting efforts.

Responsibilities for Search Team in the event of an earthquake or other emergency requiring evacuation:

1. Conduct a pre-established search pattern of the school buildings and property. Do not enter severely damaged buildings. If you are in doubt about personal safety, DO NOT ENTER!

Generally, the team will begin at the center of the building destruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.

Procedures for Searching a Room:

- a. ½ of a chalked X will be marked on the door as the team enters the room to indicate that the room is in the process of being searched.
 - b. The team will search the room in a clockwise direction.
 - c. When the room has been searched and cleared, the team will place a second mark with chalk so that a large 'X' will indicate that the team has cleared the room.
 - d. When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post.
 - e. Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information onto the Command Post.
2. Bring the emergency containers to the evacuation site.
 3. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
 4. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

OPERATIONS TEAM (Continued)

Site Security Coordinator:

Job Description: Secure the school campus and all buildings.

Responsibilities:

1. Lock gates and all external doors.
2. Locate/control/extinguish small fires as necessary.
3. Check gas meter and, if gas is leaking, shut down gas supply.
4. Shut down electricity only if building has clear structural damage or advised to do so by IC.
5. Post yellow caution tape around damaged or hazardous areas.
6. Verify that the campus is 'locked down' and report to IC.
7. Keep IC updated of all activities and precautions taken.
8. Ensure that the entire campus has been checked for safety hazards and damage.
9. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
10. Route fire, rescue, police, etc. as appropriate.

Parent Coordinator:

Job Description: Liaison with the parents on site.

Responsibilities:

1. Meet with the parents and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable)
2. Advise parents of the situation and if their child is or isn't involved in the emergency
3. Keep IC updated on the status of parents
4. After the 'All Clear' has been given, assist those parents who wish to take their children home

OPERATIONS TEAM (Continued)

Student Supervision Team:

Job Description: Remains with and supervises students.

Responsibilities:

1. Remains with and supervises students after the evacuation. Ideally, each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher.
2. Organize and supervise student activities

Note: As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.

Student Release Team Coordinator:

Job Description: Release students to authorized adults.

Responsibilities:

1. At the direction of the IC, release students to authorized adults.
2. Maintain a log of all students who have been released and to whom they were released.
3. Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips).

Procedures for releasing students

- a. Parent or guardian reports to the Student Release Station identifying the student(s) he/she desires to pick up.
- b. Check the emergency cards to verify the adult is authorized and the student(s) may be released to that person.
- c. Bring student to release point (use runners).
- d. Instruct the parent to sign the register, verifying that the student(s) has/have been removed from campus.
- e. Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point.
- g. Any student having a triage tag should have one of the serial numbered corners taken off and attached to release team documentation.

Procedures for teachers when releasing students

- a. Complete Emergency Release Form
- b. Identify parent (or other authorized adult) and have form signed. If a positive identification cannot be made, teacher needs to refer to child's emergency card for authorized adult release. If adult cannot be verified, put a large "?" on the Emergency Release Form, so student release team can verify adult.
- c. Release student to parent pick up station (or runner) and remove name from class list

Procedures for Adults when picking up student(s)

- a. Proceed to student release station at the evacuation site
- b. Fill out and sign release form/register as soon as teacher/adult in charge is available
- c. Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released.

Note: *It is important to create a secure area for student release. If the school grounds do not afford reasonable physical barriers for use by staff members until police can secure the area. Also, consider using yellow caution tape and/or orange cones.*

PLANNING TEAM

Planning Section Chief:

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status reports. (Note: the IC may also perform this job).

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports

LOGISTICS TEAM

Logistics Section Chief:

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or Police/Fire/Medical Coordinator).

Responsibilities:

1. Open disaster container.
2. Distribute supplies, kits, etc.
3. Set-up various staging areas(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance.
5. Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison.
6. Make arrangements for transport of supplies and lodging of personnel.

FINANCE and ADMINISTRATIVE TEAM

Finance and Administrative Section Chief:

Job Description: Track all costs and staff time redirected to emergency. (Note: the IC may also perform this job).

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items, upon approval of IC
5. Document all activities

School Secretary, Scribe, and other Office Staff:

Job Description: Assist IC in managing crisis, making necessary notifications and recording all events.

Responsibilities:

1. Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency.
2. Keep 911 dispatcher informed of any changing conditions until police/fire or medical assistance arrives at the school.

Note: *The individual on the phone with 911 will stay on the phone until released by 911 (usually when First Responders have arrived at the scene). This individual will not be able to assist with any other tasks until*

released by 911. Therefore, it is important to ensure that at least two additional adults are in the Command Post to assist the IC.

3. Shut off school bell system
4. Make other required telephone calls (i.e., to school district)
5. Maintain a Chronological Event Log. The following information will be recorded in the Log:
 - Time IC was advised of the emergency
 - Time Lock-Down (or other emergency signal) was declared
 - Time all outgoing calls were made and to whom, their phone numbers, and the information that was furnished
 - Time all incoming calls were received, from whom, and nature of the call
 - Time School Emergency Response Team arrived at the Command Post
6. Advise the IC of any new information

Note:

It is important for each member of the SERT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

School Emergency Response Team Master List

(information is for school personnel only)

Positions in a Lockdown - Response

IC (Incident Commander)

- Remains in command center
- Manages emergency
- Deploys team members
- Liaison with district first responders

Site Coordinator

- Goes to crime scene
- Updates IC with status
- Restricts access to crime scene

First Aid Coordinator

- Goes to crime scene
- Renders medical assistance

Front Office Staff

- (1) Call 911
- (2) Call District
 - Keep event log
 - Assist IC

Search & Rescue Team Coordinator

- Remains in command center
- Deploys search teams
- Reconciles accountability of staff and students

Police/Fire/Medical Coordinator

- Secures perimeter (additional adults may assist in this)
- Greets police officer in front of building and brings them directly to crime scene

Parent Coordinator

- Waits outside of perimeter
- Liaison with parents

Media Coordinator

- Waits outside of perimeter
- Liaison with media, until PIO arrives

Search Team

- Collects emergency attendance forms
- Ensures all students and adults are in classroom

Note: See School Emergency Operations Plan for complete list of roles and responsibilities

School Emergency Response Team positions for evacuations: If the school evacuates to an assembly area on school campus, ensure that the following areas are pre-identified on an emergency map:

- Assembly Area for Students
- Command Center
- First Aid Station (including triage, treatment, and a morgue)
- Student Release Team
- Reunion Gate
- Staging areas for team members (search team, runners, etc.)



- If the school evacuates to the off-site evacuation site (another school or facility), ensure that the receiving school or facility is provided with the following information:
 - Anticipated time of arrival
 - Number of students and staff members evacuating
 - Report on injuries, if any
 - Any special needs (medication, food, etc.)

Section 5

Emergency Management

Buddy System

Only teachers serving on the S & R team will have a buddy teacher evacuating and supervising their students.

(Information is only available to S&R team members)

Emergency Signals

Palisades Charter High School will use the following signals in responding to an emergency

Signal	Description	Signal
Lock-Down TEAM RESPONSE	Crisis that activates the School Emergency Response Team	Verbal Command (radio, PA, phone)
LOCK DOWN – NO TEAM RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: <ol style="list-style-type: none"> 1. Shots being fired 2. Gunman in the building 3. Hostage situation 	Verbal Command (radio, PA, phone)
Fire	Fire	Verbal Command or Fire Alarm System
Duck, Cover & Hold On	Threat requiring the protection of the body (i.e.: earthquake)	Verbal Command or movement of the earth
Shelter-in-Place	Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school. External threats such as airborne contaminant or wild fire.	Verbal Command
All Clear	Signals that the crisis/emergency has ended	Verbal Command

Section 6

Emergency Maps

Emergency Maps

Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency.

In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

School Floor Plan

School floor plans should be attached to this School Emergency Operations Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the School Emergency Operations Plan.

1. Evacuation Sites and Routes.

This floor plan should include the following:

- a. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- b. Master evacuation routes
- c. Command Posts
- d. Fire extinguishers
- e. Fire alarm pull boxes
- f. Shut-off valves (electric, natural gas, water, etc.)
- g. Telephones (if every room has a telephone – include telephone extensions in the plan)
- h. Telephone and Network hubs
- i. Tool storage
- j. Camera locations
- k. Fire suppression system in kitchen
- l. Dead communication areas
- m. First Aid and Emergency Supplies

Identify the Emergency Operations at your evacuation site. This map should include the following:

- a. Command Post
- b. First Aid Station
 - i. Triage
 - ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area

Aerial Maps

These maps will identify additional threats and resources surrounding your facility.

Map
Intentionally
Not Shown

Insert the location and contact information for each of the following areas:

<i>Command Post or Emergency Control Area</i>	<i>Location/Contact Information</i>
Primary Command Post	TBD by IC
Secondary Command Post	Information not available to public
Primary Evacuation Site	Information not available to public
Secondary Evacuation Site	Information not available to public
Off-Site Command Post	Information not available to public
Media Staging Area (outside school)	Information not available to public
Parent Staging Area (outside school)	Information not available to public
Media Staging Area (inside school)	Information not available to public
Parent Staging Area (inside school)	Information not available to public
Interior Safe Area *	Information not available to public
Other: Off-Site Evacuation Site	Information not available to public

* List alternate site for each classroom inside the school. Include diagram of floor plan

Primary Command Post

The primary Command Post is always the _____. The secondary Command Post will only be used if the primary Command Post is taken out (hostage situation, explosion, etc.).

Secondary Command Post

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post
2. Ability to house 8-10 adults
3. Communication system (telephone, fax line, etc.). Ideally, the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

Primary Evacuation Site

Evacuation site located on school property – ball fields and playgrounds are excellent examples. Choose an area that is farthest away from the building and can house your school’s population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

Secondary Evacuation Site

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building

as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

Off-Site Command Post

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in both your primary and secondary evacuation sites.

Media and Parent Staging Area-

Outside of School

Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent examples.

Inside of School

Identify an area within the school where parents and media can congregate during an emergency. This area must be away from the affected area within the school. Parents and Media will only be allowed into the building with police approval.

Note: Staging areas for parents and media should be separate. Ensure the parent/media coordinator remains in this location.

Interior Safe Location:

Each classroom should have a designated safe location inside the school in the event that the classroom must be evacuated to a safer area. This location would be used in the event of an exterior hazard in the school area. Avoid areas with a great deal of glass or ceiling span (gymnasiums or lunchrooms).

Section 7

Evacuation Procedures

Evacuations

Evacuations will be conducted as follows:

1. General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

Fire: Evacuate at least **50 feet** from the building.

Bomb Threat: Evacuate at least **300 feet** from the building.

Multi-hazards: Evacuate at least **300 feet** from the building.

2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

General procedures:

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

Evacuation procedures for IC:

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.
3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
4. Relays evacuation information to first responders.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Safety Pole and emergency roll sheets. All staff and students are to report to the evacuation site and deliver the appropriate attendance roll sheet to the request gate. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.

Teachers should quickly check neighboring classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

Evacuation responsibilities and procedures for Teachers

1. The teacher will review with all student the fire, earthquake, lock-down – Team Response, Lock Down – No Team Response drill procedures during the first week of attendance at the school.
2. The teacher will review with all students the procedures and exit routes at least once each month.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
4. The teacher will give the Drop, Cover, and Hold command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated
6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.
7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the SERT and their presence is required elsewhere, will turn over his/her students to his/her assigned buddy teacher for supervision before reporting to duty at their SERT location.
9. Procedures for moving to the evacuation area:
 - Students are to line up silently and in single file. No talking, running or pushing is allowed.
 - The teacher will take the safety pole.
 - The teacher will take the current grade book and any additional vital information.
 - The teacher will take the room keys.
 - The teacher will turn off the lights.

- The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
 - The teacher will check the evacuation route to make sure it is safe.
 - The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.
 - The teacher will be the last to leave the room, making sure all students have exited.
 - The teacher will check to make sure that other teachers and staff are not injured before evacuating the building.
10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
 11. If there is an injured, immovable teacher, the students will evacuate with a neighbor Teacher. This Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.
 12. Upon arrival at the evacuation site:
 - The teacher will direct students to form a line and sit on the grass.
 - The students are to remain silent and attentive.
 - The teacher will take roll call of the students, using the Emergency Attendance Form, to ensure every member of the class is present or accounted for.
 - The teacher will report the results of the Emergency Attendance Roll by sending a runner to the Request Gate. The Emergency Attendance Roll will be collected by the Request Gate Team that is staffed by members of the Counseling Team.
 - The teacher will render first aid if necessary or if the school nurse of First Aid Team is not available.
 - Students on the athletic fields should proceed to their previously designated area and assume regular emergency procedure discipline.
 - During any drill, the teacher will remain with the class.
 13. The teacher will assist others as directed by the IC.
 14. An All Clear signal will be given to return to your classrooms.
 15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Evacuation of Disabled Students

General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.
4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
 - Chair carry
 - Fore-and-aft carry
 - Two-handed and four-handed seats.
 - Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

Evacuation Routes for Disabled Students and Staff END ROUTE TO FLAG POLE (where blue arrows converge)

This is a site map showing the primary and backup evacuation routes from all offices in all buildings leading to the primary and secondary assembly areas. Mark the location of students and staff members with mobility impairments and note plans to get those people out of the buildings safely.

Map intentionally not shown

Evacuation Resources:

American Transportation Services, Inc.

3133 East South Street
Long Beach, CA 90805
(562) 531-8000

Red Cross

11355 Ohio Avenue
Los Angeles
(310) 445-9900

CERT CONTACT AND TRAINER

Name of Program:

Point of Contact: Brad Davis

Phone Number: 310-456-2489

E-mail address: bdavis@ci.malibu.ca.us

Brief Description:

City Team supports the City of Malibu. Meets monthly. CERT trainings for the public are offered regularly. Call 310-456-2489 ext. 260 for more information.

Section 8

Emergency Response Supplies

Emergency Response Supplies

CLASSROOM EMERGENCY

First Aid Kit, small (minor cuts and wounds) 345-32-48300
3 pressure dressings (severe wounds) 475-09-69480
2 Flashlights, "D" cell batteries 450-32-11380
3 Water, boxes or pouches (i.e., Aquablox)
1 Hard hat, OSHA approved 5 colors: 345-56-39420,22,25,30,35
1 Pair of gloves, leather palms 895-72-410000
1 Whistle 680-62-90200
1 Class Roster
1 Waterproof pen
1 Clipboard (including paper)
1 AM Radio (portable) 725-55-00950
1 Scissor
1 Tweezers
Identification (1 per student)

TOILET FACILITIES AND SUPPLIES

Toilet, "privacy" room, plastic Tarp and poles
Five gallon cans (plastic) 450-87-23490 or try and salvage the floor wax containers
Emergency toilet lid 345-32-48352
Bags/ties, plastic 665-24-52150
Disinfectants 485-42-12010
Chemical for portable toilet (such as kitty litter) 485-32-38150
Chlorine bleach 505-25-38151
Powdered chlorinated lime
Toilet paper 640-75-56175
Wipes, wet
Germicidal hand cleaner 435-70-38040
Sanitary Napkins 485-82-47140
Cleaning cloth 850-92-30130
Plastic Gloves (med) 475-41-47079
Disinfectant Cleaner 485-42-13000
Deodorizer 485-42-14150
Facial tissues 640-50-77100

SUPPLIES DISTRICT SUPPLY CATALOG

COMMODITY CODE

BASIC SEARCH AND RESCUE (SAR Tools)

Supplies per 2-4 member team
Adjustable pliers (10") 445-52-54115
Lineman pliers (8") 445-52-35140
Pliers (6") 445-52-48158
Folding hacksaw (mini)
Bolt cutters (18")
Hammer (3 lbs.)
Duct Tape ("Do Not Enter") 832-24-09077
Plastic Bags (6) 665-24-52120
Folding shovel
Anglehead flashlight
Phillips Screwdriver (4") 445-64-61180
Screwdriver (6") 445-64-65257
Hatchet
Utility Knife 445-42-48214
Duffle Bag

Stretcher

BASIC SEARCH AND RESCUE

(SAR Supplies)

(Supplies per team member)

Hat, hard, OSHA approved – 5 colors 345-56-39420,22,25,30,35

Vest, SAR printed on back

Gloves, leather palms 895-72-41000

Flashlight 450-32-11380

Dusk mask 345-72-51110

Safety goggles 345-64-60050

First-aid kit (small) 345-32-48300

Whistle 680-62-90200

Triage tag (6) 966-12-26135

Pouches/boxes, water (3) (i.e., Aquablox)

Extra Batteries 450-06-11040

Duct Tape 832-24-09077

Rope 450-24-53051

SUPPLIES DISTRICT SUPPLY CATALOG

COMMODITY CODE

ADDITIONAL SUPPORT SUPPLIES AND EQUIPMENT

Plastic tarps, 12 x 100 for ground cover/shelter 665-78-70120

Solar blankets (Mylar) 345-30-25575

Camping lanterns

Flashlight batteries (“D”) 450-06-11040

Storage container (s), various sizes (outside supply storage)

Gas generator

Luminous tape (glows in the dark), signs and arrows

Emergency lights, for use during and after earthquake

First-aid kit, emergency, large plastic tub (3 days / 100 injured) 345-32-48275

Plastic bags (various sizes)

can be used as rain gear, storage or body bags

665-24-52804

Nylon rope, (50 & 100)

Yellow Barrier Type Tape, Plastic (“Do Not Enter”) 832-20-80911

Measuring spoons ó and 1 tsp (water purification) 240-91-56065

Emergency First Aid Kit

Cart with wheels 560-69-00100

Storage crates 100-06-59522

Shovel – pound point 445-61-74810

Shovel – square point 445-61-77160

Pick 445-03-42150

Portable PA 803-60-00125

Air Horn 345-73-13064

Also Consider: Board games, cards, etc., to keep kids busy

Sites should have one kit per 400 enrollments. It contains sufficient supplies for 100 injured for three days.

The following items in this kit need to be replaced on a regular basis:

144 ea. Antibiotic ointment, contains bacitracin, polymyxin and neomycin, 1/32 oz. foil packet (boxed)

200 ea. Antacid /nausea/diarrhea tablets (Pepto-Bismol), chewable individually sealed or 2/packet (boxed)

2 bx Alcohol wipes, individual foil packets (50/box)

Aspirin tablets, 5 gr., 2/packet (boxed)
1 bottle Eye Wash, isotonic, ophthalmic irrigating solution, sterile, plastic bottle (4 oz.)
3 ea. Petroleum jelly, white (1 oz. tube)
50 ea. Water purification tablets (germicidal)
All of the above items can be ordered in one package:
First Aid Kit Replacement Supplies 245-32-48280
This will allow replacement of all expired items at once.

EARTHQUAKE SUPPLIES VENDOR LIST

The Office of Emergency Services compiled this sample vendor's list. To ensure the best quality and price for your needs, request brochures and a price list. It is recommended that price comparison, availability and product quality is considered before making purchases. Wherever possible, local vendors have been included.

VENDOR WEBSITE PHONE NO

Family/Employee Preparedness Training and Handbooks
American Red Cross – Emergency Services (213) 739-5211
Emergency Preparedness Society (EPS) Santa Fe Springs (800) 628-9111
Lafferty and Associates Earthquake Preparedness (818) 952-1268
Earthquake Preparedness Supplies
Earthquake Preparedness Products, Santa Ana (714) 542-3200
Earthquake Management (800) 925-9744
Survival Industries www.suvivorind.com (805) 484-6977
SOS Survival Products www.sosurvivalproducts.com (800) 479-7998
Sherman Safety Co. (800) 913-3342
Quake-Kare, Thousands Oaks www.quakekare.com (800) 277-3727
Emergency Food Supplies
Ready Reserve Foods www.readyreservefoods.com (800) 453-2202
Simpler Life Emergency Provisions www.simplerlife.com (800) 266-7737
Quake-Kare, Thousands Oaks www.quakekare.com (800) 277-3727
Specialty Products
Quake-Kare, Thousands Oaks www.quakekare.com (800) 277-3727
LAUSD Supplies & Equipment Catalog
(Storage Warehouse)
(562) 654-9005
Fastening Solutions, Inc. www.fasteningsolutions.com (818) 996-1977
Segull Security Systems, Sherman Oaks www.seagullsecurity.com (818) 991-1020
American Innotek (Restroom Kits) (760) 741-6600
Q-Safety (Fasteners) (626) 305-0881
Fund Raising/Employee Discount Program
Farsight International, Oxnard www.1stfarsight.com (800) 735-0284
Quake-Kare, Thousand Oaks www.quakekare.com (800) 277-3727
SOS Survival Products www.sosurvivalproducts.com (800) 479-7998
Medical
Zee Medical Services, Santa Monica www.zeemedical.com (888) 225-5933
Masune First Aid www.masune.com (800) 831-0894
For additional information, contact the Office of Emergency Services (213) 241-3889, Procurement Services Group (562) 654-9007 or The Office of Environmental Health and Safety (213) 241-3199.

Emergency Response Supplies

1. Emergency Response Kit

This kit should be kept in the Primary and Secondary Command Posts, in a location that is known to the members of the School Emergency Response Team. Contents of the kit should be kept in a heavy-duty backpack, or other container that holds all of the contents.

The Emergency Response Kits Should Contain:

Quantity	Contents	Quantity	Contents
1	Copy of the School Emergency Operations Plan	1	Instant Ice Pack
1	Updated class lists and emergency contact information	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually wrapped)
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1 ½" Masking Tape	2	2-inch sterile roller bandages
1	Flashlight w/ Batteries	2	3-inch sterile roller bandages
1	Rope (100')		Assorted sizes of safety pins
1	Safety Goggles	2	Antiseptic A&E cream
1	Dust Mask	1	Tweezers
1	First Aid Guide	1	Whistle
1	EMT Scissors 7 ½"	6	Safety vest
2	4x4 Gauze Dressing 2/s	2	Infectious waste bags & ties or large zip lock baggies
1	Light stick (12 hr.)	1	FM Radio w/ Batteries
1	2" Duct tape	1 roll	Caution tape
1	½ x 10 yard Adhesive Tape	1	Pliers
1	Gauze forceps, Plastic	1 packet	Stick on name tags
10	Band Aids	1	Blank notebook
1	Emergency Blanket (Mylar)	1	Disposable camera with flash
2	Triangular Bandages	1	Bull horn
5	Cotton Q Tips	1	

2. Emergency Items for Classrooms

a). Emergency Sleeves on the Safety Pole should contain:

Quantity	Contents	Quantity	Contents
1	Pen	1	Pencil
1	Emergency Procedure Plan		
6-7	Class rosters with emergency contact numbers. <i>Update Monthly.</i>		

b). Classroom Lockdown Kit

Quantity	Contents
1	Toilette Bucket: Contains the necessary items a classroom should have in the event of a lockdown. Packaged in a 5-gallon bucket with toilet seat lid. Contains: 1 portable toilet in 5-gallon bucket 1 toilet paper roll 100 wet wipes 25 waste bags 1 duct tape 10 pair vinyl gloves 1 blue poly tarp - 5' x 7' 1 bag cat litter - 4 1/2 lbs.
1	Case of water 36 bottle count
1	Tub Clorox wipes
1	Box of Tissues
1	Waterless Hand sanitizer
1	Bandages
1	Crackers
1	Privacy screen

3. Emergency Supplies for barrels or containers

a). Emergency Container Main Assembly Area

Quantity	Contents
20	55 gallon water containers with cap removal
58	Cots
14	Cold-Pack Cases (approx. 24 per case)
1200	Emergency Blankets
50	Privacy tents with stakes and poles

30	Safety goggles
2	Cases of Kleenex
1	Red bag; Contains: work gloves, injury tags for identification, safety Hi-Viz vests, flash lights (about 10) extra batteries, one electric fan
6	Blue plastic tarps

b). Red Cross Container

Quantity	Contents
120	Classroom buckets
4	Cases adult Diapers
300	Army Blankets
100	cots
	Cooler
	Flashlights
	Space lights
	Extra batteries
1	Collapsible 20 in ramp

c). SAR Equipment

Quantity	Contents
10	Bags each contains: 6 D - Batteries 2 Box Cutters 2 Chalk (Pieces) 1 Clipboard 1 Crowbar 1 Danger Tape 1 Duct Tape 3 Flashlight 4 Gloves (Pairs) 3 Glow sticks (30 min) 3 Goggles 3 Helmets 6 Masks 1 Rope 8 Triage Tags 3 Vests 3 Whistles

3. Emergency Supplies for barrels or containers

Item	Quantity	Description/Usage
Air Horn/Whistle	1	Signaling "all clear", getting attention, may give to S&R
Ax	1	
Band-Aids	25	Bandaging smaller wounds, placebo
Barrel Container with wheels	1	
Barrier Tape	1 roll	
Blankets (emergency)	3	Warmth, privacy
Blankets (solar)	5	
Bolt cutter	1	
Bottled Iodine	1	Cleansing wounds, antiseptic
Bucket (vinyl)	1	
Can Opener (two-way)	1	
Candles	10	
Chisel	1	
Clamps	12	Holding
Clorox Bottle	1	Sterilization in water
Crow Bar	2	S&R equipment, open doors and/or windows, remove debris from area around injured person
Drinking Cups	1 box	Dispersing liquids, covering injured eye
Drinking Straws	1 box	
Dust Mask	12	
Duct Tape	1 roll	
Eye Wash	1 bottle	
Face Mask	12	Sterilization
First Aid Book	1	Reference source

3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Hacksaw	1	
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, holding in place
Gloves	12	
Grease Marker	4	
Halogen Lantern	1	S&R, general night lighting/back up
Hammer	1	
Hard Hat	4	Protection for S&R team members
Hydraulic Jack (6-ton)	1	
Light stick	8	12-hour
Matches (weather proof)	1 box	Sterilize, light candles
Paintbrush	1	Removing glass fragments from skin surface
Plastic Trash Bags	1 box	Place in toilet bowls, then remove and bury; general trash containment; "coats" for smaller children, place on ground as tarp
Plier Set	1	
Rope	2	Closing off pedestrian entrances to campus, cordon off specific areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	
Sanitary Napkins	1 box	Bandaging wounds, compresses for direct pressure of smaller wounds, hygiene
Saw (30")	1	
Scissors	2	Cutting tape and gauze, cutting clothes away from injured areas
Screwdriver Set	1	
Sewing Kit	1	Mending, Triage

3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Shovel	1	S&R equipment, digging latrines, burying garbage and sanitary refuge area
Sling Cloth	2	Holding in place
Splints	6	Splinting broken bones
Table Cloth	2	Privacy, concealment
Tarp	1	
Toilet Paper	1 case	Hygiene
Toilet Seat	2	Latrine
Tongue Depressors	1 box (individually wrapped)	Finger splints, tourniquet stick
Tool bag	1	
Tool set	1	
Trash Can	1	Transportation of items
Tweezer	1	Removing glass, metal or wood splinters from skin
Utility Knife	1	
Water	3 day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

4. First Aid Team Supplies

Emergency First Aid Supplies are located: _____

Quantity	Contents	Quantity	Contents
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	Knuckle bandage	75	Antiseptic Towels
5	Band Aids large 2x3	3	4" Gauze roll
6	4x4 Gauze Pads 2/s	3	3" Elastic roll
10	2x2 Gauze Pads 2/s	3	Surgical tape
4	2" Gauze roll	8	First Aid Ointment 1/32
3	3" Gauze roll	4	5x9 Combine pad
3	Toothette	100 pair	Latex Gloves
6	Pk Face Tissue	5	Ammonia inhalant
1	Plastic Forceps	6	Safety pins
1	Plastic Splinter Tweezers	4	Infectious waste bag
1	EMT scissors	6	Eye pads
6	Eye wash	2	18" Arm splints
4	Cotton tip applicators 6"	5	Protector, Gauze pad & roll
6	Cotton tip applicators 3"	10	Tongue Depressor
3	Ice Pack	3	CPR mask kit
4	13" Arm splints	2	Emergency blankets
1	Carton cutter	1	Flashlight w/Batteries (D)
7	Antiseptic A&E Cream	1	Safety Vest
1	First Aid instructions	1	Dust Mask
2	Triangular Bandage	1	Isolation kit
4	Sanitary pads	1	Case
1	Wheelchair	1	Stretcher
1	Portable ice chest	1	Hand sanitizer
1 bar	Soap	1	Red Bag (body fluids)
100	Student Release Forms	100	Employee Injury/Illness Forms
100	Medical Release Forms	100	Triage Tags
1	Confidential list of student health problems, with extra copies for use as needed by First Aid Team.		
1	Student medications and documentation log		

Food and Water Management

Meals will be prepared in a disaster situation from the food service inventory of food on premises: items such as cheese, peanut butter, canned fruits and vegetables, and any frozen products, if cooking is possible.

It is suggested that two gallons of distilled water be placed in each classroom along with paper cups. This would allow two cups of water per student in a 12-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

Suggested Items:

- Water purifier (1 case) tablets
- Charcoal – 200 pounds
- Matches – 1 small case
- Paper plates – approximately 3000 per day for estimated 1000 students
- Napkins – approximately 3000 per day for estimated 1000 students
- Crackers – 12 cases (500 each)

Water Management

1. Provide an adequate supply of drinking water;
2. Control and, if necessary, limit use of water for other purposes;
3. Maintain purity of available water; and
4. Locate alternate water source.

Water for drinking is your first priority.

Because of the danger of dehydration, priority must be given to using available water for drinking purposes. If the water supply is limited, it should not be used for personal hygiene, sanitation, or firefighting.

As far as undrinkable water is concerned, priority should be given to using it for fire-fighting, sanitation (e.g., flushing toilets), washing, bathing, and heating food containers, in that order.

Human water requirements.

Each person or animal needs about 1 gallon of water per day to maintain body functions. Pregnant women, persons doing physical work, diabetics, the very young or very old, and ill persons all require more water and should be encouraged to drink it.

Dehydration is easy and quick in the young and old.

Physical damage to the body becomes irreversible after a certain amount of time without water; increasing water intake after this will not help people recover. Symptoms of water deprivation range from the mild – impatience, emotional instability, fatigue, and apathy through headache, labored breathing and increasing weakness – to the extreme symptoms of mental confusion and hallucination. Death can follow.

Inadequate ventilation will raise water requirements.

Water requirements are another reason to be concerned with air temperature in your facility. The warmer the temperature, the more people must perspire (and thus lose water) to reduce body heat. If your facility's temperature rises to about 82 degrees F., the water needed by each person increases above normal body requirements.

Diet and exercise affect water requirements.

Salty or other thirst-provoking foods raise water requirements. Foods high in protein and fat greatly increase the amount of drinking water required to eliminate waste from the body. Vigorous physical exercise increases water requirements.

Controlling Water Use

The IC will have to determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water use. It may be necessary to have team members monitor use of water that is not safe for drinking so that such use is properly restricted.

How to Purify Contaminated Water.

The three most probable impurities of water that are not from the regular supply system are bacteria, foreign bodies, and toxics, such as antirust chemicals.

To purify against bacteria.

Use water purification tablets, several drops of chlorine household bleach, or tincture of iodine added to each quart of water; or boil water for at least one minute.

To purify against foreign bodies.

Filter water through filter paper, gauze, Fiberglass, or finely woven fabric; or allow water to stand until sediment settles and then pour off "clean" water.

How to improve the taste of stored water.

Drinkable water that has been stored in a closed system or closed container for any length of time may taste bad and appear undrinkable to many people. Exposing it to fresh air will improve its taste; carefully pour it from one container into another several times.

Food and Meal Management

The following are the four traditional food groups:

- 1). **Milk Group:** evaporated, condensed, or dried milk. Processed cheese products if consumed immediately or refrigerated.
- 2). **Meat Group:** canned meats, poultry, fish and meat alternatives; canned meat with vegetables, rice, noodles, macaroni, or beans; condensed soups containing meat, poultry, fish, or legumes.
- 3). **Fruit and Vegetable Group:** canned fruits, vegetables, juices, and dried fruits.
- 4). **Cereal and Bread Group:** ready-to-eat packaged cereals, crackers, cookies, canned breads and macaroni, spaghetti, noodles, and rice.

Food service personnel should be able to provide information regarding menu planning, food preparation, and serving procedures. In addition, information from the Red Cross, civil defense, scouting organizations, and experienced military food service personnel is available pertaining to food service operational activities in an emergency.

Schedule meals on a regular basis.

Serve meals on a regular basis, even if your food supply is limited. If your building has a feeding capacity, serve food five or six times throughout the day, either:

1. In the form of three larger servings at hours corresponding to normal mealtimes, with two or three smaller amounts between meals as refreshing, relaxing "coffee breaks" or

2. Five or six equal servings.

Serving smaller portions of food more often breaks the monotonous routine, raises morale by providing relaxing “coffee breaks” throughout the day, and reduces feelings of hunger if food supplies become limited. In larger facilities, you may need to feed the population in shifts.

What to serve.

If food is available, or if arrangements can be made for delivery, try to serve a beverage and simple snack to your incoming disaster service group as soon as the building is filled and order has been established (the beverage can be coffee, cocoa, milk, or soft drinks; the simple snack can be cookies, crackers, light sandwiches, hard candies, or other easy-to-serve items). If the food service personnel are not set up to serve hot meals in an extended feeding operation, use packaged, canned, and fresh foods that can be served without cooking, such as canned stews, hash, meats, beans, soups, vegetables, fruits, cereals, cheese, bread, crackers, other cold foods, and sandwiches.

Section 9
**Emergency Contact Information and
Communications**

Communication Tools

Public Address System?

Yes

No

If yes, list any 'dead' communication areas:

List procedures for contacting all 'dead' communication areas:

Radios: HYT TC 610 Models

Frequency: Standard LAUSD-- 457.52500 (PL Tone)

Quantity: 40+

Distribution: A building, Counseling Office, and Security Supervisor

Automatic Phone Tree?

Yes

No

If not, attach the manual phone tree for contacting parents and guardians.

Other communication Tools:

Cell Phones

Yes

No

Nextel two-way calling

Yes

No

Bull horn

Yes

No

Other: PA

Yes

No

Other: Emergency Messaging

Yes

No

Other: _____

Yes

No

Emergency Telephone Numbers

EMERGENCIES – 911

(If possible, call from a stationary phone. Calls from a cellular phone will go directly to the Highway Patrol first and may take longer for a response)

Police and Fire Departments

LA School Police.....	213.625.6631
Los Angeles Police Department	310.444.0701
Los Angeles County Sheriff’s Department	310.553.5033
Fire Department (Station 69)	310.575.8569

When calling in a major emergency to the police department, state the following:

1. Dispatcher will ask: “Do you have an emergency?” (when phone is answered). Tell the dispatcher “Yes”.
2. I am calling from (Name of School/Site) Note: Address and phone number will come up on the computer screen if it is a 911 call. Just give the name of the school.
3. My name is: (state your name)
4. I am: (state your position)
5. I am reporting: (Describe the emergency – be specific): Be prepared to give the following:
 - a. What is happening?
 - b. Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
 - c. Suspect descriptions: i.e., hair, clothing, ethnicity, height, weight
 - d. Weapons and type
 - e. Injuries
6. If you are not at risk, then stay on the line until police have arrived at your location.
7. If there are any questions, the Dispatcher will ask as needed. Be prepared to provide updated information on the status of the event and/or injuries.

NON-EMERGENCIES – 311*

Department of Mental Health (Access Help Line).....	800-854-7771
Department of Public Works (Water Emergencies).....	800-342-5397
American Red Cross.....	310-445-9900
Telephone Repair.....	611
Electrical Company	
(Customer service).....	DWP 800-DIAL-DWP(342-5397)
(Power outages).....	SAME AS ABOVE
(Life-threatening emergencies).....	SAME AS ABOVE
Poison Control Center.....	800-876-4766
Gas Company	
(Customer service).....	SO. CAL GAS CO. 800-427-2200
(Natural Gas Emergency Number).....	SAME AS ABOVE
Los Angeles County Health Department.....	2-1-1
Bees.....	800-825-3400
Los Angeles Animal Shelter and Animal Issues (24-hours).....	888-452-7381
Fire Department.....	911 or 310-575-8569
Health Department.....	310-665-8450
Child Abuse Hotline.....	800-540-4000
CalTrans/Road Conditions.....	800-427-7623

Hospital(s)

Cedars-Sinai Health Center.....	310-423-3277
Providence St. John’s Health Center	310-829-5511
Santa Monica UCLA Medical Center.....	424-259-6000
L.A. County – USC Medical Center.....	323-226-2622

Emergency Telephone Numbers (continued)

Radio Stations

Emergency Broadcasts can be received via the Emergency Alert System (ES).
List primary radio stations (FM/AM):

CNN (404) 827-1500

KTLA (323) 460-5500

KMPC (310) 452-7100
2800 28th St., Suite 308
Santa Monica, CA

Other Frequencies

NOAA Weather – 24 hours..... (162.550)

National Emergency Channel...

Phone 1-888-225-5322.....
(163.5125)

General Mobile Radio Service (emergency) (95.179)

Other Important Numbers

*311 is a toll-free phone number to request police services in non-emergency situations. These are situation that are not serious, not life threatening, or not currently in progress.

Emergency Contact Information

Employees and Students

Available in hard copy for internal use. Due to information privacy, this will not be available on website posting.

Crisis Communication Guidelines

Communication at the School Site

A crisis that takes place at a school affects the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively affect the school's public image with parents, teachers, school boards, and communities. Each School Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public.

Who Should Communicate?

A member of the School Emergency Response Team will be appointed as the Public Information Officer (PIO). This person will assist the IC in the preparation of a news statement for release to the public. On site, the PIO will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The PIO will also be responsible for recording duties, noting when notification of the School Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The PIO will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

See roles and responsibilities for Public Information Officer (Section 4).

What Should Be Communicated?

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and the entire School Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

General Guidelines for Dealing with the Media

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.

8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

When Should Communication Happen?

Communication with outside sources should occur once verification of the crisis has taken place and the School Emergency Management Team has been assembled and briefed.

Communications Equipment & Protocol for the school

1. In the event of a crisis, all communications gear must be gathered and then redistributed to teams and/or personnel who will need to use it during an emergency.
2. Phone or radio communication, especially during the initial hours of a disaster, must be kept to essential message traffic only. During a wide-area emergency, expect the landlines to be inoperable or overloaded. Cellular phone sites will probably be down or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.
3. Allowable message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:
 - Type 1: Emergency medical or life or death situations
 - Type 2: Request for emergency services (not a life threatening situation)
 - Type 3: General medical or transportation needs.
 - Type 4: General message traffic

Communication mode priorities:

- a. Land lines
- b. Cellular Phones
- c. Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective.

- a. Do not use any mode of communication unnecessarily
- b. Keep messages short and to the point
- c. Speak slowly and clearly. Keep your voice even – never yell.

- d. Remain calm
- e. Do not use 'CB' type jargon
- f. Before using a radio during a time of heavy traffic, say "is this frequency in use?," before transmitting a full message. If the frequency is in use, you will be told to "stand by". If the frequency is not being used, you will be told "go ahead with your traffic".
- g. Never transmit with a radio that has a broken or damaged antenna, you will destroy the radio.

When using any communications device, your speech can often become difficult to understand. Instead of continuously repeating something, the proper procedures are to spell is phonetically. Vital information should always be repeated phonetically.

Emergency Alert System (EAS)

Equipment at several area radio stations as part of its management of the Emergency Alert System, the partnership with local media in which emergency messages are broadcast over local media outlets.

Communications with Parents

1. The Principal or Designee will make available to parents and discuss with the Site Council copies of the School Emergency Operations Plan.
2. As part of the emergency preparedness efforts, the Principal will send home an annual letter to parents providing the telephone numbers of the Police Department, and other emergency contact information, and the two radio stations where emergency information may be available.
3. If students are removed to an evacuation site or to the hospital notify the parents as soon as possible via the Student Release Team.
4. If students are removed from the school site, signs will be posted outside the school by the School Emergency Response Team giving a phone number to call for information.
5. The IC will direct the communications between the Student Release Team and First Aid Team when it is appropriate to begin parent notification of the evacuation of students.

Section 10

Incident Response Procedures

Please Note: *The five ICS functions are required at all NIMS/SEMS levels. They are command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/SEMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/SEMS/ICS protocols must be activated when responding to any emergency.*

Airborne Contaminants

Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- Locking doors, closing windows, and shutting air vents
- Turning off fans, air conditioning, and forced air heating systems
- Going into an interior room with the fewest windows
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant,
- You exit the shelter as soon as the contaminant passes over,
- The contaminant passes over quickly.

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

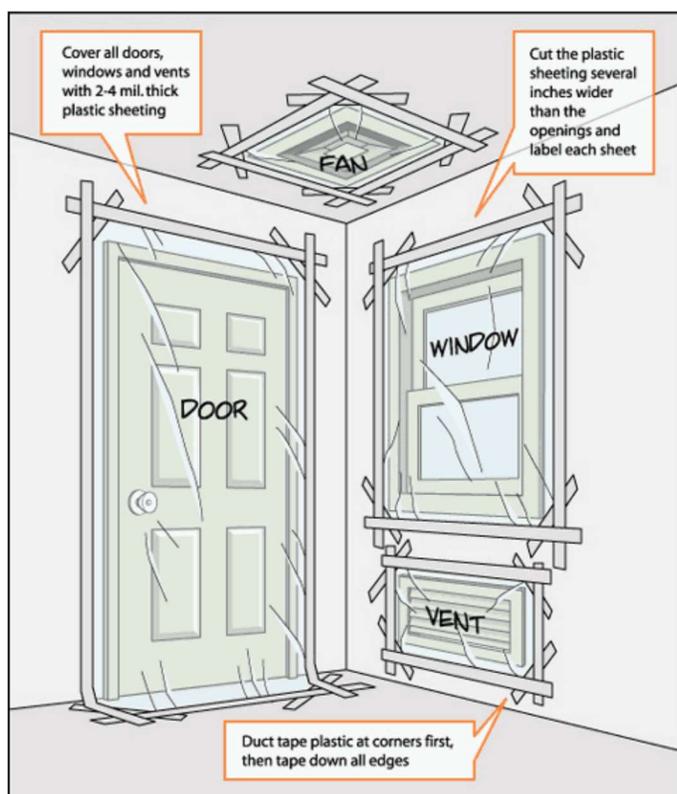
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

General Procedures

1. Notify Main Office/Administration
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.

IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows and air vents.
3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.



6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to

the radio or check the Internet often for official news and instructions as they become available.

8. Call 911.
9. Contact School Police (213) 505-8501

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration.
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.

Rabies

Rabies is a serious disease that is caused by a virus. Each year, it kills more than 50,000 people and millions of animals around the world. Rabies is a big problem in Asia, Africa, and Central and South America. In the United States, rabies has been reported in every state except Hawaii. Any mammal can get rabies. Raccoons, skunks, foxes, bats, dogs, and cats can get rabies. Cattle and humans can also get rabies. Rabies is caused by a virus. An animal gets rabies from saliva, usually from a bite of an animal that has the disease. You cannot get rabies from blood.

Rabies in Animals

Animals with rabies may act differently than healthy animals. Wild animals may move slowly or act tame. In addition, some wild animals, like foxes, raccoons, and skunks, that normally avoid porcupines, may receive a face full of quills if they become rabid and try to bite these prickly rodents. A pet that is usually friendly may snap at you and try to bite.

There are two common types of rabies. The first type is called "furious" rabies. Animals with this type are hostile, may bite at objects, and have an increase in saliva. In the movies and books, rabid animals foam at the mouth. In real life, rabid animals look like they have foam in their mouth because they have more saliva.

The second and more common form is known as paralytic or “dumb” rabies. An animal with “dumb” rabies is timid and shy. It often rejects food and has paralysis of the lower jaw and muscles.

Signs of rabies include:

- Changes in an animal’s behavior
- General sickness
- Problems swallowing
- An increase in drool or saliva
- Wild animals that appear abnormally tame or sick
- Animals that may bite at everything if excited
- Difficulty in moving or paralysis
- Death

Animals in the early stage of rabies may not have any signs, although they can still infect you if they bite you. The incubation period is the time from the animal bite to when signs appear. In rabies, it is usually 1-3 months. However, it can last as long as several years. Once the virus reaches the brain or spinal cord signs of the disease appear.

Rabies in Humans

In humans, signs and symptoms usually occur 30-90 days after the bite. Once people develop symptoms, they usually die. This is why it is very important for children to tell an adult and go to the doctor right away if they have been bitten by an animal that might be rabid.

Early symptoms of rabies include fever, headache, sore throat, and feeling tired. As the virus gets to the brain, the person may act nervous, confused, and upset.

Other symptoms of rabies in humans include:

- Pain or tingling at the site of the bite
- Hallucinations
- Hydrophobia (“fear of water” due to spasms in the throat)
- Paralysis

As the disease advances, the person enters into a coma and dies.

Armed Intruder/Hostage Situation/Shots Fired

General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation
4. Call 911
 - Provide:
 - School Site name and location
 - Suspect description, direction of travel
 - Number of shots fired
 - Location on campus
 - Hostage situation: victims, etc.
 - Obey the Police.
 - Everyone may be treated as a suspect.
5. Obtain accurate information:
 - Where in the building is the event occurring?
 - How many are involved (both perpetrators and hostages)?
 - What demands, if any, have been made?
6. Render appropriate assistance.

IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down – NO RESPONSE.
3. Isolate the area.
 - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so)
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. **Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.**

Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
5. If not directly involved, follow instructions quickly and without comment.
6. When notified of the Lock-Down – follow established procedures.
 - a. Quickly glance outside the room and direct anyone outside into the room
 - b. Lock Doors and barricade
Door is not to be opened for anyone. All doors will remain locked until the “all clear” code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - c. Direct students to arm themselves with objects to counter in case intruder breaches the barricade and stay in the safest place possible away from doors and windows.
 - d. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.
 - e. Be able to account for all students under your control

Assault

General Procedures

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call police if necessary.
4. Notify First Aid Coordinator and provide medical assistance when necessary.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) and/or witness(es).

Assault on Staff Member by Student

General Procedures

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

Multiple victims suffering from:

- Watery eyes
- Twitching
- Choking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building.
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

IC Responsibilities

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the School Police (323.887.7916)
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist.
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

Scenario 2: Substance Released Outdoors and Localized

General Procedures

1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

IC Responsibilities

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911.
3. Contact the School Police (323.887.7916)
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. Evacuate students away from the affected area, as directed by the IC.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

Scenario 3: Substance Released in Surrounding Community

IC Responsibilities

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock-Down Team Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Contact the School Police (323.887.7916)
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed, monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident.
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed, monitor the air space.
2. Report any medical conditions or other concerns to the IC.

Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the U.S. public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

Environment Where Exposure May Have Occurred

Law enforcement and public health officials' work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

Clean-Up of Contaminated Areas

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

Biological Agents

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus, they present different challenges as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also

occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described that include nerve agent and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as

solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

Radiation Accident

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source;
2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both; and
3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances; serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

Bomb Threats

General Procedures

1. Evacuation route should be posted in every classroom.
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Prepare media statement and flyer to inform parents.

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
 - Call 911 – advise building is being evacuated because of a bomb threat.
 - Activate SERT.
 - Turn off school bell system.
 - Do not use PA system.
 - Turn off all two-way radios.

NOTE: Do not utilize the fire alarm system to evacuate the building.

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise SERT of any missing children.
4. Do not reenter the building until directed to do so by an SERT member or someone in authority.

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

IC Responsibilities

1. Upon notification of a device found:
 - Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
 - Activate the SERT.
 - Turn off the school bell system.
 - Turn off all two-way radios.
 - **Do not use the fire alarm system to evacuate the building.**
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
 - Classroom in which the device is located.
 - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment that may exacerbate the situation.
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise SERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

Letter/Package Bomb or Mailed Hazardous Substance

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e.: tape)	Powder leaking

1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.
2. Persons who touch the letter should wash their hands if powder or liquid is leaking.
3. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

NOTE: Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information and assistance. Remember, one of your roles is to preserve a potential crime scene.

Bus Accidents

General Procedures

1. Upon learning of an accident, obtain the bus number, location, and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the IC.

IC Responsibilities

1. Dispatch SERT to accident scene with Emergency Response Kit and student information cards. If this is a group on a field trip, the student roster will advise you of which students, parents, and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report.
2. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students, advise them of the accident, and make them available for parent pick up.
3. When advised by SERT on scene of current status, direct appropriate notifications to be made.
4. If appropriate, respond to the hospital.

Responsibilities of Staff Person Riding on Bus

1. Follow the Bus Drivers instructions and if appropriate call 911.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have more capable students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

Responsibilities of SERT Responding to the Scene

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. ***If parents*** arrive on the scene students **are not** to be removed from the scene until released by the Police. ***NOTE: parents should be directed to either wait at home or report to the school site not the accident scene.***
4. Designated SERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated SERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

Child Abuse Reporting

Emergency Procedures

Teacher/Supervising Adult and Administration

1. If reasonable cause exists to believe abuse has occurred, report immediately to Department of Child and Family Services (DCFS) (800.540.4000) or local law enforcement. **WHEN IN DOUBT, REPORT.**
2. Do not inform parent/guardian of the report. It is DCFS's or law enforcement's responsibility to investigate and inform them.

Additional Information

Child Protective Services

DCFS safeguards the rights and protects the welfare of children whose parents are unable to do so. As the point of entry for clients, the DCFS intake program operates a 24-hour hotline that receives reports of suspected child abuse and neglect at (800) 540-4000. The DCFS staff conducts initial investigations of all reported abuse and neglect to determine whether the allegations are supported.

How to Recognize Child Abuse and Neglect

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened."

There are many indicators of child abuse. Learn how to recognize the warning signs of:

-

Child Abuse and Neglect Indicators

Physical Abuse is indicated when non-accidental injuries occur, including:

Burns	Bruises	Welts	Severe beatings
Fractures	Unexplained or repeated physical injuries		

Emotional Abuse occurs when a parent or caretaker allows or creates a negative emotional atmosphere for the child with these conditions:

Demeaning remarks	Perceived or actual threats of harm
Unrealistic parental expectations	Illegal behaviors taught to a child

Sexual Abuse happens when a child is exploited for the sexual gratification of an adult or other child. Indicators include:

- Involvement of a child in sexual activity
- Knowledge of sexual behavior inappropriate for the child's age
- Contact for sexual purposes such as fondling

Involvement or exposure to prostitution and/or pornography

Neglect occurs when a parent or caretaker allows the child to experience avoidable suffering or fails to provide basic essentials for physical, social, and emotional development. Indicators of neglect include:

Lack of basic food and clothing	Lack of medical treatment or medication for a serious illness	Inappropriate child hygiene
Lack of appropriate supervision	Lack of education as required by law	Residing in an inappropriate/dangerous living environment

Domestic Violence-Related Child Abuse occurs when a child:

- Is injured during a physical altercation between adults
- Witnesses domestic violence between adults
- Experiences perceived or actual threats of harm
- Experiences disruption in his/her living situation

How to Respond to an Abused Child

If you suspect a child has been abused or neglected, use the following guidelines to respond.

- Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- Believe the child. Children rarely make up stories about abuse.
- Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- Tell the child you are glad that he/she told someone.
- Assure the child that abuse is not his/her fault.
- Do what you can to make certain that the child is safe from further abuse.
- Do not investigate a case yourself. Call the police or the Department of Child and Family Services hotline at (800) 540-4000 to make a report.

Legal Definitions/References

Child abuse or neglect includes the following (Penal Code 11165.5, 11166.6)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment of a child as defined in Penal Code 11165.3.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).

How to Report Child Abuse

Anyone involved in the care and treatment of patients under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code 11165.7, any mandatory reporter who fails to make a report will be fined or imprisoned. Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the DCFS reporting hotline at (800) 540-4000. To make a report, you will need to provide the following information:

- Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
- Nature and extent of the abuse or neglect, as you know it (and any previous abuse or neglect)
- Any additional information that may help establish the cause and identity of persons responsible
- Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the DCFS hotline immediately even if all the information is not available to you. If requested, follow up with a written report to the Department of Child and Family Services

Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person (Penal Code 11166). When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report (Penal Code 11166).

Website to report child abuse:

<http://dcfs.co.la.ca.us.contactus/childabuse.html>

DCFS Abuse Investigation Process

Once an abuse report is filed, the Department of Child and Family Services (DCFS) will assess and investigate the case. DCFS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

DCFS and neighborhood community centers offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

To report suspected child abuse or neglect, contact DCFS at (800) 540-4000.

Child Does Not Arrive Home

(within a reasonable time)

General Procedures

1. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits (i.e. walker / bus rider or gets ride from parent).
2. Contact Transportation for assistance. They will need the following information when called, Child's name, Date of Birth, Address, Home phone number, Description of the student (hair color, height, ethnicity, what was the student wearing when last seen). If the parent is at the school, send them home to wait and check their neighborhood.
3. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period.
4. Organize the child's teachers, friends, and companions for interview with the police.
5. Attempt to locate the last person to see the child.
6. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
7. Work cooperatively with the authorities to assist in locating the child.
8. Prepare a media statement.
9. Compose a flyer informing parents

Civil Disturbance

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

General Procedures

1. Contact office and administrators when a civil disturbance is observed.
2. Call 911 if warranted.
3. Assess the danger of the disturbance and issue a Lock-Down if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Notify the School Police.

ANNOUNCEMENT

I am _____ (name and title).

You are on school grounds without permission. You are directed to leave the premises now. As trespassers, you are subject to possible arrest if you do not leave.

Optional Language:

If you do not leave, we will ask law enforcement authorities to take appropriate action.

OR

Law enforcement has already been notified.

Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

1. Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
2. If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.

Active Measures (continued)

3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

Preventative Measures

1. Be aware of the morale of the student body.
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:

"VISITORS, PLEASE REPORT TO THE OFFICE"

Pickets and boycotts

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.
3. If non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

Civil Disorder in Los Angeles County

Significant events of civil disorder are uncommon in Los Angeles County, but have occurred twice in recent history. On August 11, 1965, six days of rioting began in Watts section of Los Angeles. In the violence, 34 people were killed and 856 injured.

On April 29, 1992, just hours after a Simi Valley jury acquitted four LAPD officers in the Rodney King trial, civil disorder erupted, resulting in 58 deaths.

Critical Condition/Hospital Treatment

General Procedures

1. If a child is in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse/health aide and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help for the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Arrange for counseling sessions with witnesses as necessary.

Death of a Student/Staff Member

General Procedures

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Lock-Down procedures and treat the event as a criminal act.

IC Responsibilities

1. Call a meeting of SERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release it to family or relative.

Teacher/Staff Responsibilities

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation, and seek appropriate help.
4. Assist in bringing closure to the event.

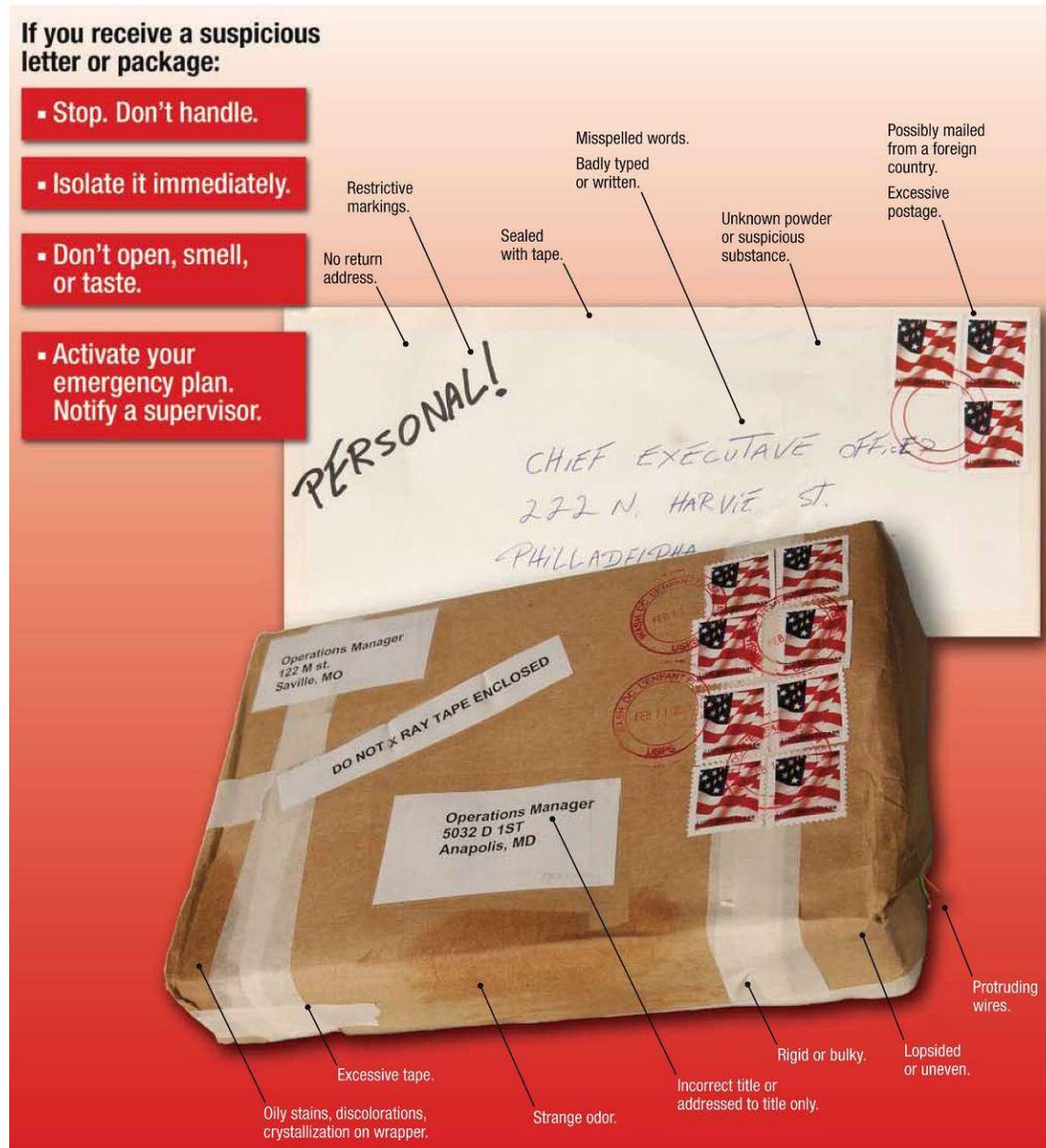
Detecting Suspicious Packages/Letters

***Remember* the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.**

1. If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.
2. If delivered by carrier, balance check if lopsided or heavy sided.
3. Handwritten addresses or labels from companies are improper. Check to see if the company exists and if they sent a package or a letter.
4. Packages wrapped in string are automatically suspicious, as modern packaging materials have eliminated the need for twine or string.
5. Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.
6. No postage or non-canceled postage.
7. Any foreign writing, addresses, or postage.
8. Handwritten notes, such as: "To be opened in the privacy of...", "confidential", "your lucky day is here", and "prize enclosed".
9. Improper spelling of common names, places or titles.
10. Generic or incorrect titles.
11. Leaks, stains, or protruding wires, string, tape, etc.
12. Hand delivered or dropped off for a friend packages or letters.
13. No return address or nonsensical return address.
14. Any letters or packages arriving before or after a phone call from an unknown person asking if the item was received.
15. If you have a suspicious letter or package:
 - Call 911
 - Notify the IC
 - Follow procedures for Bomb Threats/Device Found (Pages 120-122)

WARNING

Suspect Letter and Package Indicators



If you suspect the mail of package contains a bomb (explosive), or radiological, biological, or chemical threat:

Isolate area immediately.

Call 911.

Wash your hands with soap and water.

For more information on bomb security or bomb threats, contact your local ATF office.

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practiced so that students will know what to do.

Teacher/Staff Responsibilities

1. In concert with receiving teachers, develop the "Clear the Room" plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

Clear the Room Procedures

Teacher instructs students to “clear the room” and report to a neighboring classroom.

Teacher stays a safe distance away from students and dials the emergency hotline extension 1234 to get help. Depending on the severity, 911 will be called. A school police officer and campus security will be sent to the classroom immediately.

When neighboring teacher receives class, he/she calls main office to send a 2nd help message to the neighboring classroom.

Earthquake

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

Southern California Earthquakes

The greatest Southern California earthquake in modern history was the Fort Tejon Earthquake on January 9, 1857 that measured 8.0 on the Richter Scale. Damage was not nearly as serious as it would be today, mostly because South California was sparsely populated. The effects of the quake were quite dramatic, even frightening. Were the Fort Tejon shock to happen today, the damage would easily run into billions of dollars and the loss of life would be substantial. The present-day communities of Wrightwood and Palmdale lie upon or near the 1857 rupture area.

On March 10, 1933 at 5:54 p.m., a magnitude of 6.4 earthquake hit the Newport-Inglewood faults causing serious damage in Long Beach and other communities. The earthquake resulted in 120 deaths and more than \$50 million in property damage. Most of the damaged buildings were of unreinforced masonry.

More recent earthquakes have caused severe damage, but none would be classified as a "major" temblor.

The San Fernando Earthquake hit at 6:01 a.m. on February 9, 1971. It caused more than \$500 million in damage and 65 deaths.

The Whittier Narrows Earthquake struck on October 1, 1987 at 7:42 a.m. and registered magnitude 5.9. It caused eight deaths and \$358 million in property damage.

The Sierra Madre Earthquake was magnitude 5.8 and occurred on June 28, 1991 at 7:43 a.m. Because of its depth and moderate size, it caused no surface rupture, though it triggered rockslides that blocked some mountain roads. It caused about \$40 million in property damage and two deaths, mostly in the San Gabriel Valley.

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be **not** more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside. Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as book cases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside. Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: Students walking to or from school when an earthquake occurs should stay away from all buildings, trees, exposed wires, and other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

After an Earthquake

The ABCs of Post-Earthquake Evacuation – A Checklist for School Administrators and Faculty

A. Evacuation should NEVER be automatic.

- There may be more danger outside your building or facility than there is inside.
- There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created.
- The lighting inside your building or room will probably be out – it will be dark.
- Before any decision is made to vacate all or part of a school, someone must find out that there is:
 1. A safe route out, and
 2. A safe place to assemble the students outside

BEFORE an earthquake, survey your school with evacuation in mind.

1. Look for potential post-earthquake hazards INSIDE the building:

- Suspended ceilings
- Pendant light fixtures
- Large windows – either exterior or interior – not protected against shattering
- Tall bookcases or cabinets that may topple because they are not bolted to the wall
- Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
- Stairwells
- Science labs, especially chemistry
- Storage areas for cleaning, painting, or other hazardous materials
- Shop areas
- Places where the main gas supply or electric current enters the building

- A. Designate evacuation routes that avoid as many of those areas as possible.
- B. In addition, decide on alternate routes to your main routes.
- C. Consider students with disabilities as you think about your evacuation routes.

2. Look for potential post-earthquake hazards OUTSIDE the building:

- Power lines
- Trees
- Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
- Routes past concrete block walls
- Covered walkways
- Places under which large gas mains run
- Areas near chain link fences (can be electric shock hazard when live wires touch)
- Hazardous materials storage areas
 - A. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
 - B. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.

3. Everyone should be informed about the plans:

- Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
- Tell all personnel and students about the plans made and the routes chosen.
- Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
- Hold drills and exercises two or three times a year; practice alternate routes.
- Include all students and staff with disabilities in the drills and exercises.

C. AFTER the earthquake, gather information and make decisions.

IC

- Assess the situation – inside and outside
- Decide how much evacuation is necessary – all or parts of the buildings
- Choose the route(s) and the assembly place
- Communicate directions to SERT and all staff members.

Teachers

Do NOT automatically rush your class out into the corridor or out an exterior door.

- Wait to hear from an administrator, or the designated SERT member, about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- Get your neighboring teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.
- Account for all your students before you leave the classroom.

If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room. If you must leave an injured student, post a large, visible sign indicating the student is in there.

The lights will probably be out – ALWAYS have a flashlight that works.

- Be alert, as you lead students down stairwells or corridors, to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.

In an aftershock, everyone should duck and cover until the shaking stops.

- Once you get to your new safe place, communicate your location to the IC, by sending a runner, using a walkie-talkie, or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake. To do so, keep on hand the following:

- Food.
- Water. Enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.
- First aid kit
- Fire extinguisher
- Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
- Hand held radios with extra batteries.
- Extra blankets, clothing, shoes, and money.
- Alternate cooking sources.
- Medications
- Tools (turning of main shut off valves)

Roles and Responsibilities

Incident Commander (IC)

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

1. Direct team operations
2. Work with emergency responders
3. Coordinate and authorize communication modes
4. Assign tasks as necessary
5. Make media releases as appropriate

Teacher responsibilities during an earthquake:

At first sign of shaking, adults should give the Drop, Cover, and Hold On command.

If students and staff are indoors, all should:

1. Get under a desk or table. Otherwise, stand next to an inside wall. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
2. Get as far away from window(s) as possible.
 - a. Drop to knees with back to the window(s) and knees together.
 - b. Clasp one hand firmly behind head, covering neck.
 - c. Wrap other arm around a table or chair leg.
 - d. Bury your face in yours arms, protecting head.
 - e. Close eyes tightly. Stay until earthquake is over.
 - f. Evacuate to staging area only upon hearing evacuation signal.
3. Reassure students

If students and staff are outdoors, staff should:

1. Direct students away from buildings, trees, poles and wires.
2. Call Drop, Cover, and Hold On command – students and staff should cover as much skin surface as possible; close eyes and cover ears.

Teacher responsibilities during the evacuation:

The teacher may render immediate first aid if necessary.

Students with major injuries and are unable to move are to remain in the classroom.

(Search & Rescue team members or first responders will remove injured students/staff)

Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires.
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.

3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your safety pole and sleeve/contents with you.
5. Door is to be left open during an earthquake disaster.

Always DUCK, COVER, and HOLD ON when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate, or have made a decision to evacuate, look for the safest route, and take your emergency safety pole and escort your students to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate sign "Yellow X" = room cleared - all students accounted for.

1. Anyone who is 'injured but mobile' should be escorted to the assembly area.
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
3. Leave all 'dead' where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Search Team Coordinator

Will meet team in designated S&R area to begin operations after being directed to do so by the IC.

Search & Rescue will:

1. Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are shut off.
2. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team, or providing site security.

First Aid Team

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to Walking Wounded
DELAYED:	May be able to take direction to help one another.
IMMEDIATE:	Tag victim, note time and type of injury.
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status

Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 4 for details.

Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 4 for details.

Explosion or Risk of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property
- Scenario 2: Risk of explosion on school property
- Scenario 3: Explosion or risk of explosion in a surrounding area
- Scenario 4: Nuclear blast or explosion involving radioactive materials
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats" refer to Pages 110-112.

Scenario 1: Explosion on School Property

General Procedures

1. Call 911.
2. Initiate "Duck, Cover, and Hold On" procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students

that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.

10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.

Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

13. Contact the utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

Scenario 2: Risk of Explosion on School Property

General Procedures

1. Call 911.
2. Determine the appropriate response signal: Lock Down- Response or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in Section 7.
4. If an explosion occurs follow the procedures outlined in this section.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights.
6. Monitor radio or television announcements and initiate further action as appropriate.
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance.

Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biological or Chemical Release.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area, or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency pole, and escort your students to the designated area. Quickly check your neighboring teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, send runner with attendance form from the safety pole to request gate, and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

If the facility is hit

The IC will direct the following:

1. Call 911 and provide exact location and nature of the emergency.
2. Direct SERT members (Search and Rescue Teams) to secure the crash area to prevent unauthorized access.
3. Direct SERT members to organize fire suppression activities until the Fire Department arrives.

4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). Evacuate to a site uphill and upwind if possible. The assembly team and student release team will be activated.
5. Direct the First Aid team to identify, triage, and provide medical assistance to injured students and/or staff members.
6. If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.
7. Plant Manager should turn off power supplies, electricity, and gas lines in affected building(s).
8. If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard if safe to do so.

Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Safety Pole and ID card when evacuating.
2. Evacuate the room or building following the exit plan posted in each classroom and office. Hold handrails. If no broken glass, remove high heels to avoid tripping.
3. Evacuate all students and staff away from threatened building at least 50 feet (approximately 10 body lengths) during the fire unless directed by IC to go elsewhere. Maintain control of students and take roll.
4. Close doors behind you as you exit. Do not use elevators. Do not lock doors.
5. Check with your neighboring teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Yellow X = room cleared - all students accounted for)
6. If smoke is in the immediate vicinity, instruct students to "stay low and exit," crawling to avoid breathing fumes. Cover mouth and nose with a wet cloth.
7. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
8. If anyone is injured or trapped, do not stay with the injured or trapped. Notify the IC who will send a Search and Rescue team while waiting for Police and Fire personnel.
9. The IC is to be notified immediately.
10. Members of the Search and Rescue Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

11. The IC will form a Command Post at the evacuation site.
 - a. Direct that the necessary agency contacts be made
 - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator.
12. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff. The Search and Rescue Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
13. First aid is rendered as necessary.
14. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the building immediately.
15. Access roads are kept open for emergency vehicles.
16. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
17. IC will direct a team member to turn off utilities if safe to do so.
18. Students and staff will not return to the school building until fire department officials declare the area safe.

Additional School Emergency Response Team Responsibilities in a Fire, all other responsibilities to be carried out by the School Emergency Response Team

TEAM MEMBER DUTY	NAME/Floor	CONTACT INFORMATION	RESPONSIBILITY
Floor Warden (one for every floor)	Bldgs. A & GH Bldgs. C & D Business Office Textbook Room Bldgs. E & F Bldgs. G & Gym Bldgs M, Café, Finance Office, Mercer Hall	S&R Team Leaders will assign a 3 member team to each building	<ul style="list-style-type: none"> - Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system. - Act as 'supervisor' of the area under their direct control. - Receive and dispatch information and instructions and oversee evacuation of occupants from their area. - Ensure every disabled person has staff assigned to him or her who stays with them. - Report the location of these persons to the Fire Department upon their arrival
Assistant Floor Warden (one for every floor)	Building U Bldgs J and W		<ul style="list-style-type: none"> - Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit. - Listen for any new information and if questions arise, get direction from Floor Warden - Take no action without checking with the Floor Warden, except in extreme circumstances.

Fire Near School:

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

First Aid Team

Will move to their designated area, unpack supplies as they become available, set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 4.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

Student Supervision Team (Russ Howard, Monica Iannessa, Kelly Loftus)

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 4.

Student Release Team (Kim Theard, Tom Seyler, Counseling Staff)

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 4.

Teachers follow standard evacuation procedures. See Section 7.

Fire Drills

California Education Code, Section 32001 states that every public, private, or parochial school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

It is recommended that at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

Food or Water Contamination (suspected)

This procedure should be followed is school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

General Procedures

1. The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
2. Call 911.
3. The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. The IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. The IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The IC will not declare an All Clear until authorized to do so by the responding health department.
7. The IC will notify the parents of the incident, as appropriate.

Forced Entry/Theft of School Property

General Procedures

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and to ease the worries of parents, draft an informational flyer.

Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

General Procedures

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill. (follow standardized evacuation procedures – See Section 7).
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the School Police (323.887.7916).
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

Hazardous Material Spill (continued)

Temporary Stay at School Status

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.
2. Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff, and visitors.
6. Instruct Teachers and Staff to evacuate once vehicles have arrived on campus.

Hazardous Material Spill (continued)

Evacuation Procedures

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers, and Staff will be evacuated by school buses, other transportation, or by foot.
3. If it is decided that the building should be evacuated:
 - a. Sound the fire alarm
 - b. Notify the following:
 - i. 911 (alerts police and fire departments)
 - ii. School Police (323.887.7916)
 - iii. Teachers and Staff
4. The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
7. The IC will provide a report to the School District/Superintendent/EOC by phone or messenger as soon as possible after the evacuation. The report will include:
 - (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers, and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

Heat Emergencies

Generally speaking, temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks are considered "extreme heat" or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable, and therefore a Relative Temperature should be considered. At PCHS due to our proximity to the Pacific Ocean, 10 degrees above our average high is still not overly hot, so anything over 90F can be used as an "extreme Heat" indicator. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

Before Extreme Heat Hits:

Keep it Cool

1. Close all floor heat vents.
2. Close windows if there is A/C - Seal gaps around window units.
3. Use a circulating or box fan to spread any cooler air around.
4. If Extreme Heat – Consider using aluminum foil covered cardboard in windows to reflect heat back outside.
5. Have proper/functional weather-stripping on doors and window.
6. Keep storm windows up all year to help keep cool in.

During Extreme Heat

Protect Windows – hang shades, drapes, sheets or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

Conserve Water

1. Check plumbing for leaks.
2. Ensure all toilets and showers are set to "low flow".
3. Don't leave water running

Hostage Situation

General Procedures

1. Stay calm.
2. Don't be a hero.
3. Follow instructors of captor.
4. Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captor of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve the situation by force.
8. Be observant and remember everything you see and hear.
9. Try to calm the suspect and listen to complaints or demands.
10. Keep the students calm and don't allow them to agitate the suspect.
11. Ask permission of the suspect in all matters.
12. When rescue takes place, lie on the floor and await instructions from the rescuers.

IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down – No Team Response.
3. Isolate the area.
 - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).

7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.

Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
5. If not directly involved, follow instructions quickly and without comment.
6. When notified of the Lock-Down – follow established procedures.
 - a. Quickly glance outside the room and direct anyone outside into the room
 - b. Lock Doors and barricade
Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - c. Direct students to arm themselves with objects to counter in case intruder breaches the barricade and stay in the safest place possible away from doors and windows.
 - d. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.
 - e. Be able to account for all students under your control

Infectious Diseases and Pandemics

In the event of a local area Pandemic (such as, but not limited to COVID-19), PCHS will follow the California Department of Public Health (CADPH) and Los Angeles County Department of Public Health (LACDPH) recommendations and guidance. Additional guidance to be taken into account from the California Department of Education (CDE), Los Angeles County Office of Education (LACOE) and PCHS's authorizer the Los Angeles Unified School District (LAUSD).

Please note that LAUSD owns virtually all the land, plant and major equipment at the PCHS campus site, and therefore as both our Independent Charter authorizer, and Landlord, PCHS has a requirement to adhere to LAUSD as well as the other more formal governmental authorities.

Depending on the severity of the pandemic, PCHS will operate in several modes based on the recommendations of PCHS's Local Board of Trustees and the Administration in relation to the guidance from all the above organizations. These modes to be

determined by the specific needs of such an event and modified on a case-by-case basis, but likely to include the following:

- Enhanced Supports without School Activity Disruption
- Reduced/Limiting of Less Essential Activities
- Partial Campus Shutdown (i.e. Hybrid Mode)
- No Student Shutdown (i.e. 100% Remote Learning with Faculty/Staff permitted on campus)
- Complete Campus Shutdown (i.e. 100% Remote with virtually no Faculty/Staff on campus)
- Complete School Closure (all school activities canceled)

Depending on what level of reduced/restricted activity is required, PCHS to implement correspondingly appropriate plans related to:

- Sanitation/Cleaning & Disinfecting Campus Areas
- Health Checks for Campus Access
- Obtaining necessary Personal Protective Equipment (PPE) and Disinfecting Supplies/Equipment appropriate to the situation, and available from the marketplace
- Campus Access Limitations/Restrictions as needed – Reduced hours, additional guards/monitoring, etc.
- Rules/Regulations & Guidance around Infection Containment (i.e. mask wearing, social distancing, hand-washing, cleaning/disinfecting, etc.)
- Provision of technology equipment, software and services as needed/available to assist with more remote operation of the school
- Messaging & Signage as needed deployed based on the situation
- Continual consultation with School Nurse, Administration and Board of Trustees re appropriate next steps in conjunction with guidance from Above organizations
- Thorough cleanup and disinfecting of all impacted campus areas before re-introduction of increased people on campus
- Continual disinfecting of utilized campus areas during re-introduction periods to help maintain as clean/safe a campus as reasonably possible

Reference Links:

<http://www.cdc.gov/ncidod/diseases/index.htm>

<http://www.cdc.gov/coronavirus>

<http://publichealth.lacounty.gov/media/coronavirus/>

<https://achieve.lausd.net>

Pre-Pandemic CDC Updates:

West Nile Virus (WNV) Fact Sheet

What Is West Nile Virus?

West Nile Virus (WNV) is a potentially serious illness. Experts believe WNV is established as a seasonal epidemic in North America that flares up in the summer and continues into the fall. This fact sheet contains important information that can help you recognize and prevent West Nile virus.

What Can I Do to Prevent WNV?

The easiest and best way to avoid WNV is to prevent mosquito bites.

- When you are outdoors, use insect repellents containing an EPA-registered insect repellent. Follow the directions on the package.
- Many mosquitoes are most active at dusk and dawn. Be sure to use insect repellent and wear long sleeves and pants at these times or consider staying indoors during these hours.
- Make sure you have good screens on your windows and doors to keep mosquitoes out.
- Get rid of mosquito breeding sites by emptying standing water from flower pots, buckets and barrels. Change the water in pet dishes and replace the water in bird baths weekly. Drill holes in tire swings so water drains out. Keep children's wading pools empty and on their sides when they aren't being used.

What Are the Symptoms of WNV?

- **Serious Symptoms in a Few People.** About one in 150 people infected with WNV will develop severe illness. The severe symptoms can include high fever, headache, neck stiffness, stupor, disorientation, coma, tremors, convulsions, muscle weakness, vision loss, numbness and paralysis. These symptoms may last several weeks, and neurological effects may be permanent.
- **Milder Symptoms in Some People.** Up to 20 percent of the people who become infected will display symptoms which can include fever, headache, and body aches, nausea, vomiting, and sometimes swollen lymph glands or a skin rash on the chest, stomach and back. Symptoms can last for as short as a few days, though even healthy people have been sick for several weeks.
- **No Symptoms in Most People.** Approximately 80 percent of people (about 4 out of 5) who are infected with WNV will not show any symptoms at all, but there is no way to know in advance if you will develop an illness or not.

How Does West Nile Virus Spread?

- **Infected Mosquitoes.** Most often, WNV is spread by the bite of an infected mosquito. Mosquitoes become infected when they feed on infected birds. Infected mosquitoes can then spread WNV to humans and other animals when they bite.
- **Transfusions, Transplants, and Mother-to-Child.** In a very small number of cases, WNV also has been spread through blood transfusions, organ transplants, breastfeeding and even during pregnancy from mother to baby.
- **Not through touching.** WNV is not spread through casual contact such as touching or kissing a person with the virus.

How Soon Do Infected People Get Sick?

People typically develop symptoms between 3 and 14 days after they are bitten by the infected mosquito.

How Is WNV Infection Treated?

There is no specific treatment for WNV infection. In cases with milder symptoms, people experience symptoms such as fever and aches that pass on their own, although illness may last weeks to months even in healthy persons. In more severe cases, people usually need to go to the hospital where they can receive supportive treatment including intravenous fluids, help with breathing, and nursing care.

What Should I Do if I Think I Have WNV?

Milder WNV illness improves on its own, and people do not necessarily need to seek medical attention for this infection though they may choose to do so. If you develop symptoms of severe WNV illness, such as unusually severe headaches or confusion, seek medical attention immediately. Severe WNV illness usually requires hospitalization. Pregnant women and nursing mothers are encouraged to talk to their doctor if they develop symptoms that could be WNV.



National Center for Emerging and Zoonotic Infectious Diseases
Division of Vector-Borne Diseases



CS234798-A

Kidnapping or Missing Student

General Procedures

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing worn, time, and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing security at school.
5. Notify the School Police (323.887.7916).

IC Responsibilities

Abduction

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief SERT on the situation and arrange for counseling for the next day.

Missing Student

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.
5. Contact students' teacher(s).

Teacher/Staff Responsibilities

Abduction

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

Missing Student

1. Immediately notify the office when advised that a student is missing.
2. Assist IC with questioning of friends and fellow classmates as to why student is missing.
3. Maintain control of remaining students.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biochemical or Chemical Release.

General Procedures

1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation.
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911.
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives.
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid.

Police Activity in the Neighborhood

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site that constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stake outs, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

General Procedures

- Stay calm
- Move away from the threat and notify the IC
- Account for all students in your charge

IC

- Issue a Lock Down- Team Response (or a Lock Down – No Team Response if your campus has open hallways)
- Notify 911
- Secure the building
- Take attendance
- Students and staff will remain indoors until the All Clear signal is given.
- Be prepared to keep students at school until police have cleared the area.

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER, and HOLD ON. If you have students with you, first direct the students to do the same.

If the situation permits, make note of as many details as possible such as:

VEHICLE

- License plate number
- Type of vehicle
- Color of vehicle
- Damage to vehicle
- Occupants (number and ethnicity)
- Weapons (type and number)

PERSON

- Height
- Weight
- Color of hair
- Clothing (type and color)
- Weapons (type)
- Ethnicity

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

Severe Weather

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

General Procedures

1. Provide care for students at the site.
2. Listen to weather updates and stay informed (www.nws.noaa.gov).
3. Keep away from windows and doors.
4. Evacuate the buildings and move to a safe location if necessary.
5. Evacuate the site to another facility if necessary.
6. Being student release procedures at the direction of the IC.
7. Upon official request, the site or portions thereof will be converted to a mass care shelter.

Flood/Mudslide/Flash Flood

Los Angeles County contains some of the steepest and most erosive mountains in the world, the San Gabriels, with elevations reaching 10,000 feet above sea level. Below steeply walled canyons lie large coastal plains with a high population density. When heavy rains come, there is a significant potential for floods and mudslides.

In 1914, when the population of the Los Angeles Basin was about 700,000, a four-day storm produced more than 19 inches of rain in the San Gabriel Mountains, resulting in floods causing \$10 million in damage.

Floods in 1938 caused \$70 million in damage in Southern California, and in 1969 floods caused \$400 million in damage and 60 deaths.

In the 1990s, serious flooding happened in 1992, '93, '95 and '08.

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken. The IC may initiate many of the emergency actions considered necessary. The greatest danger of flooding is from a flash flood.

General Procedures

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Lock Down – Response or Evacuation).

Hurricanes

Definition: hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

Hurricane Advisory – tells where the storm is located, the intensity of wind speeds, and the direction of movement.

Hurricane Watch – is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours.

Hurricane Warning – is issued when hurricane conditions are expected in a specific area in 24 hours or less.

Lightning

Definition: lighting is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible
2. If a building is not available, move into a car with windows rolled up
3. If outside – spread out, keep several yards apart from each other

Severe Winds/Tornadoes

Definition: Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocity inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

Tornado Watch – indicates that conditions are right for a tornado to develop and that the sky should be watched.

Tornado Warning – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building, if time permits. If time doesn't permit lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums, and other structures with large roof spans.
3. Implement Duck, Cover, and Hold On if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.

Sex Offense

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.
 - a. If the victim is a student, also notify the ICPS, and the local police department.
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or ICPS.
3. The school principal/supervisor will consider contacting the Police Department and/or Integrated Child Protective Services as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (858.560.2191).

If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medical exam is being conducted.
4. If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

NOTE: All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is **not** the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

Spilled Bodily Fluids

General Procedures

1. Contact the main office and locate a custodian for cleanup.
2. Assess the need for medical help for the victim.
3. Wear disposable gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care. Notify parent and request they bring clean clothes and make a medical follow up appointment.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags or tie and place in a plastic-lined garbage container specially labeled for biohazard precautions.

Body Fluids Cleanup Kit

Kits for cleaning up body fluids should be provided for each classroom, office, school bus, and other locations as requested. Use the disposable gloves and absorbent wipes to clean up the material, and then dispose of the wipes in the zip lock bag. Disinfectant is also provided to spray on the contaminated area. Wash your hands thoroughly when the area has been cleaned. In addition to the lightweight gloves provided in the kits, heavier disposable gloves are provided for first aid, and reusable gloves are provided for custodians.

Bloodborne Pathogen Cleanup Kit

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

Supply Items:

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

Cleanup Procedures:

10. Open Rubbermaid bowl and put on latex gloves.
11. Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
12. Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
13. Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
14. Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
15. Replenish the kit.
16. Leave work orders for custodial staff to shampoo area of contamination.

Student with a Gun

General Procedures

NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT (Lock Down – No Response).

IN ALL OTHER SITUATIONS:

1. Notify the IC.
2. Assess information
3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun).
5. Notify the Police (911 or School Police 323.887.7916)

IC Responsibilities

1. Call 911 or School Police (323.887.7916).
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search.
5. Turn all weapons over to the police.

Teacher/Staff Considerations

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

Procedures for Dealing with Intelligence Regarding Weapons

Student has a Weapon, not on their Person, such as a locker or an empty classroom.

1. Isolate the area.
 - a. Remove all students and non-essential adults from the area to be searched.
 - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
 - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.
3. If a hand-held scanner is available, run the scanner over the student's possessions.
 - a. If the scanner is activated, carefully conduct a pat down search of the belongings.
 - b. Safely secure all weapons and contraband found.
 - c. Contact the Police and/or School Resource Officer and turn over ALL weapons.
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a Weapon on their person (intelligence – weapon has not been confirmed).

IC Responsibilities

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Limit access to the immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the School Police (323.887.7916).
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

IC Responsibilities

Actual

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lock Down-Response.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools notify their administrators.
9. Be prepared to deal with the media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

Attempted

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

Teacher/Staff Responsibilities

Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

Rumors

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

Terrorist Acts

Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions and public assemblies. Common terrorist attacks include, but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

In the event that any of the aforementioned occurs, immediately follow specific emergency response. Example: bomb or suspicious device found – follow protocols for bombs and suspicious device.

Warning, Intelligence or Suspicion

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of Los Angeles County, in conjunction with Administrators, Los Angeles Police Department and Los Angeles Emergency Management Agency, heighten security policies throughout the school, to include (but not limited to):

- Report suspicious personnel, vehicles or packages. Pay particular attention to school buses.
 - Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
 - Report all unscheduled buses on or near school property.
- Secure unused buildings or portions thereof
- Ensure positive identification and accountability for visitors
- Increase liaison with police – advise and update staff and students
- Increase patrols (perimeter and interior)
- Control and limit access to the building
- Cancel or suspend extra-curricular activities
- Inspect all buses used to transport students

Threat of Violence

This procedure should be followed if site personnel receive a threat may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. A police officer should be included in the assessment.
3. The assessment team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
 - Category 1: High violence potential; qualifies for arrest or hospitalization
 - Category 2: High violence potential; does not qualify for arrest or hospitalization
 - Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
 - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The assessment team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

Trespasser in Building

General Procedures

1. If the unauthorized visitor remains on the school property, notify the police or IC of the situation and implement Lock-Down procedures.
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office.
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. *NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence.*
4. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an 'all clear'.
6. Notify the School Police.
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.

Tsunami

General Description

A Tsunami is a series of traveling ocean waves of extremely long length generated by disturbances associated with earthquakes occurring below or near the ocean floor. There are two sources of tsunamis: remote and local. Remote tsunamis have been the most frequent to hit California and are generated by earthquakes off the coasts of Japan, Alaska, Hawaii, and Chile.

The most significant remote tsunami to hit southern California was in 1960, when an 8.6 magnitude earthquake off the coast of Chile generated a tsunami resulting in 4 ½ foot waves at Santa Monica and Port Hueneme, and caused major damage to the Los Angeles and Long Beach harbors.

Local tsunamis are generated off the coast of Southern California. Since 1800, only four locally generated tsunamis have been observed. The most significant was in 1812 in Santa Barbara and Ventura County. Waves were reported at 6 to 10 feet high, and several small buildings were damaged and many ships were destroyed.

General Procedures

1. If you feel an earthquake, Drop, Cover, and Hold On until the shaking stops. Estimate how long the shaking lasted. If severe shaking lasted 20 seconds or more, immediately evacuate to high ground as a tsunami might have been generated by the earthquake.
2. Call 911.
3. The IC will keep a battery-powered radio turned to a local radio station or a NOAA Weather Radio for information.
4. The IC will determine the appropriate response (Lock Down – Team Response or Evacuation). Follow procedures for response action ordered.
5. Do not leave the sheltered location or return to the evacuated area until it is deemed safe to do so by local officials.

Utility Loss or Failure

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electric equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (School Police (323.887.7916), media).
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Pages 141-144: Explosion/Risk of Explosion

Wild Fires

1. The IC will declare a Shelter-in-Place*.
2. Call 911
3. This signal activates the School Emergency Response Team. Team members are to follow their pre-assigned roles as directed by the ID.
4. If inside, teachers will keep students in the classroom until further instructions are given.
5. If outside, students will proceed to their classrooms (if safe to do so). If not, teachers or staff will direct student into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium).
6. Upon notification from IC, teachers are to secure individual classrooms:
 - Turn off local fans
 - Close and lock doors and windows
 - Seal gaps under doors and windows with wet towels or duct tape
 - Seal vents with aluminum foil or plastic wrap, if available
7. Site Security Team will assist in completing the procedures as needed: shut down the classrooms/buildings HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
8. IC will direct the Search Team collect the attendance sheets and secure the campus.
9. Community members will be invited into the school buildings for shelter. All community members invited into the school campus will be supervised by school personnel and will not be placed in the same room with students.
10. Account for all students and staff and maintain a roster of all additional adults and children who have entered the campus.
11. Be prepared to evacuate if requested to do so by local authorities.

Wildfires in Los Angeles County

Los Angeles County is well known as one of the world's great urban centers, but the county is also home to the 650,000-acre Angeles National Forest and a large portion of the Santa Monica Mountains National Recreational Area. Thousands of homes and located in foothill communities near these great natural areas, creating unique challenges for local fire agencies.

In the last century, dozens of wildland fires have caused the loss of thousands of homes and hundreds of thousands of acres have burned. The more recent effects of global warming are making fire conditions more prevalent, including in our surrounding Los Angeles area.

*The Shelter-in-Place signal is used to place and/or keep staff, students, and members of the community (parents, volunteers, neighbors, etc.) indoors in order to provide a greater level of protection from threats such as: airborne contaminants and wild fires. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The different between Shelter-in-Place and Lock Down is that the former invites community members inside the school building, away from the threat, and a Lock Down keeps all individuals, not in the building when the signal is declared, outside of the school campus.

Section 11

The Recovery Phase

The Recovery Phase

Once an incident has been contained, school administrators must manage the aftermath of a crisis with the goal of restoring learning. While law enforcement must supervise the incident to make sure the school is safe, recovery also requires emotional support. This phase may linger for days, months, and even years. Students and staff may need to be monitored for emotional and psychological needs. In addition, school administrators, law enforcement, behavioral health specialists, and emergency management officials should debrief the incident and reevaluate the safe school plan.

The state has a wealth of trained mental health responders who can provide “psychological first aid” to students and families.

Research indicates that children are one of the most vulnerable groups following a disaster; however, they can better cope with a traumatic event if they receive developmentally appropriate services.² Behavioral health specialists recommend that students should receive “psychological first aid” to reduce the risks for subsequent disorders, such as an anxiety disorder.³ These specialists who are specially trained in disaster behavioral health response should be made available to students and families after a traumatic event.⁴

Currently, all local education agencies employ school psychologists, school social workers, or school counselors who usually take the lead in response in providing “psychological first aid.” If an adequate number of behavioral health specialists are unavailable within the school system, the Department of Mental Health can provide additional specialists upon request. DMS has an abundance of volunteers throughout the State who are trained in responding to disasters. Schools can work closely with the psychological foundations, disaster response networks, and interfaith groups.

Identify key partners and behavioral health responders during the recovery planning.

The plan for the aftermath of a crisis must take place in the preparation phase. For this reason, the school should increase coordination to ensure that the emotional and psychological needs of staff and students are met during the planning process. As a result, local education agencies should identify key partners and behavioral health specialists trained in responding to disasters. These responders should be developed and written into the safe school plan. In addition, recovery should include behavioral health support for first responders.

School officials, law enforcement officials, and emergency managers informally educate themselves on “lessons learned” from incidents around the country and state.

During the recovery phase, it is critical to evaluate each incident with an assessment of what worked and what failed. During the school safety roundtable, the Orange County Superintendent discussed how well the school district responded to their recent school shooting incident. The superintendent noted the importance of having accurate information relayed to the media and parents through an automated telephone program. But, she also said that the school could have improved its response by separating the media rally point from the parent rally point. Currently, reviews of school incidents occur informally and anecdotally when school administrators and law enforcement officials gather at conferences or meetings.

Enact a formal debriefing process to help school staff evaluate their own performance and educate other schools.

“Lessons learned” can be shared from school to school through charter publications and conferences as well as to local officials and communities. A clearinghouse of information would assist schools in improving their school safety plan.

¹ United States Department of education, the office of Safe and Drug-Free Schools. 2003. *Practical Information on Crisis Planning: A Guide for Schools and Communities*. Washington, DC, <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf> (accessed October 31, 2006).

² American Psychological Association Practice. Reactions and Guidelines for Children Following trauma/ Disaster. American Psychological Association. <http://www.apa.org/practice/ptguidelines.html>

³ National Child traumatic Stress Network and National Center for PTSD. 2005. *Psychological First Aid: Field Operations Guide*.

⁴ National Conference of State legislatures. 1999. School violence: lessons learned. *State Legislatures Magazine*.

Section 12

Plan Maintenance, Training and Vital Record Retention

School Emergency Operations Plan Maintenance

Palisades Charter High School Emergency Operations Plan is designed for efficient update and additions. The responsibility of maintaining the document is assigned to the Principal.

The Principal will conduct a thorough review of the plan annually:

Updates shall be distributed every year as needed or when there are significant changes.

This Plan is a management tool. The Sections of the Plan can be easily updated with minor modifications when there are changes to the school organization, systems, and/or new functional positions are added. It does not need updating every time site procedures change.

Individuals with emergency assignments are to review their procedures and related information after activation, either simulated in drills or as an actual response. Individual Checklists are revised as needed. Additionally, individual users are encouraged to add supplemental materials to their Sections for a complete "response ready" Plan.

The Checklists are designed to be used as worksheets. New and revised Checklists can be reprinted after activation. If additional pages are added and the school does not wish to renumber the entire Section, new pages can include the letters A, B, C, etc., respectively after the last page of the Checklists and inserted into an existing document.

It is not necessary to reprint the entire document each time it is updated. The footer date should always be kept current and can include the word "Revised" to indicate the update.

Training Program

This Plan is consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. At a minimum, the following training program is recommended:

Orientation

All PCHS employees will attend a Plan review and orientation training either as a facilitated class.

Training

The Principal and staff with emergency assignments in the Command Post should attend periodic special management Table Top Training in order to become familiar with the applied theory of the Incident Command System and functional management coordination.

School Site Requirements

“What If?” Scenarios

PCHS will incorporate two “What If?” scenario discussions annually. “What If” scenarios can be found in the Supplemental CD for the School Emergency Operations Plan.

Table Top Exercise

PCHS will conduct one table top exercise annually. Table top exercises can be found in the Supplemental CD for the School Emergency Operations Plan.

Emergency Drills

PCHS will conduct one emergency lock-down drill annually. Sample scenario’s and evaluation sheets can be found in the Supplemental CD for the School Emergency Operations Plan.

Fire drills will be conducted two (2) times during each school year.

Earthquake / “Duck, Cover, and Hold On” drills will be conducted five (5) times during each school year.

Vital Record Retention

PCHS Technology Department is responsible for protecting vital records, and the maintenance of the back-up system, and archiving schedules.

Section 13

Homeland Security Advisory

Homeland Security Advisory Recommendations

(Based on American Red Cross Homeland Security Advisory American Red Cross – www.redcross.org)

SEVERE (Red)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Listen to radio and TV for current information and instructions • Be alert and immediately report suspicious activity to Police 911 • Close school if recommended to do so by appropriate authorities • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty. • Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum. • Ensure School Emergency Response Team members are available for students, staff and faculty.
HIGH (Orange)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and immediately report suspicious activity to Police 911 • Review emergency procedures and supplies • Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum. • Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response Team. • Prepare to handle inquiries from anxious parents and media.
ELEVATED (Yellow)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and immediately report suspicious activity to Police 911 • Ensure all emergency supplies are stocked and ready • Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.
GUARDED (Blue)	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and immediately report suspicious activity to Police 911 • Provide safety training to staff and practice emergency drills • Review emergency supplies and supplement as necessary
LOW (Green)	<ul style="list-style-type: none"> • Ensure School Emergency Operations Plan is current with team members and emergency telephone numbers • Offer American Red Cross "Masters of Disaster" curriculum on emergency preparedness for natural disasters. • Ensure selected staff members are trained on first aid and CPR.

Master of Disaster Lesson Plans can be found at <http://redcross.org/disaster/masters/>

Section 14

Terms and Acronyms

Terms and Acronyms

All Clear: Verbal Command that signals the end of evacuation when conditions are acceptable for reentry of buildings, or that the crisis has ended.

Assembly Areas: Designated meeting areas for students, employees, and visitors during emergency evacuation of all school buildings.

Drop Cover, and Hold On: Shelter position under tables or desks or other protected places away from overhead fixtures, windows, high cabinets, and bookcases, for immediate individual protection during an emergency.

Emergency Evacuation Plan: Official procedures for evacuation of all effected students, employees, and visitors to the school buildings upon order of the Principal and/or upon building alarm system activation, in the event of an emergency.

Fire Alarm: Intermittent audio alarm that signals evacuation of buildings.

Mitigation Phase: Phase of emergency management for site-specific action to minimize hazards and reduce the potential for injury or damage in an emergency.

Preparation (Preparedness) Phase: Phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first-aid and other response and rescue operations, and for acquisition of adequate supplies and equipment required to respond to an emergency.

Recovery Phase: Phase of emergency management for the initiation of short-range and long-range recovery plans at each effected site to return to normal operations following an emergency.

Response Phase: Phase of emergency management in which all employees take appropriate steps in an emergency situation to put the emergency plan into action.

School Emergency Response Team: Employee group assigned to perform a specific emergency function, such as Communications, Medical, Safety and Security, or Search and Rescue.

School Emergency Operations Plan: Plan to protect the safety and welfare of student, employees and visitors in the offices, schools, and programs operated by the school and to assure the continued operation of the essential services of the school during a period of emergency.

Site Coordinator: One person per building who functions as liaison between the command site and work site during an emergency.

Acronyms

<u>ATF:</u>	Bureau of Alcohol, Tobacco, Firearms and Explosives
<u>ARC:</u>	American Red Cross
<u>BT:</u>	Bioterrorism
<u>CDC:</u>	Center for Disease Control
<u>CP:</u>	Command Post
<u>CT:</u>	Chemical Terrorism
<u>DMH:</u>	Department of Mental Health (Los Angeles County)
<u>DOH:</u>	Department of Health (Los Angeles County)
<u>DSR:</u>	Damage Survey Report
<u>EMA:</u>	Emergency Management Agency
<u>EOC:</u>	Emergency Operations Center
<u>FEMA:</u>	Federal Emergency Management Agency
<u>IC:</u>	Incident Commander
<u>ICP:</u>	Incident Command Post
<u>ICS:</u>	Incident Command System
<u>MACS:</u>	Multi-Agency Coordination System
<u>NIMS:</u>	National Incident Management System
<u>OES:</u>	Office of Emergency Services (California)
<u>PIO:</u>	Public Information Officer
<u>SEMS:</u>	Standardized Emergency Management System
<u>SERP:</u>	School Emergency Operations Plan
<u>SERT:</u>	School Emergency Response Team
<u>SOP:</u>	Standard Operating Procedure
<u>SPO:</u>	School Police Officer
<u>SVA:</u>	Security and Vulnerability Assessment

Appendix A

Sample Parent Letters

Sample School – Parent Letter

October 2012

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in California are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/She could walk to school if necessary.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

3. Turn your radio to KNXAM/KMPC for emergency announcements. If students are to be kept at school, radio stations will be notified.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the School Emergency Operations Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also including an out-of-state

contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crises at school or takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Dr. Pamela Magee, Executive Director & Principal
Palisades Charter High School

Sample Parent Letter – Emergency Drills

Dear Parent or Guardian:

The Palisades Charter High School will be participating in an earthquake (or other type of emergency) drill on October 19 at 10:19 AM.

This drill will simulate an earthquake in the Southern California area. Schools have been built to strict building standards and they are considered the safest buildings in the community.

The students and staff will implement the School Emergency Operations Plan during the drill. The goals of the drill are to identify our ability to save lives, reduce injuries, and protect property. You are encouraged to participate in this drill. On this day your child will be dismissed at the regular dismissal time.

Prior to the drill, please talk with your family about your own home preparedness plan. Several resources are available to help you prepare at home. The American Red Cross has outstanding materials, and your own telephone directory has valuable emergency information as well. Both resources cover CPR and home preparedness.

Should you have any questions regarding this drill, please contact me directly at 310-230-6630. We appreciate your concern and will be pleased to answer your questions and address your concerns.

Sincerely,

Dr. Pamela Magee
Executive Director & Principal
Palisades Charter High School
310-230-6630

Sample Disaster Volunteer Program Notice

In the event of a major emergency occurring during the normal school day, your local elementary, middle, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after an emergency, you must register with the school.

After you have registered, you will receive a photo ID. Your skills inventory will be sent to the local school. That school will welcome you on campus after a disaster and have a task ready for you to complete. You may also be asked to participate in emergency drills.

Back-To-School Safety Reminders

With the new school year beginning it is important for students and the public to remember they need to exercise additional caution on or around school campuses. To ensure maximum safety of all students we suggest students and parents abide by the following guidelines set by the National Safe Kids Campaign.

Walking to School

Pedestrian injuries are the second leading cause of unintentional injury-related deaths among children ages 5-14. To avoid an injury, parents should:

- Never let a child under age 10 cross the street alone.
- Choose the safest route between home and school and practice walking it with children until they can demonstrate traffic safety awareness.
- Make sure children use the same route every day and teach them to avoid shortcuts.
- Teach children to recognize and obey traffic signals and pavement markings. A flashing “walk” signal at a cross walk does not mean it is safe to cross. Children should know they must still look both ways for traffic before proceeding.
- Teach children to cross streets only in crosswalks and to walk – not run – across intersections.
- Emphasize to children that they should never enter streets between parked cars or from behind shrubbery. Such darting between objects results in the majority of child pedestrian deaths.
- Remind children not to speak to strangers (someone they don’t know). If a stranger approaches a student, they should tell their parents or a teacher.

Riding the Bus

Many students take the bus each day. Although bus travel is one of the safest ways to travel to and from school, injuries can still occur, and most of them take place when children are getting on or off the bus. Some safety tips for riding the bus are:

- Have children arrive at the bus stop at least five minutes before the scheduled arrival of the bus. Children should stay out of the street while waiting and not horseplay.
- Urge children to remain seated on the bus at all times and not shout or distract the driver. Children must keep their head and arms inside the bus at all times.
- Make sure children know to wait for the bus to come to a complete stop before getting on or off. Children should be made aware that the driver has a “blind spot” – the area from the front of the bus to about 10 feet behind the bus – and they should not walk in this area after getting off.

Riding Bicycles

Bicycle riding is a favorite mode of transportation for children, but it can often be dangerous – bicycles are associated with more childhood injuries than any other consumer product except the car. To make sure children are safe when riding bicycles to school, parents should:

- Check with the school principal to make sure children are allowed to ride their bicycles to school, as some schools do not allow it.
- Make sure children wear their bicycle helmets at all times while on their bicycle. Head injury is the leading cause of death in bicycle accidents. Studies say helmets can reduce the risk of head injury by as much as 85 percent.
- Teach children to obey the rules of the road. They should know that the same rules that apply to other vehicles apply to them also. Bicycle riders should be on the right-hand side of the road, and should travel in the same direction as other traffic. They should also know and use appropriate hand signals.
- Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

Driving

Motor vehicle accidents are the leading cause of unintentional injury-related deaths among children age 14 and under, according to the National Safe Kids Campaign. Some 75 percent of these accidents occur within 25 miles of home, and 60 percent take place on roads with posted speed limits of 40 mph or less. Important safety guidelines parents should follow are:

- Always use child safety seats and/or safety belts correctly when driving or riding in a car.
- Drop children off as close to school as possible so they do not have to cross streets. Make sure children enter and leave the car on its curb side.
- Use the school's designated student drop-off and pick-up zone.

It is important for parents to remember to always set a good example for children, whether walking, riding or driving.

DEATH NOTIFICATION

The difficult task of delivering death notifications is the responsibility of the law enforcement personnel. They have the training and resources necessary in carrying out such a notification.

In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private, comfortable setting until law enforcement personnel arrive, but defer giving out information.

Sample Statement

Initial Announcement

Date:

To: Student and Staff

From: Executive Director and Principal

Subject: (Student/Staff Member Death of Serious Injury)

We have just learned of a tragedy involving a member(s) of our school. I regret to announce that _____ has died/been in a serious accident. As soon as we have more details, we will pass the information on to you.

I will be contacting the family to offer our support. You will be informed as to what the family may need/have planned and how/what you might do to comfort them.

This is a very difficult time for all of us so it is important that everyone stays in their classes and adheres to their regular schedules.

Our Crisis Assistance Team is on campus to help students, staff and parents who may need support in dealing with this situation. Your teachers will advise you of the location and times available for this support. Our counseling is located in Room _____ beginning ___(time) through _____(time).

Remember we will give you additional information as soon as it is available.

Sample Faculty Memo

Date:

To: Faculty and Staff

From: Executive Director and Principal

Subject: Accident on Campus

We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

Sample Faculty Memo

Date:

To: Faculty and Staff

From: Executive Director and Principal

Subject: Death of a Staff Member

You may be aware that one of our teachers _____ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to _____ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attack but the final 'cause of death' ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at _____ school for over _____ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the _____ and for students in the _____. Please send students needing assistance to the _____ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

Sample Faculty Memo

Date:

To: Faculty and Staff

From: Executive Director and Principal

Subject: Student Death

On Tuesday, May 7th, one of our students, _____ was killed at an intersection near school. Apparently a car drove through a stop sign and hit _____ in the crosswalk. He/she was taken to _____ hospital where he/she died at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students was struck and killed by a vehicle while walking to school this morning. I know you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Executive Director and Principal

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students, _____, died from a sudden illness. I know that you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time, however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Executive Director and Principal

Sample Internet Safety Letter

Dear Parents and Guardians:

Palisades Charter High School prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular "chat rooms" or "message exchange" Web sites. Such sites as MySpace.com contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. MySpace.com, for example, is said to have over 57 million members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

Palisades Charter High School has blocked the use of facebook.com and similar Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Myspace.com, for example, is public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written at Myspace.com is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally going to <http://www.facebook.com> (outside source). The service is free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city.

You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have an account with Myspace.com or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example: SafeKids.com, located at <http://www.safekids.org>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-web-wise, or by e-mail at webwisekids2@aol.com.

Palisades Charter High School will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact me.

Sincerely,

Executive Director and Principal

Appendix B

Four phases of emergency response/crisis management

General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency preparedness plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, education of parents, students and teachers, and reducing the potential damage either to structures or their contents.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Four phases of Emergency Management and Crisis Response

Phase One: Prevention/Mitigation

Objective: Lessening the Probability of a crisis

- Establishing a safe learning environment for all students and staff.
- Staff development and training for all members of school community including parents, volunteers, and neighbors.
- Collaboration with community agencies, health and social services agencies, neighbors, law enforcement, faith organizations, chamber of commerce, and political entities.
- Youth Development Programs that serve as resources to the school, students, parents, and community.
- Evidence-based model programs.
- School safety assessments by an outside agency – School Safety Plan.
- Policies and Procedures.
- Accessibility.

Phase Two: Preparing

- Give police an updated blueprint of the school for their files – update annually.
- Develop a school Emergency Response Kit.
- Adopt district School Emergency Operations Plan and update site specific information.
- Develop School Emergency Response Team.
- Adopt district procedures related to emergency response.
- Assign roles and responsibilities to staff members.
- Practice emergency response drills.
- Develop communication system proximal (on campus) and distal (off campus).
- Translators/Bilingual resources – parent’s unification center.
- List of Community Support Services/Resources.
- Be prepared to deal with a variety of crisis (i.e.: natural disasters, riot, see EOP for complete list).
- Legal issues/confidentiality.

Phase Three: Response

- Follow procedures outlined in the School Emergency Operations Plan.

Phase Four: Recovery

- Be aware of legal issues.
- Return to school.
- Conduct an impact assessment.
- Implement the recovery plan (based on the assessment).
- Provide on-going debriefing for students, staff and parents.
- Provide for physical needs.
- Coordinate mental health services for students, staff and parents.
 - Assess psychological needs (on-going)
 - Provide safe rooms
 - Provide on-going support and debriefing as needed
 - Provide classroom activities for teacher
 - Communicate with parents
 - Be aware of connection between trauma and suicidal thoughts and actions
- Decide how to handle funerals and memorials.
- Be sure to acknowledge and thank those who assisted.
- Know and connect with resources.
- Prepare for later reactions.

School Administrator's Emergency Planning Checklist

Preparedness

- Has your school fully implemented the School Emergency Operations Plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of NIMS?
- Is your staff trained to perform the responsibilities under NIMS and the School Emergency Response Team?
- Have you had drills and exercises that involve the performance of NIMS and SERT responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? How many staff have been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to 24 hours?
- Is everyone aware of primary evacuation routes and alternative routes? Do you drill using all evacuation possibilities?

Mitigation

What have you done to reduce your potential losses? Which of the nonstructural hazard mitigation measures below have been completed at your school?

- Has the School Emergency Operations Plan and the performance expectation been communicated to all employees?
- Is everyone educated to how NIMS works? Do they understand the basic principles?
- Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

The five functions of NIMS provide for the performance of many tasks. Below are some specific tasks that must be attended to:

- Do you know how to survey for damage and report your damage to the appropriate agencies?
- Does the school have an arrangement with structural engineers who will report to the school directly after a disaster to determine the damage?
- How will you determine whether total or partial evacuation is necessary?
- Have you identified an evacuation site? Is there an alternate location if you cannot use your initial site? How will students go to the alternate site?
- Do you know whether or not your school has been designated as a potential mass care shelter?
- If some students are seriously injured, do you know what you will do with them?
- Has your school established check-out procedures to be taken before a student is released to an adult?
- Have you developed emergency sanitation procedures?
- Have you identified personnel who can translate information to non-English speaking parents?

NIMS also provides for certain facilities and equipment:

- Has a primary and secondary Command Post or other central planning area been identified?
- Has the Command Post been equipped with maps of the campus, facilities and hazards in the area, an enrollment sheet for the current year, First Aid supplies, and other tools necessary to manage the emergency response activities after a disaster?
- Does your school have a back-up communications system such as a 800 megahertz or CB radio, a ham operation, or two-way radio to communicate with Emergency Operations Center? Are a number of people trained to use this equipment?
- Does your school have an internal communication system such as walkie-talkies, megaphones, or intercom?

Recovery

- Identify record keeping requirements and sources of financial aid for disaster relief?
- Establish absentee policies for teachers/students after a disaster?
- Establish an agreement with mental health organizations to provide counseling to students and their families after the disaster?
- Establish alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, etc.?
- Develop a plan for conducting classes if some of your facilities are damaged including half-day sessions, alternative sites, and/or portable classrooms?
- Become familiar now with the procedures involved, and forms used, in claiming disaster assistance from the state and federal governments. Work with your local emergency service professionals to polish your cost-recovery abilities?

Preventing the Crisis

Key Points

- Establish a safe learning environment
- Be knowledgeable of the characteristics of students and staff
- Improve Accessibility
- Foster Resiliency
- Provide Youth Development Programs
- Provide Evidence-based Prevention Programs
- Provide individualized intervention strategies
- Provide prevention and intervention training and/or staff development in diverse youth issues
- Collaborate with community agencies, health and social service agencies, law enforcement, volunteers, parents, faith-community and neighbors
- Develop School Policies and Procedures which involve youth in decision-making and which are clear and consistently enforced
- Seek periodic school safety assessment from an outside agency

Appendix C Reunification Procedures

APPENDIX C

Student/Parent Reunification

I. AUTHORITY

See School Emergency Operations Plan, section Introduction and Promulgation.

II. PURPOSE

The purpose of this appendix is to provide for the orderly and coordinated reunification of students and families of all or any part of the population of Palisades Charter High School, if an emergency situation occurs that warrants evacuating and/or closing a district or school site early.

III. SITUATION & ASSUMPTIONS

A. Situation

1. There are a wide variety of emergency situations that might require student/parent reunification.
 - a. Student/Parent Reunification ("SPR") may be needed if the school or district facility is evacuated or closed as a result of a hazardous materials transportation accident, major fire, natural gas leak, domestic water issues, localized flash flooding, school violence, bomb threat, or terrorist attack.

B. Assumptions

1. Some parents will refuse to cooperate with the SPR process
2. Persons other than those on the student's emergency release form will try to pick up students during an emergency
3. Parents may be emotional when arriving at the school
4. While some emergency situations are slow to develop, others escalate quickly and occur without warning. Hence, there may be time for deliberate student/parent reunification or a SPR may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.

IV. CONCEPT OF OPERATIONS

A. General

1. SPR is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for SPR, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required.
2. Palisades Charter High School and facilities must be prepared to conduct both small-scale and large-scale reunification at all times of the day both from known hazard areas and from unexpected incident locations.
3. Palisades Charter High School will use a double-gate system. Student/Parent Reunification Team members will be located in two areas. The first area, the "holding area," will be where students can wait for their parents. The second area will include both the "request/report point" and the "student reunion/release point" where authorized adult household members will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another. American Red Cross assistance, if available, will be utilized to increase staffing, to improve the communications capabilities and the conditions at both areas, and to make available refreshments at both areas.
 - a. Holding/Evacuation Area Operations - Classroom teachers will remain with their assigned students in the holding area in their line-up positions and ideally sitting down in an orderly fashion. Each teacher to have the list of the students assigned to their supervision, including the exact name of their parents/guardians. Anyone who was absent at the start of the school day or who departed prior to or during the incident will be noted via the Emergency Attendance Rosters.
 - b. Reunion/Release Gate Operations - When a parent/guardian arrives at the Reunion Gate, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification). Without proper ID, and without being properly authorized as a Household member, unless in an extreme emergency, students are not to be released/reunited with the requesting people. When the staff member confirms the parent/guardian's identity and authority to pick up the student, the staff member will use a runner or a radio/cellular telephone to notify the Request/Report staging area ("Request Gate") that the designated student(s) are to be escorted to the release point (Reunion Gate"). When the student(s)

reports to the Reunion Gate point, the staff member will have the parent/guardian sign for the student(s) on the Student Release Form and the student(s) are released to the authorized adult.

- c. If the parent/guardian must be notified that their student(s) have been injured or for some other reason are not available for reunion/release to them, the staff member at the Reunion Gate will not indicate the status of the student but will ask the parent/guardian to report to a nearby room/area for further discussion. The "notification room(s)" will be staffed by a member of the School Emergency Response Team.
- d. Notification Room Operations - School Emergency Response Team members will be responsible for notifying parent/guardian that their student is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:
 - Provide available information regarding the student(s) in a sensitive way.
 - Will assure the parent/guardian that everything possible is being done to safeguard their student(s) or their remains.
 - Will inform the parent/guardian where they are to await further information about how they will be reunited with their student(s).
 - Will assist the parent/guardian with their trauma.
 - Will make available to the parent/guardian means for communicating with other family members and supporters.
 - Will shelter the parent/guardian from media representatives.
- e. At the end of the day, faculty/staff will call all those parents/guardians who have not yet picked up their student(s). If a parent/guardian cannot be reached, and it's safe/feasible to do so, the student will be transported to his or her home by school district personnel.

B. Student(s) & Parent/Guardian(s) Reunification Decisions

1. The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the SPR process. SPR planning should resolve the following questions:
 - a. How will parents/guardians be advised of what to do?
 - b. What do evacuees need to take with them?
 - c. What travel routes should be used by parents/guardians?
 - d. What transportation support is needed?
 - e. What traffic control is needed?
 - f. Does the anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
 - g. How will holding and reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

C. Traffic Control

1. Traffic to be controlled by local law enforcement agencies whenever possible. SERT Member should only practice traffic control in extreme emergencies and when local law enforcement is not available.
2. If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
3. Where time permits, traffic control devices such as signs and barricades will be provided by the local government or first responder agencies, upon request.
4. Law enforcement will request wrecker services needed to clear disabled vehicles from traffic routes.

D. Warning & Public Information

1. The Incident Commander (IC) in conjunction with the Public Information Officer (PIO), or their designees or substitutes, will arrange for dissemination of information on the reunification process.
2. Advance Notice of Possible Early School Closure
 - a. For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media and any mass communications systems/services (i.e text, email, social media, etc.) the school has at its disposal.
3. Reunification Notification
 - a. Reunification notification should be disseminated through all available warning systems.
4. Emergency Public Information
 - a. Warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. They are necessarily short and to the point. The public will often require amplifying information on what to do during the reunification process. The Public Information Officer (PIO) will insure that such information is provided to the media on a timely basis for further dissemination to the public. Provisions must be made to disseminate information to individuals with special needs, including the blind and hearing impaired.
 - b. Amplifying instructions for reunification may include information on the location of holding area, Request Gate, Reunion Gate and specific traffic routes,
 - c. When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen.

E. Access Control & Security

1. During reunification, the security of the holding area is extremely important. Faculty/Staff and Students must be removed from any and all danger. Student Release Team, Site Security Coordinator, Search and Rescue Teams, School Police, and local law enforcement should establish access control points to limit entry into holding areas.

F. Actions by Phases of Emergency Management

1. Mitigation

- a. Where possible, undertake mitigation for known hazards that have in the past led to situations requiring reunification.
- b. Seek improvement to preplanned holding areas if needed.
- c. Enhance warning systems to increase warning times and reduce the need for hasty evacuations.

2. Preparedness

- a. To the extent possible, identify staff, students or parents with special needs who would require assistance in during the reunification process and maintain contact information for those individuals.
- b. Identify primary and alternate evacuation/holding and reunification areas, taking into account capacities of holding area.
- c. Review the disaster preparedness plans of special facilities and advise facility operators of any changes that may be needed to make them more workable.
- d. Include reunification in the scenario of periodic emergency drills and exercises.
- e. Conduct public information programs to increase faculty/staff, student and parent/guardian awareness of possible reasons for reunification, and preplanned reunification procedures.

3. Response

See the General Reunification Checklist.

4. Recovery

- a. Initiate return of faculty/staff and students, when it is safe to do so.
- b. Coordinate temporary supervision for those whose parent/guardians cannot be contacted.
- c. Provide traffic control for return.
- d. Carry out appropriate public information activities.

V. ORGANIZATION & ASSIGNMENT OF RESPONSIBILITIES

A. Organization

1. The normal emergency organization, described in Section 4 of the PCHS School Emergency Operations Plan, will plan and carry out student/parent reunification.
2. Incident Command System (ICS) – Emergency Operating Center (EOC) Interface
 - a. As noted previously, the Incident Commander will normally determine the need for, organize, and activate the student/parent reunification team.
 - b. The Incident Commander will normally manage reunification operations at the scene.

B. Assignment of Responsibilities

1. The Superintendent/Public Information Officer/Designee will:
 - a. Approve release of warnings, instructions, and other emergency public information relating to reunification
 - b. Direct the opening of shelter and mass care facilities, if needed.
2. The Incident Commander will:
 - a. Identify risk areas in the vicinity in the incident site and determine protective actions for people in those risk areas.
 - b. If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned.
 - c. Activate the Student Release Team to coordinate the reunification process
3. Student Release Team will:
 - a. Develop materials for this annex
 - b. Staff the Holding and Request/Reunion Areas.
 - c. Coordinate staffing for the Notification Room
 - d. Follow all policies and procedures for reunification
 - e. Supervise the reunification site
 - f. Supervise releasing of students to their parents/guardians.

- g. Communicate with Operations regarding number of students remaining in holding area.
 - h. Coordinate with transportation regarding transport of students whose parents or guardians are unable to pick up their child.
 - i. Make arrangements for shelter of students whose parents or guardians are unavailable to pick-up their student(s).
4. The Student Release Team Leader will:
- a. Direct team activities
 - b. Interact with the Incident Commander to identify problems and report status.
 - c. Refer all outside requests for information to the Public Information Officer.
5. The Student Release Team Members will:
- a. Greet parents, guardians, or designees
 - b. Greet and direct parents, guardians, or designees to the notification room as appropriate.
 - c. Providing reassurance to parents, guardians, or designees
 - d. Maintain order.
 - e. Issuing a tag or other identifications only to an authorized person.
 - f. Dispatch runners to bring students to the release point.
6. Holding Area Team Leader/Assembly Area will:
- a. Report missing persons to the Incident Commander.
 - b. Direct team activities
 - c. Interact with the Incident Command to identify problems and report status.

- d. Collect the Injury and Missing Persons Report from the Team Members and make them readily available to the Incident Commander.
7. Assembly Area Team Members will:
 - a. Maintain order
 - b. Obtain reports of missing students
 - c. Interact with the Holding Area Team Leader
 - d. Verify release information when a student is requested
 - e. Assist the reunion gate team
 8. Local law enforcement and/or Site Security Coordinator and Search and Rescue Teams will:
 - a. Assist in reunification by providing traffic control.
 - b. Limited access to all areas of the school including reunification holding area.
 - c. Coordinate law enforcement activities with other emergency services.
 - d. Assist in warning the staff, students, and families.
 - e. Provide information to the PIO for news releases to the public on the reunification process
 9. The Fire Service will:
 - a. Be responsible for fire protection in the reunification holding area.
 - b. Assist in warning the staff, students, and family
 - c. Assist in evacuating the disabled and other special needs groups to the reunification holding area.

10. The Public Information Officer (PIO) will:

- a. Disseminate emergency information from the Superintendent/Principal/designee advising the public of reunification actions to be taken.
- b. Coordinate with area news media for news releases.

11. The local government or first responder agencies will:

- a. Provide traffic control devices upon request.
- b. Assist in keeping traffic routes to school open.
- c. Provide barricade and barrier to restrict entry to school areas and other areas where entry must be controlled.

12. The Transportation Officer will

- a. Coordinate transportation for students whose parents or guardians are without vehicles or who need assistance in reuniting with their children, determining and establishing pickup points if necessary.
- b. Provide information to the PIO on pickup points or special pickup routes for those who require transportation, so that this information may be provided to the public.

13. Arrange for use of suitable host facilities.

- a. Request emergency assistance from local government if assistance cannot be obtained from other sources.
- b. Ensure assigned personnel are trained and knowledge of reunification procedures.
- c. Disseminate public information to advise relatives and the general public of the status of their facilities and the students.

VI. DIRECTION AND CONTROL

A. General

1. The Superintendent has the general responsibility for recommending evacuation or school closure when that is the most suitable means of protecting the staff and students from a hazard.

B. Evacuation Area Definition

1. The hazard situation which gave rise to the need for reunification should be continually monitored in case changing circumstances, such as an increase in rainfall or wind shift, change the potential impact area and, thus, the area that is being used for reunification.

C. Continuity of Government

1. The lines of succession for the Superintendent/Principal are outlined in the District Emergency Operations Plan.
2. Lines of succession for each department and agency head shall be according to the standard operating procedures established by each department.

VII. ADMINISTRATION AND SUPPORT

A. Reporting

Student/parent reunification efforts should be reported to the command function and disseminated during major emergency operations. The Situation Report format is provided in EOP Forms and Resources CD.

B. Records

1. Activity Logs.

The Incident Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.

2. Documentation of Costs.

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

C. Post Incident Review

For reunifications, the Superintendent/Principal shall organize and conduct a review of emergency operations by those tasked in this appendix. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

D. Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by Palisades Charter High School.

VIII. ANNEX DEVELOPMENT AND MAINTENANCE

- A. The Student Release Team is responsible for developing and maintaining this appendix. Recommended changes to this appendix should be forwarded as needs become apparent.
- B. This appendix will be revised annually or on an as-needed basis.
- C. Departments and agencies assigned responsibilities in this appendix are responsible for developing and maintaining SOPs covering those responsibilities.

IX. REFERENCES

- 1. FEMA, Guide for All-Hazard Emergency Operations Planning (SLG-101).

X. APPENDICES

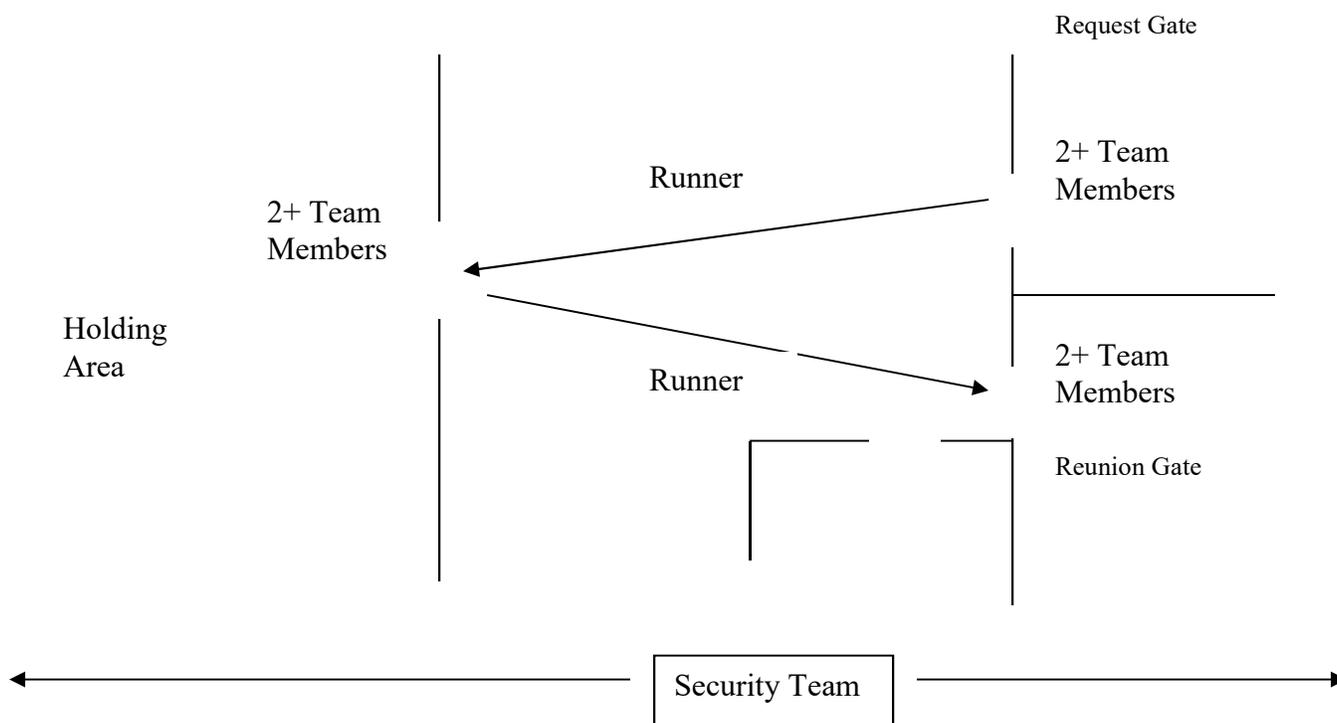
Appendix 1 Example and Explanation of Double Gate System

Appendix 2 Directions for Parent/Student Reunion Drill

Appendix 3 Reunion Sites

Appendix 4 Reunification Checklist

APPENDIX 1
Double Gate System



The double-gated system to be utilized when laying out the Student & Parent/Guardian Reunification Site is depicted above. The parents or guardians picking up a student will report to the "Request Gate" at the upper right. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the "Reunion Gate." The arriving parents or guardians will be greeted by two or more members of the Student/Family Reunification Team who are working the request gate. The Team Members will provide the parents or guardians a copy of the "Student Release Form", asking the parents or guardians to complete the first section. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card (Authorized Person in PCHS's SIS) for the student as being authorized to pick up the student. The parents or guardians will be asked to step around to the "Reunion Gate" and wait for the Runner to return. [NOTE: The "Request Gate" and the "Reunion Gate" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]

The Runner will deliver the "Student Release Form" to the two or more members of the Student/Family Reunification Team who are working at the entrance to the "Student

Holding Area." The Team Members will have the requested student report to them if the requested student is present in the holding area. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner" entry in the third section of the "Student Release Form" and send the student with a Runner to the "Reunion Gate." If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available or missing for pickup due to some other situation, the Team Member will make the appropriate entry in third section of the "Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Request Gate."

When the Runner delivers the "Student Release Form" and the student (if available) to the two or more Student/Family Reunification Team Members at the "Reunion Gate," the Team Members will call for the parents or guardians picking up the student. The parent's or guardian's identification will again be confirmed utilizing a government issued picture identification. The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form." The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.

APPENDIX 2
Directions for Student / Parent Reunification Drill

What you need to do the drill:

Identification tags / volunteers:

- ✓ 3-7 Green - Runners – can be staff / volunteers / students
- ✓ 3 Red - security / counselor type person - staff / adult volunteers -1 at each post to help calm & explain process; prevent parents from running to field to pick up students without following the process. 1 at Request & 1 at Release, & 1 at First Aid.
- ✓ 3 Yellow – request gate -staff only
- ✓ 2-3 Blue – release gate adult or older student volunteers
- ✓ 2 Orange – staff or adult volunteers - student holding & attendance station
- ✓ 1 First Aid volunteer
- ✓ Parents 4 total - BJSB; (2 B parents, 1 J parent, 1 S parent)
- ✓ Students 3 total – BSJ (if not enough people to participate, use teddy bears)
- ✓ Teacher
- ✓ Emergency Information forms completed for each of the students
- ✓ Student Release / Runner forms at Request Gate
- ✓ Orange Binders “Confidential Student Emergency Information” at Request Gate
- ✓ Signs identifying the Request, Release, Holding Areas, etc.
- ✓ Location pre-identified for parent reunion (small signs – not so visible to avoid confusion)
- ✓ Pens and/or pencils / tape / paper

Prior to the drill:

- Train staff and student runners in the reunion procedures
- Determine the date and time the drill will begin
- Decide location for parent request / check-in
- Post visible signs
- Place students with ID Tags in various locations - holding and first aid
- Distribute Parent ID tags to volunteers and ask them to wait at the check-in area
- Keep Emergency forms alphabetized in orange CONFIDENTIAL Emergency Information binders

Now you are ready to start the drill

Parents begin arriving at request / check-in

- Parent completes Release Form box 1 at Request Gate or at location in front of Request Gate
- Only Staff members can check Emergency Information forms (kept alphabetically in orange books– confidential information); staff to verify Photo ID & sign off in box 2

- Parent goes to Reunion Gate to wait (may be escorted by runner if necessary)
- Runner takes form with them then gets student from Holding-Area
- Holding-Area Staff complete box 3 & return form to runner informing runner of the student location
- Runner takes form, gets student, and goes to Reunion Gate personnel. If a student is in first aid, attendance /holding area staff will mark the first aid box on the form; runner will then go to First Aid. First Aid Security/Counselor Staff will either direct runner to bring parent back to First Aid or if student is okay to leave, release student at that point to go with runner to Reunion Gate. If student is missing, seriously injured or dead, the parents or guardian will be led to the Notification Room for further information
- Release Gate personnel checks box 4, verifies it is the same person as box 1, verifies photo ID if available or student / adult verification of identity if ID not available; Release Gate personnel signs off on box 4
- Parent or person picking up student signs in box 5, writes destination/phone, time & date
- Runner takes form back to Request Gate staff to file behind Student Emergency Form in case someone comes there looking for same student at a later time
- Runner is now ready for next form

<p style="text-align: center;">APPENDIX 3 Student/Parent Reunification Sites</p>
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Reunification Site #1: Stadium/Football Field

Request Gate Location: Visitors Restrooms by PE Tunnel

Holding Area Location: Stadium/Football Field

Notification Room Location: Portable on Home/Tunnel side

Reunion Gate Location: Stadium Emergency Vehicles Gate on Temescal Canyon Road near Pali Academy

Reunification Site #2: Baseball Field

Request Gate Location: Gate at 3rd Base Dugout

Holding Area Location: Baseball Field

Notification Room Location: Portable Known as W121

Reunion Gate Location: Baseball Field Gate in Left Field near W121

Appendix 4 Student/Parent Reunification Checklist
--

1. Student Release Team members:

Team Leader(s)
Head Counselor

Team Members
Counselors
Leadership Class

B. Reunion Box

- _____1. Copy Student Emergency Release Form
- _____2. Authorization to Release Student in Emergency Forms
- _____3. Student Accounting
- _____4. Runner Form
- _____5. Signage (**REUNION SITE**)
- _____6. Class Rosters

Appendix D



MEMORANDUM

To: Faculty and Staff
From: Director of Operations
Subject: **EMERGENCY PROCEDURES**

Please review the emergency procedures packet on your safety pole. Remind students of the emergency signals/commands and your evacuation/assembly on the then Primary Evacuation Location (typically the Stadium/Football Field).

This packet contains:

1. The alarm signals/emergency codes and the response procedures to be implemented with your students
2. An edited version of the school safety plan (including visitors' policy and the Great Shakeout)
3. A classroom evacuation route-map, evacuation/holding-area line-up map and if needed an evacuation rally-points locations map
4. An Emergency Attendance Form for absent students

5. Teachers need to add current print-outs of IC attendance rosters for all periods and add them to their emergency safety pole per semester.

Please remember, that in case of a real disaster, everyone becomes a civil servant. Your name may not be listed on the School Emergency Response Team (SERT) chart, but your assistance is expected, needed and required. **In an emergency, Faculty & Staff without a class or assignment should report for instructions to the Personnel Staging Area (PSA Station) typically designated as being at the Big Tree where the Covered Cafeteria Eating Area meets corner of Mercer Hall.** If you have questions about your assignment, please contact the Director of Operations for clarification.

Thank you.

PALISADES CHARTER HIGH SCHOOL

EMERGENCY PROCEDURES PLAN

(Please keep with emergency packet)

Revised for the 2020-21 School Year

Teachers are to lead safety evacuations by carrying and maintaining a safety pole with materials on procedures and roll taking in case of an emergency.

Each safety pole is stored in each classroom for easy access!

The safety pole "flags" contain:

1. Room number signage
2. Safety procedures
3. Evacuation/Assembly Line-Up Locations/Assignments
5. Emergency Evacuation Attendance Roster
6. IC rosters for Periods 0-7 (teachers must provide these each semester)

For a DROP, COVER, and HOLD ON drill:

A PA announcement to DROP, COVER, and HOLD ON will take place (this is in lieu of actual shaking from an earthquake.)

1. DROP, COVER, and HOLD ON with your students. If you don't do it, they won't do it.
2. Remain in this position approximately one minute until a PA announcement states that the "SHAKING IS OVER-EVACUATE."
3. Put the ALL CLEAR sign outside of your classroom for search and rescue teams to read if all students are uninjured and able to follow teacher(s) outside the classroom and to the field.
4. Follow school evacuation routes according to our safety plan. (Routes are posted on a color map in your room.) THERE IS NO TUNNEL ACCESS.
5. STICK WITH YOUR STUDENTS!!! Escort your students to your appropriate spot on the field. The best way to do this is to BUDDY UP with your neighbor teacher, one in front and one in back of the two classes.
6. On your designated field spot, take roll on your EMERGENCY EVACUATION ATTENDANCE ROSTER. IF STUDENTS WERE PRESENT IN YOUR CLASS, BUT NOT ON THE FIELD WITH YOU, WRITE THEIR NAMES ON THE Form. If the students are present today and ARE with you on the field, check the "ALL PRESENT." Box. Detentions will be issued for students present, but not with you.

7. Have a STUDENT RUNNER go to the Request Gate Supervisor (see Section 2.1 for the Incident Command SERT Chart for the Request Gate Supervisor) and the Counseling Department (For the Stadium Field location – Near the PE Tunnel & Visitors Restroom corner of the Stadium Field) with your EMERGENCY EVACUATION ATTENDANCE ROSTER. Please keep your students together. YOUR STUDENTS MUST STICK WITH YOU!

8. Wait for an ALL CLEAR announcement and escort your students back to class.

9. At times, to check accuracy, we will have parents at the REQUEST GATE asking for their students. When they arrive, we will get their students to the REUNION GATE.

10. All teachers who have a conference period are to report to PSA Area and connect with the HR Director for any assignments to assist. The PSSA Area is near the large tree in the Main Quad by the corner of Mercer Hall.

PCHS Command Section Duties

Public Information Officer (PIO)

Handle all press relations.

Prepare and release all bulletins, text messages, e-mails, Infinite campus.

Incident Commander (IC)

Assess type and scope of emergency.

Set up command post.

Directly supervise campus emergency procedures.

Coordinate with security personnel, Fire Department, Emergency Personnel and School & City Police.

First Aid Team

Set up first aid station in a safe place; obtain and secure supplies.

Administer first aid; maintain records; make hospital referrals.

If possible, seriously injured persons are to be taken to the most expeditious location for Emergency Services pick up.

Search and Rescue Team

Distribute Critical Supplies to S&R team members

Mobilizes teams to search campus and rooms for trapped or unable to move persons

Communicate findings with IC, S&R Team Leads and First Aid team as needed

Assembly Area - Director of APAGS

Obtains hard copies of student locator files and emergency evacuation roll sheets from teachers.

With counseling staff, execute procedures for taking full student attendance, and if necessary reuniting students with authorized family/guardians at the school reunion gate.

Security - School Police Officer and Security Team

Secure designated entrances to campus (incl. traffic control) and Athletic Field.
Assist Administration where needed.

Facilities – Plant Manager

Investigate and Report all structural and utility issues/failures (gas, electric, water, etc.).
Responsible for utilities shut-off containment as much as possible.

Personnel Staging Area (PSA)

Accountable for all Unassigned-to-Classes or SERT Duties Faculty & Staff members and Visitors.
Dispatches available personnel to various areas as needed.

COMMAND CENTER- TBD by Incident Commander

STAGING CENTER*Steve Yusi & Jennifer Peeks Distribute S&R supplies from Academic Achievement Room (AA Room – The old textbook room).

Staging Center: Check rooms to ensure everyone has evacuated all buildings. A&B Rescue trapped persons; coordinate with first aid team; aid in shutting off utilities when necessary. Each team has 3 adults.

TEAM-1: Building A & Gilbert Hall

TEAM-2: Buildings C & D

TEAM-3: Buildings E & F

TEAM-4: Building G, Gym Complex, Upper Blacktop (Basketball Courts) & Baseball Field

TEAM-5: Finance Office, Student & Staff Cafeterias, Cafeteria Patio & VAPA Workshop

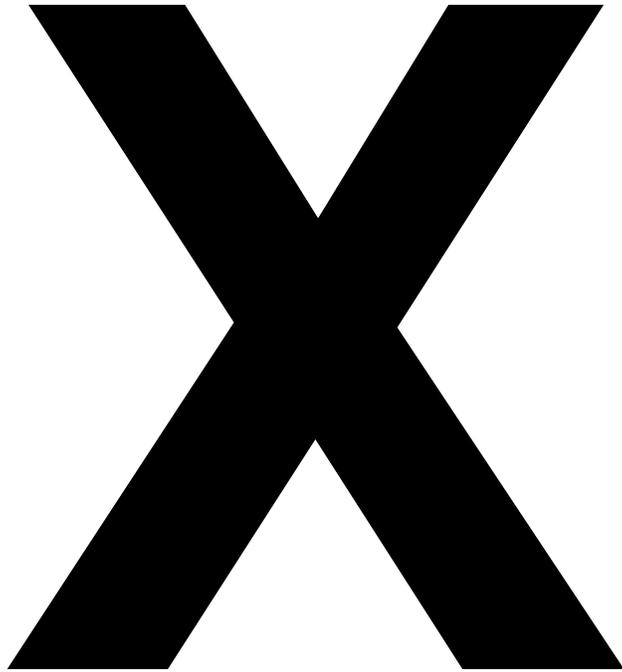
TEAM-6: Mercer Hall (Plus Backstage & Green Room), M-Bldg (Music) & Pool Complex

TEAM-7: H-Building (Loading Dock & IT Office) and U-Buildings/Bungalows

TEAM-8: Buildings J & W-Buildings/Bungalows

Elevator Crew:

PALISADES CHARTER HIGH SCHOOL EMERGENCY RESPONSE



ROOM CLEARED

PALISADES CHARTER HIGH SCHOOL

Policy Bulletin

POLICY TITLE: Visitors To School Campuses and Locked Campuses During Class Hours at All Schools

ISSUER: Monica Iannessa, Assistant Principal

DATE: December 7, 2009 and reissued December 20, 2012

POLICY: Palisades Charter High School is committed to providing a safe and secure learning environment for its students. Administrators are to ensure that on parts of the campus with fences and gates, all gates must be locked at the beginning of classes in the morning and remain locked until the end of the school day. School visitations should be monitored at all times.

As we welcome visitors to our schools, we need to inform them of our policies and procedures. Parental and community involvement in school programs and activities should be encouraged as stated in the California Education Code (Education Code § 44810 (a); § 44811 (a); § 51101, (a): (1), (2), (12)

GUIDELINES: The following guidelines apply.

STATE LEGAL REQUIREMENTS

1. Schools must develop and post a visitor's policy.
2. All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. This does not preclude visits occurring on the same day as requested.
3. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal/designee has been obtained.

Policy

Parents do have the right to:

1. Be informed in advance of the procedures for visiting the school;
2. Request and obtain approval of the principal/administrator to enter a school campus;
3. Observe in the classroom or classrooms in which their child is enrolled within a reasonable period of time after making a request;
4. Request a meeting with the classroom teacher and/or school principal/administrator following the observation; and,
5. Meet with their child's teacher(s) and/or the school principal/designee, within a reasonable period of time after making a request.

Parents do not have the right to:

1. Willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
2. Disrupt class work, extracurricular activities or cause disorder in a place where a school employee is required to perform his or her duties.

Procedure

A. Visitor's Policy

The law prohibits schools from setting arbitrary time limits regarding frequency and duration of visits. General expectations for visitors are:

1. Follow the established school policy in requesting a classroom visitation from the principal/designee.
2. Show government issued ID to the principal/designee, sign-in and receive a visitor's badge before proceeding to the classroom.
3. Enter and leave the classroom as quietly as possible.
4. Do not converse with the students, teacher and/or instructional aids during instructional time.
5. Do not interfere with school activities.
6. Keep the length and frequency of the classroom visits reasonable (to be determined by the activity being observed).
7. Follow the school's established procedures for scheduling an appointment with the teacher(s) and/or principal/designee after the classroom visit, if needed.
8. Return the visitor's permit before leaving the campus.

Administrator's Authority

1. Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges.

This policy is enforced by the California Penal Code Section 626.7, 626.8, the City of Los Angeles Municipal Code Section 63.94 and/or the Education Code § 44810 (a), § 44811 (a).

PALISADES CHARTER HIGH SCHOOL

Policy Bulletin

VISITOR'S POLICY

ALL CAMPUS VISITORS:

Need request an appointment for a visitation date and time from the main office staff after entering the school office.

Appointments may be scheduled for the same day and should be scheduled for date and time requested if possible.

Include a copy of the school's bell schedule(s)

Must show a government issued ID and fill out the Visitors On Campus Log Book in the main office to receive a visitor's badge before proceeding to the classroom.

Need to determine the classroom activity they are observing and keep the classroom observation time and frequency reasonable.

Should obtain a permit at least 24 hours in advance of scheduling an appointment with the teacher(s) and/or principal/designee.

Must return the visitor's permit to the main office before leaving the campus.

Must sign out in the main office before leaving the campus.

IMPORTANT RULES FOR VISITORS:

Enter and leave the classroom as quietly as possible.

Do not converse with the students, teacher, and/or instructional assistants during the visitation.

Do not interfere with any school activity during the visitation.

PALISADES CHARTER HIGH SCHOOL PRINCIPAL/ADMINISTRATOR

VISITOR'S PERMIT

PALISADES CHARTER HIGH SCHOOL CLASSROOM VISITOR'S PERMIT

Visitor's Name: _____

Teacher's Name: _____

Room #: _____

Date: _____

Expires After: _____

This is to introduce Mr./Ms. _____

_____ to _____

Relationship

Student's name

Approved by:

Administrator Name

Signature

FYI: For teacher reference only. This is a main office and admin reference sheet.

Administrators will divide and keep in communication with radios or cell phones.

<p>EVACUATION PROCEDURE</p> <ol style="list-style-type: none"> Possible reasons for an evacuation to be initiated: <ol style="list-style-type: none"> An incident after a lockdown; Fire; Natural gas leak; Hazardous chemical leak inside the building; Localized flooding; Fumes from an unknown source; Persons who can call for an evacuation: <ol style="list-style-type: none"> Administrators; IC Law enforcement; Office staff or campus administrators are to call 911. <p>Evacuation Drill</p> <ul style="list-style-type: none"> An evacuation drill maybe initiated by personal contact from an administrator or law enforcement officers or via an announcement over the intercom. <p>Classroom teachers should:</p> <ol style="list-style-type: none"> Listen for specific directions. Immediately instruct students to shut off monitors, Bunsen burners, welding equipment, etc. Locate and take attendance book and emergency pole Turn off air conditioner/ handlers if possible; Turn off lights; Close windows; Close doors but do not lock; Place yellow X on outside of door if your room is cleared Exit quickly but do not run; While exiting, scan areas for anything out of the ordinary; glance at neighboring classrooms to ensure all students have exited; <ol style="list-style-type: none"> Get students to Safety <ul style="list-style-type: none"> Go to your designated spot on the football field (or alternate location). Sit them down and Supervise at all times; Take role – send attendance sheet to the request gate Keep students quiet in the event of further directives; <ul style="list-style-type: none"> An administrator will signal all personnel when the building is safe to re-enter. Wait for the “All Clear” 	<p>BOMB THREAT PROCEDURE</p> <ul style="list-style-type: none"> As caller calls in threat, ‘Bomb Threat Information Form’ should be completed. (see Backside) Immediately after receiving a bomb threat call, notify 911 (use non-emergency number if it is a drill – state that the campus is having a drill. Quickly scan your immediate area of building prior to evacuation. (Devices are more likely to be outside or in a common area.) If bomb threat is determined to be real, follow ‘Evacuation Procedure’ or ‘Lockdown Procedure’ as determined by threat. <p>Note: Radios/cell phones/pagers should be turned off during a bomb threat. Electronic communication signals could trigger certain types of bombs.</p> <p>Turn Over For Bomb Threat Form</p>	<p>LOCKDOWN PROCEDURE</p> <p>The lockdown/shelter-in-place code is “Lockdown” or an administrator will inform you in person.</p> <ol style="list-style-type: none"> Reasons for a lockdown to be initiated: <ul style="list-style-type: none"> An out of control person who is a threat to the safety of our students, staff, or himself/herself; Someone who has a gun or weapon; An intruder; Hazardous chemical outside the building; A weather related event; Persons who can call a lockdown; <ul style="list-style-type: none"> Administrator; IC Law enforcement; Office staff; <p>LOCKDOWN CHECKLIST</p> <ul style="list-style-type: none"> Parents were informed prior to a drill or after an actual event. _____ Scenario was reviewed with staff prior to the event. _____ Student/staff went inside, closed the doors, and closed and locked all windows. _____ Roll call of students and staff. _____ Turn off air conditioning/exhaust fans. _____ Close drapes and curtains. Window panel in door should be unobstructed. _____ Rooms were designated for people to go to during a drill. _____ Turn off pilot lights, but electricity should remain on. _____ Call 911 (non-emergency # 1234 during drill) and alert Main Office _____ Check whether anyone left the building during drill or actual event. _____ Debriefing after drill or event. _____
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BOMB THREAT INFORMATION FORM

(Be calm and courteous; do not interrupt the caller; quietly notify an administrator)

Name of person receiving the call: _____

Time: _____ Date: _____ Length of call: _____ Caller ID #: (____) _____ Race: _____

Check appropriate information:

Caller is:

____ male; ____ female; ____ adult; ____ youth;

Caller's Voice Characteristics:

____ loud; ____ soft; ____ deep; ____ raspy; ____ high-pitched; ____ persistent;

Caller's Language:

____ excellent; ____ poor; ____ fair; ____ profane;

Caller's Manner:

____ irrational; ____ rational; ____ angry; ____ calm; ____ nervous; ____ sober; ____ drunk; ____ emotional;
____ incoherent; ____ laughing; ____ voice is familiar;

Background Noises:

____ street; ____ animals; ____ music; ____ voices; ____ work place noises;

Sample questions to ask caller:

When will it go off? _____

How much time is left before it goes off? _____

What kind of bomb? _____

Where are you now? _____

How do you know so much about the bomb? _____

What is your name? _____

Why did you plant the bomb? _____

LOCKDOWN PROCEDURES

1. If you hear, “LOCKDOWN” over the intercom or a staff member announces the lockdown in person: **The objective is to move away from the threat and get to the nearest secure shelter. Classroom teachers and staff** are to:

- a) Quickly glance outside the room you are in. Direct any students or staff members that are outside into the room immediately.
- b) Lock and Close all doors.
- c) Lower or close any blinds/shades, cover any windows without blinds/shades.
- d) Secure-the-Door and Barricade the room.
- e) Prepare to evacuate and take counter measures if necessary.
- f) Place students away from sight lines of doors or windows. Find safe triangles.
- g) Turn off lights and computer monitors.
- h) Keep students quiet and calm.
- i) Instruct everyone to silence (not turn off) electronic devices, including cell phones.
- j) Take roll only if it is safe to do so. Pass around attendance rosters for students to PRINT first and last names.
- k) Dial 911 if this is a real emergency (**For drill purposes only**, dial 1234 to notify school office operators of emergency.)

*PLEASE TURN IN YOUR ROSTERS TO THE MAIN OFFICE AS YOU SIGN OUT AT THE END OF THE DAY.

2. All staff members should locate and hold an emergency roll sheets prior to turning out the lights. The rosters will aid in accounting for all students should an evacuation be necessary.

Notes for different locations (assuming you are not affected by a direct threat in your area):

- Physical education classes being held in the **gym** should move into a locker room, lock all doors, and find a safe area.
- **Nurses/Cafeteria Workers/Support Staff** should stay in the area they are in, secure the doors, and turn out the lights.
- Any students in the **cafeterias** should stay with cafeteria staff.
- If Faculty and Students are in the **bathrooms**, block the door
- Anyone in the **hallway** should move to the closest classroom immediately.
- Students and staff in the **library** should remain in the library.
- If anyone is left **outside** the school buildings, they should move away from the threat towards one of the rally points*. SERT member will help them to reunite once the Lockdown has been lifted.

Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. **NEVER open doors** during a lockdown unless you are instructed to do so by a proper authority and are confident it is safe to come out of the lockdown room. Law enforcement officers and administrators will have keys to open the doors.

1. **For drill purpose only** - an administrator will signal all personnel if the lockdown has been lifted with an “ALL CLEAR” PA Announcement.

2. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. At the rally point, teachers should take roll to account for all students present in class.

Appendix E Early Release/Reunification Procedures

Early Release/Reunification Process

Admin:

Team will evaluate the situation and make the early release decision.
The Executive Director & Principal will be the overall lead for non-emergency process & communication

Teachers:

Once an early closure has been called please –

- Stay in/return to your classroom – All students will be sent back to class for the release process – you are still personally liable to:
 - **Take roll**
 - **Do not dismiss until indicated to do so**
- Report to PSA if you have a conference period
- Listen to PA/Intercom announcements
- Release students with self-checkout privileges (they will have a special ID). If they do not have their ID, check IC roster, a flag will appear on your section rosters and on Infinite Campus accounts
- If possible, show students their set of instructions (below) to ensure the process goes smoothly, either by printing copies or showing it on your overhead/board
- Hold all other students in your classrooms until you are notified by PCHS via phone, intercom or runner to release a specific student.
- Students will need to report to Mercer Hall to be reunited with their Parent/Guardian
- Limit the use of Hall passes to emergencies only

Staff:

All staff members without SERT assignments need to report to PSA for assignments (greeters, phones, infinite campus checking, runners, etc.)

Parents:

Starting with the 2017-18 school year PCHS can provide you with a self-release option for your student.

In the case of an early school closure due to an unforeseen event (i.e. Inclement Weather, Loss of Utilities, Safety Event, etc.), you will be notified by one or all of the following methods: Email, Schoology, Text, and/or Phone Call.

- If you checked the self-checkout box on the school emergency card, your student will be released on their own recognizance at the early release time determined by administration
- If you checked “hold my student on campus”, your student will be held until the normal release/dismissal time
 - Or you or one of the person(s) authorized by you on your student emergency card will need to report to the school main entrance (flag pole) with a government issued picture ID (driver’s license, Passport, Military ID, etc.), or in the case of an evacuation, report to the Request Gate in effect at that time.
 - *School-coordinated transportation and school bus schedules may be affected depending on the situation – more information will be provided on that day

Process:

- Report to main entrance by the flag pole or Request Gate with your ID
- Greeters will direct you to the right place to start the reunification process
- At the tables set up at the front of the school we will verify that you are authorized to pick up the student(s) you are requesting (tables are set up in alphabetical order by students’ last names) and hand you the claim ticket.
 - Do not lose this claim ticket. After you and your student(s) are reunited they will have a carbon copy of the one(s) you have and we will collect them as you leave to keep track of who left with whom
- You will be asked to move to Reunion Gate to wait for your student
- Last step – once your students arrives at the Reunion Gate you will be called to be reunited and staff will check and collect your tickets.

This process may seem onerous, but it exists to ensure we are not releasing students to people who are not authorized per the emergency card. We thank you in advance for your patience should we have to go through with this process.

Students:

In an early release event, you will report to all your classes as usual until the release process begins, failure to do so will result in disciplinary action. Security will continue checking for hall passes for students out of class.

1. Once release begins, your teacher will check all students' IDs or Infinite Campus accounts to determine who can leave on their own.
2. If your parent asked that we not release you on your own, you will wait in class until regular release or until your parent(s) check you out. *
3. You will be given a reunification slip that needs to be matched with your parent or guardians' slip in order for you all to be allowed to leave
4. If you do not have your slip, you will be redirected to the ID station to be verified. This is for your safety so that someone who is not on your emergency card does not take you.
5. *School-coordinated transportation and school bus schedules may be affected depending on the situation – more information will be provided on that day

Coversheet

Board Retreat Recap

Section: VII. Governance
Item: A. Board Retreat Recap
Purpose: FYI
Submitted by:
Related Material: Palisades COI - Governance Workshop.ppt



YOUNG, MINNEY & CORR, LLP

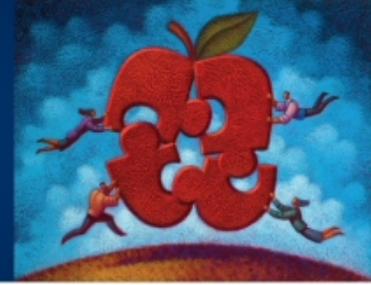


Palisades Charter High School Conflicts of Interest/Governance Workshop

**Presented by:
Jerry W. Simmons &
Wayne K. Strumpfer
Young, Minney & Corr, LLP
655 University Ave., Suite 150
Sacramento, CA 95825
(916) 646-1400**

THE CHARTER LAW FIRM

Why is Compliance with Governance Laws Important?



- Charter Schools are overseen by Authorizing School Districts and must be renewed to continue to operate and can be closed down if not operated in compliance with law and their charter.
- These laws are enforced by the District Attorney, the Fair Political Practices Commission (FPPC), and the Attorney General.
- Possible criminal charges, and civil and administrative fines.

An Effective Board



- The Board uses a single point of delegation and accountability for operations (Executive Director).
- Board members are independent of the Executive Director and are responsible for oversight.
- Board members are aware of and adhere to board policies, the bylaws, and the charter.

An Effective Board



- Recognizes that every Board member is one vote and no decision is made individually.
- No Board members' vote is worth more than another's.
- Chairperson has procedural authority.
- Every Board member owes a duty of loyalty to the corporation – which means the majority vote of the majority of the Board.

Education Code 47604.1



New Law on Charter School Transparency

- Makes express law that charter schools must comply with Public Records Act, Brown Act, Political Reform Act, and Government Code 1090 being applicable to charter schools and entities managing/operating charter schools.

Education Code 47604.1



- Allows an employee of a charter school to be on the charter school board as long as they *abstain from voting on or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.*
- This new law specifically references Government Code 1090.

Employees on the Board



- PCHS History
- In some European countries, it is typical for employees to be on Corporate Boards – sometimes a majority of the Board will be employees.
- In the U.S. and California, it is not. In fact, California Corporations Code Section 5227 states that a non-profit corporation cannot have more than 49% “interested persons” on the Board.

Employees on the Board



- “Interested persons” is defined as a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.
- The main reason for limitation: Potential conflicts of interest

Conflicts of Interest



Broad Definition

- A *conflict of interest* arises when an individual who has a private financial interest in the outcome of a corporate contract or a public decision, participates in the decision-making process or influences or attempts to influence others as a Board member, Committee member, or employee in making the contract or decision.
- In short, a conflict of interest is a clash between an individual's duty to his or her office and his or her personal interests.

Issues with Employees on the Board



What kind of potential problems exist for an employee board/committee member? Votes regarding:

- 1) Budget
- 2) Collective Bargaining Agreements or Items that Impact Terms and Conditions of Employment
- 3) Personnel Decisions

The Law: PRA



The Political Reform Act

- GC 87100 prohibits public official from making, participating in the making, or otherwise using their position to influence a governmental decision in which the official has a financial interest.
- GC 87103: “financial interest”= reasonably foreseeable that the decision will have a material effect on several types of financial interests including compensation (official and official’s immediate family).

PRA (Continued)



- Regulation 18702.5(a): “personal financial effect” = official or immediate family member will receive a measurable financial benefit or loss from decision.

Government Code Section 1090



What you need to know about Section 1090

- If board member has financial interest, the entire board is prohibited from entering into the contract; *even if it is with the best vendor at the best price and the interested board member abstains.* (Unless an exception applies.)
- Making a public contract is defined very broadly! Applies to earliest discussions, planning, solicitation for bids, etc., not just vote.
- Thus, this statute is, in most respects, the toughest standard to meet.
- Violation of GC 1090 is a felony and the contract void!

The Law: Gov Code 1090



FPPC employs a six-step analysis to determine if a public official has a disqualifying conflict of interest under GC 1090:

- 1) Does the matter involve a public officer or employee;
- 2) Does the matter involve a contract;
- 3) Is the official making or participating in making a contract;
- 4) Does the official have a financial interest in the contract;
- 5) Does a remote or noninterest exception apply; and, under appropriate facts,
- 6) Does the rule of necessity apply?

Factors #5 and #6 are the KEY when the first four apply.

GC 1090 (Continued)



Exceptions to GC 1090

Section 1091: “Remote Interest” – Interested Board member cannot vote, but the rest of the Board can.

- Contracts with a nonprofit corporation in which official is employed
- Contracts with an individual or entity of which the official is a landlord or tenant
- Contract with entity or individual who employs the official’s minor child



GC 1090 (Continued)

Exceptions to GC 1090

Section 1091: “Remote Interest” – Interested Board member cannot vote, but the rest of the Board can.

- Contracts with a nonprofit corporation in which official is employed
- Contracts with an individual or entity of which the official is a landlord or tenant
- Contract with entity or individual who employs the official’s minor child

GC 1090 (Continued)



Exceptions to GC 1090

Section 1091.5: “Non-interest Exceptions” – Interested Board member can participate and vote.

- The official is a spouse of an employee of a public agency, if the spouse’s employment has existed for at least one year prior to the official’s appointment/election
- Contract with a nonprofit entity in which the official is a non-salaried board member, officer, or employee, as long as it is disclosed immediately upon awareness.

GC 1090 (Continued)



The Rule of Necessity

- Government Code Section 1090 states if one Board member has a financial conflict of interest in a contract, in general, the whole Board cannot vote for that contract.
- However, in situations where the Board must vote for a contract so that the entity exists or operates, courts have found it is a **NECESSITY** to allow the Board, without the interested member, to vote.
- Example: Budgets, leases, lawsuits

Case Study



- A Charter School leader was accused by the FPPC of two counts of using her position to influence governmental decisions in which she had a financial interest and two counts of signing contracts in which she held an economic interest. The leader negotiated and signed lease agreements to lease property she owned and collected rental payments.
- FPPC fine of \$16,000

Case Study



- A Charter School employee participated in the making of a contract with spouse's business to provide school with gardening maintenance.
- FPPC found GC 1090 violations and issued a \$12,000 fine.
- CTC revoked administrative credential and suspended teaching credential.
- School District issued a Notice of Violation and threatened to revoke charter; only backed off when official voluntarily resigned.

Common Law on Conflicts of Interest



Prohibition Against Conflicts of Interest

- Public official engaging in transaction or influencing decision.
- Creating an appearance of impropriety (financial interest not necessarily required)

Doctrine of Incompatible Offices

- Public official holding two public offices simultaneously
- Offices are incompatible with each other (creating divided loyalties); overlapping jurisdictions

Other Possible Conflicts



Always remember, as a Board member, you have a Duty of Care and Loyalty to the Corporation (the Charter School) under the Corporations Code.

- Responsible to act in the best interest of the school above all other people and entities.
- Responsible for reasonable investigation/review before making decisions
- As a parent or an employee on the Board, you must take off your “parent hat” or your “employee hat” and only wear your “Board member hat” – what is best for the school?

Board Rules



PCHS Charter and Recusal Policy

- No employees on Budget & Finance Committee
- No employee Board or Committee members involved in collective bargaining
- (Recusal Policy) Employee Board members must abstain:
 - Material financial interest
 - Employment issues (exclude admin member)
 - Attorney discussion re ex- or current employees
 - Discussions/action re employee salary/benefits
 - Discussion/meeting re negotiations for collective bargaining
 - All matters “uniquely affecting employment”

Authority from FPPC



FPPC Advice Letter:

County Supervisor married to Deputy Sheriff voting on Sheriff's budget, taking part in decisions relating to collective bargaining for peace officers, approving purchases for equipment for law enforcement.

Section 1090 prohibits the Supervisor from making or participating in the making of the decisions because they govern her spouse's employment, unless an exception applies (GC 1091 and 1091.5).

Authority from FPPC



Leaving the Room

Regulation 18707(a)(3) requires the public official must recuse him or herself, leave the room after identifying the potential conflict and refrain from any participation in the decision.

If item is on the consent calendar and is uncontested, the official may remain in the room but cannot participate in any way in the decision.

Resolving “Gray” Areas



- Legislature has adopted different conflict of interest laws that partially overlap one another but that have different requirements and penalties. Many of these laws were created before the Charter Schools Act and do not easily translate in our world (non-profit corporation & public agency).
- Looking to how school districts handle things does not work because the Legislature has banned all employees from serving on school district boards.

FPPC Advice Letters



- In order to resolve gray areas, we recommend that you seek official FPPC advice.
- This way you can avoid potential liability when following their advice.
- Also, it will minimize friction within the Board regarding potential compliance issues.
- Important to provide full context when asking for an opinion. Otherwise it will not protect you.



YOUNG, MINNEY & CORR, LLP

916.646.1400 ■ INFO@MYCHARTERLAW.COM ■ WWW.MYCHARTERLAW.COM



**QUESTIONS AND
RESPONSES**

**THANKS FOR
ATTENDING
TODAY!**

SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

591 CAMINO DE LA REINA
SUITE 910
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

Coversheet

Tentative Agreement for UTLA Multi-Year Contract

Section: VII. Governance
Item: B. Tentative Agreement for UTLA Multi-Year Contract
Purpose: Vote
Submitted by:
Related Material: UTLA Tentative Agreement (Final) Fully Executed 9.10.2020.pdf

TENTATIVE AGREEMENT
BETWEEN
PALISADES CHARTER HIGH SCHOOL
AND

UNITED TEACHERS LOS ANGELES-PALISADES CHARTER HIGH SCHOOL

This Tentative Agreement is executed by and between Palisades Charter High School (“PCHS”) and United Teachers Los Angeles–Palisades Charter High School (“UTLA-PCHS”), subject to the ratification process.

Salaries and Stipends

- 1) The 2019-2020 salary schedule will be increased by one-half percent (0.5%), retroactive to July 1, 2019.
- 2) All UTLA-PCHS bargaining unit members who were employed for the 2019-2020 school year, and who are employed currently, or retired during the 2019-2020 school year, or have retired since, will also receive a one-time, off-schedule payment equal to one percent (1%) of the unit member’s base 2019-2020 salary. The amount of the off-schedule bonus will be calculated after the increase in Section 1, above.
- 3) Within thirty (30) days after payment of the compensation in Sections 1 and 2, above, all current UTLA-PCHS bargaining unit members will also receive a one-time, off-schedule payment equal to three-quarter percent (.75%) of the unit member’s base 2020-2021 salary.

Professional Development

During the 2020-2021 school year PCHS will develop, schedule and implement, in consultation with three UTLA-PCHS bargaining unit members designated by UTLA-PCHS, twelve (12) hours of professional development for UTLA-PCHS bargaining unit members. At least six (6) of the twelve (12) hours of professional development will be offered on or before December 4, 2020, and all twelve (12) of the hours will be offered by March 15, 2021. The start time of professional development offerings will not be after 3:30pm.

Participation in this professional development will be voluntary, and UTLA-PCHS bargaining unit members who participate will be compensated at an hourly rate of \$54.57. This agreement is not intended to and does not modify the contractual hourly rate typically paid for voluntary professional development (currently \$34.09). Additionally, UTLA-PCHS unit members who are asked to and agree to be a presenter of professional development will be credited with and paid for up to two (2) hours (per presentation topic) toward their twelve (12) hours, as compensation for preparation, and the time giving the actual presentation will also count toward the twelve (12) hours.

Health & Welfare Benefits

The parties agree that the subject of PCHS’s proposal regarding retiree health benefits, related to benefits for retirees age 65 and over, will be sent to the Retiree Benefits Committee for study,

discussion, and recommendation. The Committee will conduct at least three meetings prior to January 15, 2021 to address the issue, with the purpose and intent of making a recommendation to the PCHS and UTLA-PCHS bargaining teams on the subject on or before January 15, 2021. After January 15, 2021, PCHS and UTLA-PCHS will meet and negotiate on the topic, regardless of whether the Committee makes a recommendation.

Term of Agreement and Re-Negotiation

- 1) The parties agree to a three-year collective bargaining agreement, from July 1, 2019 through June 30, 2022.
- 2) This agreement closes bargaining for the 2019-2020 and 2020-2021 school years, with the only exception being the above-described commitment related to retiree health benefits.
- 3) Re-openers for bargaining in the 2021-2022 school year will commence in the spring of 2021, and be limited to the following: Salary and Stipends, Health & Welfare Benefits, and up to two (2) additional articles for each party.

AUTHORIZED SIGNATURES:

Date: September 10, 2020

Huong Bui

UTLA-PCHS Representative

Steve Krima

UTLA-PCHS Representative

Dave Suarez

UTLA-PCHS Representative

Minh Ha J. Ngo

UTLA-PCHS Representative

Joel Jimenez

UTLA-PCHS Representative

Date: September 10, 2020

DocuSigned by:

Pamela Magee

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PCHS Representative

DocuSigned by:

Tami Christopher

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PCHS Representative

DocuSigned by:

Amy Nguyen

6E2C64EB70FE498...

PCHS Representative

DocuSigned by:

DHParell

3A8012FE2E3F44C...

PCHS Representative

DocuSigned by:

M. A. B...

107102DC9D76436...

PCHS Representative

Coversheet

Tentative Agreement for PCHS Unrepresented Employee Salary Proposal

Section: VII. Governance
Item: C. Tentative Agreement for PCHS Unrepresented Employee Salary Proposal
Purpose: Vote
Submitted by:
Related Material: Unrepresented and Management Staff Compensation and Salary Equivalency Proposal 9.22.2020.pdf

Unrepresented and Management Staff Compensation and Salary Equivalency Proposal

The unrepresented staff at PCHS rely on Human Resources and the School Board to be fair minded in the compensation and treatment of all of our staff. In light of the fact that salary negotiations for UTLA-PCHS bargaining have concluded, we are proposing an equivalent salary increase for the PCHS unrepresented and management staff.

To maintain fair and equitable practices among staff, we are proposing Unrepresented and Management staff receive the same salary increase the UTLA-PCHS faculty received for 2019/2020 and 2020/2021. This would entail a one half (0.5%) percent raise for 2019-2020, to begin July 1st, 2019; an additional one (1) percent off schedule bonus for 2019-2020, retroactive to July 1st, 2020; and a subsequent three quarters (0.75%) percent off schedule bonus for 2020-2021, effective August 1st, 2020.

Action Item:

Approval of PCHS unrepresented and management salary increase of a one half (0.5%) percent raise for 2019-2020, to begin July 1st, 2019; an additional one (1) percent off schedule bonus for 2019-2020, to retro to July 1st, 2020; and a subsequent three quarters (0.75%) percent off schedule bonus for 2020-2021, effective August 1st, 2020.

Approved Not Approved

Coversheet

Board Resolution for English Learners Authorization Waiver

Section: VII. Governance
Item: D. Board Resolution for English Learners Authorization Waiver
Purpose: Vote
Submitted by:
Related Material: RESOLUTION OF THE BOARD Waiver 9.22.2020.pdf

RESOLUTION OF THE BOARD
OF PALISADES CHARTER HIGH SCHOOL

In Support of Waiver Requests for One (1) English Learners Authorization

WHEREAS, the Governing Board may approve an application to the California Commission on Teacher Credentialing seeking Variable Term Waiver Requests as may be necessary for the hiring, or class assignment, of certificated candidates to Palisades Charter High School; and

NOW, THEREFORE, BE IT RESOLVED that approval is given supporting an application to the California Commission on Teacher Credentialing for

One (1) English Learner Authorization (ELA) waiver for a teacher to complete the English Learner Authorization during the 2020/2021 academic year

Aurora Martinez-World Language Teacher

I hereby certify that the foregoing is a full, true, and correct copy of a Resolution passed at a meeting of the Governing Board of Palisades Charter High School held on September 22, 2020.

Pamela Magee
Executive Director
Palisades Charter High School