



Palisades Charter High School

Board Meeting

Date and Time

Tuesday February 28, 2023 at 5:00 PM PST

Location

Gilbert Hall, Palisades Charter High School
15777 Bowdoin Street Pacific Palisades, CA 90272

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

SUPPORTING DOCUMENTATION:

Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <http://palihigh.org/boardrecords.aspx>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A.	Call the Meeting to Order	Sara Margiotta	
B.	Record Attendance and Guests Karen Ellis is attending remotely. Sheraton Syracuse University Hotel & Conference Center 800-804 University Syracuse, NY 13210		2 m
C.	Public Comment <i>"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i> Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA . Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).		30 m
D.	Approve Minutes	Approve Minutes Sara Margiotta	2 m
Approve minutes for Special Board Meeting on February 14, 2023			

	Purpose	Presenter	Time
E. Approve Minutes	Approve Minutes	Sara Margiotta	2 m
Approve minutes for Board Meeting on January 24, 2023			

II. Organizational Reports 5:36 PM

A. Student Report	FYI	Peter Garff	5 m
B. Parent Report	FYI	Monica Batts-King, Melissa Schilling, Saken Sherkhanov	5 m
C. Classified Staff Report	FYI	Andrew Paris	5 m
D. Faculty Report	FYI	Maggie Nance, David Pickard	5 m
E. Human Resources Director (HR) Report	Vote	Dr. Martha Monahan	5 m
F. Director of Operations Report	FYI	Don Parcell	5 m
G. Admin. Safety and Security Team	Vote	Brooke King	10 m

• Motion: "To approve the School Emergency Operations Plan."

H. Director of Development Report	FYI	Mike Rawson	5 m
I. Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	5 m
J. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m

III. Board Committees (Stakeholder Board Level Committees) 6:31 PM

A. Academic Accountability Committee Update	FYI	David Pickard IV	5 m
B. Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C. Election Committee Update	FYI	David Pickard IV	5 m

IV. Board Committees (Board Members Only) 6:46 PM

A. Board Members Only- Committee Updates	FYI	Various	5 m
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• Grade Appeal Committee

	Purpose	Presenter	Time
• Survey Committee			
V. PCHS Staffing Update			6:51 PM
A. Staff and Substitutes Update	FYI	Dr. Martha Monahan	10 m
VI. Academic Excellence			7:01 PM
A. Proposed 2023-2024 School Calendar	Vote	Various	10 m
B. School Accountability Report Card (SARC)	FYI	Dr. Pam Magee/Monica Iannessa	10 m
C. PCHS Testing Policy	FYI	Peter Garff	10 m
• Feedback from ASB			
D. PCHS Grading Policy	FYI	Dr. Pam Magee	10 m
E. PCHS Math Placement Policy	FYI	Dr. Pam Magee	10 m
F. Special Education Presentation	FYI	Tammie Wilson/Paula Anderson	30 m
G. Student/Campus Culture and Climate	FYI	Brian Banducci	30 m
• Addresses student discipline and attendance			
VII. PCHS Transportation Update			8:51 PM
A. PCHS Transportation Scholarship/Fees	Vote	Don Parcell	10 m
Motion: "To approve the proposed 2023-24school year Scholarship funding of \$171,000 and the annual school year cost per student to be no more than \$2,850 for the 2023-24 school year."			
VIII. Finance			9:01 PM
A. Budget vs Actuals Update Materials	FYI	Juan Pablo Herrera	5 m

	Purpose	Presenter	Time
B. 2021-2022 Independent Audit	Vote	Juan Pablo Herrera	10 m
Motion: "To approve the 2021-2022 Financial Audit Report"			
C. 2021-2022 Audit Corrective Action Plan	Vote	Juan Pablo Herrera	10 m
Motion: "To approve the 2021-22 Audit Corrective Action Plan"			
D. 2022-2023 Audit Engagement Letter	Vote	Juan Pablo Herrera	10 m
Motion: "To approve the 2022-23 Audit Engagement from Christy White Audit Firm"			
E. 2023-2024 Budget Development Calendar	Vote	Juan Pablo Herrera	10 m
Motion: "To approve the 2023-2024 budget development calendar"			
IX. PCHS Cafeteria Menu			9:46 PM
A. Feasibility and Necessary Steps to Implement a Meatless Monday	Discuss	Maggie Nance	10 m
X. Consent Agenda: Finance Items			9:56 PM
A. School Organized Trip(s)	Vote	Sara Margiotta	5 m
<ul style="list-style-type: none"> • March 3-March 6: DECA State Conference, Anaheim, CA - Brad Kolavo • April 3-April 6: Baseball Tournament, San Diego, CA - Mike Voelkel • April 14-April 16: Moot Court Competition, Santa Barbara, CA -John Rauschuber 			
XI. New Business / Announcements			10:01 PM
A. Announcements / New Business	FYI	Sara Margiotta	1 m
<ul style="list-style-type: none"> • Date of the next Board Meeting: Tuesday, March 21, 2023 at 5pm 			
B. Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
XII. Closed Session			10:03 PM
A. Conference with Legal Counsel	Vote		5 m

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> • (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9) 		
B.	Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	5 m
	<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 		
C.	Potential Litigation	Vote	5 m
	<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 		
XIII.	Open Session		10:18 PM
A.	Return to Open Session	FYI	1 m
B.	Report Out on Action Taken In Closed Session, If Any.	FYI	1 m
XIV.	Closing Items		10:20 PM
A.	Adjourn Meeting	FYI	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on February 14, 2023

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Tuesday February 14, 2023 at 5:00 PM

Location

Library, Palisades Charter High School
15777 Bowdoin Street Pacific Palisades, CA 90272

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Trustees Present

Andrew Paris, David Pickard IV, Karen Ellis, Maggie Nance, Melissa Schilling, Monica Batts-King, Peter Garff, Saken Sherkhanov (remote), Sara Margiotta

Trustees Absent

Avi Massaband, Robert Rene

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Feb 14, 2023 at 5:12 PM.

B. Record Attendance and Guests

Peter Garff not in attendance

C. Public Comment

Monica Iannessa: Thank you for the work you are doing!

II. NWEA Contract Approval

A. NWEA Contract Approval

Monica Iannessa I: The Budget Committee is on board with the NWEA Contract and is recommending approval.. This is to be compliant with the law, which states that charter schools must provide a 3rd party vendor for internal testing. We vetted vendors from the provided list and landed on NWEA. This will be a test for math, English and the annual measurement of growth.

Juan Pablo Herrera: \$55,800 is the total cost. Funding comes from A-G completion grant.

Sara Margiotta: \$80,000 is the number that has been earmarked for this line item.

Maggie Nance made a motion to approve the NWEA contract.

Sara Margiotta seconded the motion.

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

Roll Call

Monica Batts-King	Aye
Andrew Paris	Aye
Karen Ellis	Aye
David Pickard IV	Aye
Saken Sherkanov	Aye
Robert Rene	Absent
Maggie Nance	Aye
Avi Massaband	Absent
Peter Garff	Aye
Melissa Schilling	Aye
Sara Margiotta	Aye

III. PCHS Election Committee

A. Election Committee - Members

Maggie Nance made a motion to approve the election committee as presented.

Karen Ellis seconded the motion.

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

Roll Call

Monica Batts-King	Aye
David Pickard IV	Aye
Karen Ellis	Aye
Peter Garff	Aye
Melissa Schilling	Aye
Robert Rene	Absent
Saken Sherkanov	Aye
Avi Massaband	Absent
Sara Margiotta	Aye
Andrew Paris	Aye
Maggie Nance	Aye

B. Election Committee - Officers

Maggie Nance made a motion to approve David Pickard and Sara Margiotta and Chair and Secretary of Election Committee.

Karen Ellis seconded the motion.

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

Roll Call

Sara Margiotta	Aye
Avi Massaband	Absent
Maggie Nance	Aye
David Pickard IV	Aye
Melissa Schilling	Aye
Karen Ellis	Aye

Roll Call

Monica Batts-King Aye
Saken Sherkhonov Aye
Robert Rene Absent
Peter Garff Aye
Andrew Paris Aye

C. Election Committee - Vacant Faculty Seat

Maggie Nance made a motion to follow the recommendation of the Election Committee and hold a special election to fill the vacant faculty seat on the board.

Monica Batts-King seconded the motion.

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

Roll Call

Saken Sherkhonov Aye
Robert Rene Absent
Avi Massaband Absent
Peter Garff Aye
Maggie Nance Aye
David Pickard IV Aye
Melissa Schilling Aye
Sara Margiotta Aye
Andrew Paris Aye
Monica Batts-King Aye
Karen Ellis Aye

IV. New Business / Announcements

A. Announcements / New Business

The next Board meeting is Tuesday, February 28th at 5 p.m.

B. Announce items for closed session, if any.

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 5:26 PM.

Respectfully Submitted,
David Pickard IV

Documents used during the meeting

- NWEA Materials.pdf

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 24, 2023

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday January 24, 2023 at 5:00 PM

Location

Library, Palisades Charter High School
15777 Bowdoin Street Pacific Palisades, CA 90272

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Trustees Present

Andrew Paris, Avi Massaband, David Pickard IV, Karen Ellis, Lisa Saxon, Maggie Nance, Monica Batts-King, Peter Garff, Robert Rene, Saken Sherkhonov, Sara Margiotta

Trustees Absent

Melissa Schilling

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Jeff Roepel, Martha Monahan

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Jan 24, 2023 at 5:17 PM.

B. Record Attendance and Guests

C. Public Comment

Sophie Szeder: The new Pali testing policy should not be passed. There are many tests and pressures already and not having this testing policy will make teachers' and students' lives easier. Thank you.

D. Approve Minutes

Karen Ellis made a motion to approve the minutes from Board Meeting on 12-13-22. Andrew Paris seconded the motion. The board **VOTED** to approve the motion.

Roll Call

Monica Batts-King	Aye
Karen Ellis	Aye
David Pickard IV	Aye
Melissa Schilling	Absent
Andrew Paris	Aye
Lisa Saxon	Aye
Robert Rene	Absent
Maggie Nance	Aye

Roll Call

Saken Sherkhanov Aye

Avi Massaband Aye

Sara Margiotta Aye

Peter Garff Aye

II. Organizational Reports

A. Student Report

Peter Garff: Club interest meeting jus happened and Club Day on the 8th and 9th of February, Senior Dating Game, Blood Drive on Thursday, and we are very excited for all of our upcoming events!

B. Parent Report

Monica Batts-King: Why aren't the players practicing on the baseball field?

Sara Margiotta: They just seeded the field.

Don Parcell: This is the last week. It is off limits because the seeding did just happen.

C. Classified Staff Report

Andrew Paris: Nothing to report at this time.

D. Faculty Report

Maggie Nance: There have been at least 3 different instances where there have been many people absent and teachers are asked to cover classes. This takes away from planning and grading time. These classes can be unruly and we do not have a relationship with them. It is a difficult situation to walk in to and it is important to look at how we are covering these classes and how we are taking care of these kids. Are we holding kids accountable for their behavior?

Saken Sherkhanov: Is there a policy for student discipline? What is the policy?

Dr. Pam Magee: There is an expectation and teacher's should be submitting a lesson plan when they are absent.

Lisa Saxon: I have covered many classes recently and there is no classroom management. I handled it to the best of my ability. We need more support and we need to look at what we are doing when teachers are absent to access materials to teach the class.

Sara Margiotta: Has the policy to call security changed?

Dr. Pam Magee: No, that has not changed.

Maggie Nance: The issue is that security never showed up.

Dr. Pam Magee: The amount of security has not changed and they do great work, but nothing has changed in our security staffing.

Saken Sherkhonov: This is important and something that should be addressed.

Sara Margiotta: Was a report made when security did not show up?

Lisa Saxon: Administration was made aware.

Sara Margiotta: We should work to address this during a culture talk during a Pali Period.

Robert Rene: Is it worse now then it was 2-3 years ago? As a governmental body, we should look at this data in order to know how to proceed.

Maggie Nance: The kids are being more out of hand than they have in the past and It is becoming increasingly difficult to operate in this manner.

Robert Rene: The board's role is to be the governing body of the overall enterprise. It seems that we should find a method to assess what teachers are saying and come back with comparative data to know how to proceed.

Sara Margiotta: We do need to collect information to teachers and there should be reports so we know if it is the same or worse than it has been in the past. We need to look at ways in which to support teachers.

E. Human Resources Director (HR) Report

Martha Monahan: The report stands as submitted.

F. Director of Operations Report

Don Parcell: The report stands as submitted.

G. Admin. Safety and Security Team

Sara Margiotta: Brooke has been working very hard on the safety and security plan and it will come to the Board for a vote in February.

Robert Rene: Should we include the discussion from the faculty report in the safety and security team development?

Maggie Nance: Is there an update on the fence?

Sara Margiotta: No updates as of now.

H. Director of Development Report

Martha Monahan: The report stands as submitted.

I. Chief Business Officer (CBO) Report

Juan Pablo Herrera: The report stands as submitted.

J. Executive Director/Principal (EDP) Report

Dr. Pam Magee: The report stands as submitted. The administrative team has been focusing on being first responders and thank you to Brooke King for leading the red cross training for our first aid and CPR.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

David Pickard IV: Nothing to report. Our next meeting is on Thursday and I will have more to report in February.

B. Budget & Finance Committee Update

Sara Margiotta: We have asked for more information regarding the transportation policy and will be getting an update in February.

Dr. Pam Magee: We have been meeting with LAUSD about solar energy at Pali and will be funded by LAUSD. Great work to our students for working so hard to get this project moving forward.

C. Election Committee Update

Sara Margiotta: We are meeting with Brooke King next week and will have updates soon. We will report out on this at the February board meeting.

IV. Board Committees (Board Members Only)

A. Board Members Only- Committee Updates

Grade Appeal Committee: There was one grade appeal and the committee voted to approve the grade appeal and the grade was overturned.

V. Academic Excellence

A. Academic Progress Presentation

Monica Iannessa and Chris Lee:

Presentation on Pali Midterm Academic Progress. Refer to Board attachments for full presentation.

B. College Center Presentation

Karen Ellis:

Presentation on College Center. Refer to Board attachments for full presentation.

C. PCHS Study Center and Community Service Update

Greg Ohmer:

Study Center Renovations

- New paint/color theme
- Promethean board
- Elevate student art and photography
- New computers
- New printer
- Free school supplies
- Deep clean/declutter

New Study Center Actions

- New Google Form for tutors
- New Google for tutees
- Updated Schoology page
- New time sheets and work logs
- Direct correspondence with student
- More tutors, less hours each = higher quality tutoring

Refer to attachments for complete presentation.

Sara Margiotta: There are other community service options for students with physical disabilities.

Greg Ohmer: Some of the disabilities are not just physical and I would be happy to facilitate alternatives and work with the Nurse's Office to determine any and all exceptions that are legitimate.

D. PCHS Testing Policy

Saken Sher Khanov made a motion to approve the PCHS testing policy as presented. David Pickard IV seconded the motion.

Peter Garff: What is presented will not work and students are happy to put in the work to review the policy. Student leadership has been working on a way to incentivize the student view towards testing. I agree that the tests should have more value in school and college career, but we need to be sure to approach this policy the proper way.

Board discussion on current testing participation and approaches to increase student participation.

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

Roll Call

Saken Sherkhanov	Aye
Monica Batts-King	Aye
Peter Garff	Aye
Karen Ellis	Aye
Lisa Saxon	Absent
Sara Margiotta	Aye
Maggie Nance	Aye
Melissa Schilling	Absent
Andrew Paris	Aye
David Pickard IV	Aye
Avi Massaband	No
Robert Rene	Absent

VI. Tentative Approval of PCHS Initial Proposal

A. Tentative Approval of PCHS Initial Proposal and Approval of Declaration of Need

Sara Margiotta made a motion to approve the Initial Proposal of the PCHS to UTLA-PCHS dated January 24th, 2023.

Avi Massaband seconded the motion.

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

Roll Call

Karen Ellis	Aye
Saken Sherkhanov	Aye
Lisa Saxon	Absent
Robert Rene	Absent
Sara Margiotta	Aye
Monica Batts-King	Aye
Maggie Nance	Abstain
Melissa Schilling	Absent
Peter Garff	Aye
Avi Massaband	Aye
David Pickard IV	Abstain
Andrew Paris	Abstain

B. PCHS UTLA Sunshine Proposal

Martha Monahan: Presented the PCHS-UTLA Sunshine Proposal. Proposal stands as submitted.

VII. Finance

A. 2022-23 Budget vs Actuals

Juan Pablo Herrera: Presentation on 2022-2023 Budget vs. Actuals. See Board attachments for complete presentation.

B. Relief Spending Update

Juan Pablo Herrera: Presentation on Relief Spending Update. See Board attachments for complete presentation.

VIII. PCHS Cafeteria Menu

A. Feasibility and Necessary Steps to Implement a Meatless Monday

Maggie Nance: We would like to go to a meatless Monday at Pali High. We want to be sure to make sure we keep in mind all those that this might affect and figure out who we need to communicate with to get some feedback so we can move forward with this initiative.

On all Mondays food served to students would be meatless.

Would this be communicated to students so they know what the overall goal is?

Yes, we want to educate students so that they know why we are doing this and present a PR campaign so students are aware of the benefits to the environments, as well as students' health.

Juan Pablo Herrera: We would have to talk to our food service provider to coordinate this initiative. We would also need to ensure that this is what we want to move forward with because it may impact food participation rates and there is concern over student choice. We may consider a slow rollout and we need to be sure it is communicated properly to the community.

Monica Batts-King: I think the option for no meat on the menu is great, but you are also forcing your dietary preferences on other people. This has a huge impact on families so we should provide options without restricting student choice.

IX. Consent Agenda: Finance Items

A. School Organized Trip(s)

Maggie Nance made a motion to approve the consent agenda.

Monica Batts-King seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Karen Ellis	Aye
Avi Massaband	Aye
Sara Margiotta	Aye
Lisa Saxon	Absent
Andrew Paris	Aye
Monica Batts-King	Aye
Peter Garff	Aye
David Pickard IV	Abstain
Saken Sherkhanov	Aye
Maggie Nance	Aye
Melissa Schilling	Absent
Robert Rene	Absent

X. New Business / Announcements

A. Announcements / New Business

Sara Margiotta: Date of next Board meeting is Tuesday, February 28, 2023 at 5:00 p.m.

B. Announce items for closed session, if any.

Entered closed session at 8:47 p.m.

XI. Open Session

A. Return to Open Session

Returned to open session at 8:59 p.m.

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

Nothing to report out from closed session.

XII. 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 8:59 PM.

Respectfully Submitted,
David Pickard IV

Documents used during the meeting

- HR Board Report 01_24_2023 .pdf
- Operations Board Report 01_24_2023.pdf
- Director of Development Board Report 01_24_2023 .pdf
- CBO Board Report 01_24_2023.pdf
- EDP Board Report 01_24_2023.pdf
- Academic Progress Presentation 01_24_2023.pdf
- 2022 Early Outcomes.pdf
- 2022 Summary Data by College.pdf
- AP School Current Year Score Summary 2022.pdf
- Class of 2022 Matriculation.pdf
- School Profile 2022-2023.pdf
- Calculating your GPA 2022.docx.pdf
- Study Center Update 01_24_2023.pdf
- 2022-23 PCHS Parent Info Assessments.docx.pdf
- PCHS Testing Policy DRAFT 01_24_2023.pdf
- PCHS Initial Proposal 01_24_2023.pdf
- LTR - UTLA Sunshine 01_20_2023.pdf
- Budget vs Actuals Update - 1-23-2023.pdf
- Relief Spending Update - 1-23-2023.pdf
- Meatless Monday Presentation.pdf
- School Organized Trips.pdf

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Board Report 02_28_2023 .pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Faculty Report Board of Trustees Meeting February 28, 2023

- Faculty is in the longest stretch of year with no breaks, which is a time for uninterrupted focus on curriculum. This is a time to move kids forward in what the kids know and can do.
- The fall sports have ended and the spring sports are starting so kids and faculty are adjusting to the new schedules and all the makeup work that comes with missing classes.
- Faculty is anticipating smooth and positive negotiations with PCHS this year with the end of a contract that makes Pali a great place to do our important work.
- Teachers with old computers are very happy to get their new ones! Well done, tech department!

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: Vote
Submitted by:
Related Material: HR Board Report 02_28_2023.pdf



PALISADES CHARTER HIGH SCHOOL

Human Resources Report Board of Trustees Meeting February 28, 2023

Credentials/Classifications

CTC Declaration of Need (action item): PCHS administration recommends local approval of the Governance Board for Paula Anderson to teach special education courses without an Autism Authorization in addition to her valid Standard Secondary Credential in Drama and English and her Specialist Credential for Learning Handicapped. Ms. Anderson is pursuing options to complete her Autism Authorization by the end of the 2022-2023 school year.

Proposed Classification Change: PCHS administration recommends approval of the Governance Board to reclassify an employee:

Current Title: Instructional Assistant (Classified)

Proposed Title: ELL Program Instructional Assistant (Classified)

Reasoning: As the needs of the English Language Learner population at PCHS has changed, the duties and responsibilities of this instructional assistant have changed to include more administrative tasks relating to assessment and compliance.

Fiscal Impact:

Year	Hourly Rate
2120-2022	23.95
2022-2023	29.27

No additional steps.

Collective Bargaining

Government Code Section 54957.6

PCHS/UTLA: Management and certificated representatives will meet for the first time on March 9, 2023.

Human Resources Activity

New Hires

Office Assistant

Fiscal Director

Substitute Teacher (2)

Copy Clerk

Resignation/Retirement

Employee #100607

Closed Session

Public Employee Discipline/Dismissal/Release, pursuant to Government Code Section 54957:

Respectfully Submitted,

Martha Monahan, Ed.D.
Director of Human Resources

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 02_28_2023.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report February 28, 2023

Permits & Setups:

- **Permit Revenue for January 2022 is ~\$~\$42,296**
 - ~\$31,446 from Facility Rentals. Note – Rentals down due to annual maintenance Closures
 - ~\$500 from Facility Parking Rental
 - ~\$5,200 from Banner Rentals
 - ~\$5,150 from Filming
- **Winter Sports Impact to Permits:** Club sports are ongoing full time - All venues back in regular use now. With all levels of our Boys & Girls Winter Sports teams (Frosh/Soph, JV and Varsity) in playoffs, some of our Permits venues are hosting more PCHS games than usual and therefore there is less Permits time available, so some impact to Permits Revenue this month.
- **Filming in January:**
 - Uncommon James – Apparel Photoshoot
 - Women in STEM
 - *Note - Hollywood slows down Dec & Jan filming will be limited during this time.
- **Filming for February/March:**
 - **(Occurred) Filming for February:**
 - NCAA Promo (Feb 4th)
 - Verizon Commercial (Feb 11th)
 - Zara Kids Photoshoot (Feb 14th)
 - FIDM Photoshoot (Feb 20th)
 - **(Secured) Filming for March:** Daily Drills Campaign (Mar 2nd)
 - **(Potential) Filming for March:** Commercial and Print AD for Sports Wear
- **Banners** - Banner demand continues to be strong, lots of new interest – fence booked out for the next few months with rotating banners – many of our yearly users are renewing.
- **PCHS Sports** – Many Winter Sports wrapping up their seasons and playoff runs. Spring sports have all just started their season activities.
- **February 2023 Set-Ups/Events:**
 - Black History Month – Multiple Events during Feb
 - School Tours – Feb 2, 9 & 24
 - PTSA Board Meeting – Feb 2
 - Faculty Meeting – Feb 7
 - B&F Committee Meeting – Feb 13
 - Special Board Meeting – Feb 14
 - Safety Drill – Feb 15
 - Board Meeting – Feb 28



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MGAC/Pool:

- PCHS Water-Polo and Swim Team support ongoing
- PCHS PE Classes participating in swimming lessons in an ongoing basis
- American Red Cross (ARC) FA/CPR/AED Classes Delivered regularly
- MGAC is conducting an ARC Lifeguard Certification in March. Contact bking@palihigh.org if interested.
- Safety Coordination provided for 2/15/22 Active Assailant Safety Drill - Thank you to the LAPD Senior Lead Officer Espin for additional support.
- MGAC is entering into our 14th year of operations and anticipate a major repair to be expected over the next few years. We project this repair will require a 4 week closure (August month identified as target month in the year we implement this repair).
 - 1. Re-Plaster Both Pools (~\$300k)
 - 2. Replace cantilever concrete, which is showing signs of deterioration (~\$450k)

Transportation/Buses:

- The PCHS School Bus Program & Schedule, as well as Special Ed, Late and Competition Buses, are all operating normally.
- The 2023-24 School Year Transportation Registration and Scholarship Application process is scheduled to open in conjunction with the Admission Enrollment process via OLR in early March.
- As discussed with and approved by the B&FC, the following are planned re Transportation for 2023-24:
 - Annual cost per student for the To/From PCHS School Bus Program to be \$2,850 (\$285/Mo. for 10-Months), with the possibility of that being reduced if the April 2023 City of LA Transportation Index is lower than anticipated as it drives the pricing of our school buses via our busing contract with ATS
 - The scholarship funding/pool to be \$171,000
 - The Late Buses to be \$6/Ride for students not in the PCHS School Bus Program and to remain Free (Pre-Paid) for students that are in the PCHS School Bus Program
 - Competition Buses to remain as they were for 2022-23, with a shared cost between PCHS and the Competition Teams under the same rules as in 2022-23



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Information Technology:

- 275 tickets were opened in the past month with 254 of them closed or waiting. Most ticket response times continue to be within 2 hours during the business day. Common ticket trends this period are printers/printing problems, consumable requests, followed by A/V Events. The Tech Dept. has 665 devices currently checked out to students for the 2022-23 school year.
- Working with Testing Coordinator Lisa Saxon, we are preparing for the start of testing season. Large-scale student-body Testing is scheduled to begin Monday, March 6th, and last until May 26th.
- Data synchronization between Infinite Campus and the communication platform ParentSquare was configured during Winter Break. After some training, a pilot group is being setup so the system can be tested and measured against PCHS's needs. If the pilot is deemed successful, ParentSquare could replace most communication systems/methods currently used at PCHS and centralize communication for all stakeholders. The Pilot began after training on 2/22 and will be evaluated in the near future.
- All new staff laptops continue to be distributed as teachers and Tech are available. If everything continues as planned and arrives/is distributed this year, the 2023-24 SY staff device order will be 30-35 devices (final numbers will depend on not yet finalized staffing and any future breakdowns this semester).
- All eight Konica copier/printer machines have arrived. Two faculty/staff production machines in the copy room, three (one each) in the AA Office, Attendance Office, and Main Office, and three student devices are in place. PIN code requirement has been reinstated on the copy room and AA Office devices, with the Attendance and Main Office to follow shortly. The student devices are nearly ready to be rolled out, along with a remote print client for faculty, staff and students.
- Continuing to support PRA requests/searches as needed.
- Work with the Deans continues daily. IT is supporting the Deans office with Bark reports, camera support, and IC reporting.
- Working with cafeteria vendor Chartwells and the CBO, we are planning a much-needed uplift of the cafeteria Point-of-Sale (POS) devices. The current devices are aged beyond support and have swollen batteries, screen breakage, or other issues that prevent them from being usable for service. New devices have arrived and been configured. We are waiting on mounting and security hardware before the devices can be put into production. Some devices are currently in use to test the POS 2.0 software.
- 45 Promethean panels were deployed around campus. IT has attended an admin training and continues to work with the company to resolve any minor issues. So far, the response to the panels is overwhelmingly positive from both faculty and students. We are now working with individual classroom teachers on mounting potential, locations, and one-on-one training sessions with IT. Amir Osterweil has been of tremendous help in reporting issues to Promethean and IT, and working directly with Teachers on additional trainings. The expected funding availability for a Round 2 of orders is being discussed and planned.
- Working with data vendor on the creation of needed recurring reports from Infinite Campus.



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CHARTER HIGH SCHOOL

Information Technology (Continued):

- Ongoing facilitation/support of several EdTech digital classroom resources to ensure all applications are accounted for, accessible/usable and can be supported by IT.
- The Tech Team is continuing to update and create training materials for faculty and staff. The Schoology Palisades Technology Enthusiasts, which all staff are a member of, houses the first of these updates. Many more to come!
- As part of the server refresh, multiple servers were migrated to and consolidated on a new host, upgraded, and had additional resources applied to the machines. Of the servers that remain, only a Finance Department migration of QuickBooks licensing and data needs to occur before the project can be closed out.
- Planning for an eRate supplemented update to the wireless network has nearly concluded. Next steps will be working with our eRate vendor on a bid and securing funding through the available grants and 2023-24 PCHS budget process to move forward with a hopeful Summer 2023 installation. The estimated cost at this time is between \$750,000 and \$950,000. The eRate portion of this funding is ~\$250,000.
- The amazing Pali Booster Club has generously provided for a mobile audio and video system that will enhance the quality of audio and provide for the addition of video, for our large format meetings, such as the Board of Trustees meeting. We will implement and schedule the system for use as requested by school wide meeting organizers. Thank you, Boosters!
- Preliminary feedback on our recently hired Copy Clerk has been extraordinarily positive. As you know, a good Copy Clerk on campus often achieves rock-star status. Thank you HR for working so long to find a quality person for this critical role!
- PCHS currently has ~\$13,000 in outstanding fees/fines for seniors that are related to Tech Devices, Textbooks, Library Books, Cafeteria & Transportation. There is much more outstanding related to Freshman thru Junior students as well, but with seniors graduating this semester, the ~\$13,000 is at greater risk of being lost without extra effort collection efforts.

Facilities/Projects – HVAC:

- **Central Heating System** - System operational, though certain rooms being troubleshot.
- **MERV-13 Filters** ongoing Monthly Inspecting & Replacing
- **Mechanical Rooms**- All Compressors in Classroom Buildings had preventative maintenance performed - Oil was checked and/or added, belts replaced, pulley's replaced, gauges were replaced and motor for G-bldg. was replaced and all in working normal.



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Facilities/Projects – OTHER (Ongoing Maintenance):

- **Transporting Nutrition & Lunch** – Facilities delivers meals to Pali Academy twice a day
- **Tent Set-Ups** - Security Stations and Pali Academy Stations after wind-related take-downs
- **Hallway & PE Locker Maintenance** – Support/Resolve ongoing locker maintenance requests
- **Landscaping:** Ongoing Irrigation System line breaks occur and get repaired
- **Pali Academy** - Basketball court drainage; seepage and sump pump maintenance
- **Stadium Turf** – Regular field maintenance ongoing
- **Baseball Batting Cage & Tennis-Court Drainage Gutter** – Periodic sweeping/cleaning
- **IPM Pest Management** – Significant degree of baiting exterior of Bldgs. for ants and roaches using *LAUSD approved products only*.

Facilities/Projects – OTHER:

- **Door Replacements** - Two additional doors replaced (Stadium home-side custodial and U107)
- **Door Repairs** - U109A and U107 had significant repairs due to water damage
- **Overdose Emergency (NARCAN) Kits** - Installed in multiple offices around campus
- **J108** - Wall shelf T.V. Soundbar installed.
- **Stadium Field Turf Maintenance** - Sweeper tires replaced.
- **Baseball Field Seeding** - Field reopened for baseball season.
- **Student Restroom Destruction & Graffiti** - Restroom vandalism has minimized since last report.

Facilities/Projects - Items set to begin and/or in progress with expected completion soon

- **Hazardous Waste Pickup** – On the pickup schedule
- **Faculty Lot Light Fixture** – Fixture received from vendor however bracket was not sent so awaiting bracket to complete install.
- **3-Way Crosswalk Light Fixture** – Fixture by 3-Way Crosswalk by Gilbert needs to be replaced.
- **Golf Cart Repairs** – Older flatbed and smaller compact cart scheduled to be picked up, serviced, and repaired.
- **Finance Office Safe lock** – Needs to be serviced and combo lock replaced
- **Cafeteria Sink Faucet** – Replace with new faucet that includes flex hose
- **Cafeteria Warmer-Plug** – Faulty and needs to be replaced. Needs to be ordered.
- **New/Used Flatbed** – Sourcing and receiving quote to purchase per approved budget
- **Scissor Lift** – Sourcing and receiving quote to purchase per approved budget



PALISADES

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Facilities/Projects - Larger Scale Projects:

- **Gym A/C Project (LAUSD Bond Funded):**

- Phase 1 started on Fri 12/17/2021. The Boys side of the Gym Complex is underway and anticipated to last until Nov 2022.
- Phase 2 in the Main Gyms is virtually completed. A few isolated days at various points in time to tie into the main systems.
- Phase 3 in the Girls Locker Room side of the Gym Complex began Dec 19th 2022.
- Project expected to finish around Nov 2023

Facilities/Projects - Larger Scale Projects (Continued):

- **Campus-Wide Non-Bungalows A/C Project (LAUSD Bond Funded):**

- This project is LAUSD Board approved. The project now moving into the Architecture & Engineering Design phase.
- Once LAUSD and DSA approvals received, which could take quite some time, the project will be Bid & Awarded, which will add another 3-4 Months. Project not expected to start until Summer 2024 at the earliest.

- **Main Quad Modernization Project (Donation Funded):**

- This project submitted to LAUSD for M&O/FSD/Board review and approval.
- The project is on the agenda for LAUSD Board Vote in March 2023
- Once project approved by LAUSD Board, and submitted/approved by DSA, PCHS can proceed to the Detail Design, Bidding and Installation Phases.
- Project hoped to be able to start in Summer 2023, but that is dependent on many factors.

- **Solar Project (LAUSD Bond & Catalyze Funded):**

- This project has LAUSD-FSD Support and has been cleared to proceed independently (and could be simultaneously) with the Campus-Wide Non-Bungalows A/C Project.
- Catalyze has finalized their Detailed Specifications and Conceptual Design, Schedule and Cost Estimate, which has been submitted to LAUSD-FSD for review. Once Catalyze and LAUSD can reach agreement on terms and conditions of a long-term contract, they will start getting into Detail Architectural & Engineering Construction Design, submit for LAUSD BOC approval, LAUSD Board approval, and DSA Submittal/Approval.
- Project hoped to receive final approvals in time to be started by Summer 2024.

- **Underground Utilities Piping Replacement Project (LAUSD Bond Funded).**

- Project Completed re major milestones
- Punch List items being addressed

Coversheet

Admin. Safety and Security Team

Section: II. Organizational Reports
Item: G. Admin. Safety and Security Team
Purpose: Vote
Submitted by:
Related Material: PCHS SEOP for BOT Meeting 02_28_2023.pdf



PCHS | SEOP

2023

Palisades Charter High School

SCHOOL EMERGENCY OPERATIONS PLAN

Revised February, 2023

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

PCHS

15777 Bowdoin St.,

Pacific Palisades CA 90272

www.palihigh.org

This plan has been shared at a public meeting to allow for public opinion (EC Section 32288(b)(1)) and adopted by the PCHS Administration and the Governing Board of Palisades Charter High School on February 28, 2023

Approved 9/16/13. This update was made to 10/18/22 (Fall 2022) revision by the Safety Committee as directed by PCHS Board of Directors.

This document is available for public inspection at Palisades Charter High School Main Office and on palihigh.org.

The purpose of this 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.

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SIGNATURES

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 February 28th, 2023

Date

Sara Margiotta
BOT Chair

Dr. Pamela Magee
Executive Director and Principal

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

PROMULGATION

This plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts in coordination and Los Angeles County, the State of California, and the Federal Government. This plan also establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

PCHS Administration verifies this 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 purpose
- 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

To protect the safety and welfare of the employees, visitors, volunteers, and students at PCHS, and to ensure the preservation of public property.

Scope

It addresses a broad range of major emergencies impacting the PCHS school site and facilities. 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).

Objectives

1. Protect the safety and welfare of students, employees, and the school community.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the school's facilities and properties.

4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

Responsibility

The PCHS Administration has the responsibility to ensure the safety of 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 have drills and exercises in order to practice using the system. Periodic training is available to help orient new employees and provide refresher training to current employees on an annual basis.

American Red Cross

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 mass care facilities and local governments have a right to use schools for the same purposes. PCHS is a Red Cross Provider, and school officials cooperate closely with ARC and local government representatives when we are contacted by the ARC, the ARC Regional Mass Care Manager, and/or their representative.

STATEMENT

Dear Palisades Charter High School Families:

The safety of our students and faculty/staff 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 a safe and secure learning environment. These measures reflect our community's high expectations for school safety and include the following:

Positive School Climate

Palisades Charter High School is committed to ensuring a positive, inclusive campus culture and climate. We survey our educational partners including staff, students, and parents to gather timely feedback regarding practices that are working well and areas for growth. Focal points include teacher leadership, student opportunities, professional learning, and community engagement. All educational partners have opportunities to shape the school environment through committees where new ideas are heard and decisions are made. Professional learning opportunities address both individualized needs and school-wide initiatives. The PCHS faculty and staff are united in our commitment to ensuring a safe and respectful

school environment. The following Social Justice Mission Statement was signed by the faculty and hangs in the main hallway of the school: “We will not tolerate, and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students to know that they are safe, valued, and respected. Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations.”

Two significant related initiatives are the formation of an Equity Task Force to monitor student achievement data, campus relationships, and policies, and expansion of the Campus Unification Program designed to provide support for our diverse student body. Positive Behavior Intervention strategies are also emphasized as the most effective approach to addressing student behaviors.

Palisades Charter High School Safety Committee

This committee focuses on crisis planning and management and continues to develop proactive community partnerships that assist with overall school safety. It’s members may include representatives from School Security, Administration, Transportation, Community Relations, Instructional Staff, Support Staff, Police Department, and a member of the Board of Trustees.

PCHS's School Emergency Operations Plan serves as an operating guide for a wide range of emergencies and reflects each school's unique characteristics. The Safety Committee recently revised and expanded this plan. We audit and practice these plans throughout the year.

School Security Officers

PCHS has an effective and efficient school security staff that consists of a partnership with the Los Angeles School Police Department, an on-campus School Police Officer (SRO), two full-time deans, one full-time campus supervisor, six (6) School Campus Aides and 4-5 additional 3rd-Party contractor security guards who respond to any event at our school site.

Security Improvements

We use the Federal school recommended "threat assessment model" to enhance school safety. We also use proven physical security survey checklists to determine low to no-cost improvements that will tend to make the area "unattractive" to criminal activity, utilizing CPTED (Crime Prevention Through Environmental Design) principals. In addition, we can expand our camera surveillance system to help deter, detect and investigate school crimes. Significant physical security maintenance is needed to maintain perimeter fencing. Recently, PCHS has incorporated CPTED principles in perimeter fencing design for possible development.

Anonymous School Safety Tip Line

Students and their families may call 707-232-8693, use the **STOPit** app, or link (go.palihigh.org/STOPit) 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- INTRODUCTION

LEGAL REQUIREMENTS

The following list of related authorities and requirements refer to Education Codes and Government Codes relevant to this document:

1. 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.
2. 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.
3. 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).

4. California Civil Code, Chapter 9, Section 1799.102: Provides for “Good Samaritan Liability” for those providing emergency care at the scene of an emergency.
5. Katz Act (Sections ~ 35295-35297) of the California Education Code: Requires schools to 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.
 - 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.
6. CA Health and Safety Code, Section 131021: “Essential workers” defined as “secondary school workers.
7. California Emergency Plan: Provides overall statewide authorities and responsibilities, and describes the

functions and operations of government at all levels during extraordinary emergencies.

8. Comprehensive School Safety Plan Section ~ 32280-CA Ed Code: 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.
9. 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.
10. Los Angeles Emergency Operations Plan



BOT | PCHS Policies

Policies governing emergency preparedness and response within the school are established and updated. 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 Trustees
- Faculty/Staff
- Parents/Guardians
- Police, fire, and other agencies
- Local area media
- State & Federal legislators and other officials
- CA Office of Emergency Services (CalOES)
- CA Department of Education (CDE)
- Local hospitals/County Emergency Medical Services

If parents/guardians come to the school and properly identify themselves with photo ID as an Emergency Contact for that student 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 EDP or designee shall prepare a list of staff to be assigned School Emergency Response Team roles (SERT) as outlined in this plan.

The EDP is responsible for training and annual update/maintenance of the School Emergency Operations Plan. The PCHS Safety Committee, consisting of Administrators, Faculty, Staff, Students and Parents will annually review and recommend updates, as well as conduct safety trainings.

The EDP 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.

PCHS will solicit cooperation and engagement of the PTSA (Parent Teacher Student Association) and other parent groups in organizing disaster response activities and assignments.

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

NATIONAL PREPAREDNESS GOAL

5 mission areas:

1. **Prevention:** Prevent, avoid or stop an imminent threat or incident.
2. **Preparedness:** Protect the lives of students and staff who allow for PCHS to thrive.
3. **Mitigation:** Lessening the impact of an event.
4. **Response:** Responding quickly to save lives and meet basic human needs.
5. **Recovery:** Restoring, strengthening, and revitalizing the campus community in terms of health, social, and environmental impact.

The National Preparedness Goal describes five mission areas — **prevention, protection, mitigation, response and recovery** — and 32 activities, called [core capabilities](#), that address the greatest risks to the nation.

“National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the president in March 2011 and describes the nation’s approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist

attacks, hurricanes, school incidents, and other experiences. PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after. The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses “before,” “during,” and “after.”¹

NIMS AND SEMS

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

¹ "Guide for Developing High-Quality School Emergency Operations Plans" (2013)

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, §2925, 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 (ICS)
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

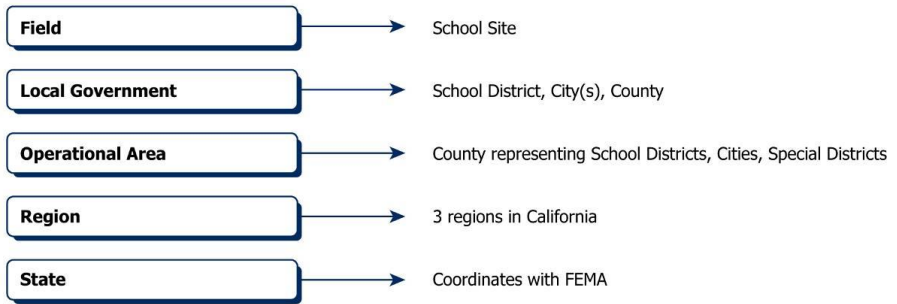
Public schools have mutual aid agreements for shelter, counseling, and other items and must participate in inter-agency coordination.

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. "All disasters begin and end at the local level".

Order of Coordination:



Field IC 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 District)

Involves:

- County and ALL political subdivisions
- 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

OES Region Level (PCHS is in the CA Southern Region)

Involves:

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

State Level

Involves:

- Coordination between Administrative Regions as required
- 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. Incident Command System (ICS)
2. Mutual Aid Systems
3. Multiple agency coordination

Incident Command System

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.

Major Concepts

1. Every emergency, not matter how large or small, requires 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 requires an **Incident Commander** (personal in charge) at the site level.
4. No one person should be in charge of more than seven people (the optimum number is five), referred to as span of control. Note: this does not apply to student supervision.

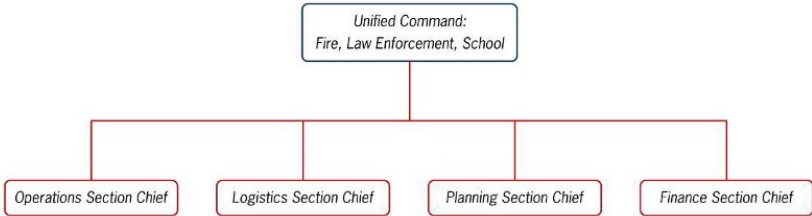
ICS Responsibilities at the School Site

The following chart outlines the responsibilities within each of the five ICS functions of the School Site. PCHS SERT roles encompass as (see School Emergency Response Team, Section 3). :

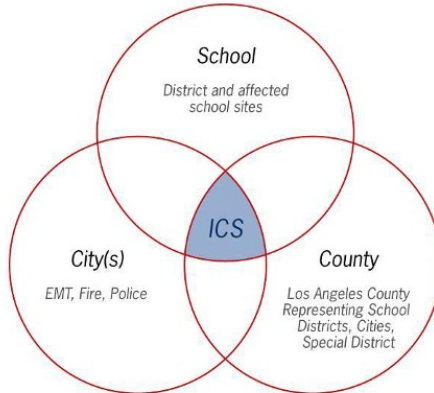
Function	School Site Command Post
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes, and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel,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

Incident Command System

ICS Unified Command



ICS Principles



* Diagram indicates activation of operational area

Mutual aid systems

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

Multiple Agency Coordination (MAC)

Agencies working together at any SEMS level to facilitate decisions.

EMERGENCY PHASES

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 SEOP, SERT 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.

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.

Recovery as it pertains to PCHS is further referred to in Section 4 of this plan.

SECTION 2- SCHOOL SAFETY PROGRAMS

ASSESSMENT OF LOCAL AREA CRIME

Prepared by LAPD	2021	2022
Homicide	0	0
Rape	3	5
Aggravated Assault	17	10
Robbery	5	6
GTA	48	48
Burglary	77	82
Car Break-Ins	218	187
Grand Theft Person	1	2
Theft	96	78

CHILD ABUSE REPORTING

Any Teacher/Supervising Adult and Administrator, if reasonable cause exists to believe abuse has occurred, is required to report the incident immediately to the Department of Child and Family Services (DCFS) (800.540.4000) or local law enforcement.

Do not inform parent/guardian of the report. It is DCFS's or law enforcement's responsibility to investigate and inform them.

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:

- A mutual affray between minors (Penal Code 11165.6).
- 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 students 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.

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.

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.

Training

Training of mandated reporters will take place via the CharterSafe portal and shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights (Penal Code 1165.7).

SAFE INGRESS AND EGRESS

The campus is secured during the school day and all visitors must register with the Main Office by providing a state-issued identification card or Driver's license and are assigned a Visitors ID badge once passing an online background check. Security detail is regularly assigned to entrances used during the school day.

Additionally, security cameras located at entrances and throughout campus help enable PCHS to review visitor's movements once they enter the campus. Additional safety cameras were added to the campus network within the past few years. Following better practices for school safety procedures, PCHS has implemented a front door RAPTOR check-in system that retains a full database of all school visitors who register with the Main Office.

The Raptor system will issue a Visitor ID badge that must be visibly worn while the visitor is on campus. Only approved visitors will be allowed on campus. To gain approval, appointments with teachers and/or staff members must be made at 24 hours in advance. The teacher or staff member will notify the Attendance Office of the appointment. This process is to ensure the safety of students and staff on campus.

There are no item drop-offs or pick-ups of any kind on campus or adjacent sidewalk on School Days during School Hours. The only exceptions are medications for students or students themselves.



Visitor Policy

POLICY TITLE: Visitors to School Campuses and Locked Campuses During Class Hours at All Schools

ISSUER: PCHS Administration

DATE: December 7, 2009, reissued December 20, 2012, and reissued December 15, 2022

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 non-emergency-exit gates that are not physically monitored by Security Personnel 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.

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.

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

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).

Closed Campus

PCHS has a closed campus. Once a student has arrived at school, s/he must remain on campus until the end of the

school day (2:46PM, for all students who do not have a 7th period class) unless granted permission to leave by an administrator/designee.

Appropriate consequences will be enforced using tiered interventions involving detention and conference with parent/guardians.

Students who are authorized to participate in an educational activity off of campus must receive authorization from the Attendance Office and Principal designee. Such students may be asked to show the authorization to a supervising adult before leaving campus.

Attendance Policy and Tardiness

For Attendance and tardy definitions, and updated policy, refer to the [PCHS Student and Staff Handbook](#). This information is also kept up to date on the website under the "Parent" tab (palihigh.org). SART (School Attendance Review Team) meetings with students, parents, counselors and administrators provide attendance intervention support.

Take Ten Model

PCHS sponsors breakfast, care packages, and academic support for students who have come late on public and school buses. When PCHS is virtual, this program is referred to as *Ready, Set, Go!* to meet students' mentoring and socio-emotional needs before school. This program is implemented by the Campus Unification Director office.

Hall Passes

Students out of class for any reason must have a hall pass with their name, the date and time, and a teacher's signature. Any student found in the halls without a pass will be escorted back to class and assigned an unexcused tardy. Repeat offenders will receive further disciplinary action.

To ensure uninterrupted class time, students are not to loiter in the halls for any reason. Students, including Teacher Assistants, are expected to be in class on time and to follow above protocol. Those found loitering in the halls may be reassigned to another class for the remainder of the semester.

Leaving an Assigned Area

A student will be assigned an unexcused absence if s/he leaves class, a place where s/he is assigned, or the school grounds without permission for any length of time. Teachers will immediately refer any student who is absent without permission to the Principal/designee.

DRESS CODE

Palisades Charter High School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

To view PCHS's values and [current dress code](#), please see our website palihigh.org.

THREAT ASSESSMENT TEAM

PCHS Executive Director/Principal establishes and maintains a multidisciplinary threat assessment team with diverse representation among staff, when necessary. This threat assessment team responds to student behavior that raises safety concerns that are not based on assumptions, stereotypes, or myths about people with disabilities (including mental health-related disabilities) or people of a

particular race, color, ethnicity, national origin, religion, or sex.

Threat of Violence

This procedure should be followed if site personnel receive a threat that 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. PCHS SRO and/or LAPD 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:
 - A. Category 1: High violence potential; qualifies for arrest or hospitalization

- B. Category 2: High violence potential; does not qualify for arrest or hospitalization,
- C. Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others,
- D. Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
- E. 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 EDP and School Administration.

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.

DISCRIMINATION AND BULLYING

“PCHS We will not tolerate and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students to know that they are safe, valued, and respected.

Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations.”-PCHS Staff Commitment to Social Justice, 2017

Pali is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within Pali’s jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

School policy requires all personnel to promote among students and staff mutual respect, tolerance, and acceptance. “All students and staff have the inalienable right to attend a campus which is safe, secure and

peaceful:" [Article 1, Section 28(c) of the California State Constitution].

PCHS maintains a list of "Resources for a Safe Campus" for Faculty, Staff, Students, Parents and our school community on the palihigh.org website. Please refer to that list for up to date information. We strongly encourage all students, parents, faculty and staff to familiarize themselves with the resources. Together we can help bridge gaps across differences, foster an environment of acceptance and inclusivity, and keep each other safe.

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

PCHS is committed to providing a work environment free of harassment. PCHS policy prohibits sexual harassment as well as harassment based on race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation. Refer to the PCHS Student and Staff Handbook regarding the PCHS Anti-Bullying Policy.

All such harassment is unlawful. PCHS's anti-harassment policy applies to all persons involved in the operation of PCHS and prohibits unlawful harassment by any employee

of PCHS, including supervisors and managers, as well as vendors, customers and any other persons.

Harassment includes verbal, physical, and visual conduct that creates an intimidating, offensive or hostile working environment or interferes with work performance. Such conduct constitutes harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work performance or creates an intimidating, hostile or offensive work environment.

Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding an employee's race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation, or any other basis protected by law.

Sexually harassing conduct in particular includes all of these prohibited actions as well as other unwelcome conduct such as requests for sexual favors, unwelcome sexual advances, or verbal or physical conduct of a sexual nature (like name calling, suggestive comments, or lewd talk).

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting or threatening to report harassment, or cooperating in an investigation or alleged harassment.

PCHS does not tolerate harassment. Any employee who believes that he or she has been subjected to harassment is encouraged to immediately report the harassment to any supervisor, any Director of PCHS, or to the Human Resources Department.

PCHS will not retaliate against any employee who files a harassment complaint. An employee's refusal to submit to sexual advances or other types of harassment will not adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, or any other condition of employment or career development.

Employees who observe what they believe may be harassment of another employee should immediately report the matter to any supervisor, any Director, or the Human Resources Department. PCHS will immediately investigate all complaints of harassment. All investigations will be handled with the greatest degree of confidentiality under the circumstances.

At the conclusion of its investigation, PCHS will inform the complainant of the results of its investigation and take any necessary corrective action. The necessary corrective action can include reassignments and all forms of discipline, up to and including termination of employment. This, and additional information can also be found in the [PCHS Employee Handbook 2022-23](#) and the [PCHS Student and Staff Handbook](#). The **PCHS Discrimination Policy** can be found [here](#).

Campus Unification Department

The Campus Unification Department (CUD) was born out of the necessity to cultivate a positive campus and classroom climate, encourage open and productive discussions about campus diversity, and promote a peaceful resolution to campus conflict.

The Campus Unification Director promotes an inclusive school campus and encourages all to report any instances of bullying, harassment and discrimination through several clubs, culture chats, activities, and initiatives. Specifically, [the Three C's](#) assist student grievance reporting.

The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow the opportunity for growth and care.

DISCIPLINE

PCHS utilizes a Restorative Practices model and is aligned with LAUSD Affiliated Charter School requirements². Restorative Practices are processes that proactively build healthy relationships and a sense of community and belonging in order to prevent and effectively address conflict and wrongdoing when it occurs³.

PCHS Positive Behavior Interventions and Supports

PCHS's Restorative Justice Program conducts restorative circles, drug intervention, and counseling through its discipline office. In addition, PCHS trains a teacher sponsor and students in Peer Mediation in order to conduct mediation during student conflict(s).

² Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices ([PBIS/RP](#))[[BUL-133307](#)] (11/21/22)

³ School Discipline Policy and School Climate Bill of Rights (Res-2013)

Please refer to the PCHS Student Handbook for updated Discipline policies.

ANONYMOUS TIP LINE

PCHS anonymous tip Line, provided by STOPit Solutions, may be accessed by phone at (707) -232-8693 or via the online web portal. Students are informed annually in a safety training about this access, and signage is posted campus-wide, as well as on school transportation.

CRISIS AND DISASTER RESPONSE PLANS

PCHS maintains an annex of crisis and disaster responses in this document, which is updated by the Safety Committee and submitted to the PCHS Board of Trustees on an annual basis.

SECTION 3- PREPARATION

SCHOOL EMERGENCY RESPONSE TEAM

Staff members who make up our diverse School Emergency Response Team (or SERT) 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. The SERT roles correspond to the ICS Functions mentioned in the NIMS and SEMS section of this plan.

***SERT Organizational Chart updated annually and kept on file for internal use only.**

Command Team

Incident Commander (IC): 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 SEOP and SERT
3. Establish a Command Post
4. Develop and communicate the Incident Action Plan (IAP)
5. Provide School 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 onsite. 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 onsite, all decisions regarding evacuations, relocations, and 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: 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?
- Are 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): 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 communication
2. Establish a media information center.
3. Provide press briefings and news releases as appropriate.
4. Prepares timely information for distribution to parents and students.
5. Obtain copies of all media releases and post them in the Command Post for review.
6. Prepare information summary on media coverage for SERT personnel.
7. Arrange for meetings between news media and incident personnel as directed by the IC.
8. Coordinates press conferences.
9. Coordinates with the City/County PIO, if appropriate.
10. Maintain a log of all activities.

Liaison: 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: 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: 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: 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.
7. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
8. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
9. If necessary, will set up a Casualty Collection Point and Morgue.

Police/Fire/Medical Coordinator: 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: Manage the search efforts. A radio operator and/or scribe may assist the SAR Coordinator with their duties.

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, **the PSA Station** (overseen by HR personnel) will be utilized as well as considering 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.

Responsibilities for Search Team in the event of a fire:

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.
2. Do not enter severely damaged buildings. If you are in doubt about personal safety, DO NOT ENTER!
3. 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).
4. 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.

5. Bring the emergency containers to the evacuation site.
6. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
7. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

Procedures for Searching a Room:

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.

The team will search the room in a clockwise direction.

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.

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.

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.

Site Security Coordinator: 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: 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.

Student Supervision Team: 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: Release students to authorized adults. See Reunification Section.

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).

Note: It is important to create a secure area for student release. Members of SERT team will assist installation of yellow caution tape and/or orange cones.

Planning Team

Planning Section Chief: 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: 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 (Operations Team).
6. Make arrangements for transport of supplies and lodging of personnel.

Finance and Administrative Team

Finance and Administrative Section Chief: 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.

Scribe, and other Office Staff: 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.
3. Shut off school bell system
4. Make other required telephone calls (i.e., to school district)
5. Advise IC of any new information.
6. 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

TRAINING

In training to maintain a safe and secure campus, PCHS has partnered with a number of third-party safety specialists over the last ten years such as LAUSD School Police, LAPD, LAFD, ALICE, Safe Kids HERO, FEMA, DHS, Aegius, CERT, etc. to establish and improve safety protocols for PCHS.

PCHS encourages reporting: “See something say something”. Staff completes training through Charter Safe in all required areas including Reporting, Cyberbullying/ Bullying, SDS Sheets, Bloodborne Pathogens-Bodily Fluids cleanup. Please refer to our [Human Resources Department](#) for further information regarding these trainings.

DRILLS

The PCHS Safety Course may be accessed by Parents, Students, Faculty and Staff via Schoology. Our annual drill calendar is posted in this course (along with drill information) in addition to the main calendar on palihigh.org. Drills, conducted on a monthly basis during the school year, are accompanied by training modules and information in order to communicate what to expect when it comes time to exercise our response procedures. Psychological First Aid for Schools (PFA-S) is employed when delivering the trainings in consultation with the PCHS Mental Health Team.

Drills are documented and reports submitted to Administration. Drill reports 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.

The Principal and Staff with emergency assignments in the Command Post should attend periodic special management **tabletop exercises** in order to become familiar with the ICS and functional management coordination.

Sample Drill Calendar:

Date	Activity	Including
31-Aug	Safety Course Orientation	Schoology Assignment, PA System, including Earthquake “Drop-Cover-Hold”
14-Sep	Fire	PA/Phone Alert Systems, Manual Fire Alarm Pull, Radio Test, Evacuation, Reunification Exercise
20-Oct	Great Shakeout	“Drop-Cover-Hold”, Radio Test, PA/Phone Alert Systems, Text Alert System, Evacuation, Reunification Exercise
16-Nov	Lockdown	Radio Test, LAPD and Campus Police, Tabletop, Campus PA/Phone Alert Systems, Text Alert System, Lockdown
7-Dec	Safety Activity	Schoology Assignment, Tabletop Discussion, Training Exercise
18-Jan	Earthquake	Radio Test, PA/Phone Alert Systems, LAFD communication, Evacuation
15-Feb	Active Assailant-Lockdown	Radio Test, Text Alert System, LAPD and School Police, PA/Phone Alert Systems
15-Mar	Hold	Radio Test, Campus PA/Alert Systems, Text Alert System, Tabletop
26-Apr	Airborne Event	Tabletop, Radio Test, PA/Phone Alert Systems, Shelter In Place
10-May	Safety Conclusion	Schoology Assignment, Tabletop Discussion, Training Exercise

EMERGENCY MANAGEMENT

Emergency Maps

Evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes and are placed near the door at eye level of the students.

In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire alarm pull boxes, 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

Incident Command Maps

The maps provided to the Incident Commander includes the following:

- a. Entrances (including perimeter fencing-all entrances and gates are numbered)
- b. Master evacuation routes
- c. Command Posts
- d. Fire alarm pull boxes

- e. Shut-off valves (electric, natural gas, water, etc.)
- f. Telephone extensions
- g. Telephone and Network hubs
- h. Tool storage
- i. Camera locations
- j. Fire suppression system in kitchen
- k. Dead communication areas
- l. First Aid and Emergency Supplies

Stations

Primary Command Post

The IC designates the primary Command Post.

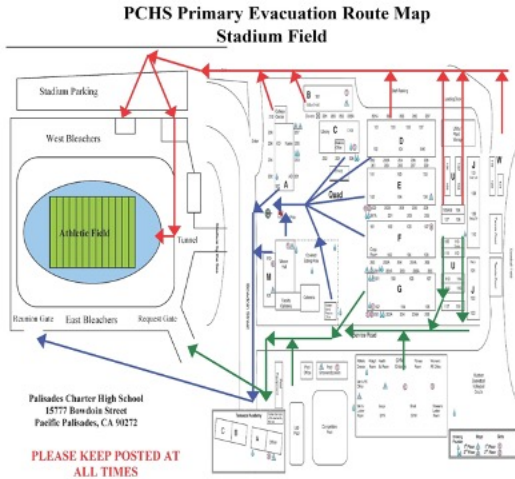
The secondary Command Post will only be used if the primary Command Post is taken out or deemed unsafe.

Secondary Command Post Guidelines

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. 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 Route Map



Placed in All Classrooms and in Main Locations

Primary Evacuation Line-Up Map

**PCHS Primary Evacuation Line-Up Map
Stadium Field**

		HOME BLEACHERS																							
		16	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120					
S C O R E B O A R D	SILBERT HALL/B101	D103	D203	D300	E203	F101	F201	G202	G201	H101	H102	I101	I102	J101	J102	K101	K102	L101	L102	M101	M102	N101	N102		
	A210	D102A	D202	D207	E202A	F103	F203	G201	G109	M110	U112	I208A													
	A200	D102	D203B	D206	E202	F102	F202	G107	J100A	M101	U111	W123													
	A207	D101	D201A	D205	E201	F101	F201	G106	J100	J123	U100	W120													
	A206	C206	D200	D204	E106	E209	F107	G105	J101	J122	U107	W119													
	A204	C205	D107		E105	E200	F106	G104	J100	J118	U106	U118													
	A203	C204	D106		E104	E207	F105	G102	G206	J110	U105	U117													
	A202	C203	D105		E103	E206	F104	G101	G205	J099A	U104	U116													
	A201	C202	D104A		E102	E205	F204	G204			U103	U115													
	FALL ACADEMY	C201	D104		E101	E204	F205	G203			U102	U114													
		16	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120					
		VISITOR BLEACHERS																							

GOAL POST

SMALL GYM

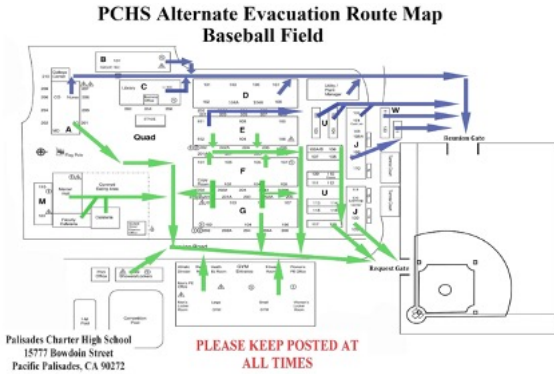
T
U
N
N
E

LARGE GYM

REQUIRE GATE

Organized by Classroom Number

Alternate Evacuation Map



Suggested Location

Secondary Evacuation Line-Up Map



Organized by Classroom Number

Primary Evacuation Site Guidelines

Evacuation site located on school property. An area farthest away from the building(s) which can house the 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 Guidelines

PCHS has identified "Rally Points" and established relationships with those locations in the event evacuation must move offsite. Students are informed of these locations during Safety Trainings. More information and detail can be found in the Schoology Safety Course.

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.

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

The area where the Command Post will be set up during an emergency that requires an evacuation will be indicated during an emergency. This Command Post will be notated in both our primary and secondary evacuation sites.

Media and Parent Staging Area

PCHS Administration evaluates and determines best locations for staging parents and media, whether on-site or off-site. Staging areas for parents and media should be separate. A parent/media coordinator may assist in this location.

Supplies

PCHS maintains both school-wide and in-classroom safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency. Please refer to [PCHS Classroom Safety Supplies Checklist](#), and in the Annex of this plan, for a comprehensive, updated list of these supplies.

Refer to Operations for comprehensive supplies list. Also, a supplies list may be found in the in the Appendix of this plan under "Supplies". A recommended school emergency "Go-Kit" list for Administrators and the Classroom is provided by Readiness and Emergency Management for Schools (REMS) at this [link](#).

Food and Water Management

PCHS's current classroom supplies provide for ~16.9oz of water per person. A Large Blue Water Bucket holds 160 Packets of Water, 4.227oz/packet, equaling 676.32oz of water, divided by 40 Students equals 16.9oz of water/student. For rooms with more students per class, more buckets/water is provided proportionally.

If possible/practical, 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 distilled water supplies for each classroom (along with consumption methods) allow for ~2 Cups (16oz) of water per student over a planned 6-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

For details regarding water management, refer to the PCHS Director of Operations. For details regarding food distribution, refer to the PCHS Chief Financial Officer.

Water Management Guidelines

1. Provide an adequate supply of survival 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 our first priority in the event of an emergency.

Each person or animal needs about 1 Gallon (64oz) of water per day (16oz per 6-Hour Period) 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.

Inadequate ventilation will raise water requirements.

The warmer the temperature, the more people 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.

Food and Meal Management Guidelines

Food service personnel will provide information regarding menu planning, food preparation, meal timing, and serving procedures. In addition, information from the American Red Cross is available pertaining to food service operational activities in an emergency.

Controlling Water/Food Use

The IC will determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water/food 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

SECTION 4- RESPONSE PROCEDURES

The following incident response procedure descriptions are have been identified by PCHS, and are not meant to constitute an exhaustive list.

While these functions are described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.⁴

The five ICS functions are required at all NIMS/SEMS levels. They are command, planning/intelligence, operations, logistics, and finance/administration.

⁴ FEMA "[Guide to Developing School Emergency Operations Plans](#)" (7/20)

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 1 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.

Refer to Main Office for a list non-emergency contacts. Refer to Operations Office for list of relevant utility numbers. Refer to Security for non-emergency situations. In the event of an emergency, call 911.

COMMUNICATIONS

Communication at the School Site

An incident that takes place at a school adversely affects the entire school community and is likely to draw media attention. Ineffective handling of an incident 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 (SERT) member must be prepared to deal with the media on

site and create/deliver statements for timely release to the school community.

Who Should Communicate?

A member of the SERT will be pre-appointed as the Public Information Officer (PIO), and appointed during an emergency if the pre-designated and lines of succession personnel are not available. This PIO will work closely with the Incident Commander (IC) in the preparation of any school or public community statements.

The PIO will ensure that the person who is answering the phones or replying to emails at the school has a prepared statement/script to use as well as a prepared notice for staff and parents.

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 incident to the SERT and any official first responder agencies took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold.

See roles and responsibilities for Public Information Officer in SERT.

What Should Be Communicated?

Once verification of a significant safety incident has taken place, a formal statement including basic details as determined by the PIO, IC, Administration and/or local authorities involved, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and SERT leads to review if possible this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement to also be provided in a timely manner to staff members handling phone and email inquiries.

General Guidelines for Dealing with the Media

1. Convey the message that knowledge of the incident and that the appropriate actions are being taken to investigate and address the situation.
2. Information should be as current and accurate as possible, of information deemed suitable and appropriate for release, 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 communicating or responding to the media.

When Should Communication Happen?

Communication with outside sources should occur once verification of an incident has taken place, been deemed credible and the school's Emergency Management Team has been assembled and briefed.

Communications Equipment & Protocol

In the event of an incident, available and working communications gear needed to help manage the incident to be gathered and distributed to teams and/or personnel who will need to use it during an emergency.

Phone or radio communication, especially during the initial hours of an Incident, must be kept to essential to the incident communication traffic only. During a wide-area emergency, expect communication channels to be inoperable or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.

Allowable incident message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:

1. Emergency medical and life or death situations.
2. Request for emergency services (not a life threatening situation)
3. General medical, traffic control or transportation needs
4. General message traffic that are none of the above communication mode priorities:
 - A. Phones
 - B. Email
 - C. Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective:

1. Do not use any mode of communication unnecessarily
2. Keep messages short and to the point.
3. Speak slowly and clearly. Keep your voice even – never yell.
4. Remain calm.
5. Do not use 'CB' type jargon.
6. Before using a radio during a time of heavy traffic, check if a frequency is in use. 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".
7. Use the best working and clearest communication device available to you at the time.

When using any communications device, your speech can often become difficult to understand. Instead of

continuously repeating something, it may be better to spell it phonetically, or use common words/names to represent letters. Vital information should always be repeated phonetically.

Emergency Alert System (EAS)

The Federal Emergency Management Agency (FEMA) and the FCC work collaboratively to maintain the Emergency Alert System and [Wireless Emergency Alerts](#), which are the two main components of the national public warning system. Authorized federal, state, and local authorities create the alerts that are transmitted through the system.

FEMA is responsible for any national-level activation and tests of the Emergency Alert System.⁵

The radio stations that broadcast emergency closings for PCHS are: **KNX 1070 AM, KFWB 980 AM, KFI 640 AM.**

Communications with Parents/Guardians

The Executive Director & Principal (EDP) or their Designee will make available to the school community members, and discuss with the Safety Committee, copies of the School Emergency Operations Plan (SEOP).

⁵ FCC Emergency Alert System <https://www.fcc.gov/consumers/guides/emergency-alert-system-eas>

As part of the emergency preparedness efforts, the EDP will communicate via email and post on its website an annual letter to parents providing the telephone numbers of the Police Department, and other emergency contact information, and the local radio stations where emergency information may be available.

If students are moved to an evacuation site or to the hospital, or students are to go through a reunification process, parents/guardians will be notified as soon as possible via available communication channels.

If all students are removed from the school site before normal dismissal times, signs will be posted outside the school by the SERT leaders providing a phone number to call, and web-location to check, for more information.

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.

Making an Emergency Phone Call (General)

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 and any further details of specific location on campus.
3. My name is: (state your name)
4. I am: (state your position)
5. Be prepared to give the following:
 - What is happening?
 - Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
 - Suspect descriptions: i.e., hair, clothing, sex, ethnicity, height, weight
 - Any known weapons and type and if used;
 - 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.

EVACUATION

Evacuations are determined to be necessary due to various circumstances. The circumstances may be due to an emergency or other determined reason to ensure the safety of the school community.

1. General Evacuation

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

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.

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.

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:

1. Evacuate the area immediately.
2. Take your Safety Pole and emergency roll sheets.
3. The teacher is responsible to see that all students are

safely evacuated.

4. Teachers should quickly check neighboring classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.
5. The student files, the classroom food and water, 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.
6. 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.
7. The teacher will supervise his/her students and will remain with the students.
8. 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.
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 or 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.

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.

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.)

Evacuation of Disabled Students

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. Consultation with the fire department is strongly advised.

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.

Disabled Individuals Needing Evacuation Assistance and Assistance Post-Evacuation

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 Preparation Responsibilities for Teachers

1. The teacher will review with the fire, earthquake, lock-down drill procedures during the first week of attendance at the school all students.
2. The teacher will review the procedures and exit routes at least once each month with all students.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct.

LOCKDOWN

A lockdown is determined to be necessary due to various circumstances, such as, including, but not limited to, an active assailant, a wild animal, an aggravated trespasser, or a threat from outside campus that has come onsite.

If an unauthorized visitor remains on the school property, notify the police or IC of the situation and implement Lockdown procedures.

If a trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform Security and Administration.

General Procedures

1. Immediately move to the door and check for passing students. Divert as many students as possible into classroom.

2. Lock and secure the door.
3. DO NOT OPEN THE DOOR FOR ANYONE-Law Enforcement will knock and announce themselves-ask for ID or business card. Or Site Administrator will open with keys.
4. Close the blinds, turn off the lights, cover the windows.
5. Turn volume off on cell phones.
6. Turn off projectors, room lights should be dark and everyone must be quiet.
7. Always listen for PA and/or Phone Intercom communications/information
8. If it is safe to do so, take attendance using the class roster.
9. Remain in the classroom until an announcement by Site Administrator or Law Enforcement.
10. If anyone is injured, and it is safe to do so, call 911 using classroom phone, cell phone, or internet.
11. Do not call the main office to ask questions, wait for an "All Clear" via emergency text system, classroom phone, PA system
12. Maintain order and prepare for a 2-4 hr. wait

If outside class time, gather students and move them to nearest safe location.

SHELTER IN PLACE

The Shelter-in-Place response 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 smoke from wildfires.

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, the objective is to minimize exposure to outside potentially contaminated air.

Sheltering in place is a technique for minimizing exposure to chemicals that have been released into the air. Sheltering in place is most appropriate for chemical leaks of short duration but could also be beneficial in an extreme smoke from wildfire situation where a reunification from sheltering may be called for.

The *Stay Put and Seal Off Your Space* Drill PCHS conducts on annual basis is a type of Shelter In Place.

The difference between Shelter-in-Place and Lockdown is that the former invites community members inside the school building, away from the threat, and a Lockdown

keeps all individuals, not in the building when the signal is declared, outside of the room, building or campus.

General Procedures

1. Close all windows and doors.
2. If air unsafe, turn off fans, air conditioners, and thermostats. Use duct tape in Classroom Supply Kit to put plastic sheeting on windows, vents and doors to seal off room from inside air. Use bottled water, not tap water.
3. Stay calm and wait for an "All Clear".
4. Stay attentive to school wide and teacher communication.

HOLD

Hold may be called by the Incident Commander or Administration for several reasons such as:

- There is a situation which requires medical personnel on campus for response
- There in a non-emergency situation (such as a broken water pipe or spill) that would benefit from this temporary response to clear the area until the situation is resolved, or
- There is a necessity to stay in place to manage a situation.

Up to date Hold trainings and protocols can be found in the PCHS Schoology Safety Course.

General Procedures-During Class Time

1. Move to door and instruct any passing students to return to an assigned classroom immediately.
2. Close Doors.
3. DO NOT Lockdown, Do Not Secure-the-Doors with the Yellow Ropes; Do Not Barricade-in-Place.
4. Continue with class instruction.
5. Enforce the No Entry/No-Exit Protocol.
6. Remain in classroom or secured area until further instructions are provided by Site Administrator or Campus Security (or PCHS SRO).
7. Trust that the HOLD status DOES NOT indicate imminent danger, but will only be initiated as a precaution in case an emergency declaration might need to be called.
8. Staff and students should not feel threatened during a HOLD alert.
9. In the event that the point of issue moves close to campus boundaries, or on-campus issues escalate, the response may elevate to Lockdown or even Evacuate; but it also may move to All Clear.
10. Do not call the Main Office, Dean or Campus SRO/ Security to ask questions; Incident Command (IC) or the Pali/Public Information Officer (PIO) will send out periodic updates as soon as able to do so.

11. Do not allow students to leave class; students out of classroom should return to their classrooms or the nearest adult supervised space.
12. If the HOLD continues beyond designated class period, school bell may be deactivated, but even if Bell Rings, if the HOLD is not declared over and “All Clear” – Faculty/Staff & Students MUST remain in their current location in HOLD status until otherwise directed (even if at Dismissal time).
13. Wait for “All Clear”, or if another status/mode announcement is issued, act/proceed accordingly.

General Procedures-Between Class Time

1. IC, PIO or other Site Administrator will determine whether to interrupt before/after class time activities (nutrition, lunch, dismissal, after-school activities, etc.) to initiate a HOLD
2. If Site Administrator issues a HOLD alert during out of class time, calmly instruct students to return to their previous period classrooms (or to their next period classroom if it’s right before School Start).
3. School-wide Public Address system (PA) and/or Desk Phone Intercom and/or Text Notification systems may be used.
4. Once Faculty/Staff & Students are in the proper classroom or secured area, proceed with HOLD protocols.

General Procedures-During Outside Class Activity

1. Gather students together and organize into an orderly formation
2. Inform students that as part of HOLD procedures, the class will move immediately to their normal classroom location
3. Take attendance and ensure all students are present
4. According to site protocol, report class location to Administration
5. Implement all classroom policies and procedures for HOLD campus status
6. Do not release students unless receiving an "All Clear" instructed by IC, PIO or other Site Administrator
7. Wait for "All Clear" or another Status/Mode announcement is issued, act/proceed accordingly

ACCOUNTING FOR STUDENTS/STAFF

The Human Resources Office will be in charge of accounting for all Faculty/Staff and will maintain a prioritized dismissal list in the event of a prolonged state of emergency. In order to account for students, please see our procedures in **Reunification Procedure**.

REUNIFICATION PROCEDURE

The purpose of the PCHS Reunification Procedure 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.

There are a wide variety of emergency situations that might require student/parent reunification.

Assumptions

1. Some parents will refuse to cooperate with the process.
2. Persons other than those on the student's emergency release list will try to pick up students during an emergency, and some students may want to and try to go with a trusted adult that may not be on the student's emergency release list.
3. Parents may be emotional when arriving at the school and less willing to follow a formal process.
4. While some emergency situations are slow to develop, others escalate quickly and occur without warning. Hence, there may be time for deliberate

student/family reunification to be conducted with minimal preparation time. In the case of short notice, there may be little time or ability/availability to obtain personnel and equipment from external sources to support reunification operations.

5. For the purposes of this Reunification Procedure, "Family", as in Student/Family, is to be considered as any adult listed on the student's Emergency Contacts List, whether truly family or not.

General Procedures

Student/Family Reunification (SFR) is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. The requirement for a controlled and documented release to only a student's Emergency Contact Listed adult is required by state law and is part of the Ed Code. In planning for SFR, 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.

PCHS must be prepared to conduct both small-scale and large-scale reunification at all times of the day from both known hazard areas and from unexpected incident locations.

PCHS will use a double-gate system: Request and Reunion Gates that are nearby each other but on purpose not right next to each other. Student/Family Reunification Team members will be in three areas:

1. The first area, the “holding area,” will be where students will wait during the emergency, frequently an evacuation area, but does not have to be.
2. The second area will be the “Request Gate/Location/ Area” where the student's adult Emergency Contact List authorized members will report to and request reunification with one or more student’s they are authorized to pick-up (that adult is listed on those student's Emergency Contact List).
3. The third area will be the “Reunion Gate/Location/ Area” which is where the authorized requesting adult may be reunified with the student. This is where authorized adults will report t and wait for the requested students to join them.

The Request and Reunion Locations will be two distinctly separate areas, but they will be near one another. it is a critical requirement that the requesting adult not only be on the student's Emergency Contact List, but also the adult MUST have a Photo ID available to be shown and copied at both the Request Gate and the Reunion Gate. 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.

Holding/Evacuation Area Operations

Classroom teachers will remain with their assigned students in the designated holding area, and if that is an evacuation area the students to be in their line-up positions and ideally sitting down in an orderly fashion. Each teacher to have the roster list of the students assigned to their supervision, including the exact name of their parents/guardians and the Emergency Contact members pre-authorized to be release to in an emergency. 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.

Reunion/Release Gate Operations

- A. When an adult arrives at the Reunion Gate, they will be asked for the name of the student(s) being picked up. The adult will then be required to show proof of their identification (driver's license or other government issued photo identification) and the Request Gate slip indicating with which students to be reunified. Without proper ID, and without being properly authorized as an Emergency Contact for the student students will not be released/reunited with the requesting adult. When the Reunion Gate staff member confirms the adult's identity and authority to pick up the student, the Reunion Gate

staff member will use a runner or a communication device to notify the Request Gate Team 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 Reunion Gate staff member will require the adult sign for the student(s) on the Student Release Form and only then will the student(s) be released to the authorized adult.

- B. If the adult must be notified that their student(s) have been injured or for some other reason are not available for reunion/release to them, the Reunion Gate staff member will not indicate the status of the student but will ask the adult 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.
- C. Notification Room Operations - School Emergency Response Team members will be responsible for notifying requesting adults that the student is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, missing, etc. The staff member will:
- Provide available information regarding the student(s) in a sensitive way.
 - Will assure the adult that everything possible is being done to safeguard the student(s) or their remains.

- Will inform the adult where they are to await further information about how they will be reunited with the student(s).
- Will assist the adult with their trauma.
- Will make available to the adult, if possible, means for communicating with other family members and supporters.
- Will make best efforts to shelter the adult from media representatives.

D. At the end of the day, faculty/staff will call adult Emergency Contacts who have not yet picked up their student(s). If an Emergency Contact cannot be reached, and it's safe/feasible to do so, the student will be transported to his or her school information system place of residence by school district personnel, provided there's no known reason the student's place of residence has become unsafe.

Student(s) & Parent/Guardian(s) Reunification Decisions

The Incident Command Post shall assess the need for evacuation, plan evacuations, or school closures that may require activating the SFR process. SFR planning should resolve the following questions:

- A. How will adult emergency contacts be advised of what to do?
- B. What do evacuees need to take with them?

- C. What travel routes on/near campus should be used by parents/guardians?
- D. What transportation support is needed?
- E. What traffic control at/near campus is needed?
- F. Does the timing, impact or anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
- G. How will holding, request 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.

Traffic Control

1. Traffic to be controlled by local law enforcement agencies whenever possible. SERT Member should only practice traffic control in extreme emergencies combined with 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/When feasible 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 or blocking vehicles from traffic routes.

Warning & Public Information

The Incident Command Post (IC) in conjunction with the Public Information Office (PIO), or their designees or substitutes, will arrange for dissemination of information on the reunification process.

Advance Notice of Possible Early School Closure

For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as early school closure will 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.

Reunification Notification

Reunification notification to be disseminated through all available warning systems.

Emergency Public Information

- A. Warning messages disseminated through warning systems alert the school community to a threat and

provide basic instructions. They are necessarily short and to the point. The school community will often require amplifying information on what to do during the reunification process. The Public Information Office (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the school community. 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 campus area traffic routes,
- C. When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen.

Access Control & Security

During reunification, the security of the holding area is extremely important. Faculty/Staff and Students must be protected from any reasonable foreseen or known 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.

Direction and Control

The Executive Director & Principal (EDP) 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.

A. Evacuation Area Definition

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.

B. Continuity of Government

The lines of succession for the EDP are outlined in the School Emergency Operations Plan via the School Emergency Response Team (SERT) organization chart.

Lines of succession for each department and agency head shall be according to the standard operating procedures established by each department.

Administration and Support

Reporting

Student/Family reunification efforts should be reported to the command function and disseminated during major emergency operations.

Records

- A. Activity Logs: The Incident Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- B. 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 EDP shall organize and conduct a review of emergency operations by those with lead SERT roles. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment as it relates to safety preparedness and response.
- D. Exercises: Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by PCHS.

Death of a Student/Staff Member

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 in the designated Notification Room.
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.
4. If occurring during the school day, on school property, follow the Lockdown procedures.
5. Notification Room will be selected, staffed, and tiered supports put in place by coordination with Director of Student Support Services and the Student Release Team.

COOP

Continuity of Operations (COOP) post incident or disaster is essential to maintaining the core function of the school in it's service to the community.

From lessons learned during the 2020-21 State of California COVID State of Emergency, moving to a Virtual Learning Environment in the case it is deemed not safe to conduct in person learning operations by the State, County, and/or the LAUSD, is a method by which COOP may be conducted.

RECOVERY

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.

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.⁶ Behavioral health specialists recommend that students should receive “psychological first aid” to reduce the risks for subsequent disorders, such as an anxiety disorder.⁷ These specialists who are specially trained in disaster behavioral health response should be made available to students and families after a traumatic event.⁸

PCHS employs school psychologists, a Mental Health Support Team, and school counselors who usually take the lead in response in providing “psychological first aid”. If an adequate number of behavioral health specialists aren’t available, PCHS will engage the Department of Mental Health.

PCHS identifies key partners and behavioral health tiered support team during planning process in order to be prepared for recovery. PCHS Administration and Safety Committee regularly convenes to review “lessons learned” from site specific incidents and incidents impacting schools

⁶ American Psychological Association Practice. Reactions and Guidelines for Children Following trauma/ Disaster. American Psychological Association. <http://www.apa.org/practice/ptguidelines.html>

⁷ National Child traumatic Stress Network and National Center for PTSD. 2005. Psychological First Aid: Field Operations Guide.

⁸ National Conference of State legislatures. 1999. School violence: lessons learned. State Legislatures Magazine.

nationwide. A debriefing process to aid the school community is initiated post incident.

MENTAL HEALTH

PCHS Model Youth Suicide Prevention Policy

California Education Code (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license. The PCHS Model Youth Suicide Prevention Policy serves this purpose.

California Department of Education provides resources addressing youth suicide prevention at the following link: CDE Youth Suicide Prevention

SECTION 5- DISASTER PLANS

This section is not intended to be comprehensive of all threats to PCHS that could impact operations. Other plans of responding to threats, initiated by the PCHS Incident Commander, including but not limited to nuclear blast, explosion, fallen aircraft, hostage, tornado, hurricanes, terrorism, and tsunami will follow modified response procedures as outlined in Section 4.

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 EDP 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.

Fires activate the Evacuation response. See Section 4, **Evacuation** for more detail.

General Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to help 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.
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 display the appropriate 'alert card' (Yellow X = room cleared - all students accounted for) and report to the assembly area.
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 any available cloth material, and ideally 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. 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.
12. Direct that the necessary agency contacts be made.
13. Teachers will immediately take roll and report any missing students to the Reunion Gate Team.
14. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff.
15. The PSA Station 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.
16. First Aid is rendered as necessary.
17. 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 space/area immediately.

18. Access roads are kept open for emergency vehicles.
19. 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.
20. IC will direct a team member to turn off utilities if safe to do so.
21. Students and staff will not return to the impacted campus areas until fire department officials declare the area safe.

School Emergency Response Team members may be activated in a Fire.

Fire Near School:

IC will determine whether the students and staff should leave the premises, or if any further action should be implemented.

General Procedures

1. IC will declare a Hold or Shelter In Place (Airborne Event).
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, and air is unsafe, teachers are to follow HOLD, Shelter-In-Place or Evacuation Procedures-depending on what called for by First Responders, IC or Site-Administrator.
7. Site Security Team or SERT will assist in completing the procedures as needed: shut down the classrooms/buildings HVAC system.
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.

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 none of those readily available, remember to Stop-Drop-Roll.

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.

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. Remember to: **DROP, COVER, HOLD.**

General Procedures-Inside

When inside a building, stay inside.

- Do not run outside-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.
- **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.

General Procedures-Outside

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

AFTER an earthquake:

- 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 –so depending on the time of day, it may be dark.
- Before any decision is made to evacuate 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:

1. Survey your school with evacuation in mind.
2. 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
3. Designate evacuation routes that avoid as many of those areas as possible.
4. In addition, decide on alternate routes to your main routes.
5. Consider students with disabilities as you think about your evacuation routes.
6. 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
7. 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.
 8. 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.
 9. Everyone should be informed about the plans:
 - A. Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
 - B. Tell all personnel and students about the plans made and the routes chosen.
 - C. Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
 - D. Hold drills and exercises two or three times a year; practice alternate routes.
 - E. Include all students and staff with disabilities in the drills and exercises.

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:

1. Food
2. 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.
3. First aid kit
4. Fire extinguisher
5. Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
6. Hand held radios with extra batteries.
7. Extra blankets, clothing, shoes, and money.
8. Alternate cooking sources.
9. Medications
10. Tools (Main utility shut offs)

IC Responsibilities

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/Staff Responsibilities

At first sign of shaking, adults should give the Drop, Cover, and Hold On command.

If Students and Staff are Indoors:

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:

1. Direct students away from buildings, trees, poles and wires.
2. **Drop, Cover, and Hold:** students and staff should cover as much skin surface as possible; close eyes and cover ears.

Teacher Responsibilities (During 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)

1. Students with minor injuries are to be moved out of the classroom with the class.
2. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires.
3. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
4. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
5. When evacuating classroom, take your safety pole and sleeve/contents with you.
6. Door is to be left open during an earthquake disaster.

Always **DUCK, COVER, and HOLD** 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.

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.

ACTIVE ASSAILANT

General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat if safe to do so: Run, Hide, Fight procedure.
3. Follow instructions to rapidly Evacuate to identified Rally Points or Lockdown.
4. Notify the Incident Commander (IC) of the situation.
5. Call 911 when safe. Provide:
 - School Site name and location
 - Suspect description, direction of travel
 - Number of shots fired
 - Location on campus

- Hostage situation: victims, etc.
 - Adhere to Police/SRO.
6. 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?
 7. Render appropriate assistance.

IC Responsibilities

1. Direct 911 to be called and Run, Hide, or Fight.
2. Declare a **Lockdown** or rapid **Evacuation** to Rally Points or Lockdown (assessing circumstances).
3. Isolate the area.
4. If **Evacuation** – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
5. Direct that all appropriate notifications be made.
6. Await the arrival of the police, and provide needed assistance.
7. Secure main office area and entrance to the school (if safe to do so).
8. If the decision is made for **Evacuation** of 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**, attempt to summon help if it can be accomplished without placing yourself or others in further danger.
2. Await the arrival of the police.
3. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
4. **If not directly involved**, follow IC instructions quickly and without comment. Direct students to evacuate if safe to do so.

When notified of **Lockdown** – follow established procedures:

- Quickly glance outside the room and direct anyone outside into the room
- Lock doors - Secure the Door
- Door is not to be opened for anyone. All doors will remain locked until the “All Clear” or until law enforcement or school officials gain access to classrooms and other areas using master keys.
- 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.
- Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.
- Be able to account for all students under your control.

AIRBORNE CONTAMINANT RELEASE

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. The radio stations that broadcast emergency closings for PCHS are: **KNX 1070 AM, KFWB 980 AM, KFI 640 AM**
8. Call 911.
9. Contact School Police.

CRIMINAL THREAT OR ACTION

Assault

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

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.

Forced Entry/Theft of School Property

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.

Sexual Offenses

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. If the victim is a student, also notify 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 (Integrated Child Protective Services).
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).

4. 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.
5. 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.

FOOD CONTAMINATION

This procedure should be followed if 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. IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
- 2. Call 911**
3. 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. IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. 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. IC will not declare an All Clear until authorized to do so by the responding health department.
7. IC will notify the parents of the incident, as appropriate.

INFECTIOUS DISEASE

In the event of a local area outbreak (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 Charter authorizer the Los Angeles Unified School District (LAUSD).

General Procedures-Planning Phase

1. Work with local health officials (LACDPH), District Officials (LAUSD COVID Response Team and OEHS) and emergency preparedness officials (LASP, LAPD, LAFD). They may need to use schools to disseminate information to families.
2. Determine the roles and responsibilities of school staff (including all ancillary staff) to implement and ensure compliance to prevent the spread of disease.

3. Train appropriate personnel in symptom's recognition and actions if symptom's suspected.
4. Educate and improve the hygiene of students and staff.
5. Decide to what extent you will encourage or require students and staff to stay home when they are mildly ill, and Isolation & Quarantine requirements/ procedures when confirmed or more seriously ill.
6. Identify students and staff who are most vulnerable to serious illness (immune compromised, chronic illness, elderly, etc).

IC Responsibilities

1. Assess the situation.
2. Direct that appropriate notifications be made.
3. Initiate COOP plan for distance learning, if necessary.
4. Call 911 if necessary.
5. Partner with Public Health and other City, County, and State agencies to gather information
6. Disseminate information to school community in effective, clear, and timely format.

Teacher/Staff Responsibilities

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.

4. Maintain order and prepare to transition to online learning, if necessary.
5. Assist in the evaluation of the threat with other staff.

General Procedures-Recovery Phase

1. Continue to work with local health officials (LACDPH), District Officials (LAUSD COVID Response Team and OEHS) and emergency preparedness officials (LASP, LAPD, LAFD).
2. Maintain mitigation measures and facility maintenance to prevent the spread.
3. Continue to monitor and report.
4. Communicate with school community and educate on importance of caring for mental health and healing from trauma.

COVID 19

(See Infectious Disease)

Current information about COVID 19 as it pertains to the school campus can be found by contacting the School Nurse and/or accessing the Health and Safety Information on the PCHS website.

OPIOID OVERDOSE

PCHS trains staff certified in ARC First Aid to recognize the signs of an opioid overdose and in the use of Narcan inhalers. A list of current trained staff can be found by contacting the school nurse.

MENTAL HEALTH EMERGENCY

Suicide or Suicide Attempt or Risk

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. Notify victim's parent/guardians.
6. Limit access to the immediate area until police arrive (treat as a crime scene).
7. Prepare communication for parent/guardians of the students in the victim's class.
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health PMRT (Psychiatric Mobile Response Team) or contracted service provider.

IC Responsibilities

Death by Suicide

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lockdown.
4. Make contact with parents of deceased student.
5. Direct that appropriate notifications are made.
6. Isolate all witnesses; if they are students, notify their parents.
7. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
8. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
9. If victim has siblings in other area schools notify their administrators.
10. Be prepared to deal with the media.
11. Arrange for counselors for students and staff.
12. Notify school community, if appropriate.

Attempted Suicide

1. Assess situation.
2. Direct that appropriate notifications be made.
3. Call PMRT for hospitalization.
4. If required, call 911.
5. Deal with siblings as set forth above.
6. If Lockdown was not called, hold an emergency staff meeting at close of school to brief staff.
7. Arrange for additional counselors if needed.

Suicide Risk/Ideation

1. Assess situation.
2. Direct to an appropriate person who will conduct a risk assessment.
3. If required, contact PMRT.
4. Inform the parents.
5. Follow-up with referral as necessary.

Teacher/Staff Responsibilities

Death by Suicide/Attempted Suicide

1. Immediately notify the IC.
2. Administer first aid/CPR.
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.

Mental Health Crisis

Examples of a mental health crisis may take the form of a student reporting the following:

- “I feel like hurting myself, someone else, or someone is hurting me.”
 - You have concerns that they are unable to keep themselves safe.
 - Student is having visible physical symptoms due to their mental health: i.e. shaking, difficulty breathing, unable to stop crying, unable to soothe self”
1. If student is in a classroom, have teacher contact Counseling office to have an escort to counselors office.
 2. Contact a member of the Mental Health Team, who will come and pick up student(s).
 3. Mental Health Team member will assess student for needs and contact appropriate supports.

CYBERSECURITY

Educational digital citizenship resources for PCHS students, parent/guardians and community can be found at our Digital Citizenship Ed Tech Help site [here](#).

Information about and email communication guidelines, social media guidelines and the PCHS Responsible Use

Policy (RUP) can be viewed in the [PCHS Student and Staff Handbook](#).

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 Lockdown if necessary.
4. Prepare communication to inform parents of the incident.
5. Notify the School Police.

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.
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.

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. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
2. Activate the SERT.
3. Turn off the school bell system.
4. Turn off all two-way radios.
5. Do not use the fire alarm system to evacuate the building.
6. 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.

- 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 roster.
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

Detect suspicious packages/letters by the following:

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.

Remember the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.

Teacher/Staff Responsibilities

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.
 2. Call 911
 3. Notify the IC
 4. Follow procedures for Bomb Threats-Device Found
 5. Persons who touch the letter should wash their hands if powder or liquid is leaking.
 6. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal and IC giving as much detail about the situation as possible.

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.

BIO/CHEMICAL RELEASE

Hazardous Material Spill

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.
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. Assess the need to inform parents about the spill and prepare a media statement if warranted.
8. Record the names and personal information of any persons exposed to the spill.
9. Notify the School Police.

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 and students have departed.

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
 - (II) School Police
 - (III) Teachers and Staff
 - (IV) Location of the evacuation site will be communicated through all available outlets.
4. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.

5. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
6. The IC will provide a report to the School District/ Superintendent/EOC by phone or messenger as soon as possible after the evacuation.
7. 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.

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 face mask. 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.

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.

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.

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 LA 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.

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.
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.

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
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. The radio stations that broadcast emergency closings for PCHS are: **KNX 1070 AM, KFWB 980 AM, KFI 640 AM**
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.

APPENDICES

A. CONTACT NUMBERS

EMERGENCIES – 911

Police and Fire Departments

1. LAUSD School Police Dispatch: 213.625.6631
2. LAUSD School Police - Officer Kim: 323.855.0492
3. Los Angeles Police Department, WLA Dispatch: 310.444.0701
4. Los Angeles Police Department, SLO Brian Espin: 310.444.0737
5. Los Angeles County Sheriff's Department: 310.553.5033
6. Fire Department (Station 69): 310.575.8569
7. LA City Emergency Management Dept. Duty Officer-213-200-6414-(this connects you with ALL City of Los Angeles resources)
8. LA County Office of Emergency Management Duty Officer-323-459-3779-(this connects you with ALL LA County resources and is the pathway to CalOES resources as their Operational Area leader)
9. Michael Edwards, American Red Cross Regional Mass Care Manager: 213-479-0488-Cell

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*

1. Department of Mental Health (Access HelpLine):
800-854-7771
2. Department of Public Works (Water Emergencies):
800-342-5397
3. American Red Cross: 310-445-9900
4. Telephone Repair: 611
5. Electrical Company
 - Customer service: DWP: 800-342-5397
 - Power outages: SAME AS ABOVE
 - Life-threatening emergencies: SAME AS ABOVE
6. Poison Control Center: 800-876-4766
7. SO. CAL GAS CO.: 800-427-2200
 - Natural Gas Emergency Number: SAME AS ABOVE
8. Los Angeles County Health Department: 2-1-1
9. Bees: 800-825-3400
10. Los Angeles Animal Shelter and Animal Issues (24-hours): 888-452-7381
11. Fire Department: 911 or 310-575-8569
12. Health Department: 310-338-3200
13. Child Abuse Hotline: 800-540-4000
14. CalTrans/Road Conditions: 800-427-7623

HOSPITALS

1. Cedars-Sinai Health Center: 310-423-3277
2. Providence St. John's Health Center: 310-829-5511
3. Santa Monica, UCLA Medical Center ER:
424-259-6000
4. L.A. County, USC Medical Center: 323-409-1000

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

KNX 1070 AM: (323) 900-2070

KFI: 640 AM

Other Frequencies

- NOAA Weather, 24 hours: (162.550)
- National Emergency Channel: 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 situations that are not serious, not life threatening, or not currently in progress.

PCHS Campus Communication Tools

- 1. Radios:** Kirisun, Kenwood and HYT models
 1. Frequency: Standard LAUSD-- 457.52500 (PL Tone)
 2. Quantity: 40+
 3. Storage/Distribution Locations: A-Building, Security, Management and Athletics Dept.
- 2. PA System**
- 3. Bullhorn**
- 4. Emergency Cell Phone Notification System**

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.

B. FORM LETTERS

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 (Student Death on Campus)

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 (Faculty Death)

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 (Student Death Off Campus)

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.

Sample Parent Memo (Student Death Off Campus)

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

Sample Parent Memo

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 social media. Social media sites contain 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.

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. 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 will continue to block objectionable material as we deem appropriate in response to abuse of our systems.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have a social media account. 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.

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

C. 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.

Emergency Response Kits Should Contain:

Qty	Contents	Qty	Contents
1	Copy of the School Emergency	1	Instant Ice Pack
1	Updated class lists and emergency contact	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1½" 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 1/2"	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	1/2 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:

Qty	Contents	Quanti	Contents
1	Pen	1	Pencil
1	Emergency Procedure Plan		
6-7	Class rosters with emergency contact numbers.		

b). Classroom Lockdown Kit

Qty	Contents
1	<p>Toilette Bucket:</p> <p>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:</p> <ul style="list-style-type: none"> 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'
1-2	Designated Blue Bucket of Drinking Water

1	Tub Clorox wipes
1	Box of Tissues
1	Waterless Hand sanitizer
1	Bandages
1-2	Designated Blue Bucket of SOS Food Bars
1	Privacy screen
1	Secure the Door Kit: 1-2 yellow ropes 2-4 metal cleats 1-2 black rope lock
1	Laminated Yellow X -- indicating room clear
1-2	Laminated Yellow Window Cover

3. Emergency Supplies for Containers

a). Emergency Container Main Assembly Area

Qty	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
6	Blue plastic tarps

b). American Red Cross (ARC) Container

Qty	Contents
120	Classroom buckets
4	Cases adult Diapers
300	Army Blankets
150	Cots
5	Cooler
5	Flashlights
24	Extra batteries
1	Collapsible 20 in ramp

c). Search & Rescue (SAR) Equipment

Contents

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

4. Emergency Supplies for barrels or containers

Item	Qty	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
Coolers	10	

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
Hacksaw	1	
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, etc.
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
Pandemic Supplies: Masks Face Shields Gloves Gowns Wipes, Disinfecting Spray Paper Towels Toilet Paper Hand Sanitizer		PPE needed in case of Pandemic.
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
Pumps for Water Barrels	10	Place pump in barrel to provide water
Plier Set	1	
Rope	2	Closing off pedestrian campus entrances, cordon off 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
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	2 - 3 Day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

4. First Aid Team Supplies

Emergency First Aid Supplies are located: Nurse's Office, Safety Container and First-Aid Station.

Qty	Contents	Qty	Contents
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	K n u c k l e 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		

D. CHECKLIST

School Administrator’s Emergency Planning

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 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 overall (6 hours in Lockdown)?
- 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

E. 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>COOP:</u>	Continuity of Operation
<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>SEOP:</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

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: H. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 02_28_2023.pdf



PALISADES

CHARTER HIGH SCHOOL

Development Report Board of Trustees Meeting February 28, 2023

Report date: 2/23/2023

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$359,875	\$374,686	\$14,811	\$450,000
Pali Alumni Fund	General	\$1,486	\$2,032	\$546	
TOTAL UNRESTRICTED FUNDS RAISED		\$361,361	\$376,718	\$15,357	\$450,000
CTE Incentive Grant	General	\$270,372	\$270,372	\$0	\$0
Perkins V Grant	General	\$0	\$0	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$21,454	\$24,493	\$3,039	0
Donation/Pledges Outstanding	General	\$8,185	\$7,620	-\$565	0
TOTAL RESTRICTED FUNDS RAISED		\$300,011	\$302,485	\$2,474	\$0
TOTAL FUNDS RECEIVED		\$661,372	\$679,203	\$17,831	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design		\$3,330	\$3,500
American Direct Mail		\$2,449	\$6,900
Postage		\$389	\$1,800
Subscriptions	*	\$22,287	\$7,800
SafeSave service fees		\$3,510	\$7,500
Salaries & Benefits (Campus Unification/Development Dir)		\$51,341	\$77,000
Justice League			
Banner		\$300	\$200
Videography		\$750	\$1,500
Family Donor			
Banners		\$795	\$700
Reunion Picnic (Class of 2002)		\$1,147	\$0
Donor Bricks/Dedication Plaques/Awards		\$3,917	\$1,500
Donor Reception		\$0	\$0
Donor Refund		\$0	\$0
Pali High Booster Club (split donation)		\$0	\$0
New Parent Welcome Breakfast		\$2,325	\$0



PALISADES

CHARTER HIGH SCHOOL

TOTAL EXPENSES FOR UNRESTRICTED FUNDS	<u>\$92,540</u>	<u>\$108,400</u>
TOTAL NET FUNDS	\$586,663	\$391,600

Comments and Campaigns initiated to date:

- 1.) Joint Appeal with Booster Club sent 8//8/22
- 2.) New Parent Welcome Breakfast scheduled for 8/20/22
- 3.) PCHS Fund comparison: **\$376,686** this year/**\$352,046** last year. Best YTD was **\$352,046**
- 4.) PCHS Fund donor comparison: **298** this year/294 last year
- 5.) Follow-up email to all Parents on 10/4
- 6.) Back-to-School Night Campaign brought in **\$20,277**
- 7.) Driveway Days Campaign are back 10/19 - 10/21
- 8.) Driveway Days Campaign brought in **\$8,227**
- 9.) #Giving Tuesday Campaign will begin 11/15 through 11/25
- 10.) #Giving Tuesday 2022 brought in **\$28,362**
- 11.) Year End 2022 Campaign begins December 28th.
- 12.) Year End Campaign 2022 brought in **\$44,289**

Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
CTE Incentive Grant	\$270,372.00	CTE Funds for 2022-213	1/15/2021
LA Scholars Investment Fund	\$146,600	Pali Bridge Project - College Center	5/3/2022
Pacific Palisades Women's Club	\$600.00	Mosaic repair	5/30/2022
Lewis A. Kingsley Foundation	\$10,000.00	Program Support	8/10/2022
Mara W. Breech Foundation	\$10,000.00	Teacher Professional Development	11/30/2022
	\$437,572.00		

*Red italic represents grant was not approved and deducted from the total outstanding grant requests

Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
CTE Incentive Grant	\$270,372.00	CTE Funds for 2020-21	7/1/2022



PALISADES

CHARTER HIGH SCHOOL

Pacific Palisades Women's Club	\$600.00	Mosaic repair	7/27/2022
Lewis A. Kingsley Foundation	\$10,000.00	General support	7/10/2022
Mara W. Breech Foundation	\$10,000.00	Teacher Professional Development	12/30/2022
	<u>\$290,972.00</u>		

Grant Applications not approved:

NRA Safe Shield Program	\$81,375.00	Permanent Perimeter fencing	8/30/2022
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* Subscriptions increased with the conversion from DonorPerfect to Virtuous. Virtuous will eliminate the cost of Almabase app (\$7,500) when contract expires next year, DonorPerfect (\$6,228) and DonorSearch (\$1,750). Annual cost of Virtuous is \$9,500.

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: I. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: CBO Board Report & CC Expenditures 02_28_2023.pdf



PALISADES

CHARTER HIGH SCHOOL

CBO Report Board of Trustees Meeting February 28, 2023

2022-2023 BUDGET UPDATE

- The attached budget vs actuals reflects revenue and expenditures through Dec 31, 2022.
- PCHS is on track to meet its fiscal obligations.
- This is the same budget vs actuals that was presented at our last budget/finance committee meeting on January 23. We do not close the month of January until February 17th, so there is no revised budget vs actuals update to show.
- Note: the year-to-date transportation expense still appear high, and once the month of January closes, student/family fees will be applied.
- Fall/Winter competition invoices will also be sent to all competition teams this week.
- LAUSD has set a date of March 1 to submit our Second Interim Financial report. We will be covering this at our March budget/finance committee meeting.

INVESTMENT OF RETIREE FUND

- As part of the recent CSD Oversight visit, LAUSD acknowledged our retiree benefit investment fund, but recommended that we establish a trust.
- US Bank and Merrill Lynch sent over information to establish a trust. We will schedule a Lifetime Health Benefits committee meeting to review and approve the proposal.

COMPLIANCE

- The independent audit for 2021-22 is complete. Unfortunately, we encountered an audit finding due to the following reasons:
 - *The Charter used funding from the Elementary and Secondary School Emergency Relief II (ESSER II) Fund program for one capital expenditure. The funding terms and conditions require the Charter to obtain approval from the funding agency prior to incurring the expenditures.*
 - *The Charter's most recent actuarial study is dated December 7, 2021. The Charter has not yet obtained an actuarial study for the 2021-22 fiscal year; therefore, the net other postemployment liability was not properly reported to consider the newly established trust asset and required audit adjustment.*
- This was related to the use of ESSER II funds to purchase 3 boilers in November of 2021.
- Prior to the next board meeting, the audit firm will also review the audit report with the PCHS audit committee.
- The actuarial valuation for 2021-22 is also in process. We are working closely with the actuary to provide updated census data and financial information.



2023-2024 Budget Development Process

- 2023-24 budget development packets to be distributed by March 1, 2023
- This year's budget development process will include the following:
 - Textbook adoption cycle discussion/recommendation
 - Furniture adoption cycle discussion/recommendation
 - Facilities/maintenance plan
 - Ed Tech Plan discussion/recommendation
 - Next month, we will kick-off the budget development process for 2023-2024

LOOKING AHEAD

- 2021-22 Audit report presentation at February board meeting
- 2022 Actuarial report: tentative board presentation set for March 2023
- May 2023: Governor releases the May Revision (California State Budget) which outlines key areas for PCHS education funding.

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: J. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: 02_07_2023 Faculty Meeting.pdf
EDP Board Report 02_28_2023.pdf

PCHS Faculty Meeting

7:30 AM Mercer Hall
Let's celebrate Black History Month!



Celebrate Black Youth Empowerment

Agenda

01

*Black History
Month
Lessons*

02

*Equity and
Social Justice
Commitment : Our
living Timeline*

03

*Student Survey
Highlights*

04

*WASC
Kickoff*

05

*General
Announcements*

06

*Pali
Positive*



01

Social Justice Lessons

1. Schoology Profile.: Honor Black History
2. [Learning for Justice](#) [Learning for Justice Magazine](#)
3. [Facing History and Ourselves](#)
4. [PBS Newshour Classrooms](#): focus Black History Month





02

PCHS Staff Commitment to Social Justice and Equity

2010 to present- TVN, BSU, BMG & BWA PD and retreats to support our African American/Black Students

PALI HIGH'S BSU PRESENTS...
THE BLACK PANTHER PARTY



JAN. 31ST & FEB. 1ST @ 7PM
STUDENT \$5 | GENERAL \$10 | VIP \$15
MERCER HALL, 15777 BOVDOWN ST. 90272



2011 to present: *Fuerza Unida PDS* (Prepare) and Summer Institutes to support our Latinx students (LSU)



2016 PCHS Combating Hate



By DAYNA DRUM
Reporter

After hate speech vandalism was found in front of Palisades Charter High School's campus on Sunday, March 13, the Pali High community is responding in a united fashion.

The school will be Unity Rally from 9:30 to 11:30 on Tuesday, April 2, 2016.

"This is an important time for us to support each other as we continue the work of building an ever stronger and more unified community, in the wake of the hate-speech graffiti vandalism incident that occurred on campus last weekend," said principal Pamela Magee in a statement on

Powered by BoardOnTrack

The rally hosted in Mercer Hall will feature speeches from

and PCHS administration. The purpose of the meeting will be to share ideas about how to move the school forward as a unified community.

Shortly after the vandalism occurred, Pali High students wrote their own messages of love and peace around the campus response.

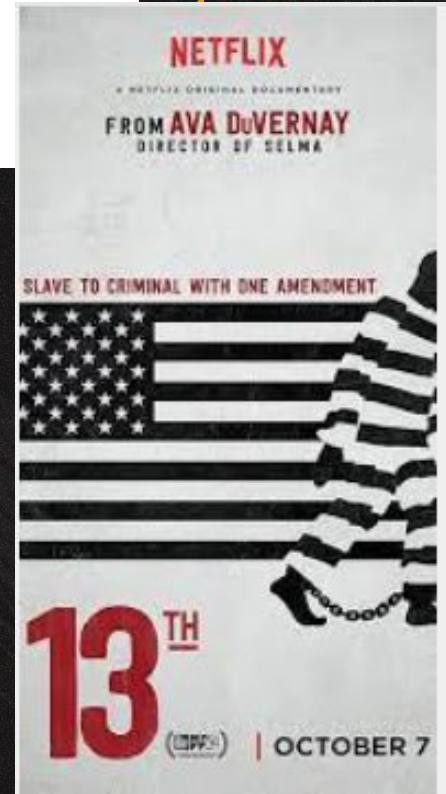
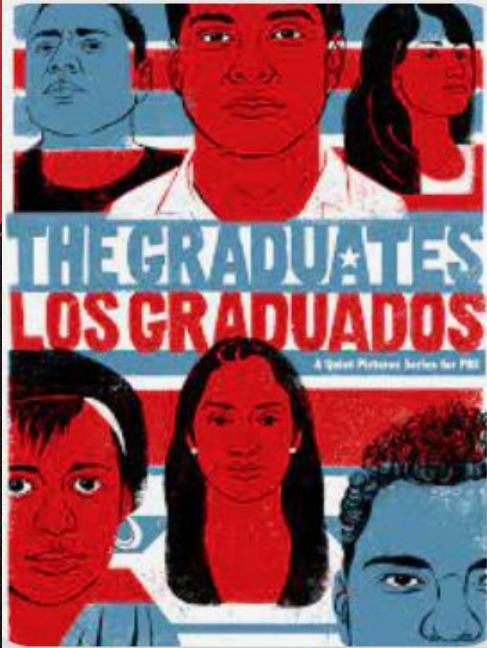
Two Pali High students have been arrested for the vandalism.



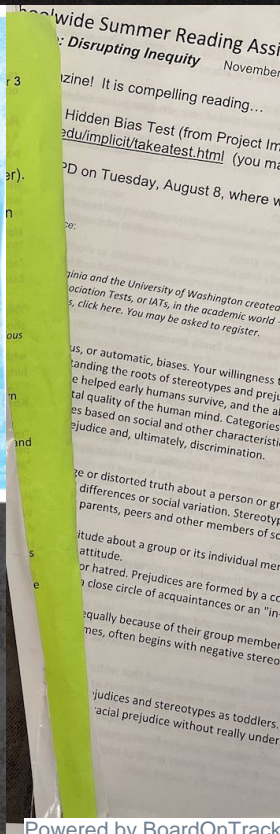
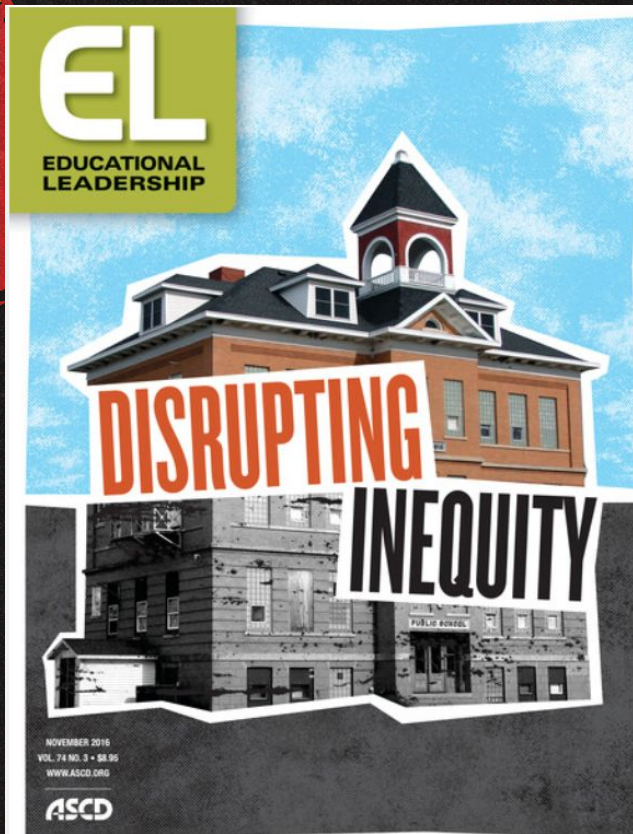
August 2016, Human Rights Watch and Fuerza Unida PD



August 7 and August 8, 2017 Pali Social Justice Teacher Film Festival



August 2017 PD *Disrupting Inequity: Faculty Summer Reading & PD*



All Faculty Article Study
Hidden Bias Testing
Optional Hour of PD
available for in-depth
article study

2016 & 2017 UCLA Connection PD: Equity Training

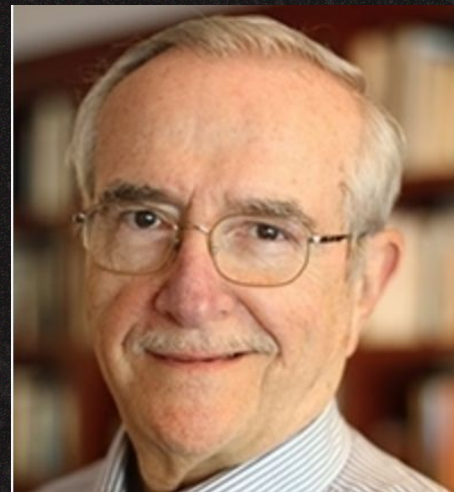


Dr. Pedro Noguera



Dr. Joaquin Noguera,
Small Axe Consulting

Powered by BoardOnTrack



Dr. Jerome Rabow

August 2018 Compassion Plays PD Focus: LGBTQIA Students



Fall 2019 Open Doors for all Students

Chartering Paths to Open Doors for all Students



2019 Faculty School Data Study: Closing the Achievement Gap



2020: Dr. Delgado Faculty Zoom Meeting PD Ethnic Studies



2021: PCHS Staff Recommitment to Social Justice



2021 -22 Joe Feldman: Grading for Equity PD

GRADING FOR EQUITY Rethinking Grades in K-12 Schools

CATCH THE RECAP

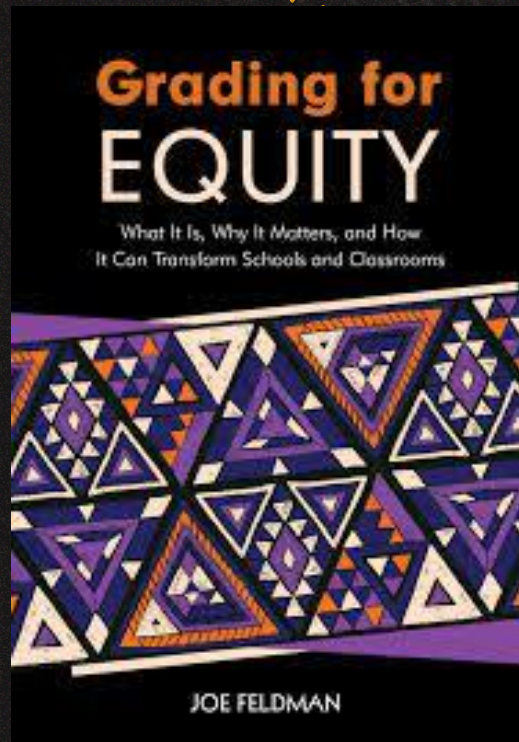
December 2, 2020
bit.ly/soeyoutube

How do we make our grading equitable, particularly during the pandemic?

We'll be starting a book series with Joe Feldman's "Grading for Equity" on December 9. Catch our first meeting with him from September on the School of Education Youtube Channel.



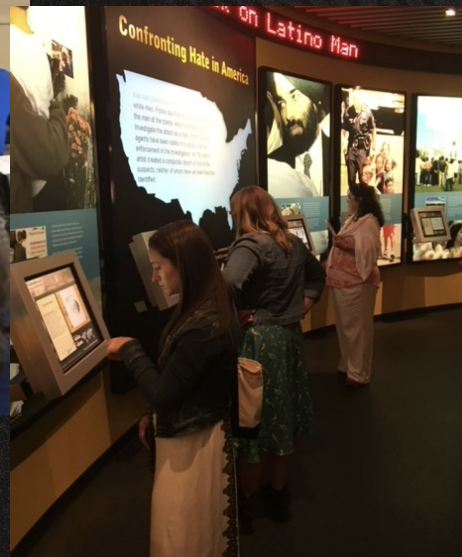
Joe Feldman
Author of Grading for Equity
BA Stanford University
MS in Teaching & Curriculum,
Harvard University
JD, NYU Law School



Aug 2022 Teacher Onboarding Equitable Practices



July 2017 & Jan. 2023 Museum of Tolerance PD Focus: Anti Hate & Antisemitism Speaker: Rick Eaton





Equity Team

Pam Magee

Stephen Berger

Amy Onyendu

Paul Mittelbach

Tammie Wilson

Cathy Figel

Michael Mashbaum

Gio Stewart

Randy Tenansnow

Monica Iannessa

Martha Monahan

2023 March - June Equity Professional Development One Day Spring Conference

Hosted by the Museum of Tolerance

PLC+ Groups



1. Identity Work
2. *Equity Tools in the Classroom*
3. Combating hate on campus



February 2023: Things you can do now!

1. *Acknowledge all holidays when creating due dates!*

Allow for late work due to holidays with no penalties.

2. *If you see hate symbols, report them to the deans. X7228*

Swastikas, Nooses, Racist Caricatures

3. *If you hear discriminatory language or hate speech, report it to the deans. 1234 if you need an immediate response.*

Don't pretend that you did not hear it. Step in and protect students who are victimized by the language. The deans will support you with consequences and education.



“The beauty of anti-racism is that you don’t have to pretend to be free of racism to be anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward.” —Ijoema Oluo





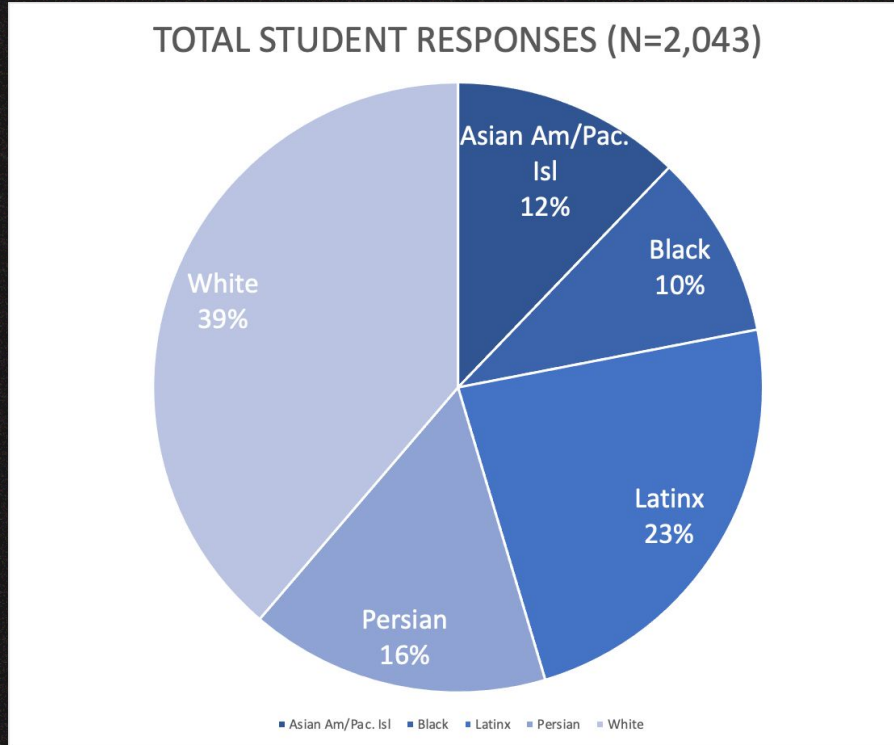
03

Student Survey Highlights

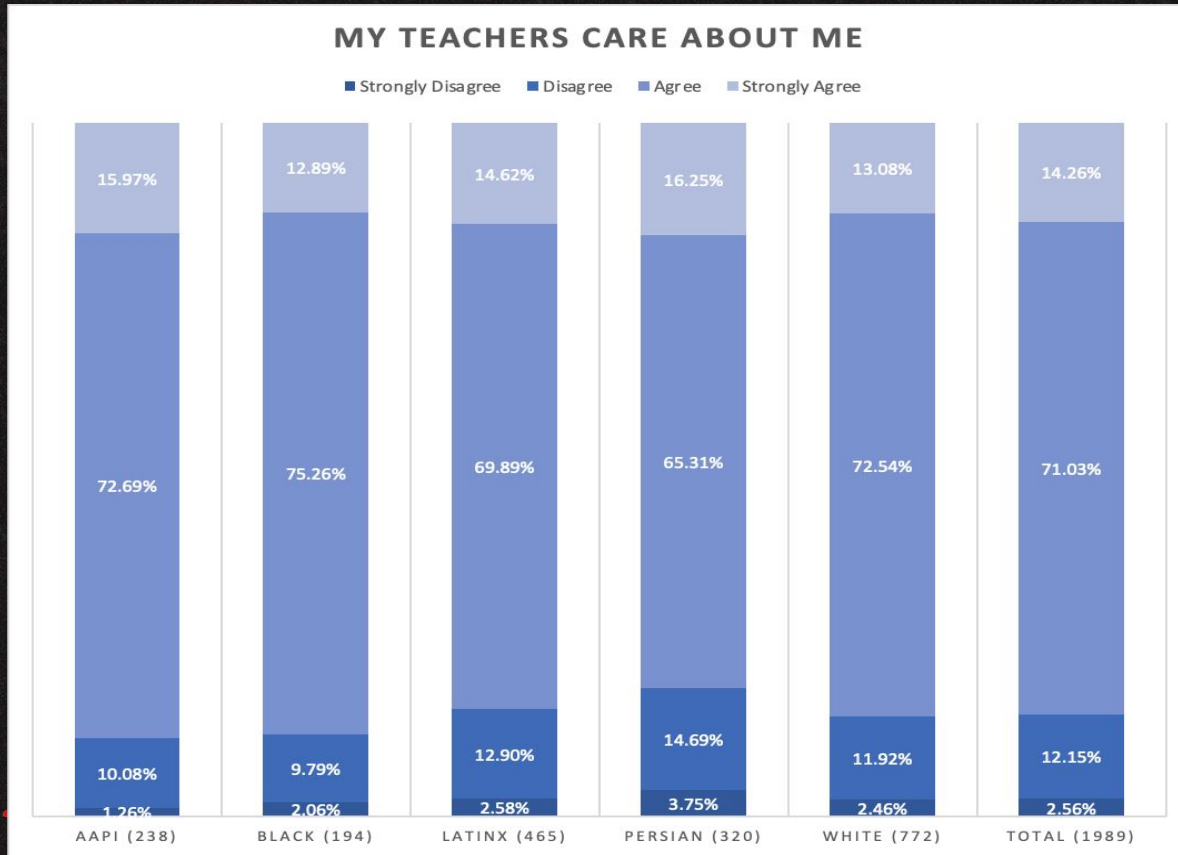
JANUARY 2023



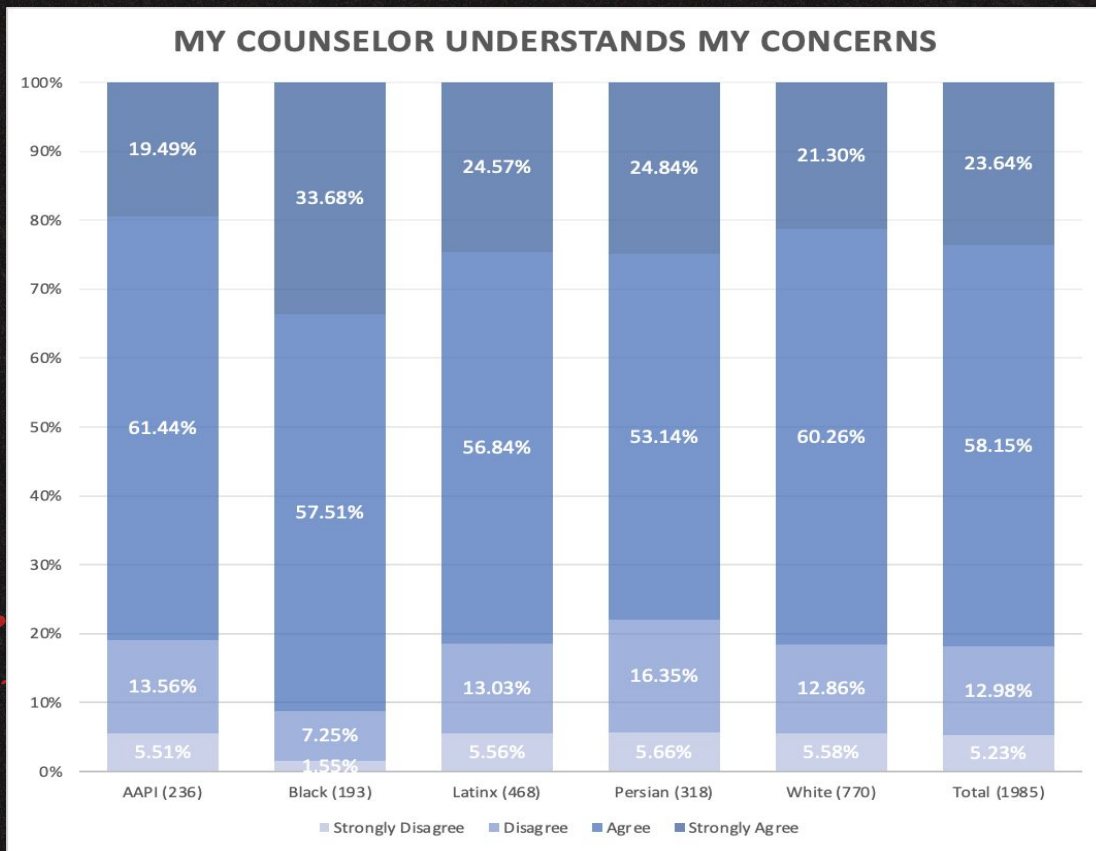
How do our kids identify?



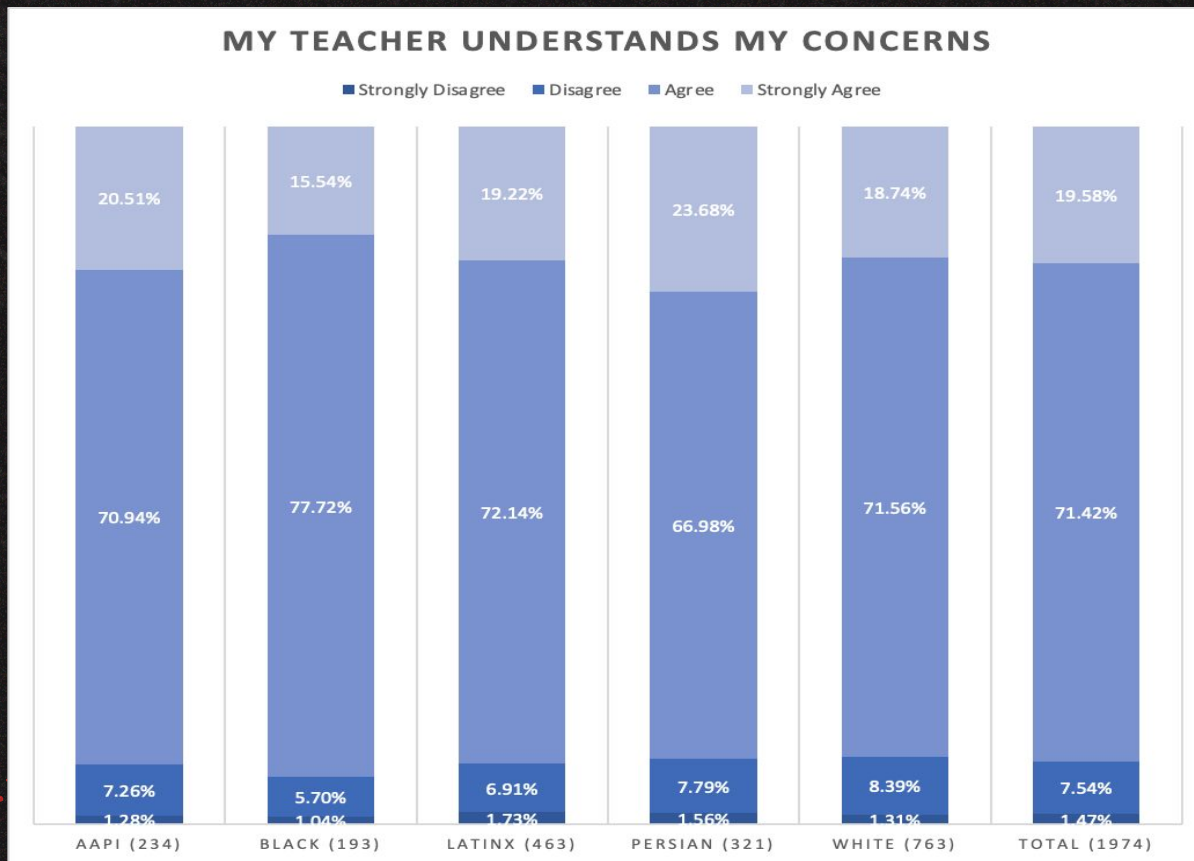
Student Survey Highlights



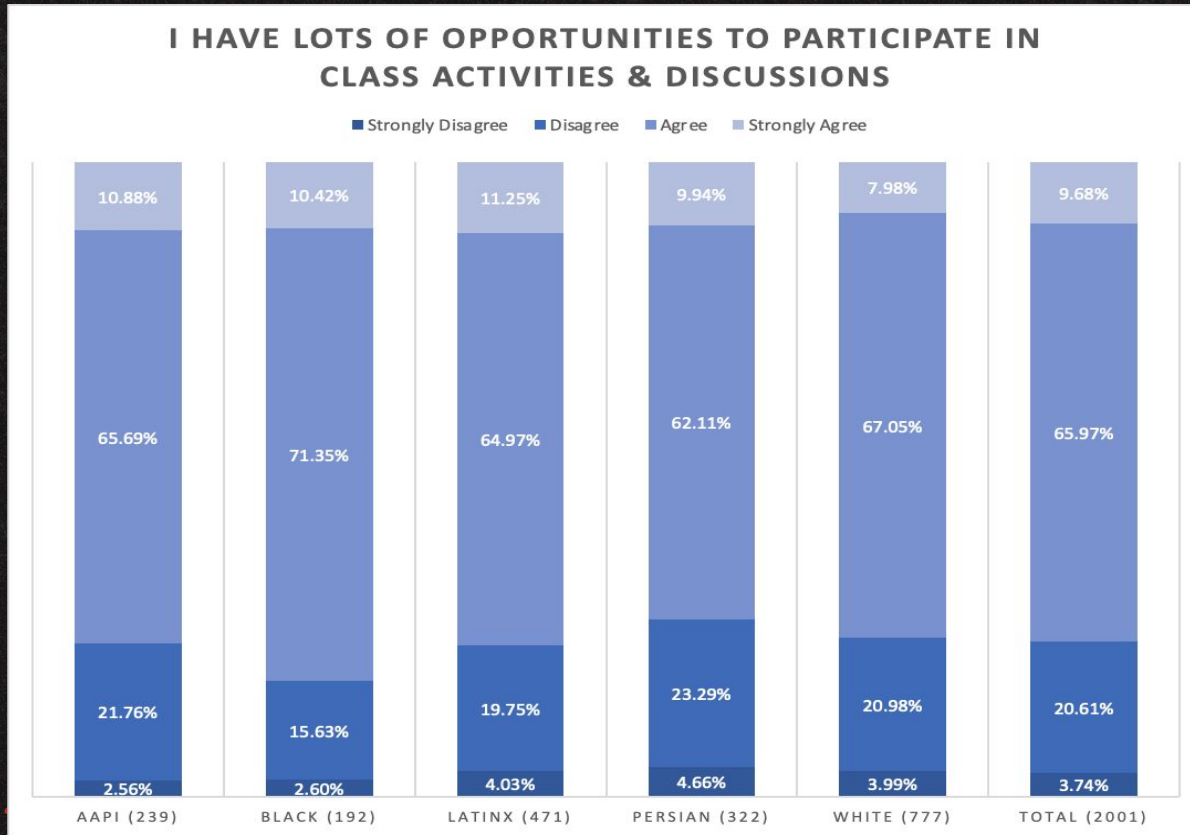
Student Survey Highlights



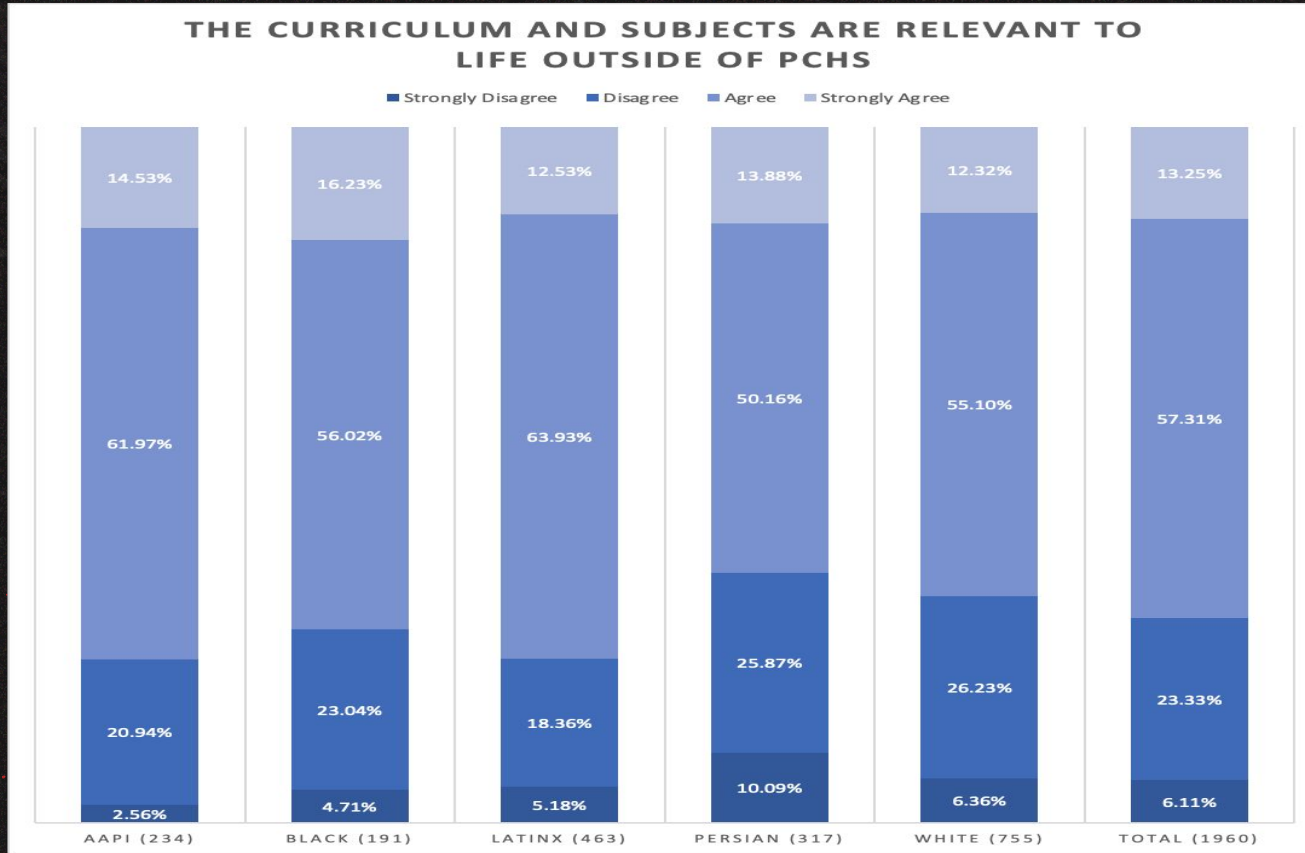
Student Survey Highlights



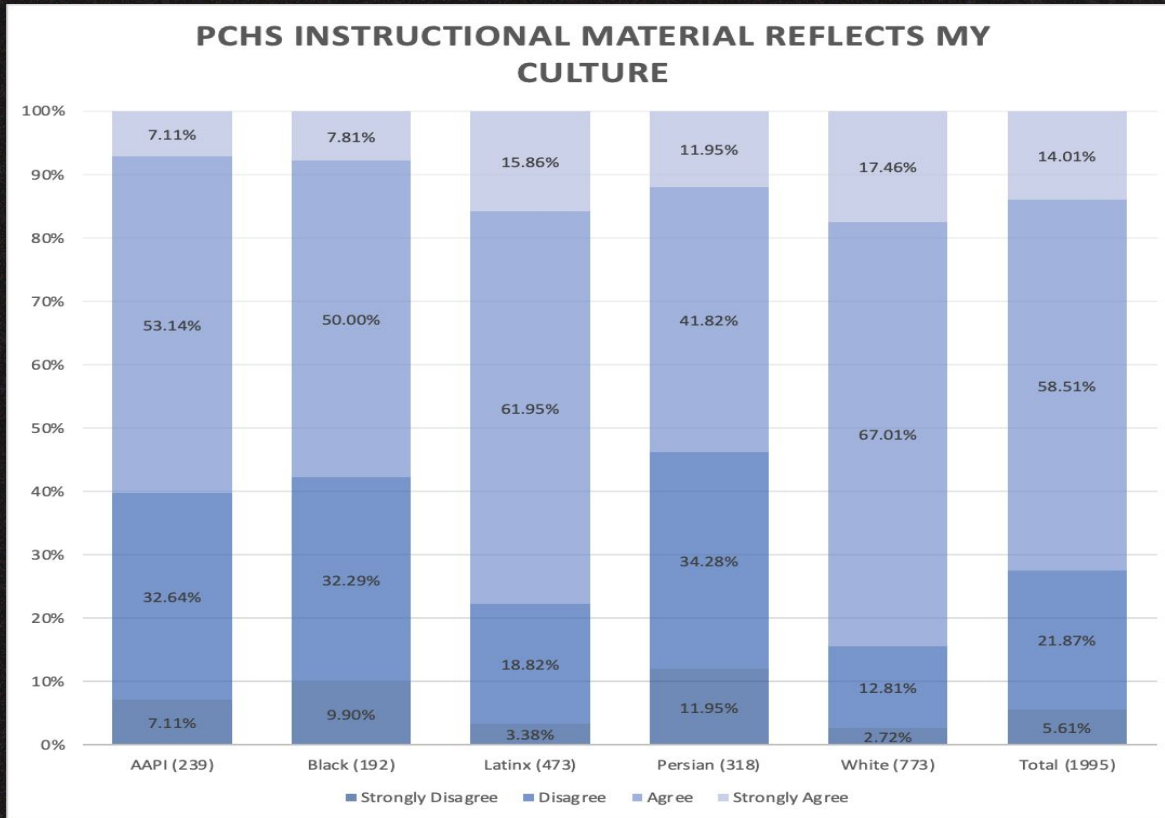
Student Survey Highlights



Student Survey Highlights



Student Survey Highlights



Pali Period Student Survey JANUARY 2023

04



Accredited by
Western Association
of Schools
and Colleges

WASC

KICK OFF!

Mark your calendars!

Our visit is on

March 18-20, 2024



PCHS WASC TEAM

AMY ONYENDU

JESSICA ELISHA

MONICA IANNESSA

AND YOU!



WASC PROGRESS

CHAPTER ONE

LTSP
8/31, 9/28, 11/30

INTRO / PROGRESS
REPORT

CHAPTER TWO

DATA & STUDENT SURVEY

SCHOOL
PROFILE

CHAPTER THREE

FOCUS GROUPS
AND
INITIAL WASC
SURVEY
March 21, 2023

SELF
STUDY



**WASC STAFF
SURVEY
WATCH FOR IT
AT THE END
OF FEBRUARY**



05

GENERAL

ANNOUNCEMENTS



Safety Drill FEB. 15 (WEDNESDAY)

ACTIVE ASSAILANT DRILL

[Pali High Schoology Safety Course](#)

You are not currently enrolled as an admin in this course.

You are the key to
PCHS Safety

Course Options

Materials

Updates 1

Gradebook

Grade Setup

PCHS Safety Course: 2022 - 2023

Palisades Charter High School

Add Materials

>  **Active Assailant**

Actions: "Run, Hide, Fight" - Evacuate, Lockdown, Shelter In Place

All Materials

06

PAL POSITIVITY

It's not just a parking space!



**PALI'S
COUNSELORS
ARE THE
BEST!!!**

NATIONAL SCHOOL COUNSELOR WEEK

thank you

for all you do





February Pali Positive

Certificated: Randy Tenansnow

Classified: Stephanie Brooks



**ALWAYS
CELEBRATE
BLACK
HISTORY**



Thank You!



Please keep this slide for attribution

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PALISADES CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting February 28, 2023

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

Schoolwide Goals - Academic Achievement/Professional Development/Diversity

The month of February at PCHS has been dedicated to reflection and recommitment to the equity work that is an ongoing schoolwide goal and significant component of the charter's Action Plan for Equity that earned a six-year accreditation – the highest offered by the Western Association of Schools and Colleges. PCHS cares deeply about providing a safe and equitable climate for every student, which is why we decided to start 2023 with a recommitment to our Campus Climate & Culture Pledge. Having a strong sense of safety and belonging at school are critical elements of a positive learning environment where students can thrive.

Building on the January 9, 2023, day of professional development focused on campus culture and climate, the February Faculty Meeting addressed related topics:

- Social Justice lesson plans
- Social Justice Commitment
- Pali Social Justice Progress – A Timeline in Photos
- Things that can be done now
- Student Culture and Climate Survey Highlights
- Safety Drill Preparation

Please refer to the February 7, 2023, Faculty Meeting presentation included in the February 28, 2023, Board of Trustees meeting materials.

PCHS Commitment to Equity and Social Justice:

We will not tolerate, and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students and staff to know they are safe, valued, and respected.”

Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations.

Museum of Tolerance PLC visits:

We are looking forward to focusing on

1. Identity work.
2. Equity tools in classrooms.
3. Combatting all forms of hate on campus.

Equity Focus – Things everyone can do now!

-If you see hate symbols (swastikas, nooses, racist caricatures) report them to the Deans Office x7228.



PALISADES

CHARTER HIGH SCHOOL

-If you hear discriminatory language or hate speech, report it to the deans. Call 1234 if an immediate response is needed. Don't pretend you did not hear inappropriate comments. Step in and protect students who are victimized by the language. The deans will support you with consequences and education.
 -Teachers acknowledge holidays when creating due dates. Allow for late work due to holidays with no penalties.

-List of 2nd Semester Holidays as referenced in the Equity Presentation

2/22: Ash Wednesday

3/1: Women's History Month

3/6-7: Purim

3/8: Holi

3/23: Ramadan Begins

3/31: Cesar Chavez Day

4/5-12: Passover

4/6: Good Friday

4/9: Easter

4/14: Orthodox Good Friday

4/16: Orthodox Easter

5/1: Asian Pacific Islander Month

6/1: LGBTQ+ Pride Month

6/19: Juneteenth

6/29: Eid al-Adha

Pali Positives: Each month PCHS celebrates a certificated employee and a classified employee who have gone above and beyond to support students. February's honorees are Randy Tenansnow and Stephanie Brooks.

Randy Tenansnow – English Department Co-Chair and Virtual Academy Coordinator

In her 20+ years at Pali, Randy has inspired generations of students by creating opportunities for students to challenge themselves and grow in thought and perspective. There is no question that her students adore her as they feel supported and motivated in her student-centered classroom. Randy makes rigorous concepts and curriculum both accessible and exciting.

With Randy's hard work, flexibility, and collaboration, Pali's Virtual Academy program has blossomed and now serves over 200 students. Her knowledge and research have proved vital to maintaining and expanding such a successful program.

Randy is a dynamic English Department chair, provides insight and wisdom on countless school committees, and even finds time to oversee Pali's Surf Club. Brimming with optimism and positivity, Randy is a true Renaissance woman.

Stephanie Brooks – Deans Office Assistant

Being our first point of contact and the first face you encounter in one of the busiest and most challenging offices on campus would be more than enough for most. For Stephanie Brooks this has been embraced as an opportunity to engage with students during some of their most difficult moments and to create a warm, inviting place for our kids to feel welcome and heard.

Stephanie's spirit and leadership serve as a catalyst for the kind of student creativity and good work that has led to the spectacular art installation in the Deans Office celebrating and educating us during Black History Month.



PALISADES

CHARTER HIGH SCHOOL

While it's not easy for her to accept the praise and recognition of being this month's Pali Positive staff member, this is yet another reason why Stephanie Brooks is so deserving.

Math Task Force – Next meeting March 4

The PCHS Math Task Force has reconvened and meets monthly to review data, articulate with Paul Revere Middle School's math department, as well as hear input from parents, students, and teachers. The group reviews current policies as well as makes recommendations for new policies and practices. The task force includes math teachers, academic and college counselors, parents, students and administrators.

Attendance/Admissions Update as of 02/21/23

- Enrollment: 2935 (9-691; 10-744; 11-748; 12-752)
- Applications | 9: 1140; 10: 136; 11: 122; 12: 51) (2/2021 = 1171 9th gr. applicants)
- Lottery Closes: Feb 28th
- Lottery Runs: March 3rd

Western Association of Schools and Colleges (WASC) Accreditation Review Preparation and Progress

- The PCHS self-study is underway. There are three chapters in the WASC Report: Introduction/Progress Report, School Profile, and Self-Study.
- Chapter 1 - Introduction/Progress Report: Long Term Strategic Planning (LTSP) meetings on 8/31, 9/28, and 11/30 were dedicated to reviewing school progress toward meeting the goals established in the current WASC Action Plan. The 2/22 LTSP meeting time was dedicated to reviewing and writing about the Local Control Indicators and Student Learning Outcomes.
- Chapter 2 - School Profile: Data & Student Survey
- Chapter 3 - Self-Study: Initial WASC Survey in March
- The PCHS WASC visit is scheduled for March 18-20, 2024.

California Charter School Association Conference and Presentation

PHCS will be represented at the annual statewide charter school conference in Sacramento March 13-16. Monica Iannessa, Chris Lee, Pam Magee and Amy Onyendu are presenting a workshop titled "Your Admin Life Adventure" designed for teachers who are interested in becoming administrators.

Coversheet

Budget & Finance Committee Update

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: B. Budget & Finance Committee Update
Purpose: FYI
Submitted by:
Related Material: Budget Com Meeting Minutes 02_13_2023.pdf



PALISADES CHARTER HIGH SCHOOL

REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE

MONDAY, FEBRUARY 13, 2023

3:30-5:00 PM, Library

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.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

I. PRELIMINARY:

A. Call to Order – In attendance: Voting Members – R Rodman, S Margiotta, D Gronich, S Sherhanov, M Batts-King, C Heisen, N Kojoonwaeze. Non-Voting Members: P Magee, JP Herrera. Guests – please see original sign in sheet.

B. Public Comments – None made

C. Approval of Minutes from

1. R Rodman pointed out a couple of minor grammatical errors and made a motion to approve the December 5, 2022 as amended. D Gronich seconded the motion. The motion carried unanimously with no abstentions.

2. C Heisen made a motion to approve the January 23, 2023 as presented. R Rodman seconded the motion. The motion carried unanimously with no abstentions.

II. OLD BUSINESS (DISCUSSION & POSSIBLE ACTION ITEMS):

A. D Parcell noted that the perimeter fencing proposal has been submitted to LAUSD and their feedback is pending. Once this is received/approved it will be forwarded to the LAUSD Board for approval (slated for March 2023) and then will go to DSA which will then lead to a final design. Once all of these steps are accomplished, project will be sent out to get RFP and will come back to Budget and Finance for review and recommendations.

III. REPORTS (5 minutes each):

A. Executive Director - P Magee reported there has been much work going into the Ed Tech Plan and the NWEA proposal being discussed at today's meeting. The administrative team is excited for the upcoming Booster Club Auction and has been working with the auction team and ASB on the promo video and spreading the word about the event.

B. CBO Report-JP Herrera reviewed and it stands as submitted.

C. Fundraising & Development - Stands as submitted

D. ASB Treasurer Report – N Kojoonwaeze provided update on ASB activities

E. Booster Club – Boosters has met their fundraising goal and is excited for the upcoming auction!

F. Lifetime/Health Benefits - M Monahan reported that there is 1 pending retiree to enroll in Medicare.

G. Credit Card Purchases-Discussion/Recommend - JP Herrera reviewed and stands as submitted.

IV. NEW BUSINESS (DISCUSSION & POSSIBLE ACTION ITEMS):



PALISADES

CHARTER HIGH SCHOOL

- A. Ed Tech Plan – Introductions were made and team reviewed what they have been doing in analyzing the school’s technology. 1:1 has been the focus and determining how to maintain the program. It was noted that the faculty is looking for transparency and clear communication to avoid animosity. Team has been looking to “pear” down various ways things were getting communicated for clarity. They have also been looking at uniformity in grading (to configure with current systems) and uniformity in subscriptions for cost savings. They recognize the need for regular training time for the community. Team is now working on getting faculty buy-in on consolidation of subscriptions. Security was also discussed.
- B. 2022-2024 NWEA Contract was reviewed by JP Herrera and stands as submitted clarifying that this is a program recommended by WASC. M Ianessa noted that this program better matches the curriculum reviewed with our students and that this is testing is required for our Charter. The current plan is to only test 9th-11th Grades. R Rodman made a motion to approve the NWEA Sales Order (with a confirmation of the discount - list vs. sale) of MAP Growth K-12. D Gronich seconded the motion. The motion passes unanimously without abstentions.
- C. 2022-23 Budget vs Actuals - JP Herrera reviewed and it stands as submitted.
- D. Pool/Permit/Cafeteria Update - JP Herrera reviewed the Pool/Permit/Cafeteria updates and it stands as submitted.
- E. Potential Pool Renovation - D Parcell outlined potential pool renovations noting that it will need re-plastering in 1-2 years. Additionally, there are issues with the concrete coping around the pool (both small and large pools). Multiple assessments are being done to determine the extent of work to be done and timing. There is a question as to whether to do this repair in conjunction with replastering work.
- F. 2023-24 Budget Development Calendar - JP Herrera reviewed and it stands as submitted. S Margiotta made a motion to approve the Budget Development Calendar as submitted. R Rodman seconded the motion. Motion passed unanimously with members present (N Kojoonwaeze was absent for the vote) with no abstentions.
- G. 2022-23 Transportation Update - JP Herrera/D Parcell reviewed ridership through 1/31/23 and it stands as submitted. Late Bus revenue was reviewed and stands as submitted. Lat buses were discussed and it was noted that a large portion of the late bus ridership are students participating in the regular busing program. It was noted that Paul Revere Middle School’s contractual rate is increasing 20% next year. The goal of the Administrative Transportation Committee was to evaluate and create a self-sustaining bus program by controlling PCHS’s costs. It was noted that busing will continue to be a challenge due to changes in fuel requirements. In addition, the Fed does have a program funding electric buses for public schools however, electric bus production has stopped. Next year is the last year of our contract and then the school will go out to obtain 3 RFPs. It was noted that Special Ed bus costs have gone down by the cost associated with 1 yellow bus.

D Gronich noted that requests for Boosters to cover transportation costs are up and asked the school to work with campus groups to coordinate funding with monies already allocated.

- H. 2023-24 Transportation – Transportation rate increases were discussed and debated. R Rodman made a motion that the transportation rate increases 14% to \$285D for the “to”/“from” buses to cover expected increased Transportation CPI in Los Angeles, potential other vendor cost increases and late buses. C Heisen seconded the motion. All in favor: C Heisen, D Gronich, R Rodman, S Margiotta. All opposed: M Batts-King. There were no abstentions.



PALISADES

CHARTER HIGH SCHOOL

PCHS Transportation Scholarship Fund was discussed and debated. S Margiotta made a motion to increase the scholarship fund 14% (%21,000) to \$171,000 for the 2023/2024 school year, however to be lockstep with ultimately reported increase per student costs. C Heisen seconded the motion. The motion passed unanimously with members present (N Kojoonwaeze was absent for the vote). There were no abstentions.

V. **OTHER:**

Date of Next Regular Meeting: March 13, 2023.

Meeting adjourned at 6:42 pm.

Coversheet

Staff and Substitutes Update

Section: V. PCHS Staffing Update
Item: A. Staff and Substitutes Update
Purpose: FYI
Submitted by:
Related Material: Board Report_Substitute Report 02_28_2023.pdf



PALISADES CHARTER HIGH SCHOOL

Human Resources Report Board of Trustees Meeting February 28, 2023

Substitute Teacher Report

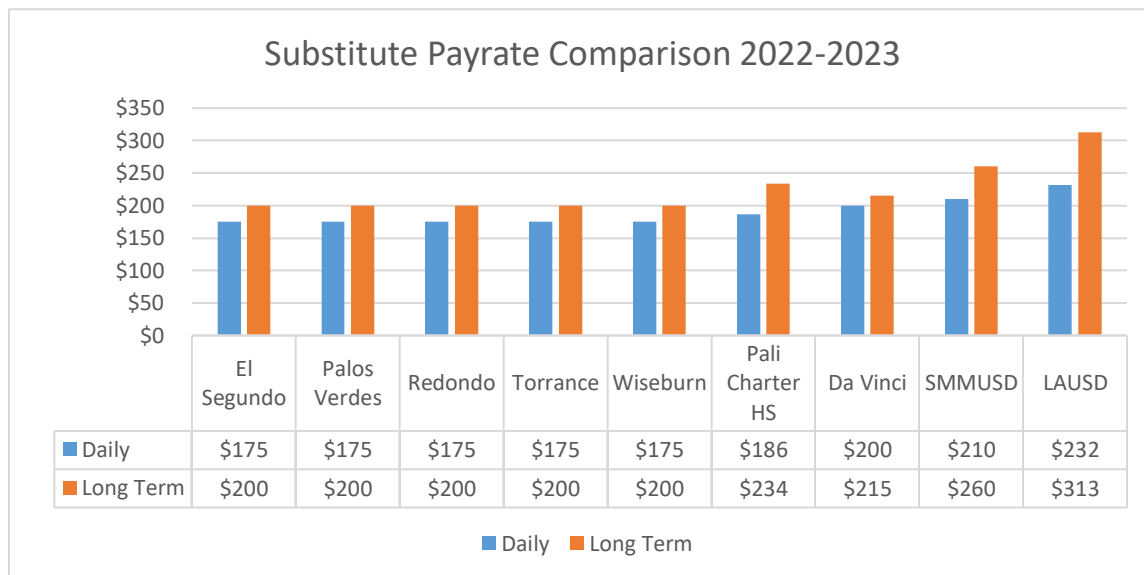
“As California school districts face a substitute shortage so severe that some officials fear temporary school closures, some district staff are playing musical chairs to fill positions.” Ed Source 9/30/2021

“California school districts have struggled to find enough substitute teachers to take over classrooms for absent teachers since the Covid-19 pandemic closed school campuses. Since then many substitute teachers, who are only paid for the days they work, quit or found jobs elsewhere.” Ed Source 1/17/23

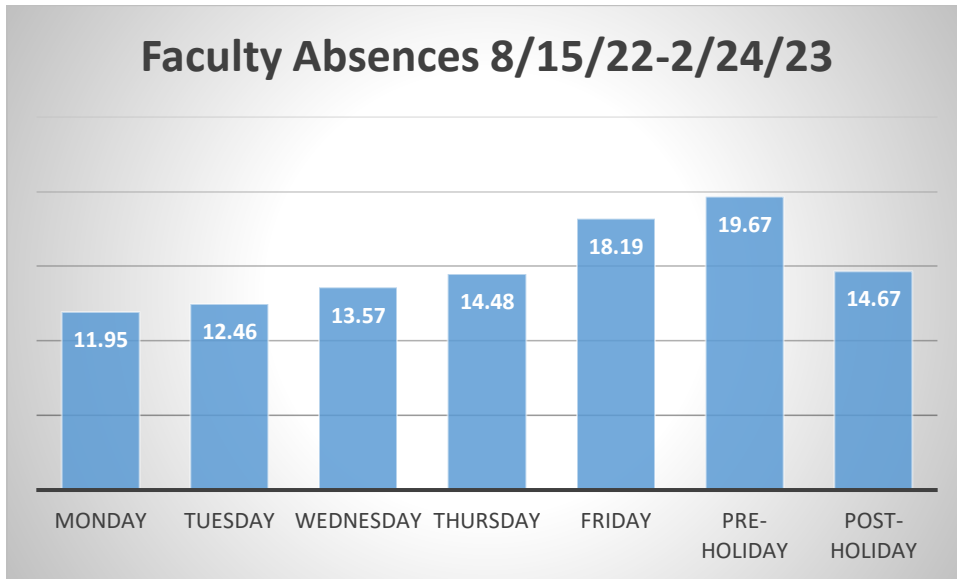
Like other California schools, Pali High has faced challenges staffing classrooms with qualified substitutes when teachers have been absent this year. The location of our campus poses a challenge to attracting substitutes due to the cost of housing in the area. The Human Resources Department has taken the following steps to fill vacancies when they occur:

- Substitute Teacher positions have been posted on Ed Join and substitutes have been consistently hired throughout the school year.
- Contracts have been maintained with private agencies (Teachers on Reserve and Cross Country) to provide additional coverage.
- Pali teachers have been asked to cover vacancies during their conference periods for the contractual \$50 compensation.

One area that may be considered is the substitute payrate.



Another area that could be considered is attention to faculty absences. Due to many different circumstances, 24 PCHS teachers have met or exceeded their 10-day leave allotment as of February 24, 2023. We have also seen a consistent pattern of excessive absences on Fridays and on days preceding school holidays.



Coversheet

Proposed 2023-2024 School Calendar

Section: VI. Academic Excellence
Item: A. Proposed 2023-2024 School Calendar
Purpose: Vote
Submitted by:
Related Material: PCHS Proposed Calendar 2023-2024.pdf

2023-24 School Year Important Dates

August 14:	First day for teachers (Professional Development)
August 15:	Professional Development
August 16:	First day for students ALL CLASSES MEET DAY
Sept. 1:	Admissions Day
Sept. 4:	Labor Day (Holiday)
Sept 25:	Yom Kippur (Unassigned Day)
Nov. 11:	Veteran's Day
Nov. 20-24:	Thanksgiving Break
Dec. 12-14:	Finals
Dec. 14:	Last day of first semester
Dec. 15:	Last day for teachers (Pupil Free Day)
Jan. 8:	First day of second semester (teacher's only/prof. development)
Jan. 9:	First day of second semester ALL CLASSES MEET DAY
Jan. 15:	MLK Day (Holiday)
Feb. 19:	President's Day (Holiday)
March 22:	Unassigned Day
Mar. 25-29:	Spring Break
April 1:	Cesar Chavez Day (Unassigned Day)
May 27:	Memorial Day
June 3-5:	Finals (last day for students)
June 6:	Last day for teachers (Pupil Free Day) Graduation

Coversheet

School Accountability Report Card (SARC)

Section: VI. Academic Excellence
Item: B. School Accountability Report Card (SARC)
Purpose: FYI
Submitted by:
Related Material: SARC 21-22.pdf

Palisades Charter High

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	15777 Bowdoin St. Pacific Palisades, CA , 90272-3523	Principal:	Pamela Magee
Phone:	(310) 230-6623	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

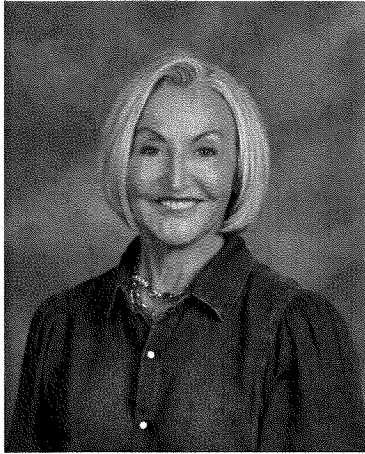
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Pamela Magee

Principal, Palisades Charter High

About Our School



Greetings from our beautiful school by the sea!

Palisades Charter High School (PCHS) is a high-performing, comprehensive high school serving approximately 2,970 geographically diverse students from more than 100 zip codes throughout the Los Angeles area and neighboring counties. Additionally, the PCHS student population is culturally diverse with approximately 30 languages other than English spoken at home and over 44% of students with diverse backgrounds and ethnicities represented. 27% percent of students are eligible for the National School Breakfast and Lunch Program. A charter school since 2003, Palisades Charter High School is one of the pioneering high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS is a California Gold Ribbon School, a California Distinguished High School, and is recognized by Newsweek, U.S. News and World Report, and LA Magazine.

An important characteristic of California's charter school landscape is the distinction between schools that operate as a non-profit public benefit corporation—called "independent" charters—and ones that, similar to traditional public schools, are governed by the district board—called "affiliated" charters. Independent status allows the school stakeholders and governing board to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back to School Retreat held in August. During this important retreat, the school board trustees and administrators partner with stakeholders to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, a Western Association of Schools and Colleges' accreditation, and renewal of our charter from Los Angeles Unified, which is the school's charter authorizer. In these important reviews, PCHS has been affirmed in the maintenance of a financially sound budget and expansion of a diverse and robust academic program.

Palisades Charter High School is ranked as a stand-out school both nationally and locally. PCHS maintains high engagement in Advanced Placement courses, and Dual Enrollment courses with West Los Angeles Community College and Santa Monica Community College. Students can choose from many AP, honors, and college-prep courses offered in a variety of disciplines and can enter academic programs such as Career Technical Education, Pali Academy, and Virtual Academy. PCHS has award-winning visual and performing arts, business, and athletic teams. Every student is offered a personal digital device for use at school and at home to assist in their development of academic skills, practical skills, and soft skills to empower them to be successful lifelong learners and productive, responsible citizens in a diverse and changing society.

An exceptional school succeeds only if it has the full engagement of all stakeholders - students, families, faculty and staff, alumni, community members, and friends - who support our mission. Thank you for your dedication to ensuring Pali High's excellence for years to come!

With Dolphin Pride,

Dr. Pam Magee

Executive Director/Principal

Contact

Palisades Charter High
15777 Bowdoin St.
Pacific Palisades, CA 90272-3523

Phone: (310) 230-6623

Email: pmagee@palihigh.org

Contact Information (School Year 2022–23)**District Contact Information (School Year 2022–23)**

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	http://palihigh.org

School Contact Information (School Year 2022–23)

School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, CA , 90272-3523
Phone Number	(310) 230-6623
Principal	Pamela Magee
Email Address	pmagee@palihigh.org
Website	http://palihigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

Independent charter status allows the governing board and educational partners to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back-to-School Retreat held in August. During this important retreat, the school board trustees and administrators collaborate with educational partners to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, a Western Association of Schools and Colleges' accreditation, and renewal of our charter from Los Angeles Unified, the school's charter authorizer. In these important reviews, PCHS has been affirmed in the maintenance of a financially sound budget and expansion of a diverse and robust academic program.

The Schoolwide Goals are closely aligned with the LCAP Goals and WASC Action Plan for Equity. All of these goals are reviewed and updated in monthly Long Term Strategic Planning Committee and Board of Trustees meetings. These goals are the basis of the school's short and long term budget development.

Schoolwide Goals:

Academic Achievement

PCHS will focus on its educational program by reevaluating and updating existing courses and instructional practices to include innovative and relevant content. PCHS's curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will explore the expansion of courses to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.

Communication

PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.

In order to make school-wide updates more accessible and convenient, PCHS will group weekly updates in specific categories across the multiple PCHS platforms.

Diversity

PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.

Fiscal/Budget

PCHS will identify and adopt cost-effective priorities to achieve 21st-century student-focused education. PCHS will do this with complete transparency and accountability while maintaining a balanced budget and cash reserve levels of 5%+ and providing monthly and annual reporting measurements.

Student Socio/Emotional Well-being

PCHS will continue to cultivate and explore opportunities for social-emotional wellness, development of life skills, and stress management both inside and outside the classroom.

LCAP Goals:

Increase Proficiency and Academic Achievement

Prepare graduates for post-secondary experiences

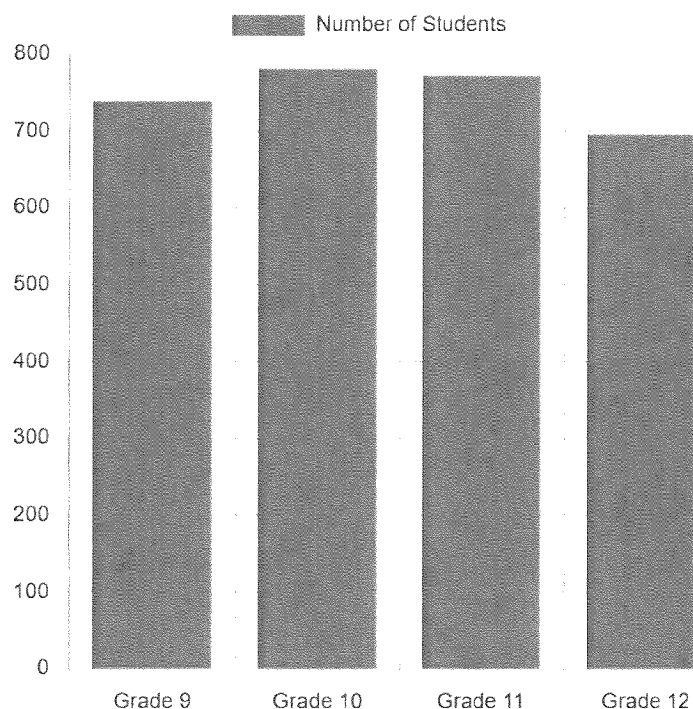
Safe and Positive School Environment

Modernization

Last updated: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	739
Grade 10	781
Grade 11	772
Grade 12	696
Total Enrollment	2988



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/26/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.80%
Male	50.90%
Non-Binary	0.20%
American Indian or Alaska Native	0.10%
Asian	5.30%
Black or African American	9.10%
Filipino	0.90%
Hispanic or Latino	21.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	6.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.80%
Foster Youth	0.10%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	28.00%
Students with Disabilities	8.40%

Student Group	Percent of Total Enrollment
White	55.80%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.60	86.12	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.79	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	5.56	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.33	1060.30	3.90	12115.80	4.41
Unknown	9.00	7.19	1651.30	6.07	18854.30	6.86
Total Teaching Positions	126.10	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	7.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.40	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.40	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption						From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Class	Grade	Title	Publisher	Copyright	ISBN	0%	
Reading/Language Arts	English 10	10	Elements of Literature 4th Course	Holt, Rinehart, and Winston	2000	0030520630		
	Literature Analysis	11	Elements of Literature 5th Course	Holt, Rinehart and Winston	2000	0030520649		
	AP Language	11	Adventures in American Literature	Holt, Rinehart and Winston	1996	0030986362		
	AP Literature	12	Perrine's Literature Structure, Sound, and Sense	Thomson Higher Education	2006	141300654-X		
	English 12	12	The Compact Reader	Bedford/ St. Martin's	2011	0312609604		
Mathematics	Algebra 1A or 1B		Algebra 1: Common Core	Pearson	2015	09780133283136		
	Geometry 1A or 1B		Geometry: Common Core	Pearson	2015	0133281159		
	Algebra 2A or 2B		Algebra 2: Common Core (green cover)	Pearson	2015	0133281167		
	Math Analysis		Precalculus with Trig Concepts	Key curriculum Press	2007	1559537884		
	Honors Math Analysis		Precalculus and Discrete Mathemaatics	UChicagoSolutions	2016	9781943237128		
	Adv. Math Concepts		Functions, Statistics and Trigonometry	UChicagoSolutions	2016	9781943237		
	Calculus		Calculus: Graphical, Numeric, Algebraic	Scott Foresman Addison Westley	1999	0201324458		
	AP Calculus		Calculus: Graphical, Numeric, Algebraic (AP Edition)	Pearson	2020	9781418300203		
	AP Calculus		Multiple Choice and Free Response in prep for AP Calc (BC)	D and S marketing systems	2003	9781418300203		
	AP Calculus		Multiple Choice and Free Response in prep for AP Calc (AB)	D and S marketing systems	2016	9781934780428		

Subject	Textbooks and Other Instructional Materials/year of Adoption					From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
		AP Statistics	The Practice of Statistics	WH Freeman and Company	2008	O716773090	
Science	Class	Grade Title	Publisher	Copyright	ISBN		0%
	Medical Terminology	Hole's Human Anatomy & Physiology	Mc Graw Hill Glencoe	2003	O073211877		
	Biology	Biology	Savvas	2020	9781418283087		
	AP Biology	Biology in Focus	Pearson	2014	O321813804		
	Physics	Physics	Prentice Hall	1998	O136119719		
	AP/H Physics	Physics for Scientist & Engineers with Modern Physics	Pearson Prentice Hall	2009	O131495089		
	Chemistry	Modern Chemistry	Holt, Rinehart and Winston	2005	O030565375		
	H Chemistry	General Chemistry: The Essential Concepts	Mc Graw Hill	2008	O073048518		
	AP Chemistry	Chemistry	Thomson Brooks/Cole	2012	111157734X		
	AP Enviro. Science	Environmental Science : A Global Concern	Mc Graw Hill	2018	O9780076806799		
	Honors Enviro. Science	Enviromental Science	Prentice Hall	2011	O9780133724752		
	Physiology	Essentials of Human Anatomy & Physiology	Pearson	2022	9780137321599		
	Neuroscience	Neuroscience	Wolters Kluwer	2016	9780781778176		
	Astronomy	The Cosmos:Astronomy in the New Millennium	Thomson Brooks/Cole	2004	O53439550		
History-Social Science	Class	Grade Title	Publisher	Copyright	ISBN		0%
	AP US History	11 America's History for the AP Course	Bedford, Freeman& Worth	2021	9781319281151		
	AP US History	11 United States History (Advanced Placement Edition)	Perfection Learning	2022	9781690305507		

Subject	Textbooks and Other Instructional Materials/year of Adoption					From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP American Government	12	American Government Cases and Readings (19th edition)	Longman	2012	O205116140	
AP European History		A History of Western Society- 17th Edition	Bedford, Freeman& Worth	2017	O9781319035983		
AP World History	10	Traditions & Encounters	Mc Graw Hill	2008	9780007330679		
World History	10	World History	Houghton Mifflin Harcourt	2018	9780544668225		
US History	11	American History	Mifflin Harcourt	2018	O9780544454194		
US History	11	The Americans	Holt Mc Dougal	2012	O9780547491158		
Principles of American Democracy	12	United States Government	Houghton Mifflin Harcourt	2018	O9780544742680		
Economics	12	Economics Concepts and Choices	Holt McDougal	2011	O9780547082943		
Philosophy		Sophie's World	Farrar, Straus, Giroux	2007	9780374530716		
AP Human Geography		The Cultural Landscape: An Introduction to Human Geography	Pearson	2020	9780135165966		
AP Psychology		Myers' Psychologlogy for the AP Course	Bedford, Freeman& Worth	2021	9781319362546		
AP Macroeconomics		Krugman's Macroeconomics for the AP Course	Bedford, Freeman& Worth	2019	9781319113285		
Foreign Language	Class	Grade Title	Publisher	Copyright	ISBN		0%
	Spanish 1	Realidades 1	Prentice Hall	2008	O131340913		
	Spanish 2	Realidades 2	Prentice Hall	2008	O131340921		
	Spanish 3	Realidades 3	Prentice Hall	2008	O131340948		
	AP Spanish	Temas	Vista Higher Learning	2014	9781618572226		

Subject	Textbooks and Other Instructional Materials/year of Adoption					From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP Spanish	Azulejo	Wayside	2012	9781983026225		
French 1	Discovering French 1	McDougal Little	2004	O395874823			
French 2	Discovering French 2	McDougal Little	2004	O395874890			
French 3	Discovering French 3	McDougal Little	2004	O395874866			
French 4	Tresors du Temps	Glencoe McGraw Hill	2005	OO78606551			
French 4	Reprise	Glencoe McGraw Hill	2004	OO78460530			
AP French	AP French	Pearson	2012	O133175370			
AP French	Themes	Vista	2016	9781680040272			

Health 0%

Visual and Performing Arts	Class	Grade Title	Publisher	Copyright	ISBN	0%
	Foods	Nutrition & Wellness for Life	Goodheart-Wilcox	2012	9781605254463	
	AP Computer Science	AP Computer Sci A Premium 2022-23	Barrons	2022	9781506264158	
	AP Computer Science	Fundamentals Course of Java	Technology	2011	O538744928	
	Child Development	The Developing Child	Glenco/McGraw-Hill	2016	O9780021399994	
	Drawing/Painting	Discovering Drawing	Davis Pub.	2000	O871922819	
	Drawing/Painting	Exploring Painting	Davis Pub.	2003	O871926008	
	Drawing/Painting	Anatomy of Masters	Watson Guptill	2000	O823002810	
	Drawing/Painting	Drawing Dynamic Hands	Watson Guptill	2002	O823013677	
	Drawing/Painting	Drawing Hands & Feet	Search Press	2005	9781844480715	
	Drawing/Painting	Drawing the Nude	Search Press	2007	9781844482443	

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Drawing/Painting	All about techniques in Barrons	2004	O764157108		
Drawing/Painting	Shortcuts & Artist's secrets	Walter Foster	2011	O9781600582028		
Drawing/Painting	The Art of Basic Drawing	Walter Foster	2005	O9781560109136		
Drawing/Painting	Human anatomy made amazingly easy	Watson Guptill	2000	O823024970		
Drama	Acting means Doing!	Cavanaugh	2012	1477491597		
Drama	Respect for Acting	Wiley	2008	9780470228487		
Drama	The Everything Guide to Comedy Writing	Adamsmedia	2009	9781605501680		
Science Lab Eqpmt (Grades 9-12)	N/A				N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/25/23

School Facility Conditions and Planned Improvements

A. Describe the Safety, Cleanliness, and Adequacy of the School Facility:

The school is maintained and cleaned daily to remain safe and clean learning and working environment. Although the facility is aging, its infrastructure is in good working condition and some significant infrastructure upgrades and modernization projects are underway for HVAC and underground utilities. However, the internal electrical panels are old and at or near capacity, the internal plumbing piping is very old and would benefit from replacement, the Central PA & Bell system is operating but will very soon need to be replaced due to aging. The old school physical lock-n-key system would be helpful to modernize with a modern office/hotel style card-key system.

B. Description of any planned or recently completed facility improvements:

HVAC & Utilities underground piping upgrades (replacement) have recently been completed for domestic water, boiler-based hot water heating system, and gas, and an HVAC overhaul in the gym is also in progress and about 50% completed. The classroom buildings and classrooms do not have Air-Conditioning which is often problematic in Aug-Oct and May/Jun, and the Building Mechanical Rooms are in need of upgrade/modernization. This is a potential project being investigated by LAUSD at this time and is hoped to start in late 2024 or early 2025. Significant Athletic Facilities improvements being investigated for the Pool (decking and plaster), Baseball Field (artificial turf) and tennis courts (new construction). A number of smaller scale capital improvements to be budgeted for next year through our standard budgeting process.

Most of the 18 supplemental classrooms that are in 9 trailers/bungalows are very old and not in very good working condition. They're functional, but not too good. A lot of ongoing maintenance and inadequate space are major problems. PCHS would really benefit from replacing these with either new pre-fab two-story modular classrooms, or having a new classroom building built in their place. Ideally the 18 Classrooms to be replaced in the same/similar footprint with 4-5 Pre-Fab 2-Story Modulares with 4 Classrooms per Floor (8 Classrooms per Modular), for a total of 32-40 Classrooms

Many classrooms also need furniture replacements of 20-30 year old desks and tables, and also need additional electrical infrastructure and charging stations for student devices (Laptops, Tablets, Phones, etc.)

Additional items are described in the "Description of repair status for systems listed" section.

Donation funded water fountain project that will see new Elkay fountain + bottle filler installed at 6 locations is also in progress and hoped to finish this school year. Most of the working water fountains remain in reasonable working condition (a few are newer and in very good condition)

Student & Adult restroom renovations would also be very welcome. Some were renovated via a donation a few years ago, but most are still very old/tired and would be good to update.

School Safety Plan

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Safety Committee, Operations Department, Administrators and ultimately reviewed/approved by the Board of Trustees. This year's plan was reviewed/updated in September 2022 and is undergoing additional updates for Spring Semester.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly.

The SEOP is also available for access/review on PCHS's website for all stakeholders. Safety Drills conducted regularly for Fire, Earthquake, Active Intruder, Airborne Exposure, Medical incidents and a Hold ads a precautionary state before a Lockdown or Evacuation. A schedule of drills is provided at the start of each semester and exists on the school's Master Calendar available to all stakeholders.

https://palihigh.org/apps/pages/?type=d&uREC_ID=542626&pREC_ID=1042757

Last updated: 2/1/2023

Last updated: 2/15/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	<p>1. Gas lines previously needed repair/bypass/replacement but are now replaced with new for our out-of-building lines as part of a CA/LAUSD Bond-Funded Underground Utility Piping Replacement Project. A future project will address piping within buildings. 2. Mechanical/HVAC – Ventilation is in good working order, and MERV13 Filters being utilized and checked/replaced regularly. Heating system is in OK condition – While the under-ground infrastructure has been upgraded, until the in-building infrastructure is upgraded to, the system still has issues in delivering consistent heat to all Buildings/Rooms. These in-building heating pipes will also be replaced by the above mentioned LAUSD project. There is No A/C System in the original/core Classroom Buildings, though a future Campus-Wide A/C Project is being planned by LAUSD (the classrooms are in certain need of a Centralized A/C System implementation). 3. Sewer service/system is in good working order. A few drainage system clogs from time to time, usually due to tree roots or students stuffing things down toilets, but those are remediated as they occur. 4. Plumbing system in adequate working order. In-Building infrastructure is aged and at end of its useful life and is under hoped-for repair/replacement via the above mentioned LAUSD Project. However, the In-Building Plumbing Infrastructure was not replaced via the recently completed LAUSD Project, and will be the main component of the Plumbing System that has not been modernized, and should be. 5. General electrical service and infrastructural working and in good working condition, but most of our Building and Area electrical panels are at or near capacity. The Central PA, Clock & Bell system is operating, but will very soon need to be replaced due to aging. 6. The old school physical lock-n-key system would be helpful to modernize with an office/hotel style card-key system.</p>
Interior: Interior Surfaces	Good	<p>Classrooms and offices continuously need updated painting, and exterior of School is in need of Painting Maintenance. School continues to prepare a new deferred maintenance plan, and try its best within limited budget to address painting/flooring/furniture in that process. The Library, Student Cafeteria and Staff Cafeteria are all also in significant need of modernization and upgrade.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Pest mitigation performed weekly and as needed. Campus cleanliness is prioritized by facilities and janitorial staff and mainly executed by custodians.</p>
Electrical: Electrical	Good	<p>General electrical service and infrastructural are in good working condition, but most of our Building and area internal electrical panels are at or near capacity. The Central PA & Bell system is operating adequately, but will very soon need to be replaced due to aging wiring.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	1. Restrooms are generally in good working order other than the above mentioned plumbing infrastructure issues. 2. Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 3. Many of the Restrooms, for Students & Adults, are old and aging and everyone would benefit from modernization. 4. As mentioned above, In-Building Plumbing Infrastructure was not being replaced via the recently completed LAUSD Project, and will be the main component of the Restroom & Plumbing System that has not been modernized, and should be. 5. Most of the working water fountains are in reasonable working condition (a few are newer and in very good condition), but some are either no longer operational or very aged and need repair/replacement. Some, but not a lot, are being modernized now via a donation, but many old/aging water fountains should be replaced and modernized with reusable bottle fillers.
Safety: Fire Safety, Hazardous Materials	Good	1. Annual fire safety inspection occurred this past summer for this school year. No major issues reported and all minor issues were addressed in a timely manner. Fire system preventative and reactive maintenance is performed by a certified fire system specialist. 2. PCHS maintains a School Safety Chemicals and Hazardous Materials Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. 3. Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.
Structural: Structural Damage, Roofs	Good	1. All permanent buildings are in good working condition, but all are now 62 years old and aging. Temporary structures (bungalows) are in deteriorating condition and at the end of their useful life and should soon be replaced with new 2-Story Pre-Fab Modular Units or permanent buildings. Bungalow repairs are executed on a regular basis. 2. All permanent building rooves are in decent working condition, though at the end of their typical 20-25 years useful life and should be replaced very soon. If that is not done, the protective covering of original architecturally designed building connections needs enhancement to help with slightly longer-term protection.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	1. Grounds in good working condition. Lower campus open space areas need to be addressed and are slated for work with LAUSD. Sloped parking lot has many areas with ruts and potholes that need to be repaired and resurfaced (re-paved) and restriped. 2. Playgrounds/Blacktop in decent working condition, but also toward the end of their useful life and should be completely redone soon. 3. Windows/Doors/Gates/Fences in good working condition. Longer-Term perimeter fencing should be installed at the front of the school, and aging fencing on 2 of the 4 sides of the property are old and will need replacement soon. 4. Baseball Field would ideally get artificial turf, or need significant drainage and sprinkler repairs.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/15/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	69%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	42%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/26/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	763	710	93.05	6.95	69.30
Female	385	357	92.73	7.27	73.39
Male	378	353	93.39	6.61	65.16
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	85.00
Black or African American	80	73	91.25	8.75	47.95
Filipino	--	--	--	--	--
Hispanic or Latino	146	142	97.26	2.74	54.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	88.89
White	419	381	90.93	9.07	73.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	189	92.20	7.80	51.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	35	66.04	33.96	34.29

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	763	717	93.97	6.03	42.12
Female	385	359	93.25	6.75	36.77
Male	378	358	94.71	5.29	47.49
American Indian or Alaska Native	0	0	0	0	0
Asian	40	39	97.50	2.50	79.49
Black or African American	80	73	91.25	8.75	9.59
Filipino	--	--	--	--	--
Hispanic or Latino	146	139	95.21	4.79	20.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	57.14
White	419	392	93.56	6.44	48.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				0	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	190	92.68	7.32	25.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	41	77.36	22.64	17.07

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/23

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT				28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2191	2095	95.62	4.38	34.32
Female	1060	1013	95.57	4.43	32.28
Male	1131	1082	95.67	4.33	36.24
American Indian or Alaska Native	--	--	--	--	--
Asian	131	131	100.00	0.00	61.07
Black or African American	201	195	97.01	2.99	9.23
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	468	456	97.44	2.56	18.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	125	115	92.00	8.00	47.83
White	1238	1171	94.59	5.41	39.69
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	601	583	97.00	3.00	19.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	144	82.29	17.71	13.29

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/23

Career Technical Education (CTE) Programs (School Year 2021–22)

?

CTE Programs Offered at Pali High

1. Business
2. Computer Programming
3. Digital Media / Journalism*
4. Filmmaking*
5. Performing Arts - Drama
6. Performing Arts - Music
7. Photography

*Denotes a new pathway for the 2021-22 school year

CTE Program Sequence of ClassesBusiness:

- Business Enterprise 1 A/B
- Business Enterprise 2 A/B (Capstone)

Computer Programming:

- AP Computer Science Principles A/B
- AP Computer Science A/B (Capstone)

Digital Media / Journalism:

- Journalism 1 A/B
- Journalism 2 A/B
- Advanced Digital Journalism A/B (Capstone)

Filmmaking:

- Filmmaking 1 A/B
- Filmmaking 2 A/B (Capstone)

Performing Arts - Drama:

- Introduction to Theater A/B
- Theater Improvisation A/B
- Advanced Drama A/B (Capstone)

Performing Arts - Music:

- Orchestra A/B
- Symphony Orchestra A/B
- Jazz Ensemble A/B
- Business of Music A/B
- AP Music Theory A/B (Capstone)

Photography:

- Photography 1 A/B
- Photography 2 A/B
- Yearbook A/B
- AP Studio Art 2D (Photo) A/B (Capstone) -OR- AP Studio Art 3D (Photo) A/B (Capstone)

Palisades Charter High School's CTE programs and classes support academic achievement across our entire campus. All of our CTE courses are aligned to the California CTE Model Curriculum Standards including alignment with the twelve Standards for Career Ready Practice. Throughout the school year our CTE teachers often collaborate with our English, Science, Math, and Social Science faculty to develop and delivery cross-curricular lessons and experiences.

All CTE courses satisfy requirements for graduation. All classes with the exception of courses within our Business Pathway, satisfy the UC/CSU A-G entrance requirements.

During the 2021-22 school year, Palisades Charter High School provided students with the opportunity to take a Work Experience Education course through a Dual-Enrollment with West Los Angeles College. This partnership with West Los Angeles College has been welcome change for our Work Experience Education course, We anticipate an increase in course enrollment in the 2022-23 school year and beyond.

During the Spring 2022 semester, Palisades Charter High School committed to creating a part-time CTE Coordinator role using a TOSA. This coordinator was critical in evaluating our CTE programs holistically, and working with our teachers, students, and administration to ensure the needs of all students are met. We have created plans to incorporate units that address soft-skill development, career readiness skills, and career explorations into our entry-level CTE courses, with future plans to target our 9th grade population in the POD program.

Palisades Charter High School ensures equitable access and successful outcomes for all students in our Career Technical Education program. The newly-created CTE Coordinator position has been crucial to this.

Our CTE coordinator:

- Works with counselors and teachers to ensure course descriptions, pre-requisites, and curriculum are aligned
- Collaborates with the leaders of our Black Student Union, Fuerza Unida, and other groups on campus to ensure the success students in our special populations
- Promotes new CTE courses and pathways to all students and families
- Meets with CTE students separately from the guidance counselors to offer support and guidance on CTE-specific classes
- Works with students to develop resumes, cover letters, and interview skills

Each year, our CTE faculty complete a self-evaluation of their own program as part of our Perkins grant cycle. We ask our faculty to review their curriculum, with their industry partners and assess for relevancy and accuracy. Curriculum mapping revisions and program effectiveness are at the forefront of targeted areas of focus for the 2022-23 and 2023-24 school years. CTE teachers will collaborate with each other, the CTE coordinator, Director of Academic Achievement, and their industry partners throughout this process to create a clear, concise set of standards addressed in each course broken down by unit.

Each unit on the curriculum maps will contain to the following:

- California Standards for Career Ready Practice
- CTE Industry Standards
- Specific Math/English/Science standards using the Academic Alignment Matrices
- Potential Work-based Learning opportunities included
- Potential alignment with other standards to achieve an industry recognized certification
- Recommended interventions and modifications for students with special needs

CTE advisory committee industries represented: Business, Technology, Digital Medias, Journalism, Performing Arts, and Photography. Primary representative of the Advisory Committee: Tyler Farrell.

?Updated: Jan. 31, 23

Last updated: 1/31/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	820
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

Last updated: 1/31/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.90%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	96.68%

Last updated: 1/26/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	%	%	%	%	%
9	96.89%	96.89%	96.89%	96.89%	96.89%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

1. Parents are involved in school activities through the extracurricular programs their children are involved in.
2. Parents are involved in school activities through the curricular programs their children are involved in.
PCHS Multilingual Program
Virtual Academy
Pali Academy
3. Parents are given opportunities to be involved in school governance and school operational committees, such as the PCHS Long-term Strategic Planning Committee.
4. School parent organizations offer activities: PTSA, PCHS Educational Foundation, and PCHS Booster Club.
PTSA Co-President, Keri Kraft and Fati Adeli
PCHS Education Foundation, Michael Rawson and Rene Rodman
PCHS Booster Club: paliboosters@gmail.com | rod264@aol.com (Dick Held, President)
5. PCHS has student, parent, staff coalitions for student support and parent education: The Village Nation and Fuerza Unida
Village Nation: Dr. Crystal Adams
Fuerza Unida: Myrna Cervantes
6. PCHS holds parent outreach meetings at offsite locations as well as onsite on Saturdays for parent education and communication.
7. PCHS hosts an Open house and Showcase Night with access to parent and student organizations.
8. PCHS College Center maintains a calendar of meetings for parent education and outreach.
College Center
9. PCHS Admissions' Office holds parent tours and presents at roadshows to inform potential parents about the school and parent engagement opportunities.
Admissions' Office
10. PCHS Counselors' Office hosts parent education night to help parents navigate through the school and introduce college and career options.
Counseling Office
11. Pali Parent Special Education Committee (PPSEC): The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets biannually and provides participants with training and a forum in which they may discuss their children's specific needs.
12. PCHS sponsors and hosts FACTOR training for Pali parents and students who participate in 5-6 Saturday classes that explain how to engage in school and complete A-G requirements for universities and college.
13. The Academic Achievement Team engages parents in seminars to learn the schools SIS and LMS platforms.
14. Parents play an important role in preparing the weekly school news letter that goes out to the school community.

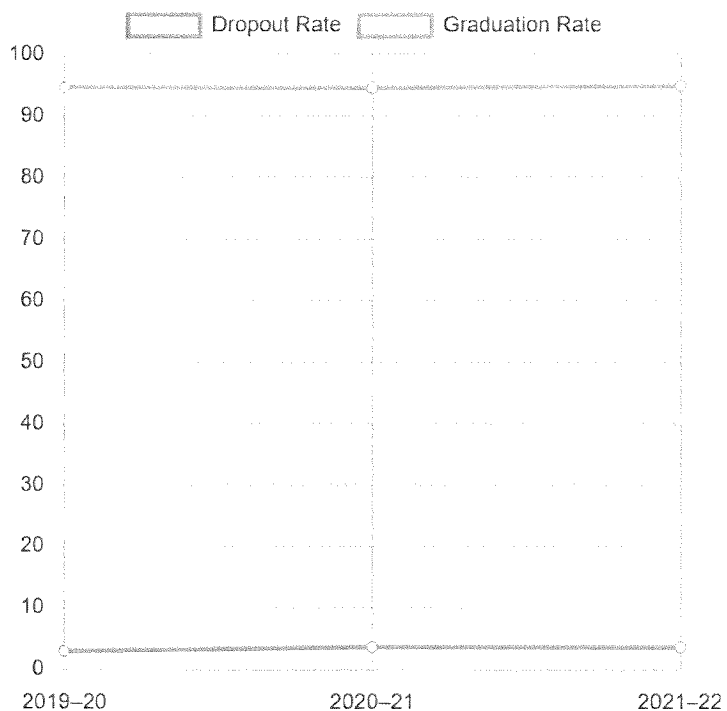
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	3.00%	3.69%	3.63%	%	8.9%	7.8%	8.9%	9.4%	7.8%
Graduation Rate	94.68%	94.6%	95.0%		82.9%	87.4%	84.2%	83.6%	87.0%



Last updated: 1/30/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	716	680	95.0
Female	321	307	95.6
Male	395	373	94.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	42	42	100.0
Black or African American	53	52	98.1
Filipino	--	--	--
Hispanic or Latino	163	154	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	442	417	94.3
English Learners	11	9	81.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	259	244	94.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	74	69	93.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/27/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3026	3005	380	12.6
Female	1481	1470	196	13.3
Male	1538	1529	184	12.0
American Indian or Alaska Native	4	4	3	75.0
Asian	161	161	8	5.0
Black or African American	273	271	34	12.5
Filipino	28	28	2	7.1
Hispanic or Latino	661	660	101	15.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	198	198	25	12.6
White	1695	1678	206	12.3
English Learners	39	39	5	12.8
Foster Youth	2	2	2	100.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	895	892	153	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	268	264	51	19.3

Last updated: 1/26/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.29%	1.97%	0.44%	0.30%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/25/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	1.33	0.00
Male	2.54	0.00
Non-Binary	8.33	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.15	0.00
Black or African American	5.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.09	0.00
White	1.04	0.00
English Learners	4.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.76	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

2022-2023 the dates on which the school safety plan was last annually reviewed: 9/20/22

Last date it was updated and Board approved: 9/20/22

Last date it was discussed with the faculty/staff: 9/6/22

Brief description of the "key elements" of the safety plan:

PCHS incorporates the following key elements in the SEOP: 1. Alignment with Federal, State and Local safety preparedness goals and legal requirements, 2. Description of school safety programs, which create a safe and supportive school environment for our students, 3. Detailed emergency preparation, including organizational roles/responsibilities and drill programs which focus on mitigation and prevention, 3. Response procedures,

describing general actions to take in the event of an emergency, as well as during recovery, and 4. Disaster Plans, including annexes which address threat/hazard planning, as identified by the PCHS Safety Committee. (BK DRAFT)

https://palihigh.org/apps/pages/?type=d&uREC_ID=542626&pREC_ID=1042757

Last updated: 2/1/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	34	34	51
Mathematics	23.00	44	45	30
Science	29.00	21	25	55
Social Science	26.00	31	30	47

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	36	51	39
Mathematics	25.00	36	33	38
Science	30.00	18	24	56
Social Science	24.00	41	30	45

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	36	57	28
Mathematics	23.00	44	31	33
Science	28.00	18	43	35
Social Science	24.00	40	42	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	287.31

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.80

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$0.00	--	--	--
District	N/A	N/A	\$8796.00	\$0.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/23

Types of Services Funded (Fiscal Year 2021–22)

1. Academic Counseling: additional counselor and interventionists
 2. Study Center with free tutoring services, both adult and peer tutoring
 3. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed 4 math paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week.
 4. College Center fully staffed with 3 counselors
 5. Fuerza Unida Program: Community Coalition for Latinx students and FACTOR a parent/student program to navigate high school preparedness for college admission
 6. The Village Nation Program: Community Coalition for African American/Black students and Black Mens Group
 7. The Multilingual Program: Parent and student support for English language learner. The implementation of the Los Angeles Unified School District English Learner Master Plan in 2018 significantly changed the delivery of instruction and instructional support for English Learners
 8. Virtual Programs
 - a) Virtual Academy and Credit Recovery Program
 9. Pali Academy Program: Pali Academy maintains an enrollment of between 40 to 75 students who are typically at least one semester behind in credits. Pali Academy provides students with a small learning community that features flexible class schedules, self-paced academic work and a blended learning environment that provides students with a range of credit recovery options not available in the traditional PCHS program
 10. Psychologist (full time)
 11. Autism specialist and Mental Health specialist
 12. 4 Social Workers
 13. 2 RNs in the Health Office
- By prioritizing items on the Health budget, PCHS increased its nursing staff to two full-time positions, allowing this critical support office to serve more students during the school day, to participate in mandated IEP meetings, and to take a more proactive approach in training teachers how to deal with potential classroom medical emergencies resulting from food allergies, epileptic episodes, diabetes, or concussions. The nursing staff has also been able to implement and train the staff in school-wide protocols for issues ranging from COVID-19 safety to first aid.
14. Westside Mobile Health Clinic
- PCHS contracts with Westside Health Services, whose mobile unit is on-site once a month to address student needs such as birth control, STD prevention and diagnosis, and counseling on teen medical issues.
15. Library with a full-time librarian
 16. Campus Unification Director(CUD)
- The Campus Unification Department (CUD) was born out of the necessity to cultivate a positive campus and classroom climate, encourage open and productive discussions about campus diversity, and promote a peaceful resolution to campus conflict. Just as students are learning about mathematics, science, technology, and history, etc.; PCHS staff can expose students to the advancements in social human evolution and the life skill of how to effectively engage in healthy dialogue and discussion regarding the social changes the world will continue to face. The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow the opportunity for growth and care.
17. Take Ten Program for traveling students PCHS sponsors breakfast, care packages, and academic support for students who have come late on public and school buses. When PCHS went virtual, this program changed into Ready, Set, Go! to meet students' mentoring and socioemotional needs before school.
 18. Link Crew Program (freshman mentor-mentee program) This program helps freshman class students transition to high school. Freshmen are placed in a small group, mentored and supervised by two upperclassmen. Freshmen are taken through a list of activities to help them learn the valuable lessons of taking on challenges, and the importance of participation. The upperclassman follows up throughout the year through LC events and activities.
 19. Grief Group The PCHS counseling department holds a monthly grief group to support students who have lost loved ones.
 20. Council Program PCHS has been trained by the Ojai Foundation to conduct a listening and speaking protocol that can be used by all members of its community. PCHS has a Council Coordinator who assists in training and holding regular councils.
 21. Student Success Team and Study Skills Intervention Program PCHS has also added a part-time Intervention Counselor, a

former full-time counselor who works with the Intervention Coordinator to run Student Success Team (SST) meetings and place students in appropriate support classes. The Intervention Team, composed of the Director of Instruction, the Intervention Coordinator and Counselor, PLC Coordinator, SLC coordinator, the English Language (EL) Coordinator, the ELD teacher, members of the Counseling staff, Study Skills teachers, and ninth-grade teachers. They meet regularly to discuss student progress and to identify intervention strategies. Student support classes are offered during every block period, and additional staff has been hired to assist students in need of emotional support. Also, the Intervention Coordinator receives regular data reports to analyze and identify students in need of assistance. This growth and focus on coordination of services has resulted in timelier SST meetings and intervention. The Intervention

Coordinator supports the Study Skills teacher team, allowing Study Skills teachers to focus on common intervention and support strategies. Believing that early intervention is critical to student success, the Intervention Coordinator, English Language and Literacy teacher, and faculty and staff who are involved in the school's summer bridge program, work together to identify incoming ninth-graders who may be in need of additional support.

22. PCHS has sponsored support groups for African American and Latino males

23. PCHS has sponsored services such as outreach counseling, mentoring, mental health services, and academic support.

24. Restorative Justice Program PCHS holds restorative circles, drug intervention, and counseling through its discipline office and this program.

25. Peer Mediation PCHS trains a teacher sponsor and students to conduct mediation during student conflict(s).

26. Mindfulness Messengers This student program sponsored by PCHS Health/Science department provides meditation services to class and faculty.

27. Ambassadors This PCHS student group provides school tours and information to the public and new PCHS students.

28. National Association for Mental Illness (NAMI) Westside National Alliance of Mental Illness provides classroom presentations and access to information and services for the prevention of sexual abuse and treatment of mental illness. The school has also been able to fund periodic assemblies or individual classroom visits from social service organizations, including Teen Line, the suicide prevention hotline, and the UCLA Santa Monica Medical Center Rape Treatment Center "Roads to Respect" program.

29. Programs and Student Support Resource Specialist and Counselor have been embedded in each of the ninth-grade PODS to enhance each of the Small Learning Communities in the ninth-grade transition program. Many students remain on their ninth-grade case carrier's caseload throughout high school as long as they receive Special Ed services, providing them a familiar face in their support system starting freshman year.

30. A dedicated Life Skills class within the Special Day Program, provides students support in the development of social skills and functional life skills. Designated resources and personnel have allowed for an extremely flexible program based on students' individual needs.

31. PCHS has a continuum of classroom environments, including: use of the Learning Center on a scheduled and/or an as-needed basis for students to access support; dedicated Study Seminar classes where Special Education students may access assistance from Special Education teachers/case carriers, paraprofessionals, tutors or access self-paced courses online using the Acellus curriculum; new collaborative classes (co-taught by general ed and special education teachers) in English, Algebra 1, Geometry, Algebra II, and Social Sciences; Special Day Program classes provide specialized instruction in core content areas delivered in a small group setting; and an Alternate Curriculum Special Day Program providing instruction in functional independent living skills and community-based instruction. Based on their needs, students with disabilities may access educational options to include General Ed classes, study seminars, Special Day classes or self-paced online classes creating an individualized least-restrictive academic environment for each student.

The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets biannually and provides participants with training and a forum in which they may discuss their children's specific needs.

32. Section 504 Accommodation Plans PCHS has established a system of support for students with disabilities who have a Section 504 Accommodation Plan. A dedicated 504 case manager conducts an assessment, leads 504 team meetings, provides Study Seminars and accommodated testing throughout the day. English Language Development program.

33. Tech Education Coordinator and the Technical Assistance Program- services are provided to both students and their parents on access to technology and technology accounts.

34. Chrome Book Loaner Program

35. Dolphin Leadership Academy and Dolphin Academy Virtual Program

Dolphin Leadership Academy Dolphin Leadership Academy (DLA) was introduced in 2014, filling the void created when the Dolphin Academy summer bridge program was eliminated in 2010 because of statewide educational funding cuts. Designed to

provide proactive intervention for incoming ninth-graders, DLA focuses on building each participant’s leadership capacity by reviewing basic academic skills and having students engage in a series of team-building tasks that emphasize habits of body and mind they will need to succeed in high school and beyond.

36. PCHS SLC/Pod Program

Pod teachers have been required to meet twice a month on their common conference period so they can discuss strategies needed to support all students. These meetings have increased the consistency of implementation of support strategies inside and outside the classroom, strengthening the Small Learning Community (SLC) aspect of the Pods, which is to personalize instruction and “make big small.” Pod teachers’ meetings tend to focus first on students and recommendations for collective support, then on interdisciplinary academic strategies. This focused attention increases the likelihood that freshmen in need of either academic or socioemotional support will be quickly identified. The coordinated, interdisciplinary individual Pod assessments built around common themes also serve to create a family-like setting for freshmen. PCHS’ freshman transition program received a Gold Ribbon from the state of California in 2015 for its innovative work in supporting student academic and personal growth.

37. Summer School

A blended, online-brick-and-mortar summer school emerged from this program in 2014, allowing students who had failed a course to recover credits during two four-week summer sessions. Students in this program are required to meet with an advisor once a week, but most also access additional tutoring support provided by a PCHS certificated teacher who also proctors unit exams. The summer school program currently uses Acellus, which, if monitored closely by teachers, is NCAA-compliant. This program currently serves approximately 700 students who are attempting to recover credits for at least one class.

38. Transportation Scholarship Program PCHS awards transportation scholarships for families who qualify.

39. Justice League Student Equity Association, a coalition program involving all student unions on PCHS campus

40. "Buzz Feed" Student Survey and Communication Program

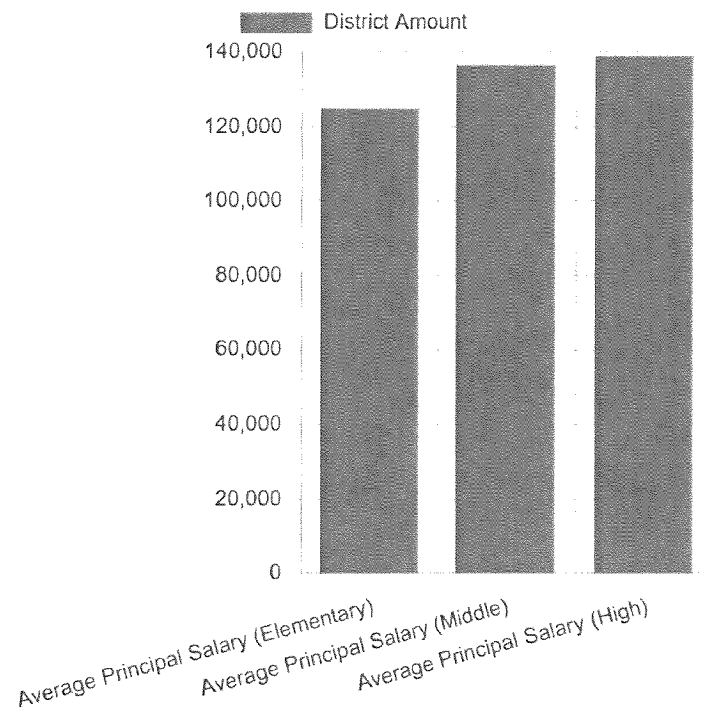
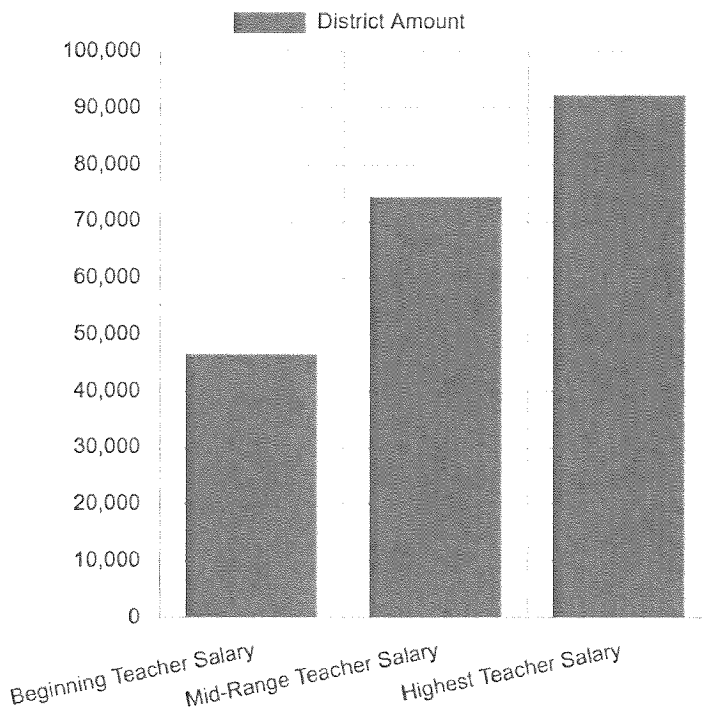
41. Misc. services.

Last updated: 2/1/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses 34.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	20
Fine and Performing Arts	6
Foreign Language	4
Mathematics	9
Science	11
Social Science	29
Total AP Courses Offered*	79

* Where there are student course enrollments of at least one student.

Last updated: 1/31/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	7	17	10

Last updated: 2/1/23

Coversheet

PCHS Testing Policy

Section: VI. Academic Excellence
Item: C. PCHS Testing Policy
Purpose: FYI
Submitted by:
Related Material: ASB Recommended Version .pdf



PALISADES

CHARTER HIGH SCHOOL

ASB Recommended Version State Testing Policy

As a California public charter school, PCHS administers all California state-mandated assessments in the California Assessment of Student Performance and Progress (CAASPP). In addition to California state-mandated assessments in the CAASPP, PCHS has selected and developed other assessments designed to provide students, parents/guardians, and the school with feedback on student performance. The school uses the results of these assessments to make adjustments to the instructional program to ensure that students are adequately prepared for success in college and careers. These assessments may include department-created writing prompts, department-created multiple-choice assessments, computer-based assessments, and third-party standardized assessments. **PCHS issued assessments must be of similar length and rigor to standardized state-issued assessments.** The selection and development of the PCHS assessments is a local decision made by the PCHS instructional departments. Careful consideration is given to the purpose of these assessments, the usefulness of the results, and the instructional time necessary for the administration of the tests. The administration and testing personnel determine the assessment dates and bell schedule.

There are no grades associated with any assessment in the CAASPP program **nor in any PCHS administered replacement assessments.**

All students must fully participate in PCHS assessments in their 9th-, 10th- and 11th-grade years **unless there is a excuse validated in their 504/IEP or by a doctor or psychiatrist note that identifies a mental health issue** to be eligible to participate in optional activities such as senior activities, school extracurricular activities, school athletics, and academic honor federations and societies.

Students who **repeatedly** disregard an assessment **without a mental health excuse validated by a doctor or psychiatrist's note** as determined by the testing coordinator or test proctor will be regarded as having refused to comply with the testing requirement and may be subject to loss of senior activities, school extracurricular activities, school athletics, and academic honor federations and societies.

For example: If the student does not complete the English writing assessment in the 9th grade, he/she/they may be ineligible for student activities during his/her/their 10th-grade year. Eligibility will be reinstated for the 11th-grade year if the student sits for all assessments in his/her/their 10th-grade year. For information about this policy, contact the Director of Academic Achievement.

Per California Education Code 60615, parents and guardians have the right to exempt their child from participating in the CAASPP program. California Education Code 60615 reads as follows: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted."

California Education Code 60615 applies only to state-mandated assessments in the CAASPP program. The CAASPP program includes the grade 11 Smarter Balanced Assessments in ELA and Mathematics, CAASPP interim assessments, and the California Science Test. Students not participating in the CAASPP program are expected to be in attendance at school during the testing periods each day, and they will be required to complete an alternative school assessment during these periods.

Coversheet

Special Education Presentation

Section: VI. Academic Excellence
Item: F. Special Education Presentation
Purpose: FYI
Submitted by:
Related Material: Student Support Services Presentation .pdf

Systems Building: PCHS Student Support Services Department/Special Education Program

Systems Defined: A set of things working together as parts of a mechanism or an interconnecting network.

Programs & Services: 504 Program, Mental Health Services, Health Services, College Board Services for Students with Disabilities(SSD) Coordinator, School –Based Medi-Cal Administrative Activities (SMAA) Coordinator, Acellus

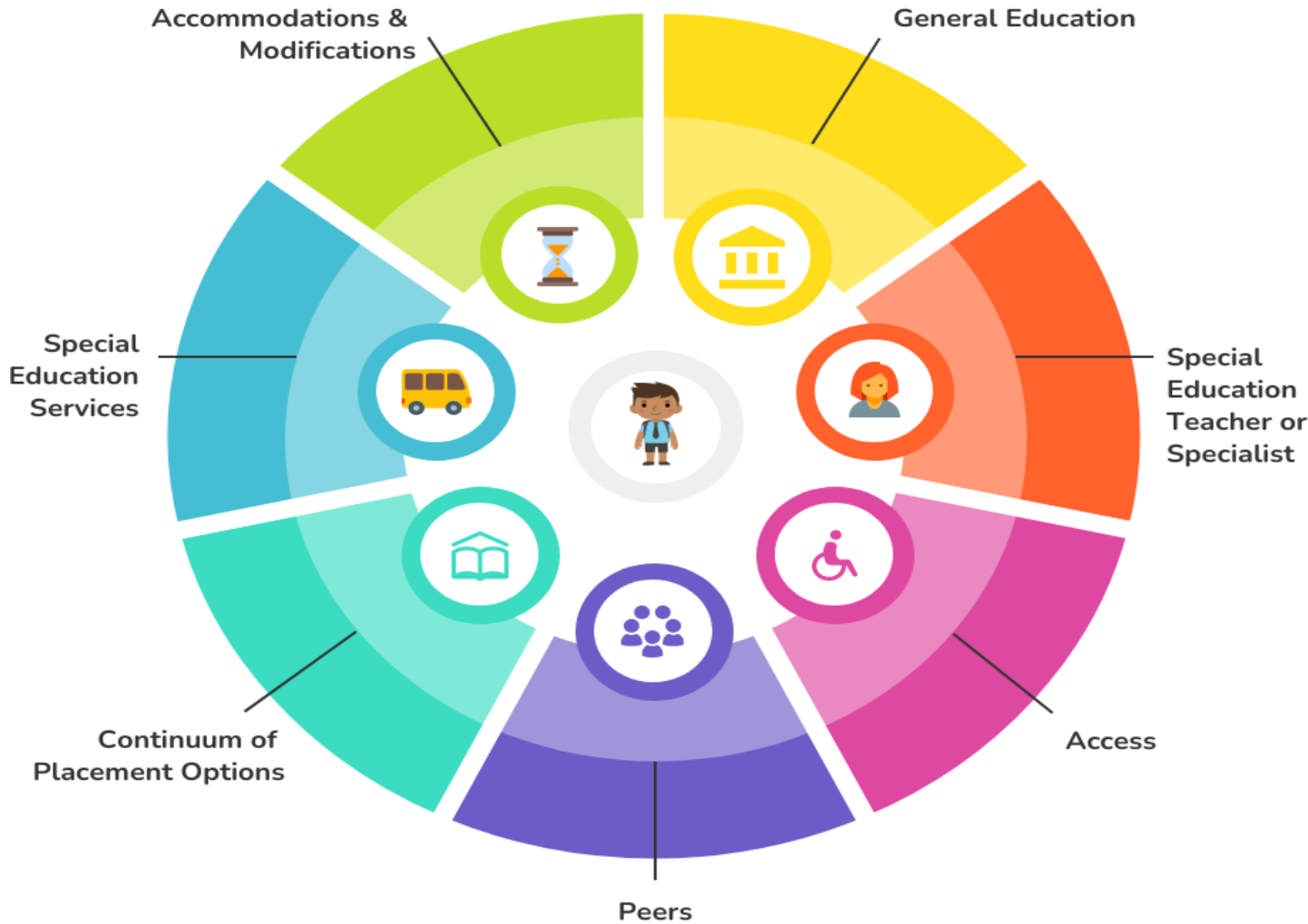
Required Elements of a Special Education System (IDEA-Individuals with Disabilities Act: Federal Law)

1. Child Find
2. Assessment
3. Initial IEP
4. Development of IEP
5. IEP Implementation
6. Progress Monitoring
7. Annual/Triennial IEP meetings
8. Transition Services
9. Related Services
10. Compliance
11. Parent Rights & Parent Training
12. Alternative Dispute Resolution (ADR)
13. Due Process



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Special Education is a Service, Not a Place



● General Education

The intent of LRE is to make sure that students who receive special education are included in the general education classroom as often as possible.

● Education Specialist Instruction Credential

A special education teacher is able to conduct educational assessments related to student's **access** to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction and, special education support to individuals in the area of specialization on their credentials.

● Access

Federal law says that students with disabilities should be educated alongside their non-disabled peers "to the maximum extent possible." Other types of classrooms or placements should be considered only if the student will not be able to experience success in the general education classroom.

● Peers

Students with disabilities should be with students in general education to the "maximum extent that is appropriate."

● Continuum of Placement Options

Special classes, separate schools, or removal from the general education class should only happen when a student's disability under IDEA—is so severe that supplementary aids and services can't provide the student with an appropriate education.

● Special Education

There is no "one size fits all" approach to special education. It's tailored to meet each student's needs. Special education refers to a range of services that can be provided in different ways and in different settings. Accommodations are a key component of special education and allow more students to access the general curriculum.

● Accommodations & Modifications

Accommodations refer to how a student learns. Modifications refer to how much a student is expected to do or learn.

PCHS Special Education System	System	PCHS Special Education System	System	PCHS Special Education System	System
Eliminates 1-4	Challenges	Eliminates 5-9	Challenges	Eliminates 10-13	Challenges
<p>Currently PCHS utilize the mental health team(COST), SST, Intervention, 504 program, counseling office, and the OLR process to identify students who may need specialized academic services and related services to access their free appropriate public education(FAPE). Child Find</p>	<p>An efficient central point to together and communicate required outreach.</p>	<p>The IEP implementation occurs after parent signs in consent to the agreement of specialized academic instruction and related services. All goals are progressed monitored in alignment with PCHS progress reporting dates. Additionally, all students are required to receive transition services(college/career/independent living).</p>	<p>Refinement required to ensure research-based practice for specialized academic instruction that aligns with transition outcomes, state testing, graduation requirements, and IEP goals.</p>	<p>PCHS system for ensuring compliance and professional development in all areas; child find, IEP timelines, goal writing is primarily special education teacher collaboration within the special education department and by the Director of Student Support Services.</p>	<p>Tiers of support and time to develop training and monitor the IEP system to ensure compliance</p>
<p>LAUSD Oversight Reports/State Oversight</p>		<p>Welligent 300 (CALPADS)</p>		<p>Welligent 200(CALPADS)</p>	
<p>Once students are identified and/or parent(s) make a request for special education services, PCHS develops an assessment plan within 15 days and send to parents for consent. After parents consent to the Assessment Plan, the PCHS special education team has 60 days to complete multiple assessments; academic, psychological, social emotional, health, related services.</p>	<p>A method to manage and monitor the intake,distribution, and scheduling of Initial IEPs within the legal guidelines.</p>	<p>PCHS currently utilize the Welligent system to develop students IEPs annually and triennial once a student meets special education eligibility. PCHS 250 students receive case management support from (6)RSP, (5)SDC,(1) Mod/Severe Teachers with one transition teacher supporting all 250 students. Caseloads are determined by PCHS/UTL agreement and state required Case Management ratio's</p>	<p>The Welligent System creates many challenges, including time to develop an IEP, restrictions to corrections required for IEPs,etc.</p>	<p>PCHS parent community knowledge and resource requires efficient and consistent communication. 80% of due process cases occur due to mis-communication or lack of a system to communicate. The ADR process has been implemented this school year to assist with disagreements(impasse) between PCHS and families.</p>	<p>Time and staff to develop parent trainings for the community. Additionally, time to provide forensics to cases that are at impasse.</p>

Example of Special Education Coordinator responsibilities: Under supervision, provides support and assistance to the Director of Special Education, including, but not limited to, supervision and evaluation of staff, administrative support as needed for specialized programs, assistance with due process hearings, and the facilitation of student placements.



Staff Workload Analysis

Total Direct Services Minutes Per Week	750 min
Total Indirect Services Minutes Per Week	250min
Total Number of Services Minutes Per week	1100min
Total Number of Evaluations/Revaluation Per Week	20
Average Weekly Hours of Evaluation	7hour

Numbers program & services

Special Education	261
504 Programs	325
Mental Support Services	283

Instructional Settings

GE, Collab, Monitor/ Study Seminar, SDP, Essentials, Mod/Severe(J110). General Education Setting	42
Special Education Setting	
Related Services: SLP, PT, APE, Special Education Assistant(1-1), BCBA, BID, DIS	183

Compliance

<ul style="list-style-type: none"> • Speech Services • Overdue IEPS • ADR sessions/Due Process Filings 	60
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Special Education Program System Needs to Ensure Compliance

PCHS Student Support Services

Vacancies: Coordinator, Speech
& Language Specialist, 2 Special
Education Teachers



Coversheet

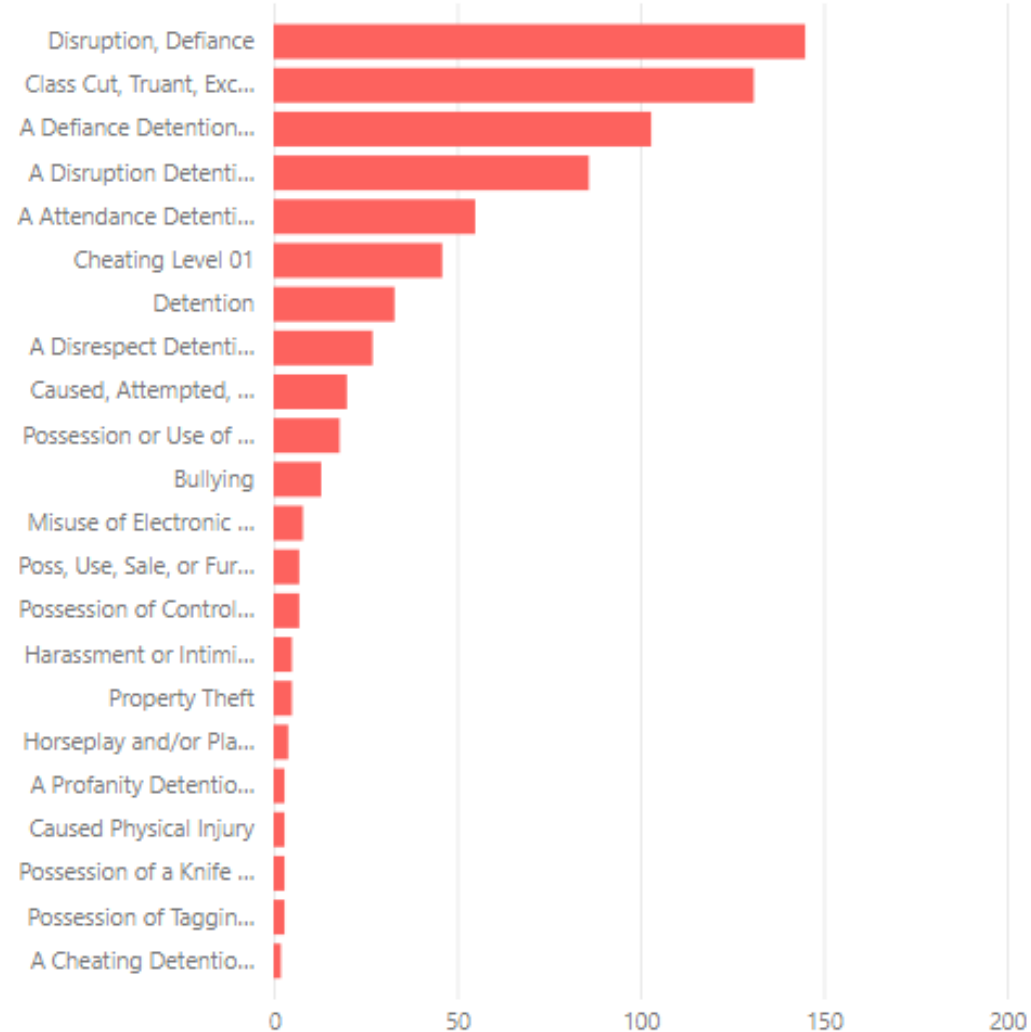
Student/Campus Culture and Climate

Section: VI. Academic Excellence
Item: G. Student/Campus Culture and Climate
Purpose: FYI
Submitted by:
Related Material: Behavior Intervention Data.pdf

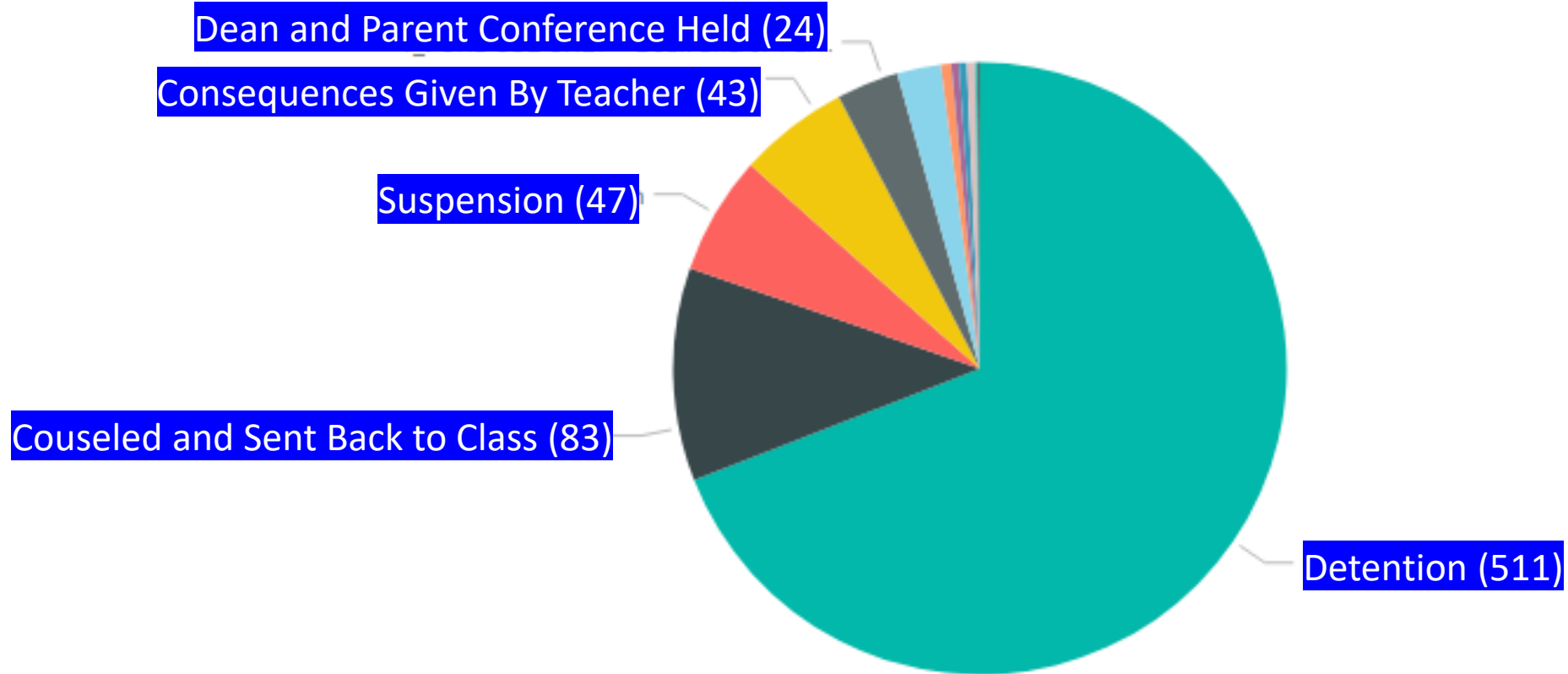
Pali Behavior Intervention Data 2022-23

For the February BOT Meeting

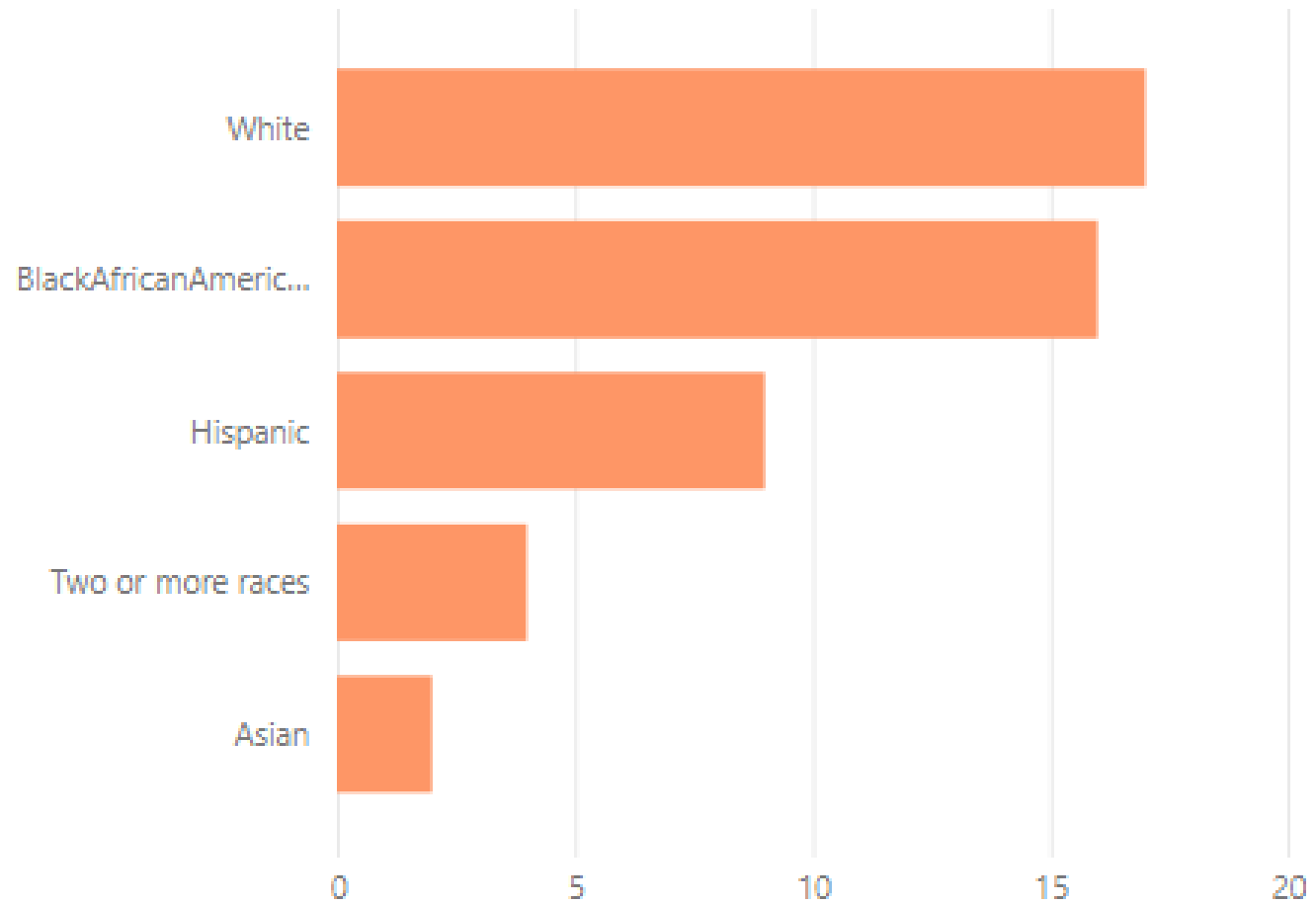
Count of Behavior Types



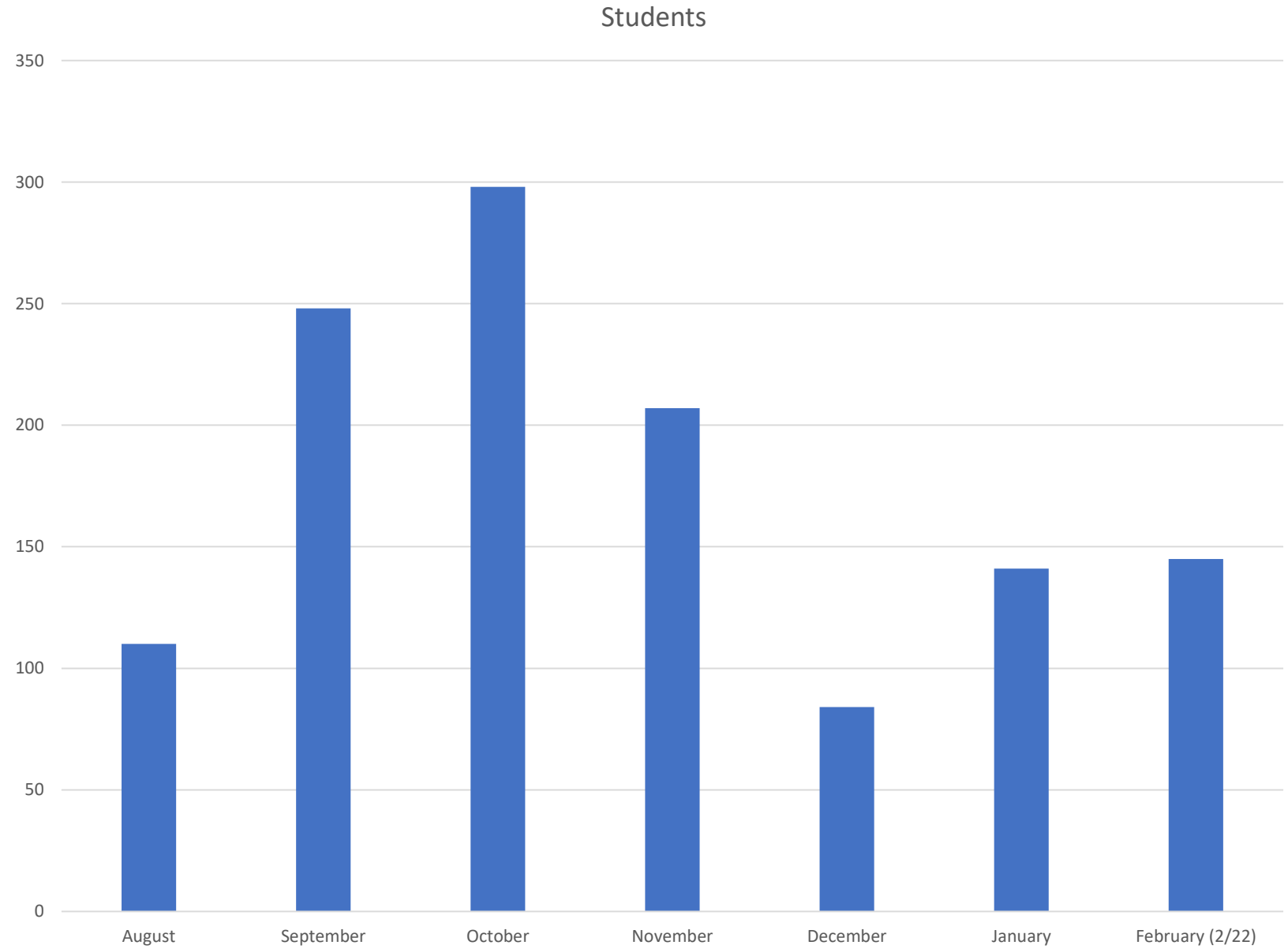
COUNT OF RESOLUTIONS



Number of Suspensions by Race



Monthly Dean's Office Count



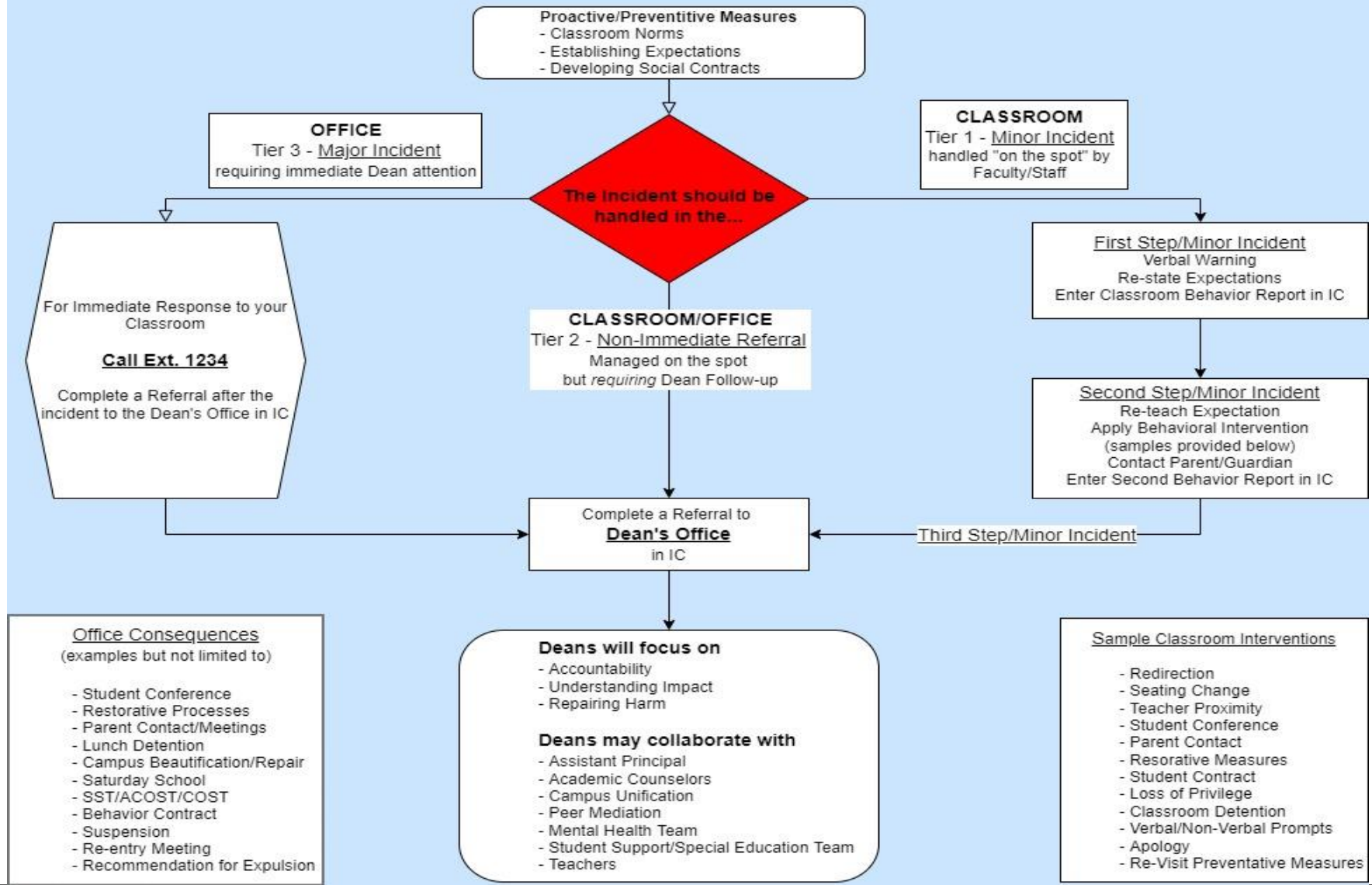
Minor Offenses and Major Infractions

<p>Minor Offenses: Minor offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.). Interventions used to address and correct minor offenses are documented in IC.</p>	<p>Major Infractions: Major Infractions are violations of the Education Code which require immediate attention for administrative staff. The Interventions used to address and correct major infractions are documented through a processed referral in IC.</p>
<ul style="list-style-type: none"> ● Disrespect, Defiance & Non-Compliance: Failure to respond to adult requests and / or directives ● Disruption: Interruption to the classroom / learning environment ● Property misuse Low level / damage of school property ● Dress code Failure to comply to dress code standards ● Mild physical contact Inappropriate touching - horseplay, “friendly touching,” etc. ● Inappropriate language Language which is inappropriate yet not used in an abusive / threatening manner ● Tardy Failure to be in a designated place at the designated time ● Lying Stating / repeating statements that are untrue ● Academic integrity violation Presenting the work of others as one's own ● Out of bounds Loitering or participating in activities outside designated areas ● Trash / littering Discarding of items or dumping of trash in any location other than a trash can ● Refusal to dress Failure to bring / dress in proper class attire ● Repeated Ed Code Violations (48900 K): In order for disruptive and defiant behaviors to reach the level of EC 48900 K, clear documentation of the student's behavior pattern, as well as site interventions to correct the behavior, must be established, 	<p>Safety (High Level) EC 48915: A1, A2, A3, A4, A5, C1, C2, C3, C4, C5</p> <p>Safety EC 48900:</p> <ul style="list-style-type: none"> ● A & A-2 - fight (see also above, EC48915) ● B - weapon ● C - controlled substance, under influence (see also EC48915) ● D - controlled substance, sale ● E - robbery / extortion ● M - imitation firearm ● N - sexual assault ● O - harass / threaten / intimidate witness ● P1 - sexual harassment (see also below - P2, Non-Safety) ● Q - hate violence ● R - harass / threaten / intimidate individual, groups or staff ● S - terrorist threat ● T - aid / abet physical injury ● V - hazing ● X, X1, X2, X3 - bullying (cyber, sexual orientation, race/ethnicity, physical/mental disability) <p>Non-Safety EC 48900:</p> <ul style="list-style-type: none"> ● F - damaged property ● G - stole ● H - tobacco ● I - obscene acts / vulgarity ● J - drug paraphernalia - sale ● K - disruption / defiance ● L - received stolen property ● P2 - sexual harassment (see also above - P1, Safety)

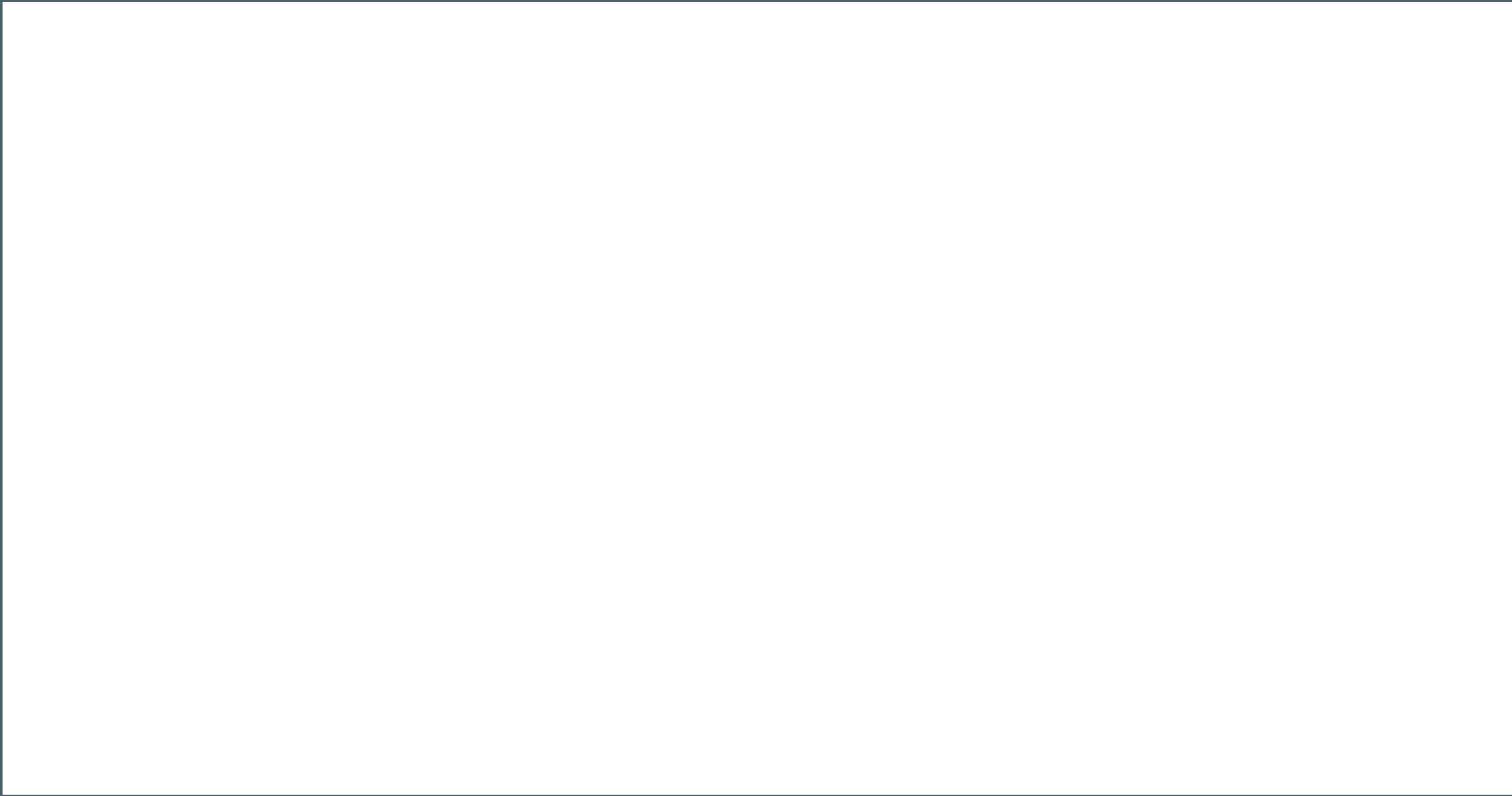
Interventions for Minor Offenses

- **Clearly define / post** the behavioral expectations.
- **Implement procedures** for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- **Teach and role-play** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- **Pre-correct** – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and wait to be dismissed.”
- **Cue / Prompt / Remind** – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who appropriately demonstrate the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.”
- **Provide a warning** – “Respect a school rule. All students are expected to talk respectfully to staff and students here at Pali. This is your official warning.”
- **Check for student understanding of the behavioral expectations** – “Please summarize what we discussed so I ensure there is no confusion.”
- **Evaluate the student’s skill repertoire.** Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequences:** Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- **Evaluate the effectiveness of consequences.** Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- **Involve a problem-solving team** (department, grade, counselor, family, SST, 504, IEP).

Pali Charter High School Behavior Intervention Flowchart



Thank You



Coversheet

PCHS Transportation Scholarship/Fees

Section: VII. PCHS Transportation Update
Item: A. PCHS Transportation Scholarship/Fees
Purpose: Vote
Submitted by:
Related Material: Transportation Motion Cover Page 02_28_2023.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

COVER SHEET FOR 2023-24 Transportation Costs/Charges VOTE

February 28, 2022

TOPIC/ AGENDA ITEM:

Transportation Pricing and Scholarship Funding for 2023-24

PERSONNEL INVOLVED:

Don Parcell – Director of Operations

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

Scholarship Funding comes from the General Fund

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

Contributes to PCHS's Diversity, Equity & Inclusion goals

OPTIONS OR SOLUTIONS:

Emphasize Car-Pooling and Public Transportation more.

EXECUTIVE DIRECTOR/PRINCIPAL'S RECOMMENDATION:

The Executive Director/Principal recommends the Board of Trustees approve the proposed Scholarship Funding of \$171,000 and the annual school year cost per student to be no more than \$2,850 for the 2023-24 school year.

RECOMMENDED MOTION:

I make a motion to approve the proposed 2023-24 school year Scholarship funding of \$171,000 and the annual school year cost per student to be no more than \$2,850 for the 2023-24 school year.

Coversheet

Budget vs Actuals Update Materials

Section: VIII. Finance
Item: A. Budget vs Actuals Update Materials
Purpose: FYI
Submitted by:
Related Material: 2022-23 Budget vs Actuals Update.pdf

2022-23 BUDGET UPDATE

BUDGET VS ACTUALS (ACTUAL EXPENDITURES THROUGH 12/31/22)

2022-23 Budget vs Actuals

The 2022-23 Budget vs Actuals worksheet shows the (1) adopted budget, (2) revised budget and (3) actual expenditures through December 31, 2022.

This is the **SAME** report as last month. We have not closed the books for the month of January (we do not close out January financials until approx. Feb 17th). Without having the month of January closed, the recent expenditures have not yet posted.

The transportation revenue has also not posted. Once it posts, we can provide a detailed breakdown of regular, SPED & competition transportation expenses.

Lastly, based on our most recent payroll (2/10/2023), our substitute & coverage pool is tracking higher than anticipated. During next month's share-out, we will also present our Second Interim Financial Report (period of July 1 – Jan 31), with revised revenue and expenditure assumptions.

Palisades Charter High School - 2022-2023 First Interim Report, Adopted Budget, Revised Budget Actuals as of 12/31/22

ADA	2797	2022-2023 Adopted Budget, Board Approved June 2022			2022-2023 Revised Projections, 9/10/22			2022-2023	2022-2023 First Interim Projections, 10/31/2022			2022-2023	% of Budget Received/Spent	Comments
		Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date 10/31/2022	Unrestricted	Restricted	Total		
A. Revenues														
LCFF/Revenue Limit Sources														\$ 11,641.00
	8011	15,555,226		15,555,226	13,344,715		13,344,715	3,736,518	15,711,395		15,711,395	6,138,566	39%	using ADA rate of 2797 (based on mo 3 projections, enrollment at 3008 and a 93% attendance rate) - per LCFF calc 11-22-22
	8012	8,577,654		8,577,654	9,076,890		9,076,890	2,236,528	9,002,858		9,002,858	4,473,056	50%	using ADA rate of 2797 (based on mo 3 projections, enrollment at 3008 and a 93% attendance rate) - per LCFF calc 11-22-22
	8019			-			-				-			
	8096	8,695,667		8,695,667	11,305,680		11,305,680	2,993,573	8,860,476		8,860,476	4,402,313	50%	\$3,167.85/ADA - per LAUSD
Total, LCFF/Revenue Limit Resources		32,828,547	-	32,828,547	33,727,285		33,727,285	8,966,619	33,574,729	-	33,574,729	15,013,935	45%	Includes revised LCFF calculator with Governor's COLA and a reduced ADA estimate of 2,797
Federal Revenues														
	8181		802,782	802,782		734,667	734,667	231,162		684,202	684,202	339,944	50%	\$244.62/ADA per LAUSD SELPA (06/22) - DOWN from \$267.30/ADAIN 2021-22 (lower because of ADA estimate)
	8220		475,000	475,000		475,000	475,000	-		50,585	50,585	82,276	163%	
				-			-				-			
	8290		300,583	300,583		270,695	270,695	-		270,695	270,695	-	0%	prelim amount per cde 8/1/22 - no update as of 11/22
	8290		59,695	59,695		55,335	55,335	-		55,335	55,335	-	0%	prelim amount per cde 8/1/22 - no update as of 11/22
	8290		4,112	4,112		4,112	4,112	-		4,112	4,112	-	0%	
	8290			-			-				-			
	8290		23,175	23,175		21,316	21,316	-		21,316	21,316	-	0%	prelim amount per cde 8/1/22 - no update as of 11/22
	8290		37,634	37,634		37,634	37,634	-		37,634	37,634	-	0%	
	8290		10,000	10,000		10,000	10,000	-		10,000	10,000	-	0%	
	8220			-			-				-			
	8290			-			-				-			
	8290			-			-				-			
	8290			-			-				-			
	8290		947,833	947,833		947,833	947,833	221,454		947,833	947,833	221,454	23%	recognizing total allocation
	8290									442,781				recognizing total allocation
	8290							75,605		302,419		75,605		recognizing total allocation
	8290							17,352		69,408		17,352		recognizing total allocation
	8290							49,286		197,142		49,286		recognizing total allocation
	8290							84,960		339,839		84,960		recognizing total allocation
	8290							1,368		1,368		1,368		
	8290			-			-				-			
	8290			-			-				-			
Total, Federal Resources		-	2,660,815	2,660,815			2,556,592	681,187	-	3,434,669	3,434,669	872,245	25%	
Other State Revenues														
	8520		36,890	36,890		36,890	36,890	-		479,464	479,464	195,371	41%	higher reimbursement due to free meals
	8550	143,764		143,764	143,764		143,764		142,591		142,591	141,692	99%	\$50.98/ADA
	8560	459,660		459,660	479,400		479,400	15,492	475,490		475,490	236,479	50%	higher per ADA rate (\$170.00/ADA)
	8560		183,300	183,300		188,940	188,940	20,149		187,399	187,399	30,092	16%	higher per ADA rate (\$67.00/ADA)
	8590		270,374	270,374		270,374	270,374	316,321		316,321	316,321	316,321	100%	includes carryover from 21/22 FY
	8590	10,000		10,000	10,000		10,000			10,000	10,000	2,524	25%	
	8590			-			-	483,340		483,340	483,340	483,340	100%	Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21
	8590			-			-	106,295						first allocation received in 20/21, part of beginning balance
	8590			-			-							
	8590		645,524	645,524		645,524	645,524	140,502		140,502	140,502	140,502	100%	Expanding A-G courses, part of restricted beginning balance
	8590							20,879		20,879	20,879	20,879	100%	Expanding A-G courses, part of restricted beginning balance
	8590													part of restricted beginning balance
	8590													Initial \$405k was received in Dec 2021 and lives in the beginning balance. Revenue to recognize as expenses are spent
	8590		375,181	375,181		375,181	375,181			106,295	106,295	106,295	100%	

ADA	2797	2022-2023 Adopted Budget, Board Approved June 2022			2022-2023 Revised Projections, 9/10/22			2022-2023	2022-2023 First Interim Projections, 10/31/2022			2022-2023	% of Budget Received/Spent	Comments		
		Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted		Total	Actuals to Date 10/31/2022	Unrestricted				Restricted	Total
		8590										-	925,636		per CDE 11/22 - Final allocation is approximately \$1.8 Million, but will be accounted for once a spending plan is Board approved.	
		8590										-	922,684		per CDE 11/22 - Final allocation is approximately \$1.8 Million, but will be accounted for once a spending plan is Board approved.	
		Total, State Revenues	613,424	1,511,269	2,124,693	633,164	1,516,909	2,150,073	1,102,977	618,081	1,744,200	2,362,281	3,521,815	149%		
		Other Local Revenues														
		Special Education - AB602	8311	2,272,897	2,272,897		2,939,390	2,939,390	924,876		2,737,480	2,737,480	1,409,465	51%	\$978.72 per LAUSD SELPA (6/22) - up from \$756.80 in 21-22	
		Food Service Sales	8634	90,000	90,000		90,000	90,000	19,372		90,000	90,000	22,310	25%	Estimating lower a la carte sales due to free breakfast/lunch	
		Leases & Rentals	8560	1,021,000	1,021,000	1,021,000		1,021,000	334,993		1,021,000	1,021,000	349,671	34%		
		Interest	8660	80,000	80,000	80,000		80,000	2,179	80,000		80,000	46,955	59%		
		LAUSD SpEd Option 3 Grant	8679		100,000		100,000	100,000			100,000	100,000	-	0%	higher receipt from SELPA	
		Fundraising	8699	450,000	450,000	450,000		450,000	225,533		450,000	450,000	263,679	59%		
		LAUSD SpEd Option 3 Learning Recovery Grant	8699				133,087	133,087			133,087	133,087	-	0%	ONLY for 22-23	
		General Fund Contribution (unaudited only)	89890													
		Total, Other Local Revenues	1,551,000	2,462,897	4,013,897	1,551,000	3,262,477	4,813,477	1,506,954	80,000	4,531,567	4,611,567	2,092,080	45%		
		Total Revenues	34,992,971	6,634,982	41,627,952	35,911,449	4,779,386	43,247,427	12,257,737	34,272,810	9,710,436	43,983,246	21,500,074	49%		
		B. Expenditures														
		Certificated Salaries														
		Teachers' Salaries-Full-Time	1110	11,569,469	1,700,134	13,269,603	11,569,469	1,700,134	13,269,603	3,324,285	11,569,469	1,700,134	13,269,603	6,446,992	49%	22-23 includes 0.25% adjustment to base salary (per union agreement)
		Teachers Salaries-Librarian	1130	139,024		139,024	139,024		139,024	33,931	139,024	139,024	64,496	46%		
		Teachers' Salaries-Substitute	1160	320,000		320,000	320,000		320,000	71,362	395,000	395,000	165,646	42%	For 22-23, the sub salaries were reduced. However, as of First Interim report, we increased sub salaries by \$75k.	
		Cert Pupil Supp Sal-Counselors	1210	942,528		942,528	942,528		213,556	942,528		942,528	325,154	34%	Includes additional hours for counseling staff	
		Cert Administrators	1310	909,644	143,142	1,052,786	909,644	143,142	1,052,786	245,597	909,644	143,142	1,052,786	487,515	46%	2022-23 Cert Admin salaries now includes a Certificated HR Director.
		Other Support/Step& Column Impact	1330	122,624		122,624	122,624		122,624		122,624	122,624		0%		
		Auxiliaries/Periods/Net	1930			-			-			-			Approximately \$770k of auxiliaries are included in FT Certificated Salaries	
		FTEs Increase/Decrease		(37,000)	(37,000)	(37,000)	(37,000)	(37,000)	(37,000)	(134,370)	(134,370)	(134,370)		0%	Decreased Ed Tech Coordinator for 22-23	
		Impact of Tentative UTLA Agreement				-	945,728	945,728		945,728		945,728		0%	Impact of 7% salary schedule increase for UTLA (certificated)	
		Certificated Off-Schedule Pay				-	1,069,956	1,069,956		966,984		966,984		0%	7% off-schedule payment, additional increases for competition stipends & Virtual Academy	
		ESSER II/III funded certificated time				-						-				
		ELO Related Certificated Time	1110	336,000		336,000	336,000	336,000			336,000	336,000		0%	Estimated additional PD expense for 2022-23 (ELO)	
		Total, Certificated Salaries	13,966,289	2,179,276	16,145,565	15,981,972	2,179,276	18,161,248	3,888,730	15,856,630	2,179,276	18,035,906	7,489,803	42%		
												(125,342)				
		Classified Salaries														
		Instruct Aide	2110		946,773	946,773		946,773	142,129		1,013,047	1,013,047	340,305	34%	2021-22 was lower due to leaves of absence. FTEs are expected to return in 2022-23	
		Maint/Operations	2210	144,544		144,544	144,544		144,544	50,978	154,662	154,662	105,444	68%		
		Classified Administrators	2310	295,790		295,790	295,790		295,790	109,335	316,495	316,495	226,925	72%	Shifted HR Director from Classified Admin to Certificated Admin Salaries for 2022-23	
		Cler Tech Office Staff Sal-FT	2410	1,939,897		1,939,897	1,939,897		1,939,897	415,661	2,075,689	2,075,689	842,670	41%		
		Food Services	2430		52,781	52,781		52,781	15,126	56,476		56,476	30,608	54%	Includes additional hours for summer: free/reduced outreach, orientation & Universal meal implementation	
		Cler Tech Off Staff Sal-Sub	2460	75,000		75,000	85,000		85,000	20,300	85,000	85,000	29,629	35%	Accounts for 2 clerical subs per day (6 hrs) - attendance/absentecism outreach. Added \$10k for library textbook support & distribution.	
		Other Classified	2920	951,644	100,000	1,051,644	951,644	100,000	1,051,644	256,641	1,018,259	100,000	1,118,259	513,023	46%	
		Math Paraprofessionals	2920	230,063		230,063	230,639		230,639	20,493	246,783	246,783	62,880	25%		
		Impact Step & Column/Proposed New Positions/Hours		(108,085)	(108,085)	(108,085)	(108,085)	(108,085)	(108,085)	(253,404)	(253,404)	(253,404)		0%	Reduction of 4 Paraprofessionals (SpEd aid) due to categorical funds being exhausted in 21-22. Also, 1 Sr. Office Assistant role is not being backfilled. FIRST INTERIM UPDATE: 1 Sr. Office Assistant role was backfilled. Off-set by vacancies in Fiscal Director role (5.5 months), Exec Communications role (7 months), SpEd confidential assistant role (3 months) & Database manager role (11 months)	
		Classified Retro										356,229	356,229	0%		

Palisades Charter High School - 2022-2023 First Interim Report, Adopted Budget, Revised Budget Actuals as of 12/31/22

ADA	2797	2022-2023 Adopted Budget, Board Approved June 2022			2022-2023 Revised Projections, 9/10/22			2022-2023 Actuals to Date 10/31/2022	2022-2023 First Interim Projections, 10/31/2022			2022-2023 Actuals to Date 12/31/22	% of Budget Received/Spent	Comments
		Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted		Total	Unrestricted	Restricted			
STRS Int & Penalties	5803	1,200		1,200	1,200		1,200	148	1,200		1,200	238	20%	
Contracted Services	5810	1,412,947	1,670,197	3,083,144	1,442,947	1,670,197	3,113,144	953,144	1,730,947	1,670,197	3,401,144	1,606,702	47%	REVISED BUDGET: Added \$30,000 for potential contracts to back-fill employees (Director of Attendance, Finance Director, Communications specialist, etc. FIRST INTERIM: Increased contracts to back-fill vacancies by \$5k, increased emergency substitute staffing by \$40k & added Datalink Network contract of \$243k.
Legal, Audit, & Election Costs	5821	197,944	223,000	420,944	197,944	223,000	420,944	73,210	219,944	223,000	442,944	133,771	30%	2022-23 increase attributed to Special Education legal/settlements. 2021-22 estimated actuals also exceeded budgeted amount for the same reason. FIRST INTERIM: Additional \$22k of 21-22 SpEd legal unpaid legal invoices.
Advertisement	5831	1,500		1,500	1,500		1,500	-	1,500		1,500	-	0%	
Computer/Technlgy Related Serv	5840	18,000		18,000	18,000		18,000	-	18,000		18,000	-	0%	reduction in internet costs
Conslt/Ind Contractors(NonEmp)	5850	56,000		56,000	56,000		56,000	9,283	56,000		56,000	76,975	137%	athletic trainer
Fingprpt,Phys, XRY&Oth Emp Cst	5860	15,000		15,000	15,000		15,000	2,808	15,000		15,000	7,239	48%	Hiring costs significantly exceeded prior years - higher staff turnover (FTEs & contractors) resulted in more background clearances/checks, etc.
Other Services	5890	112,227	15,000	127,227	112,227	15,000	127,227	118,826	150,000		150,000	204,422	136%	increased # to reflect spending (some expenses tied to restricted funds - Perkins/CTE for student conferences)
Communications Services	5910	76,000		76,000	76,000		76,000	14,374	76,000		76,000	17,982	24%	
Total, Services		4,196,351	2,270,445	6,466,796	4,226,351	2,270,445	6,496,796	2,171,012	4,574,124	2,255,445	6,829,569	3,623,644	53%	
Captial Outlay														
Sites & Improvement	6100													
Buildings & Improvement	6200	559,440		559,440	559,440		559,440	118,099	559,440		559,440	132,174	24%	revised CAPEX #
Equipment & Technology	6400	131,175		131,175	131,175		131,175		131,175		131,175	7,463	6%	
Equipment/Furniture Replacement	6500			-							-			
Total, Captial Outlay		690,615	-	690,615	690,615	-	690,615	118,099	690,615	-	690,615	139,638	20%	
Depreciation Expense (Financial Reporting Basis)	6900	980,000		980,000	980,000		980,000	326,667	980,000		980,000	326,667	33%	
Other Outgo														
Indirect Cost (LAUSD)	7299	328,285		328,285	337,273		337,273	100,304	335,747		335,747	147,506	44%	
Interest	7438	4,731		4,731	4,731		4,731	1,991	4,731		4,731	3,448	73%	
Fund 09 to Fund 20 Payment (Unaudited Only)														
Total, Other Outgo		333,016	-	333,016	342,004	-	342,004	102,295	340,478	-	340,478	150,954	44%	
Total Expenditures (Financial Reporting Basis)		32,294,116	8,152,504	40,446,619	34,787,208	8,161,519	42,948,727	10,999,190	35,642,883	8,164,536	43,807,419	19,073,132	44%	
Total Expenditures (Cash Reporting Basis)		32,004,730	8,152,504	40,157,234	34,497,823	8,161,519	42,659,342	10,790,622	35,353,498	8,164,536	43,518,034	18,886,102	43%	
C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis		2,698,855	(1,517,522)	1,181,333	1,124,241	(3,382,133)	298,699	1,258,547	(1,370,073)	1,545,900	175,827	2,426,943		
C. Ending Balance: Excess (Deficiency) - Cash Reporting		2,988,240	(1,517,522)	1,470,718	1,413,626	(3,382,133)	588,084	1,467,115	(1,080,688)	1,545,900	465,212	2,613,972		(Revenue - Expenses: Cash Reporting Basis)
D. Net Increase (Decrease)		2,698,855	(1,517,522)	1,181,333	1,124,241	(3,382,133)	298,699	1,258,547	(1,370,073)	1,545,900	175,827	2,426,943		
E. Fund Balance														

Coversheet

2021-2022 Independent Audit

Section: VIII. Finance
Item: B. 2021-2022 Independent Audit
Purpose: Vote
Submitted by:
Related Material: 2021-22 Audit - Motion and Materials.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

February 28, 2023

TOPIC/ AGENDA ITEM:

VI. FINANCE

B. 2021-2022 Independent Audit Report

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance, Audit committee, independent audit firm

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2021-2022 Independent Audit Report. The report covers the period of July 1, 2021, through June 30, 2022, and outlines financial statements, accounting practices, internal controls, processes, and compliance.

In accordance with California Education Code (EC § 47605[m], 41020[h], and 41020.9[b]), PCHS is required to provide it's prior-year audit to our chartering authority, County Office of Education, State Superintendent of Public Instruction, and the State Controller's Office.

The audit committee has reviewed the audit report. Two (2) audit finding were noted in the report and there is a narrative explanation and corrective action plan in the subsequent pages.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will support the goal of ensuring compliance for PCHS.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2021-2022 Audit Report.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the 2021-2022 Audit Report.

RECOMMENDED MOTION:

"To approve the 2021-2022 Independent Audit Report."

Juan Pablo Herrera
Chief Business Officer



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

February 3, 2023

To the Board of Directors of
Palisades Charter High School
Pacific Palisades, California

We have audited the financial statements of Palisades Charter High School for the year ended June 30, 2022, and we will issue our report thereon dated February 3, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 7, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Palisades Charter High School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2021-22 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was

Management's estimate of the depreciation expense and its impact on accumulated depreciation is based on estimated useful lives of the fixed assets previously purchased. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was:

The disclosure on multi-employer defined benefit plan participation in Note 13 to the financial statements. The estimated withdrawal liability is based on prior year data from actuarial studies on the retirement plans and is disclosed for information purposes only. As a nonprofit entity, there is no required recording of a net pension liability as other local educational entities (LEAs), such as school districts, would have to record under governmental accounting (GASB).

The financial statement disclosures are neutral, consistent, and clear.

348 Olive Street
San Diego, CA
92103

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F: 619-260-9085
christywhite.com

Significant Audit Matters (continued)

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following material misstatements detected as a result of audit procedures were corrected by management:

Recording of State on-behalf contributions to the CalSTRS retirement plan. Because the entry is a non-cash transaction with no impact on ending net assets, the Organization does not typically record this entry and relies on the audit adjustment.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated February 3, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Palisades Charter High School and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,



Christy White, Inc.
San Diego, California



PALISADES CHARTER HIGH SCHOOL

AUDIT REPORT

**FOR THE YEAR ENDED
JUNE 30, 2022**

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2021)

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL**

Palisades Charter High (Charter No. 0037)

**PALISADES CHARTER HIGH SCHOOL
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FINANCIAL SECTION



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Palisades Charter High School
Pacific Palisades, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of Palisades Charter High School (the "Charter") which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Palisades Charter High School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Palisades Charter High School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Palisades Charter High School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

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Auditor's Responsibilities for the Audit of the Financial Statements (continued)

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Palisades Charter High School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about Palisades Charter High School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited Palisades Charter High School's 2020-21 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated January 28, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021, is consistent, in all material respects, with the audited financial statements from which it was been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 3, 2023, on our consideration of Palisades Charter High School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Palisades Charter High School's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
February 3, 2023

**PALISADES CHARTER HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022
(WITH COMPARATIVE TOTALS AS OF JUNE 30, 2021)**

	<u>2022*</u>	<u>2021</u>
ASSETS		
Current assets		
Cash and cash equivalents	\$ 17,488,865	\$ 15,376,969
Investments	485,681	518,082
Accounts receivable	2,262,482	3,118,060
Inventory	12,568	12,568
Prepaid expenses	111,135	120,932
Total current assets	<u>20,360,731</u>	<u>19,146,611</u>
Capital assets		
Property and equipment	15,560,212	15,124,083
Less accumulated depreciation	<u>(8,830,006)</u>	<u>(7,858,399)</u>
Capital assets, net	6,730,206	7,265,684
Total Assets	<u>\$ 27,090,937</u>	<u>\$ 26,412,295</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$ 6,859,622	\$ 3,511,749
Due to student groups	741,483	572,183
Deferred revenue	1,446,087	843,490
Long-term liabilities	<u>10,359,534</u>	<u>14,536,087</u>
Total liabilities	<u>19,406,726</u>	<u>19,463,509</u>
Net assets		
Without donor restrictions	6,561,595	6,033,796
With donor restrictions	<u>1,122,616</u>	<u>914,990</u>
Total net assets	7,684,211	6,948,786
Total Liabilities and Net Assets	<u>\$ 27,090,937</u>	<u>\$ 26,412,295</u>

**Financial information for all programs operated by the Charter can be found on the Combining Financial Statements in the Supplementary Information Section.*

The notes to the financial statements are an integral part of this statement.

**PALISADES CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022
(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2021)**

	2022*			2021
	Without Donor Restrictions	With Donor Restrictions	Total	Total
SUPPORT AND REVENUES				
Federal and state support and revenues				
Local control funding formula, state aid	\$ 20,918,785	\$ -	\$ 20,918,785	\$ 21,288,605
Federal revenues	3,370,058	-	3,370,058	6,991,793
Other state revenues	4,004,836	-	4,004,836	5,921,790
Total federal and state support and revenues	28,293,679	-	28,293,679	34,202,188
Local support and revenues				
Payments in lieu of property taxes	8,804,627	-	8,804,627	8,166,176
Investment income, net	(85,309)	-	(85,309)	84,319
Other local revenues	3,286,103	602,705	3,888,808	1,266,912
Total local support and revenues	12,005,421	602,705	12,608,126	9,517,407
Donor restrictions satisfied	395,079	(395,079)	-	-
Total Support and Revenues	40,694,179	207,626	40,901,805	43,719,595
EXPENSES				
Program services	33,318,064	-	33,318,064	23,987,812
Supporting services				
Management and general	6,836,532	-	6,836,532	5,542,465
Fundraising	11,784	-	11,784	309,520
Total Expenses	40,166,380	-	40,166,380	29,839,797
CHANGE IN NET ASSETS	527,799	207,626	735,425	13,879,798
Net Assets - Beginning	6,033,796	914,990	6,948,786	(6,931,012)
Net Assets - Ending	\$ 6,561,595	\$ 1,122,616	\$ 7,684,211	\$ 6,948,786

*Financial information for all programs operated by the Charter can be found on the Combining Financial Statements in the Supplementary Information Section.

The notes to the financial statements are an integral part of this statement.

**PALISADES CHARTER HIGH SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022
(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2021)**

	2022				2021
	Program Services	Supporting Services		Total	Total
		Management and General	Fundraising		
EXPENSES					
Personnel expenses					
Certificated salaries	\$ 15,040,417	\$ 773,617	\$ -	\$ 15,814,034	\$ 14,270,782
Non-certificated salaries	1,766,380	2,855,871	-	4,622,251	4,736,131
Employee benefits	8,744,486	1,912,733	-	10,657,219	11,127,480
Total personnel expenses	<u>25,551,283</u>	<u>5,542,221</u>	-	<u>31,093,504</u>	<u>30,134,393</u>
Non-personnel expenses					
Books and supplies	1,110,813	61,550	-	1,172,363	546,164
Insurance	-	407,999	-	407,999	192,879
Facilities	1,069,805	72,040	-	1,141,845	1,242,904
Professional services	3,574,914	578,986	-	4,153,900	3,382,361
Interest expense	-	-	11,784	11,784	62,164
Depreciation	971,607	-	-	971,607	871,903
Student activities	305,009	-	-	305,009	249,457
Student transportation	556	79,027	-	79,583	201,258
Payments to authorizing agency	295,012	-	-	295,012	296,218
Other operating expenses	439,065	94,709	-	533,774	434,163
Total non-personnel expenses	<u>7,766,781</u>	<u>1,294,311</u>	<u>11,784</u>	<u>9,072,876</u>	<u>7,479,471</u>
Total Expenses - 2022	<u>\$ 33,318,064</u>	<u>\$ 6,836,532</u>	<u>\$ 11,784</u>	<u>\$ 40,166,380</u>	
Total Expenses - 2021	<u>\$ 33,165,502</u>	<u>\$ 4,239,103</u>	<u>\$ 209,259</u>		<u>\$ 37,613,864</u>

The notes to the financial statements are an integral part of this statement.

**PALISADES CHARTER HIGH SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022
(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2021)**

	<u>2022</u>	<u>2021</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 735,425	\$ 13,879,798
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities		
Depreciation	971,607	970,500
Forgiveness of PPP loan - cancellation of debt	-	(4,606,000)
(Increase) decrease in operating assets		
Accounts receivable	855,578	1,965,711
Prepaid expenses	9,797	88,964
Increase (decrease) in operating liabilities		
Accounts payable	3,347,873	(728,937)
Due to student groups	169,300	57,209
Deferred revenue	602,597	568,071
Other postemployment benefits payable	(4,176,553)	(6,770,386)
Compensated absences	-	12,590
Net cash provided by (used in) operating activities	<u>2,515,624</u>	<u>5,437,520</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Transfer to investment accounts	32,401	615
Purchase of capital assets	(436,129)	(450,355)
Net cash provided by (used in) investing activities	<u>(403,728)</u>	<u>(449,740)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	2,111,896	4,987,780
Cash and cash equivalents - Beginning	<u>15,376,969</u>	<u>10,389,189</u>
Cash and cash equivalents - Ending	<u>\$ 17,488,865</u>	<u>\$ 15,376,969</u>
SUPPLEMENTAL DISCLOSURE		
Cash paid for interest	<u>\$ 11,784</u>	<u>\$ 23,796</u>

The notes to the financial statements are an integral part of this statement.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Palisades Charter High School (the “Charter”) was formed as a nonprofit public benefit corporation on February 4, 2004, for the purpose of operating as a California public school located in Los Angeles County. The Charter was numbered by the State Board of Education in September 1993 as California Charter No. 0037. Initially a school operated by the Los Angeles Unified School District, Palisades Charter High School is a conversion school that became an independent charter school in 2003. Palisades Charter High School’s mission is “to empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.” The Charter is located at 15777 Bowdoin Street in Pacific Palisades, California.

Palisades Charter High School is authorized to operate as a charter school through the Los Angeles Unified School District (the “authorizing agency”). In November 2019, the Board of Directors of the Los Angeles Unified School District approved a charter renewal for a five-year term beginning July 1, 2020 and expiring on June 30, 2025. Per AB 130, the new expiration end date is June 30, 2027. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Charter’s policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received, and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective July 1, 2018. Under the Guide, Palisades Charter High School is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends, or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

As a public charter school, Palisades Charter High School also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is only used to the extent that internal accounting for charter school and other program operations is necessary and is not used for external financial statement presentation.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Comparative Totals

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Charter's audited financial statements for the year ended June 30, 2021, from which the information was derived.

E. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

F. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management's estimates.

G. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as "net assets released from restrictions." Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

H. In Lieu of Property Taxes Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to Palisades Charter High School. Revenues are recognized by the Charter when earned.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

I. Cash and Cash Equivalents

Palisades Charter High School considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

J. Investments

The Charter's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

K. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2022, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

L. Capital Assets

Palisades Charter High School has adopted a policy to capitalize asset purchases over \$5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

M. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

N. Income Taxes

Palisades Charter High School is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

Level 1	Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
Level 2	Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
Level 3	Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

P. New Accounting Pronouncement

Leases

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The objective of the ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. The new FASB ASU topic on leases consists of five subtopics: overall, lessee, lessor, sale and leaseback transactions, and leveraged lease arrangements. ASU No. 2016-02 is applicable to any entity that enters into a lease. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021. The Charter will determine the impact on the financial statements once required to implement in the 2022-23 fiscal year.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2022, consists of the following:

Cash in county treasury	\$ 12,747,906
County treasury fair value adjustment	(527,665)
Cash in banks, non-interest bearing	5,264,655
Cash on hand or awaiting deposit	3,969
Total Cash and Cash Equivalents	<u>\$ 17,488,865</u>

Cash in Banks

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. Palisades Charter High School does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank. As of June 30, 2022, \$3,089,838 of the Palisades Charter High School's bank balance was exposed to custodial credit risk as there were deposits over \$250,000 in accounts held at one or more banks.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 2 – CASH AND CASH EQUIVALENTS (continued)

Cash in County Treasury

Policies and Practices

Palisades Charter High School is a voluntary participant in an external investment pool. The fair value of the Charter's investment in the pool is reported in the financial statements at amounts based upon the Charter's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest Charter funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in the California Government Code:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of the investment, the greater the sensitivity of its fair value to changes in the market interest rates. The Charter has managed its exposure to interest rate risk by investing in the County Treasury. The Charter's investments in the Los Angeles County Investment Pool, which combines the Charter's share of the portfolio, has a combined fair value of \$12,220,241. The average weighted maturity for this pool is 933 days.

Fair Value Measurement

Investments in the Los Angeles County Treasury investment pools are not measured using the fair value input levels noted in item O of Note 1 because the Charter's transactions are based on a stable net asset value per share. All contributions and redemptions are transactions at \$1.00 net asset value per share.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 3 – INVESTMENTS

At June 30, 2022, Palisades Charter High School held \$485,681 in investments; \$250,000 held by the charter school in a certificate of deposit and \$235,681 held in a money market account by the associated student body. The investments are carried at amortized cost. These types of investments do not qualify as securities as defined in FASB ASC 320, *Investments – Debt and Equity Securities*, thus the fair value disclosures required by ASC 820, *Fair Value Measurements and Disclosures*, are not provided.

The Charter also holds \$4,852,673 in investment accounts that are considered trust or plan assets associated with the Charter's postemployment benefit plan. Refer to Note 11 for additional information.

NOTE 4 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2022, consists of the following:

Local control funding sources, state aid	\$	218,738
Federal sources		1,706,212
Other state sources		337,532
Total Accounts Receivable	\$	2,262,482

NOTE 5 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2022 consists of the following:

	Balance July 1, 2021	Additions	Disposals	Balance June 30, 2022
Property and equipment				
Buildings	\$ 12,719,127	\$ 260,974	\$ -	\$ 12,980,101
Furniture and equipment	2,404,956	175,155	-	2,580,111
Total property and equipment	15,124,083	436,129	-	15,560,212
Less accumulated depreciation	(7,858,399)	(971,607)	-	(8,830,006)
Capital Assets, net	\$ 7,265,684	\$ (535,478)	\$ -	\$ 6,730,206

NOTE 6 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2022, consists of the following:

Payroll liabilities	\$	2,545,924
Vendor payables		2,495,521
Due to LAUSD		154,740
Due to grantor government		1,663,437
Total Accounts Payable	\$	6,859,622

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 7 – DEFERRED REVENUE

Deferred revenue as of June 30, 2022, consists of the following:

Federal sources	\$ 495,037
State sources	799,661
Local sources	151,389
Total Deferred Revenue	\$ 1,446,087

NOTE 8 – LONG-TERM LIABILITIES

A summary of activity related to long-term liabilities during the year ended June 30, 2022 consists of the following:

	Balance July 1, 2021	Additions	Deductions	Balance June 30, 2022
Net other postemployment benefits	\$ 14,438,638	\$ -	\$ 4,176,553	\$ 10,262,085
Compensated absences	97,449	-	-	97,449
Total Long-Term Liabilities	\$ 14,536,087	\$ -	\$ 4,176,553	\$ 10,359,534

Other Postemployment Benefits

Refer to Note 11 for additional information related to the net other postemployment benefits liability.

Compensated Absences

As of June 30, 2022, the Charter held a compensated absences liability attributed to employee vacation pay accrued but not yet paid out of \$97,449.

NOTE 9 – NET ASSETS

Net Assets with Donor Restrictions

As of June 30, 2022, the Charter's net assets with donor restrictions consist of the following:

Local donor restrictions	
Renovation and technology	\$ 737,944
Scholarship fund	235,681
Restroom renovation	141,146
Drama program	1,292
State-imposed restrictions	
Classified employee professional development	6,553
Total Net Assets with Donor Restrictions	\$ 1,122,616

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 9 – NET ASSETS (continued)

Net Assets without Donor Restrictions

Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Charter. At June 30, 2022, the Charter's net assets without donor restrictions consist of the following:

Net investment in capital assets	\$ 6,730,206
Net other postemployment benefits unfunded deficit	(7,136,626)
Board designations	
Other postemployment benefits	2,517,038
Total board designations	<u>2,517,038</u>
Undesignated	<u>4,450,977</u>
Total Net Assets without Donor Restrictions	<u>\$ 6,561,595</u>

NOTE 10 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter's financial assets as of June 30, 2022, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial assets	
Cash and cash equivalents	\$ 17,488,865
Investments, at cost	485,681
Accounts receivable	2,262,482
Prepaid expenses	111,135
Inventory	<u>12,568</u>
Total Financial Assets, excluding noncurrent	<u>\$ 20,360,731</u>
Contractual or donor-imposed restrictions	
Cash restricted by others for specific uses	(1,122,616)
Cash balance held for student body trusts	(741,483)
Board designations	
Other postemployment benefits	<u>(2,517,038)</u>
Financial Assets available to meet cash needs for expenditures within one year	<u>\$ 15,979,594</u>

NOTE 11– NET OTHER POSTEMPLOYMENT BENEFITS

As previously mentioned in Note 6, Palisades Charter High School holds a liability associated with a postemployment benefit plan amounting to a net balance of \$10,262,085 as of June 30, 2022. There was a net decrease in the liability of \$4,176,553 from the beginning balance of \$14,438,638. The total liability is offset by investments maintained by the Charter and specifically held to fund the postemployment benefit plan.

Plan Description

The Charter provides for the continuation of retiree health benefits to eligible employees at retirement. Retiree health benefits include medical, prescription drug, dental and vision coverage. The Charter currently pays the cost of coverage for the retiree and any covered dependents during the lifetime of the retiree. Eligibility for retiree health benefits varies based on when an employee was hired. All employees hired on or after July 1, 2009 except Palisades Educational Support Personnel United (PESPU) employees hired on or after January 1, 2012, are not eligible for the Charter paid retiree health benefits.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 11– NET OTHER POSTEMPLOYMENT BENEFITS (continued)

Benefits Provided

The Charter currently provides medical, dental and vision benefits to approximately 105 eligible active employees. Additionally, as of June 30, 2021, the actuarial valuation date, there were 38 retirees eligible for benefits. The Charter provides health benefits to certain eligible employees at retirement. The retiree health benefits provided are a continuation of the medical including prescription drugs, dental and vision benefits provided to active employees. The retiree health coverage is paid for entirely by the Charter for the lifetime of the retiree. Survivors of deceased retirees may continue health coverage at their own expense.

Eligibility

Future retiree must be enrolled in health plan prior to retirement date, and must be in receipt of monthly payment from STRS or PERS.

All employees except PESPU employees hired on or after July 1, 2009, (PESPU employees hired on or after January 1, 2012) are not eligible for the Charter-paid health benefits at retirement.

Employees who defer their retirement after separation from service with the Charter are not eligible for the Charter-paid health benefits.

Retiree must be enrolled in Medicare Part A if eligible; and must enroll in Part B.

Active employees must meet the following years of service requirements at retirement:

- Hired before March 12, 1984, — must have five consecutive years of service just prior to retirement.
- Hired after March 11, 1984, but before July 1, 1987, — must have ten consecutive years of service just prior to retirement.
- Hired after June 30, 1987, but before June 1, 1992, — must have 15 consecutive years of service just prior to retirement or 20 years of service with ten years of consecutive years of service just prior to retirement.
- Hired after May 31, 1992, but before March 1, 2007, age + consecutive years of qualifying service at retirement greater than or equal to 80.
- Hired after February 28, 2007, but before January 1, 2012, age + consecutive years of qualifying service at retirement greater than or equal to 80, and at least 15 consecutive years of qualifying service at retirement.
- PESPU hired after June 30, 2009, but before January 1, 2012, age + consecutive years of qualifying service at retirement greater than or equal to 85 and at least 25 consecutive years of qualifying service at retirement.

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2021 actuarial valuation projected for the fiscal year ended June 30, 2022 was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2021
Accounting standard	FASB ASC 715
Discount	5.00%
Return on assets	Not reported*
Medical cost trend rates	4.00 to 5.20%
Dental and vision cost trend rates	3.00%

PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022

NOTE 11 – NET OTHER POSTEMPLOYMENT BENEFITS (continued)

Post Retirement Benefit Plan

The following information relating to the Charter's total postretirement plan liability is contained in the actuarial valuation as of June 30, 2021 and was projected for the fiscal year ended June 30, 2022. The information relating to the trust assets does not appear within the actuarial report as information was not available at the time the actuarial valuation was performed. The Charter is to obtain a new valuation every year.

	<u>June 30, 2022</u>
Total Postretirement Plan Liability	
Service cost	\$ 431,934
Interest cost	712,333
Change in plan provisions	-
Actuarial loss/(gain)	-
Benefits payments	<u>(468,147)</u>
Net change	676,120
Total liability - beginning	<u>14,438,638</u>
Total liability - ending (a)	<u>\$ 15,114,758</u>
 Trust Assets	
Contributions - employer	\$ 5,000,000
Actual return on assets	<u>(147,327)</u>
Net change	4,852,673
Trust assets - beginning	<u>-</u>
Trust assets - ending (b)	<u>\$ 4,852,673</u>
 Net other postemployment benefits liability - ending (a) - (b)	 <u>\$ 10,262,085</u>
 Balance of trust assets as a percentage of the total postretirement plan liability	 32%

During the fiscal year ended June 30, 2022, the Charter established trust assets with an initial contribution of \$5,000,000. Additionally, as of June 30, 2022, the Charter's board has designated \$2,517,038 of its net assets to be used to meet the obligation arising from setting up its own post-retirement health plan.

Estimated future benefit payments related to the other postemployment benefit obligation are as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Payments</u>
2023	\$ 429,702
2024	464,943
2025	491,236
2026	537,407
2027	599,189
2028 - 2070	<u>3,725,273</u>
Total	<u>\$ 6,247,750</u>

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 11 – OTHER POSTEMPLOYMENT BENEFITS (continued)

Fair Value of Plan Assets

In accordance with FASB ASC No. 715-60, *Defined Benefit Plans – Other Postretirement*, the Charter has recognized the funded status of its postemployment retirement plan and measured the plan as the difference between fair value of plan assets and the accumulated postretirement benefit obligation. As mentioned in Note 3 covering investments, the Charter holds \$4,852,673 in investment accounts that are specifically earmarked as trust or plan assets for the postemployment benefit plan. The following table provides a description and sets forth, by level within the fair value hierarchy explained in item O of Note 1, the Charter’s trust assets as of June 30, 2022.

	Market Value	Fair Value Classification			At Cost
		Level 1	Level 2	Level 3	
Equity securities	\$ 200,103	\$ 200,103	\$ -	\$ -	\$ 239,945
Fixed income securities	1,072,207	1,072,207	-	-	1,179,692
Cash/money accounts	3,580,363	3,580,363	-	-	3,580,363
Total Trust Assets	\$ 4,852,673	\$ 1,590,337	\$ -	\$ -	\$ 5,000,000

NOTE 12 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers’ Retirement System (CalSTRS), and non-certificated employees are members of the California Public Employees’ Retirement System (CalPERS). The Charter also offers all employees social security as an alternative plan to those who may not qualify for CalSTRS or CalPERS retirement plans.

California State Teachers’ Retirement System (CalSTRS)

Plan Description

Palisades Charter High School contributes to the California State Teachers’ Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers’ Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 10.25% or 10.205% of their 2021-22 salary depending on the employee’s membership date in the plan. The required employer contribution rate for fiscal year 2021-22 was 16.92% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter’s contributions to CalSTRS for the last three fiscal years were as follows:

	Contribution	Percent of Required Contribution
2021-22	\$ 2,510,488	100%
2020-21	\$ 2,382,587	100%
2019-20	\$ 2,409,794	100%

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 12 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for Palisades Charter High School is estimated at \$1,694,330. The on-behalf payment amount is computed as the proportionate share of total 2020-21 State on-behalf contributions.

California Public Employees' Retirement System (CalPERS)

Plan Description

Palisades Charter High School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street; Sacramento, California 95814.

Funding Policy

Active plan members, who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

Palisades Charter High School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2021-22 was 22.91% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalPERS for the last three fiscal years were as follows:

	<u>Contribution</u>	<u>Percent of Required Contribution</u>
2021-22	\$ 853,711	100%
2020-21	\$ 758,335	100%
2019-20	\$ 730,476	100%

NOTE 13 – COMMITMENTS AND CONTINGENCIES

Governmental Funds

Palisades Charter High School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 13 – COMMITMENTS AND CONTINGENCIES (continued)

Charter School Authorization

As mentioned in Note 1A, Palisades Charter High School is approved to operate as a public charter school through authorization by the Los Angeles Unified School District. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

On July 9, 2021, the Governor of California approved Assembly Bill 130 (AB 130). Effective July 1, 2021, AB 130 added a provision within the California Education Code whereby all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years. As a result, the new term expiration date for the charter petition is June 30, 2027.

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately \$11,989,210 as of June 30, 2021. Also, as of June 30, 2021, CalPERS has estimated the Charter's share of withdrawal liability to be \$5,162,145. The Charter does not currently intend to withdraw from CalSTRS or CalPERS. Refer to Note 12 for additional information on employee retirement plans.

Pending or Threatened Litigation

The Charter is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Charter as of June 30, 2022.

NOTE 14 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to Palisades Charter High School in an effort to advance the Charter's programs and objectives. These services have not been recorded in the Charter's financial statements because they do not meet the criteria required by generally accepted accounting principles. The Charter did not receive any donated items during the fiscal year ended June 30, 2022.

NOTE 15 – RELATED PARTY TRANSACTIONS

Authorizing Agency

The Charter makes payments to the authorizing agency, Los Angeles Unified School District, to provide required services for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Total fees paid to the authorizing agency for oversight amounted to \$295,012 for the fiscal year ending June 30, 2022.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022**

NOTE 15 – RELATED PARTY TRANSACTIONS (continued)

Interested Persons

The Charter's Board of Trustees is designed to include representatives from all affected groups (e.g., parents, teachers, and administrators); consequently, a minority of members of the Board of Trustees are classified as interested parties because they are also either parents, community members, administrators or employees of the Charter. Interested parties recuse themselves from any financial or other matter where they may have a conflict of interest.

Inter-Charter Activity

Receivables and payables due between Palisades Charter High School's operating units, if any, are classified as due to/from other funds within the combining statement of financial position.

NOTE 16 – SUBSEQUENT EVENTS

Palisades Charter High School has evaluated subsequent events for the period from June 30, 2022 through February 3, 2023, the date the financial statements were available to be issued. Management did not identify any transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

**PALISADES CHARTER HIGH SCHOOL
LEA ORGANIZATION STRUCTURE
JUNE 30, 2022**

Palisades Charter High School, located in Pacific Palisades, California, was formed as a nonprofit public benefit corporation on February 4, 2004 for the purpose of operating Palisades Charter High School, California Charter No. 0037. The Charter is a conversion school that initially began school operation in 1993 and became an independent charter in 2003. The Charter is authorized to operate as a charter school through Los Angeles Unified School District. During 2021-22, Palisades Charter High School served approximately 3,087 students in grades 9 to 12.

BOARD OF TRUSTEES

<u>Name</u>	<u>Office</u>	<u>Term Expiration</u>
Dara Williams	Community / Board Chair	June 30, 2022
Jack Seltzer	Community	June 30, 2023
Monica Batts-King	Parent	June 30, 2023
Sara Margiotta	Community	June 30, 2023
Jewlz Fahn	Parent	June 30, 2022
James Wells	Parent	June 30, 2022
Lisa Saxon	Faculty	June 30, 2023
Maggie Nance	Faculty	June 30, 2022
Brenda Clarke	Faculty	June 30, 2022
Andrew Paris	Classified	June 30, 2022
Brooke King	Management	June 30, 2022

ADMINISTRATION

Dr. Pam Magee
Executive Director / Principal

Juan Pablo Herrera
Chief Business Officer

See accompanying notes to the supplementary information.

**PALISADES CHARTER HIGH SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2022**

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 270,113
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	56,270
Title III, English Learner Student Program	84.365	14346	3,128
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	22,209
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	833,673
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	84.048	14893	37,861
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants: [1]			
Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	107,643
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425	15536	23
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425	15547	867,501
Subtotal Education Stabilization Fund Discretionary Grants			<u>975,167</u>
Total U. S. Department of Education			<u>2,198,421</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
COVID-19 Emergency Acts Funding/Extending Summer Food Service Program and SSO: [1]			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	170,318
National School Lunch Program	10.555	13391	452,707
Supply Chain Assistance (SCA) Funds	10.555	15655	74,219
Subtotal Child Nutrition Cluster			<u>697,244</u>
Pandemic EBT Local Administrative Grant	10.649	15644	1,562
Total U. S. Department of Agriculture			<u>698,806</u>
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:			
<i>Passed through California Department of Education:</i>			
Epidemiology and Laboratory Capacity (ELC) Reopening Schools Grant	93.323	*	472,831
Total U. S. Department of Health & Human Services			<u>472,831</u>
Total Federal Expenditures			<u>\$ 3,370,058</u>

[1] - Major Program

* - Pass-Through Entity Identifying Number not available or not applicable

See accompanying notes to the supplementary information.

**PALISADES CHARTER HIGH SCHOOL
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 FOR THE YEAR ENDED JUNE 30, 2022**

	Second Period Report	Annual Report
	<u>Classroom-Based</u>	
Grade Span		
Ninth through twelfth	<u>2,631.62</u>	<u>2,626.90</u>
Total Average Daily Attendance - Classroom-Based	<u>2,631.62</u>	<u>2,626.90</u>
	<u>Nonclassroom-Based</u>	
Grade Span		
Ninth through twelfth	<u>140.17</u>	<u>140.17</u>
Total Average Daily Attendance - Nonclassroom-Based	<u>140.17</u>	<u>140.17</u>

See accompanying notes to the supplementary information.

**PALISADES CHARTER HIGH SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2022**

Grade Span	Minutes Requirement	2021-22 Instructional Minutes	2021-22 Number of Days	Status
Grades 9 through 12	64,800	74,828	175	Complied

See accompanying notes to the supplementary information.

**PALISADES CHARTER HIGH SCHOOL
 RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (UNAUDITED ACTUALS) WITH
 AUDITED FINANCIAL STATEMENTS
 JUNE 30, 2022**

June 30, 2022, net position in the Charter Schools Enterprise Fund per Annual Financial and Budget Report (Unaudited Actuals)	<u>\$ 8,968,923</u>
Adjustments:	
Increase (decrease) in total net assets:	
Prior period restatement	(107,830)
Net change in liability for other postemployment benefits	(661,559)
Record fair value adjustment to cash in county treasury	<u>(527,665)</u>
Net adjustments	<u>(1,297,054)</u>
June 30, 2022, net assets per audited financial statements*	<u>\$ 7,671,869</u>

*Refer to net assets for "Charter School Total" on the combining financial statements.

See accompanying notes to the supplementary information.

PALISADES CHARTER HIGH SCHOOL
COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

	California Public Charter School No. 0037					
	Charter School	Other Postemployment Benefits	Inter-Charter Eliminations	Charter School Total	Associated Student Body	Organization Total
ASSETS						
Current assets						
Cash and cash equivalents	\$ 16,371,580	\$ 438,440	\$ -	\$ 16,810,020	678,845	\$ 17,488,865
Investments	235,681	-	-	235,681	250,000	485,681
Accounts receivable	2,260,146	1,286	-	2,261,432	1,050	2,262,482
Inventory	-	-	-	-	12,568	12,568
Prepaid expenses	105,069	-	-	105,069	6,066	111,135
Due from other funds	-	202,771	(202,771)	-	-	-
Total current assets	18,972,476	642,497	(202,771)	19,412,202	948,529	20,360,731
Capital assets						
Property and equipment	15,544,458	-	-	15,544,458	15,754	15,560,212
Less accumulated depreciation	(8,814,252)	-	-	(8,814,252)	(15,754)	(8,830,006)
Capital assets, net	6,730,206	-	-	6,730,206	-	6,730,206
Total noncurrent assets	6,730,206	-	-	6,730,206	-	6,730,206
Total Assets	\$ 25,702,682	\$ 642,497	\$ (202,771)	\$ 26,142,408	\$ 948,529	\$ 27,090,937
LIABILITIES AND NET ASSETS						
Liabilities						
Accounts payable	\$ 6,734,426	\$ -	\$ -	\$ 6,734,426	125,196	\$ 6,859,622
Due to student groups	-	-	-	-	741,483	741,483
Deferred revenue	1,444,467	-	-	1,444,467	1,620	1,446,087
Long-term liabilities	97,449	10,262,085	-	10,359,534	-	10,359,534
Due to other funds	202,771	-	(202,771)	-	-	-
Total liabilities	8,479,113	10,262,085	(202,771)	18,538,427	868,299	19,406,726
Net assets						
Without donor restrictions	16,100,953	(9,619,588)	-	6,481,365	80,230	6,561,595
With donor restrictions	1,122,616	-	-	1,122,616	-	1,122,616
Total net assets	17,223,569	(9,619,588)	-	7,603,981	80,230	7,684,211
Total Liabilities and Net Assets	\$ 25,702,682	\$ 642,497	\$ (202,771)	\$ 26,142,408	\$ 948,529	\$ 27,090,937

See accompanying notes to the supplementary information.

**PALISADES CHARTER HIGH SCHOOL
COMBINING STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022**

	California Public Charter School No. 0037					
	Charter School	Other Postemployment Benefits	Inter-Charter Eliminations	Charter School Total	Associated Student Body	Organization Total
NET ASSETS WITHOUT DONOR RESTRICTIONS SUPPORT AND REVENUES						
Federal and state support and revenues						
Local control funding formula, state aid	\$ 20,918,785	\$ -	\$ -	\$ 20,918,785	\$ -	\$ 20,918,785
Federal revenues	3,370,058	-	-	3,370,058	-	3,370,058
Other state revenues	4,004,836	-	-	4,004,836	-	4,004,836
Total federal and state support and revenues	28,293,679	-	-	28,293,679	-	28,293,679
Local support and revenues						
Payments in lieu of property taxes	8,804,627	-	-	8,804,627	-	8,804,627
Investment income, net	34,318	(120,168)	-	(85,850)	541	(85,309)
Other local revenues	2,907,350	282,705	(282,705)	2,907,350	378,753	3,286,103
Total local support and revenues	11,746,295	162,537	(282,705)	11,626,127	379,294	12,005,421
Donor restrictions satisfied	395,079	-	-	395,079	-	395,079
Total Support and Revenues	40,435,053	162,537	(282,705)	40,314,885	379,294	40,694,179
EXPENSES						
Program services	32,538,482	756,961	(282,705)	33,012,738	305,326	33,318,064
Supporting services						
Management and general	6,727,108	109,424	-	6,836,532	-	6,836,532
Fundraising	11,784	-	-	11,784	-	11,784
Total Expenses	39,277,374	866,385	(282,705)	39,861,054	305,326	40,166,380
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	1,157,679	(703,848)	-	453,831	73,968	527,799
NET ASSETS WITH DONOR RESTRICTIONS						
Local restricted sources	602,705	-	-	602,705	-	602,705
Donor restrictions satisfied	(395,079)	-	-	(395,079)	-	(395,079)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	207,626	-	-	207,626	-	207,626
CHANGE IN NET ASSETS	1,365,305	(703,848)	-	661,457	73,968	735,425
Net Assets - Beginning	15,858,264	(8,915,740)	-	6,942,524	6,262	6,948,786
Net Assets - Ending	\$ 17,223,569	\$ (9,619,588)	\$ -	\$ 7,603,981	\$ 80,230	\$ 7,684,211

See accompanying notes to the supplementary information.

**PALISADES CHARTER HIGH SCHOOL
NOTES TO THE SUPPLEMENTARY INFORMATION
JUNE 30, 2022**

NOTE 1 – PURPOSE OF SCHEDULES

A. LEA Organization Structure

This schedule provides information about the local education agency (LEA or charter school), including the, grades served, members of the governing body, and members of the administration.

B. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Charter and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Charter has not elected to use the 10 percent de minimis indirect cost rate.

C. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

D. Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Palisades Charter High School and whether the Charter complied with the provisions of *Education Code Section 47612.5*.

E. Reconciliation of Annual Financial and Budget Report (Unaudited Actuals) with Audited Financial Statements

This schedule provides the information necessary to reconcile net position in the Charter Schools Enterprise Fund reported on the Annual Financial and Budget Report (Unaudited Actuals) to net assets on the audited financial statements. Refer to Charter School Total on the combining financial statements for ending net assets.

F. Combining Financial Statements

Palisades Charter High School statements of financial position and activities by operating unit provides information supporting the amounts incorporated in the Charter's financial statements. The charter school includes internal funds for charter school operation and the other postemployment benefits fund. Total organization activity and balances include both the charter school and the associated student body.

OTHER INDEPENDENT AUDITORS' REPORTS



REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Independent Auditors' Report

To the Board of Directors of
Palisades Charter High School
Pacific Palisades, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Palisades Charter High School (the "Charter") as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated February 3, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as Finding 2022-001 that we consider to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Palisades Charter High School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on Palisades Charter High School's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs as the corrective action plan. The Charter's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
February 3, 2023



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
Palisades Charter High School
Pacific Palisades, California

Report on Compliance for Each Major Federal Program

Qualified and Unmodified Opinions

We have audited Palisades Charter High School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Palisades Charter High School's major federal programs for the year ended June 30, 2022. Palisades Charter High School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Qualified Opinion on Education Stabilization Fund Discretionary Grants

In our opinion, except for the noncompliance described in the Basis for Qualified and Unmodified Opinions section of our report, Palisades Charter High School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on Education Stabilization Fund Discretionary Grants for the year ended June 30, 2022.

Unmodified Opinion on Each of the Other Major Federal Programs

In our opinion, Palisades Charter High School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended June 30, 2022.

Basis for Qualified and Unmodified Opinions

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Palisades Charter High School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Palisades Charter High School's compliance with the compliance requirements referred to above.

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Basis for Opinion on Each Major Federal Program (continued)

Matter Giving Rise to Qualified Opinion on Education Stabilization Fund Discretionary Grants

As described in the accompanying schedule of findings and questioned costs, Palisades Charter High School did not comply with requirements regarding Assistance Listing No. 84.425 and 84.425C Education Stabilization Fund Discretionary Grants as described in Finding 2022-002 for Equipment/Real Property Management. Compliance with such requirements is necessary, in our opinion, for Palisades Charter High School to comply with the requirements applicable to that program.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Palisades Charter High School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Palisades Charter High School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Palisades Charter High School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Palisades Charter High School's compliance with the compliance requirements referred to above and performing such procedures as we consider necessary in the circumstances.
- Obtain an understanding of Palisades Charter High School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances, and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Palisades Charter High School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as Finding 2022-002. Our opinion on each major federal program is not modified with respect to these matters.

Other Matters (continued)

Government Auditing Standards requires the auditor to perform limited procedures on Palisades Charter High School's response to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. Palisades Charter High School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as Finding 2022-002 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on Palisades Charter High School's response to the internal control over compliance finding identified in our audit described in the accompanying schedule of findings and questioned costs. Palisades Charter High School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
February 3, 2023



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REPORT ON STATE COMPLIANCE

Independent Auditors' Report

To the Board of Directors of
Palisades Charter High School
Pacific Palisades, California

Report on State Compliance

Opinion on State Compliance

We have audited Palisades Charter High School's compliance with the types of compliance requirements described in the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, California Code of Regulations, section 19810, that could have a direct and material effect on each of Palisades Charter High School's state programs for the fiscal year ended June 30, 2022, as identified below.

In our opinion, Palisades Charter High School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the applicable state programs for the year ended June 30, 2022.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of Palisades Charter High School and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of Palisades Charter High School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Palisades Charter High School's state programs.

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Auditor’s Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Palisades Charter High School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Palisades Charter High School's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Palisades Charter High School's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Palisades Charter High School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Palisades Charter High School's internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine Palisades Charter High School’s compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Yes
In Person Instruction Grant	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not applicable

“Not applicable” is used in the table above to indicate that the Charter either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
February 3, 2023

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**PALISADES CHARTER HIGH SCHOOL
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2022**

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>Yes</u>
Noncompliance material to financial statements noted?	<u>None</u>

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Type of auditors' report issued:	<u>Qualified/Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>Yes</u>
Identification of major programs:	
<u>AL Number(s)</u> <u>Name of Federal Program or Cluster</u>	
84.425, 84.425C Education Stabilization Fund Discretionary Grants	
10.553, 10.555 Child Nutrition Cluster	

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with 2021-22 Guide for Annual Audits of California K-12 Local Education Agencies ?	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

All audit year findings, if any, are assigned an appropriate finding code as follows:

<u>FIVE DIGIT CODE</u>	<u>AB 3627 FINDING TYPE</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**PALISADES CHARTER HIGH SCHOOL
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2022**

FINDING 2022-001: OTHER POSTEMPLOYMENT BENEFIT LIABILITY REPORTING (30000)

Criteria: In accordance with the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 715, *Compensation — Retirement Benefits*, an actuarial study is required annually for other postemployment benefit (OPEB) plans. The actuarial study enables the Charter to measure and disclose an amount for annual OPEB cost on the accrual basis of accounting.

Condition: The Charter's most recent actuarial study is dated December 7, 2021. The Charter has not yet obtained an actuarial study for the 2021-22 fiscal year; therefore, the net other postemployment liability was not properly reported to consider the newly established trust asset and required audit adjustment.

Context: The incident appears isolated. Since the required implementation of FASB ASC 715 by the Charter, the Charter has obtained an annual actuarial study.

Effect: The Charter did not adhere to the requirements of FASB ASC 715. The recent actuarial study does not provide an accurate projection of the Charter's OPEB liability as of June 30, 2022 because it does not include the Charter's \$5 million investment in the OPEB trust asset.

Cause: The current actuarial study is in progress but was not completed in time for this report.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend that the Charter obtain a new actuarial study on its OPEB obligation for the fiscal year 2021-22 and rely on the study for only one fiscal year before obtaining another OPEB actuarial study.

Corrective Action Plan: The Charter was working closely with the Actuary and provided them with all the information needed to issue a new actuarial study before the audit report date. However, the Actuary was unable to complete the report on time. The Charter will have a new actuarial study completed before the close of the current fiscal year 2022-23.

**PALISADES CHARTER HIGH SCHOOL
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022**

FINDING 2022-002: EDUCATION STABILIZATION FUND DISCRETIONARY GRANTS– SPECIAL TESTS AND PROVISIONS (50000 & 30000)

CFDA Number and Title: 84.425 and 84.425C - Education Stabilization Fund Discretionary Grants: Governor's Emergency Education Relief (GEER) Fund and Elementary, Secondary School Emergency Relief (ESSER) Fund

Federal Grantor Name: U.S. Department of Education; Passed through California Department of Education

Criteria: Consistent with 2 CFR section 200.311 (real property), section 200.313 (equipment), and section 200.439 (equipment and other capital expenditures) Education Stabilization Funds (ESF) may be used to purchase equipment. Capital expenditures for general and special purpose equipment purchases are subject to prior approval by Education Department (ED) or the pass-through entity. In addition, with prior approval by the ED or the pass-through entity, recipients and subrecipients may use ESF funds to purchase real property and perform construction for improvements to land, buildings, or equipment that meet the overall purpose of the ESF program, which is "to prevent, prepare for, and respond to" the COVID-19 pandemic.

Condition: The Charter used funding from the Elementary and Secondary School Emergency Relief II (ESSER II) Fund program for one capital expenditure. The funding terms and conditions require the Charter to obtain approval from the funding agency prior to incurring the expenditure. The Charter was unable to provide documentation that the required approval was obtained.

Cause: The error is a result of the Charter not understanding the terms and conditions of the requirements of the grant agreement.

Effect: The effect of not obtaining the required approval resulted in a total of \$90,000 in allowable ESF expenditures. Additionally, this error could result in potential loss of funding under this grant.

Context: Due to new COVID-19 Emergency Acts Funding this fiscal year, the Charter was unaware this was a requirement for ESSER and GEER.

Questioned Costs: The questioned cost is \$90,000.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend the Charter develop and implement policies and procedures whereby staff obtain an understanding of the funding terms and conditions of all grants in order to prevent future violations of compliance requirements. We recommend the Charter develop and implement policies and procedures whereby staff obtain an understanding of the funding terms and conditions of all grants in order to prevent future violations of compliance requirements. Management should obtain proper training through the appropriate regulatory and granting agencies.

Views of Responsible Officials: See Corrective Action Plan on following page.



PALISADES

CHARTER HIGH SCHOOL

February 3, 2023

Christy White, Inc.
348 Olive Street
San Diego, CA 92103

RESPONSE TO AUDIT FINDING #2022-002: EDUCATION STABILIZATION FUND DISCRETIONARY GRANTS- SPECIAL TESTS AND PROVISIONS (50000)

The charter has already submitted the capital expenditure request form to CDE and is awaiting approval. The charter will review all required compliance requirements for all new federal funding before purchases are made. The charter anticipates receiving the approval by December 31, 2023.

Respectfully,

Juan Pablo Herrera

Juan Pablo Herrera
Chief Business Official

**PALISADES CHARTER HIGH SCHOOL
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022**

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2022.

**PALISADES CHARTER HIGH SCHOOL
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2022**

FINDING 2021-001: UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNT (40000)

Criteria: Students designated as Free and Reduced Meal (FRPM) eligible and English Learners (EL), who are not directly certified on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List report, must have supporting documentation that indicates the student was eligible for their status. The unduplicated local control funding formula pupil count affects the percentage used as data in calculating Local Control Funding Formula (LCFF) apportionment. Auditors are required to verify compliance with California Education Code Section 42238.02(b)(3)(B) in Section W of the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Condition: Based on student designations from the 2020-21 CALPADS 1.18 FRPM/English Learner/Foster Youth –Student List report, we noted one student should have been designated as Reclassified Fluent English Proficient (RFEP) as the student was reclassified from an English Learner in 2018. As a result, the total population excluding directly certified, foster youth, and homeless students, was noted to be in error.

Effect: The Charter is not in compliance with State requirements. A total of one (1) student are ineligible for EL designation.

Cause: Clerical oversight.

Questioned Cost: \$557 as calculated using guidance from the California Department of Education (CDE).

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend reconciling the CALPADS 1.18 FRPM/English Learner/Foster Youth –Student List report with the student information system before submitting to CDE to verify all student designations are correct.

Corrective Action Plan: Palisades Charter High School has a new English Language Coordinator overseeing ELPAC testing. Additional checkpoints have been identified for the English Language Coordinator, Information Services Manager, Database Manager and Assistant Principal. Additionally, the Assistant Principal and Principal will be provided a training refresh on the CALPADS reporting process to provide oversight.

Current Status: Implemented.

Coversheet

2021-2022 Audit Corrective Action Plan

Section: VIII. Finance
Item: C. 2021-2022 Audit Corrective Action Plan
Purpose: Vote
Submitted by:
Related Material: 2021-22 Audit Corrective Action Plan - Motion and Materials.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

February 28, 2023

TOPIC/ AGENDA ITEM:

VI. FINANCE

C. 2021-2022 Audit Corrective Action Plan

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance, Audit committee, independent audit firm

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2021-2022 Audit Corrective Action Plan. As a result of two (2) audit findings, PCHS must discuss, review, and approve a corrective action plan.

The corrective action plan was previously discussed with the PCHS Audit Committee and independent audit firm. Both LAUSD Charter School Division (CSD) and the California Department of Education (CDE) will require an audit finding narrative and approved corrective action plan.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will support the goal of ensuring compliance for PCHS.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2021-22 audit corrective action plan.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the 2021-2022 audit corrective action plan.

RECOMMENDED MOTION:

“To approve the 2021-2022 audit corrective action plan.”

Juan Pablo Herrera
Chief Business Officer



PALISADES

CHARTER HIGH SCHOOL

AUDIT FINDING 2022-001: OTHER POSTEMPLOYMENT BENEFIT LIABILITY REPORTING (30000)

Condition: The Charter's most recent actuarial study is dated December 7, 2021. The Charter has not yet obtained an actuarial study for the 2021-22 fiscal year; therefore, the net other postemployment liability was not properly reported to consider the newly established trust asset and required audit adjustment.

a. Detailed explanation and/or root-cause analysis regarding the audit finding;

Historically, PCHS has completed the required actuarial valuation every two (2) years. Based on new FASB ASC 715 guidelines, PCHS should complete the actuarial valuation annually. Specifically, the actuarial valuation report should be available at the time of the independent audit, so that the Other Post Employment (OPEB) Liability can accurately be reported.

Given that the last actuarial report was an "annual update" on December 7, 2021, at the time of the audit completion, there was not an updated actuarial valuation.

b. Corrective Action Plan - description of specific steps/plan to address the deficiency going forward and question costs, if applicable:

The actuarial valuation for 2021-2022 is still in progress. PCHS is targeting to have the report completed in the coming weeks and presented during the March 2023 Board of Trustees meeting.

Moving forward (for the 2022-23 year and beyond), the CBO will ensure that our actuary and independent audit firm connect early in the process. The CBO will also ensure timely delivery of census data, health/benefit information, and financial documents by June 30th of each year. Unaudited actuals will be provided as soon as they are available, no later than Aug 30th of each year. This will ensure that the actuary firm has time to complete the valuation report and collaborate with the independent audit firm to accurately report PCHS' OPEB liability.



PALISADES

CHARTER HIGH SCHOOL

AUDIT FINDING 2022-002: EDUCATION STABILIZATION FUND DISCRETIONARY GRANTS– SPECIAL TESTS AND PROVISIONS (50000 & 30000)

Condition: The Charter used funding from the Elementary and Secondary School Emergency Relief II (ESSER II) Fund program for one capital expenditure. The funding terms and conditions require the Charter to obtain approval from the funding agency prior to incurring the expenditure. The Charter was unable to provide documentation that the required approval was obtained.

a. Detailed explanation and/or root-cause analysis regarding the audit finding;

PCHS utilized Federal relief funding (ESSER II) on capital expenditure projects. Specifically, the school's boiler system was non-operable. This was discussed at multiple Budget & Finance Committee meetings. When developing the ESSER II Expenditure Plan, PCHS allocated funds to replace the three (3) boilers. The ESSER II Expenditure Plan was approved by the Board of Trustees. The projects/expenses occurred in November of 2021.

Upon nearing completion of the audit, the CBO was made aware that use of ESSER funds on capital expenditure projects requires pre-approval from the California Department of Education (CDE). At the time PCHS applied for ESSER funds (April 2021), this was not a requirement and the CDE later provided updated guidance. In fact, LEAs were able to use ESSER funds for expenses dating back to March 2020. So pre-approval from the CDE was not possible.

The CBO submitted the Capital Expenditure pre-approval form(s) to the CDE in December of 2022. The CDE has reviewed and is asking for additional clarification before they can "approve" the project. As a result, at the time of the audit completion, PCHS did not have an "approval" letter from the CDE, so it resulted in an audit finding.

b. Corrective Action Plan - description of specific steps/plan to address the deficiency going forward and question costs, if applicable:

The CBO will participate in an ESSER/GEER training webinar on March 2nd, has enrolled in a RFP/bidding webinar on February 28th and will be connecting with the audit firm to review any questions related to 2022-23 capital expenditures.

Moving forward, there is now clarity on the CDE requirement for using ESSER funds on capital expenditures and the finding will be isolated to the current audit report.

Coversheet

2022-2023 Audit Engagement Letter

Section: VIII. Finance
Item: D. 2022-2023 Audit Engagement Letter
Purpose: Vote
Submitted by:
Related Material: 2022-23 Audit Engagement - Motion and Materials.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

February 28, 2023

TOPIC/ AGENDA ITEM:

VI. FINANCE

D. 2022-2023 Audit Engagement

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Audit Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The Los Angeles County Office of Education (LACOE) is requesting the annual audit contract information for charter schools for the 2022-2023 Year.

PCHS solicited a new audit engagement proposal from Christy White audit firm in March of 2022. The proposal included the scope of work and pricing for the 2021-22 audit (year #1) and an option for 2022-23 (year #2 option) and 2023-24 (year #3 option). The cost increase is consistent with State Department of Finance projected cost-of-living adjustments (COLA) over the next three (3) years.

The audit committee reviewed the proposal and is recommending we extend our contract with Christy White audit firm for the 2022-2023 audit. This would be year #2 of 3 of the audit proposal. The fiscal impact is \$16,310. The cost of the independent audit is budgeted for annually.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will support the goal of ensuring fiscal compliance.

OPTIONS OR SOLUTIONS:

An alternative solution is that PCHS explore a different audit firm. However, this would delay the April 1, 2023, deadline and not in-line with the audit committee recommendation.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve 2022-2023 Audit Engagement.

RECOMMENDED MOTION:

“To approve the 2022-2023 audit engagement proposal from Christy White Audit Firm.”

Juan Pablo Herrera
Chief Business Officer



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

March 7, 2022

Governing Board and Management
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

We are pleased to confirm our understanding of the services we are to provide for Palisades Charter High School for the fiscal year ending June 30, 2022, with the option to renew for fiscal years ending June 30, 2023 and 2024.

Audit Scope

We will audit the financial statements of Palisades Charter High School, (the “Organization”), which comprise the statement of financial position as of June 30, 2022, 2023 and 2024, the related statements of activities, functional expenses and cash flows for the year then ended. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor’s report on the financial statements.

1. LEA Organization Structure
2. Schedule of Expenditures of Federal Awards (if Uniform Guidance applies*)
3. Schedule of Average Daily Attendance
4. Schedule of Instructional Time
5. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

**A Federal Single Audit under Uniform Guidance is applicable in any year that the Organization expends more than \$750,000 in Federal funds.*

Audit Objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor’s report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America, and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.

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- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), *Audits of States, Local Governments, and Non-Profit Organizations*, if applicable
- An opinion (or disclaimer of opinion) on compliance with the types of compliance requirements described in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810.

Auditor's Responsibilities

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance (if applicable), and other procedures we consider necessary to enable us to express such an opinion. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

Audit Procedures-Internal Controls

We will obtain an understanding of the Organization and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance (if applicable), we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Organization's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

When applicable, the Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Guidance Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Organization's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance. A Federal Single Audit under Uniform Guidance becomes applicable when the Organization expends more than \$750,000 in Federal funds in any given year.

Tax Preparation and Other Services

We will prepare your annual informational returns for the IRS (Form 990 or 990-EZ, as appropriate) and Franchise Tax Board (Form 199) with supporting schedules, and perform related research as considered necessary for the fiscal year(s) ending June 30, 2022, 2023 and 2024. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Organization in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. Our work in connection with the preparation of the tax returns does not include any procedures designed to discover defalcations or other irregularities, should any exist. The returns will be prepared solely from information provided to us without verification by us.

These non-audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statements, schedule of expenditures of federal awards, related notes, and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the informational returns, but management must make all decisions with regard to those matters.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone or by turning over information about those communications to the government, you, your employees, or agents, may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication; you agree to provide us with written advance authority to make that disclosure.

The IRS permits you to authorize us to discuss, on a limited basis, aspects of your return for one year after the due date of the return. Your consent to such a discussion is evidenced by checking a box on the return. Unless you tell us otherwise, we will check that box authorizing the IRS to discuss your return with us.

If, during our tax preparation, we discover information that affects your prior-year tax returns, we will make you aware of the facts. However, we cannot be responsible for identifying all items that may affect prior-year returns. If you become aware of such information during the year, please contact us for the best resolution of the issue.

Management Responsibilities

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance (if applicable); (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the Organization from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, if applicable, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance (if applicable); (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance (if applicable); (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the organization's website, you understand that electronic sites are a means to distribute information, and therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

With regard to tax preparation, it is your responsibility to provide us with all the information required for preparing complete and accurate returns. You are responsible for the safeguarding of assets, the proper recording of transactions in the books of accounts, the substantial accuracy of the financial records, and the full and accurate disclosure of all relevant facts affecting the return(s) to us. You also have final responsibility for the tax return and, therefore, the appropriate officials should review the return carefully before an authorized officer signs and files it.

You agree to assume all management responsibilities for the tax services, financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Reporting

We will issue written reports upon completion of our audit. Our reports will be addressed to the Governing Board of Palisades Charter High School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. If issued, the Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Christy White, Inc, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

We will provide an electronic and up to five copies of our reports to the Organization, however, management is responsible for distribution of the reports and the financial statements. We will file the report by the published deadline with the Office of the State Controller, California Department of Education, the authorizing agency(ies) of the Organization's charter school(s), and, if different, the applicable County Office of Education/Superintendent of Schools where each charter school operates. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

If a Federal Single Audit under Uniform Guidance is performed, we will complete the appropriate section of the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through and/or granting entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the audit period.

By your signature below, you acknowledge the audit documentation for this engagement is the property of Christy White, Inc and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Office of the State Controller or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Christy White, Inc personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Office of the State Controller. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation. Christy White, Inc does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. It is your responsibility to retain and protect your records (which includes any work product we provide to you as well as any records that we return) for possible future use, including potential examination by any government or regulatory agencies. Christy White, Inc does not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

We expect to begin our audit as soon as possible and to issue our reports by the published deadline. The maximum annual fee for professional services under the terms of this agreement shall not exceed the following agreed upon amounts:

	2021-22	<i>(optional)</i> 2022-23	<i>(optional)</i> 2023-24
Audit Services	\$ 9,740	\$ 10,310	\$ 10,900
Single Audit Fees*	4,500	4,500	4,500
Tax Preparation (<i>optional services</i>)	1,500	1,500	1,500
Total Maximum Professional Services	\$ 15,740	\$ 16,310	\$ 16,900

*Single Audit Fees apply any year the Organization expends more than \$750,000 in Federal Funds.

The maximum annual fee for auditing services shall not exceed the above amounts, with the exception that any auditing services provided for (1) significant changes in audit requirements as stated in *Government Auditing Standards* or the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the Education Audit Appeals Panel, or (2) any changes in the number of charter schools or other programs operated by the Palisades Charter High School during the period under this agreement, shall be in addition to the above maximum fee.

Optional tax preparation services will only be performed if noted as agreed upon by selection of “audit and tax preparation” in your response. Selection of “audit only” will exclude our responsibilities to perform the tax preparation services noted within this letter unless these services are outlined in a separate engagement letter. Our responsibilities do not include preparation of any other tax returns not previously mentioned that may be due to any taxing authority.

Our invoices for these fees will be rendered upon completion of fieldwork as follows: 25% of contract upon completion of site testing and/or planning, 25% of contract upon completion of interim testing and 50% of contract upon completion of year end fieldwork and are payable on presentation. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year’s audit report was not certified as conforming to the reporting provisions of the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. For tax preparation services, each annual engagement will be complete upon the delivery of completed tax returns to you.

If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation under Rules for Professional Accounting and Related Services Disputes before resorting to litigation. Costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration. Such arbitration shall be binding and final. In agreeing to arbitration, we both acknowledge that in the event of a dispute over fees charged by the accountant, each of us is giving up the right to have the dispute in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

This audit contract is null and void if the firm is declared ineligible to audit K-12 local education agencies pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

The first period to be audited shall be for the fiscal year ending June 30, 2022 and is subject to extension for up to two additional fiscal years, if agreeable to the auditors and the Organization. The agreement may be cancelled annually if notified by the client or auditor by February 15 of each year. Additional extensions beyond 2024 may be secured on a year by year basis, subject to the agreement of the Organization and the auditor.

In accordance with *Government Auditing Standards*, upon request, we will provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract.

Christy White, Inc. has a non-licensee owner who may provide client services in your contract under the supervision of licensed owner.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Christy White Brook, CPA, CFE
President
Christy White, Inc.

RESPONSE:

This letter correctly sets forth the understanding of Palisades Charter High School.

Please check your selection:

Audit Only

Audit and Tax Preparation

Pamela Magee

Signature

Executive Director Principal

Title

Mar 16, 2022

Date






Christy White, Inc Engagement Letter: Palisades Charter High School 2022-2024

Final Audit Report

2022-03-16

Created:	2022-03-16
By:	Carrie Ash (cash@christywhite.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAwQMKZypKbs6-4TMRI9UQ81vuvWS9oYMk

"Christy White, Inc Engagement Letter: Palisades Charter High School 2022-2024" History

-  Document created by Carrie Ash (cash@christywhite.com)
2022-03-16 - 9:22:38 PM GMT- IP address: 12.138.152.138
-  Document emailed to Pam Magee (pmagee@palihigh.org) for signature
2022-03-16 - 9:23:58 PM GMT
-  Email viewed by Pam Magee (pmagee@palihigh.org)
2022-03-16 - 10:20:18 PM GMT- IP address: 72.134.34.15
-  Document e-signed by Pam Magee (pmagee@palihigh.org)
Signature Date: 2022-03-16 - 10:34:20 PM GMT - Time Source: server- IP address: 72.134.34.15
-  Agreement completed.
2022-03-16 - 10:34:20 PM GMT

Coversheet

2023-2024 Budget Development Calendar

Section: VIII. Finance
Item: E. 2023-2024 Budget Development Calendar
Purpose: Vote
Submitted by:
Related Material: Budget Development Calendar Materials.pdf



PALISADES CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

February 28, 2023

TOPIC/ AGENDA ITEM:

VI. FINANCE

E. 2023-2024 Budget Development Calendar

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2023-2024 Budget Calendar. The budget calendar outlines the key dates needed in order for PCHS to meet with stakeholder, solicit feedback, understand needs and propose a budget for 2023-2024.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will support the goal of ensuring a maintaining fiscal compliance, and ensuring that our budget is reflective of stakeholder feedback.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2023-2024 budget calendar/packet. However, we are open to any feedback/suggestions.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the 2023-2024 budget calendar/packet.

RECOMMENDED MOTION:

“To approve the 2023-2024 budget calendar”

Juan Pablo Herrera
Chief Business Officer

2023-2024 Budget Development Calendar

February 13, 2023

2023-24 PCHS Budget Development Process

We are beginning the budget development process for 2023-24. The process involves various opportunities (meetings, surveys, etc.) for educational partners to provide feedback.

The subsequent page outlines the proposed budget development calendar. Our goal is to stay on track, provide a draft budget prior to our May/June meetings, and clearly communicate the adopted budget to all educational partners.

In the coming months ,we will provide additional detail (textbook adoption cycle, furniture adoption cycle, facilities plan, Ed Tech plan) and begin continue soliciting feedback to prioritize initiatives. Ultimately, our 2023-24 adopted budget will support the school's LCAP and schoolwide goals.



PALISADES CHARTER HIGH SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

15777 Bowdoin Street
 Pacific Palisades, California 90272
 Phone (310) 230-6623
 Fax (310) 454-6076

FY 23/24 BUDGET CALENDAR - DRAFT

DATE	TASK
02/13/23	BUDGET/FINANCE COMMITTEE MEETS TO RECOMMEND BUDGET CALENDAR FOR FY23/24
02/28/23	BOARD MEETING - FINANCE 23/24 BUDGET CALENDAR APPROVAL
03/01/23	DISCUSS OVERVIEW/DESIGN OF FY23/24 BUDGET AT DEPARTMENT CHAIR MEETING INCLUDING USE OF LONG TERM STRATEGIC PLANNING (LTSP) & LOCAL CONTROL ACCOUNTABILITY (LCAP) WITH DEPARTMENT & PROGRAM PRIORITIES.
03/01/23	RELEASE FY23/24 BUDGET PACKETS
3/1/23 - 3/20/23	FINANCIAL STAFF AVAILABLE TO HAVE PERIOD BY PERIOD MEETINGS TO ASSIST IN DEVELOPING BUDGET WORKSHEETS. (mandatory meeting w/department chairs)
3/1/23 - 03/20/23	TEACHERS/STAFF MEET WITH DEPT/PROGRAM HEADS TO BUILD BUDGET REQUESTS. **PLEASE BRING YOUR PRELIMINARY BUDGET TO THE MARCH CURRICULUM COUNCIL MEETING**
03/29/23	Parent/Stakeholder LCAP/Budget Meeting Overview
3/21/23-3/27/23	DEPARTMENT/PROGRAM HEADS MEET WITH ADMINISTRATORS TO PRIORITIZE BUDGET AND COMPLETE FOR SUBMISSION TO BUSINESS OFFICE. REVIEW GOALS & PREPARE A RECOMMENDED PRIORITY LIST RANKING. **ADMIN RECOMMENDS MEETING WITH YOUR DEPT CHAIR TO FINALIZE ANY CHANGES. **ALL CHANGES END BY 3/24.**
03/30/23	Budget due to finance office
04/18/23	BUDGET/FINANCE RECOMMENDS TEXTBOOK BUDGET FOR BOARD APPROVAL
04/19/23	FINANCE OFFICE COMPILES BUDGET REQUESTS/RECOMMENDATIONS & ORGANIZES FOR STAKEHOLDER INPUT, INCLUDING LCAP & LTSP.
04/25/23	ADMINISTRATORS AT DEPT CHAIR MEETING TO DISCUSS PRELIMINARY OVERALL FY23/24 BUDGETS.
04/26/23	LTSP COMMITTEE RECEIVES FY23/24 BUDGETS FOR VETTING AGAINST LTSP & LCAP PRIORITY NEEDS IDENTIFIED BY STAKEHOLDERS (DEPT/PROGRAM CHAIRS ATTEND).
05/08/23	FINANCE OFFICE COMPILES STAKEHOLDER GROUP'S PRELIMINARY RECOMMENDATIONS & CREATES FILES FOR REGULAR MAY BUDGET & FINANCE MEETING. REPORTS BACK TO DEPARTMENT/PROGRAM CHAIRS AS TO STAKEHOLDER GROUPS RECOMMENDATIONS..
May TBD	FINANCE OFFICE COMPILES ADDITIONAL B&F COMMITTEE/ADMIN FEEDBACK FOR FY23/24 BUDGET; RECEIVE AND UTILIZE INFORMATION TO INCLUDE IN BUDGET FROM FY23/24 INFORMATION CONTAINED IN STATE'S MAY REVISE.
05/08/23	BUDGET/FINANCE APPROVES RECOMMENDS IMA BUDGET FOR BOARD APPROVAL
05/16/23	BOARD APPROVAL OF TEXTBOOK/IMA BUDGET RECOMMENDED BY B&F COMMITTEE
TBD	2 FULL DAYS BUDGET/FINANCE MEETING TO DISCUSS/RECOMMEND FY23/24 BUDGET
TBD	FY23/24 BUDGET SUBMITTED TO BOARD OF TRUSTEES FOR REVIEW & APPROVAL
06/28/23-6/30/2023	APPROVED BUDGET DETAILS SENT TO DEPT/PROGRAM HEADS FOR REVIEW/DISCUSSION WITH DESIGNATED ADMINISTRATORS.

April 1st -
IMA cut off

Coversheet

Feasibility and Necessary Steps to Implement a Meatless Monday

Section: IX. PCHS Cafeteria Menu
Item: A. Feasibility and Necessary Steps to Implement a Meatless Monday
Purpose: Discuss
Submitted by:
Related Material: Meatless Monday Presentation 02_28_2023.pdf

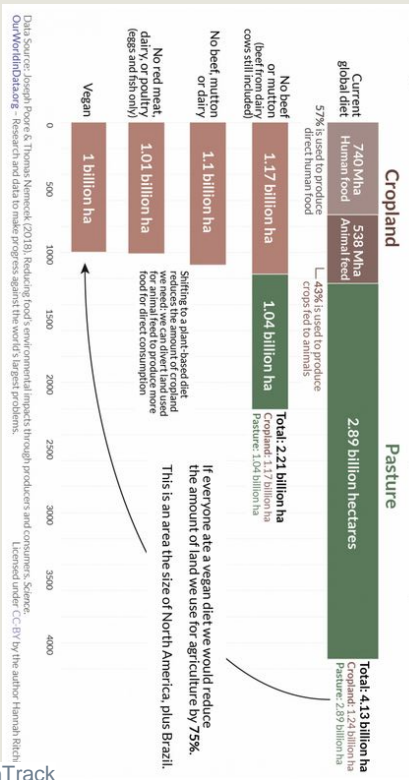
Why Meatless Monday ?

Environmental Effect

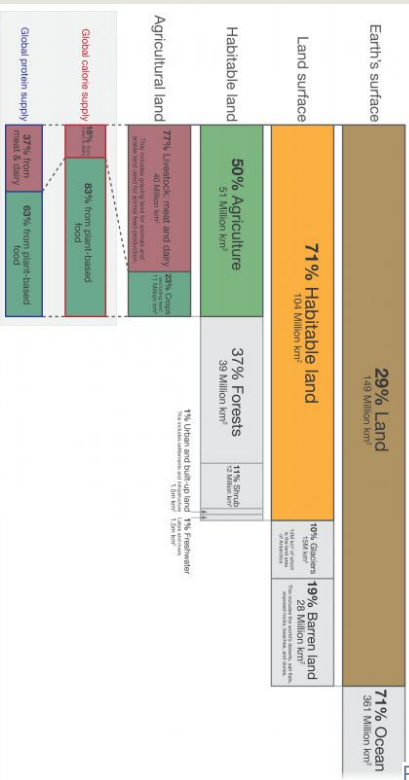
- 18% global greenhouse gas emissions
 - More than all transportation combined
- About 1,850 gallons of water per pound (beef)
 - About 39 gallons of water for 1 lb vegetables
- Meat industry land
 - Over 75% Agriculture land for meat/dairy
 - 17% calorie supply from
 - 33% protein from meat and dairy



Global land use for agriculture across different diets
 Global agricultural land use is given for cropland and pasture for grazing livestock assuming everyone in the world adopted a given diet. This is based on reference diets that meet calorie and protein nutritional requirements.



Global land use for food production



Our World in Data. Licensed under CC BY by the author Hannah Ritchie and Max Roser in 2019.

Health Benefits

- Lower Heart disease
- Those who eat well balanced vegetarian meals have less:
 - Heart Disease
 - Hypertension (high blood pressure)
 - Obesity
 - Diabetes
 - Some types of cancer
- Overall much longer lives

PLANT-BASED DIETS & HEALTH

20% a vegetarian diet lowers your risk of heart disease by

8 YEARS vegetarians tend to live an average of longer than non-vegetarians

16% the average cholesterol level of a vegetarian is compared to 210 in non-vegetarians

vegetarians have a lower risk of death related to cancers, heart problems, & obesity.

men: **50%** reduced

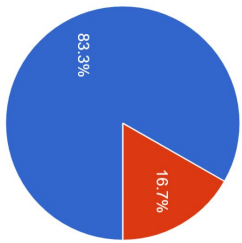
women: **30%** reduced

source: foodlovefitness.com

Pali High's thoughts

Would you be open to the idea that, on Mondays, the Cafeteria will serve Meatless Meals? This does NOT include the carts/windows which will still serve meat.

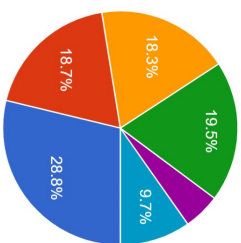
257 responses



● Yes
● No

How often do you eat meat/poultry/fish?

257 responses



● Almost every meal
● Every other meal
● Once a day
● Every few days
● Rarely
● Never

Thank You!

