Palisades Charter High School

Board Meeting

Date and Time

Tuesday October 20, 2026 at 5:00 PM PDT

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.

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Record Attendance and Guests			2 m
	Board Member attending remotely: Azadeh Lavi - 8889 Olympic Blvd, #200, Beverly Hills, CA 90211			
B.	Call the Meeting to Order		Amir Ebtehadj	
C.	Public Comment			30 m
	"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). **Google Form Public Comment Procedure:** A Google form is available 24 hours prior to the meeting for Public Comment. Please 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. 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).			
D.	Approve Minutes	Approve Minutes	Amir Ebtehadj	2 m
	Approve minutes for Board Meeting on September 22, 2026			
II.	**Academic Excellence**			**5:34 PM**

		Purpose	Presenter	Time
A.	Course Based Virtual Academy Update	FYI	Randy Tenan-Snow and Amie Whiteley	10 m

III. Operations and Facilities — 5:44 PM

A.	School Emergency Operations Plan (SEOP)	Vote	Rafael Negroe	10 m

"Motion to Approve the 2026–2027 School Emergency Operations Plan."

B.	PCHS Wellness Policy Update	Vote	Rafael Negroe	10 m

"Motion to Approve the Updated PCHS Wellness Policy."

Evaluation Plan and Triennial Assessment
Recordkeeping
Policy Dates
Originally Adopted: February 10, 2018 (Rev. 2-10-18)
Recently Reviewed and Updated: October 9, 2026

C.	CDE Food Service Management Company (FSMC) Request for Proposals (RFP)	Vote	Rafael Negroe	10 m

"Motion to Approve the CDE Food Service Management Company Request for Proposals."

D.	PCHS-LAUSD Single Occupancy Agreement (SOA)	FYI	Rafael Negroe, Sarah J. Kollman	10 m

IV. Finance — 6:24 PM

A.	Fiscal Policy Revision	Vote	Alexis Duston	10 m

"Motion to Approve the Revisions to the Fiscal Policy."

B.	Merrill Lynch Investment Transfer Complete	FYI	Alexis Duston	10 m
C.	August 2026 Board Financials and Presentation	FYI	Marie Arce, Charter Impact	10 m

V. Consent Agenda — 6:54 PM

A.	Finance Items: School Organized Conferences/Trips	Vote	Amir Ebtehadj	5 m

		Purpose	Presenter	Time
	November 13-15 | Swim & Polo Camping Trip - Santa Barbara, CA | Supervising Teacher(s): M. Nance, T. Trask March 3-5, 2027 | Marine Biology Camp - Catalina Island | Supervising Teacher(s): K. Newbill			
B.	Personnel Items	Vote	Dr. Martha Monahan	5 m
VI.	**Organizational Reports**			**7:04 PM**
A.	Student Report	FYI	Jackson Richmond	3 m
B.	Parent Report	FYI	Neegen Ben-Cohen, Azadeh Lavi, Pemra Ornek	3 m
C.	Community Report	FYI	Amir Ebtehadj	3 m
D.	Represented Classified Staff Report	FYI	Andrew Paris	3 m
E.	Unrepresented Classified Staff Report	FYI	Jeff Roepel	3 m
F.	Faculty Report	FYI	Maggie Nance, Minh Ha Ngo, Ed Sugden	3 m
G.	Human Resources Director (HR) Report	Vote	Dr. Martha Monahan	5 m
	Commission on Teacher Credentialing (CTC) Declaration of Need: "Motion to approve the Declaration of Need (DON) Authorization of the Local Assignment Option for Certificated Employees." Employee(s): Blake Holmes			
H.	Director of Operations Report	FYI	Rafael Negroe	3 m
I.	Director of Information Technology Report	FYI	Jeff Roepel	3 m
J.	Director of Development Report	FYI	Rene Rodman	3 m
K.	Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m

		Purpose	Presenter	Time
	Add counseling Center Updates			
VII.	**Board Committees (Stakeholder Board Level Committees)**			**7:41 PM**
A.	Academic Accountability Committee Update "Motion to approve committee members/positions."	Vote	Negeen Ben-Cohen	10 m
B.	Budget & Finance Committee Update "Motion to approve committee members/positions."	Vote	Sara Margiotta	10 m
C.	Election Committee Update There is nothing to report at this time.	FYI	Amir Ebtehadj	5 m
D.	Charter Committee Update	FYI	Dr. Pam Magee	5 m
E.	Grade Appeal Committee Update	FYI	Amir Ebtehadj	5 m
VIII.	**Board Committees (Board Members Only)**			**8:16 PM**
A.	Board Members Only - Committee Updates • Audit Committee • Survey Committee	FYI	Various	5 m
IX.	**New Business / Announcements**			**8:21 PM**
A.	Announcements / New Business Special Board Meeting: Board Meeting Management and Best Practices and Board Financial Training from Counsel Tuesday, November 10, 2026 at 5:00 PM - Presenter: Greta Proctor Next Monthly Board Meeting: Tuesday, November 17, 2026 at 5:00 PM in Gilbert Hall	FYI	Amir Ebtehadj	1 m
X.	**Closing Items**			**8:22 PM**
A.	Adjourn Meeting	FYI	Amir Ebtehadj	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 22, 2026

DRAFT

Palisades Charter High School

Minutes

Board Meeting

Date and Time
Tuesday September 22, 2026 at 5:00 PM

Location
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Trustees Present
Amir Ebtehadj, Ed Sugden, Fati Adeli, Jane Davis, Jeff Roepel, Maggie Nance, Minh Ha Ngo, Negeen Ben-Cohen, Pemra Ornek

Trustees Absent
Andrew Paris, Azadeh Lavi

Ex Officio Members Present
Dr. Pam Magee, Jackson Richmond

Non Voting Members Present
Dr. Pam Magee, Jackson Richmond

I. Opening Items

A. Call the Meeting to Order

Amir Ebtehadj called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Sep 22, 2026 at 5:10 PM.

B. Record Attendance and Guests

C. Public Comment

Laura Bachrach - 20th year as an educator, 10th year at Pali. Loves the school, passionate about teaching and guiding students and shaping their futures. Shocked by the board communication and questions if this is how they feel about all the efforts teachers went to after the fire and how they pivoted and were flexible and had to go through so much to get to sears and then back to Pali. Criticizes the cancellation of negotiation sessions and failure to give a cost of living increase. Very hurt by the statement and its impact on teachers.

Steve Klima - Teacher and UTLA rep. The board message tanked teacher morale. Hostility and misinformation. Didn't mention the board's 1.5% offer only the double digit

ask from the union. Believes budget problems are result of mismanagement of hold harmless money. Should not be spread over 3 years. Says we have higher enrollment, more hold harmless money expected. False claims of school poverty. Give teachers fair compensation.

Steve Burr - Alum and long time teacher. He cares deeply about the school and its students. When the school became a charter there was a culture of collaboration that created the school it became. Now teacher morale is at an all time low. Difficult transitions out to sears and back to Pali. The school says it appreciates teachers but the offer doesn't support that. We are dealing with difficult classroom conditions. Generational transition at the school. Veteran teachers are retiring. We are not just filling vacancies when they go but losing institutional knowledge and dedication to the school.

John Rauschuber - Teacher. 2003 as union cochair he led the effort to make this a charter school. This board and admin would not hold their current roles without the teacher efforts to make this charter. Over the last decade the collaboration and relationship has weakened and the school has declined. Poor communication and poor admin management decision-making. They just get one way messages instead of dialogue. The board statement was inflammatory. The management refuses to engage productively. Board is complicit or ignorant. Please restore the spirit and passion of the charter.

Nick Albonico - Teacher. However the contract dispute is resolved, the administration needs to do something to repair the damaged relationship with faculty. Don't take us for granted. We go above and beyond what is expected.

Yash Pujara - Teacher. attended the goal setting retreat and participated in the communication sessions. He wants to call out two quotes from the board statement. One statement re teacher recommendation letters that referred to the whole board and not the subset that signed the letter. Statements from a vague subset of the board don't lead to resolution. There's a second issue re the reserve fund. Confusion about financial statement clarity. Budget committee apparently brushed off that request. We need that to show we are negotiating in good faith. Hopes we can repair the broken relationship with the school.

Justin Knoll - Teacher. At board retreat talked about Pali's lack of vision over the last decade and how the school has slipped in state and national rankings. So no surprise we are back here with no progress. Even ignoring scheduling issues, supply issues, class sizes, contract negotiations. All are symptoms of bigger issues at the school. The statement from the school was blaming things. Didn't take responsiblity. Lack of vision and lack of competence. Failed to fill 9 teaching positions. Failed to organize for the increase in student enrollment.

David Carini - History teacher. Was appalled by the message to families. Found it to be an attack on teachers. We are the ones connecting with students every day and investing in their futures. Admin and management goals should be the same. Decline of community at Pali. This division started way before this year. Commends the board and admin for quickly finding solution to fire. But expresses deep frustration with the circumstances teachers are in.

Randy Tenansnow on behalf of Michael Friedman - Confusion about what happens to public comment after a meeting. Is the purpose of public comment just to say it exists? It should be a first step in dealing with issues. We have too many administrators for our size school. We can redistribute resources better. Need better teamwork between admin and teachers like we used to have at Pali. Suggestions re use of AI and for admins to teach a course each year in the departments they oversee. Admins to write recs. Stull evaluations for admins.

Stephen Berger - English teacher - Wants to know if the board thinks things are good enough for them and for the students and community. We are still being asked to be patient about class sizes, heat, copy machines, without progress. Need better communication. Need the board to address issues explicitly and give answers to these questions.

Bardia Bakhtari - parent of senior and grad. Here to stand with our teachers. Parents don't know the magic number for the bargaining table. But we know that our teachers deserve more. Both financially and re class sizes and resources. We have been through major challenges and don't want to go through them again. Happy the rec letter issue has been resolved but the bigger issues have not. This is a hard time for seniors especially and they don't deserve to feel the anxiety of an unresolved labor dispute. We know there's a big gap between the two sides and that's why we need the board to urgently find a solution and a fair agreement that recognizes what teachers bring to the school.

Rob King - 31 year teacher at Pali. Has written 956 letters of recommendation for Pali students to date. Came last month to beg the board to come to a fair contract with teachers. Have had canceled negotiation meetings and an insulting and inflammatory letter. Has had conversations with members of the board asking how we can get back to the school we had so much pride in. Not sending out letters like that is a great place to start. Begging you to come back to the table and find a way to get a fair contract out there. Make this a great year, and this is his final year at Pali.

Alex Van Name - Teacher. In a demoralizing environment the lowball offer was the cherry on top. Frustrated by continual changes to his class rosters. Handing out flyers this morning felt demeaning. Working conditions have been terrible for student learning. Heat, crowding. Teachers and students deserve better. During Professional Development days the systems are not efficient or effective. Little regard to work flow that teachers need to follow. Problems with purchasing and orders.

Catherine Elsworth - Senior parent. Teachers have been hear for decades and are passionate and dedicated. Yet they endure some of the toughest challenges including displacement, loss, teaching traumatized kids. It's a huge feat for them to give our kids their best while dealing with their own challenges. Lots of challenges because of AI, tech, crowding, heat. They are doing all they can to help our kids and keep them actually learning. Teachers overloaded with too many kids in the classrooms. They deserve a fair pay adjustment to reflect everything they are doing. We need to focus on the future and creating the best possible learning environment.

Donna Clark - Senior parent. This school has been a dream for them, her husband is an alumni. Her daughter loves the school and her teachers. Wants the board to do the write thing, teachers deserve more. Please support them so they can support our kids.

Erika Feresten - Parent of a junior and son who graduated last year. Here because she loves this school. She is not here against the board but is here in full support of the teachers. The fire made it absolutely clear that Pali High is not this building or this land, it is these teachers who carried us through the fires, through sears and back again. They are the heart of the community. Budgets are values. It is disheartened to see where the priorities are placed in this budget. She works very hard raising money as part of booster. This is the priority they want as parents. Want to know the teachers are taken care of and whatever the booster does is on top. Repair can be made with a transparent budget and fair negotiations.

Rose Boulos - Parent of 2 seniors. Supports both teachers and the board and wants us to work together to come up with a reasonable solution because it is affecting our students and it should not have happened. What is being asked and offered is part of negotiating. Find a middle ground. Senior class concerns. You have this new IB program and new AP classes for 9th graders. School is spending alot of money on new students instead of spending on seniors. Too many kids in classes. There are kids without desks. 39 kids in AP Literature. Her kids stayed with Pali and deserve money to be spent on them before them leave and not just 9th graders. Focus on the kids who stayed with the school when we were at sears with no doors. Back to school night the admin said class sizes would be fixed and it still hasn't happened.

Pinky Campbell - Parent of a senior. So much pressure on seniors. This is the last thing they should be thinking about. Cost of getting a coffee has gone up so much, what do you expect from teachers? Everyone has to work together. Not happy about the letter.

Kevin Kung - teacher. Not part of negotiations. Wants things settled quickly. Last two years the teachers got very small raises, 1.3 and 0.5 percent. It's not keeping up with inflation.

Dick Held - president of booster club. Since 1999. His daughter was a student here. The money the booster club raised in 2025, over 200k went a long way to making Pali one of the best schools in LA. We have a booster meeting tonight. Grant requests over $30k. Would like to thank the administration for supporting their endeavors since 1960. It's painful to see both sides not coming to an agreement. Ask that the board be reasonable and make a fair deal. Both sides in a good deal have to walk away feeling like they accomplished their goals. They want to help the teachers and admin if they need funds to make things more dynamic.

Alana Katz - parent. Moved here a few years ago from NYC. They chose Pali because of the reputation and were not disappointed. Teachers have had tremendous impacts on her kids. Mr. Albonico and Mr. Pujara and others have gone above and beyond to support her daughter. Teachers deserve everything they ask for and they deserve normal class sizes and temperature control. Hopes that you can come to an agreement.

Charlotte Kamdar - Second generation Pali student. Spoke last month about how teachers are the hearbeat of the school. Why is the administration choosing to protect a hypothetical future on paper instead of focusing on the kids in front of them now. The letter caused widespread panic and felt like an attempt to turn families against the teachers that stood behind us. What are the priorities. Why are we sitting in packed classrooms. Why are emergency funds being banked. Of course she cares about the future of the school, she has younger siblings. But protecting Pali's future doesn't mean hoarding cash. The future depends on the teachers. Stop prioritizing numbers over teachers and students.

Hylan Hubbard - Parent. He is here because of the teachers. They came to Pali for the teachers. He commends their commitment and staying even through zoom time. Every parent saw through the letter. Lip service to teachers. Our kids spend more of their day with the teachers than their parents. He trusts them with his children. Nothing more important in our lives as parents than our children. And he needs the teachers to be happy and comfortable to do that. It's not an easy thing to resolve.

Anonymous - I am curious as to why our Director of Human Resources is being paid to lead HR, but also requires the aid of a consulting agency (Return2Work Partners) when it comes to all things pertaining to leaves, FMLA, and accommodations needed for chronic or acute conditions. If the Director lacks experience in this area, isn't there a training program she could have participated in in order to carry out these components of her job? Why is the District paying for a consulting agency and what is this costing the District each year?

Jane Curren - I teach honors and AP chemistry this year. I love being a high school teacher. It brings me a since of accomplishment to help students who are struggling understand concepts that seem difficult. I have in years past felt that I could really help

my students. This year, I am struggling to support my students due to large class sizes. I have 38 students in each of my honor's chemistry classes. This makes it difficult to give my struggling students the one-on-one instruction they need to stay caught up. This large number of students also means that I have nine lab groups of four to five students. The large number of groups makes it difficult to monitor what all the groups are doing. It also means about half of the groups don't sit near an electrical outlet. This makes doing labs difficult. I will have to scale back some of the labs in honors chemistry this year.
My AP chemistry class this year does have reasonable class sizes (32 each); however, the students have not been provided with a digital textbook, we just have a class set of hard copies. I put in an order in the Spring for digital books. The day before school started I went to link the textbook to my Schoology course, but it was not available (I was only had access to my Schoology course for this class the Monday before school started). I spent countless hours trying to contact the textbook company to find out why the digital books weren't linking to my class. After a week of that struggle, I finally learned that the school never purchased the textbooks. I let admin know and it was my understanding that the textbooks would be ordered. It is now a month later and still no textbook. Despite reaching out to admin multiple times to find out the status of the textbook, I still have no idea when it will be purchased. As a result of not having the textbook and the resources that come with it, I am spending hours finding and putting together material for this class. This is my first year teaching the class, which makes this especially difficult. My students are amazing hard-working students who go above and beyond to learn the material. It breaks my heart that they don't have something as basic as a textbook to help them. I feel absolutely exhausted at the end of each day. I also feel tremendous disappointment because after all our students have been through, they absolutely deserve better. SOS. Please help. At least with the textbook.
Friedman, Michael - I am not the only person who has trouble understanding what happens to public comments after being shared to this board. It's understood why the Board does not respond to them at the same meeting, but they could easily become an agendized topic for the next meeting. In any case, is the purpose of public comments simply to say they exist and check it off the board's agenda? It's a first step, and in many cases far from the finish line. Undealt with issues resurface eventually. Over the past 20 years this school has become disproportionate in the amount of admin compared to LAUSD high schools of similar size. Not all these admin positions need to be administrators. There are countless ways and personnel that exist to reassign and redistribute responsibilities leading to hundreds of thousands of dollars saved, greater usage of educational and PALI specific knowledge and experience than at present, and actual teamwork between faculty and administration of parallels that used to exist here at PALI. It has and will continue to be suggested to this board that parts of administrative and operational tasks, responsibilities, and communications will greatly improve through the assistance of AI. It also is suggested that all administrators including the executive director teach 1 course each semester within 1 of the departments they oversee. An added bonus for PALI would be that administrators would know some students and be asked to write letters of recommendations, assuming they make good teachers and can build a positive relationship with students. Admin should be subject to the same STULL

evaluation as any faculty, only the STULL would be performed by the department chair(s) instead of an administrator. Being too busy to teach is an excuse, workloads must be redesigned to facilitate this. Part of that would include administrative supervision from all administrators during nutrition and lunch. This was happening when I started at PALI. The FISH BOWL, otherwise known as the admin meeting room needs to be empty during those times expect for actual emergencies. If what's best for the students is truly the objective, this can and needs to happen.

Ashly Stohl -It is my understanding that the school was given a 4.5% cost of living increase to be passed along to the teachers. In the past, these cost of living increases have been passed directly on to the teachers, so why is that not the case now? The teachers should receive the entire 4.5% increase for a number of reasons, including 1. Our beloved teachers are among the lowest paid public school teachers in LAUSD 2. They are teaching in uncooled, overcrowded classrooms, with up to 40 students, 3. We were given the money for them, so give it to them and 4. They have been nothing short of heroic in keeping our kids going since the fire. Some of them lost their own homes, some drove over an hour to Sears, and all of them showed up every day eager to teach our kids. We owe them so much more than a 4.5% raise, but at the very least, we owe them that. This is embarrassing that they're being nickle and dimed over this cost of living raise, when they are paying $6.50 a gallon for gas to drive to school. Pay up, Pali.
Dr. Woodward - I'm not sure if you remember me. I attended the annual goal setting retreat on Saturday and made a public comment about my over crowded classroom sizes. My name is Dr. Woodward and I teach both honor's biology and honor's neuroscience. Unfortunately, my class sizes are way to crowded for a science laboratory classroom. If you remove eight students from my class periods 1, 3, 5, 6 and place these students into my empty period 4 classroom this would create a manageable class size of 32 – 33 students for an appropriate science laboratory classroom.
During the goal setting retreat I was with the academic achievement group. There is definitely a great deal of research that supports large class sizes have a negative impact on academic achievement.
I think it would be prudent for the board of trustees to add and prioritize an agenda item and goal to reduce all science classrooms sizes to between 32 – 33 students per class regardless of classroom square footage.
California pays $27, 418 per student when accounting for all founding sources (state, local, and federal). There is also money in the general fund that could be allocated to a 4th period auxiliary honor's biology class. There is even an empty science classroom here on campus which could be used to place a new science teacher in.
Top Ten Reasons to Reduce Class Sizes Here at Pali
1. More students mean less one-on-one time with students.
2. Grading is too heavy for meaningful assignments and feedback.
3. Test scores for large classes are lower on average. (See the STAR Project.)
4. Behavior issues increase with large class sizes.

5. The increased number of students impacts student's emotional energy and mental health.
6. Large class sizes often make good discussions difficult.
7. Student progress becomes low priority with large class sizes.
8. More students often means less flexibility with curriculum implementation.
9. Students from large class sizes tend not to be very focused.
10. The chaos of large class sizes is a bad learning environment which is not compatible with learning complex and often challenging concepts.

Please invest in our students and the quality of their education.
In addition, I do not think that people should be posting comments anonymously. If someone has something meaningful to say, I believe that they should be recognized.

Steven Burr -
My name is Steven Burr. I'm a Pali alum, Class of 1988, a Pali parent whose daughter graduated in 2024, and I've taught here since 1997. Pali has been part of my life for almost four decades. I've loved my time as a teacher here and the impact I've been fortunate enough to make on generations of Pali students.
You've already heard compelling comments from my colleagues about compensation and large class sizes. I want to focus on what those issues mean for Pali's future.
When Pali became a fiscally independent charter, teachers played an important role in building the school and shaping its direction. That collaboration helped create the Pali that many of us have spent our careers supporting.
Today, teacher morale is the lowest I've seen in nearly 30 years of teaching here. Over the past 18 months, we've taught online, built classrooms in a department store, and transitioned back to Pali. Throughout that time, we've repeatedly been told how much our work and commitment are appreciated. Yet after everything teachers have done, the initial salary offer was 1.5 percent. It's difficult to reconcile those expressions of appreciation with that offer.
And compensation isn't the only issue. We're teaching larger classes and dealing with difficult working conditions. My classroom is one of the hottest on campus, and trying to teach and learn in that environment day after day takes a toll on both teachers and students.
This particularly concerns me because Pali is going through a generational transition. In our 2019 staff survey, almost half of respondents had already worked at Pali for more than ten years. Many of those veteran teachers have since retired, and many more will retire over the next several years.
When they leave, we're not simply filling vacancies. We're replacing decades of experience, institutional knowledge, mentoring, leadership, and commitment to this school.
And the teachers replacing them will be making a different calculation. They won't receive the lifetime retiree health benefit available to qualifying longtime employees, while our union's current comparison shows Pali's starting salary is nearly 10 percent below Granada Hills.

So I hope the Board looks beyond this year's negotiations and asks a longer-term question: Are our compensation, class sizes, working conditions, and teacher voice creating a Pali where the next generation of great teachers will want to come, stay, and build their careers?
Because ultimately, the decisions we're making today will determine the quality of Pali we're handing to the next generation of students.

Anonymous for fear of retaliation - I have been at Pali for over 10 years. I continue to be disappointed with the leadership of this school. Most of the materials that I have are bought from parent donations. The school has had 9 months to get the copiers online and still has not. Teachers are being asked to do more with less and for less compensation. Instructions come to us in convoluted emails and when we ask for clarification there is no response.

Kevin Kung - In 2024–2025, Pali teachers received a mere 0.5% pay raise, followed by just 1.30% in 2025–2026. Neither increase came close to matching inflation, leaving us as the lowest-paid independent charter teachers in Los Angeles. This financial strain follows one of our most challenging school years, during which teachers navigated the disruptions of the Palisades fire. While the community generously thanked us for keeping our students safe and supported, the school administration has failed to show that same level of care. The pay is not only demoralizing but makes it more difficult for teachers to start or continue to teach at Pali. We are paying more in gas to commute to a school with traffic when we could teach near our homes and be paid more and given more respect. Please quickly negotiate a contract that is fair to teachers.

Anonymous - Dear Board, Administration, Teachers, Staff, Students, and Pali Families,

Our community has been through a great deal, and I believe we have a powerful opportunity to come together and rebuild stronger than ever.
Current negotiations present a chance to reach a constructive, mutually beneficial agreement; one that fairly compensates our dedicated teachers with at least a cost-of-living adjustment (COLA) while remaining fiscally responsible and maintaining a balanced budget.
During the last board meeting, the vast majority of teacher comments focused on improving educational excellence and day-to-day working conditions, including facilities, classroom supplies, class scheduling, and overall support. We deeply appreciate the ongoing efforts of the board and administration to address these issues as promptly as possible, and we ask that restoring and improving core school operations continue to remain a top priority.
As teachers, we want to be active partners in this process. Please let us know how we can assist, perhaps through a survey to identify remaining operational needs, priorities, and unresolved items.
On a personal note, I would be lying if I said the recent letter from leadership didn't weigh heavily on my heart. But rather than let it divide us, I hope this moment allows us to

examine the root causes of our challenges, do the hard work needed to reach an agreement, and focus on continuing to improve our school's day-to-day functionality and academic excellence.
Thank you for your leadership and dedication to our school
Anonymous - The division between teachers and admin is TOO big. No real issues will be resolved until this divide is bridged. We all want what is best for the students. If we do not resolve this tension, we will never be successful. I think admin should look into hiring someone who can do team building training or whatever in order to make this place run functionally. We don't have to hate each other, it's not like this everywhere.

Anonymous -I want to shout out Josh Wilson and Joe Clausi for their professionalism and competence. They treat us teachers like humans. They are even tempered and never lose their cool. They are a great addition to the Pali team and EVERYONE who has come into contact with them loves them.
Keith Pearson - Spanish Teacher

I’m speaking as someone who has found a professional home and is increasingly unsure whether I can build a sustainable life around it. I have been teaching for more than 15 years—in public schools, private schools, Catholic schools, and abroad. I have an undergraduate degree in Spanish and two master’s degrees. I studied abroad, lived abroad, and spent years deliberately improving both my Spanish and the way I teach it. When I came to Pali, despite that education and experience, I essentially started at the bottom of the salary schedule. I accepted that because I had found somewhere I genuinely wanted to build something. I thought I could tread water for a few years and eventually catch up.
But eventually, treading water becomes drowning.
When I walk onto the Pali campus, I smile. Most days between 6- 6:30. I am grateful to be there. I work in an extraordinary language department with colleagues who constantly make me better. I would never claim to be the strongest teacher among them. But I can say with confidence that my students matter enormously to me. I show up, I care, I reflect, and after more than 15 years, I am still trying to get better at this work.
Then I go home and face a completely different equation.
I live alone in a small apartment and on a single income. I have to decide which bills get paid now and which can wait. I have received financial help. I supplement my teaching income through private Spanish tutoring and by driving for Uber and DoorDash. Even that becomes another calculation: tutoring extends the work I already do all day, and an hour of tutoring rarely requires only an hour of my time. Some weeks I have to decide whether to tutor, drive after school, or preserve those evenings and give up part of Saturday and Sunday instead.
Those are not really choices between working and not working. They are choices about which part of the remaining week I can give up to make the numbers work.
I also carry substantial student-loan debt from the education I pursued to build this career. Every month when my paycheck arrives, instead of feeling financial stability, I feel a pit in my stomach about whether I can keep all of these obligations afloat. There is a

painful irony in having invested so heavily in becoming an experienced professional, only to reach this stage of my career and still experience payday as a source of anxiety rather than security.

My immediate family lives out of state, and most of the friends who have known me for decades live across the country. For nearly five years, I have built my life here, away from much of my support system, because I found a school community where I feel that I belong.

But a school cannot be the only part of a person's life that works.

And this is about more than salary. It is arriving early and losing valuable time to a printer or copier because students need materials. It is buying things myself, creating workarounds, planning, grading, contacting families, and bringing work home. When basic systems fail, teachers absorb the difference—in time, money, energy, or all three.

As I get older, I am also confronting something I could ignore more easily when I was younger: this pace has a physical cost. The combination of long hours, financial stress, additional work outside of school, and difficult working conditions has begun to affect my health in ways that are real enough that I can no longer simply push through them.

And yet, I am not looking for ways to give less to this school. This year alone, students have already asked me to sponsor three different clubs. I was genuinely thrilled to be asked, and I would love to say yes. But when I also have to consider tutoring, additional work, and protecting my health, even saying yes to students becomes a financial and personal calculation.

That may be the hardest irony in all of this: I am trying to find a way to give more of myself to Pali, not less.

I am not asking to become wealthy from teaching. I chose this profession knowing that would not happen. I am asking something much more basic: can an experienced teacher commit deeply to a school community and still build a stable life around the work?

Schools can replace a name on a master schedule. What is harder to replace are relationships, experience, institutional knowledge, continuity with families, and years invested in becoming better at serving a particular community.

The issue is not whether I value this school enough to remain. I do. The question is whether the life surrounding the job can remain sustainable enough to make that possible.

And if teachers who care deeply about staying eventually cannot make that equation work, that is not simply a personal financial problem. It is a retention problem for all of us.

Anonymous Teacher - One reason morale is so low, entirely separate from salary or contract issues, is that teachers do not appear to have an objective Human Resources point of contact. Dr. Monahan has decades-long relationships with both Amie Whiteley and Diana Kim through LAUSD, which raises obvious concerns about impartiality. As a result, when teachers bring important and legitimate concerns to HR, those reports are reportedly being dismissed as "administrator harassment." How are teachers actually supposed to report serious concerns to someone who can evaluate them fairly and

without an apparent conflict of interest, short of taking them directly to Dr. Magee or the Board? This bias is unacceptable.

Anonymous - The school says its mission is “student-first” and that decisions are made in the best interests of students. If that is truly the guiding principle, then why are classrooms packed beyond the gills this year? Department chairs warned that this would happen. Their concerns were raised, yet apparently invalidated and ignored. Now, eleventh- and twelfth-grade classes are permitted to have 40 students. Forty. Even more concerning, some collaborative special education classes—specifically designed to have smaller class sizes and the support of two credentialed teachers—are also exceeding their intended numbers. Some classrooms can barely accommodate the additional desks and furniture. Students are being packed into rooms that may very well raise fire-code concerns and, at a minimum, make an already demanding learning environment uncomfortable and difficult to navigate.
And how does this square with declining test scores? When a classroom that once held 27–30 students is suddenly filled with 40, that means more than ten additional students competing for the same teacher’s attention. It means less opportunity for one-on-one instruction, fewer individualized comments and meaningful feedback on writing assignments, less ability to identify and address individual learning gaps, and, ultimately, a more watered-down educational experience. Pali says it wants to grow attendance. But growth without the infrastructure to support it comes at a cost, and that cost is being paid by students and teachers in the classroom.
Pali is supposed to stand for excellence in education. Cramming 40 students into classrooms designed for significantly fewer, despite warnings from department chairs, is difficult to reconcile with that stated mission. This is not what a student-first approach looks like.

Anonymous Educator - It is unprofessional and, frankly, unacceptable for teachers to repeatedly email administrators and receive no response. None. Teachers can send multiple emails—sometimes about the same issue—and receive absolutely no acknowledgment. Again: zero response.
And these are not trivial matters. Many of these emails concern time-sensitive student issues where a prompt response is essential. Teachers are expected to respond to emails in a timely and professional manner, so why does that same standard apparently not apply to the administrators responsible for supporting them - particularly when many administrators now have multiple contracted, non-Pali employee assistants?
Teachers should not have to chase administrators repeatedly just to get an acknowledgment, let alone an answer. Being consistently ignored is demoralizing and leaves teachers feeling professionally unsupported and, quite literally, unheard.
But the consequences extend beyond teacher morale. When a student issue is time-sensitive and an administrator simply does not respond, it is the student who ultimately bears the cost.
If teachers are expected to communicate promptly and professionally because it serves the best interests of students, shouldn’t administrators be held to that same standard?

Anonymous - This year, teachers were offered 4 fewer hours for summer school than in past years. Because all testing was proctored through Zoom, teachers were on camera Tuesdays and Thursdays from 8:30-12:30, working with students during the entire time and running any Zoom meeting report will prove this to be true. In previous years, the school provided 4 additional hours a week to write intervention emails to students and families, input and post grades, and set up Schoology pages. To meet their professional obligations and provide students with their needs, all teachers working summer school this year worked an additional 4 hours a week beyond what they were paid. Pali's biggest focus these days seems to be not on its students or staff, but simply cutting money wherever they can. It is unfair and unethical to expect teachers to work a total of 20 additional summer hours without pay and no responses - from multiple teachers to HR - were ever responded to about this matter.

Anonymous - No teacher has yet received any insurance compensation for personal items lost in the fire, despite the fact that every teacher spent more than three hours last year meticulously documenting the contents of their classrooms on detailed spreadsheets. Those spreadsheets were submitted, and then—nothing. No follow-up, no explanation, and no acknowledgment of the considerable personal time teachers spent compiling them. Perhaps compensation is still forthcoming, but the lack of communication is itself troubling.
The larger issue, however, is what has happened in the meantime. Many of the classrooms that are now functioning, and, in some cases, well stocked, were rebuilt through the generosity of strangers, including some members of this very Board, and through crowdsourcing platforms such as DonorsChoose. The school itself has provided remarkably little beyond an air purifier and, more recently, a Raptor Alert badge, essentially a Life Alert button for emergencies.
Our fantastic librarian has worked tirelessly to rally donations, funds, and supplies for teachers, and that generosity is genuinely appreciated. But let's be clear about what this means: if platforms like DonorsChoose did not exist, Pali students would have little to no classroom supplies right now. It has become shamefully normalized for Pali teachers to turn to the internet to essentially "beg" for basic classroom supplies—not only to replace items lost in the fire, but to furnish functioning classrooms in the first place. That should not be the model for a school that claims to prioritize its students and educational excellence.

Steve Klima - First of all, I want to state that the BOT's Parent Square message sent last week did something that I didn't think I could ever see, you tanked teacher morale even more that it was before! The hostility and the misinformation in that letter was appalling. The fact that you were so cowardly to not even mention your 1.5% offer while lambasting UTLA's "double digit request" was ridiculous. Secondly, I want to reiterate that any budget shortfall we are claiming this year is due to the mismanagement of "hold harmless" monies from the state. The state offers hold harmless monies to make schools "whole" after a natural disaster. Pali's budget committee and BOT has decided to spread this

year's hold harmless money, over $10 million, over the course of three years, however, this is short-sighted. If I was a parent of a Senior who has to deal with large class sizes and no textbooks, I would be furious that the school has decided that my child doesn't matter. Finally, Pali's claim of poverty is not verified in its books. We are showing an additional $7 million dollars going into our coffers at the end of next year. We also may get as much as another $7 million in hold harmless money next year. Our enrollment is higher than expected this year, and without this ridiculous standoff with teachers right now, it could go higher. I have been involved in charter school budgets for close to 20 years, and I have never seen Pali's books look so good. Fear-mongering about poverty is not something that is shown in Pali's financials. Do what is right and give teachers a fair contract!

Must remain anonymous - retribution is alive here - It is almost October and still no copy machine. We need answers. WHY? This is completely irresponsible and those in charge need to be help accountable. Asking teachers to prepare 3 days in advance when we, as professional guide our teaching based on the students is a reflection of how little those in charge knowing about what it means to be a teacher. We don't dictate what and how we teach. Students do.

D. Approve Minutes

Jane Davis made a motion to approve the minutes as amended from Board Meeting on 08-25-26.
Negeen Ben-Cohen seconded the motion.
Minh Ha - Would like to strike "Math department data shows continuing issues in getting kids comfortable with using math in life and in class."
Add Jim from Charter Impact as a guest attendee.
The board **VOTED** to approve the motion.

Roll Call

Maggie Nance	Aye
Jeff Roepel	Aye
Fati Adeli	Aye
Ed Sugden	Aye
Negeen Ben-Cohen	Aye
Jane Davis	Aye
Pemra Ornek	Aye
Andrew Paris	Absent
Amir Ebtehadj	Aye
Minh Ha Ngo	Aye
Azadeh Lavi	Absent

II. Finance

A. FY27 Palisades Charter High July Financials

Marie Arce of Charter Impact. Report stands as submitted.

- Because it's from July does not include any enrollment or ADA updates. So not much change from the 45 day revised budget.
- Marie explained reasoning for Super COLA funding increase relating to pregnancy leave.
- Discussion of Restricted Revenue tied to specific expenditures.
- Minh Ha - If we use restricted funds from Special Ed or PD block grants does that free up money from general grant that would be used on PD and Special Ed? Marie says it depends on what it is spent for. Some of it can be used for general increased costs. It may free up general funds.
- Expenses - Not much change because it's July. There will be more changes in future presentations.
- Fund Balance - projected to increase to $14.2. Fund balance and net assets are now broken out into restricted and unrestricted portions to provide greater context than what was provided in the past.
- Cash balance also broken out to show restricted and unrestricted cash.

Steve Klima addressed the board in his capacity as UTLA representative per the bylaws.

- Question about how ADA numbers are being formulated and what numbers they are using. and about the Super COLA and the 4.3% not being something we should look to for raises or teachers not deserving it? Marie - she commented only on the intended uses expressed in the governor's budget, not anything to do with staff salaries.
- What is the actual number multiplied by 2402 for our budget? Marie - ADA is based on anticipated number of students times anticipated students actually showing up. We have assumed 93% based on prior years. Steve - Since there is a hold harmless what number is used? Marie it's based on difference against 24-25 year. This is not a calculation we do ourselves. ADA is not calculated based on state, hold harmless is separate. Steve - projected budget is based on 2402 students. Marie says student support discretionary block grant is calculated differently, each state funding type is calculated differently and based on a different year. Steve says there has to be a number that 2402 was multiplied by to come up with the state funding number.
- Minh Ha - are you talking about the $30.7 million in state aid? Yes. He's asking about LCFF funding per pupil.
- Steve asks what is the current ADA per student in state of CA? Marie does not know that data for CA. Steve says what he sees online is higher than the number Marie is using. Marie says she is going off of the LCFF calculator that was released in June. It's all state mandated.

We will have more specific data in the upcoming reports to get to actuals since July doesn't reflect actual students, etc.

B. Prop 28 Annual Report

Report re Arts and Music Funding and how it was spent.
The report will be completed this fall.
Jane Davis made a motion to Prop 28 Annual Report.
Jeff Roepel seconded the motion.
Students voice support
The board **VOTED** unanimously to approve the motion.

C. OPEB Trust Transfer Completion

Alexis - this was the transfer to move the funds into the true trust.
Amir - Alexis, Dr Magee and Negeen as secretary are all trustees.
This was already voted on previously and they just completed the transfer now.

D. Investment Account Proposals

3 proposals were brought to budget and finance committee.
The committee chose Merrill Lynch over Cathay Bank and Hanmi Bank.

Jane Davis made a motion to Approve Investment Account Proposals.
Negeen Ben-Cohen seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Fiscal Policy Revision

- Budget committee reviewed and provided notes. Alexis wanted to present the same version here before incorporating their notes to see if the board has any comments or questions about the working draft.
- Minh Ha -Section 13.1 re gifts and donations there's a blank that should be filled in. Jane says it's still in draft form that's why it hasn't been completed.
- Alexis says the next version will have ASB and other separate fundraising items pulled out.
- She would like to finalize this by the next meeting. Want to show progress as this was flagged by the oversight auditor. Board members can provide notes directly to Alexis to take back to the committee.
- Legal counsel will review as well.

F. Foster Youth Transportation Memorandum of Understanding

Mr. Clausi is not present to explain the MOU.
Dr. Magee - we have one student in foster care who qualifies for transportation assistance under this agreement.
Amie Whitely - if we don't enter the agreement we will be 100% responsible for the cost. This provides for partial reimbursement.

Maggie Nance made a motion to Approve Foster Youth Transportation Memorandum of Understanding.
Jane Davis seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Organizational Reports

A. Student Report

Jackson Richmond

- The situation with teachers has spilled over onto students. Teachers are not sponsoring clubs anymore. Leadership can't do their jobs. Teachers are closing their doors at lunch and nutrition, it makes it hard for students to get help. Teachers are also not coming in before school or staying after school. Students have no control over any of it but they are being negatively impacted.
- Football game Friday. October 2nd Wild West Football. College Fair September 29th. Freshmen workshop the same night.
- Homecoming theme will be La La Land. Ticket sales starting soon. Will be playing Venice for homecoming.

B. Parent Report

Negeen Ben-Cohen - Extreme frustration among parents and students regarding the master schedule and class sizes. Overcrowding and schedule changes were not addressed in a timely manner. Kids getting moved around 5 weeks into the semester is disruptive. We still have overcrowding and insufficient desks in classes. Also a great deal of frustration regarding lack of preparation for the heat wave. Senior families also very upset about the situation involving withholding of college recommendation letters. Pemra reiterated the issues regarding overcrowding and heat.

Ed - asks if all the non-interested parties support the statement that was sent out on their behalf. Pemra says she did not receive a copy of it before it was sent.

C. Community Report

Fati - Community members are organizing second annual Longest Table event October 4 in Huntington Palisades. Open to everyone who works or lives or is planning to come back to the Palisades.

D. Represented Classified Staff Report

Andy is absent and no report submitted.

E.

Unrepresented Classified Staff Report

Jeff - got feedback about back to school night from parents. Mixed positive and negative.

F. Faculty Report

Maggie -

- Faculty would like to thank booster for sandwiches at back to school night and regular funding of donors choose matching donations.
- Regarding the letter that was sent out - does not think every lawyer would agree re this interpretation of the Brown Act. Could have called a meeting and then gone into closed sessions. Why is negotiation committee putting out a statement anyway. Speaking on behalf of countless faculty who were very upset that this is how they are seen. Also upset that it said the board considers when it's not really from the board and she is also a parent on the board. Would like to bring Greta Proctor as a trusted source to see what she thinks of it. She is not convinced it was handled how it should have been as we are directed to act as a public board.
- We are still without onsite copy machines that can do more than a page at a time. Ordering supplies and instructional materials is cumbersome and impacting teaching.
- Class sizes are still enormous. Students are still changing classes even though progress 1 is due next week. Special schedules keep disrupting learning. We should move NWEA testing to October next year.
- Concerns about safety protocol technology that teachers are supposed to wear.

G. Human Resources Director (HR) Report

Report stands as submitted except for a typo in the second paragraph.
Ed - prior report mentioned teachers that had been over compensated. Would like some more color and details.
Martha - the changeover this summer for the payroll system showed a few people overcompensated for multiple years. And some others moved up a step to a higher pay scale incorrectly. They prioritize addressing underpayment issues before overpayments. They are still working on the overpayments because they have to meet with each person to work out a payment plan. It's about 14 people. Some overpaid for just one month, a couple for longer term.
Minh Ha - Were all underpaid employees compensated properly now? Martha says yes. She says Virtual Academy stipends did not go out in June, they just audited it and those people received an email and will receive their payments on the 25th. That should be the last item for underpayments.
Minh Ha - summer school problems resolved? Martha says yes.
Ed asks if Martha is included as a signatory to the letter? She says she read the letter and considers herself a member of the administration.

H. Director of Operations Report

Report stands as submitted.

- Ed - report did not make mention of the new check-in system technology from Raptor. Rafael says the communication was not clear they are working on a better explanation. Rafael says it will allow segregation of a disaster and help with communication in emergencies like a disaster or criminal act on campus. Did Rafael see the video that was shown to students because it did not seem appropriate. Rafael said they specifically made it and showed it to teachers in case there was an adult victim so the kids would know what to do. It's a technology that teachers are supposed to wear and activate in emergency situations. It's like a lanyard. Ed wants to know if Rafael consulted with other schools using the tech? Rafael says yes.

AC Units and HVAC Project

- Minh Ha - please update about the ac units because what was in the last report to the board is not what's actually in classrooms. Rafael says every class that lost AC due to the fire has had it replaced. Additional units and fans have been requested and asked to be covered by insurance. Not all classrooms had AC prior to the fires. She says there are classrooms that did have units previously and do not now. When Rafael says we replaced AC units from before the fire, that's the ones that the school had a record of purchasing in the past. If someone else had purchased it and had it in a classroom before the fire the school didn't have a record of it.
- Pemra - parents had wanted to jump in and help purchase units for classrooms. Back to school night was very difficult even for a short time. There was a fundraising effort established for this. What happened with these funds? Rafael says he did not receive any funds or details from this fundraising. Only one faculty member reached out and said some parents were going to deliver some fans for that teacher. The fundraising group should contact him to discuss what specs, where to purchase, how much funding available. Pemra says there was communication saying this has to go through the school to make sure the right things are purchased so where is the disconnect?
- Maggie - that money was supposed to go to the pali fund and there was a checkbox that it was for AC. So the assumption was that Rene or whoever is in charge of that account would communicate with you so it would be helpful if Rafael can reach out to her. We don't know what weather to expect in the coming weeks or next year so we need to address this.
- Rafael - HVAC project is starting in November. They have not advised when machines will be going in. 18 month process.
- Maggie - we are losing instruction, kids are learning less in the heat. They cannot concentrate in the heat.

- Rafael is going to include this in his budget for next year. He says they were planning for the heat, but the problem came from dealing with insurance to provide replacement units and also because of our facilities team was overextended.
- Pam - the fundraising link was part of Ed Fund and we can put the info out tonight or tomorrow.

Rafael says the school is already preparing for the Super El Nino.
Minh Ha - Evacuation drill tomorrow. She can't find the video on schoology it's only pdfs. Rafael says he was able to access it on his computer.

I. Director of Information Technology Report

Report stands as submitted.
Ed - thank you for the copier update. Why are we still a few weeks out? Jeff says he is working with vendors and it's issues of bandwith and human capital. Working on repairing existing machines. Not planning on new machines until next year.

J. Director of Development Report

Rene Rodman

- PCHS fund - We started later this year because school started a week later. Parents have really stepped up, volunteering, donating. We are around $74,000.
- Couple of small grants in process.
- Driveway days is coming up with parents and students volunteering. Also have a family sponsoring matching funds.
- If we know of families or family foundations that might offer matching funds please let her know.
- Collaborating with the other impacted local schools. Trying to do driveway days on the same days. Trying to help those schools too because they are the Pali pipeline especially Paul Revere.
- Working on fundraising policy revisions over the next few months to make sure to cover all the bases and fine tune it all especially the ASB piece of it.
- Additional allocations for fire relief fundraising - Working with Sara and Dr. Magee to get the remaining funds allocated.
- Classroom supply drive and schoolwide purchases of paper and Samsung screen supports.
- Fati - do we do alumni giving campaigns? Rene says there was an alumni class that donated after the fire. She says it's hard to reach them. We don't have a solid online community of alumni. She says it's most impactful in reunion years. Would be good to have reunion organizers connect with development office.
- Negeen- what about grandparents? Rene says that outreach has been more through team fundraisers such as snapraise. Might be something we can work on messaging for.
- Negeen - why are teams still using snapraise if they take such a big 20% cut? Some teams like it because it's viral. Looking at setting up givebutter for the teams

to avoid fees and use that for the family donations and then use snapraise for outreach to larger community.
- Minh Ha - what about the separate fund for AC units? Rene says it's around $1500 now and she has to get those funds transferred over to make purchases.

K. Executive Director/Principal (EDP) Report

- We are dealing with a lot of uncertainties as a community. We don't know when the neighborhood will recover and more families will be here. We don't have metrics to measure recovery progress and how it will impact our school.
- Board goal setting retreat Saturday was a positive opportunity to hear from stakeholders
- AAC action plan - Survey from last year, working with departments to create plans and goals and objectives. It opens classroom doors and more engagement between admin and faculty to improve student experience and collaborate. Working together to raise level of academic achievement. Thank you to survey committee for the time they put in last year for this process.
- Admin team working on their own action plan based on feedback from surveys. Working on setting performance metrics for all of this so we can actually measure progress.
- Choir gave a fabulous performance.
- Prospective parent tours are very encouraging. Enrollment is important for the vitality of our school. School is great because we have great teachers but also because we have wonderful kids from all over the city who choose to travel to Pali.
- We have survived too much to let ourselves be fractured and divided now. If the letter was hurtful or discouraging please know that was not how it was intended. I know our teachers and how hard you work and how much you value the school and we just need to work together to figure out how to get to a good outcome. We are all working hard for the same things.
- Maggie - were kids turned away from enrolling at Pali? Pam says no. Maggie says there was talk about turning away kids because classes were too big. Pam and Amie say that's not correct. We even took 4 more kids today. We fluctuated a lot, went down 100. We didn't turn anyone away but we know there's imbalances between grades and 9th grade is very big this year. Maggie says the future of the school will hinge on enrollment as population declines and there's more competition for kids.
- Ed - COVID outbreak last week. Concerns from faculty about communications about it. There are privacy concerns about disclosure but can we do better with communication? Pam says from her understanding it was limited to a small group of students and things have been pretty normal otherwise. Was concentrated to the football team. She says they can discuss communication but also don't want to create a panic.
- Ed - why did we put a letter about bargaining on parent square? Pam says there were a lot of requests for communication and that is the avenue of communication

to parents. Same question directed to Amir - this is the communication platform and we believe that was the right forum to them to direct info to the community. Ed - can teachers use parent square to communicate to parents about their side of bargaining? Dr. Magee says no.

IV. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Report stands as submitted. Randy Tenansnow and Michael Friedman

- They would like a directive from the board about what to do this year once they review the action plans from the department chairs.
- Board retreat identified new academic goals for the AAC and school for this year.
- The committee officers would like to meet with board members to incorporate these goals into the agenda for their next meeting.
- The committee met last week to select members and officers.
- Michael says he and Mr. Burr would be happy to help with master schedule issues we are seeing.
- Diana Kim - are there too many faculty members on the committee? Michael and Minh Ha say there's no maximum number of faculty, they just have to be in the majority.
- New committee members - Yash Pujara, Scarlet Carpenter (Just name change), Ellen Unt and Jane Curren.
- Discussion about composition of committee and number of ASB representatives.

B. Budget & Finance Committee Update

Sara - report stands as submitted.

- Minh Ha would like to be added as being present in the minutes from the last meeting.
- Discussion about how to encourage parent and community participation. Discussion of changes in the rules and maybe we can revisit this topic with Greta Proctor to see if we should try it.
- Negeen says the time of committee meetings for budget and for AAC and lack of digital participation options are barriers to participation.
- Amir can send something on parent square to invite more participation.
- Questions about recording of zoom meetings and issues about retention of public record and about official meeting locations if we allow zoom for members of the community.
- Jeff says there are rules that can interrupt meetings because of technology glitches if we allow members of public to join via zoom.

C.

Election Committee Update

D. Charter Committee Update

V. Academic Excellence

A. Virtual Academy Presentation

Randy Tenansnow -

- State of CA approved VA as a course based independent study program. Had to submit information about courses, instructional minutes, correspondence to platforms like UC Scout or Apex. This has to be submitted to the board and be on the record.
- We have fewer students in VA this year. This is largely because we have switched to in person testing. This has upset a significant number of students who have moved to other online platforms. We are not upset to have them leave given concerns of cheating with remote assessments. The teachers are frequently available for testing opportunities to accommodate the students. We have a few students who are physically unable to come in person due to serious illness or otherwise so they are tested on zoom. The in-person tests are weighted more heavily than other assessments and assignments to deter cheating. This is a new system so we are working out the bumps.
- Minh Ha - who chose the platform? Randy - Almost all teachers were able to choose the platform for their courses. There were a few options. One option was more compatible with schoology so some teachers preferred that, while others found the curriculum on other platforms to be preferable.
- Minh Ha - Question about passing grades noted on the materials. These should be updated to say A-C grades are passing, not D. Question about reference to calculus PLC - she says there is no PLC she is the only teacher this year so it should not refer to a PLC. There is one teacher Ms. Krieger for these classes on VA and they are following different curriculum and platform than what Minh Ha does and there is no collaboration between them.
- Minh Ha - reference to PLC common assessment - It should not appear like this in Performance Matters because they are not the same for VA as in person.
- Randy shared these materials with all the VA teachers and they should have given their input and made these corrections.
- Maggie, Minh Ha and Randy - Discussion about consistency of rigor and curriculum between in person and VA. Department chairs can review and weigh in. Unclear when they can do this if they don't have a common conference period.

B. College Center Presentation

Karen Ellis -

- Pali had some outstanding outcomes last year, so great for the kids who had been through so much in the last 2 years of school. She doesn't think college readers felt bad for them, she thinks they showed their depth of character and experience in their essays.
- AP scores - 18 of our classes scored 90% or above. 6 scored at least 80% or above. Only 3 courses below 80%. This validates how hard our teachers and students were working in these classes.
- High rate of matriculation to 4 year colleges.
- We see a high number of A and B students who will go to SMC if they don't get into UCLA or Berkeley rather than explore other options.
- IB outreach. We have 9 different IB classes right now in different subject areas. Opportunities for engagement and involvement.
- Admission reported data - These are more representative than the matriculation data.
- We are optimistic for this year.
- Have a new essay coach starting on Friday. Have another one returning as well. They have appointment slots to go over their essays with the students.
- October 17 PSAT for juniors. This is the qualifying test for National Merit Scholarship.
- Lots of students still not doing the SAT/ACT testing, many schools are still test optional. UCs will meet next year to reevaluate whether to bring back testing.
- College Fair next Tuesday. Over 70 colleges coming.
- Parents asking for registration confirmation via the google links for the PSAT so she is working on that.
- Minh Ha - questions about details in the online school profile. Says we offer Acadec as a class. Do we still offer it? Yes. English 9 should be updated to Honors English 9. Asterisk next to Chemistry and asterisk for IB options are confusing. Have references to Math Analysis class should be updated to only Precalculus. AP scores breakdown there's N/A for chemistry if no kids took it we should remove that to avoid confusion. We didn't offer AP chemistry last year. Karen says she will consider it but may prefer to leave it so that class is not accidentally omitted in the future.
- Minh Ha - Does every IB class earn 0.025 GPA boost? Yes. So it's equivalent to AP classes point-wise. Maggie says IB classes are more rigorous than regular classes.
- Ed- we should advertise our AP pass rates better to prospective families for recruiting and also to current families to celebrate our kids' successes.

VI. Consent Agenda

A. Finance Items: School Organized Conferences/Trips

Jane Davis made a motion to Approve Consent Agenda: School Organized Conferences/Trips.
Ed Sugden seconded the motion.
Students voice support
The board **VOTED** unanimously to approve the motion.

B. Personnel Items

Nothing to report. Will have 3 new teachers to approve next month.

VII. Additional HR Updates

A. Biennial Review of Conflict of Interest Code

Jane Davis made a motion to Approve Biennial Review of Conflict of Interest Code.
Negeen Ben-Cohen seconded the motion.
Only changes since 2021 are fiscal manager to fiscal director, and remove charter board members from the list because all board members file form 700 with the state.
Students voice support.
The board **VOTED** unanimously to approve the motion.

VIII. Governance

A. Board of Trustees Organizational Plan and Overview

This is an overview and refresh

B. Additional Schoolwide Goal Setting Plan(s)

Thank you to everyone who participated on Saturday at the goal setting retreat.

IX. New Business / Announcements

A. Announcements / New Business

Next regular meeting October 20 at 5 pm.

X. 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 8:43 PM.

Respectfully Submitted,
Amir Ebtehadj

Coversheet

Course Based Virtual Academy Update

Section: II. Academic Excellence
Item: A. Course Based Virtual Academy Update
Purpose: FYI
Submitted by:
Related Material: PCHS Course-Based Independent Study.pdf

PCHS Course-Based Independent Study

- The courses are designed to meet or exceed the California statutory requirement of 240 total instructional minutes per day.
- Enrollment assumes a minimum student time commitment of 40 minutes per day per course (200 minutes per week per course) of asynchronous digital learning, offline reading, assignment completion, and synchronous teacher-led instruction, ensuring substantial equivalence to classroom-based instruction.

English Courses

1. **Honors English 9: Grade Level 9th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the English 9 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that challenges students to develop high school skills in reading, writing, speaking, listening, and language. Through the study of a diverse selection of classic and contemporary literature, students analyze complex texts, evaluate literary and rhetorical techniques, and explore universal themes across cultures and time periods. The course emphasizes critical thinking, analytical and argumentative writing, research, and vocabulary development while encouraging students to make meaningful connections between literature and the world around them. It requires students to develop increasing independence as readers, writers, and thinkers in preparation for Advanced Placement, International Baccalaureate, and other advanced high school coursework.

2. **Honors English 10: Grade Level 10th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester

Passing Grade: A-D
Primary Instructional Materials from the English 10 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that challenges students to develop high school skills in reading, writing, speaking, listening, and language. Through the study of a diverse selection of classic and contemporary literature, students analyze complex texts, evaluate literary and rhetorical techniques, and explore universal themes across cultures and time periods. The course emphasizes critical thinking, analytical and argumentative writing, research, and vocabulary development while encouraging students to make meaningful connections between literature and the world around them. It requires students to develop increasing independence as readers, writers, and thinkers in preparation for Advanced Placement, International Baccalaureate, and other advanced high school coursework.

3. **Honors English 11: Grade Level 11th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the English 11 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.

Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that emphasizes the study of American literature alongside the historical, cultural, and rhetorical contexts that have shaped the nation's identity. Students read and analyze a diverse range of fiction, nonfiction, poetry, drama, and foundational American texts while developing advanced skills in literary analysis, rhetorical analysis, argumentation, research, and evidence-based writing. The course places a strong emphasis on critical thinking and evaluating multiple perspectives on significant social, political, and cultural issues. Students are expected to engage with complex texts independently, produce sophisticated analytical and argumentative writing, conduct research using credible sources, and demonstrate intellectual curiosity and academic responsibility in preparation for Advanced Placement and college-level coursework.

4. **Honors English 12: Grade Level 12th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the English 12 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
   Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that focuses on British and World Literature while refining students' advanced reading, writing, speaking, listening, and critical thinking skills. Students examine a wide range of literary genres, including novels, drama, poetry, essays, and informational texts, analyzing how historical, cultural, and philosophical contexts shape literature and human experience. The course emphasizes close reading, literary criticism, research, argumentative and analytical writing, encouraging students to evaluate complex ideas and synthesize evidence from multiple sources. Students are expected to engage independently with challenging texts, produce polished and insightful written work, and demonstrate sophisticated reasoning and communication skills that prepare them for college coursework and lifelong learning.

5. **AP English Language and Composition: Grade Level 11th grade**

Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the English 11 PLC Common Assessment, AP Classroom, Accelerate, and UC Scout
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate, UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Practice (Diagnostic), Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the AP National Exam with PCHS students in person.
Course Overview: This course fulfills graduation and A-G requirements. AP English Language and Composition is a college-level course aligned with the College Board curriculum that develops students' ability to read, analyze, and write about complex nonfiction texts while refining their rhetorical awareness and communication skills. Students examine how writers use rhetorical choices including diction, syntax, organization, evidence, and tone to achieve specific purposes for diverse audiences, while also composing analytical, argumentative, and synthesis essays supported by credible evidence. The course emphasizes critical reading, research, source evaluation, and the development of a mature writing style. Through the study of essays, speeches, journalism, memoirs, and other nonfiction works, students strengthen their ability to analyze arguments, evaluate multiple perspectives, and construct effective written arguments. Designed to prepare students for the AP English Language and Composition Exam, the course also cultivates the advanced reading, writing, and critical thinking skills expected in college-level coursework across all disciplines.

6. **AP English Literature and Composition: Grade Level 12th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the English 12 PLC Common Assessment, AP Classroom, and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled

synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the AP National Exam with PCHS students in person.
Course Overview: This course fulfills graduation and A-G requirements. AP English Literature and Composition is a college-level course aligned with the College Board curriculum that develops students' ability to read, analyze, and interpret imaginative literature from a variety of historical periods, cultures, and literary traditions. Students engage in close reading of novels, plays, poetry, and short fiction, examining how authors use literary elements such as characterization, structure, imagery, symbolism, figurative language, and tone to create meaning. The course emphasizes analytical writing, evidence-based literary interpretation, and the exploration of universal themes and complex human experiences. Students compose literary analyses that develop defensible interpretations supported by textual evidence while refining their command of style, organization, and academic argumentation. Designed to prepare students for the AP English Literature and Composition Exam, the course also fosters the critical thinking, sophisticated writing, and independent reading skills expected in college-level literature courses and across the humanities.

Social Science

1. **Honors Modern World History: Grade Level 10th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the World History PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that examines major global events, civilizations, and

historical developments from the Enlightenment and the Industrial Revolution to the present day. Students investigate political, economic, social, cultural, and technological changes that have shaped the modern world while analyzing the causes and consequences of revolutions, imperialism, nationalism, globalization, and international conflict. The course emphasizes historical thinking skills, including analyzing primary and secondary sources, evaluating multiple perspectives, identifying patterns of continuity and change, and constructing evidence-based historical arguments. Through inquiry, research, and writing, students develop a deeper understanding of global interdependence, civic responsibility, and the historical forces that continue to influence contemporary societies, in preparation for Advanced Placement and college-level coursework.

2. **Honors United States History: Grade Level 11th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the U.S. History PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. This college-preparatory course examines the political, economic, social, and cultural development of the United States from the late nineteenth century to the present. Students explore major events and movements, including industrialization, immigration, the Progressive Era, the World Wars, the Great Depression, the Cold War, the Civil Rights Movement, and the challenges and opportunities of contemporary America. The course emphasizes historical thinking skills through the analysis of primary and secondary sources, evaluation of multiple perspectives, interpretation of historical evidence, and the construction of well-supported historical arguments. Through research and analytical writing, students develop a deeper understanding of the principles of democracy, civic engagement, and the historical events and decisions that continue to shape the United States today in preparation for Advanced Placement and college-level coursework.

3. **Honors United States Government: Grade Level 12th grade**

Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials from the U.S. Government PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with the California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. This college-preparatory course examines the principles, institutions, and processes of American government and civic life. Students explore the foundations of the United States Constitution, the structure and functions of the legislative, executive, and judicial branches, federalism, political participation, civil liberties, civil rights, and the role of citizens in a constitutional democracy. The course emphasizes critical thinking, analysis of primary source documents, evaluation of public policy, and the examination of contemporary political issues from multiple perspectives. Through research, simulations, and evidence-based writing, students develop the knowledge and civic skills necessary to become informed, responsible, and engaged participants in local, state, and national government.

4. **Honors Personal Finance: Grade Level: 12th grade**
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials: Accelerate and the emerging Personal Finance PLC
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays

(Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with the new California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. This college-preparatory course equips students with the knowledge and skills necessary to make informed financial decisions throughout their lives. Students explore essential topics including budgeting, saving, investing, banking, credit and debt management, taxes, insurance, consumer protection, housing, entrepreneurship, and long-term financial planning. Through real-world applications, case studies, simulations, and project-based learning, students develop critical thinking, problem-solving, and financial decision-making skills while evaluating risk, opportunity costs, and the impact of economic choices. Students analyze complex financial scenarios, interpret financial data, apply quantitative reasoning, and demonstrate responsible financial literacy that prepares them for college, careers, and lifelong financial success.

5. **Honors Economics elective: Grade Level: 12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California History Social Science Content Standards and Framework and A-G elective requirements. This college-preparatory elective course examines the principles of microeconomics and macroeconomics and their impact on individuals, businesses, governments, and global markets. Students investigate fundamental concepts including scarcity, opportunity cost, supply and demand, market structures, entrepreneurship, fiscal and monetary policy, international trade, economic growth, and the role of government in the economy. The course emphasizes critical thinking, quantitative reasoning, data analysis, and the evaluation of economic issues through the interpretation of graphs, models, and real-world case studies, requiring students to apply economic theory to complex contemporary issues, analyze multiple perspectives, conduct research using credible sources, and communicate evidence-based conclusions that prepare them for college-level coursework, informed citizenship, and sound economic decision-making.

6. **AP World History: Grade Level: 10th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom and World History Text
   Time Commitment: Students are expected to engage in a minimum of 300 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology external assignments supplemented by a minimum of 300 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP World History National Exam with PCHS students.
   Course Overview: This course fulfills graduation and A-G requirements. This college-level course aligns with the College Board curriculum that examines the development of global civilizations, societies, and interactions from approximately 1200 CE to the present. Students investigate major historical processes, including cultural exchange, state-building, economic systems, technological innovation, migration, industrialization, imperialism, global conflict, and globalization, while analyzing how these forces have shaped the modern world. The course emphasizes historical thinking skills such as sourcing, contextualization, comparison, causation, continuity and change over time, and the analysis of primary and secondary sources. Students develop evidence-based historical arguments through analytical writing, document-based questions (DBQs), long essay questions (LEQs), and collaborative discussions. Designed to prepare students for the AP World History: Modern Exam, the course fosters the critical thinking, research, and communication skills expected in college-level history courses while encouraging students to understand diverse perspectives and the interconnected nature of world history.

7. **AP European History: Grade Level: 10th grade replaces World History. In 11-12th grade, this course is an elective course**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.

Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills graduation and A-G requirements. This college-level course aligns with the College Board curriculum that explores the political, social, economic, intellectual, and cultural developments that have shaped Europe from approximately 1450 to the present. Aligned with the College Board AP European History framework, students examine major historical themes including the Renaissance and Reformation, absolutism, the Scientific Revolution, the Enlightenment, the Industrial Revolution, imperialism, nationalism, the World Wars, the Cold War, and contemporary Europe. Through the analysis of primary and secondary sources, historical interpretations, and quantitative data, students develop advanced skills in historical reasoning, argumentation, contextualization, comparison, and evidence-based writing. The course emphasizes critical thinking, document-based analysis, and preparation for the AP European History Exam.

8. **AP U.S. History: Grade Level: 11th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials: UC Scout, AP Classroom, and APUSH Text
Time Commitment: Students are expected to engage in a minimum of 300 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, APUSH text, AP Classroom, and Schoology supplemented by a minimum of 300 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills graduation and A-G requirements. This college-level course aligns with the College Board curriculum that examines the political, economic, social, cultural, and intellectual development of the United States from pre-Columbian societies to the present. Students explore major historical themes, including American identity, migration, politics and power, work and exchange, culture, foreign

policy, and social reform, while analyzing the causes and consequences of significant events and movements throughout U.S. history. The course emphasizes historical thinking skills such as sourcing, contextualization, comparison, causation, continuity and change over time, and the interpretation of primary and secondary sources. Students develop evidence-based historical arguments through document-based questions (DBQs), long essay questions (LEQs), short-answer responses (SAQs), research, and analytical discussions. Designed to prepare students for the AP United States History Exam, the course cultivates the advanced critical thinking, writing, and analytical skills expected in college-level history courses and promotes a deeper understanding of the historical forces that continue to shape the United States.

9. **AP U.S. Government: Grade Level: 12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout, AP Gov text, AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 300 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Gov text, AP Classroom, and Schoology supplemented by a minimum of 300 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
   Course Overview: This course fulfills graduation and A-G requirements. This college-level course is aligned with the College Board curriculum that examines the foundations, institutions, processes, and public policies of the American political system. Students study the principles of constitutional democracy; the structure and functions of the legislative, executive, and judicial branches; federalism; political participation; civil liberties; civil rights; elections; political ideologies; and the role of political parties, interest groups, and the media in shaping public policy. The course emphasizes analyzing foundational documents, Supreme Court decisions, primary and secondary sources, and contemporary political issues while developing skills in argumentation, evidence-based writing, and critical evaluation of multiple perspectives. Through inquiry, discussion, and civic engagement, students strengthen their understanding of American government and democratic principles while preparing for the AP United States Government and Politics Exam and the expectations of college-level political science coursework.

10. **AP Macroeconomics: Grade Level: 12th grade**
    Duration: One semester

Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials: UC Scout and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 300 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 300 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that examines the principles governing the performance of national and global economies. Students analyze key macroeconomic concepts, including scarcity, economic growth, business cycles, inflation, unemployment, national income, fiscal and monetary policy, financial markets, international trade, and exchange rates. The course emphasizes interpreting economic models, graphs, and data to evaluate how households, businesses, governments, and central banks make decisions that influence economic outcomes. Students develop quantitative reasoning, analytical writing, and problem-solving skills while applying economic theory to real-world events and public policy issues. Designed to prepare students for the AP Macroeconomics Exam, the course fosters the critical thinking and economic literacy expected in college-level economics courses and equips students to evaluate complex economic issues in an increasingly interconnected global economy.

11. **AP Human Geography: Grade Level: 9-12th grade**
    Duration: One year, two semesters
    Credits: Five credits each semester
    Passing Grade: A-D
    Primary Instructional Materials: UC Scout and AP Classroom
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
    Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a

minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that introduces students to the systematic study of human populations, cultures, political systems, economic development, and the ways people interact with and transform the Earth's surface. Students examine spatial patterns and geographic processes by analyzing maps, charts, satellite imagery, demographic data, and case studies while exploring topics such as population and migration, cultural diffusion, political geography, agriculture, urbanization, industrialization, and globalization. The course emphasizes geographic thinking skills, including spatial analysis, data interpretation, source analysis, comparison, and applying geographic concepts to real-world issues. Through inquiry, research, discussion, and evidence-based writing, students develop a deeper understanding of the relationships between people, places, and environments at local, regional, and global scales. Designed to prepare students for the AP Human Geography Exam, the course cultivates the critical thinking, analytical, and communication skills expected in introductory college-level geography courses.

12. **AP Psychology: Grade Level: 11-12th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials:Accelerate and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that introduces students to the scientific study of human behavior and mental processes through the examination of biological, cognitive, developmental, social, personality, and health-related perspectives. Students investigate how individuals think, learn, remember, develop, interact, and respond to their environments while exploring psychological theories, research methods, and data analysis used to understand behavior. The course emphasizes scientific inquiry, critical thinking, interpretation of research studies, and the application of psychological concepts to real-world situations. Through the analysis of experiments, case studies, and

empirical evidence, students develop evidence-based arguments, gain a deeper understanding of human behavior across the lifespan, prepare for the AP Psychology Exam, and cultivate analytical, research, and communication skills.

Science

1. **Biology and Honors Biology: Grades 9- 12**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate and Schoology
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. Biology is a laboratory-based course that explores the fundamental principles of life through inquiry, investigation, and real-world applications. Students examine topics including cellular processes, genetics, evolution, ecology, and the interactions among organisms and their environments while developing scientific practices such as asking questions, analyzing data, constructing evidence-based explanations, and designing solutions to authentic scientific challenges. The course emphasizes the interconnectedness of biological systems and prepares students to think critically, collaborate effectively, and apply scientific knowledge to environmental, health, and global issues.
   Honors Biology is an accelerated, laboratory-intensive course also aligned with the California Next Generation Science Standards (CA NGSS) that provides an in-depth exploration of biological systems through scientific inquiry and analysis. Students investigate advanced concepts in molecular biology, genetics, evolution, ecology, and physiology while engaging in laboratory investigations, evaluating scientific literature, interpreting data, and constructing evidence-based arguments. This course prepares students for Advanced Placement science courses and future study in STEM fields.

2. **Chemistry and Honors Chemistry: Grades 9- 12**
   Prerequisite: Algebra 1
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D

Primary Instructional Materials Accelerate and Schoology
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. Chemistry is a laboratory-based course aligned with the California Next Generation Science Standards that examines the composition, properties, and interactions of matter through inquiry, experimentation, and evidence-based reasoning. Students investigate atomic structure, chemical bonding, chemical reactions, stoichiometry, gases, solutions, acids and bases, and energy transformations while developing the scientific practices of designing investigations, analyzing data, constructing explanations, and applying mathematical reasoning to solve scientific problems with real-world applications. The course prepares students to understand how chemistry influences environmental systems, technology, medicine, and everyday life while building critical thinking and problem-solving skills. Honors Chemistry is an accelerated, laboratory-intensive course aligned with the California Next Generation Science Standards (CA NGSS) that explores the principles governing matter and chemical change. Students engage in advanced study of atomic theory, chemical bonding, reaction kinetics, thermodynamics, equilibrium, acids and bases, and quantitative chemical analysis through challenging laboratory investigations, mathematical modeling, and scientific inquiry. It focuses on NGSS science and engineering practices where students evaluate evidence, develop and refine models, analyze data, and communicate scientific explanations while making interdisciplinary connections to physics, biology, engineering, and environmental science. The course prepares students for success in Advanced Placement science courses and future STEM studies.

3. **Honors Environmental Science: Grades 9- 12**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials Accelerate and Schoology
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous

weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. Honors Environmental Science is an accelerated, laboratory course aligned with the California Next Generation Science and Engineering Standards (CA NGSS) that provides an in-depth study of the relationships between Earth's systems, human populations, and the environment. This course fulfills graduation and A-G requirements. Students investigate advanced concepts in ecology, biodiversity, climate science, resource management, environmental chemistry, renewable energy, and sustainability through scientific inquiry, quantitative data analysis, modeling, and research-based investigations. Students evaluate environmental issues, construct evidence-based arguments, and design innovative solutions to local and global challenges. Honors Environmental Science prepares students for Advanced Placement science courses, college-level STEM studies, and informed leadership in addressing environmental issues.

4. **Honors Oceanography: Grades 11- 12**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials UC Scout
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via UC Scout and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. It explores the physical, chemical, geological, and biological processes that shape Earth's oceans. Students investigate marine ecosystems, ocean circulation, plate tectonics, coastal processes, climate interactions, marine biodiversity, ocean chemistry, and the impacts of human activity on marine environments through scientific inquiry, quantitative data analysis, modeling, and investigations. Students develop and evaluate evidence-based explanations for ocean phenomena while designing solutions to challenges related to conservation, sustainability, and resource management. The course provides opportunities for advanced critical thinking, scientific communication, and

interdisciplinary problem-solving skills, preparing students for Advanced Placement science courses, college-level STEM programs, and future careers in marine and environmental sciences.

5. **AP Environmental Science: Grade Level: 10-12th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Environmental National Exam with PCHS students.
   Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum and is an interdisciplinary course that examines the natural world and the scientific principles governing environmental systems while exploring the complex relationships between human societies and the environment. Students investigate topics including ecosystems, biodiversity, Earth systems and resources, population dynamics, land and water use, energy resources, pollution, and global climate change through laboratory investigations, field studies, data analysis, mathematical modeling, and evidence-based inquiry. Students develop scientific reasoning, critical thinking, and problem-solving skills by evaluating environmental issues, analyzing quantitative data, and proposing sustainable solutions to real-world challenges. The course prepares students for the AP Environmental Science Exam and for further study in environmental science, biology, ecology, engineering, and other STEM disciplines.

6. **AP Biology: Grade Level: 10-12th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Prerequisites: Completion of Biology and Chemistry with a recommendation students complete the courses with an A or B
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.

Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Biology National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum. AP Biology is a rigorous, college-level high school science course designed to provide students with a comprehensive understanding of biological concepts through inquiry, experimentation, data analysis, and scientific reasoning. The course follows the College Board AP Biology framework and emphasizes eight major units, including the chemistry of life, cell structure and function, cellular energetics, cell communication and the cell cycle, heredity, gene expression and regulation, natural selection, and ecology. Students develop scientific practices by designing and conducting laboratory investigations, analyzing quantitative and qualitative data, interpreting models, evaluating evidence, and constructing evidence-based explanations of biological phenomena. AP Biology places particular emphasis on connecting concepts across levels of biological organization and applying knowledge to unfamiliar situations rather than relying on memorization. The course prepares students for the AP Biology examination and provides a strong foundation for further study in biology, medicine, environmental science, biotechnology, and other life-science fields.

Mathematics

1. **Algebra 1: Grades 9- 10**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the Algebra 1 Essential Standards, Accelerate and Graphing Calculator
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.

Course Overview: This course aligns with and fulfills graduation and A-G requirements. Algebra 1, aligned with the California Common Core State Standards for Mathematics, provides students with a foundational understanding of algebraic concepts essential for higher-level math and real-world problem solving. The course reviews properties of operations, combining like terms, and solving simple equations and inequalities. More complex concepts are built on these basics. Students learn about linear models, linear inequalities, statistics, linear functions, transformations, sequences, and systems of linear equations. The course also includes lessons on linear inequalities. It also emphasizes critical areas such as analyzing and solving linear equations and inequalities, understanding functions and their representations, modeling relationships between quantities, and interpreting data as well as transformations, sequences and linear inequalities. Students learn to create and interpret graphs, and apply mathematical practices such as reasoning abstractly and using appropriate tools strategically. Algebra 1 also focuses on exponential and quadratic functions. They will learn how to read, write and graph these function types. They will also learn where they can find exponential and quadratic functions in their own worlds. In this semester, special attention is given to making meaningful comparisons of linear, exponential and quadratic growth. Students also spend time learning about geometric sequences, polynomials, factoring, radical equations, piece-wise defined functions, as well as rational expressions and equations.

2. **Geometry: Grades 9- 12**
   Duration: One year, two semesters. Must have completed Algebra 1
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the Geometry PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
   Course Overview: This course aligns with and fulfills graduation and A-G requirements. This course is designed to develop students' spatial reasoning, logical thinking, problem-solving skills, and ability to construct mathematical arguments and proofs. aligned with the California Common Core State Standards for Mathematics (CA CCSSM). The course emphasizes the major Geometry domains of Congruence (G-CO), Similarity, Right Triangles, and Trigonometry (G-SRT), Circles (G-C), Expressing Geometric Properties with Equations (G-GPE), Geometric Measurement and Dimension (G-GMD),

and Modeling with Geometry (G-MG). Students investigate transformations, triangle congruence and similarity, geometric constructions and proofs, properties of polygons and circles, coordinate geometry, the Pythagorean Theorem, right-triangle trigonometry, area, surface area, and volume while applying geometric concepts to real-world modeling and design problems. Special emphasis is placed on triangle congruence, similarity, and key theorems, postulates, and properties. The course also focuses on deductive and indirect reasoning as students write proofs relating to quadrilaterals and conics and calculate area, surface area, and volume of two and three dimensional figures. Students are prepared beginning probability and predicting outcomes.

3. **Algebra II: Grades 9-12**
   Duration: One year, two semesters
   Credits: Five credits each semester. Must have completed Algebra 1 and Geometry
   Passing Grade: A-D
   Primary Instructional Materials from the Algebra II PLC Common Assessment and Accelerate and Graphing Calculator
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation and A-G requirements. Algebra 2 builds upon concepts introduced in Algebra 1 and Geometry while preparing students for advanced study in Precalculus, Statistics, and other college-level mathematics. Aligned with the California Common Core State Standards for Mathematics (CA CCSSM), the course develops proficiency in the high school domains of Number and Quantity, Algebra, Functions, and Statistics and Probability, with emphasis on interpreting and modeling mathematical relationships. Students work to understand linear and quadratic equations and functions while studying polynomial, rational, radical, exponential, and logarithmic functions; complex numbers; systems of equations and inequalities; sequences and series; and statistical analysis and probability. Students learn to represent functions algebraically, graphically, numerically, and verbally; analyze key features of graphs; manipulate and solve complex equations; and construct mathematical models to investigate real-world situations. The honors course expands upon the course and includes extensive problem solving, abstract and quantitative reasoning, mathematical modeling, strategic use of tools, precision, recognition of structure and patterns, and construction of logical mathematical arguments. Algebra 2 also prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus, and advanced probability and statistics.

4. **Pre-Calculus: Grades 10-12**
   Duration: One year, two semesters. Must have taken Algebra 1, Geometry, and Algebra 2 with a grade of C or better
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate, Graphing Calculator
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation and A-G requirements. It is aligned with California Common Core State Standards for Mathematics (CA CCSSM) and focuses on Number and Quantity, Algebra, Functions, Trigonometry, and introduction to Calculus, with particular emphasis on advanced Functions (F-IF, F-BF, F-LE, and F-TF). This course focuses on right-triangle trigonometry, the unit circle, and the behavior of trigonometric and logarithmic functions, sequences, and series. Students learn to graph functions, analyze transformations and rates of change, and apply fundamental identities and equations to solve problems. Students learn vectors and their applications, with a strong emphasis on understanding how each concept connects visually and algebraically. Students work with conic sections, algebraic and transcendental functions, trigonometry, and limits. Students also learn how these tools describe motion, growth, rotation, and real-world patterns, and solve applied problems. Students compare representations through graphical interpretation, and connect algebraic expressions to geometric behavior.

5. **HS Statistics: Grades 11-12**
   Duration: One year, two semesters. Prerequisite: Algebra 1, Geometry, Algebra 2 C or better
   Credits: Five credits each semester
   Passing Grade: A-D (D not acceptable for college)
   Primary Instructional Materials: UC Scout and graphing calculator.
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous

weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation and A-G requirements. Statistics develop students' ability to collect, analyze, interpret, and communicate quantitative information while making informed decisions based on data. This course is aligned to the California Common Core State Standards for Mathematics (CA CCSSM), particularly the high school Statistics and Probability standards, the course emphasizes Interpreting Categorical and Quantitative Data (S-ID), Making Inferences and Justifying Conclusions (S-IC), Conditional Probability and the Rules of Probability (S-CP), and Using Probability to Make Decisions (S-MD). Students learn about methods of data collection and sampling, graphical representations of data, measures of center and variability, distributions, correlation and regression, probability models, experimental design, and statistical inference while learning to distinguish correlation from causation and evaluate the validity of statistical claims. Students apply statistical concepts to authentic situations in areas such as science, social science, business, education, and everyday decision-making and use technology to organize and analyze data. The course emphasizes problem solving, quantitative reasoning, mathematical modeling, strategic use of tools, precision, and construction of evidence-based arguments. Through investigations and real-world applications, this course helps students critically evaluate data and quantitative claims encountered in college, careers, and life.

6. **HS Calculus: Grades 11-12**
Duration: One year, two semesters. Prerequisite: Algebra 1, Geometry, Algebra 2 and Earn a C or better in Pre Calculus
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials: Accelerate. *Calculus Vol. 1,* Graphing Calculator
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation and A-G requirements. This is an advanced mathematics course that builds upon concepts developed in Algebra 2, Geometry, and Precalculus and prepares students for college-level mathematics and STEM coursework. The course incorporates California's Standards for

Mathematical Practice. Students develop conceptual and procedural understanding of limits, continuity, derivatives, integrals, and their applications, exploring rates of change, optimization, related rates, curve analysis, accumulation, area, and the relationship between differentiation and integration through the Fundamental Theorem of Calculus. Students analyze functions algebraically, graphically, numerically, and verbally; construct mathematical models; use technology strategically; and apply calculus concepts to problems drawn from science, engineering, economics, and other real-world contexts. Throughout the course, students solve complex problems, reason abstractly and quantitatively, construct and justify mathematical arguments, and recognize mathematical structure.

7. **AP Statistics: Grade Level: 12th grade**
   Duration: One year, two semesters. Prerequisite: C or better in Algebra 2 or math waiver
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and AP Classroom. Graphing Calculator needed
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Statistics National Exam with PCHS students.
   Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum. It introduces students to the major concepts and tools used for collecting, analyzing, interpreting, and drawing conclusions from data. The course focuses on four major areas of statistical reasoning: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students study linear regression, where they learn to model relationships between variables and evaluate the model’s strength and limitations. Students analyze distributions and relationships among variables; design surveys, observational studies, and experiments; investigate probability and random variables; and use sampling distributions, confidence intervals, and significance tests to make evidence-based conclusions about populations. Emphasis is placed on selecting appropriate statistical methods, using technology to analyze data, interpreting results in context, and clearly communicating statistical reasoning and understanding bias. AP Statistics reinforces quantitative reasoning, mathematical modeling, strategic use of tools, precision, and construction of evidence-

based arguments. The course prepares students for the AP Statistics examination and for further study in mathematics, science, social science, business, health sciences, and other fields that rely on data-driven analysis.

8. **AP Calculus AB and BC: Grade Level: 10-12th grade**
   Duration: One year, two semesters: Prerequisite: C or better in Pre Calculus and teacher recommendation or math waiver
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and AP Classroom. *Calculus Vol 1, Graphing Calculator*
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Calculus AB or BC National Exam with PCHS students.
   Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum. This course challenges students' understanding of change, accumulation, and mathematical modeling through the study of differential and integral calculus. Following the College Board AP Calculus curriculum, students investigate limits and continuity, derivatives and their applications, integrals and accumulation of change, differential equations, and the Fundamental Theorem of Calculus, while also studying additional integration techniques, parametric and polar functions, and infinite sequences and series. Students represent and analyze mathematical concepts graphically, numerically, analytically, and verbally and apply calculus to problems involving rates of change, motion, optimization, area, volume, and real-world modeling. Students are actively engaged in abstract and quantitative reasoning, mathematical modeling, technology, precision, and construction of logical arguments. The course prepares students for the AP Calculus AB or BC examination and for continued study in mathematics, engineering, computer science, economics, and other STEM-related disciplines.

World Language Spanish

1. **Spanish 1: Grades 9-12**
   Duration: One year, two semesters. Prerequisite: C or better in English 8
   Credits: Five credits each semester

Passing Grade: A-D (D not acceptable for college)
Primary Instructional Materials: Spanish 1 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation, ACTFL, and A-G standards and requirements.
Spanish 1 is designed to develop foundational proficiency in listening, speaking, reading, and writing. It introduces students to the diverse cultures of the Spanish-speaking world. The course aligns with the California World Languages Standards in three major standards areas of Communication, Cultures, and Connections. Students learn to interpret and exchange information about familiar topics such as greetings, family, school, daily activities, food, interests, and community life; participate in basic interpersonal conversations; and present information using practiced words, phrases, and simple sentences. Students also explore the practices, products, perspectives, and diversity of Spanish-speaking communities. Emphasis is placed on communication, cultural competence, vocabulary development, pronunciation, and foundational grammatical structures, preparing students for continued study in Spanish and increasingly independent use of the language.

2. **(H)Spanish 2: Grades 9-12**
Duration: One year, two semesters. Prerequisite: C or better in English 9 and Spanish 1
Credits: Five credits each semester
Passing Grade: A-D (D not acceptable for college)
Primary Instructional Materials: Spanish 1 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation, ACTFL, and A-G standards and requirements.

Spanish 2 builds upon the foundational communication skills developed in Spanish 1 and continues alignment with the California World Languages Standards with emphasis on the standards of Communication, Cultures, and Connections. Students strengthen their proficiency in listening, speaking, reading, and writing, communicating in increasingly complex sentences and participating in conversations about familiar topics such as family, school, travel, health, daily routines, community, celebrations, and personal experiences. The course expands students' vocabulary and understanding of grammatical structures, including more sophisticated use of verb tenses and sentence patterns, while emphasizing interpretive, interpersonal, and presentational communication. Through readings, media, projects, and cultural study, students examine the products, practices, perspectives, and diversity of Spanish-speaking communities and make connections between language, culture, and other academic disciplines. Honors Spanish 2 requires more spoken Spanish work and more development in Spanish writing. Students learn to communicate with greater confidence and independence while developing the linguistic and intercultural competence.

3. **(H)Spanish 3: Grades 9-12**
   Duration: One year, two semesters. Prerequisite: Pass Spanish 2 and English with C or better
   Credits: Five credits each semester
   Passing Grade: A-D (D not acceptable for college)
   Primary Instructional Materials: Spanish 2 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation, ACTFL, and A-G standards requirements.
   This course builds students' proficiency in listening, speaking, reading, and writing while aligning with the California World Languages Standards in the areas of Communication, Cultures, and Connections. Students develop greater fluency and accuracy as they interpret spoken and written Spanish, engage in interpersonal communication, and create detailed oral and written presentations on academic, cultural, and real-world topics. The course focuses on students' command of vocabulary and more advanced grammatical structures, including expanded use of past, present, future, conditional, and introductory subjunctive forms. Students narrate, describe, compare, and express in paragraph form. Through literature, informational texts, media, projects, and cultural resources, students examine the products, practices, perspectives, histories, and

contemporary experiences of diverse Spanish-speaking communities. Honors Spanish 3 increases the rigor of the basic curriculum requiring further spoken language experiences and developed linguistic skills. Spanish 3 emphasizes meaningful communication so students will use Spanish with increasing independence in preparation for real life and AP-level coursework.

4. **(H)Spanish 4 Grade Level: 9-12th grade**
   Duration: One year, two semesters. Prerequisite: Pass Spanish 3 with C or better
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and AP Classroom.
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
   Course Overview: This is an advanced high school language course designed to strengthen students' proficiency in speaking, listening, reading, and writing while deepening their understanding of the diverse cultures of the Spanish-speaking world. Students build upon previously acquired vocabulary and grammatical structures through authentic literature, informational texts, media, conversation, presentations, and extended writing. Spanish 4 emphasizes practical communication, increased fluency, cultural awareness, and the ability to interpret and respond to increasingly complex Spanish-language materials. Honors Spanish 4 provides a more rigorous and accelerated experience, requiring greater linguistic accuracy, more sophisticated analysis of authentic texts and cultural topics, advanced writing and speaking, and increased use of Spanish as the primary language of instruction and communication. Both courses support the California World Languages Standards, particularly the areas of Communication, Cultures, and Connections, while Honors Spanish 4 also helps prepare students for the expectations of advanced or AP-level Spanish study.

Physical Education

Advanced Physical Education: Grade Level 9-12th grade
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D

Primary Instructional Materials from the Physical Education PLC Common Assessment and Schoology
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: High School Physical Education is a comprehensive course designed to develop students' physical fitness, movement skills, knowledge, and habits necessary for lifelong health and wellness. This course is aligned with the California Physical Education Model Content Standards for High School. This course emphasizes competency in motor skills and movement patterns, understanding of movement concepts and principles, assessment and maintenance of physical fitness, knowledge of fitness concepts, and development of responsible personal and social behaviors in physical activity settings. Students participate in a variety of physical activities, fitness training, recreational pursuits, and wellness experiences while learning about cardiovascular endurance, muscular strength and endurance, flexibility, body composition, injury prevention, goal setting, and personal fitness planning. Through regular physical activity, self-assessment, and reflection, students develop confidence, personal responsibility, and an appreciation for the physical, mental, emotional, and social benefits.

Electives

1. **AP Computer Science Principles Course: Grade Level:9-12th grade**
   Duration: Two Semesters. Prerequisite: Concurrent enrollment or completion of Geometry
   Credits: Five credits for each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.

Commented [1]: eliminate Accelerate
@rtenansnow@palihigh.org
Assigned to rtenansnow@palihigh.org

Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Computer Science Principles Exam with PCHS students.

Commented [2]: AP Computer Science Principles course @rtenansnow@palihigh.org _Assigned to rtenansnow@palihigh.org_

Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that gives students a broad understanding of computer science and its impact on society. This course follows the College Board AP Computer Science Principles framework and emphasizes computational thinking through five major areas: Creative Development, Data, Algorithms and Programming, Computer Systems and Networks, and Impact of Computing. Students learn to design and develop programs, analyze and visualize data, create and evaluate algorithms, understand how the Internet and computer systems operate, and examine issues such as cybersecurity, privacy, artificial intelligence, bias, and the ethical and societal effects of technology. The course uses collaborative problem-solving and hands-on programming projects, Students develop creativity, logical reasoning, communication, and computational skills while preparing for the AP Computer Science Principles Exam and the required AP Create Performance Task.Students are expected to take the AP Computer Science Principles National Exam in person with PCHS students.

2. **Ethnic Studies: Grade Level 9-12th grade**
   Duration: One semesters
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course is an interdisciplinary elective that examines the histories, cultures, experiences, contributions, and perspectives of diverse racial and ethnic communities in the United States, with particular attention to groups whose experiences have historically been underrepresented in traditional curricula. This course is aligned with the California Ethnic Studies Model Curriculum and relevant California History–Social Science Standards and Framework. Students explore themes such as identity, culture, migration, race and ethnicity, power, inequality, social movements, community, and civic engagement. Students study primary and secondary sources,

literature, media, oral histories, research, and they analyze multiple perspectives, evaluate historical and contemporary issues, and recognize the contributions of diverse communities to American society. The course emphasizes critical thinking, evidence-based analysis, empathy, and civic awareness while encouraging students to connect historical learning to their communities and the broader world.

3. **Music Appreciation: Grade Level 9-12th grade**
   Duration: Two semesters
   Credits: Five credits for each semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course fulfills the Visual and Performing Arts (VAPA) elective for graduation and A-G credit requirements and is designed to develop students' understanding, appreciation, and critical analysis of music across a variety of historical periods, cultures, genres, and traditions. This course is aligned to the California Arts Standards for Music, and focuses on the artistic processes of Creating, Performing, Responding, and Connecting, with particular emphasis on active listening, musical elements, historical and cultural context, and the interpretation and evaluation of musical works. Students learn about classical, jazz, blues, rock, popular music, world music, film music, and contemporary styles while examining how music reflects culture, identity, history, and social change. Through listening activities, research, presentations, and creative projects, students develop musical vocabulary, aesthetic awareness, and critical-thinking skills while making meaningful connections between music and other art forms, academic disciplines, and personal experiences.

4. **Media Literacy: Grade Level 9-12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction

Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course is an interdisciplinary elective focused on students becoming informed, critical, and responsible consumers and creators of media in an increasingly digital world. The course examines how information is produced, distributed, and influenced across news, advertising, television, film, social media, podcasts, websites, and emerging technologies such as artificial intelligence. Students learn to evaluate the credibility and reliability of sources, distinguish fact from opinion and misinformation, recognize bias and persuasive techniques, analyze visual and rhetorical messages, and understand how algorithms and social media platforms can shape public perception. Students engage in research, media analysis, and multimedia projects, exploring issues that include digital citizenship, privacy, representation, stereotypes, copyright, propaganda, and the ethical use of AI-generated content. The course supports the California Common Core State Standards for English Language Arts/Literacy, particularly standards involving research, argumentation, evidence, source evaluation, and integration of multimedia, while preparing students to communicate thoughtfully and participate responsibly in contemporary civic and digital life.

5. **Public Health: Grade Level 9-12th grade**
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutesof study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course is an interdisciplinary elective that introduces students to the principles and practices used to understand, protect, and improve the health of individuals and communities. Students examine topics such as disease prevention, epidemiology, environmental health, nutrition, mental and social well-being, health

disparities, community health, infectious and chronic diseases, health education, and the role of local, state, national, and global public health organizations. Through case studies, data analysis, research, collaborative projects, and investigation of contemporary public health challenges, students learn how biological, environmental, socioeconomic, and behavioral factors influence population health. The course emphasizes scientific inquiry, health literacy, ethical decision-making, communication, and evidence-based problem solving and can support connections to the California Health Education Content Standards, California Health Education Framework, and California Next Generation Science Standards (CA NGSS). Students gain a foundation for studying careers in medicine, nursing, epidemiology, environmental science, health policy, community health, and other health-related fields.

6. **Health: Grade Level 9-12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course provides students with the knowledge and skills necessary to make informed decisions that support lifelong physical, mental, emotional, and social well-being. It aligns with the California Health Education Content Standards and California Health Education Framework, nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; personal and community health; and disease prevention. Students develop essential health-literacy skills by accessing and evaluating reliable information, analyzing influences on health behaviors, setting personal health goals, and advocating for individual and community wellness. This course has medically accurate, inclusive, and evidence-based health information while encouraging students to take greater responsibility for their health and make thoughtful choices that contribute to healthy relationships, families, schools, and communities.

7. **College and Career: Grade Level 9-12th grade**
   Duration: Two semesters
   Credits: Five credits for the semester

Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course is an elective course preparing students for a successful transition from high school to college, career training, and the workplace by developing the academic, professional, financial, and personal skills necessary for postsecondary success. Students explore college and career pathways, identify personal interests and strengths, research colleges and career opportunities, and learn about admissions requirements, financial aid, scholarships, resumes, cover letters, interviews, and workplace expectations. The course emphasizes goal setting, organization, time management, communication, collaboration, problem solving, digital citizenship, and responsible use of technology while introducing students to financial literacy topics such as budgeting, credit, saving, and the costs associated with education and independent living. Through career inventories, research, presentations, practical simulations, and the development of individualized college and career plans, students build self-awareness and learn to make informed decisions about their futures.

8. **Psychology: Grade Level 10-12th grade**
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course

Course Overview: This social science elective introduces students to the scientific study of human behavior and mental processes and aligns with California History–Social Science and Common Core State Standards for Literacy in History/Social Studies. Students explore major areas of psychology, including the biological bases of behavior, sensation and perception, learning, memory, cognition, intelligence, motivation, emotion, human development, personality, social psychology, stress and health, and psychological disorders and treatment. Through readings, case studies, research, experiments, and analysis of real-world situations, students learn how psychologists develop and evaluate explanations of behavior using scientific methods and evidence. The course focuses upon critical thinking, research literacy, ethical considerations, and the application of psychological concepts to everyday life, relationships, education, and society. It provides a foundation for further study in psychology, sociology, education, health sciences, and related fields.

9. **Sociology: Grade Level 10-12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This social science elective introduces students to the systematic study of society, social relationships, institutions, and human behavior within groups and communities. It aligns with California History–Social Science Standards and Framework as well as California Common Core State Standards for Literacy in History/Social Studies. Students examine major sociological concepts and perspectives while exploring topics such as culture, socialization, identity, family, education, social class, race and ethnicity, gender, media, religion, government, crime and deviance, population, social inequality, and social change. Students engage in readings, case studies, research, data analysis, and examination of contemporary social issues, investigating how social structures and institutions influence individual experiences and how individuals and groups contribute to changes within society. The course emphasizes critical thinking, cultural awareness, respectful consideration of multiple perspectives, research literacy, and evidence-based analysis.

10. **Financial Literacy: Grade Level 9-12th grade**
    Duration: One semester
    Credits: Five credits for the semester
    Passing Grade: A-D
    Primary Instructional Materials from Accelerate
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
    Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
    Course Overview: This elective course provides students with the practical knowledge and decision-making skills necessary to manage their personal finances responsibly and prepare for financial independence. Students explore topics such as budgeting, saving, banking, credit and debt, taxes, insurance, investing, retirement planning, student loans, financial aid, consumer protection, housing, transportation, and the relationship between education, careers, income, and long-term financial goals. Through real-world scenarios, simulations, research, calculations, and personal financial planning activities, students learn to evaluate financial products, understand the consequences of financial decisions, recognize fraud and predatory practices, and assess risk and opportunity. The course helps prepare students for the financial responsibilities of college, employment, and adult life.

11. **Information Management: Grade Level 9-12th grade**
    Duration: Two semesters
    Credits: Five credits for each semester
    Passing Grade: A-D
    Primary Instructional Materials from Accelerate
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
    Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course

Commented [3]: Aligned on Schoology.

Course Overview: This elective course teaches students to effectively locate, organize, evaluate, analyze, manage, protect, and communicate information in academic, professional, and digital environments. It aligns with California Career Technical Education (CTE) Model Curriculum Standards, California Common Core State Standards. Students develop practical skills using productivity and information technologies, including word processing, spreadsheets, databases, presentation tools, cloud-based collaboration platforms, digital file-management systems, and emerging artificial intelligence tools. The course emphasizes information literacy, data organization and analysis, effective online research, source credibility, cybersecurity, privacy, digital citizenship, ethical use of information, copyright, and responsible use of AI-generated content. Through project and workplace-based scenarios, students learn to manage information efficiently, collaborate digitally, solve problems, and communicate data and ideas clearly for different audiences and purposes.

12. **Principles of Business Marketing: Grade Level 9-12th grade**

Commented [4]: Aligned on Schoology.

Duration: Two semesters
Credits: Five credits for each semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This elective course aligns with California Career Technical Education (CTE) Model Curriculum Standards, particularly within the Marketing, Sales, and Service pathway. Students learn fundamental concepts and practices used by businesses to identify customer needs, develop products and services, communicate value, and compete successfully in the marketplace. Students explore topics such as entrepreneurship, market research, consumer behavior, target markets, branding, product development, pricing, distribution, advertising, public relations, social media and digital marketing, sales, customer service, and ethical business practices. Students analyze case studies, create collaborative projects, marketing plans, presentations, and analysis of real-world businesses and advertising campaigns. Students also learn to apply marketing strategies to authentic business situations while developing communication, creativity, critical-thinking, data-analysis, and problem-solving skills. This course examines the influence of technology, e-commerce, artificial intelligence, globalization, and changing consumer trends on contemporary marketing. Principles of

Business Marketing prepares students for further study and careers in business, marketing, entrepreneurship, advertising, communications, and related fields.

13. **Business Law: Grade Level 9-12th grade**

Duration: Two semesters
Credits: Five credits for each semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This elective course aligns with the California Career Technical Education (CTE) Model Curriculum Standards, as well as California Common Core State Standards for Literacy in History/Social Studies. This elective course introduces students to the legal principles, rights, responsibilities, and ethical considerations that influence individuals, businesses, and the marketplace. Students examine topics such as the foundations of the U.S. legal system, constitutional and civil law, contracts, consumer protection, employment law, business organizations, intellectual property, property law, negligence and other torts, dispute resolution, and the legal responsibilities associated with entrepreneurship and technology. Students examine case studies, mock trials, legal research, debates, and analysis of real-world business situations, interpreting legal issues, evaluating evidence, applying legal principles, and recognizing how laws affect business decisions and everyday life. The course emphasizes critical thinking, ethical decision-making, research, and problem solving, preparing students for further study and careers in business, law, government, entrepreneurship, and related fields.

Commented [5]: Aligned on Schoology.

Coversheet

School Emergency Operations Plan (SEOP)

Section: III. Operations and Facilities
Item: A. School Emergency Operations Plan (SEOP)
Purpose: Vote
Submitted by:
Related Material: PCHS SEOP 2026-2027 (Updated).pdf

PALISADES CHARTER HIGH SCHOOL

SCHOOL EMERGENCY OPERATIONS PLAN (SEOP)

REVISED SEPT 2026

MISSION STATEMENT

Palisades Charter High School (PCHS) is committed to empowering its diverse student population to make meaningful contributions to the global community by dedicating its resources to educational excellence, civic responsibility, and personal growth. A safe, secure, and orderly learning environment is essential to fulfilling this mission.

Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, California 90272
www.palihigh.org

PUBLIC REVIEW & COMPLIANCE

This School Emergency Operations Plan (SEOP) has been developed and maintained in accordance with applicable provisions of the California Education Code, including §32288(b)(1), which requires public review prior to adoption.

The plan was presented at a duly noticed public meeting to allow for public comment. Following review, it was formally adopted by the PCHS Administration and the Governing Board of Palisades Charter High School.

Subsequent revisions reflect ongoing annual review, regulatory updates, and operational adjustments to campus configuration and emergency management practices.

PUBLIC ACCESS

In accordance with California Education Code requirements, this plan is available for public inspection at the Palisades Charter High School Main Office and on the school's official website at www.palihigh.org.

PURPOSE

The purpose of this School Emergency Operations Plan (SEOP) is to establish a comprehensive, site-specific emergency management framework for Palisades Charter High School.

This plan defines policies, procedures, and role assignments for the prevention of, preparedness for, response to, and recovery from emergencies that may impact students, staff, or campus operations.

Although proactive safety planning and risk mitigation are integral to daily operations, emergencies may still occur. Accordingly, PCHS maintains structured management protocols for foreseeable hazards and requires all personnel to understand and execute their assigned responsibilities under the Incident Command System (ICS) framework outlined in this plan.

This SEOP serves as both a compliance document, consistent with California Education Code requirements, and an operational reference guiding coordinated action during crisis situations.

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SIGNATURES

Board Resolution – Adoption of School Emergency Operations Plan

Palisades Charter High School
Los Angeles, California

RESOLUTION: Adoption of the School Emergency Operations Plan

WHEREAS, Palisades Charter High School has developed and maintains a comprehensive School Emergency Operations Plan (SEOP) applicable to all school sites and facilities; and

WHEREAS, the SEOP establishes policies and procedures designed to:

1. Protect the safety and welfare of students, employees, and visitors;
2. Provide a coordinated and structured response to emergencies;
3. Safeguard school facilities and property; and
4. Restore normal operations in an orderly and timely manner; and

WHEREAS, Palisades Charter High School supports the ongoing planning, training, drills, and exercises necessary to ensure effective implementation of the SEOP at the school site level; and

WHEREAS, the SEOP incorporates the principles of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System (ICS), and aligns with applicable provisions of the California Education Code;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Palisades Charter High School hereby adopts and authorizes implementation of the School Emergency Operations Plan, including its annual review and updates as required by law and operational conditions.

Adopted by the Board of Trustees on _____, 2026.

PCHS Board Chair
Signature: _____
Date: _____ _____

PCHS Executive Director / Principal
Signature: _____
Date: _____

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PROMULGATION

This School Emergency Operations Plan (SEOP) is hereby promulgated as the official emergency management framework of Palisades Charter High School.

This plan establishes the authority and structure under which emergency operations are conducted at the school site and affirms the implementation of the Incident Command System (ICS) for the management of all hazards.

Palisades Charter High School operates in compliance with the National Incident Management System (NIMS) and the California Standardized Emergency Management System (SEMS), pursuant to applicable provisions of the California Education Code and Government Code. This plan defines the school's alignment with local, county, and state emergency coordination requirements.

The SEOP is effective upon Board adoption and remains in force until superseded by an updated and formally approved revision.

All school personnel designated as Disaster Service Workers under Government Code §3100 are subject to assignment and training in accordance with this plan.

STATEMENT (MESSAGE FROM SCHOOL LEADERSHIP)

Dear Palisades Charter High School Families,

The safety and well-being of our students and faculty/staff remain the highest priority at Palisades Charter High School. A secure learning environment is essential to advancing our mission of educational excellence, civic responsibility, and personal growth. Schools that are both *smart and safe* open doors for students by building a foundation of high expectations, rigorous content, and persistent support.

Safety at PCHS is not a single program, it is operationally embedded in our daily practices. It is reflected in layered security systems, structured supervision, clear behavioral expectations, proactive reporting pathways, visitor management controls, and a disciplined emergency management program that is trained, exercised, audited, and continuously improved.

PCHS maintains a prevention-based safety framework that includes:

- A multidisciplinary Threat Assessment Team
- A closed campus with monitored entry points
- RAPTOR visitor management and identification controls
- A trained and coordinated School Security Team
- Regular emergency drills and staff training
- Ongoing collaboration with public safety partners

Our security structure includes partnership with the Los Angeles School Police Department, an on-campus School Resource Officer, deans, a campus security supervisor, school campus aides, and contracted security personnel who support daily supervision and emergency response operations. We apply established emergency management frameworks, including ICS, SEMS, and NIMS, to ensure disciplined and compliant incident operations when emergencies occur.

At the same time, safety at PCHS is deeply connected to culture and climate.

We are committed to fostering a positive, inclusive campus environment where every student feels safe, valued, and respected. We regularly survey students, families, and staff to gather feedback and strengthen our practices. Our Equity Task Force monitors student achievement data, campus relationships, and policies to support our diverse student body. Positive Behavior Intervention strategies and restorative practices guide how we respond to student behavior.

As affirmed in our Social Justice Mission Statement:

“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. Together we will cultivate

an uplifting environment where students are inspired and empowered to pursue their personal aspirations."

Discrimination, harassment, or hate in any form will not be tolerated.

Students and families are encouraged to use anonymous reporting options to raise concerns early. The STOPit tip line (707-232-8693 or go.palihigh.org/STOPit) is available 24 hours a day to report safety concerns or potential threats. Early reporting supports timely intervention and prevention.

During emergencies, families must rely on official school communications. If notified of an incident, please do not report to campus unless directed to do so. Arrival during active response operations can interfere with emergency coordination, student accountability procedures, and first responder access.

PCHS's School Emergency Operations Plan serves as our operational guide for a wide range of emergencies and reflects the unique characteristics of our campus community. The Safety Committee; composed of representatives from administration, school security, instructional staff, support staff, community relations, law enforcement, and the Board of Trustees, reviews and updates this plan annually. We train on these procedures throughout the year to ensure readiness.

Safety is a shared responsibility. We encourage families to engage with our safety course and explore additional preparedness resources such as the American Red Cross and the National Safety Council to strengthen emergency readiness at home.

Please be assured that we take extensive precautions to protect our students and staff. If you have questions or concerns regarding school safety, we welcome your partnership and communication.

Thank you for your continued trust and collaboration.

Sincerely,

Dr. Pamela Magee
Executive Director/Principal

SECTION 1 — INTRODUCTION

1.0 Introduction

This School Emergency Operations Plan (SEOP) establishes the operational foundation for emergency management at Palisades Charter High School (PCHS). It is designed to support:

- Rapid and disciplined decision-making
- Clear command structure and role assignment
- Consistent team deployment
- Accurate student and staff accountability
- Coordinated response with public safety agencies
- Compliance with California law and national emergency management doctrine

PCHS operates within an all-hazards emergency management framework. This plan reflects current campus configuration and operational realities, including structural adjustments and operational modifications resulting from the Palisades Fire and subsequent return to full operations at the main campus in Spring 2026.

Where applicable, prior temporary-site procedures are maintained as reference documentation; however, this plan reflects current on-site emergency operations and response protocols.

This document supports life-safety priorities, legal compliance, and continuity of operations during emergencies.

1.1 Legal Requirements and Authorities

This plan is developed in compliance with applicable state and federal statutes governing school emergency planning, disaster response, and campus safety. Key authorities include, but are not limited to:

1. **California Emergency Services Act (Government Code, Title 2)**
   Establishes statewide and local authority for emergency operations during proclaimed emergencies.

2. **California Government Code §3100**
   Designates public employees as Disaster Service Workers, subject to assignment during emergencies.
3. **California Government Code §8607 (Petris Bill)**
   Requires use of the Standardized Emergency Management System (SEMS) for eligible emergency response activities.
4. **California Civil Code §1799.102**
   Provides Good Samaritan protections for emergency care rendered in good faith.
5. **California Education Code §§35295–35297 (Katz Act)**
   Requires disaster planning, staff training, and periodic drills, including earthquake protective actions and evacuation procedures.
6. **California Education Code §32280 et seq. / §32282**
   Requires development, annual review, and public adoption of a Comprehensive School Safety Plan.
7. **California Health & Safety Code §131021**
   Recognizes essential worker classifications applicable to secondary school operations.
8. **California Emergency Plan**
   Establishes statewide coordination functions and responsibilities.
9. **Los Angeles Emergency Operations Plan**
   Provides local coordination structure for emergency response.
10. **Applicable Federal Emergency Management Guidance**
    Including alignment with National Incident Management System (NIMS) and national preparedness doctrine.

This plan is structured to support required drills, staff training, emergency assignments, student supervision, and reunification procedures consistent with these authorities.

1.2 Governance, Authority, and Board Policy

Policies governing emergency preparedness and response are established and updated by the PCHS Administration and Board of Trustees.

The safety of students is paramount. All actions taken during an emergency shall prioritize life safety and the well-being of students, staff, and visitors.

If a disaster occurs during school hours:

- School will not be dismissed without express approval of the Executive Director/Principal (EDP) or designee.

- Students will remain under the supervision of school authorities until released to a parent or pre-authorized emergency contact.
- Student release shall follow formal reunification procedures outlined in Section 4 of this plan.

Upon closure or significant operational disruption, notification may be provided to:

- Board of Trustees
- Faculty and Staff
- Parents/Guardians
- Law Enforcement and Fire Agencies
- Local Media
- CalOES
- California Department of Education
- Local hospitals / County EMS
- Other appropriate officials as required

Employees are expected to fulfill Disaster Service Worker responsibilities. Staff are strongly encouraged to pre-arrange personal family emergency plans to allow fulfillment of emergency duties.

The EDP is responsible for:

- Annual review and maintenance of the SEOP
- Assignment of School Emergency Response Team (SERT) roles
- Ensuring required training and drills occur
- Maintaining documentation of staff emergency qualifications
- Coordinating Safety Committee review and recommendations

The Safety Committee, consisting of Administrators, Faculty, Staff, Students, Parents, and Public Safety representatives, reviews and recommends updates annually.

The school maintains preparedness planning for students and staff with access and functional needs (AFN), including those requiring medications or specialized accommodations during extended incidents.

1.3 National Preparedness Goal – Operational Alignment

PCHS aligns its emergency management program with the National Preparedness framework to ensure interoperability with responding agencies.

The mission areas guiding planning and evaluation are:

Prevention
Actions to reduce or stop credible threats before escalation.

Protection
Security and supervision measures that safeguard students and facilities.

Mitigation
Efforts to lessen hazard impacts through planning, facility safeguards, and risk reduction.

Preparedness
Training, drills, and readiness measures supporting rapid response.

Response
Life-safety actions, accountability, stabilization, and coordinated communication.

Recovery
Restoration of operations, mental health support, continuity planning, and corrective action.

These align with incident timeframes: before, during, and after.

1.4 NIMS and SEMS – Purpose and Application at PCHS

National Incident Management System (NIMS)

NIMS provides a consistent national approach for managing incidents of any cause, size, or complexity. It enables agencies to coordinate effectively through:

• Common terminology
• Standardized command structure
• Scalable organization
• Interoperable communications

Standardized Emergency Management System (SEMS)

SEMS is California's required emergency management structure and includes:

• Incident Command System (ICS)
• Multi-Agency Coordination
• Mutual Aid Systems
• Operational Area coordination

Local governments and public agencies must use SEMS to remain eligible for state reimbursement of response-related costs pursuant to California Code of Regulations, Title 19.

Application at PCHS

PCHS implements the Incident Command System (ICS) as its site-level operational structure.

ICS organizes emergency management into five functional areas:

• **Command** – Overall incident direction and objectives
• **Operations** – Tactical actions and team deployment
• **Planning** – Situation status, documentation, action planning
• **Logistics** – Supplies, communications, facilities, and resources
• **Finance/Administration** – Cost tracking, timekeeping, and procurement

ICS maintains span-of-control principles, meaning supervisors ideally manage no more than five personnel (and no more than seven) to preserve operational clarity. This does not apply to classroom supervision of students.

This structure:

• Prevents duplication of effort
• Ensures accountability
• Provides scalable organization
• Integrates seamlessly with Fire, Law Enforcement, EMS, and EOC operations

In major incidents, coordination may extend beyond the site level through:

• Site Incident Command
• Unified Command with public safety

• City/District/County Emergency Operations Centers
• Operational Area and Mutual Aid Regions
• State and Federal levels when activated

1.4.1 Coordination Levels and Escalation Structure

Emergency operations begin and end at the local level. However, when incidents exceed site-level capacity, coordination may escalate through defined SEMS levels to ensure resource support, interagency communication, and operational continuity.

Field Incident Command Level (School Site)

• Utilizes ICS for tactical, on-scene response.
• Establishes and maintains the School Incident Command Post.
• Coordinates directly with responding Fire, Law Enforcement, and EMS.
• May establish Unified Command when public safety agencies assume operational control.
• Requests additional support through local government Emergency Operations Centers (EOC) when needed.

This is the primary operational level for PCHS.

Local Government Level (City / District / County)

• Activates and maintains City or County EOCs as necessary.
• Implements Local Emergency Plans.
• Coordinates resources between jurisdictions.
• Requests support from the Operational Area when local resources are insufficient.

Operational Area Level (County)

• Coordinates information, priorities, and resource allocation among political subdivisions.

• Brokers mutual aid resources.
• Functions as intermediary between Local Government and OES Region.

OES Region Level (Southern Region – PCHS Jurisdiction)

• Coordinates support between Operational Areas.
• Facilitates state agency support within the region.
• Serves as liaison between Operational Area and State-level emergency management.

State Level

• Coordinates across Administrative Regions.
• Serves as primary coordination point between California and the Federal Response System.
• Manages statewide resource allocation when incidents exceed regional capacity.

1.4.2 SEMS Application to School Operations

For school sites, SEMS doctrine translates into three operational priorities:

1. **Structured Site Command (ICS)** – Clear leadership, defined roles, and documented actions.
2. **Resource Scalability (Mutual Aid)** – Ability to request and integrate external support when internal capacity is exceeded.
3. **Interagency Coordination (Multi-Agency Coordination)** – Seamless integration with public safety and emergency management partners.

These principles guide the organization and deployment of PCHS emergency response operations.

1.5 Emergency Management Phases

Emergency management activities at PCHS align with recognized emergency management phases. Some incidents are preceded by warning conditions that allow time for preparation

and mitigation. Other emergencies occur with little or no advance warning and require immediate activation of the Emergency Operations Plan (EOP), deployment of the School Emergency Response Team (SERT), and implementation of Incident Command System (ICS) procedures.

Not every incident includes every phase; however, this framework supports consistent planning, operational discipline, and post-incident evaluation.

All employees are expected to respond promptly and effectively to foreseeable emergencies and may be required to perform Disaster Service Worker duties consistent with California law.

Mitigation

Mitigation consists of proactive efforts taken before an incident occurs to reduce the likelihood or impact of hazards. While mitigation cannot eliminate all risk, it reduces potential loss of life, injury, and property damage and is generally the most cost-effective phase of emergency management.

Mitigation activities at PCHS include:

- Facility maintenance and structural hardening
- Hazard identification and correction
- Security infrastructure improvements
- Updated evacuation mapping and signage
- Risk-reduction supervision practices
- Education of students, staff, and families regarding emergency procedures
- Review of emergency contact information

Mitigation planning is continuous and informs future improvements following incident review.

Preparedness

Preparedness includes planning, training, and readiness activities that ensure rapid and coordinated response when emergencies occur.

Preparedness activities at PCHS include:

- Annual review and update of the SEOP
- Assignment and training of SERT roles
- Required drills and exercises (fire, earthquake, lockdown, etc.)
- Staff safety training and refreshers
- Communication system testing
- Reunification planning and documentation
- Planning for students and staff with Access and Functional Needs (AFN)
- Coordination with public safety partners

Preparedness ensures that mitigation planning translates into operational readiness.

Response

Response consists of immediate life-safety actions taken to protect students, staff, and visitors and to stabilize the incident.

Depending on the nature of the emergency, response may include:

Pre-Impact (when warning exists)

- Monitoring hazard alerts or threat intelligence
- Activation of warning systems
- Resource mobilization
- Protective action planning

Immediate Impact

- Activation of the EOP and ICS structure
- Establishment of Incident Command Post
- Protective actions (evacuation, lockdown, shelter-in-place, hold)
- Student and staff accountability procedures
- Medical response coordination and triage
- Communication with families and responders

Sustained Operations

- Ongoing incident stabilization
- Resource reassignment as needs evolve
- Coordination with public safety and EOCs
- Activation of reunification procedures when authorized

- Continuous documentation of actions and resource use

Response priorities are life safety, incident stabilization, property conservation, and coordinated communication.

Recovery

Recovery includes actions taken to restore operations and support the school community following an incident. Recovery may begin during the response phase and often overlaps with it.

Recovery activities at PCHS may include:

- Damage assessment and reporting
- Restoration of schedules and services
- Continuity of instruction measures
- Mental health and counseling supports
- After Action Review (AAR)
- Implementation of corrective actions
- Evaluation of mitigation improvements

Recovery planning begins during the response phase to ensure a structured and timely return to safe operations.

Further recovery procedures specific to PCHS are detailed in Section 4 of this plan.

SECTION 2 — SCHOOL SAFETY PROGRAMS

2.0 Overview

Palisades Charter High School (PCHS) maintains layered school safety programs designed to reduce risk, promote a secure campus environment, and intervene early when concerns arise. Safety at PCHS is built on daily supervision, access control, structured behavioral expectations, reporting systems, prevention-based intervention, and collaboration with public safety agencies.

These programs operate continuously and support the emergency response framework outlined in Section 3 and the hazard-/threat-specific annexes in later sections of this plan.

Post-Fire Operational Context (2026): Following the Palisades Fire and the subsequent relocation and phased return to campus, safety program implementation accounts for evolving campus conditions, including modified access points, construction zones, temporary fencing, altered traffic patterns, and updated evacuation routes. Ingress/egress procedures and access controls are reviewed and updated when campus layout or access points change.

2.1 Assessment of Local Area Crime and Environmental Risk

PCHS reviews community crime trends and environmental risk factors as part of its ongoing safety planning process. This assessment supports supervision planning, access control, security staffing, and coordination with law enforcement.

Assessment may include coordination with:

- LAPD School Resource Officer (SRO) and/or law enforcement liaisons
- Local law enforcement briefings and advisories
- Campus security reports and incident observations
- On-campus incident data trends

Assessment considerations include:

- Proximity to major traffic corridors
- Community events and after-hours campus use
- Theft, vandalism, trespassing, and property crime trends
- Regional hazard exposure (wildfire, smoke impacts, seismic activity)
- Post-fire conditions affecting neighborhood activity patterns and campus access routes

PCHS adjusts supervision patterns, security presence, monitoring practices, and prevention messaging based on observed patterns or law enforcement advisories.

This assessment is reviewed annually through the Safety Committee process and updated when conditions change.

2.2 Child Abuse Reporting (Mandated Reporter Requirements)

PCHS strictly adheres to California mandated reporter laws. Any teacher, supervising adult, or administrator who has reasonable cause to believe child abuse or neglect has occurred is required to report immediately to the appropriate authorities.

Reporting Requirements

- Immediate verbal report to:
  - Department of Children and Family Services (DCFS): (800) 540-4000, and/or
  - Local law enforcement
- Written follow-up report as required by law and agency instruction
- Confidentiality must be maintained as required by law
- Do not notify the parent/guardian of the report. Investigation and notification are the responsibility of DCFS and/or law enforcement.

Legal Definitions / References

Pursuant to California law, child abuse or neglect includes categories such as:

- Physical injury inflicted by other than accidental means
- Sexual abuse
- Neglect
- Willful cruelty or unjustifiable punishment
- Unlawful corporal punishment

Child abuse or neglect does not include:

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer in the course and scope of employment

Individual Responsibility to Report

Reporting duties are individual and cannot be delegated. When multiple mandated reporters jointly have knowledge of suspected abuse and agree, one reporter may make a report on behalf of the team; however, any mandated reporter who knows the designated reporter did not report must then make the report.

Staff Response Guidance

If abuse or neglect is suspected, staff should:

- Remain calm and listen without judgment
- Avoid investigation or leading questions
- Reassure the student they did the right thing by speaking up
- Ensure the student is safe from further harm
- Report immediately to DCFS and/or law enforcement

Training and Documentation

Mandated reporter training is provided via the CharterSafe portal (or designated annual training platform). Employees receive notice of reporting requirements and confidentiality rights consistent with state law. Training completion documentation is maintained.

2.3 Safe Ingress and Egress (Campus Access Controls)

PCHS maintains structured access control during instructional hours to support safe ingress and egress consistent with Education Code safety planning requirements.

Core Access Control Measures

- Closed campus policy for students during instructional hours
- Locked perimeter gates during class time

- Designated monitored entry points
- Security personnel monitoring key access areas
- Government-issued identification verification
- RAPTOR visitor screening system (including background check functionality as configured)
- Issuance of visible visitor badges that must be worn while on campus
- Surveillance camera network at entrances and throughout campus
- Supervision coverage during arrival and dismissal to support traffic flow and safety

All visitors must check in at the Security check-in, receive authorization, and obtain a visitor badge prior to accessing campus areas.

Post-Fire / Construction Note: Ingress and egress procedures may be modified based on construction footprints, temporary fencing, and phased facility openings. Procedures are reviewed and updated when campus layout or access points change.

No Drop-Off / Pick-Up Rule During Instructional Hours

There are no item drop-offs or pickups of any kind on campus or adjacent sidewalk on school days during school hours, with limited exceptions (e.g., student medications or student drop-off/pick-up consistent with attendance procedures).

2.3.1 Visitor Policy (Locked Campus During Class Hours)

POLICY TITLE: Visitors to School Campuses and Locked Campuses During Class Hours
ISSUER: PCHS Administration
DATE: December 7, 2009 (reissued December 20, 2012; reissued December 15, 2022)

Policy Statement

PCHS is committed to providing a safe and secure learning environment. Administrators shall ensure that on parts of the campus with fences and gates, all non-emergency-exit gates that are not physically monitored by security personnel are locked at the beginning of classes and remain locked until the end of the school day. School visitations shall be monitored.

Parental and community involvement is encouraged consistent with California Education Code provisions (including Education Code §44810, §44811, §51101 as applicable).

Guidelines

1. Schools must develop and post a visitor policy.
2. All visitors must have consent and approval of the principal/designee.
3. Children not enrolled at the school may not be on campus unless prior approval is obtained.

Parent rights include:

- Being informed of procedures for visiting
- Requesting and obtaining approval to enter campus
- Observing in the classroom within a reasonable period after request
- Requesting meetings with teacher/administrator following observation

Parents do not have the right to:

- Interfere with discipline, order, or conduct with intent to disrupt
- Disrupt instruction or extracurricular activities or cause disorder

Visitor expectations include:

- Follow visitation request procedures
- Show government-issued ID, sign in, and wear badge
- Enter/leave quietly; do not engage students or staff during instruction
- Do not interfere with school activities
- Return visitor badge/permit before leaving campus

Administrator’s Authority

Adults and minors over 16 who fail to adhere to visitor policy or defy principal/designee authority may be reported to law enforcement and may be subject to applicable penalties under relevant law (including Penal Code and Education Code provisions as applicable).

2.3.2 Closed Campus and Attendance Controls

PCHS maintains a closed campus. Once a student arrives at school, the student must remain on campus until the end of the school day unless granted permission by an administrator/designee.

Students authorized to participate in an educational activity off campus must receive authorization through established attendance procedures and may be asked to show authorization prior to leaving.

Attendance and tardiness definitions and procedures are maintained in the Parent/Student Handbook and are supported by SART interventions as applicable.

Hall Passes**:** Students out of class must have a valid hall pass. Students without a pass may be escorted back to class and assigned an unexcused tardy; repeat offenders may receive additional intervention.

Leaving an Assigned Area: Leaving class or campus without permission may result in disciplinary response and administrative referral.

2.4 Dress Code

PCHS maintains a student dress code intended to support a safe learning environment and equitable access to education. Dress code enforcement is conducted consistently and in a manner that does not reinforce stereotyping or discrimination based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

The current dress code is maintained in the Parent/Student Handbook and/or on the PCHS website.

2.5 Threat Assessment Team

PCHS maintains a multidisciplinary Threat Assessment Team to evaluate reported concerns, assess potential risk, and develop intervention strategies. Threat assessment is prevention-focused and intervention-based, not punitive in nature.

Team composition may include:

- Executive Director/Principal (EDP)

- Director of Operations (or designee)
- Deans
- Counseling and mental health staff
- School psychologist(s)
- Director of Special Education & Mental Health (as applicable)
- LAPD SRO and/or law enforcement partners (as appropriate)

Threat of Violence Procedure

Threats may be received by written notes, email, web posting, phone call, or direct statement. When a threat is reported:

1. Administration identifies the type of threat and attempts to determine the individual(s) involved.
2. The Threat Assessment Team conducts assessments using established risk analysis tools; the LAPD SRO and/or law enforcement may be included as appropriate.
3. The team evaluates warning signs, risk factors, stabilizing factors, and precipitating events to determine risk level at that point in time.
4. The team considers whether the individual appears to be moving on a path toward violent action and whether there is evidence of movement from thought to action.
5. The team recommends appropriate intervention and safety actions to the EDP and Administration.
6. Communication is coordinated as appropriate, and student/staff emotional needs are addressed once immediate safety is ensured.
7. Documentation is maintained consistent with privacy laws and applicable record requirements.

2.6 Discrimination, Harassment, Intimidation, and Bullying

PCHS affirms that discrimination, harassment, intimidation, and bullying are prohibited and will not be tolerated. PCHS prohibits discrimination based on race, ethnicity, religion, gender, gender identity, disability, sexual orientation, citizenship, and socioeconomic status.

PCHS maintains resources for safe campus support and encourages students, families, and staff to use available reporting pathways.

Students may report bullying or harassment through:

- Direct reporting to staff
- Administrative reporting channels
- Anonymous reporting systems

Investigations are conducted promptly and corrective actions are implemented in accordance with policy, due process protection, and applicable Education Code requirements.

2.7 Discipline (Restorative Practices / PBIS Alignment)

PCHS maintains structured disciplinary procedures consistent with California Education Code requirements and student due process protections. Discipline practices are designed to:

- Maintain campus order and safety
- Address behavioral concerns proportionately
- Provide corrective and restorative interventions when appropriate
- Ensure consistency and documentation

PCHS uses restorative practices and intervention approaches aligned with applicable LAUSD affiliated charter expectations and multi-tiered systems of support for behavior (PBIS/RP framework, as applicable). Updated discipline procedures are maintained in the Parent/Student Handbook.

Free Expression: Students may engage in lawful speech activities consistent with school rules and reasonable time/place/manner parameters to prevent substantial disruption and maintain safety. Procedures for assemblies, demonstrations, and distribution of materials are outlined in the Student Handbook and require administrative coordination as applicable.

2.8 Anonymous Tip Line (STOPit)

PCHS maintains anonymous reporting mechanisms to encourage early reporting of safety concerns.

Students and families may report through:

- STOPit app
- Online link: go.palihigh.org/STOPit
- Anonymous tip line: (707) 232-8693

The system operates 24 hours a day and supports reporting of threats, bullying, safety concerns, and suspicious behavior. Reports are reviewed by administration and may be referred to the Threat Assessment Team and/or law enforcement as appropriate. Anonymous reporting is a prevention tool and is reviewed regularly.

2.9 Crisis and Disaster Response Plans

PCHS maintains threat-/hazard-specific annexes and emergency response procedures within this SEOP. These procedures include, as applicable:

- Evacuation protocols
- Lockdown procedures
- Shelter-in-place protocols
- Student/staff accountability procedures
- Reunification procedures
- Continuity of operations planning
- Recovery support and stabilization

All response procedures are organized under the Incident Command System structure in Section 3. Drills are conducted in compliance with state requirements and are evaluated through After Action Review (AAR) processes. This plan is reviewed annually and updated following significant incidents or campus changes.

SECTION 3 — PREPARATION

Preparation at Palisades Charter High School (PCHS) is systematic, documented, and evaluated. Preparation is not limited to compliance drills; it is an integrated process designed to ensure that emergency response roles are clear, rehearsed, and executable under real conditions. Preparation is intended to eliminate ambiguity during incidents and ensure operational discipline replaces improvisation.

Preparation includes:

- Formal designation of emergency roles (SERT) aligned with ICS/SEMS
- Annual review and reassignment of functional responsibilities and backups
- Staff orientation and refresher training
- Role-specific training for specialized duties
- Required and scenario-based drills
- Documentation and record retention
- After Action Review (AAR) and continuous improvement planning
- Revalidation of maps, evacuation routes, and supply deployment plans

3.1 School Emergency Response Team (SERT)

3.1.1 Structure and Designation

PCHS maintains a structured School Emergency Response Team (SERT) aligned with Incident Command System (ICS) functions and SEMS doctrine. SERT staffing and assignments are reviewed annually and updated as personnel change.

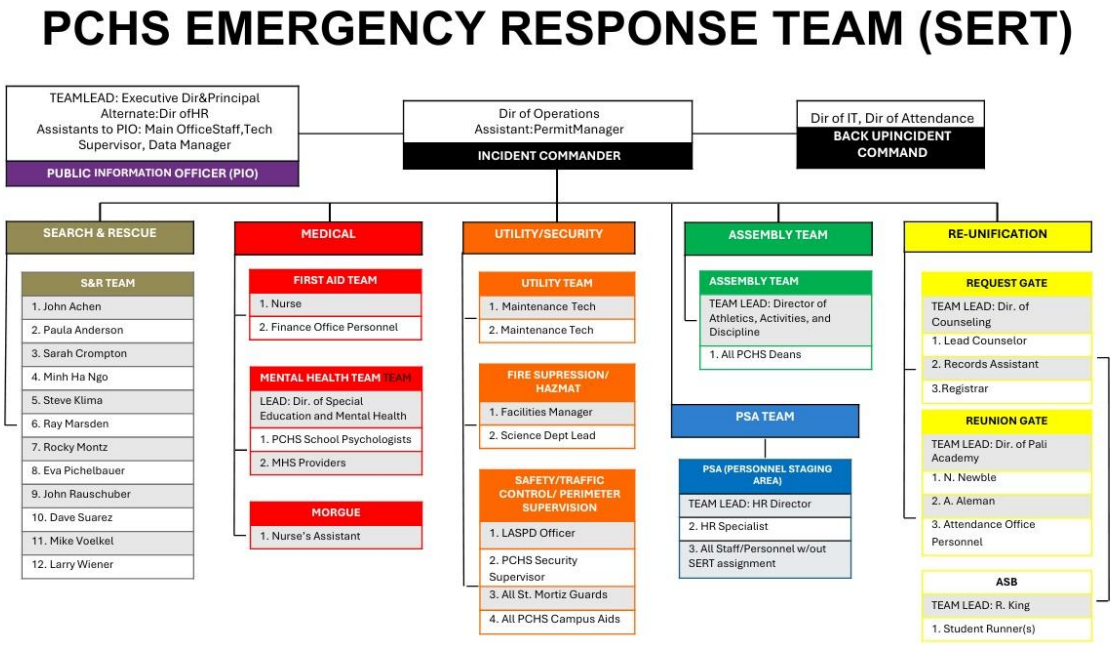
Each academic year:

- Emergency roles are reviewed and updated
- Primary and backup assignments are confirmed
- Contact information is verified
- Functional branches and deployment locations are revalidated
- Training status and specialized qualifications (First Aid/CPR, utility shutoff, etc.) are documented

The SERT chart identifies:

- Command Team (IC/PIO/Safety/Liaison)
- Operational Branches (Search & Rescue, Assembly, First Aid/Triage, Site Security/Utilities, Student Release/Reunification, etc.)
- Medical and crisis support functions
- Facilities and utility functions
- Documentation and accounting roles
- Personnel Staging Area (PSA) structure and staffing

Internal Documentation Note: The SERT organizational chart is updated annually and retained for internal use.



PCHS SAFETY ROLES & RESPONSIBILITIES BELOW

INCIDENT COMMAND



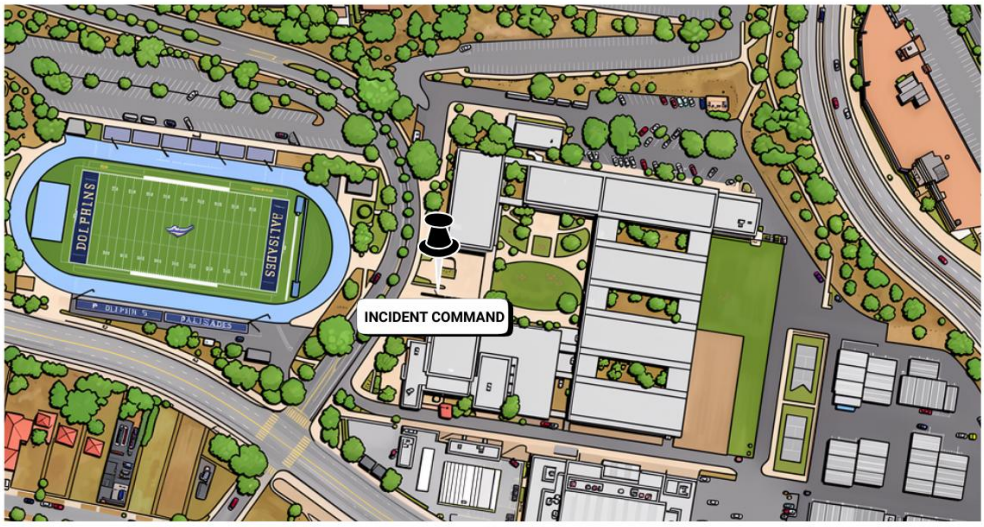
ROLE:

- **Direct and coordinate all emergency response operations on campus.**
- **Establish command, set priorities, and communicate with district and outside agencies.**

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
20	Sayer	Mental Health
21	J. Roepel	PIO/Back-Up IC
25	R. Negroe	Incident Command
27	K. Park	IC Liaison
34	O. Cabrera	Utilities Team
48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead

Supplies/Equipment:

- **Radio**
- **Clipboard & forms**



PUBLIC INFORMATION OFFICER

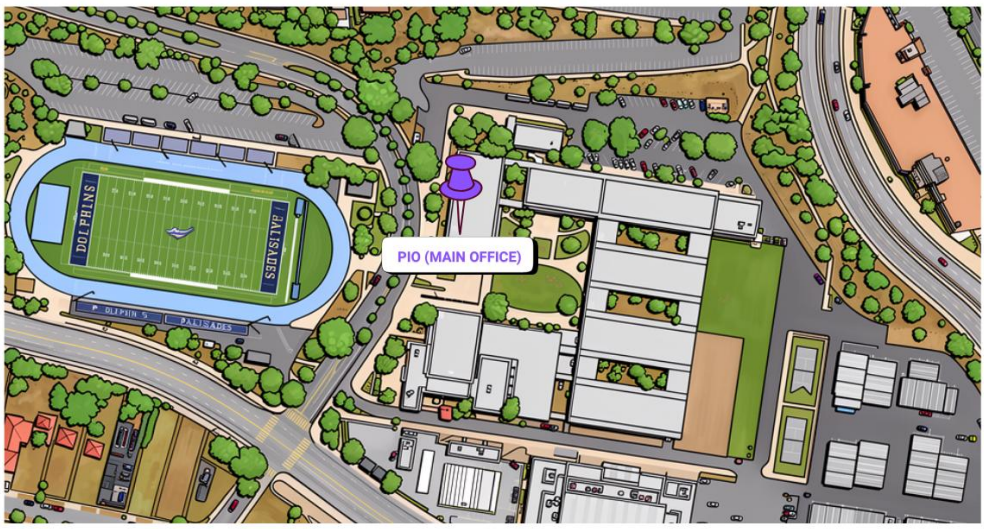
ROLE:

- Provides accurate, timely updates to parents, staff, and media.
- Manages rumor control and coordinates all external communications.

Supplies/Equipment:

- Radio / phone
- Media statements template

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
20	Sayer	Mental Health
21	J. Roepel	PIO/Back-Up IC
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34	O. Cabrera	Utilities Team
48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead



LAPD SRO



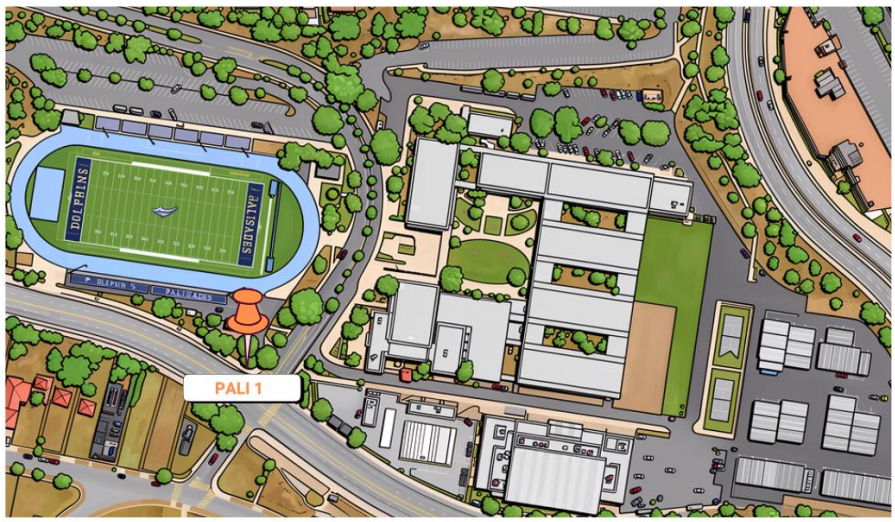
ROLE:

- Establish secure perimeter.
- Direct vehicle/pedestrian traffic during evacuation and reunification.

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
20	Sayer	Mental Health
21	J. Roepel	PIO/Back-Up IC
25	R. Negroe	Incident Command
27	K. Park	IC Liaison
34	O. Cabrera	Utilities Team
48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead

Supplies/Equipment:

- Radio



SEARCH & RESCUE

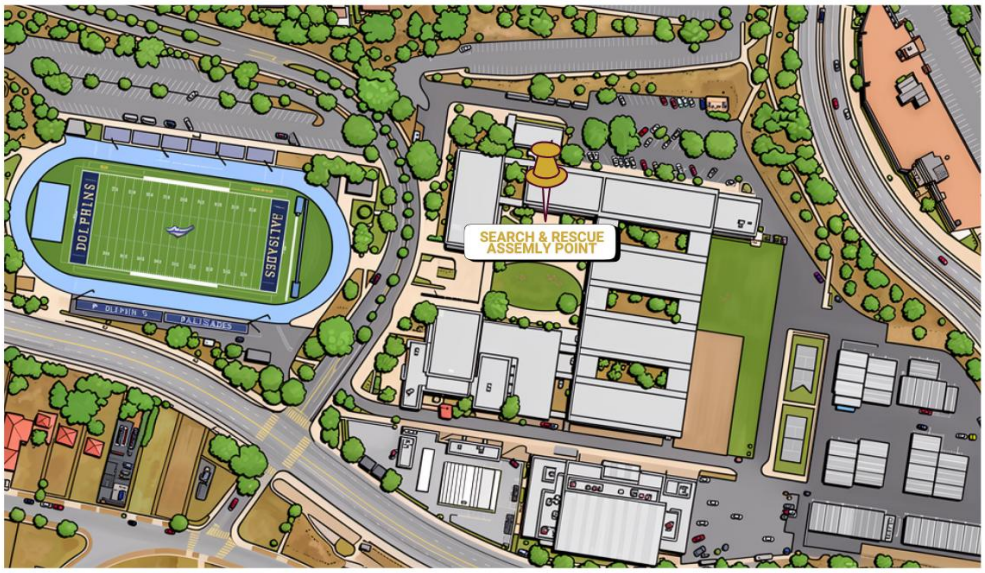
ROLE:

- Search campus for missing/injured and reports findings to IC.
- Provide safe extrication and directs victims to First Aid.

Supplies/Equipment:

- Radio
- Flashlight/Keys
- Hard Hat/Vest
- Clipboard

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
20	Sayer	Mental Health
21	J. Roepel	PIO/Back-Up IC
25	R. Negroe	Incident Command
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FIRST AID

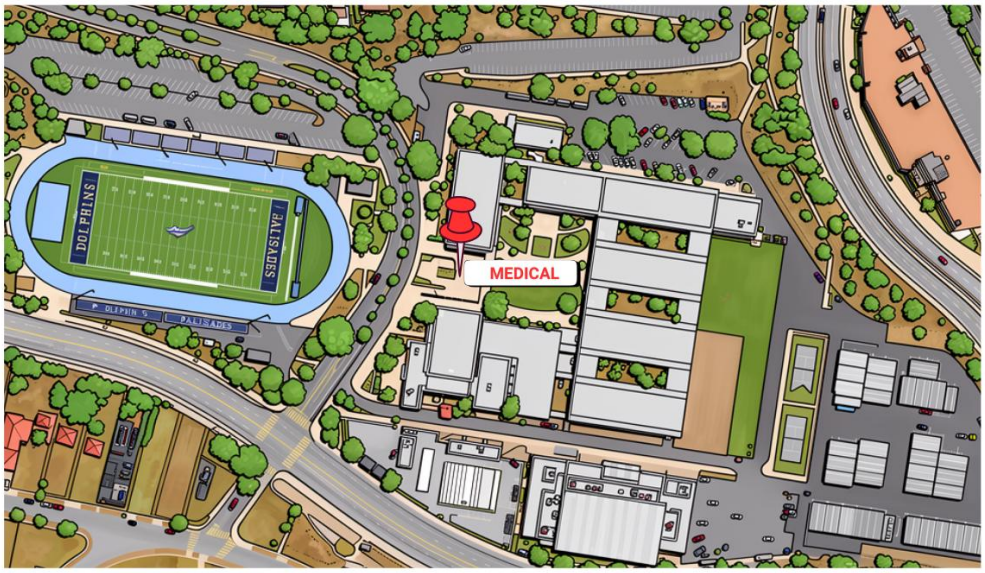
ROLE:

- **Establish triage/treatment area and care for injured until EMS arrives.**
- **Track patient information and reports needs to IC.**

Supplies / Equipment:

- **First aid/trauma kits**
- **Triage tags**
- **Stretchers, blankets**

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
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MENTAL HEALTH

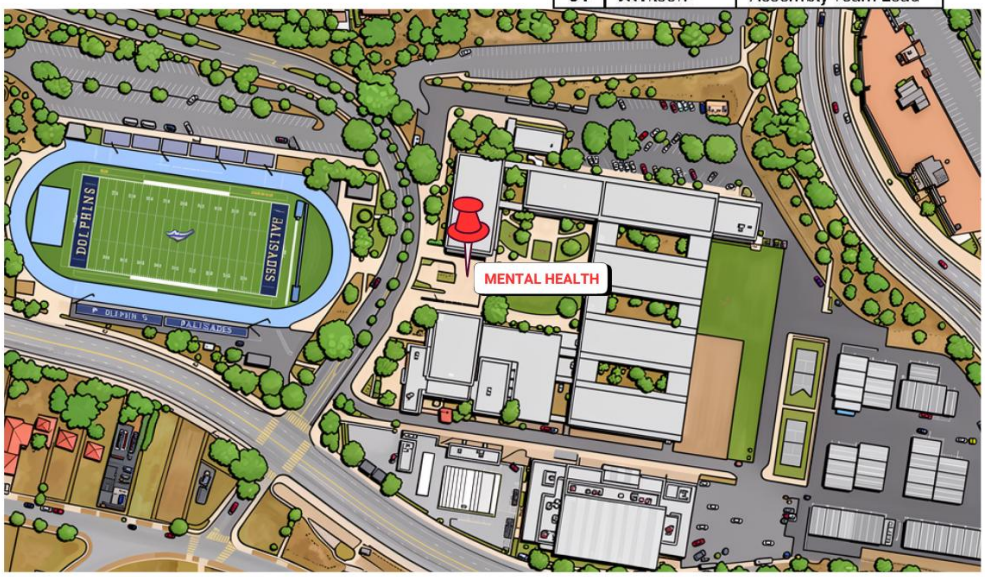
ROLE:

- **Provide psychological first aid and crisis support.**
- **Identify and refers individuals in acute distress.**

Supplies / Equipment:

- **Radio**
- **Crisis intervention materials**

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
20	Sayer	Mental Health
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84	J.Wilson	Assembly Team Lead



MORGUE

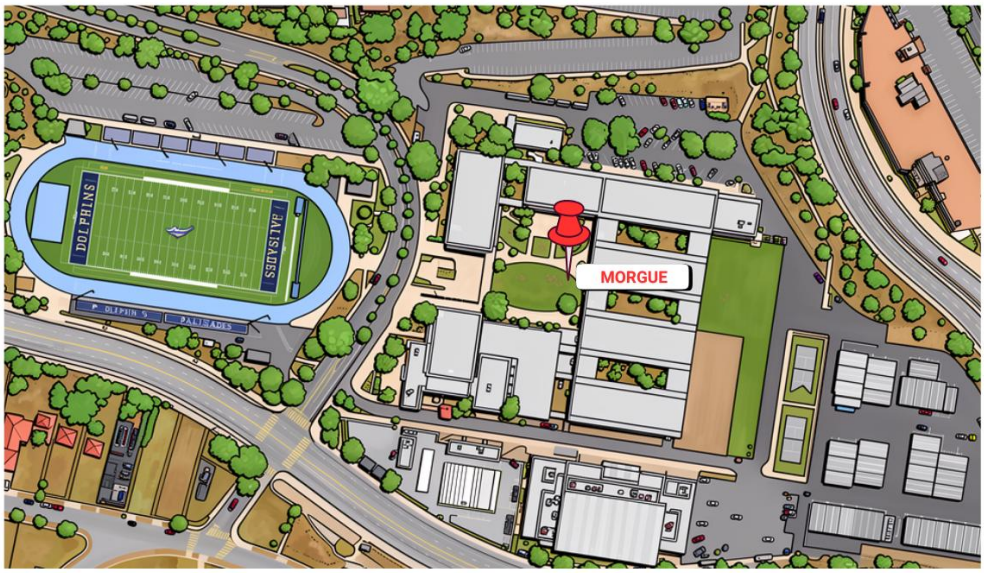
ROLE:

- Establish secure area for deceased until authorities arrive.
- Ensure dignity, documentation, and restricted access.

Supplies / Equipment:

- Privacy barriers/sheeting
- Documentation forms
- Radio

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
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17	M. Friedman	Assembly Team
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UTILITY TEAM

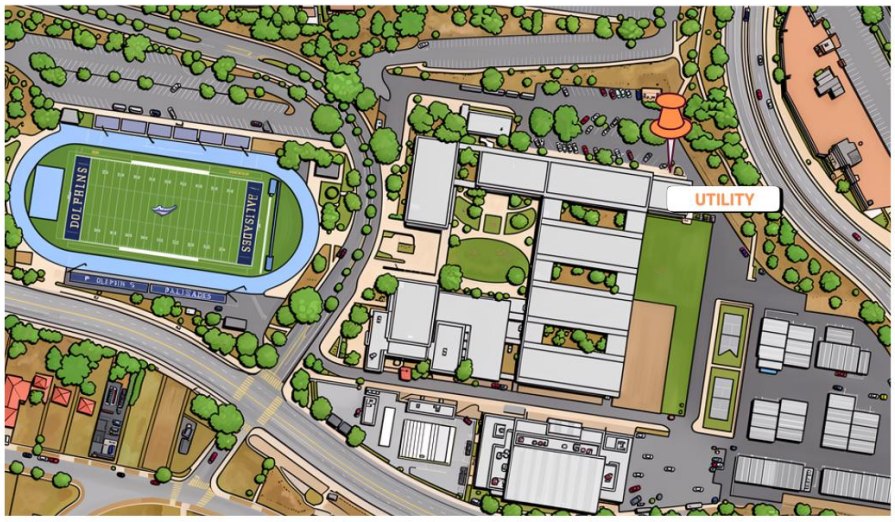
ROLE:

- Shut off electricity, gas, and water as needed.
- Report facility hazards and coordinate with first responders.

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
18	A. Lucus	First Aid
20	Sayer	Mental Health
21	J. Roepel	PIO/Back-Up IC
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27	K. Park	IC Liaison
34	O. Cabrera	Utilities Team
48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead

Supplies / Equipment:

- Tools (wrenches, shut-off keys)
- Flashlights, PPE
- Radio



FIRE SUPRESSION / HAZMAT



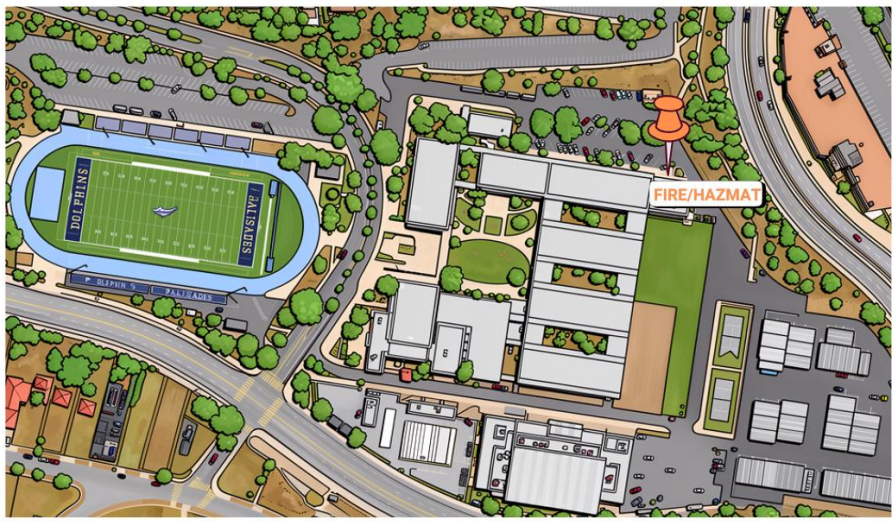
ROLE:

- Extinguish small fires safely until fire dept. arrives.
- Identifie, isolate, and report hazardous materials.

Supplies / Equipment:

- Fire extinguishers
- PPE (gloves, masks)
- Radio

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
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SAFETY / TRAFFIC CONTROL / PERIMETER SUPERVISION

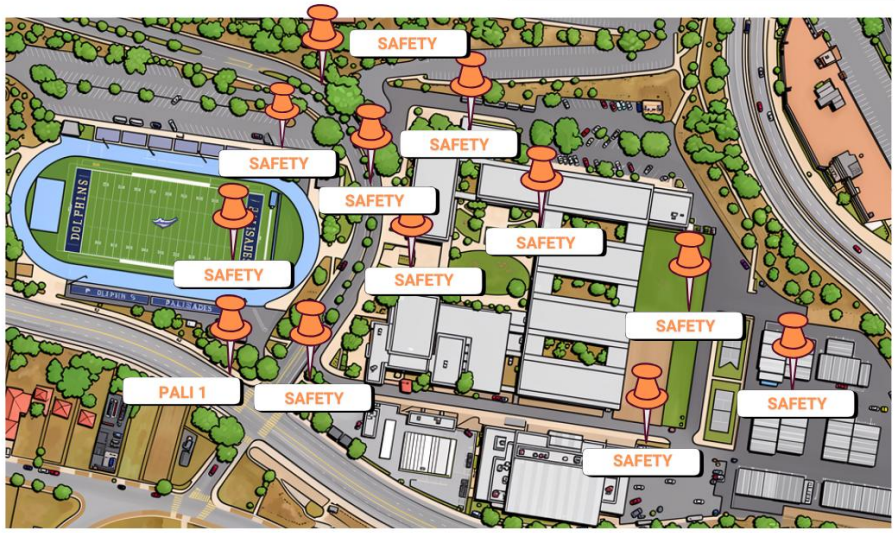
ROLE:

- Establish secure perimeter and control access.
- Direct vehicle/pedestrian traffic during evacuation and reunification.

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
17	M. Friedman	Assembly Team
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27	K. Park	IC Liaison
34	O. Cabrera	Utilities Team
48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead

Supplies/Equipment:

- Safety vests
- Traffic cones/signs
- Radio



ASSEMBLY TEAM

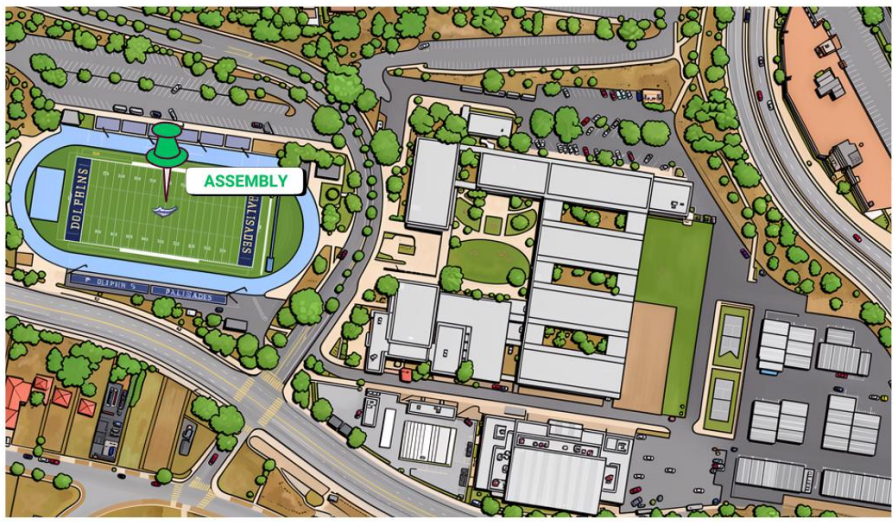
NOTES:

- **Supervises students/staff in assembly area post-evacuation.**
- **Accounts for all students/staff and reports missing to IC.**

Supplies/Equipment:

- **Rosters/attendance sheets**
- **Radios**
- **Clipboards, pens**

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
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REQUEST GATE

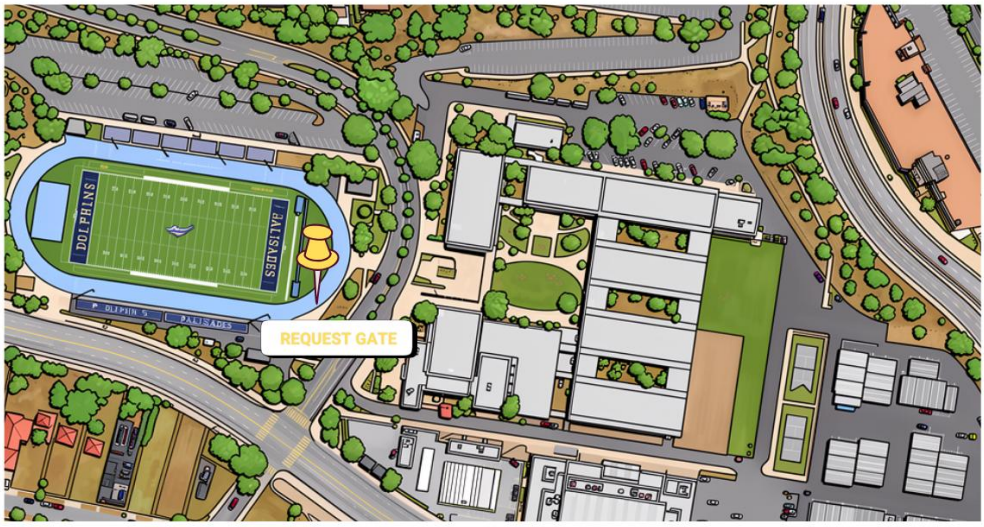
NOTES:

- Point of contact for parent/guardians arriving on site.
- Verifies, logs, and directs incoming personnel.

Supplies/Equipment:

- Radios
- Check-in forms/logs
- Identification materials

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
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REUNION GATE

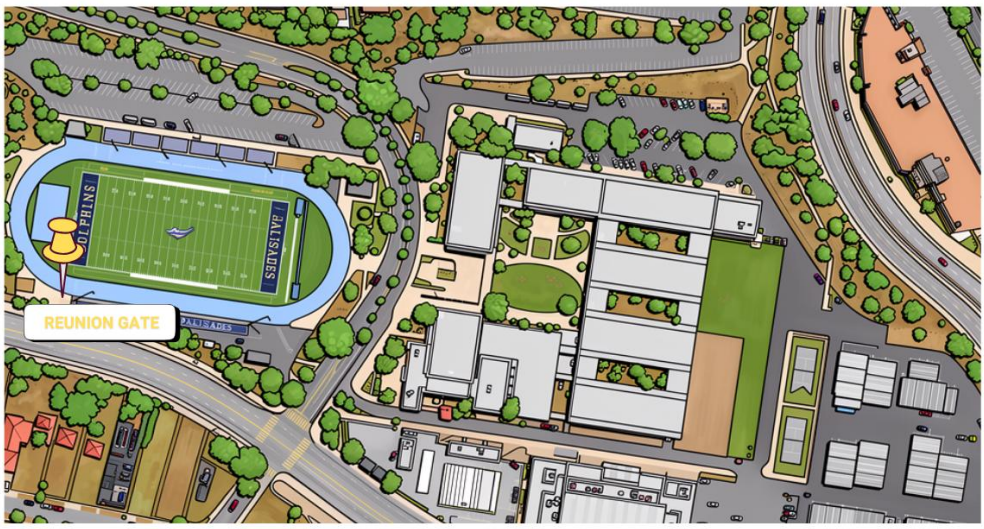
ROLE:

- Manages controlled student release to authorized adults.
- Verifies ID, documents release, and ensures accountability.

Supplies/Equipment:

- Student release forms
- ID check tools
- Radios

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
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48	C. Gomez	Security
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PSA TEAM

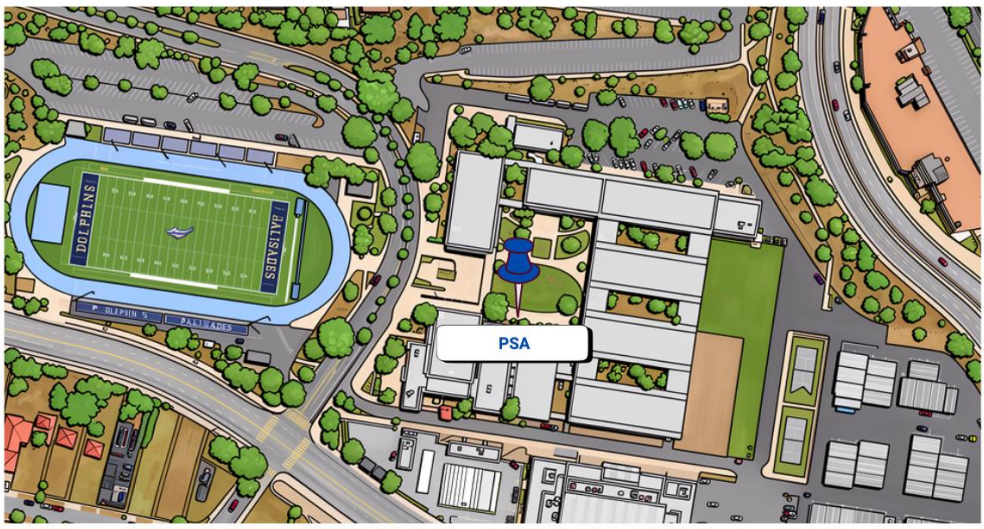
ROLE:

- Serves as check-in point for staff, volunteers, and responders.
- Assigns and tracks personnel deployment.

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
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27	K. Park	IC Liaison
34	O. Cabrera	Utilities Team
48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead

Supplies/Equipment

- Check-in sheets/logs
- Radios
- Vests



ASB

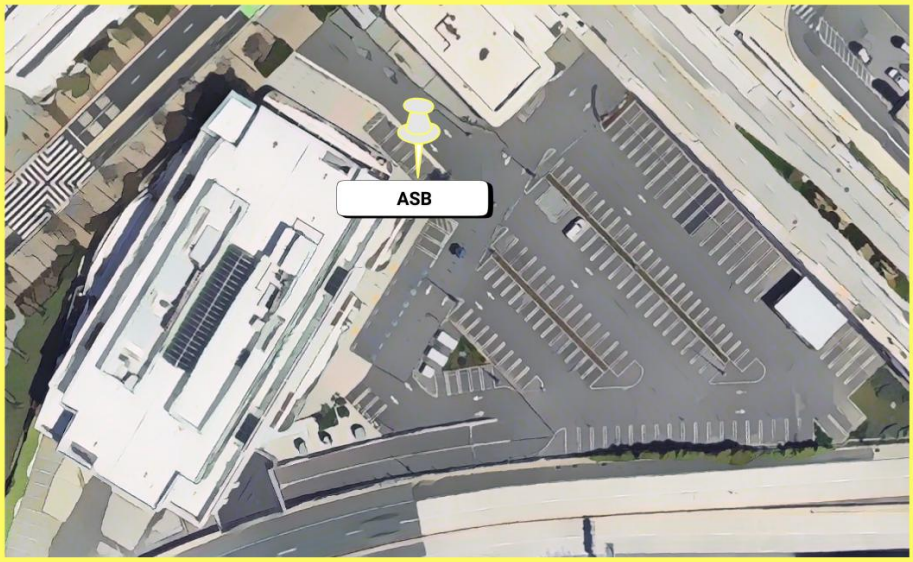
ROLE:

- **Collect rosters from teachers, bring them to Reunion Gate for accountability.**
- **Check with First Aid and other designated areas for missing students**

#	NAME	Safety Role
1	Martinez	Pali-1 (SRO)
4	T. Farrell	Back-Up IC
5	P. Magee	PIO
10	A. Whitley	Request Gate
13	L.Vladika	Assembly Team
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48	C. Gomez	Security
53	Office of HR	PSA
81	R. Montz	Search & Rescue
84	J.Wilson	Assembly Team Lead

Supplies/Equipment

- **Radios**
- **Vests**



3.1.2 Operational Philosophy

PCHS operates under the principle that drills are treated as real incidents for deployment purposes. This means that when an evacuation drill occurs:

- Search & Rescue deploys
- Assembly supervision deploys
- PSA activates (as appropriate for the drill type)
- Documentation and accountability functions are practiced
- Consolidated reporting flows to the Command Post

This approach builds role familiarity, "muscle memory," and reliable team execution.

3.1.3 Continuity of Command and Unified Command

PCHS uses ICS as its site-level command structure. During emergencies, the school designates an Incident Commander (IC) and activates SERT.

School-Site Incident Commander (IC): The IC is responsible for school-site emergency operations to ensure life safety, accountability, and coordinated response.

Default assignment and backup designations are maintained in the SERT chart and reviewed annually.

Unified Command / First Responder Integration:
When Fire/Law Enforcement/EMS arrive and establish incident command, public safety agencies assume tactical command of the incident scene consistent with their authority. The school-site IC remains responsible for school procedures (student/staff accountability, supervision, reunification, internal communications, and continuity actions) and coordinates closely with Unified Command. Decisions regarding evacuation expansion, relocation, perimeter control, and "All Clear" are made in coordination with first responders.

3.1.4 Command Team Roles and Responsibilities

Incident Commander (IC): Command Staff

Key responsibilities include:

1. Assess incident conditions and impacts to students, staff, and campus operations.

2. Activate the SEOP/EOP and SERT as appropriate.
3. Establish and maintain the Incident Command Post (ICP).
4. Set incident objectives and direct an Incident Action Plan (IAP) as needed.
5. Ensure accountability, reporting, and status updates are implemented.
6. Coordinate with responding agencies and Unified Command.
7. Authorize reunification activation and student release procedures when safe and approved.
8. Coordinate mental health stabilization supports, and language access/translation as needed.
9. Authorize internal staffing adjustments and release of staff when appropriate.
10. Document operational decisions, ensure logs are maintained, and initiate transition to recovery/AAR.

Safety Officer: LAPD SRO

Responsible for monitoring safety conditions for students and personnel during response operations.

Responsibilities include:

- Participate in planning with emphasis on responder and student safety
- Monitor operations for unsafe conditions
- Correct unsafe acts through the chain of command
- Monitor stress/fatigue and recommend breaks or staff rotation
- Confirm appropriate PPE use when needed

Public Information Officer (PIO): Command Staff

Conduit for information flow between school leadership, families, staff, and media (as applicable). PIO operates in coordination with IC and public safety PIOs when activated.

Responsibilities include:

- Draft and coordinate parent/community communications
- Coordinate with first responders regarding public messaging
- Establish a media staging process if needed
- Maintain a record of released messages
- Coordinate with City/County PIO if appropriate
- Maintain an activity log

Assistant to IC: Command Staff

Assists IC with notifications, call logs, and chronological event record.

Core responsibilities include:

- Place 911 call if directed and maintain communications until responders arrive
- Track incoming/outgoing calls and message content
- Maintain chronological event log, including activation times and key decisions
- Support other required notifications as directed
- Collect internal/external incident information
- Support development of an Incident Action Plan (IAP) when needed
- Track accountability and operational progress
- Support transition documentation for recovery/AAR

3.1.5 Operations Section and Core Field Teams

First Aid / Triage Coordinator: Operational

Coordinates first aid response until EMS arrives and supports triage staging as needed.

Responsibilities include:

- Provide/coordinate emergency first aid
- Track victim status and aid administered
- Communicate with EMS and IC
- Establish First Aid Station / Casualty Collection Point if needed
- Maintain records (e.g., emergency medical release forms, triage documentation as used)

First Aid Team: May include any adults with First Aid/CPR training and operates under the First Aid Coordinator.

Police/Fire/Medical Coordinator: Operational

Assists emergency personnel and directs them to locations.

Responsibilities include:

- Meet responders with site map and keys
- Escort via most efficient route
- Support access control and utility actions as directed by responders
- Provide IC updates and return to ICP when released

Search & Rescue (SAR) Coordinator: Operational

Coordinates search operations using available trained personnel who are not actively supervising students at the time of activation.

Responsibilities include:

- Assemble SAR teams (minimum 2 persons)
- Conduct radio check and issue assignment priorities
- Coordinate search completion across campus areas
- Support accountability reconciliation (attendance forms, early release log, visitor log)
- Report findings to IC and first responders as needed
- Support emergency supply container deployment to evacuation site as assigned

Room Marking / Search Protocol: If used, include the room marking method and search pattern under the SAR Annex or SAR procedure attachment to keep the main body clean.

Safety rule: SAR teams do not enter severely damaged areas. If in doubt, do not enter.

Utilities Coordinator: Operational

Secures the campus, controls access and supports facilities safety actions.

Responsibilities include:

- Lock gates and external doors as appropriate
- Identify hazards, isolate unsafe areas (caution tape / cones)
- Support small fire control only when safe and trained to do so

- Coordinate utility shutoff actions only by designated personnel
- Provide IC status updates
- Ensure damage is documented before non-life-safety repairs occur (photos/video), unless repairs are essential to immediate life safety
- Route responders as needed

Utilities Restriction: Only designated personnel listed in the SERT chart may execute utility shutoff functions.

Assembly Team: Operational

Maintains student supervision and order during evacuations and sustained operations.

Responsibilities include:

- Teachers supervise assigned classes; classes may be combined when staff are deployed to other teams
- Maintain student organization, calm, and safety
- Support accountability verification and updates to IC
- Coordinate breaks and coverage rotation as directed

Student Release / Reunification Coordinator: Operational

Manages student release operations when reunification is authorized.

Responsibilities include:

- Establish secure release area and traffic flow (cones/tape)
- Use emergency cards and sign-out documentation
- Release students only to authorized adults with proper ID
- Maintain release logs (student released / to whom / time)
- Coordinate with Parent Coordinator and IC

(See Reunification Procedure Annex for full process.)

Parent/Guardian Coordinator: Operational

Supports parent staging and on-site coordination when activated.

Responsibilities include:

- Direct parents to staging location(s)
- Provide approved situational updates in coordination with IC/PIO
- Support reunification flow after “All Clear” and authorization
- Report parent-related needs/issues to IC

3.1.6 Planning, Logistics, and Finance/Administration

PSA: Logistics

Secures supplies, personnel, equipment, communications support, and staging needs.

Responsibilities include:

- Open and deploy disaster containers/supplies as authorized
- Distribute kits, sanitation supplies, feeding support where applicable
- Set up staging areas (sanitation/feeding/PSA as needed)
- Sign in volunteers (only if approved) and assign appropriately
- Coordinate transportation of supplies/resources as needed

Finance/Administration Section Chief : Finance/Admin

Tracks redirected costs and time for incident response and recovery documentation.

Responsibilities include:

- Track personnel time diverted to emergency response
- Track supplies used and needed procurement
- Support incident cost documentation
- Maintain finance documentation for reimbursement and audit needs

---

3.2 Training

Training at PCHS is tiered and role-specific. Training ensures staff understand protective actions and can execute assigned roles under ICS.

3.2.1 Annual Staff Review

At the beginning of each school year, staff receive:

- Emergency procedure review
- Protective action definitions (evacuation, lockdown, shelter-in-place, hold)
- Reunification overview
- Mandated reporting refresher (as applicable)
- Notification of SERT assignments (if applicable)

Documentation of annual review is maintained.

3.2.2 Role-Specific Training

Personnel assigned specialized roles receive targeted preparation, such as:

Search & Rescue: building sweep methodology, room clearance protocol, reporting/accountability, AFN support coordination
First Aid/Triage: first aid coordination, triage staging, EMS integration, documentation
Utilities/Facilities: gas/electric/water protocols and safety restrictions (designated personnel only)
Command Post staff: ICS documentation, communications discipline, decision-making tabletop exercises

3.2.3 Crisis Team Preparation

The School Site Crisis Team receives preparation related to:

- Psychological First Aid for Schools (PFA-S) principles
- Post-trauma stabilization
- Referral pathways and care coordination
- Grief support coordination
  The Threat Assessment Team operates under separate procedural guidelines and coordinates with the Crisis Team when appropriate.

3.2.4 Public Safety Coordination

PCHS coordinates with law enforcement and other public safety partners as appropriate for drills and readiness planning. Agencies may be notified of major drills when feasible.

3.3 Drills

Drills are conducted in accordance with state law and applicable guidance and are structured to reinforce operational execution, not just compliance.

3.3.1 Fire Drills

Fire drills include:

- Full evacuation (as applicable)
- SERT activation elements appropriate to the drill
- Search & Rescue deployment practice (when evacuation occurs)
- Assembly supervision and student accountability
- Reporting to Incident Commander

3.3.2 Earthquake Drills

Earthquake drills include:

- Drop, Cover, and Hold On
- Post-shaking hazard awareness
- Evacuation when indicated
- Accountability verification
- SERT deployment when evacuation occurs

3.3.3 Lockdown Drills

Lockdown drills include:

- Securing rooms/doors
- Classroom positioning and silence protocol
- Communication reinforcement
- No evacuation unless part of a structured scenario

3.3.4 Scenario-Based Exercises

As appropriate, PCHS may conduct:

- Reunification tabletop exercises
- Command staff scenario walk-throughs

- Partial SERT activation drills

3.4 Drill Documentation and Compliance

For each required drill, documentation includes (as applicable):

- Date/time/duration
- Drill type and notification method
- Staff on duty and participating
- Number of occupants involved
- Special conditions simulated
- Problems encountered
- Corrective actions identified
- Weather conditions (for evacuations)
- Time required to complete evacuation/accountability (when applicable)

Records are retained for compliance review and program improvement.

3.5 After Action Review (AAR) and Corrective Action

Following significant drills or incidents, PCHS conducts an After-Action Review (AAR) to evaluate:

- Role clarity and deployment success
- Communications effectiveness
- Accountability efficiency
- Supervision discipline
- Equipment adequacy
- Interagency coordination (if applicable)

Corrective actions are:

- Assigned to responsible personnel
- Tracked for completion
- Incorporated into plan revisions and training priorities

3.6 Emergency Management Tools and Site Readiness

3.6.1 Emergency Maps and Posting

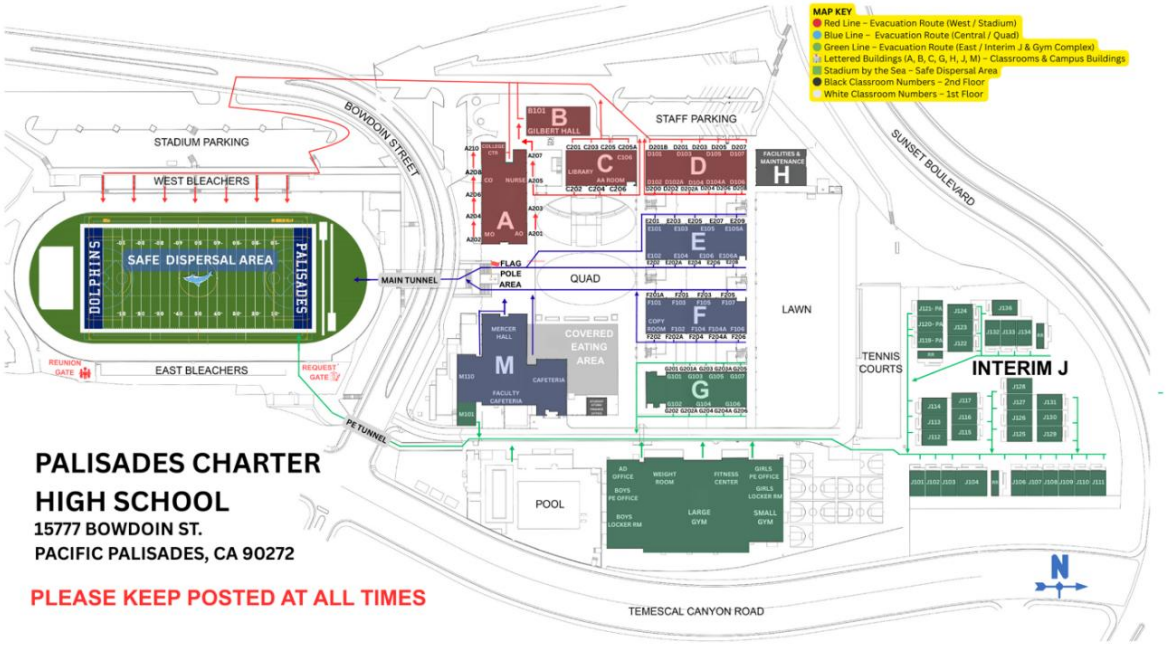
Evacuation maps are posted in each classroom near the door at student eye level and include:

- Primary and secondary evacuation routes
- Primary evacuation assembly location
- Emergency instructions (as applicable)

The Incident Commander's map set (maintained with emergency vital records) includes:

- Entrances/exits and numbered gates
- Perimeter fencing layout
- Master evacuation routes
- Command Post locations (primary/secondary)
- Fire alarm pull boxes
- Utility shutoffs (electric, natural gas, water)
- Communications infrastructure locations (as appropriate)
- Camera locations
- First aid and emergency supply locations
- Dead communication areas (if identified)
- Fire suppression systems (e.g., kitchen system if applicable)

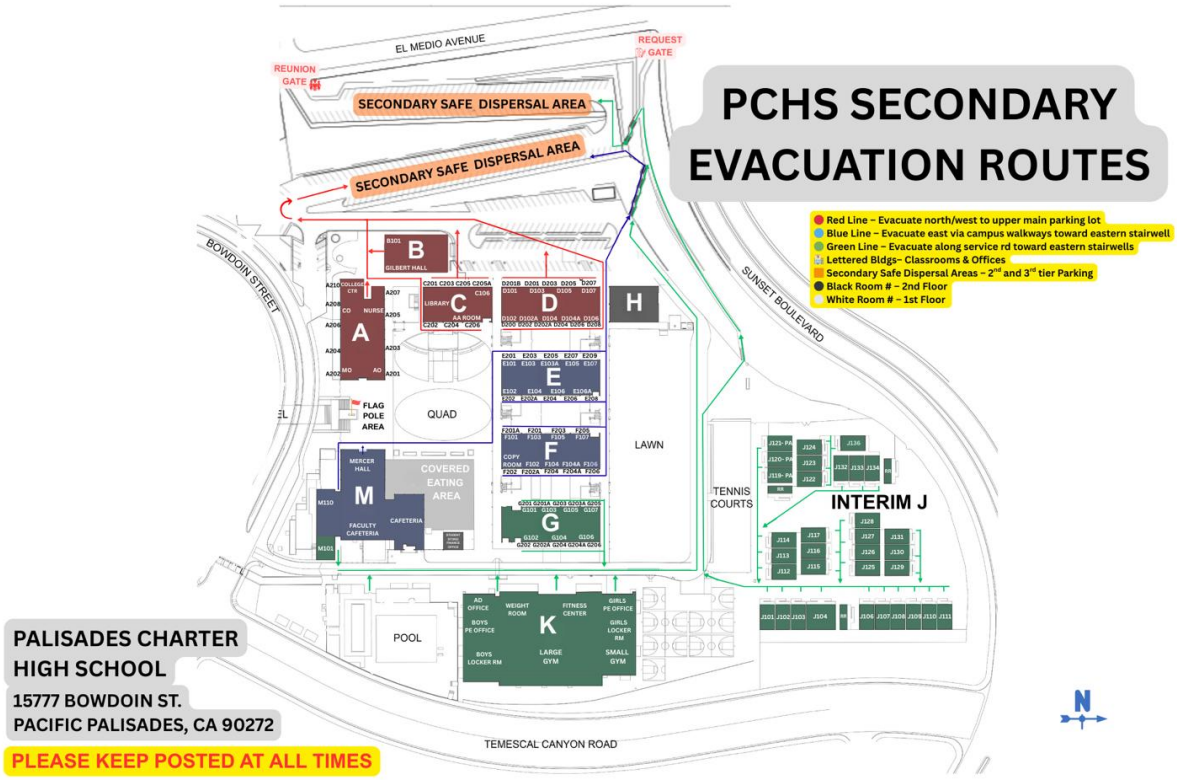
PCHS PRIMARY EVACUATION ROUTES



PCHS PRIMARY EVACUATION LINE-UP MAP

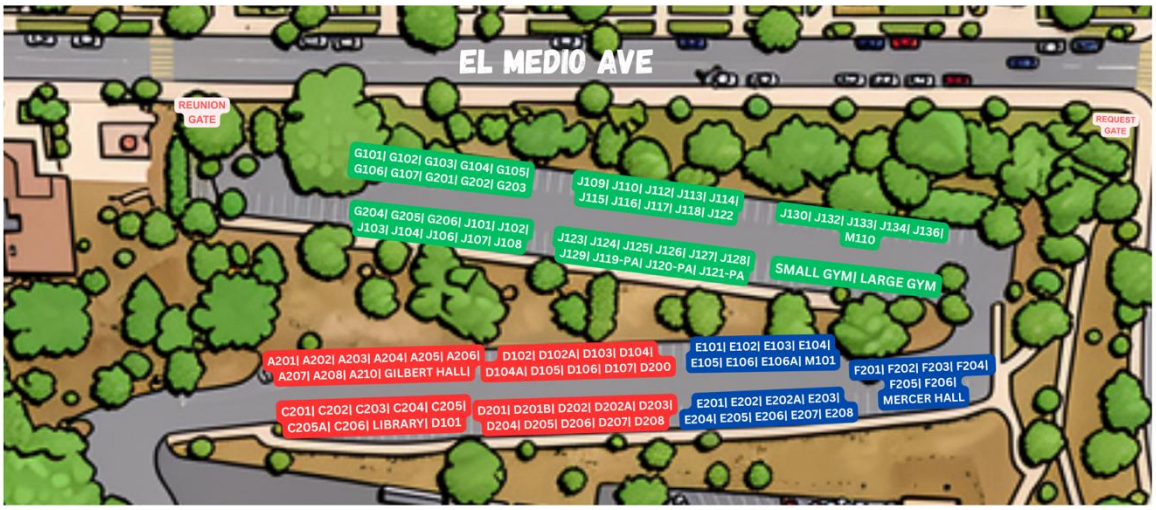
STADIUM FIELD





PCHS SECONDARY EVACUATION LINE-UP MAP

PARKING LOT: 1ST AND 2ND SLOPE



3.6.2 Command Posts (Primary / Secondary / Off-Site)

Primary Command Post: Designated by the IC based on incident conditions.
Secondary Command Post: Used if primary is unsafe or compromised.

Secondary Command Post criteria:

1. Accessible without passing through the primary Command Post
2. Capacity for approximately 8–10 adults
3. Communications capability (preferably PA access)
4. Response kit and emergency contact information availability

Off-Site Command Post: When evacuation requires off-site operations, the IC designates the Command Post location and communicates it to section leads.

3.6.3 Evacuation Sites (Primary / Secondary / Rally Points)

Primary Evacuation Site: Located on campus in a location farthest from buildings and away from emergency vehicle routes. Routes must avoid parking lots when feasible to preserve responder access.

Secondary Evacuation / Rally Points: PCHS identifies off-site rally points and maintains relationships/coordination where possible. Safe passage routes and site maps for off-site locations should be included in the plan.

Students are informed of rally locations during safety training (details may be maintained in the Safety Course and/or annex).

3.6.4 Parent and Media Staging Areas

PCHS administration identifies parent and media staging locations based on incident conditions, on-site or off-site. Parent and media staging areas should be separate. A Parent Coordinator and/or PIO may support these locations.

3.7 Emergency Supplies, Food, and Water

PCHS maintains school-wide and classroom-level emergency supplies. Inventory lists are maintained in the Appendix and updated annually.

Supplies may include:

- Classroom go-kits and first aid supplies
- Command Post kits
- Emergency signage and accountability tools
- Food and water reserves
- Radios and charging resources (as applicable)
- PPE and sanitation supplies (as applicable)

Emergency Supply Containers

PCHS maintains emergency supply containers and identifies deployment procedures to support evacuation operations. Container locations, access procedures, and relocation updates are maintained in the SEOP and updated when conditions change.

3.7.1 Water Management

PCHS maintains classroom water supplies based on planned sustainment assumptions. Drinking water is the first priority during an emergency.

General guidelines:

1. Provide adequate drinking water supply
2. Control and limit non-priority water use
3. Maintain purity of available water
4. Identify alternate water sources if available
5. Do not use water from pools/boilers
6. Treat cloudy/stale-smelling water as potentially unsafe

Water needs increase with heat, physical activity, illness, and poor ventilation. The Incident Commander may direct conservation measures and restrict access to non-priority water sources.

3.7.2 Food and Meal Management

If sustained operations require feeding, food service personnel (when available) provide menu planning and distribution guidance. If safe and feasible, food may be prepared from existing food inventory. Distribution procedures and decision-making authority are coordinated through Logistics and IC.

3.8 Plan Review and Annual Revalidation

Each year, the Safety Committee:

- Reviews SERT assignments and backups
- Confirms contact lists and radio rosters (as applicable)
- Updates evacuation maps and routes if necessary
- Reviews drill compliance and documentation
- Confirms AFN accommodation planning
- Reviews reunification structure and gate operations
- Updates annexes following incidents, construction changes, or operational shifts

Revisions are incorporated prior to Governing Board adoption.

SECTION 4
FUNCTIONAL ANNEXES & RESPONSE PROCEDURES

4.0 Purpose and Operational Framework

This section establishes the incident-specific functional procedures used by Palisades Charter High School (PCHS) to manage emergencies. These procedures are designed to be scalable and adaptable and do not represent an exhaustive list of potential emergency conditions.

While functions are described separately, emergencies frequently require actions to occur consecutively and/or concurrently. For example:

- A Shelter-in-Place may transition to an Evacuation if building conditions deteriorate.
- During an Evacuation, student/staff accountability begins while Search & Rescue operations are still underway.
- Lockdown conditions may escalate to Unified Command under law enforcement direction.

All procedures in this section are executed under the Incident Command System (ICS) consistent with NIMS and SEMS**,** as described in Section 1 and Section 3 of this plan.

The five ICS functional areas: **C**ommand, Operations, Planning, Logistics, and Finance/Administration form the organizational structure for response. Depending on incident size, these functions may be performed by a limited number of personnel or expanded to full SERT activation.

The Director of Operations serves as default Incident Commander (IC) unless command transfers to law enforcement under circumstances requiring tactical control.

In the event of an emergency, call **911** immediately.

4.1 Communications

Clear, disciplined, and coordinated communication is essential during emergency response.

An incident affecting the school community may generate significant public and media attention. Improper handling of communications may jeopardize safety, student accountability, and operational effectiveness.

4.1.1 Communication Authority

Incident Commander (IC)

- Directs all operational communication.
- Authorizes protective action messaging.
- Determines allowable message traffic priority.

Public Information Officer (PIO)

- Manages all external communications to parents, staff, media, and community.
- Works in coordination with the IC and responding agencies.
- Ensures information is verified, appropriate, and legally compliant prior to release.
- Maintains a communication log documenting notifications, sequence of events, and releases.

If the designated PIO is unavailable, succession procedures apply.

Families are instructed not to report to campus unless specifically directed, as unauthorized arrival may interfere with emergency operations and student accountability.

Emergency closure information may be broadcast through:

- KNX 1070 AM
- KFWB 980 AM
- KFI 640 AM

4.1.2 Internal Communication Protocol

Upon identification of an incident requiring protective action:

- The IC activates appropriate SERT components.

- Protective action instructions are issued using standardized terminology.
- Staff relay instructions immediately and without modification.
- Deans and field personnel reinforce supervision and discipline.

Communication traffic is limited to essential incident-related messaging.

Message Priority Order

1. Life-threatening emergencies
2. Emergency service requests
3. Medical or transportation needs
4. General incident communication

Communication Standards

All staff must:

- Keep messages concise.
- Speak clearly and calmly.
- Avoid unnecessary radio or phone traffic.
- Avoid jargon or coded slang.
- Repeat critical information phonetically when necessary.
- Use the clearest available communication device.

During large-scale emergencies, communication systems may be overloaded or inoperable. Radio frequency traffic must follow IC direction. If a frequency is in use, staff will “stand by” until cleared.

4.1.3 Media & Public Communication

Once an incident has been verified and the Emergency Management Team assembled:

The PIO will:

- Issue a verified initial holding statement.
- Provide only confirmed and appropriate information.
- Avoid inflammatory language or speculation.
- Protect student confidentiality.
- Defer crime-specific details to law enforcement.
- Avoid confirming or denying unverified media reports.
- Avoid argumentative or defensive responses.
- Provide updates as appropriate.

The primary message must emphasize:

- Student and staff safety.
- Actions being taken.
- Any schedule modifications or next-day impacts.

A prepared script will be provided to:

- Front office staff
- Personnel answering phones or emails

If feasible, a pre-designated media staging area will be established. The PIO will coordinate press access and logistics in a manner that does not disrupt operations.

4.1.4 Parent/Guardian Communication

If students are:

- Relocated
- Transported to medical facilities
- Entering reunification procedures

Parents/guardians will be notified as soon as operationally appropriate using available communication channels.

If early dismissal or full-site evacuation occurs, all emergency communication channels will be activated, and information will be posted at the school site when feasible.

The IC directs communication coordination between:

- Student Release Team
- First Aid Team
- PIO

4.1.5 Emergency Call Procedure (911)

When contacting emergency services:

1. Confirm to dispatcher that you have an emergency.
2. State:
    - School name
    - Your name

    - Your position
3. Provide:
    - Nature of emergency
    - Exact campus location (building, room number, directional reference)
    - Suspect description (if applicable)
    - Weapons information (if known)
    - Injury status
4. Remain on the line if safe to do so.
5. Provide updates as requested by dispatcher.

4.1.6 Emergency Alert Systems (EAS)

The Federal Emergency Management Agency (FEMA) and FCC maintain the Emergency Alert System (EAS) and Wireless Emergency Alerts (WEA). Authorized federal, state, and local authorities issue alerts through these systems.

FEMA is responsible for national-level activation and testing.

4.2 EVACUATION

Evacuation is implemented when conditions require relocation from buildings to designated Safe Dispersal Zones or, if necessary, to an off-site reunification location.

Evacuations may be initiated by:

- Fire alarm activation
- Incident Commander (IC) directive
- Law enforcement or fire authority

Evacuation may be:

General Evacuation
Initiated by alarm or IC directive. All occupants evacuate immediately using assigned routes.

Controlled Evacuation
Directed by IC or public safety officials. Conducted room-by-room or area-by-area, typically evacuating spaces closest to the threat first.

Minimum evacuation distances:

- Fire: Minimum 50 feet from building

- Bomb Threat / Multi-Hazard: Minimum 300 feet from building

General Evacuation Procedures

All staff and students will:

1. Remain calm.
2. Follow posted evacuation routes (alternate routes if primary path is blocked).
3. Avoid running, pushing, or unnecessary conversation.
4. Report to designated Safe Dispersal Zone.
5. Remain under staff supervision until released by IC.

Evacuation maps must be posted in every room at student eye level and include:

- Primary and secondary routes
- Fire extinguishers
- Pull stations
- Safe Dispersal Zone location

Staff Responsibilities During Evacuation

All Staff

- Direct students to evacuate using assigned or safest alternate route.
- Bring rosters/emergency attendance sheets when feasible.
- Close doors (do not lock unless directed or hazard requires).
- Maintain supervision and orderly movement.
- Immediately report injured or immobile individuals to Command Post.

Teachers

- Take Safety Pole and emergency attendance materials.
- Be the last to exit the classroom after ensuring all students have evacuated.
- Check adjacent rooms if safe to do so.
- Supervise students continuously.
- Take attendance immediately upon arrival at Safe Dispersal Zone.
- Send attendance results to the Request Gate.
- Render first aid if necessary until Medical Team arrives.
- Remain with students until All Clear or relocation directive.

If an injured, immobile individual cannot be safely moved:

- Relocate the remainder of the class.
- Immediately notify Command Post of exact location and condition.

If a teacher is incapacitated:

- Students evacuate with assigned buddy teacher.
- IC is notified immediately.

SERT Deployment During Evacuation

Evacuations, including drills, activate SERT deployment**.**

- Incident Commander (IC): Oversees full evacuation operation.
- Search & Rescue: Conducts building sweeps when safe.
- Assembly Area Team: Organizes Safe Dispersal Zones.
- Medical/Triage: Establishes treatment area.
- Security/Utilities: Secures perimeter and shuts down hazards.
- PSA: Accounts for staff.
- Documentation: Logs actions and timeline.
- Request Gate Team: Collects attendance and manages accountability.

SERT members report to assigned positions before student arrival at evacuation zones whenever possible.

Evacuation of Individuals Requiring Assistance

Evacuation planning includes students and staff with physical, medical, cognitive, sensory, or emotional/behavioral needs.

These individuals are integrated into evacuation planning — not treated separately.

Identification & Planning

The Site Administrator shall:

- Identify students and staff requiring evacuation assistance.
- Develop an individualized evacuation support plan.
- Share plans with relevant teachers, aides, nurse, and SERT.
- Maintain documentation at:
    - Fire Panel
    - Command Post
    - Emergency roster files
- Inform parents/guardians of the evacuation support plan.
- Consultation with local Fire Department is recommended.

During Evacuation: Individuals Requiring Assistance

- A designated adult is assigned to assist each identified individual.

- If needed, the teacher may transfer class supervision to a buddy teacher to remain with the student requiring assistance.
- If safe stair evacuation is not possible, individuals may relocate to a pre-identified Area of Refuge and await Fire Department assistance.
- Command Post must be immediately informed of:
    - Location
    - Condition
    - Assigned staff member remaining with individual

Wheelchair-Confined Individuals (Multi-Level Buildings)

If evacuation via stairs is required:

1. Individuals should move to a designated Area of Refuge near stairwell but clear of evacuation flow.
2. Transportation down stairs should occur only if hazard conditions require immediate removal.
3. Minimum recommended staffing: three trained adults per wheelchair (two for transport, one for equipment/support).
4. Approved transport methods include:

    - Evacuation chair
    - Chair carry
    - Fore-and-aft carry
    - Two- or four-person seat carry (trained staff only)

Wheelchair evacuations should occur after primary stairwell flow clears to prevent secondary injury.

Evacuation chairs shall be stored in accessible and clearly marked locations.

Off-Site Evacuation

If relocation to another facility occurs, the receiving site must be provided:

- Estimated time of arrival
- Number of students and staff
- Injury report (if applicable)
- Medication and medical needs
- Special accommodations required

Evacuation Preparation Responsibilities

Teachers shall:

- Review emergency procedures during the first week of school.
- Review exit routes and evacuation protocols monthly.
- Conduct post-drill reflection to improve performance.

4.3 LOCKDOWN

Lockdown is implemented when there is a credible threat of violence or imminent danger on or immediately adjacent to campus, including but not limited to:

- Active assailant
- Armed or aggravated trespasser
- Violent altercation
- Dangerous animal on campus
- External threat that has entered school grounds

If law enforcement arrives, tactical command transfers to responding officers.

No one exits secured spaces unless directed by law enforcement or the Incident Commander (IC).

4.3.1 Lockdown Authority

- The Incident Commander (IC) initiates Lockdown.
- Law enforcement may direct or assume tactical control.
- Lockdown remains in effect until an official “All Clear” is issued by IC or law enforcement.

4.3.2 Lockdown Procedures (During Class Time)

Staff must immediately:

1. Move to the doorway and quickly sweep hallways for passing students.
2. Bring students inside immediately.
3. Lock and secure the classroom door.
4. DO NOT open the door for anyone unless:
    - Verified law enforcement (request identification if safe to do so), or
    - Site Administrator with key access.

5. Turn off lights.
6. Close blinds and cover door windows if possible.
7. Move students out of sight and away from line of visibility.
8. Silence all electronic devices.
9. Maintain absolute quiet.
10. Listen for PA, intercom, or emergency messaging updates.

If safe to do so:

- Take attendance.
- Prepare for a potentially extended duration (2–4 hours or longer).

If injuries occur and it is safe:

- Call 911 directly from classroom phone or cell phone.
- Do not call the main office for updates.

Remain secured until an official “All Clear” is issued.

4.3.3 Lockdown Procedures (Outside Class Time)

If Lockdown is initiated during passing periods, lunch, or outdoor activities:

- Staff immediately gather students and move them to the nearest securable location.
- Outdoor classes move to the nearest building or hardened structure.
- Attendance is taken once secure.
- Students remain under adult supervision.

4.3.4 Trespasser Protocol (Pre-Lockdown)

If an unauthorized individual refuses to register or leaves campus abruptly:

- Notify Security or IC immediately.
- Provide detailed physical description and last known location.
- Do not pursue.
- Lockdown may be initiated based on threat assessment.

4.4 SHELTER-IN-PLACE

Shelter-in-Place protects occupants from environmental hazards or external conditions that do not require immediate barricading, including:

- Wildfire smoke
- Airborne contaminants or chemical release
- Hazardous materials incident nearby
- External police activity not directly threatening campus
- Severe weather
- Earthquake after-effects requiring interior protection

The objective is to minimize exposure to external danger or contaminated air.

Shelter-in-Place may include HVAC shutdown under authorized direction.

4.4.1 Shelter-in-Place Authority

- Initiated by IC or Administration.
- May include coordination with Fire Department or public health authorities.
- Remains in effect until “All Clear.”

4.4.2 Shelter-in-Place Procedures

Staff will:

1. Move students indoors immediately.
2. Close and secure doors and windows.
3. Limit movement between rooms.
4. Continue instruction unless otherwise directed.
5. Await further instruction.

If air quality is compromised:

- Turn off fans, air conditioners, and thermostats.
- Seal doors, vents, and windows using plastic sheeting and tape (if directed).
- Use bottled water if contamination risk is present.

Students and staff remain calm and attentive to communication updates.

4.4.3 Lockdown vs. Shelter-in-Place Clarification

- Lockdown: Protects from a violent or imminent threat. Doors locked, lights off, concealment required.
- Shelter-in-Place: Protects from environmental hazard. Doors closed, instruction may continue, no barricading.

4.5 HOLD

A Hold restricts hallway movement while allowing classroom instruction to continue.

Hold is precautionary and does not indicate imminent danger.

It may be initiated for:

- Medical emergency requiring hallway access
- Law enforcement activity not involving campus threat
- Facility issue (water leak, spill, equipment failure)
- Situational management requiring controlled movement

Hold may escalate to Lockdown or Evacuation if conditions change.

4.5.1 Hold Authority

- Initiated by IC or Administration.
- Remains in effect until “All Clear” or status change is announced.

4.5.2 Hold Procedures (During Class Time)

Staff will:

1. Move to the doorway and direct passing students into nearest classroom.
2. Close classroom doors.
3. DO NOT lock or barricade.
4. Continue instruction.
5. Enforce No Entry / No Exit protocol.

6. Prevent hallway movement.
7. Remain in classroom until further instruction.

If Hold extends beyond the bell schedule:

- Movement does not occur unless Hold is lifted.
- Dismissal does not occur until “All Clear.”

Do not contact the main office for updates unless directed.

4.5.3 Hold Procedures (Between Classes or Outside Activity)

If Hold is initiated during passing, lunch, dismissal, or outdoor activity:

- Calmly direct students to:
  - Previous period classroom, or
  - Next scheduled classroom (if before start time).
- Outdoor groups return to normal classroom location.
- Take attendance.
- Report location if required by site protocol.
- Continue classroom Hold procedures.

Escalation Framework

Hold → may escalate to Lockdown or Evacuation
Shelter-in-Place → may escalate to Evacuation
Lockdown → may transition to Evacuation or Controlled Release

All status changes must be communicated through official channels.

4.6 ACCOUNTABILITY (STUDENT / STAFF)

Student and staff accountability is a primary life-safety function and is maintained throughout all protective actions (Evacuation, Lockdown, Shelter-in-Place, Hold) to support incident stabilization, medical response, reunification, and law enforcement operations.

4.6.1 Student Accountability

During Evacuation / Relocation

- Teachers take attendance immediately upon arrival at the Safe Dispersal Zone or holding area using emergency rosters.
- Teachers identify and report:
  - Students absent at start of day
  - Students who left early (authorized departures)
  - Missing, extra, or unknown students
- The Assembly Area Team consolidates discrepancies and escalates unresolved missing-person reports to the Incident Commander (IC).
- Search & Rescue (when safe and authorized) supports accountability by verifying building clearance and reporting status to IC.
- The Documentation function records accountability milestones (e.g., first roll call complete, discrepancy list issued, building clearance reports, missing-person actions initiated).

During Lockdown

- Attendance verification occurs internally only when safe and without increasing exposure risk.
- Teachers report urgent discrepancies through established communication channels as directed.

Student accounting and release procedures are governed by the Student/Family Reunification process (Section 4.7).

4.6.2 Staff Accountability

- The Human Resources Office (or designated Staff Accountability lead under ICS / Personnel Support) accounts for all faculty/staff and maintains:
  - A staff roster status (present / assigned / unaccounted for / injured)
  - A prioritized staff dismissal list for prolonged emergencies
- PSA/Personnel Support coordinates staff accountability reporting to the IC.
- Staff accountability milestones are documented alongside student accountability milestones.

4.7 STUDENT / FAMILY REUNIFICATION

The purpose of the PCHS Student/Family Reunification (SFR) process is to provide an orderly, secure, and documented reunification of students with authorized adults when an emergency warrants evacuation, relocation, or early closure.

Controlled and documented release to authorized adults is a legal and life-safety requirement. Students are released only to adults listed on the student's Emergency Contact / Release Authorization list, with required identity verification.

4.7.1 Planning Assumptions

SFR planning is based on the following realistic conditions:

1. Some adults may refuse to cooperate with the process.
2. Unauthorized individuals may attempt to pick up students.
3. Adults may arrive emotional and less willing to follow procedures.
4. Incidents may develop slowly or escalate rapidly, allowing limited time to staff and equip reunification operations.
5. For SFR purposes, "Family" refers to any adult listed on the student's Emergency Contact / Release Authorization list.

4.7.2 Activation Criteria and Authority

Reunification is activated only after:

- IC authorization
- Incident stabilization to the extent practicable
- Law enforcement clearance when applicable (crime scene / threat conditions)

The Incident Command Post assesses the need for reunification based on hazard characteristics, magnitude, speed of onset, and anticipated duration, including:

- How and when emergency contacts will be notified
- Where families will report and what routes they should use
- What students/staff should bring (if applicable)
- Transportation needs and access requirements
- Traffic control, perimeter control, and site security needs
- Whether shelter/mass care support is required

4.7.3 Reunification Model: Holding Area + Two-Gate System

PCHS uses a structured three-area reunification layout:

1. Holding Area (Student Holding / Evacuation Area)
   Students remain supervised by staff in organized groupings (typically by class/roster).

2. Request Gate
   Authorized adults present identification and request release of specific student(s).
3. Reunion Gate (Release Gate)
   Students are escorted to the authorized adult for documented release.

Request and Reunion Gates are intentionally separate but located near one another to maintain controlled flow and prevent unauthorized access to students.

4.7.4 Holding Area Operations

- Classroom teachers remain with assigned students in the Holding Area unless reassigned by IC.
- Teachers maintain rosters that include emergency contact / release authorization information.
- Teachers note absences and early departures on Emergency Attendance Rosters.
- The Holding Area is secured through access control points to prevent unauthorized entry and to protect students and staff.

4.7.5 Request Gate Operations

At the Request Gate, reunification staff will:

- Verify the requesting adult’s government-issued photo ID.
- Confirm the adult is listed on the student’s authorized emergency contact / release list.
- Document the request using a controlled release form or gate slip.
- Direct the adult to the Reunion Gate staging area.
- Without proper ID and authorization, the student will not be released.

4.7.6 Reunion Gate Operations

At the Reunion Gate, reunification staff will:

- Re-verify the adult’s identity and authorization (ID and request documentation).
- Confirm student identity prior to release.
- Obtain signature on the Student Release Form.
- Record release time and staff initials.
- Release the student only after documentation is complete.

Students are escorted to the Reunion Gate using runners and controlled communication between gates.

4.7.7 Notification Rooms (Sensitive Communications)

Notification Rooms may be activated to support sensitive reunification outcomes (e.g., injured, hospitalized, missing, witness hold, law enforcement status, death).

- Reunion Gate staff do not provide status details in public areas.
- Adults are directed to a designated Notification Room for private discussion.
- Notification Rooms are staffed by designated SERT personnel and supported by counseling/mental health services as appropriate.
- Efforts are made to shield impacted adults from media presence.

4.7.8 Access Control, Security, and Traffic Control

Security of the Holding Area and gate operations is critical.

- Student Release Team, Site Security Coordinator, Search & Rescue (as assigned), School Police, and local law enforcement establish access control points.
- Traffic control is coordinated with local law enforcement whenever possible.
- Two-way traffic routes should be maintained to preserve emergency vehicle access.
- Barricades/signage may be requested through local agencies.
- Law enforcement may request towing services for disabled/blocked vehicles.

4.7.9 Parent/Guardian Communication and Public Information

The IC, in coordination with the PIO, disseminates reunification instructions using available communication systems (text, email, phone, PA, social media, media partners).

Reunification messages may include:

- Where to report (Request Gate / Reunion Gate location)
- Required ID expectations
- Traffic routes and parking guidance
- What to bring / what not to bring
- Accessibility accommodations and supports available

Provisions must be made to disseminate information to individuals with access and functional needs (e.g., visual/hearing impairments, language access).

When the incident is resolved, families are advised when school will reopen.

4.7.10 Unclaimed Students and End-of-Operational Period Procedures

If students remain unreleased at the end of reunification operations:

- Staff attempt to contact emergency contacts who have not arrived.
- If an authorized adult cannot be reached, and it is safe/feasible, follow district/school procedures for supervised transport or safe placement consistent with the student's recorded residence and current hazard conditions.
- Students are never released to unauthorized individuals due to convenience or pressure.

4.7.11 Documentation, Reporting, and Post-Incident Review

- The IC maintains accurate logs of reunification decisions, significant actions, and resource commitments.
- All teams maintain documentation of personnel time, equipment use, and consumables (for potential cost recovery where applicable).
- Reunification operations are reported to command during major incidents.
- Following the incident, the Executive Director & Principal (EDP) organizes an after-action review with lead SERT roles to identify improvements in:
    - Plan procedures
    - Site layout and flow
    - Staffing and training needs
    - Equipment and communications
- Exercises (tabletop/functional/full-scale) shall periodically include a reunification scenario aligned to hazards faced by PCHS.

4.8 CONTINUITY OF OPERATIONS (COOP) & INSTRUCTIONAL CONTINUITY

If school operations are disrupted due to an emergency as outlined in California Education Code §41422 or other applicable authority, Palisades Charter High School (PCHS) will implement its Continuity of Operations (COOP) and Instructional Continuity Plan (ICP).

The goal is to:

- Preserve life safety
- Restore instructional delivery
- Maintain communication with educational partners

- Minimize learning loss
- Resume in-person instruction as soon as safely possible

PCHS recognizes the academic, social, and emotional importance of in-person learning and will prioritize campus reopening when conditions allow.

4.8.1 COOP Assessment & Decision-Making

Upon disruption of operations, leadership (Executive Director/Principal in coordination with IC and administrative team) will assess:

- Structural safety of facilities
- Utility functionality (power, water, HVAC, internet)
- Staffing availability
- Instructional capacity
- Transportation impacts
- Technology access
- Safety and environmental hazards

Based on assessment, continuity options may include:

- Temporary relocation to alternate site
- Modified bell schedules
- Staggered return
- Hybrid instructional model
- Remote instruction via Independent Study
- Full campus closure

COOP planning may begin during the response phase and continues through recovery.

4.8.2 Communication Systems During Closure

Within five (5) calendar days of an emergency closure, PCHS will engage pupils and families through:

ParentSquare (Official PCHS Communications Platform)

- SMS text alerts
- Emails
- Robocalls
- Direct posts
- Two-way messaging capability

ParentSquare may also be used to:

- Distribute needs assessment surveys
- Identify housing, food, transportation, technology, instructional material, and mental health needs
- Provide instructional updates

Website Updates

The PCHS website will serve as a centralized hub for updates, schedules, and closure status.

Main Office Support

PCHS staff will provide phone support during operational hours. Emergency-specific hotlines may be established if necessary.

Virtual Webinars

Zoom-based informational meetings may be scheduled and announced via ParentSquare and website.

Social Media

Official school social media platforms may be used to disseminate public-facing updates. Non-official sources are not monitored or endorsed.

4.8.3 Instructional Continuity Activation

PCHS will provide access to in-person or remote instruction as soon as practicable, but no later than ten (10) instructional days following closure.

Closures of 15 Days or Less

For closures lasting fifteen (15) days or fewer:

- Continued instruction will be provided as soon as possible
- No later than five (5) instructional days after closure begins
- Instructional delivery will support academic credit continuity

Closures of 16 Days or More

If closure is anticipated to last sixteen (16) or more instructional days:

- Determination must occur by Day 8
- Master Agreements for Long-Term Independent Study will be issued
- Independent Study will comply with California Education Code §§ 51747 and 51749.5
- Agreements take effect once signed and returned

In all cases, PCHS prioritizes return to in-person instruction.

4.8.4 Remote Instruction Model (When Activated)

If in-person instruction is not feasible:

- Teachers will post assignments, recorded lessons, and materials daily via Schoology.
- Teachers will conduct live Zoom sessions during assigned class periods.
- Office hours will be maintained for student support.
- Within five (5) instructional days, PCHS will establish device and hotspot distribution for students in need.

Instructional delivery will align with applicable Independent Study requirements and attendance documentation protocols.

4.8.5 Special Education & Student Support

Students with IEPs and 504 Plans will continue receiving services consistent with their last consented-to plan to the extent feasible under emergency conditions.

The Special Education Department will:

- Coordinate service modifications as necessary
- Provide virtual or alternative service delivery options
- Communicate directly with families regarding supports

Students with exceptional needs will be prioritized for support, recognizing that distance learning may present additional challenges.

4.9 RECOVERY

Recovery begins once immediate life-safety threats are stabilized but may overlap with response operations.

Recovery aims to restore learning, stabilize operations, and support the emotional well-being of students and staff.

4.9.1 Operational Recovery

Actions may include:

- Structural damage assessment
- Utility restoration
- Insurance documentation
- Facilities remediation
- Resource replenishment
- Financial documentation for cost recovery
- Gradual reopening strategy

4.9.2 Emotional & Psychological Recovery

Children are among the most vulnerable populations following a disaster. PCHS prioritizes developmentally appropriate psychological support.

PCHS provides:

- School psychologists
- Mental Health Support Team
- School counselors
- Tiered behavioral health support

Students and staff may receive:

- Psychological First Aid
- Crisis counseling
- Group or individual sessions
- Referral to Department of Mental Health if needed

Notification Rooms may remain active for post-incident counseling when appropriate.

Recovery monitoring may extend for weeks, months, or longer depending on impact.

4.9.3 Death of a Student or Staff Member

If a death occurs:

- An emergency staff meeting will be convened.
- Counseling services will be activated.
- Communication to families will be carefully prepared.
- If death occurs during school hours on campus, appropriate protective actions (including Lockdown if required) will be implemented.
- Notification procedures will follow law enforcement and privacy guidance.

4.9.4 After Action Review (AAR)

Following significant incidents:

- The Executive Director/Principal will organize a formal debrief with SERT leadership.
- The review will assess:
    - Plan effectiveness
    - Communication effectiveness
    - Reunification process
    - Instructional continuity execution
    - Behavioral health response
- Improvements will be incorporated into plan updates and training cycles.

Exercises and tabletop scenarios will periodically include continuity and recovery components.

4.10 Mental Health Support

PCHS recognizes that emergencies may produce short- and long-term psychological impacts. Mental health support is integrated into response and recovery operations.

4.10.A Legal Requirements & Suicide Prevention Policy

In compliance with California Education Code (EC) Section 215, as added by Assembly Bill 2246 (Chapter 642, Statutes of 2016)**,** PCHS has adopted a policy on pupil suicide prevention, intervention, and postvention for students in grades seven through twelve.

This policy:

- Addresses high-risk groups
- Requires suicide awareness and prevention training for teachers
- Ensures employees act within the authorization and scope of their credential or license

The PCHS Model Youth Suicide Prevention Policy fulfills this mandate.

Resources include:

- California Department of Education (CDE) Youth Suicide Prevention materials
- Suicide Prevention Resource Center (HHS-supported)

4.10.1 Immediate Crisis Stabilization

The School Site Crisis Team may activate to provide:

- Psychological First Aid
- Support for students/staff in acute distress
- Coordination with Medical/Triage

Mental health personnel may stage near Assembly Areas during evacuation.

4.10.2 Post-Incident Mental Health Support

Post-incident actions may include:

- Individual counseling
- Small group debrief sessions
- Staff debriefing
- Monitoring for delayed trauma responses
- Referral to external providers

4.10.3 Suicide & Threat-Related Response

In cases involving suicide risk or credible harm threats, PCHS activates its Suicide/Threat Assessment Team consistent with:

- EC 215
- AB 2246
- PCHS Model Youth Suicide Prevention Policy

Procedures may include:

- Structured risk assessment
- Parent/guardian notification
- Safety planning
- Referral to outside providers
- Law enforcement coordination when required

All assessments are documented in compliance with privacy laws and professional standards.

4.10.4 Coordination with Public Agencies

When appropriate, PCHS may coordinate with:

- Los Angeles County Department of Mental Health
- External counseling providers
- Community-based agencies

4.10.5 Staff Support

Staff may receive:

- Debrief sessions
- EAP resource referral
- Temporary supervisory flexibility when warranted

4.10.6 Documentation & Review

Mental health response efforts are:

- Documented when appropriate
- Reviewed during AAR processes
- Evaluated for long-term follow-up

The objective is restoration of safety, stability, and instructional continuity.

SECTION 5

THREAT / HAZARD-SPECIFIC ANNEXES

Hazard-Specific Annexes provide structured guidance for incidents requiring specialized response beyond the standardized protective actions described in Section 4.

All incidents are managed under the Incident Command System (ICS) in alignment with NIMS and SEMS (Section 3).

The Director of Operations serves as default Incident Commander (IC) unless command transfers to Fire, Law Enforcement, or other authorized agencies as conditions require.

Protective actions (Evacuation, Lockdown, Shelter-in-Place, Hold, Reunification, COOP) are governed by Section 4 and are referenced here without duplication.

5.1 Fire

Hazard Overview

Fire incidents may originate from:

- Electrical malfunction
- Mechanical systems
- Laboratory activity
- Kitchen/cafeteria operations
- Exterior wildfire conditions
- Intentional acts

Authority & Command

- Fire alarm activation requires immediate evacuation unless otherwise directed by IC or LAFD.
- LAFD assumes tactical authority upon arrival.
- IC activates full SERT deployment.

Immediate Protective Actions

- Evacuate using designated primary or alternate routes.
- Maintain minimum 50 feet distance from structures unless redirected.
- Take attendance at Safe Dispersal Zones.
- Do not use elevators.
- Do not reenter until cleared by Fire Department.

Fire extinguishers may be used only for small incipient fires, with a clear exit path and after 911 notification.

Operational Considerations

- Maintain 36-inch clear egress pathways.
- Utility shutoff performed only by trained personnel or Fire Department.
- If fire alarm is silenced, a trained staff member must remain at the panel.
- All Search & Rescue operations cease if hazardous materials are involved.

Recovery / Reentry

- Structural inspection required.
- Utility systems evaluated.
- Clearance provided by Fire Department before reentry.

5.2 Earthquake

Hazard Overview

Southern California seismic activity may result in:

- Structural compromise
- Falling debris
- Gas leaks or electrical hazards
- Secondary fires

Authority & Command

ICS activated immediately.
Utility shutoffs performed only by trained SERT personnel or Fire authority.

Immediate Protective Actions

During shaking:

- Drop, Cover, and Hold On.

After shaking:

- Evacuation is NOT automatic.
- Assess structural safety before moving.
- Evacuate only if conditions warrant.

Operational Considerations:

- Identify safe egress routes before movement.
- Account for all students and staff.
- Anticipate aftershocks.
- Initiate COOP if facilities are unsafe.

Recovery / Reentry:

- Rapid visual inspection conducted.
- Coordination with City/County agencies as needed.
- Utilities inspected before restoration.

5.3 Active Assailant

Hazard Overview

An individual actively attempting to cause harm.

Authority & Command

- Law enforcement assumes tactical command upon arrival.
- School administration maintains communication and accountability coordination.

Immediate Protective Actions

- Lockdown is typically initiated.
- Staff secure rooms, move students out of sight, maintain silence.

- No door opened except for verified law enforcement.

Operational Considerations

- Follow Run, Hide, Fight principles when applicable.
- Accountability managed once safe.
- Assembly Team does not deploy during lockdown.

Recovery / Reentry

- Controlled evacuation directed by law enforcement.
- Triage and crisis response activated.
- Structured reunification implemented post-clearance.

5.4 Airborne Contaminant Release

Hazard Overview

May include:

- Industrial accident
- Hazardous materials release
- Wildfire smoke
- Environmental hazard

Authority & Command

Coordinate with Fire Department and Public Health.

Immediate Protective Actions

- Shelter-in-Place.
- Close doors/windows.
- Adjust HVAC only if directed.
- Move indoors if outside.

Operational Considerations

- Monitor official updates.
- Maintain attendance accountability.

- Prepare for evacuation if conditions change.

Recovery / Reentry

- Clearance from HazMat or Public Health required prior to All Clear.

5.5 Criminal Threat or Action

Hazard Overview

Includes:

- Armed individual not actively engaging
- Suspicious person
- Credible threats
- Assault incidents

Authority & Command

Coordinate with LAPD.

Immediate Protective Actions

Protective action (Hold, Lockdown, Shelter-in-Place) determined by IC.

Operational Considerations

- Preserve scene if crime suspected.
- Document incident.
- Provide medical support as needed.

Recovery

- Parent communication as appropriate.
- Counseling supports initiated if necessary.

5.6 Food Contamination

Hazard Overview

Possible contamination via:

- Cafeteria service
- External vendor
- Intentional tampering

Authority & Command

Coordinate with Public Health and 911 if warranted.

Immediate Protective Actions

- Cease distribution immediately.
- Isolate suspected items.
- Identify potentially exposed individuals.

Operational Considerations

- Maintain exposure and symptom log.
- Provide medical evaluation as needed.

Recovery

- Clearance required from health authorities before resuming food service.

5.7 Infectious Disease (Including COVID-19)

Authority & Coordination

Follow guidance from:

- LACDPH
- CDPH
- CDE
- LACOE
- LAUSD (as authorizer)

Immediate Protective Actions

May include:

- Isolation protocols
- Modified attendance
- Enhanced sanitation
- Temporary operational adjustments

Operational Considerations

- Confidentiality maintained.
- COOP activation if required.

Recovery

- Ongoing monitoring and communication.
- Gradual return to standard operations per health guidance.

5.8 Utility Loss / Infrastructure Failure

Hazard Overview

Includes:

- Power outage
- Gas leak
- Water/sewer failure
- Exposed electrical hazard

Authority & Command

Facilities Team coordinates with IC.
911 called if explosion or gas leak risk exists.

Immediate Protective Actions

- Shut off utilities only by trained personnel.
- Implement Hold, Shelter-in-Place, or Evacuation as appropriate.

Operational Considerations

- Notify utility providers.
- Use emergency supplies if needed.
- Communicate via ParentSquare.

Recovery

- All Clear issued only after safety confirmed.

5.9 Opioid Overdose

Hazard Overview

Medical emergency involving opioid exposure.

Immediate Protective Actions

- Call 911.
- Administer Naloxone by trained personnel.
- Activate Medical/Triage Team.
- Maintain privacy.

Recovery

- Document incident.
- Provide mental health follow-up as appropriate.

5.10 Mental Health Emergency

Hazard Overview

Includes:

- Suicidal ideation or attempt
- Acute psychological crisis
- Violent behavioral episode

Authority & Command

Activate Crisis Team.
Coordinate with PMRT and/or law enforcement as needed.

Immediate Protective Actions

- Ensure immediate safety.
- Stay with individual.
- Notify parents/guardians as appropriate.

Recovery

- Counseling services deployed.
- Follow-up and documentation completed.
- Postvention measures implemented if necessary.

5.11 Cybersecurity

Hazard Overview

May involve:

- Data breach
- Ransomware
- Network disruption

Immediate Protective Actions

- Notify IT immediately.
- Isolate affected systems.
- Preserve digital evidence.

Operational Considerations

- Communication managed by Executive Director.
- Follow Responsible Use Policy (RUP).

5.12 Civil Disturbance

Hazard Overview

Includes protests, demonstrations, or unrest affecting campus safety.

Authority & Command

Coordinate with LAPD.

Immediate Protective Actions

- Protective action determined by IC (Hold, Shelter-in-Place, Lockdown).
- Secure campus perimeter.

Operational Considerations

- Maintain supervision and accountability.
- Communicate with families.

Recovery

- Resume operations once safety restored.

5.13 Bomb Threats / Suspicious Devices

Threat Received

- Record exact wording.
- Notify IC immediately.
- Call 911.
- Evacuation determined in coordination with law enforcement.

Device Found

- Do not touch or move.
- Controlled evacuation.
- Reentry only after law enforcement clearance.

5.14 Biological / Chemical Release (HazMat)

Hazard Overview

Includes:

- Laboratory spill
- Suspicious substance
- Community chemical plume
- Radiological incident

Authority & Command

Coordinate with Fire Department HazMat and Public Health.

Immediate Protective Actions

- Isolate area.
- Prevent exposure.
- Implement Shelter-in-Place or Evacuation per responder guidance.
- Call 911.

Operational Considerations

- Decontamination using soap and water.
- Remove contaminated clothing.
- Maintain exposure documentation.

Recovery

- Clearance required from appropriate authority prior to reopening affected areas.

5.15 Weather Procedures

Excessive Heat

- Provide water access.
- Modify outdoor activity.
- Utilize “cool room.”
- Monitor high-risk individuals.

Air Quality

- Monitor AQI.
- Modify or cancel activities as needed.

Weather Alerts

Watch

- Review EOP.
- Monitor conditions.
- Consider activity modifications.

Advisory

- Prepare schedule adjustments.
- Secure outdoor equipment.

Warning

- Activate EOP as necessary.
- Cancel activities.
- Take immediate protective action.

APPENDICES

The following appendices provide operational reference materials that support implementation of the Palisades Charter High School School Emergency Operations Plan (SEOP). Appendices are reviewed annually and updated as personnel, contact information, and campus conditions change.

Sensitive information (e.g., specific radio channels, internal access codes, internal cell numbers, campus access procedures, and detailed deployment logistics) is maintained in an **a**dministrative-only appendix set and is not included in the public version of this document.

APPENDIX A

Emergency Contact Numbers & Communication Resources

This appendix contains emergency and coordination contact information necessary for rapid response and interagency communication.

A.0 Emergency Guidance

EMERGENCIES: 911
For immediate threats to life, fire, active violence, medical emergencies, or situations in progress.

When calling in a major emergency, state the following:

1. Dispatcher will ask: “Do you have an emergency?” — Answer: **Yes.**
2. “I am calling from: **Palisades Charter High School**.”
3. “My name is:” (state your name)
4. “My position is:” (state your position)
5. “I am reporting:” (brief, specific description), including:
    - What is happening
    - Exact location (building/room; campus north/south/east/west)
    - Suspect description (as applicable)
    - Weapons (as applicable)
    - Injuries and number of persons impacted
6. If not at risk, remain on the line until responders arrive and provide updates as needed.

NON-EMERGENCIES: 311
For requests that are not life threatening and are not in progress.

A.1 Public Safety & Emergency Management

Law Enforcement / School Police

1. LAUSD School Police Dispatch: **213-625-6631**
2. LAUSD School Police – Officer Ramirez: **213-610-4310**
3. LAUSD School Police – Officer Hendricks: **213-705-3981**
4. Los Angeles Police Department, WLA Dispatch: **310-444-0701**

5. Los Angeles Police Department, SLO Brian Espin: **310-444-0737**
6. Los Angeles County Sheriff's Department: **310-553-5033**

Fire
7. Fire Department (Station 69): **310-575-8569**

Emergency Management Duty Officers (Coordination Pathways)
8. City of Los Angeles Emergency Management Duty Officer: **213-200-6414**
(connects to City of Los Angeles resources)
9. LA County Office of Emergency Management Duty Officer: **323-459-3779**
(connects to LA County resources and pathway to CalOES via the Operational Area)

Mass Care / Disaster Support
10. Michael Edwards, American Red Cross Regional Mass Care Manager: **213-479-0488 (Cell)**

A.2 Public Health & Behavioral Health

1. Department of Mental Health (Access HelpLine): **800-854-7771**
2. Los Angeles County Health Department (2-1-1): **2-1-1**
3. Health Department: **310-338-3200**
4. Poison Control Center: **800-876-4766**
5. Child Abuse Hotline: **800-540-4000**

A.3 Utilities & Public Works

1. Department of Public Works (Water Emergencies): **800-342-5397**
2. LADWP (Customer Service / Electric & Water): **800-342-5397**
3. Southern California Gas Company: **800-427-2200**
4. Telephone Repair: **611**
5. CalTrans / Road Conditions: **800-427-7623**

A.4 Additional Community Support

1. American Red Cross: **310-445-9900**
2. Bees: **800-825-3400**
3. Los Angeles Animal Shelter / Animal Issues (24-hours): **888-452-7381**

A.5 Hospitals (Reference)

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

A.6 Media & Emergency Broadcast Information

Emergency broadcasts may be received via the Emergency Alert System (EAS).

Primary Radio Stations

- KNX 1070 AM: **(323) 900-2070**
- KFI 640 AM
- KTLA: **(323) 460-5500**
- CNN: **(404) 827-1500**

Other Frequencies (Administrative Reference)

- NOAA Weather (24 hours): **162.550**
- National Emergency Channel: **1-888-225-5322 (163.5125)**
- GMRS (emergency): **95.179**

A.7 PCHS Campus Communication Tools (Operational Overview)

PCHS utilizes multiple redundant communication methods:

1. **Radios** (Kirisun, Kenwood, HYT models)
    - **Storage/Distribution Locations:** A-Building, Security, Management, Athletics Dept.
    - *(Radio frequencies/channels are maintained in the administrative-only appendix set.)*
2. **PA System**
3. **Bullhorns**
4. **Emergency Cell Phone Notification System**

- Employee and student emergency contact information is maintained in hard copy and secure internal systems; due to privacy requirements, it is not published publicly.

APPENDIX B

Sample Communication Templates (Form Letters)

These templates provide structured and consistent communication to families, staff, and stakeholders. Final messaging and release approval follow the ICS structure in this plan and are coordinated through the designated Public Information Officer (PIO) and Executive Director.

B.1 Initial Announcement (Student/Staff Death or Serious Injury)

Date: _____
To: Students and Staff
From: Executive Director and Principal
Subject: (Student/Staff Member Death or Serious Injury)

We have just learned of a tragedy involving a member(s) of our school community. I regret to announce that _____ has died / been involved in a serious accident. As soon as we have more details, we will share them.

I will be contacting the family to offer our support. You will be informed regarding any plans the family may have and how members of our community can support them.

This is a difficult time for all of us. It is important that everyone remains in their classes and follows regular schedules.

Counseling support is available on campus. Teachers will advise students of the location and times available for support.

We will provide additional information as it becomes available.

B.2 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 on campus this morning. You may have heard the commotion and seen emergency personnel enter the building.

Students may be anxious or upset. Please reassure them that emergency personnel are here to help and that they are safe. Encourage students to express concerns and notify counseling staff as needed.

Please do not permit students to enter the _____ area. Follow directed circulation instructions until further notice.

Additional information will be provided as it becomes available.

B.3 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 _____ died last night at _____. Emergency responders transported them to _____ hospital. The presumed cause was _____ (pending confirmation).

This is a deeply sad situation for our school community. Please ensure students hear accurate information from staff to prevent rumors.

Counseling support is available for staff and students. If you would like a Crisis Assistance Team member to speak with your class, contact the main office.

Service information will be shared when available.

B.4 Faculty Memo (Student Death Off Campus)

Date: _____
To: Faculty and Staff
From: Executive Director and Principal
Subject: Student Death

On _____, one of our students, _____, was killed near school. Some students may have witnessed the incident. Counseling support will be available on campus to assist impacted students and staff.

Please use counselor referral passes as needed. Funeral arrangements will be shared when available.

B.5 Parent/Guardian Memo (Death Off Campus)

Date: _____
Dear Parents/Guardians:

It is with deep sorrow that I report that one of our students was struck and killed by a vehicle near school today. We extend our sympathy to the family.

Counselors are available today and throughout the week to support students, parents/guardians, and staff. If you would like your child to speak with a counselor, please contact the school.

We will provide additional information as it becomes available.

Sincerely,
Executive Director and Principal

B.6 Parent/Guardian Memo (Student Death: Illness)

Date: _____
Dear Parents/Guardians:

It is with deep sorrow that I report that one of our students, _____, died from a sudden illness. We extend our sympathy to the family.

Counselors are available today and throughout the week to support students, parents/guardians, and staff. If you would like your child to speak with a counselor, please contact the school.

We will share further information as it becomes available.

Sincerely,
Executive Director and Principal

B.7 Internet Safety Letter (Parent/Guardian)

Date: _____
Dear Parents/Guardians:

Palisades Charter High School is committed to maintaining a safe learning environment. An ongoing concern is inappropriate use of the internet and social media by students, which may lead to bullying, unsafe interactions, or threats.

We encourage families to discuss online safety and social media use with students, establish clear expectations, and monitor online activity at home. PCHS will continue to apply appropriate internet safety controls within school systems and respond to misuse as necessary.

Thank you for your partnership in supporting student safety. If you have questions, please contact the school.

Sincerely,
Executive Director and Principal

APPENDIX C

Emergency Supplies & Equipment

Emergency supplies support initial stabilization until external assistance arrives and/or reunification occurs. Inventory, storage locations, and deployment assignments are reviewed annually by the Director of Operations and SERT leads.

C.1 Emergency Response Kits (Command Post Kits)

Stored at Primary and Secondary Command Posts (administrative locations). Kits should be maintained in heavy-duty backpacks or containers.

Standard Contents (Sample List)

- Copy of SEOP
- Updated class lists / emergency contacts (administrative controlled)
- PPE (gloves, masks as applicable)
- Flashlight + batteries
- First aid basics (gauze, antiseptic, tape, scissors, etc.)
- FM/NOAA radio (as available)
- Bullhorn / signaling devices
- Documentation materials (notebook, tags, name labels)
- Caution tape / basic tools

C.2 Classroom Emergency Materials

Safety Emergency Clipboard (per classroom)

- Pen/pencil
- Emergency evacuation routes and line-up
- Class rosters with emergency contact numbers (updated per established schedule)

Classroom Lockdown Kit (Bucket Model)

Contains basic sanitation and lockdown sustainment items, including:

- Toilet bucket with seat lid + waste bags
- Wipes, gloves, privacy screen
- Basic hygiene/sanitation items

- Water pouches (designated red bucket)
- SOS food bars (designated red bucket)
- Door securing mechanism (as issued)
- Laminated accountability signage (e.g., Yellow X / window covers)

C.3 Emergency Supply Containers (Centralized)

Emergency containers may include, as applicable:

- Water storage, blankets, cots
- Privacy tents/tarps
- PPE and safety goggles
- Mass care support items
- Search & Rescue and utility support tools

C.4 First Aid / Medical Team Supplies

Emergency first aid supplies are located at:

- Nurse’s Office
- Safety Container
- First Aid Station

Medical inventory includes:

- Adhesive bandages, gauze, pads, tape
- Gloves, eye wash, ointment, CPR masks
- Splints, ice packs, emergency blankets
- Documentation forms (release forms, injury forms, triage tags)
- Confidential health lists and medication logs (administrative controlled)

APPENDIX D

Operational Checklists

These checklists provide rapid reference for key procedures and are reviewed during drills and After-Action Reviews (AARs).

D.1 Evacuation Checklist

□ Announce evacuation / initiate signal
□ Deploy SERT
□ Sweep buildings (Search & Rescue)
□ Establish Safe Dispersal Zones
□ Take attendance and report discrepancies
□ Provide medical triage as needed
□ Maintain incident timeline and documentation

D.2 Lockdown Checklist

□ Announce lockdown
□ Secure doors / cover windows as appropriate
□ Move occupants out of sight
□ Maintain silence and control of room
□ Do not open door until verified clearance
□ Await law enforcement direction

D.3 Reunification Checklist

□ Confirm clearance to begin reunification
□ Activate Request Gate / Reunion Gate
□ Verify parent/guardian ID
□ Document student release
□ Monitor flow and maintain accountability

D.4 Utility Incident Checklist

□ Assess hazard and ensure immediate safety
□ Notify IC
□ Shut off utilities (trained personnel only)

□ Contact utility provider
□ Document actions and communications

D.5 School Administrator Emergency Planning Checklist (Annual Review Tool)

Preparedness

□ SEOP implemented and communicated
□ Staff understand roles and responsibilities
□ NIMS/SEMS/ICS training completed
□ Drills and exercises conducted with AARs
□ Inventory of staff skills and training needs updated
□ Utility shutoff locations known; authorized personnel trained
□ Emergency supplies mapped and adequate
□ Primary/alternate evacuation routes drilled

Mitigation

□ Nonstructural hazard mitigation measures completed
□ Damage survey and reporting process known
□ Structural engineer/inspection process identified
□ Mass care shelter designation confirmed (if applicable)
□ Sanitation procedures established
□ Language access/translation supports identified

Recovery

□ Recordkeeping and disaster aid pathways identified
□ Absentee policies considered
□ Mental health partnerships established
□ Alternative instruction/COOP planning prepared
□ Cost-recovery readiness supported

APPENDIX E — Terms and Acronyms

E.1 Key Terms

All Clear: Verbal command that signals the end of a protective action when conditions are acceptable for reentry or normal operations.
Assembly Areas / Safe Dispersal Zones: Designated evacuation locations for students, staff, and visitors.
Drop, Cover, and Hold On: Immediate protective posture during earthquake shaking.
Emergency Evacuation Plan: Procedures for evacuating buildings upon order of the IC or alarm activation.
Fire Alarm: Intermittent audio alarm signaling evacuation.
Mitigation Phase: Actions taken to reduce hazards and potential loss.
Preparedness Phase: Training, planning, and supply readiness before emergencies.
Response Phase: Actions taken during an incident to protect life and property.
Recovery Phase: Short- and long-term steps to restore normal operations and support healing.
SERT: Designated personnel assigned to emergency functions under ICS.
SEOP: School Emergency Operations Plan.
Site Coordinator: Liaison between command site and a work site during an emergency.

E.2 Acronyms

ATF — Bureau of Alcohol, Tobacco, Firearms and Explosives
ARC — American Red Cross
BT — Bioterrorism
CDC — Center for Disease Control
COOP — Continuity of Operations
CP — Command Post
CT — Chemical Terrorism
DMH — Department of Mental Health (Los Angeles County)
DOH — Department of Health (Los Angeles County)
DSR — Damage Survey Report

EMA — Emergency Management Agency
EOC — Emergency Operations Center
FEMA — Federal Emergency Management Agency
IC — Incident Commander
ICP — Incident Command Post
ICS — Incident Command System
MACS — Multi-Agency Coordination System
NIMS — National Incident Management System
OES — Office of Emergency Services (California)
PIO — Public Information Officer
SEMS — Standardized Emergency Management System
EOP — Emergency Operations Plan
SOP — Standard Operating Procedure
SPO — School Police Officer
SVA — Security and Vulnerability Assessment
AAR — After Action Review
AFN — Access and Functional Needs
PSA — Personnel Staging Area

Coversheet

PCHS Wellness Policy Update

Section: III. Operations and Facilities
Item: B. PCHS Wellness Policy Update
Purpose: Vote
Submitted by:
Related Material: PCHS Wellness Policy 2026.pdf

PALISADES CHARTER HIGH SCHOOL

Local School Wellness Policy

Adopted: March 20, 2018 | Revised: October 9, 2026

Purpose and Scope

This Local School Wellness Policy governs nutrition, physical activity, health education, and related practices at Palisades Charter High School. It is written to meet the required elements of *Section 204 of Public Law 111-296* and *7 CFR 210.30 and 220.7*, per the California Department of Education's Local School Wellness Policy checklist, and to reflect how PCHS actually operates.

I. Introduction

PCHS is committed to providing a school environment that promotes student health, well-being, and the ability to learn. Good nutrition and physical activity before, during, and after the school day are strongly linked to academic outcomes, and adequate hydration to cognitive performance. Adolescence is also the period in which patterns around food, movement, mental health, and risk behavior often take root. PCHS treats wellness as integral to its educational mission, not as a separate function.

This policy applies to the PCHS campus and to all students, staff, and activities subject to school authority during the school day, defined as the period from midnight before to thirty minutes after the official school day ends.

II. Goals for Student Wellness

PCHS establishes the following specific, measurable goals across the four required goal areas: nutrition promotion, nutrition education, physical activity, and other school-based activities. In setting these goals, PCHS reviewed evidence-based strategies including USDA Smart Snacks standards, the CDC's School Health Index, the Alliance for a Healthier Generation's Healthy Schools Program, and Smarter Lunchroom techniques. The Wellness Committee reviews progress against each goal at least annually and updates targets as part of the triennial assessment.

A. Nutrition Promotion Goals

Goal Area	Measurable Goal / Target	Responsible Party
Nutrition Promotion	Display consistent, evidence-based nutrition messaging (e.g., Smarter Lunchroom techniques) in at least the cafeteria and one additional campus location each school year.	Cafeteria Manager (Chartwells)

Goal Area	Measurable Goal / Target	Responsible Party
Nutrition Promotion	Distribute a list of healthy party and non-food reward ideas to all teachers and families at least once per school year.	Wellness Committee Lead
Nutrition Promotion	Promote participation in NSLP and SBP through at least two family-facing communications annually (handbook, website, or newsletter).	Food Service (PCHS / Chartwells)

B. Nutrition Education Goals

Goal Area	Measurable Goal / Target	Responsible Party
Nutrition Education	Deliver nutrition and culinary instruction through the school's dedicated cooking and nutrition courses each school year.	Foods / Culinary Teacher
Nutrition Education	Offer at least one participatory nutrition activity annually (e.g., cooking demonstration or taste-testing).	Foods Teacher
Nutrition Education	Provide nutrition-education resources or training to teachers and relevant staff at least once per year.	Wellness Committee Lead

C. Physical Activity Goals

Goal Area	Measurable Goal / Target	Responsible Party
Physical Activity	Provide all students with an equitable opportunity to participate in physical education aligned to state standards; track participation each term.	PE Department
Physical Activity	Administer an individualized fitness assessment (Presidential Youth Fitness Program or equivalent) to applicable students and report results per EC §60800.	PE Department
Physical Activity	Offer at least two before- or after-school physical activity options (clubs, intramurals, or interscholastic sports) each school year.	Athletics / PE

D. Other School-Based Activities Goals

Goal Area	Measurable Goal / Target	Responsible Party
School-Based Activities	Provide free, safe, unflavored drinking water in all locations where meals are served and in multiple campus areas throughout the school day.	Operations / Facilities

Goal Area	Measurable Goal / Target	Responsible Party
School-Based Activities	Convene the School Wellness Committee at least once annually and no less than triennially for full review.	Executive Director / Designee
School-Based Activities	Administer the California Healthy Kids Survey (or equivalent) to all 9th- and 11th-grade students.	Wellness Committee Lead
School-Based Activities	Provide annual staff professional development supporting student emotional well-being and a safe, drug-free environment.	Administration

III. Nutrition

School Meals

PCHS contracts food service to Chartwells, a provider that meets or exceeds USDA's Professional Standards for School Nutrition. A full-time PCHS food service employee is on site daily and monitors operations alongside the contracted Cafeteria Manager. This dual structure provides continuous in-house oversight.

All meals meet federal and state nutrition standards throughout the school day. Menus include fresh fruits and vegetables; whole grains; fat-free and low-fat milk; foods moderate in sodium and low in refined sugar and saturated fat; and zero grams trans-fat per serving. PCHS sources GMO-free foods when possible and prioritizes minimally processed options, including from local sources where feasible.

PCHS participates in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) and promotes participation through at least two family-facing communications per year. Meals are accessible to all students, served in clean settings, accommodate special dietary needs, and are offered at appropriate times with sufficient time to eat.

Food Service Hours

PCHS does not sell or serve food to students outside of designated meal service windows during the school day. The instructional day begins at 7:30 a.m., breakfast service begins at 7:50 a.m., and lunch service ends at 12:24 p.m. No food or beverages are sold or served to students outside these windows.

Water

PCHS provides free, safe, unflavored drinking water where meals are served during mealtimes, and in multiple areas across campus throughout the school day.

Competitive Foods and Beverages (Foods Sold)

All foods and beverages sold to students on campus during the school day, including à la carte, school stores, and snack or food carts, meet or exceed USDA Smart Snacks in School nutrition

standards. If offered, electrolyte replacement beverages will be low-calorie hydration drinks or hydration packets.

Foods and Beverages Not Sold (Provided)

Nutrition standards also apply to foods and beverages provided to students during the school day. The following standards apply:

- Classroom celebrations and parties: PCHS provides teachers and families with a list of healthy party ideas and non-food celebration options. When food is served, healthier options consistent with Smart Snacks are encouraged.
- Food rewards: PCHS discourages the use of food or beverages as rewards for academic performance or behavior. Staff are provided with a list of non-food alternatives.
- On-campus fundraising: Food and beverage fundraisers held on campus during the school day meet Smart Snacks standards. Non-food fundraising and fundraising held outside the school day are encouraged.
- Classroom snacks: Snacks made available to students during the school day are encouraged to meet Smart Snacks guidance, with attention to special dietary needs and food allergies.

Food and Beverage Marketing

Any food or beverage marketed or promoted to students on campus during the school day must meet or exceed USDA Smart Snacks standards. If a product may not be sold on campus during the school day, it may not be marketed on campus during the school day. Marketing subject to this policy includes, but is not limited to:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Vending machine exteriors and other product displays.
- Corporate brand, logo, name, or trademark on school equipment such as marquees, message boards, scoreboards, and backboards. Immediate replacement is not required; PCHS will update durable equipment as contracts are renewed and as financially feasible.
- Cups, menu boards, coolers, trash cans, and other food service equipment; posters, book covers, assignment books, and school supplies distributed or sold by PCHS.
- Advertisements in school publications or mailings.
- Free product samples, taste tests, or coupons, including free samples that display product advertising.

New contracts, purchasing, and equipment replacement decisions will follow these guidelines.

Nutrition Promotion

PCHS promotes healthy food and beverage choices through evidence-based techniques, including Smarter Lunchroom strategies in the cafeteria and consistent nutrition messaging in

additional campus locations. Students and staff may be surveyed for additional ideas suited to PCHS.

Nutrition Education

Nutrition education at PCHS is anchored in the school's dedicated cooking and nutrition course and supplemented through classroom instruction across other subjects. PCHS nutrition education will:

- Integrate with classroom instruction across subjects where appropriate: math, science, language arts, social sciences, and electives.
- Include participatory, culturally relevant activities such as cooking instruction and taste-testing.
- Promote fruits, vegetables, whole grains, low-fat and fat-free dairy, and healthy preparation methods.
- Address the relationship between food intake and physical activity.
- Link to meal programs, cafeteria promotion, and community nutrition services.
- Teach media literacy, with attention to food and beverage marketing.
- Include nutrition education training for teachers and staff.

PCHS nutrition education and promotion align with California Health Education codes 49534, 51890, and 8995.

IV. Physical Activity

PCHS provides a Comprehensive School Physical Activity Program (CSPAP) anchored in quality physical education and supplemented by opportunities before, during, and after the school day. PCHS maintains and uses its activity infrastructure: including Stadium by the Sea, the competition pool, the track and turf field, and tennis and basketball courts: and ensures that grounds, facilities, and equipment are safe and available to students to an extent practicable.

PCHS offers physical activity opportunities outside the school day through clubs, intramurals, and interscholastic athletics. Physical education is taught using an age-appropriate, sequential curriculum aligned to national and state standards. All students are provided with equal opportunity to participate, with appropriate accommodation and adapted classes and equipment as needed for equitable access.

Physical Education Scheduling

PCHS physical education runs on a block schedule by default, with modified scheduling for student-athletes to account for sport-season activity:

Student Enrollment Status	PE Schedule
General PE enrollment	Block schedule
Student-athlete, sport in season	Daily PE for the semester the sport is in season
Student-athlete, sport out of season	Block schedule

This structure ensures that student-athletes receive daily structured physical activity during the semester their sport is in season, while non-athletes and off-season athletes receive the standard block-scheduled PE instruction. All scheduling meets state physical education minutes and curriculum requirements.

Fitness Assessment

The PCHS physical education program promotes student fitness through individualized fitness assessments (via the Presidential Youth Fitness Program or an equivalent tool) and uses criterion-based reporting per California Education Code §60800. PCHS provides teachers with resources for classroom physical activity breaks through the USDA and the Alliance for a Healthier Generation.

V. Health Education

PCHS offers health education through a classroom-based or online medium aligned to the California Health Education Code and California State Standards. PCHS complies with Title IV, Part A of the Safe and Drug-Free Schools and Communities Act, using evidence-based curriculum to maintain a safe, drug-free campus. PCHS also complies with the California Healthy Youth Act, which requires comprehensive sexual health and HIV prevention education for all students.

VI. Mental, Social, and Emotional Well-Being

PCHS recognizes that adolescents face significant stressors that can contribute to anxiety, depression, and other risk behaviors. PCHS provides on-site therapeutic services, including credentialed school counselors, school psychologists, social workers and MFTs, and a counseling department resourced to be reachable. PCHS also invests in research-based prevention programs serving students and staff.

To support students' emotional well-being and social functioning:

1. Students have access to credentialed school counselors, psychologists, and mental and physical health providers who support healthy decision-making, emotion management, and crisis response.
2. Teachers and administrators receive annual professional development in approaches that support student emotional well-being, including mindfulness and trauma-informed practice.
3. PCHS encourages conflict resolution, nonviolence, and violence-prevention training across administration, staff, and students, including peer mediation and teen court models.
4. Social Emotional Learning is implemented as a standing component of the student and staff experience.

PCHS provides resources to support students in ceasing and avoiding the misuse of drugs and alcohol, with an emphasis on early intervention.

VII. Health Services

The PCHS Health Office supports student health needs and provides in-service training, counseling, and consultation in support of health and wellness.

Clinical care: The school nurse delivers emergency assessments and interventions for acute and chronic conditions; supports students and families in connecting to primary care and preventive services; and implements communicable disease control measures on campus.

Nutrition environment and services: The school nurse supports integration of nutrition education and a campus environment that reinforces healthy eating.

Physical environment: The school nurse monitors and reports hazards; collaborates with safety staff on crisis intervention and disaster planning; and advocates for accommodations for students with special needs.

VIII. Community Partnerships

PCHS develops and maintains partnerships that extend the school's wellness capacity, including relationships with local universities and colleges and area businesses and nonprofits. Existing and new partnerships are evaluated for alignment with this policy's goals. PCHS pursues federal, state, and association recognition and grant funding consistent with this policy.

IX. Staff Wellness and Health Promotion

PCHS implements strategies to support staff in modeling and practicing healthy eating, physical activity, weight management, mental and emotional well-being, and stress management. PCHS promotes staff participation in health promotion programs consistent with PCHS Board Policy.

X. Implementation, Monitoring, Accountability, and Community Engagement

LSWP Leadership and Designated Officials

PCHS assigns responsibility for this policy across three roles: a school official with overall authority and compliance responsibility, an in-house PCHS food service employee providing daily on-site monitoring, and an operational lead embedded in food service operations.

Designated Officials

- **Director of Operations** : the PCHS official with the authority and responsibility to ensure that the school complies with this policy. Public point of contact.

- **Delilah Brown** : PCHS in-house food service employee. Continuity of on-site monitoring.
- **Cecilia Morin** : Cafeteria Manager, Chartwells. Operational lead for daily food service and Smart Snacks compliance.

Contact: Director of Operations, Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272 : via the school office at www.palihigh.org.

School Wellness Committee

PCHS convenes a representative School Wellness Committee comprising stakeholders from across the school community. The Executive Director/Principal or designee convenes the committee as needed, but at least once annually to review progress against the goals in Section II, and at least every three years for full policy review. Committee composition is documented through a roster, agendas, and meeting minutes.

PCHS permits and actively seeks participation from:

- Parents and guardians
- Students
- School food service staff
- Physical education teachers
- School health professionals, including the school nurse
- School Board members
- School administrators
- General public and community members

At a minimum, an administrator, the school nurse, a PE teacher, a Health teacher, a Foods teacher, and the food service coordinator are invited to participate.

Public Involvement

PCHS permits participation of the general public and the school community in the development, implementation, review, periodic update, and monitoring of this policy. PCHS makes potential stakeholders aware of how to participate through palihigh.org, the Parent/Student handbook, newsletters, letters, e-mails, and flyers, and publicizes how interested individuals can join the School Wellness Committee.

Annual Public Notification and Updates

PCHS informs families and the public at least annually about the content of this policy, any updates, and the status of implementation, through the Parent/Student handbook and the school website. PCHS publishes the name, position, and contact information of the official leading the committee.

Implementation Plan

PCHS maintains a written implementation plan delineating roles, responsibilities, actions, and timelines for executing this policy. The plan uses the Healthy Schools Program online tools or a comparable instrument to complete a school-level assessment based on the CDC's School Health Index, develops a corresponding action plan, and generates an annual progress report for review by PCHS Administration and the Board.

Evaluation Plan and Triennial Assessment

At least once every three years, PCHS conducts a triennial assessment of this policy measuring: (1) compliance with the written policy; (2) comparison to model wellness policies, using a tool such as WellSAT; and (3) progress in attaining the goals in Section II. The California Healthy Kids Survey, or an equivalent instrument is administered to all 9th- and 11th-grade students.

This policy is reviewed and updated no less than triennially. Updates may be informed by School Health Index results, PCHS priorities, community needs, new health science, the need for new wellness goals, and new federal or state guidance.

PCHS makes assessment results available to the public through board reports, palihigh.org, newsletters, the student handbook, and related channels.

Recordkeeping

PCHS retains records documenting compliance with this policy in the governance section of palihigh.org. Records include the current written policy, documentation and meeting notes from policy review and update efforts, and the most recent assessment of PCHS health and wellness.

Date Updated

Policy Dates
Originally adopted: February 10, 2018 (Rev. 2.10.18)
Most recently reviewed and updated: October 9, 2026

Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain

the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- **Mail:** Food and Nutrition Service, USDA, 1320 Braddock Place, Room 334, Alexandria, VA 22314; or
- **Fax:** (833) 256-1665 or (202) 690-7442; or
- **Email:** program.intake@usda.gov

This institution is an equal opportunity provider.

Coversheet

CDE Food Service Management Company (FSMC) Request for Proposals (RFP)

Section: III. Operations and Facilities
Item: C. CDE Food Service Management Company (FSMC) Request for Proposals (RFP)
Purpose: Vote
Submitted by:
Related Material: Pali_FSMC_RFP_BOT_Report 10_20_2026.pdf
Pali 2028 SY FSMC RFP and Model Fixed-Price Contract-Updated.pdf

PALISADES CHARTER HIGH SCHOOL

Food Service Management Company (FSMC) RFP Procurement Process & Proposed 2027 Timeline

Board of Trustees Report

Prepared by Rafael Negroe, Director of Operations
October 20260

1. Executive Summary

Palisades Charter High School is preparing to procure a Food Service Management Company (FSMC) for the 2027–28 school year. The California Department of Education (CDE) February 2026 Request for Proposal and Model Fixed-price Contract provides the framework for this competitive procurement.

The proposed approach is to establish a clear procurement process with defined responsibilities and Board decision points. Operations would develop and manage the RFP process, while the Board of Trustees would retain approval and contractor-selection authority.

The current model schedule releases the RFP in late March 2027 and calls for Board approval of the proposal in May 2027. To give Pali and the Board more time to review proposals, evaluate the options, and make an informed decision before the July 1, 2027 contract start, this report recommends moving the RFP release to February 2027 and completing the competitive process earlier in the spring.

2. Procurement Objectives

- Conduct a fair, competitive, and transparent procurement process.
- Use the CDE RFP/model contract as the foundation for Pali's FSMC solicitation.
- Establish clear evaluation criteria and a consistent process for reviewing proposals.
- Give the Board adequate time to understand the proposals and make a well-informed selection.
- Allow sufficient time between contractor selection and July 1, 2027 implementation for transition and contract execution.
- Maintain compliance with applicable CDE, state, and federal procurement requirements.

3. Proposed FSMC RFP Process

The following process separates the administrative work of running the procurement from the Board's oversight and decision-making responsibilities.

Step	Action	Explanation
1	**Develop RFP**	Operations will pull the current CDE RFP/model contract, adapt it to Pali's needs, establish the scope and requirements, and prepare the complete solicitation package.
2	**CDE Review / Approval**	Submit the RFP and related contract materials to CDE for review or approval as required. The CDE model contract states that execution of contracts and amendments is contingent on CDE approval.
3	**BOT Approval to Release**	Present the completed RFP to the Board for approval to proceed with the competitive procurement and release the solicitation.
4	**Release RFP / Competitive Procurement**	Publish the RFP, issue required public notices, conduct the mandatory site tour, receive vendor questions, provide written answers, and manage the proposal submission process.
5	**Evaluate Proposals**	Review responsive proposals using the published evaluation criteria. The CDE model uses a 100-point evaluation structure, including cost, administrative requirements, school meal experience, capability, financial stability, and corporate experience.
6	**Present Findings to BOT**	Present the results of the evaluation to the Board, including the scoring, strengths and weaknesses of proposals, financial considerations, and the recommended contractor.
7	**BOT Selects and Approves Contractor**	The Board reviews the recommendation and makes the final selection and approval consistent with the adopted procurement process.
8	**Announce Award / Begin Transition**	Pali announces the selected contractor, completes the contract-award process, and begins implementation and transition planning for the July 1, 2027 start.

4. Why Move the Timeline Earlier?

The current CDE-based schedule is workable, but it compresses the period between proposal release, evaluation, Board approval, and the July 1 contract start. Moving the release to February creates more time for the Board and administration to examine the proposals rather than making the final decision late in the school year.

- More time to review and compare vendor proposals.
- More time for follow-up questions or clarification during the evaluation process.
- More time for Board discussion before final approval.
- More time to negotiate and complete contract documents after selection, if needed.

- More time for the selected contractor to prepare for staffing, menus, purchasing, equipment, systems, and transition activities.
- Less risk of entering the July 1 contract period with unresolved implementation issues.

5. Current CDE-Based Timeline vs. Proposed Pali Timeline

The CDE model currently included in Pali's working RFP identifies December 8, 2026 as the Board's RFP-approval date, March 24, 2027 as the RFP release date, and May 18, 2027 as the Board meeting for proposal approval. The proposed schedule below moves the competitive procurement forward.

Milestone	Current Working Schedule	Proposed Pali Schedule
BOT Approval of RFP	December 8, 2026	December 8, 2026
Release of RFP	March 24, 2027	February 2027
Public Notice / Vendor Outreach	March 25 & April 2, 2027	February 2027
Mandatory Vendor Tour	April 7, 2027	March 2027
Vendor Questions	April 14, 2027	March 2027
Pali Answers Questions	April 21, 2027	Late March 2027
Proposals Due	April 29, 2027	Late March / Early April 2027
Proposals Opened	April 30, 2027	Early April 2027
Proposal Evaluation	May 11, 2027	April 2027
BOT Review / Approval	May 18, 2027	April / Early May 2027
Anticipated Contract Award	May 21, 2027	April / Early May 2027
Contract Start	July 1, 2027	July 1, 2027

6. Proposed Procurement Flow

DEVELOP RFP → CDE REVIEW → BOT APPROVAL → RELEASE RFP → TOUR / QUESTIONS → RECEIVE PROPOSALS → EVALUATE → BOT REVIEW → BOT SELECTION → AWARD / TRANSITION

This structure keeps the Board involved at the key decision points while allowing Operations to manage the day-to-day procurement process and vendor communications.

7. Board of Trustees Decision Points

- Approve the RFP and authorize release of the competitive solicitation.
- Review the results of the proposal evaluation and the administration's recommendation.
- Select and approve the FSMC contractor.
- Receive updates as needed during the transition to the selected contractor.

8. Roles and Responsibilities

Pali Operations / Administration	Board of Trustees
Develop and administer the RFP process	Approve the RFP for release
Coordinate CDE review/requirements	Review the evaluation results
Manage vendor communication and Q&A	Consider the administration's recommendation
Coordinate mandatory vendor tour	Select and approve the contractor
Receive and organize proposals	Provide governance and oversight
Conduct proposal evaluation and scoring	Approve the final award
Present findings and recommendation to BOT	Receive transition/implementation updates

9. Important Source Notes

- The CDE document is titled 'Request for Proposal and Model Fixed-price Contract for School Food Authorities Procuring the Services of a Food Service Management Company,' February 2026.
- The working Pali RFP identifies the Governing Board as the authority requesting proposals and includes an RFP approval date, public-notice process, mandatory tour, proposal deadline, evaluation, and Board approval.
- The CDE model provides a 100-point evaluation structure: Cost (40), Administrative Requirements (5), Experience with School Breakfast/NSLP (15), Understanding/Capability (15), Financial Stability (10), and Corporate Capability/Experience (15).
- The model contract provides for a July 1, 2027 through June 30, 2028 initial contract term, with potential annual renewals up to four additional one-year periods.
- The model contract states that execution of all contracts and amendments is contingent upon CDE approval and that the SFA may cancel if CDE determines the bidding process was not compliant.
- The working RFP contains a discrepancy regarding the mandatory tour time: the Notice of RFP lists 11:30 a.m.–12:30 p.m., while the Mandatory Tour attachment states 1:30 p.m. The final RFP should be corrected so that one time is published consistently.

10. Recommendation

Recommend that Pali proceed with the CDE-based FSMC procurement process and move the competitive solicitation forward to February 2027. The earlier schedule provides the Board and administration with additional time to evaluate proposals, make the best selection for Pali students and the school community, and complete the transition before the July 1, 2027 contract start.

Source

California Department of Education, Request for Proposal and Model Fixed-price Contract for School Food Authorities Procuring the Services of a Food Service Management Company, February 2026; Pali working RFP #FY28-001, provided for this report.

California Department of Education

Request for Proposal
and
Model Fixed-price Contract

for

School Food Authorities
Procuring the Services of a
Food Service Management Company

School Food Service Contracts Unit
Nutrition Services Division
Opportunities for All Branch

February 2026

Notice of Request for Proposals
Food Service Management Company
RFP #FY28-001

Notice is hereby given that the Governing Board of the Palisades Charter High School (hereinafter referred to as **SFA**) is requesting proposals for a food service management company (hereinafter referred to as **Respondent[s]**) to assist with the SFA's food service program.

Respondents should not construe from this legal notice that the SFA intends to enter into a fixed-price contract with the Respondent unless, in the opinion of the SFA, it is in the best interest of the SFA to do so. The SFA reserves the right to negotiate final contractual terms with the successful Respondent.

The Request for Proposal (RFP) documents are available at
Palisades Charter High School's Web site at www.palihigh.org

To request the RFP documents by email, postal mail, please contact
Rafael Negroe

Email: rnegroe@palihigh.org & pchsrfp@palihigh.org

Postal Mail: 15777 Bowdoin St.
Pacific Palisades, CA. 90272

The SFA will record and provide answers to any questions or requests for clarifying information about the RFP during the question and answer period.

The SFA will hold a **Mandatory Tour** of the SFA facilities on
Wednesday, April 7, 2027 between 11:30am-12:30pm Pacific Time
Location(s): 15777 Bowdoin St. Pacific Palisades, CA. 90272, no virtual tour option.
This is mandatory for all potential respondents and required in order to submit a proposal

Respondents must submit written proposals in a sealed package labeled
"Proposal - Food Service Management Company RFP#28-001"
Addressed to the SFA at
Palisades Charter High School. 15777 Bowdoin St. Pacific Palisades, CA3 90272
ATTN: Rafael Negroe

The SFA will accept all proposals received on or before Thursday April 29, 2027 at 5:00pm Pacific Time. The SFA will not accept proposals that are received after the deadline. The SFA will open proposals at 9:00am Pacific Time on Friday April 30, 2027.

The SFA reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. The SFA will award the contract based on a review and analysis of the proposals that determines which proposal best meets the needs of the SFA. Following the review and analysis of all responsive proposals, the SFA will make a recommendation to their governing board, as applicable, at its regularly scheduled meeting.

PALISADES CHARTER HIGH SCHOOL

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REQUEST FOR PROPOSAL
FOOD SERVICE MANAGEMENT COMPANY
Cover Page

CONTACT INFORMATION

RFP # FY28-001

by

Palisades Charter High School
FOOD SERVICE PROGRAM

ADDRESS ALL PROPOSALS TO:

Rafael Negroe
Director of Operations

15777 Bowdoin Street
Pacific Palisades, CA. 90272

Phone: (310) 230-6625

Email: rnegroe@palihigh.org

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Request for Proposal

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Introduction/Purpose of Solicitation

The purpose of this Request for Proposal (RFP) is to enter into a fixed-price contract with a food service management company (FSMC) that will provide Palisades Charter High School (hereinafter referred to as the school food authority [SFA]) with food service management assistance for their food service operation. The FSMC will provide services to the SFA as described in the Scope of Work in the Model Fixed-price Contract.

The SFA's food service goals are to provide nutritious, high-quality, minimally processed meals to students and participants National School Lunch Program and School Breakfast Program, to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable food service program (Title 7, *Code of Federal Regulations* [*CFR*] sections 210.10 and 220.8, if applicable).

General food service goals are to:

- Provide appealing, minimally processed meals that meet all local, state and federal nutrition standards.
- Promote student participation in the program through engagement with students, staff, and the community
-
- Create awareness of the direct correlation between adequate nutrition for students and their ability to learn and thrive
- Increase participation at all levels of the food service program by improving meal quality, seeking student and parent input, offering menu variations, and improving planning
- Maintain reasonable prices for students participating in the food service program

All procurement transactions are to be conducted in a manner that provides maximum open and free competition consistent with Title 2, *Code of Federal Regulations* (2 *CFR*), Section 200.319(a)(b)(c)(1-7). The SFA must share with every Respondent all information necessary for submitting a competitive proposal. The release of this RFP, evaluation of Respondents, and award of a contract will use competitive bidding standards established in all applicable California state and federal statutes and regulations.

Outlined below are competitive bidding basic standards:

- The purpose of soliciting competitive proposals is to secure public objectives in the most effective manner and avoid the possibilities of graft, fraud, collusion, etc.
- The SFA released this RFP to benefit the SFA and not the Respondents.

- Fulfillment of RFP specifications is based on full and fair competition and acceptance by the SFA of the most responsive and responsible Respondent to the SFA's requirements, as determined by the SFA when evaluating proposals based on the criteria contained in the RFP.

- The RFP must provide a basis for full and fair competition among Respondents to a common standard, free of restrictions that tend to stifle competition.

The above four points are for illustrative purposes only, and do not include all California state and federal requirements to achieve competitive bidding.

To respond to this RFP, interested FSMCs must present evidence of experience, ability, and financial standing necessary to meet the requirements stated in this RFP. The SFA will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

To be competitive in this solicitation, the Respondent must:

- Carefully read the entire RFP, attachments, exhibits, addenda, and SFA responses to questions before submitting a proposal

- Ask appropriate questions or request clarification before the deadline in the RFP

- Submit all required responses by the required deadlines

- Follow all instructions and requirements of the RFP thoroughly and appropriately

If a Respondent discovers any ambiguity, conflict, discrepancy, omission, or other errors in this RFP, the Respondent shall immediately notify the SFA of the error in writing and request clarification or a modification of the RFP. If the Respondent fails to notify the SFA of the error prior to the date for submission of proposals, and is awarded the contract, the Respondent shall not be entitled to additional compensation or time by reason of the error or its later correction.

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Schedule of Events
for
RFP # FY 28-001

Board Meeting – RFP Approval	Tuesday	December 8, 2026
Release of RFP	Wednesday	March 24, 2027
First Public Notice	Thursday	March 25, 2027
Second Public Notice	Friday	April 2, 2027
Mandatory Tour	Wednesday	April 7, 2027
Respondent Question Submission Deadline	Wednesday	April 14, 2027
SFA Provides Answers	Wednesday	April 21, 2027
Deadline for Submission of Sealed Proposal	Thursday	April 29, 2027
Proposals Opened	Friday	April 30, 2027
Proposals Evaluated	Tuesday	May 11, 2027
Board Meeting – Proposal Approval	Tuesday	May 18, 2027
Anticipated Contract Award Date	Thursday	May 21, 2027

The SFA will make every effort to adhere to the schedule. However, the SFA reserves the right to amend the schedule, as necessary, and will post a notice of said amendment at www.palihigh.org

All interested Respondents must attend the Mandatory Tour. The SFA will reject proposals from Respondents that do not attend (Attachment B).

General Instructions for Respondents

1. Prepare proposals simply and economically. Provide a straightforward concise description of the Respondent's capability to satisfy the SFA's requirements. Emphasis should be placed on completeness and clarity of content.

2. Submit proposals for the performance of all the services described within this RFP. The SFA will not consider any deviation from these specifications and will reject such proposals.

3. The SFA may reject a proposal if the proposal is conditional or incomplete, deemed nonresponsive, or if it contains any alterations of form or other irregularities of any kind. The SFA may reject any or all proposals or waive any immaterial deviation in a proposal. The SFA's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Respondent from full compliance with all other requirements if awarded the contract. The SFA may reject a proposal if it is deemed overly responsive or contains language that provides any added value not requested in the RFP.

4. Respondents are responsible for the costs of developing proposals and shall not charge the SFA for any preparation costs.

5. The SFA asks Respondents that do not intend to submit a proposal to notify the SFA in writing.

6. Respondents may modify their proposal after submission by withdrawing the original proposal and resubmitting a new proposal prior to the submission deadline. The SFA will not consider proposal modifications offered in any other manner, either oral or written.

7. The Respondent shall include a 21–Day Cycle menu for all programs to be served (7 *CFR*, sections 210.16[b][1] and 220.7[d][2][i]

8. Respondents may withdraw their proposal by submitting a written withdrawal request to the SFA, signed by the Respondent or their authorized agent, through the contact person named in the "Contact Information" provided on page iv of this RFP. Thereafter, a Respondent may submit a new proposal prior to the proposal submission deadline. Respondents may not withdraw their proposal without cause after the proposal submission deadline.

9. The SFA may modify the RFP prior to the date given for submission of proposals by posting an addendum on www.palihigh.org The SFA will notify Respondents so they can obtain any addenda from the SFA's web site or request it by email.

10. The SFA reserves the right to reject all proposals for reasonable cause. If the costs of all proposals are excessive, or a responsive and responsible Respondent is not identified, the SFA is not required to award a contract.

11. The SFA will not consider more than one proposal from an individual, firm, partnership, corporation, or association under the same or different names. Reasonable grounds for believing that any Respondent has submitted more than one proposal for work contemplated herein will cause the SFA to reject all proposals submitted by the Respondent. If there is reason to believe that collusion exists among the Respondents, the SFA will not consider any of the participants of such collusion in this or future solicitations.

12. The SFA will not consider a joint proposal submitted by two or more entities.

13. Additional charges for regular or express delivery, drayage, parcel post, packing, cartage, insurance, license fees, permits, or for any other purpose shall be included (and separately identified) in the proposal.

14. All proposals shall include the forms provided as attachments to this RFP. Respondents may copy these forms. A proposal is considered responsive if it follows the required format, includes all attachments, and meets all deadlines and other requirements outlined in this RFP.

15. The SFA shall not accept proposals after the submission deadline specified in the RFP and shall return the unopened proposals to the respective Respondents. The SFA will not consider late proposals under any circumstances.

16. Respondents are responsible for examining the entire RFP package, seeking clarification for any item or requirement that may not be clear to them, and checking all responses in their proposal for accuracy before submitting it.

17. Respondents may submit their questions regarding the information presented in this RFP to Rafael Negroe – Director of Operations at Rnegroe@palihigh.org, no later than April 14, 2027 12:00 pm PST. The SFA will answer all questions received by the deadline in writing without exposing the query source. This will be the sole process for asking and answering questions regarding this RFP. Respondents may not contact SFA employees directly to ask questions.

18. SFA representatives reserve the right to inspect a Respondent’s other food service operations prior to any award of a contract.

19. The SFA reserves the right to negotiate the final terms and conditions of the contract, which may differ from those contained in the proposal, provided the SFA considers such negotiation to be in its best interest. Any change in the terms and conditions must not create a material change, which is any alteration or modification to the original terms stated in the RFP that would have resulted in

different proposals from all respondents. A material change will require the SFA to rebid the contract.

20. Interested Respondents are required to inspect the SFA's premises prior to submitting a proposal to determine all requirements associated with the proposed contract. The inspection of premises will occur during the Mandatory Tour (if applicable).

    a. Respondents shall submit an electronic copy of their proposal in a commonly accessible digital format (e.g., flash drive, Shareable download link, etc.)

    b. The electronic submission must contain the original signature of the individual(s) authorized to bind the Respondent contractually and be labeled "Master Copy".

    c. The Respondent must ensure the electronic file is complete and includes all required materials. Incomplete submissions may be deemed non-responsive.

    d. Electronic submissions must be clearly labeled with the SFA's RFP title, the FSMC name, RFP number and the SFA name, contact and address, as shown in the following example:

Proposal—Food Service Management Company

[*Enter* FSMC Name Submitting RFP]

RFP #FY28-001

Palisades Charter High School

Attn. Rafael Negroe – Dir. of Operations

15777 Bowdoin St. Pacific Palisades, CA 90272

Proposal Requirements

To be eligible for evaluation, a proposal must adhere strictly to the format set forth below; failure to do so may result in disqualification. Respondents must complete, label, and separate each section, and number all pages. The content and sequence of the proposal will be as follows:

Section 1 - Administrative Requirements

A. Cover Letter

Only the individual(s) authorized to bind the Respondent contractually may sign the cover letter, which shall be a part of the proposal package. If the cover letter is unsigned, the SFA will reject the proposal. The SFA may reject the proposal if the Respondent fails to include the following required information:

- Name and address of responding company
- Organizational structure of the responding company (e.g., corporation, partnership, etc.)
- Respondent’s Federal Employee Identification Number and Corporate Identification Number, if applicable
- Name, title, phone number, fax number, and email address of the representative who will be designated as the primary liaison to the SFA
- Name, title, phone number, and email address of the representative(s) authorized to bind the Respondent in a contract if different from the primary liaison
- A statement expressing the Respondent’s willingness to perform the services described in this RFP
- A statement expressing the Respondent’s ability to perform the services required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP
- A statement regarding the Respondent’s proprietary information; if applicable, the Respondent must clearly mark in the upper right-hand corner those pages to be considered proprietary (**Note**: The Respondent cannot consider the entire proposal to be proprietary)
- The following certification:

  > By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments

required to be submitted as part of the proposal are certified to be true and binding upon our company.

B. Table of Contents

Immediately following the cover letter, include a comprehensive Table of Contents that lists all submitted proposal sections, subsections, attachments, and materials.

Section 2 – Required Attachments

A. Attachment Checklist

The Respondent shall include a checklist containing all documents identified in the Attachments Checklist (as listed on Attachment A). The SFA may reject proposals that do not include the proper required attachments.

B. Mandatory Tour

It is optional for the SFA to hold a mandatory tour (Attachment B). The tour schedule includes the sites. Prospective Respondents may not contact any sites or employees outside of the scheduled visit. The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

C. Minimum Qualifications

The SFA will only consider Respondents that **meet all minimum qualifications** (as listed on Attachment C).

D. FSMC Professional Standards

Establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs (as listed on Attachment D).

E. Proposal Questionnaire

The Proposal Questionnaire (as listed on Attachment E) is intended to provide the SFA with specific information concerning the Respondent’s capability to provide services as described in this RFP. Respondents should limit their responses to the number of pages noted in the questionnaire and answer each question in the same order.

F. Respondent References

Respondents must provide three references on the Respondent References form (Attachment F). The SFA reserves the right to contact any of the references listed and retains the right to conduct reference checks with individuals and entities beyond those listed.

G. Authorization Agreement

The Respondent or their authorized representative must sign the Authorization Agreement (Attachment G) and return it with the proposal package.

H. Fee Proposal

The Respondent must complete the Fee Proposal (Attachment H) and return it with the proposal package.

I. Certifications

The Respondent must complete the certifications (Attachment I) and return them with the proposal package.

J. Certificate of Independent Price Determination

The Respondent must complete the certifications (Attachment J) and return them with the proposal package.

K. Certificate of Compliance for Buy American and California Agricultural Preference Requirements

The Respondent must complete the certification (Attachment K) and return it with the proposal package.

L. 21–Day Cycle Menu

The Respondent must submit a 21 Day Cycle menu (Attachment L) for all programs to be served (7 *CFR*, sections 210.16[b][1] and 220.7[d][2][i], if applicable) for the proposal package.

Evaluation of Proposals

Proposals will be opened on or after the date and time specified in the Schedule of Events. During the evaluation process, the SFA may ask Respondents to clarify information in the proposals, but Respondents may not change their proposals.

An error in the proposal may cause the SFA to reject that proposal; however, the SFA may, at its sole discretion, retain the proposal and make certain corrections. When determining if a correction will be made, the SFA will consider the conformance of the proposal to the format and content required by the RFP and that the Respondent's intent is clearly established based on review of the whole proposal. Based on that established intent, the SFA may choose to correct errors such as obvious grammatical or punctuation errors and arithmetic errors. The Master Copy of the proposal shall have priority over additional proposal copies.

The SFA will open proposals to determine if they contain all the required information in accordance with this RFP. Contracts must be awarded to the responsible offeror/Respondent whose proposal is most advantageous to the SFA considering price and other factors. (2 *CFR* 200.320[b][2][iii]). The SFA will evaluate qualifying proposals using the following criteria:

CRITERIA	MAXIMUM POINTS
Cost	40
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	5
Experience with School Breakfast and National School Lunch Programs.	15
Based on the Proposal Questionnaire responses and the Cover Letter, the Respondent demonstrates a complete understanding of the SFA’s food service program and its service requirements, as described in the RFP and the Scope of Work, and can perform those services to the SFA’s satisfaction.	15
The financial stability of the Respondent.	10
Corporate capability and experience as measured by performance record, years in the industry, relevant experience, number of SFAs served, client retention and satisfaction, and references.	15
TOTAL POINTS	100

The SFA will score and rank selected proposals by assigning a score between zero and the maximum score to each proposal criterion. The SFA will recommend awarding the contract to the most responsive and responsible Respondent with the highest total proposal score.

Attachment A: Attachments Checklist

_____
Respondent Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or “x” next to each item submitted to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Attachment	Attachment Name
_____ A	Attachments Checklist
_____ B	Mandatory Tour (optional)
_____ C	Minimum Qualifications
_____ D	FSMC Professional Standards
_____ E	Proposal Questionnaire
_____ F	Respondent References
_____ G	Authorization Agreement
_____ H	Fee Proposal
_____ I	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters
_____ J	Certificate of Independent Price Determination
_____ K	Certificate of Compliance for Buy American and California Agricultural Preference Requirements
_____ L	21–Day Cycle Menu (Include)

Attachment B: Mandatory Tour

The Mandatory Tour will include an escorted tour.

- The tour schedule includes the sites listed below.
- Prospective Respondents may not contact any sites or employees outside of the scheduled visit.
- The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

TOUR SCHEDULE

Tour begins at 1:30 pm PST
Where: 15777 Bowdoin St. Pacific Palisades, CA 90272

The SFA thanks all Respondents for abiding by our request to keep the disruption caused by the visit to a minimum.

Attachment C: Minimum Qualifications

A Respondent must meet all the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of April 2, 2027, both the Respondent's company and its key personnel meet all the following minimum qualifications:

1. The Respondent has at least five years of experience with food service programs.

   Yes _____ No _____

2. The Respondent has the resources and ability to provide 225,000 of meals per fiscal year.

   Yes _____ No _____

3. The Respondent has knowledge and experience with the National School Lunch and School Breakfast Programs.

   Yes _____ No _____

4. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.

   Yes _____ No _____

5. The Respondent is licensed to do business in the state of California.

   Yes _____ No _____

6. The Respondent demonstrates menu, meal and quality innovation.

   Yes _____ No _____

Attachment D: FSMC Professional Standards

FSMC Employees Professional Standards

Professional Standards regulations (7 *CFR* 210.30 and 235.11[h]) establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director**. The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.

2. **School Nutrition Program Manager**. The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).

3. **School Nutrition Program Staff**. School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

7 *CFR* Section 210.2 establishes these definitions above. The function/role rather than the specific title within the school food service structure apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by 7 *CFR* sections 210.30 , and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in 7 *CFR,* Section 210.30, which can be viewed at the following web page:

eCFR :: 7 *CFR* 210.30 -- School nutrition program professional standards.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.

- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.

- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

Attachment E: Proposal Questionnaire

This proposal questionnaire is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in the RFP. Please be as concise and limit your responses **to no more than two pages per question, unless instructed otherwise. Type each question in the same order as listed in the questionnaire.**

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment C, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.

2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.), and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

3. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

4. Provide a complete list of SFAs that have discontinued or terminated your company's services in the last five years and the reason(s) why.

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

7. Provide a description of promotional and marketing materials you will use to attract students to the program.

8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

Attachment F: Respondent References

List three references to which the Respondent has provided food service management services within the past three year(s).

Failure to complete and return this Attachment will cause your proposal to be rejected.

Reference 1		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Reference 2		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Reference 3		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Attachment G: Authorization Agreement

Request for Proposal for Food Service Management Company
RFP Number: FY28-001

We, [*Enter* FSMC Name], by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by Palisades Charter High School.

5. That we have made examinations and verifications and are fully conversant with all conditions under which services are to be performed for Palisades Charter High School.

6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

Web Site Address: _____

Name of Authorized Representative: _____

Title of Authorized Representative: _____

_____
Signature of Authorized Representative

Date Signed: _____

Attachment H: Fee Proposal

Provide a detailed breakdown of costs that are included in the fixed cost price.
Submit the cost per meal information

All costs are based on average daily participation of 1000 meals served on 175 school days.

COST BREAKDOWN			
Respondent Instructions ⇨ **Provide a breakdown of all costs included in the fixed price, including personnel costs.** ⇨ **Provide the cost per meal; base all food costs** on the attached 21–day cycle menu**.** ⇨ Clearly identify all costs			
Item **#**	**Description** *(Include All Goods and Services included in the Fixed Price)*		Annual Cost
1.			**$**
2.			**$**
3.			**$**
4.			**$**
	Sub Total		**$**
	Personnel Costs		Annual Cost
5.	Management Fee Per Meal	$	
6.	Consultant Fee Per Meal	$	
	Sub Total	$	
	GRAND TOTAL		**$**

COST PER MEAL			
Respondent Instructions: ⇨ **Provide the cost per meal; base all food costs** on the attached 21–day cycle menu**.** ⇨ **Prices must not include values for USDA Foods and must include all meal programs applicable.**			
1. LINE ITEM	2. UNITS	3. RATE	4. TOTAL
Breakfast	400	$	$
Lunch	1,100	$	$
No reimbursable Meals	1,800	$	$
TOTAL	3,300	$	$

Attachment I: Certification Regarding Lobbying

The undersigned certifies, to the best of their knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

_____

Organization:

_____

Street address:

_____

City, State, Zip:

_____

Certified by: (type or print)

_____

Title

_____

Signature

_____

Date

Approved by OMB 0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: ☐ contract ☐ grant ☐ cooperative agreement loan ☐ loan guarantee ☐ loan insurance	2. Status of Federal Action: ☐ bid/offer/application ☐ initial award ☐ post-award	3. Report Type: ☐ initial filing ☐ material change For material change only: **Year_____quarter** **Date of last report_____**

4. Name and Address of Reporting Entity: **_____Prime ____Subawardee** **Tier_____, if Known:** Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, **Enter Name and Address of Prime:** Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: **CFDA Number, *if applicable*: _____**
8. Federal Action Number, ***if known:***	9. Award Amount**, *if known:*** **$**
10a. Name and Address of Lobbying Registrant ***(if individual, last name, first name, MI):***	10b. Individuals Performing Services ***(including address if different from No. 10a)*** ***(last name, first name, MI):***

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Signature: Print Name: Title: Telephone No.:_____Date: _____
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to Title 31, U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier.

Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, for prospective participants/Respondents in primary covered transactions:

A. The Respondent certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the Respondent is unable to certify to any of the statements in this certification, they shall attach an explanation to this application.

_____
Contractor/Company Name

_____
Award Number, Contract Number, or Project Name

_____
Name(s) and Title(s) of Authorized Representatives

_____
Signature(s)

_____
Date

Attachment J: Certificate of Independent Price Determination

The Respondent(s) shall execute this Certificate of Independent Price Determination.

Name of Respondent		

A. By submission of this offer, the offeror (Respondent/FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently without, for the purposes of restricting competition, any consultation, communication, with any other offeror or competitor relating to (i) those prices, (ii) the intention to submit an offer, or (iii) the methods or factors used to calculate the prices offered;

2. The prices in this offer have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor, before a bid opening (in the case of a sealed bid solicitation) or contract award (in the case of a negotiated solicitation) unless otherwise required by law; and

3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. If the offeror deletes or modifies subparagraph (A)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

C. Each signature on the offer is considered to be a certification by the signatory that the signatory:

1. Is the person in the offeror’s organization responsible for determining the prices being offered in this bid or proposal, and that they have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; or

2. Has been authorized, in writing, to act as agent for the following principals in offering that those principals have not participated in, and will not participate in any action contrary to paragraphs (A)(1) through (A)(3) above.

    (i) Insert full names of person(s) in the offeror’s organization responsible for determining the prices offered in this bid or proposal, and the title of their position in the offeror’s organization.

(ii) As an authorized agent, does certify that the principals named in subdivision (C)(2)(i) above have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; and

(iii) (iii) As an agent, has not personally participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above.

Signature of FSMC's Authorized Representative		Title		Date	

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Attachment K: Certificate of Compliance for Buy American and California Agricultural Preference Requirements

The Respondent certifies that it:

1. **Provision of Domestic Commodities and Products**
   Will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks in compliance with 7 *CFR* Sections 210.21(d) and 220.16(d).

2. **Certification of Processed Agricultural Products**
   Will submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume in compliance with 42 United States Code (U.S.C.) Section 1760(n), 7 *CFR* Sections 210.21(d)(1)(ii) and 220.16(d)(1)(ii) and USDA Policy Memo SP 38-2017.

3. **Notification and Approval of Nondomestic Products**
   Will notify the SFA in writing at least 7 days prior to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes if available for the SFA to consider and provide an explanation for the following:

   (i) The product is listed on the Federal Acquisitions Regulations Non-available articles list found at 48 *CFR*, Section 25.104 and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; and/or

   (ii) That competitive bids reveal the cost of the domestic product is significantly higher than the nondomestic product.

   Note: Neither regulations nor the USDA has defined a dollar amount or percentage triggering the significantly higher cost exception. However, for SFAs that receive $1 million or more annually in federal School Nutrition Program (SNP) reimbursement, significantly higher is defined as 25 percent in accordance with *California Food and Agriculture Code* (*FAC*) Section 58596.3.

4. **Preference for California Agricultural Products**
   Will prioritize the use of California agricultural product, per *FAC* Section 58595(c), when:

(i) The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.

(ii) The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

5. **Adherence to Non-Domestic Food Purchase Cap**
Will document exceptions and adhere to the annual cap on non-domestic food purchases per 7 *CFR* 210.21(d)(5)(ii) and 220.16(d)(5)(ii):

(i) Beginning in SY 2025-26, the annual non-domestic food purchase cap will be 10 percent of the total annual commercial food costs that the SFA purchases per school year.

(ii) Beginning in SY 2028-29, the annual non-domestic food purchases cap will be 8 percent of the total annual commercial food costs that the SFA purchases per school year.

(iii) By SY 2031-32, the annual non-domestic food purchases cap will be 5 percent of the total annual commercial food costs that the SFA purchases per school year.

Signature:

[Authorized Representative Name]

[Title]

[Date]

Attachment L: 21–Day Cycle Menu
Please attach to your Proposal

Exhibit 1

PALISADES CHARTER HIGH SCHOOL
Empowering Educational Excellence.

Exhibit 1: Model Fixed-Price Contract
FOOD SERVICE MANAGEMENT COMPANY

Palisades Charter High School

FOOD SERVICE PROGRAM

Palisades Charter High School

(310) 230 - 6623

15777 Bowdoin St. Pacific Palisades, CA 90272

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Model Fixed-Price Contract

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Contract Summary

FOOD SERVICES CONTRACT	CONTRACT NUMBER
	REGISTRATION NUMBER

1	This contract is entered into between the school food authority and the food service management company named below:	
	SCHOOL FOOD AUTHORITY NAME	
	FOOD SERVICE MANAGEMENT COMPANY NAME AND FEDERAL TAX IDENTIFICATION NUMBER	
2	**The term of this Contract is for one year, commencing on**	**and ending on**
3	The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served	**$**
4	The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract.	
	Request for Proposal Released	*Enter* page(s)
	Contractor Proposal Received	*Enter* page(s)
	Attached Terms and Conditions	*Enter* page(s)
	Exhibit A: Scope of Work	*Enter* page(s)
	Exhibit B: Schedule of Fees	*Enter* page(s)

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

FOOD SERVICE MANAGEMENT COMPANY		*California Department of Education Use Only*
NAME of FSMC *(if other than an individual, state whether a corporation, partnership, etc.)*		
BY *(Authorized Signature)* ✍	**DATE SIGNED** *(do not type)*	
PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS		
SCHOOL FOOD AUTHORITY		
NAME of SFA		
BY *(Authorized Signature)* ✍	**DATE SIGNED** *(do not type)*	
PRINTED NAME AND TITLE OF PERSON SIGNING		☐ Exempt per:

Model Fixed-Price Contract

I. Introduction

The Palisades Charter High School, hereinafter referred to as the school food authority (SFA), enters into this Contract with_____, hereinafter referred to as the FSMC to provide food service management assistance for the SFA's food service program, hereinafter referred to as "Services." **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

II. General Terms and Conditions

A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on July 1st 2027 and continue through June 30, 2028. After careful consideration, the SFA may annually renew this Contract for four additional one-year periods upon agreement between both parties. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7, Code of Federal Regulations [7 *CFR*], Section 210.16[a][10] and 210.16[d]).

B. Designated Contract Liaisons

SFA Liaison for Services		FSMC Liaison for Services	
Name: **Rafael Negroe**		**Name:**	
Title: Director of Operations		**Title:**	
Phone: 310-230-6625	**Cell Phone: 626-224-3360**	**Phone:**	**Cell Phone:**
Fax:	**Email: rnegroe@plaihigh.org**	**Fax:**	**Email:**

Respondents shall serve or deliver by postal mail all legal notices to:

SFA	FSMC
Name: Rafael Negroe	**Name:**
Title: Director of Operations	**Title:**
Address: Palisades Charter High School 15777 Bowdoin St. Pacific Palisades, CA. 90272	**Address:**

C. Fees

1. Fixed-price Contracts

   The SFA will pay the FSMC at a fixed rate per meal. The fixed rate per meal includes all fees and charges indicated in the Schedule of Fees (Exhibit B) of this Contract. The SFA must determine, and the FSMC shall credit the SFA for, the full value of U.S. Department of Agriculture (USDA) Foods. The FSMC must follow all procurement requirements provided in section V. Compliance with the Law. The FSMC's fixed-price invoice will be fully compliant with procurement requirements for the National School Lunch, Special Milk and School Breakfast Programs, set forth in 7 *CFR*, parts 210, 215, and 220. The FSMC shall take discounts, rebates, and other credits into account when formulating their prices for this fixed-price contract (2 *CFR*, Section 200.406[a]).

2. Payment Terms

   The FSMC shall submit monthly invoices by the 10th day of the following month that reflect all activity for the previous calendar month. The FSMC must submit detailed cost documentation, including the quantity and cost of nondomestic items subject to the Buy American Provision, monthly to support all charges to the SFA. Charges and expenses are included in the Schedule of Fees (Exhibit B). All costs, charges, and expenses must be mutually agreeable to the SFA and the FSMC and must be allowable costs consistent with the cost principles in 2 *CFR*, Part 200, as applicable. The SFA will pay invoices submitted by the FSMC within 30 business days of the invoice date. The SFA will pay invoices received by its accounting department by the 30th, if the invoices pass the SFA's audit. The SFA will notify the FSMC of invoices that do not pass audit, which the SFA will not pay until the invoices have passed audit, with no penalty accruing to the SFA.

3. Interest, Fines, Penalties, Finance Charges, Income and Expenses

   Interest, fines, penalties, finance charges, income and expenses that may accrue under this Contract are not allowable expenses to the nonprofit school food service (cafeteria fund) (2 *CFR*, Section 200.441). The SFA is prohibited from paying unallowable expenses from the SFA's cafeteria fund.

4. Spoiled or Unwholesome Food, Food Not Meeting Detailed Food Component Specifications or Contract Requirements.

   The SFA shall make no payment to the FSMC for food that, in the SFA's determination, is spoiled or unwholesome at the time of delivery, does not meet detailed food component specifications as developed by the SFA for the meal pattern, or does not otherwise meet the requirements of this Contract (7 *CFR,* Section 210.16[c][3]).

The SFA shall make no payment to the FSMC for meals that, in the SFA's determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract. (7 *CFR,* Section 210.16[c][3])

D. Contract Cost Adjustment

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home CPI regional index: Los Angeles. The March CPI value will be used as a representation of the change in CPI. Such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA. Of note, the CPI fee increases should be applied to individual meal or unit costs.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this Contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

E. Availability of Funds

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

F. Timeliness

Time is of the essence in this Contract.

G. Approval

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This Contract has no force or effect until it is signed by both parties and is approved by the CDE. (7 *CFR*, Sections 210.16[a][10] and 210.19[a][5])

H. Amendment

No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (7 *CFR*, Sections 210.16[a][10] and 210.19[a][5]).

I. Substantive Changes to Contract

Any change to this Contract that results in a material change, or any proposed renewals of this Contract may, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract:

- The addition of a program
- A major shift in responsibilities for FSMC or SFA staff

J. Subcontract/Assignment

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms when possible. (2 *CFR*, Section 200.321)

K. Written Commitments

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal

- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

L. Trade Secrets/Copyrights

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines,

operational manuals, and similar documents—that the SFA and FSMC regularly use in the operation of their business or that they develop independently during the course of this Contract. Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, make works available through agency-designated public access repositories, and authorize others to use the work for federal purposes. (2 *CFR*, Section 200.315[b]).

M. Severability

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

N. Counterparts

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

O. Silence/Absence/Omission

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

P. Indemnification

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney’s fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC’s acts or omissions, willful misconduct, negligence, or breach of the FSMC’s obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA’s sole acts or omissions.

Q. Sanctions

If the FSMC fails to perform the contract terms, the following penalties may be imposed:

- FSMC will be required to provide in writing to the SFA how they will ensure future contract compliance
- Continued nonperformance will result in termination of this contract
- FSMC may be prohibited from bidding on future contracts with the SFA

R. Breach of Contract

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

S. Penalties

Cost resulting from the SFA's violations, alleged violations of, or failure to comply with federal, state, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency. (2 *CFR*, Section 200.441)

T. Force Majeure

1. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.
2. Force majeure does not include any of the following occurrences:
    - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market

- Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence

- Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits

3. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following workday or the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate 7 *CFR*, Section 210.16(d).

4. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

U. Nondiscrimination

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP) will be discriminated against on the basis of race, color, national origin, age, sex or disability. FSMCs and SFAs shall comply with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 (42 U.S.C. sections 2000d et seq. and 2000e et seq.); Title IX of the Education Amendments of 1972 (Title 20 U.S.C. sections 1681 et seq.); Section 504 of the Rehabilitation Act of 1973 (Title 29 U.S.C. Section 794); the Age Discrimination Act of 1975 (42 U.S.C. sections 6101 et seq.); the Americans with Disabilities Act of 1990 (P.L.101-336); all provisions required by USDA Nondiscrimination Regulations [7 *CFR* parts 15, 15a, 15b, 16, and 7 *CFR* Section 210.23(b)]; FNS Instruction 113-1; and Department of Justice Enforcement Guidelines for Enforcement of Nondiscrimination in Federally Assisted Programs.

V. Compliance with the Law

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC’s compliance efforts.

The FSMC must comply with all federal and state procurement standards for purchasing and contracting as required by 2 *CFR* sections 200.317–200.327, 7 *CFR* sections 210.21, 220.16, 225.17 and 250.50 (as applicable); *California Education Code* (*EC*) sections 45103.1, 45103.5 and 49554, *FAC* sections 58595(c) and 58596.3, and *Public Contract Code* Section 20111(c), as applicable. Failure to comply with federal and state procurement standards may result in corrective action to require a new procurement and award, payment hold, and repayment of the nonprofit school food service account for unallowable costs. (2 *CFR* sections 200.339 and 200.410).

The FSMC shall comply with all applicable federal regulations in 2 *CFR,* parts 200 and 400 and 7 *CFR,* parts 210 (NSLP), 220 (SBP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction), USDA FNS Instructions and policy, federal laws and regulations, *EC*, *FAC*, and California laws and regulations, where applicable.

W. Choice of Law

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

X. Advice of Counsel

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all the terms and provisions of this Contract.

III. Relationship of the Parties

A. The FSMC’s relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes, all of which will be the FSMC’s responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA.

B. When the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, or Afterschool Meal Supplements (AMS) under the NSLP. (*EC* Section 45103.5)

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C. All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.

D. The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

IV. Food Service Program

A. Food Service Management Company Responsibilities

1. The FSMC will not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event. (7 *CFR*, Section 210.21[e]).

2. The FSMC shall have state or local health certification for any facility outside the school in which it proposes to prepare meals and the FSMC shall maintain this health certification for the duration of the Contract. (7 *CFR*, Section 210.16[c][2]).

3. The FSMC will not disclose the eligibility status of individual students or confidential information provided (*EC* Section 49558).

B. School Food Authority Responsibilities

1. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits. (7 *CFR*, sections 210.16[a][2] and 210.16[a][3]).

2. The SFA retains control of the quality, extent, and the general nature of its food service; the prices children are charged for meals (7 *CFR*, Section 210.16[a][4]), and a la carte prices. The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced-price, and paid reimbursable lunches to all eligible children. (7 *CFR*, Section 210.16[a]).

3. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the

corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by the CDE under 7 *CFR,* Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-price, and paid lunches respectively, served for each day of operation. (7 *CFR,* Section 210.8[a][1]).

4. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs. (7 *CFR*, Section 210.10[m]).

5. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, program renewal, the verification of applications, letters to households, and all correspondence to the CDE relating to the food service program. (7 *CFR,* Section 210.16[a][5]).

6. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program. This includes retaining authority and responsibility for all information, documents and claims submitted in the Child Nutrition Information and Payment System (CNIPS). (7 *CFR*, Section 210.21(b) and CNIPS User Acceptance Agreement).

7. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster. (*EC* Section 49558).

8. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk. (7 *CFR,* sections 245.5 and 245.6).

9. EC Section 49501.5 (a)(2)(B) requires a SFA that is a public school district, charter school or county office of education, to conduct a direct certification matching through the California Longitudinal Pupil Achievement Data System on a monthly basis as a condition of receiving funding. Private schools, nonpublic schools and residential child care institutions must obtain the direct certification list at least three times annually as required in 7 *CFR* Section 245.6(b).

10. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility. (7 *CFR*, Section 245.7).

11. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations. (7 *CFR*, Section 245.6).

12. The SFA shall ensure that all USDA Foods received by the school food authority and made available to the food service management company accrue only to the benefit of the school food authority's nonprofit school food service and are fully utilized therein. (7 *CFR*, Section 210.16[a][6]).

13. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning. (7 *CFR*, Section 210.16[a][8]).

14. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being met. Meals are prepares by FSMC on-site at an SFA facility. (7 *CFR,* Section 210.16[a][7]).

V. Buy American and California Agricultural Preference Requirements

A. Food Service Management Company Responsibilities

1. The FSMC will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks. (7 *CFR, sections* 210.21[d] and 7 *CFR* 220.16[d]).

2. The FSMC will submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume in compliance with 42 United States Code (U.S.C.) Section 1760(n), 7 CFR sections 210.21(d)(1)(ii) and 220.16(d)(1)(ii), and USDA Policy Memo SP 38-2017.

3. The FSMC must notify the SFA in writing at least 7 days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes if available for the SFA to consider and provide an explanation for the following Buy American exceptions (7 *CFR*, sections 210.21(d)(5) and 220.16(d)(5):

a) The product is listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 *CFR,* Section 25.104 and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; and/or

b) Competitive bids reveal the cost of the domestic product is significantly higher (15%) than the nondomestic product

4. California Food and Agriculture Code *(FAC)* 58596.3, applies to SFAs that receive $1 million or more annually in federal SNP reimbursement. It states that SFAs must specify in their bid or solicitation that they will only purchase domestic agricultural products unless the bid or price of a nondomestic agricultural food product is more than 25 percent lower than the bid of price of the domestic agricultural food product.

5. Also, *FAC* 58595(c) requires SFAs accept a bid or price for an agricultural food product when it is grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when both of the following are met:

   a) The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.

   b) The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state

6. The FSMC will provide certification of domestic origin for products which do not have country of origin labels. (7 *CFR* sections 210.21[d][1][ii] and 220.16[d][1][ii], and USDA Policy Memo SP 38-2017).

7. Per 7 *CFR sections* 210.21(d)(5)(ii) and 220.16(d)(5)(ii) the FSMC must adhere to the cap on non-domestic food purchases:

   a) Beginning in SY 2025-26, the non-domestic food purchase cap will be 10 percent of the total annual commercial food costs that the SFA purchases per school year;

   b) Beginning in SY 2028-29, the non-domestic food purchases cap will be 8 percent of the total annual commercial food costs that an SFA purchases per school year; and

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c) Beginning in SY 2031-32, the non-domestic food purchases cap will be 5 percent of the total annual commercial food costs that the SFA purchases per school year.

8. The FSMC must make available purchase records and documentation identifying non-domestic commercial food program purchases per food item and unit cost of each non-domestic program purchase, as well as total commercial food program purchases made during a given school year. This information must be provided to the SFA no less than annually at the end of the school year or more frequently as requested by the SFA. In addition, the FSMC must provide the SFA with a report that aggregates total non-domestic commercial food program purchases, domestic commercial food program purchases and total commercial food program purchases in a format that is requested by the State Agency and/or USDA no less than annually at the end of the school year or more frequently as requested by the SFA. (7 *CFR* sections 210.21[d][5][iii] and [iv]) 220.16[d][5][iii] and [iv])

B. School Food Authority Responsibilities

1. The SFA shall maintain documentation provided by the FSMC of the meal and snack components that were comprised of domestic and non-domestic products, including assurance that components were processed domestically. (7 *CFR* sections 210.21[d][iii] and [iv]and 220.16[d][iii][iv], and USDA Policy Memo SP 38-2017). This will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an on-site administrative review and an off-site procurement review. (2 *CFR* Section 200.318[i], 7 *CFR* sections 210.23[c], 210.21[d][5][iii] and 220.16[d][5][iii]).

2. The SFA shall monitor the contract to ensure the FSMC's adherence to the Buy American Provision (7 *CFR* sections 210.16[d] and 220.16[d]) and California FAC Section 58596.3 requirements, including documentation of nondomestic exceptions and associated caps. (2 *CFR*, Section 200.318[b]).

VI. U.S. Department of Agriculture Foods

A. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, USDA Foods made available by the SFA solely for the purpose of providing benefits for the SFA's nonprofit school food program. (7 *CFR,* Section 210.16[a][6]).

2. The method and frequency of crediting USDA Foods will be in accordance with 7 *CFR*, Section 250.51(b). The FSMC must ensure that it follows the negotiated method and frequency of crediting agreed upon by the parties. In accordance with 7 *CFR*, Section 250.53, the FSMC shall comply with the following provisions relating to the use of USDA Foods, as applicable:

    a) The FSMC must credit the SFA for the value of all USDA Foods (including both entitlement and bonus foods) received for use in the SFA's meal service in the school year or fiscal year. The credit must include the value of USDA Foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the USDA Foods value of processed end products to the SFA. (7 *CFR,* Section 250.53[a]).

    b) The FSMC shall account for the full value of USDA Foods in accordance with 7 *CFR,* Section 250.51 and 250.58(e) by:

        i) Subtracting the value of all USDA Foods received for use in the SFA’s food service from the SFA’s (monthly/quarterly) invoice, and

        ii) Using the national average value of donated foods for the school year in which the USDA Foods are received by the SFA. This listing is available from the USDA Food Distribution web page at Value of Donated Foods Notices | Food and Nutrition Service.

3. The FSMC will be responsible for any activities relating to in accordance with 7 *CFR*, Section 250.50(d), as applicable, and will ensure that such activities are performed in accordance with the applicable requirements in 7 *CFR*, Part 250.

4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods. 7 *CFR* Section 250.16[a])

5. The FSMC must use all USDA beef, pork, and all processed end products, in the SFAs food service, and must use all other USDA Foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in the recipient agency’s food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used). (7 *CFR*, Section 250.51[d]).

6. The FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of USDA Foods contained in end products. (7 *CFR*, Section 250.53[a][7]).

7. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of 7 *CFR*, Part 250. (7 *CFR*, Section 250.53[a][8]).

8. The FSMC will provide assurance that it will comply with the storage and inventory requirements for USDA Foods. (7 *CFR*, Section 250.53[a][9]).

9. The FSMC will maintain records to document its compliance with requirements relating to USDA Foods. (7 *CFR,* Section 250.54[b]).

B. School Food Authority Responsibilities

1. The SFA shall retain title to all USDA Foods and ensure that all USDA Foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein. (7 *CFR*, Section 210.16[a][6]).

2. The SFA will maintain records to document its compliance with requirements relating to USDA Foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all USDA Foods. (7 *CFR*, Sections 250.54[a] and [c]).

3. The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to USDA Foods. (7 *CFR*, Section 250.53[a][12]).

VII. Meal Responsibilities

[Note: Use A or B, not both.]

A. The FSMC shall:

1. Serve meals and snacks on such days and at such times as requested by the SFA.

2. Offer free, reduced-price, and paid reimbursable meals and snacks to all eligible children through the SFA's food service program.

3. Provide meals and snacks through the SFA's food service program that meet the requirements as established in 7 *CFR*, parts 210 and 220, as applicable.

VIII. Food Service Management Company Employees

A. The FSMC shall only place employees for work at the SFA that meet the minimum professional standards outlined in 7 *CFR*, Section 210.30 which can be viewed at the following web page: School Nutrition Program Professional Standards.

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the training completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the required professional standards.

B. The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s) provided by the FSMC.

C. The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA four calendar weeks prior to the commencement of operation.

D. The FSMC shall comply with all wage and hour requirements under federal and state laws. The FSMC will be responsible for supervising and training their personnel.

E. The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.

F. The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.

G. The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless

from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.

IX. Books and Records

A. The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with 7 *CFR,* Section 210.16(c)(1).

B. The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE, USDA FNS and Office of Inspector General of the United States for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as long as required for resolution of issues raised by the audit. (7 *CFR*, Section 210.9[b][17]).

C. The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.

D. The USDA, Inspector General, the Comptroller of the United States, and the CDE, or any of their duly authorized representatives must have the right of access to any documents, papers, or other records of the FSMC and the SFA which are pertinent to the federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the FSMC and SFA's personnel for the purpose of interview and discussion related to such documents. (2 *CFR*, Section 200.337[a]).

E. The distributing agency/CDE, recipient agency/SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for management and use of USDA Foods. (7 *CFR*, Section 250.53[a][10]).

X. Monitoring and Compliance

A. The FSMC shall monitor the food service operation of the SFA through periodic on-site visits in order to develop recommendations for improvement of the food service program.

B. The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.

C. The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with 7 *CFR, Sec*tion 210.8(a). At a minimum, these internal controls shall include all the following:

- An on-site review of the lunch counting and claiming system and readily observable general areas of review required under 7 *CFR* Section 210.18(h) employed by each school within the jurisdiction of the SFA.
- Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
- A system for following up on lunch counts that suggest the likelihood of lunch counting problems

XI. Equipment, Facilities, Inventory, and Storage

A. The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA’s premises.

B. The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA’s premises within 10 days of its placement on the SFA’s premises.

C. The SFA shall have access, with or without notice, to all the SFA's facilities used by the FSMC for purposes of inspection and audit.

D. Ownership of the beginning inventory of food and supplies shall remain with the SFA.

E. Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

XII. Certifications

A. The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR,* parts 200 and 400, and 7 *CFR*, parts 210, 215, 220, 245, 250, and USDA FNS instructions and policy, *EC*, and California laws and regulations, where applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.

B. The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations, and statutes.

C. The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued.

For contracts in excess of $150,000, the SFA and FSMC shall comply with the Clean Air Act (42 U.S.C. sections 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. Section 1251) as amended. (Appendix II to 2 *CFR*, Part 200, Section G)

D. Debarment and Suspension

The parties shall not enter into contracts with parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Nonprocurement programs (Executive Orders 12549 and 12689 and 2 *CFR*, Part 200, Appendix II, Section H).

E. Lobbying

The Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Part 418) must accompany each subsequent four (4) additional one-year renewals. Contract renewals that do not include

this certification will not be accepted for consideration. (Appendix II to 2 *CFR* Part 200[I], Byrd Anti-Lobbying [31 U.S.C Section 1352]).

XIII. Insurance

The parties shall maintain the following insurances:

A. Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars ($1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

B. Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Comprehensive or Commercial General Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than five million dollars ($5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Broad Form Property Damage Liability on the FSMC-owned property, Blanket Contractual Liability, and Products Liability, covering only the operations and activities of the FSMC under the Contract and, upon request, shall provide the SFA with a certificate evidencing such policies. The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

C. Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

XIV. Termination

Either party may cancel for cause with a 60-day notification if either party breaches a provision of this Contract. (7 *CFR*, sections 210.16[d] and 250.12[f][9]) The nonbreaching party shall give the other party notice of such

cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period. This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.340[a][3]). The Contract may also be terminated, in whole or in part, by the FSMC upon written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety (2 *CFR*, Section 200.340[a][4]). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

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Exhibit A

Scope of Work

1. Overview of Palisades Charter High School Food Service Program

A. Scale. Palisades Charter High School has one (1) site and serves approximately 3,000 students. The SFA employs one (1) person who provides food service support to approximately 3,000 children at one (1) school, with two (2) feeding sites. The dedicated cafeteria employee is expected to work with the FMSC personnel to serve all students. The food service prepares approximately 147,000 meals annually.

B. Financial Goals. The SFA expects the FSMC to maintain all food costs and meal ordering, while keeping waste to a minimum. The SFA values high-quality products and meals prepared from scratch yet acknowledges there must be minimal waste and cost-effectiveness.

C. Management Goals. The SFA expects the FSMC to manage the overall meal program and provide support to the SFA. All required paperwork should be maintained on site and readily available. Records should be organized by month and contain daily production records, temperature logs, menus and all CN labels and recipes. All staff should be properly trained and meet all training requirements. The FSCM shall submit documentation prior to the first day of service that all staff have met training requirements. The FSCM would also help in improving nutritional awareness and offering strategies to increase participation.

D. Food Service Office and Staff. The food service office is located at 15777 Bowdoin St. Pacific Palisades, CA. 90272. The number of food service staff is one (1).

E. National School Lunch Program and School Breakfast Program.

Participation:

PROGRAM	GRADES	MAX ENROLLMENT*	AVERAGE DAILY PARTICIPATION	FULL PAY*	FREE*	REDUCED*
National School Lunch (NSLP)	9-12	3000	800	1999	370	183
School Breakfast Program (SBP)	9-12	3000	400	199	370	183

2. Description of FSMC Responsibilities

General: Under the direction of the SFA's Food Service Director/Chief Business Officer, the FSMC selected pursuant to this RFP will provide the following: overall effective and efficient management of the food service procurement, preparation, distribution and tracking. This will fulfill the responsibilities described, in section one (1) above. In addition, the FSMC will employ qualified professionals to purchase, prepare and serve meals. This includes meal ordering, counting, distribution and nutrition outreach. Responsibilities of the FSMC shall include:

A. Purchasing of Supplies for the Food Service Program

Recommend (or be responsible for) purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program**.**

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation**.**

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with applicable statutes and regulations**.**

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC**.**

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

B. Facility or Site Operations

The FSMC shall recommend:

- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities

- Hours and number of positions at each site to meet food service operational needs

C. Menus

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval. (7 *CFR* 210.16[b][1]). Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program**.**

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities.

D. Quality Control

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

E. Staff

Recommend management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of consistent top quality and held in positive regard by students, staff, and the public.

Recommend or establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional and health certifications, and consistent quality control both in production and service.

F. Records

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA.

G. Education

Recommend actions or events to promote the nutrition education aspects of the food service program and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and the school board, upon request.

H. Reports

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be submitted to the SFA contact by the FSMC consultant/representative on or before the 7th of each month (7 *CFR,* 210.16[c][1]).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs.

I. Point of Service

Provide and/or implement an accurate point of service meal and milk count; such meal and milk counting system must eliminate the potential for the overt identification of free and reduced-price eligible students under 7 *CFR,* Section 245.8.

3. Specific FSMC Tasks

- Develop menus and menu production records for SFA approval.
- Market the food service programs in alignment with USDA and CDE regulations and requirements.
- Prepare claims for SFA approval and submission.
- Food and order management
- Provide FSMC staff with program guidance and training.
- Provide catering services for campus events, meetings and workshops/seminars, as needed. These events are not claimed meals and are strictly paid from general funds.
- Work with administration to establish an adult meal program

Exhibit B

Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR*, Part 200.

All costs are based on the average daily participation of 1400 students in the district and 175 number of school days.

Cost per Meal

Note: Prices must **not** include values for USDA Foods,
and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	70,000	$	$
Lunch	140,000	$	$
Non-reimbursable Meals	4,350	$	$
TOTAL	214,350	$	$

***Units to be provided by SFA**

Coversheet

PCHS-LAUSD Single Occupancy Agreement (SOA)

Section: III. Operations and Facilities
Item: D. PCHS-LAUSD Single Occupancy Agreement (SOA)
Purpose: FYI
Submitted by:
Related Material: Status of LAUSD Sole Occupant Agreement (SOA) 10_20_2026.pdf
Palisades-Addendum to SOA 10_08_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Board of Trustees Briefing
Status of LAUSD Sole Occupant Agreement (SOA)
Date: October 20, 2026
Prepared by: Rafael Negroe
Subject: Key concerns, operational responsibilities, and outstanding issues

Background

Palisades Charter High School (PCHS) is currently operating at the LAUSD-owned campus without a fully executed Sole Occupant Agreement (SOA). LAUSD has indicated that the agreement must be executed by November 1, 2026.

Over the past several months, PCHS and LAUSD have been working through revisions with legal counsel. The proposed agreement contains significant provisions affecting the school's operational responsibilities, financial exposure, and use of the campus.

The most recent addendum provided by LAUSD was prepared for Granada Hills Charter and contains incorrect school-specific information. Although LAUSD has indicated that the same form will be used for PCHS, the document must be corrected and reviewed before execution.
Major Concerns and Outstanding Issues

1. Property Insurance

LAUSD has directed PCHS to obtain its own property insurance, rather than participate in LAUSD's Property Insurance Program. The proposed addendum removes the option to participate. The final PCHS agreement must accurately reflect this arrangement and clearly identify the required insurance coverage. However, as of 10/15/26 LAUSD offered the opportunity to participate in their property insurance program, no cost was provided.

2. Maintenance, Repairs, and Deferred Maintenance

The proposed language places substantial responsibility and expense on PCHS for routine maintenance, repairs, and deferred maintenance. LAUSD's responsibility for certain major repairs and compliance-related work is limited, and funding for deferred maintenance is not guaranteed.
The agreement needs to clearly define the division of responsibility for major building systems, significant repairs, capital replacement, and costs associated with maintaining the campus.

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3. Equipment and Assets

The agreement generally presumes that furnishings and equipment located on campus belong to LAUSD unless PCHS can document ownership. It also limits LAUSD's obligation to repair, replace, or provide equipment.
Clear documentation of school-owned assets and clarification of responsibilities for equipment repair, replacement, and disposal are important to protect PCHS's operational and financial interests.

4. Charter Renewal and Agreement Term

The proposed addendum ties the SOA term to the school's valid charter petition authorized by LAUSD. The agreement is not automatically renewed and includes advance written notice requirements for renewal.

The implications of a delayed charter renewal, a delayed SOA renewal, or a failure to renew must be clearly understood.

5. Civic Center Permits and Filming

The proposed language could affect PCHS's existing facility-use and filming policies, permit administration, fees, revenue distribution, and approval processes. If the parties cannot resolve conflicts between their respective policies, the agreement provides for LAUSD policies or programs to apply in specified circumstances.

These provisions require review to understand their practical and financial impact on current school operations.

6. Facility Improvements and Project Approvals

The agreement requires LAUSD review and, in applicable circumstances, prior written approval for alterations and facility projects. Additional requirements may include plan reviews, permits, inspections, oversight, and associated fees.

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These requirements could affect project timelines, costs, and PCHS's ability to complete improvements efficiently. This process is currently in place under the “current” / Previous SOA

7. Accuracy and Finalization of the Agreement

Multiple versions have circulated during negotiations, with inconsistencies and information carried over from other schools. The current document is not yet a finalized PCHS-specific agreement. All school-specific information, insurance provisions, and referenced exhibits must be verified in the final version.

Current Status and Next Steps

PCHS legal counsel, Sarah Kollman, has been working with LAUSD counsel to review and negotiate the proposed agreement. Given the November 1 deadline and the potential operational and financial implications, legal counsel has agreed to present to the Board of Trustees via Zoom.

The presentation will provide an opportunity to explain the significant provisions, identify outstanding concerns, and clarify the issues that require resolution before the agreement is executed.

The immediate priorities are to:

- Confirm the final PCHS-specific agreement and all applicable exhibits.
- Clarify the allocation of maintenance, repair, deferred maintenance, and equipment responsibilities.
- Confirm the insurance requirements and related financial obligations.
- Understand the implications of the term, charter renewal, facility-use, filming, and project-approval provisions.
- Identify outstanding items requiring further negotiation before execution.

For the Board of Trustees’ Consideration

ADDENDUM
To
SOLE OCCUPANT AGREEMENT

This ADDENDUM is incorporated into and made a part thereof the Sole Occupant Agreement (collectively referred to as the "Agreement") by and between **LOS ANGELES UNIFIED SCHOOL DISTRICT**, a school district duly formed and existing under the laws of the State of California ("**LAUSD**" or the "**District**") and **GRANADA HILLS CHARTER**, a California non- profit public benefit corporation ("**CHARTER SCHOOL**"). (LAUSD and CHARTER SCHOOL are sometimes collectively referred to as "**PARTIES**").

RECITALS

A. CHARTER SCHOOL converted to independent charter school status on July 1, 2003, and has remained in occupancy of the Premises. CHARTER SCHOOL's most recent charter petition was scheduled to expire June 30, 2023.

B. Due to the COVID pandemic, AB 130 and SB 114 legislatively extended the term of charter petitions but did not apply to other related instruments. AB 130 and SB 114 result in CHARTER SCHOOL's Charter Petition extending for two (2) years, and an additional one (1) year, respectively, and will expire on June 30, 2026. AB 130 and SB 114 did not apply to contracts for the use of school district property.

C. CHARTER SCHOOL previously executed that certain Sole Occupant Agreement executed on December 13, 2012, which was extended by that certain Amendment dated September 14, 2018 (the "2018 Addendum") (collectively referred to as the "2012 SOA") and said 2012 SOA expired on June 30, 2023.

D. The 2018 Addendum clarified the language "Consistent with the term of the Charter Petition for CHARTER SCHOOL" as contained in the 2012 SOA does not automatically extend the Term with the Charter Petition, and the SOA provides CHARTER SCHOOL must request an extension and CHARTER SCHOOL and LAUSD must mutually agree on such extension of Term." The 2018 Addendum also clarified that the request for an extension must be delivered to LAUSD's Facilities Services Division.

E. Due to this unique one-time circumstance of legislative extension of the Charter Petition and the expiration of the 2012 SOA, the Parties have agreed to enter into the Agreement, which Agreement shall have a term consistent with the extended term of the Charter Petition.

F. LAUSD and CHARTER SCHOOL executed the Agreement simultaneously with this ADDENDUM for CHARTER SCHOOL's occupancy of the Premises.

NOW, THEREFORE, for good consideration had and received and the terms and conditions stated in the Agreement and this ADDENDUM, LAUSD and CHARTER SCHOOL

Addendum to SOA

hereby agree as follows:

1. Incorporation of Recitals. CHARTER SCHOOL and LAUSD agree that the recitals above are true and accurate and are hereby incorporated into this ADDENDUM.

2. Good Standing of CHARTER SCHOOL. CHARTER SCHOOL hereby represents and warrants that as of the date of this ADDENDUM, CHARTER SCHOOL is and shall remain a validly formed non-profit corporation in the State of California or legally authorized to conduct business in the State of California and operates a public charter school with a charter petition authorized by LAUSD. CHARTER SCHOOL shall provide evidence of its legal status and good standing upon request of LAUSD.

3. Section 1.1(c). "Deferred Maintenance" shall be deleted and replaced in its entirety with the following:

"Deferred Maintenance" shall mean facilities repair or replacement projects as described in Ed. Code section 17582(a). Those projects include, but are not limited to, work necessary to restore or replace deteriorated or damaged building systems such as plumbing, heating, air conditioning, electrical, roofing, flooring, and wall systems, the exterior and interior painting of school buildings, asphalt paving, the inspection, sampling and analysis of building materials to determine the presence of asbestos-containing materials, the encapsulation or removal of asbestos-containing materials, the inspection, identification, sampling, and analysis of building materials to determine the presence of lead-containing materials, the control, management, and removal of lead-containing materials, or such other items as may be approved by LAUSD's Board of Education, to such condition that the school buildings may be effectively utilized for their designated purposes.

4. Section 1.1(j) "Revenue of Charter School". Section 1.1(j) of the Agreement defines the "Revenue of Charter School" and "Revenue of Charter School Account" as the general-purpose entitlement and categorical block grant as defined in Ed. Code section 47632(a) and (b). However, categorical block grant was valid through 2008-2009 and general-purpose entitlement was valid through 2012-2013. Although valid at the time of the negotiation of the Agreement, these terms are no longer valid. Section 1.1(j) shall be amended as follows:

The term "Revenue of Charter School" and "Revenue of Charter School Account" shall mean the Local Control Formula Funding ("LCFF"), as such may be amended in the future, and regardless of name or Ed. Code section cite shall mean the funds allocated to the charter school that is not earmarked or restricted for a specific purpose by the Federal, State or granting agency.

5. Term. The term shall begin upon the full execution of the Agreement and this ADDENDUM (collectively referred to as the "Agreement") and shall expire on June 30, 2027 ("Expiration Date"). Notwithstanding any provision, the Agreement may terminate prior to the Expiration Date pursuant to the terms and conditions set forth in the Agreement. The Agreement shall not extend beyond the term of a valid charter petition authorized by LAUSD for any reason and the Agreement, does not automatically renew. CHARTER SCHOOL shall notify in writing LAUSD Facilities Services Division and Facilities Legal Team a minimum of six (6) months

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prior to the Expiration Date defined above and no earlier than two (2) years prior to the Expiration Date, of its desire to renew the Agreement and LAUSD shall consider the request and shall notify CHARTER SCHOOL whether the Agreement will renew with any terms or conditions are to be amended or modified.

In the event the charter petition for CHARTER SCHOOL is not renewed by LAUSD and is renewed by the Los Angeles County Office of Education ("LACOE") or the State Board of Education ("SBE"), CHARTER SCHOOL and LAUSD agree that CHARTER SCHOOL shall submit a Prop. 39 facilities request at the next submittal period if it desires to occupy LAUSD property (including the Premises). CHARTER SCHOOL shall move into Prop. 39 because this Agreement is intended for charter school authorized by LAUSD based on the idea of a collaborative relationship. To minimize disruption to students and subject to submitting a Prop. 39 facilities request in the next submittal period, CHARTER SCHOOL and LAUSD agree to execute an instrument extending the term of this Agreement for the school year in which renewal was approved by LACOE or SBE and, if necessary due to timing, the next school year but in no event shall this Agreement exist beyond a maximum of two (2) school years.

As an example, renewal of the charter petition occurs October 1, 2026 by LACOE or SBE and CHARTER SCHOOL shall submit a Prop. 39 facilities request on or before November 1, 2026. CHARTER SCHOOL and LAUSD shall execute an extension of term for this Agreement for the 2026-2027 school year.

As an additional example, renewal of the charter petition occurs November 15, 2026 by LACOE or SBE. CHARTER SCHOOL and LAUSD shall execute an extension of term for this Agreement for the 2026-2027 school year and 2027-2028 school year subject to a condition subsequent that CHARTER SCHOOL submits a Prop. 39 facilities request on or before November 1, 2027.

6. Section 3.3 Furnishings and Equipment. Section 3.3 in the Agreement provides that upgrades to telephone and computer would be provided by LAUSD as it provides to the comparison LAUSD schools. This requires furnishings and equipment costs to be included in Pro Rata Share. Sole occupant charter schools do not necessarily pay Pro Rata Share and sole occupant charter schools have stated they prefer to purchase the furnishings and equipment it deems appropriate for its program and do not want such costs included in the Pro Rata Share. As such, Section 3.3 shall be deleted and replaced in its entirety with the following:

The former LAUSD operated school known as PACOIMA ELEMENTARY SCHOOL converted to an independent charter school now known as CHARTER SCHOOL and remains in occupancy, and CHARTER SCHOOL retained possession of the LAUSD F&E previously used by the LAUSD school, including communications and computer equipment, located therein and such LAUSD F&E is presumed to have been equivalent to those furnishings and equipment provided in the comparison group of school in accordance with Regs. Section 11969.2. The LAUSD F&E shall be used by CHARTER SCHOOL in connection with its educational program at the Premises. The LAUSD F&E shall remain the property of LAUSD.

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All furnishings and equipment located at the Premises shall be presumed to be the property of LAUSD unless CHARTER SCHOOL has an inventory of the furnishings and equipment that it has purchased or brought to the Premises, or CHARTER SCHOOL or LAUSD can establish that LAUSD did not purchase said furnishings and/or equipment. CHARTER SCHOOL Owned Property shall be properly inventoried or otherwise supported by back-up documentation, such as receipts of purchase or other reasonable form of documentation. CHARTER SCHOOL agrees LAUSD shall have no obligation to replace, repair or provide any additional furnishings and equipment, including communication and computer equipment, during the Term of this Agreement because CHARTER SCHOOL is not paying its proportionate share to LAUSD for the replacement or provision of furnishings and equipment.

To the extent LAUSD F&E becomes obsolete or damaged beyond reasonable repair after the date of this Addendum CHARTER SCHOOL shall notify LAUSD of each obsolete or damaged LAUSD F&E and CHARTER SCHOOL, at its sole cost and expense, shall deliver the obsolete or damaged LAUSD F&E to the facility designated by LAUSD.

7. Section 3.3(a) Telecommunications. Section 3.3(a) shall be deleted and replaced in its entirety with the following:

(a) Telecommunications. The Premises are wired for telephone and computer data connectivity. CHARTER SCHOOL shall be responsible for providing all equipment and services for said communications and computer equipment as it deems appropriate for its school operations. Any telecommunications alterations or improvements to the Premises, including infrastructure, shall require the review and approval of LAUSD prior to the commencement of any work.

8. Section 3.6 Compliance with Applicable Laws. Section 3.6 shall be deleted and replaced in its entirety with the following:

LAUSD, in its reasonable knowledge, is not aware of any defect in or condition of the Premises that would prevent the use of the Premises by CHARTER SCHOOL as a public school. LAUSD has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Premises that call into question the appropriateness or sufficiency of the Campus for use as a public-school facility. LAUSD discloses that as of the date when CHARTER SCHOOL took occupancy, the Premises may not have complied with statutes, ordinances, regulations, orders, or holdings that were subsequently enacted or issued after the construction of the Premises such as, but not limited to, the Federal Americans with Disability Act ("ADA") and other disabled access requirements, and CHARTER SCHOOL may have to address such to continue to operate. Any notice of non-compliance known to LAUSD, as of the date of LAUSD's execution of the Agreement, pertaining specifically to the Premises is described in Exhibit F. Thereafter, CHARTER SCHOOL and LAUSD shall notify the other party upon receipt or knowledge of any non-compliance with Applicable Laws. Notwithstanding anything herein to the contrary, CHARTER SCHOOL, at its sole cost and expense, shall be responsible for its use and operations on the Premises complying with all Applicable Laws and LAUSD rules, requirements, standards, and policies (collectively referred to as "LAUSD policies").

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(a) Availability of Bond Funds or Other Funds. CHARTER SCHOOL previously occupied and remained in occupancy of the Premises as an independent charter school and separate legal entity from the commencement date of its original charter petition. Since the commencement date of its original charter petition CHARTER SCHOOL has received all public funds for the students enrolled in its charter school and such other monies or funds that CHARTER SCHOOL may have qualified for or received from the Federal government, charitable foundations, donations, and other sources. During that time period CHARTER SCHOOL had and continues to have the opportunity to reserve funds for the maintenance, repair, replacement, alteration, or other modification of the Premises. LAUSD shall no longer be responsible for the compliance of the Premises with Applicable Laws and LAUSD policies, and LAUSD shall not be required to effectuate any maintenance repair, replacement, alteration, or other modification to bring the Premises into compliance with Applicable Laws except where caused by LAUSD's gross negligence or willful misconduct. To the extent LAUSD has bond funds, the Premises may be considered at LAUSD's sole discretion for critical repair, improvement, modernization, or corrective work as if the Premises remained an LAUSD operated school campus.

9. Section 4.1 Use. The following new subsection shall be added as Section 4.1(c):

(c) Available Space. If LAUSD believes that the CHARTER SCHOOL's then-current in-District classroom ADA results in the CHARTER SCHOOL having available space at the Premises and LAUSD wishes to use any available space for its operations or for another charter school, LAUSD may submit a request to CHARTER SCHOOL no later than November 1 of the current school year for CHARTER SCHOOL's current in-District classroom ADA and projected in-District classroom ADA for the following school year. The CHARTER SCHOOL may also submit supporting documentation demonstrating that its projections for the upcoming school year are reasonable. CHARTER SCHOOL shall determine CHARTER SCHOOL's current and projected in-District classroom ADA as of the date of its receipt of LAUSD's request and deliver such information to LAUSD no later than December 1; provided that if CHARTER SCHOOL does not provide its current and projected in-District classroom ADA on or before December 1, the in-District student ADA shall be established on information contained in the P1 or based on student enrollment information maintained by CHARTER SCHOOL and LAUSD may estimate the projected in-District classroom ADA reasonably based on available information regarding the CHARTER SCHOOL and LAUSD and CHARTER SCHOOL shall agree on the in-District student ADA and projected in-District classroom ADA on or before January 1 (of the next calendar year).

On or before February 1, LAUSD and CHARTER SCHOOL shall then calculate the number of teaching stations, and the total square footage of specialized classroom and non-teaching station space, which CHARTER SCHOOL would be entitled to for its projected in-District classroom ADA for the upcoming school year pursuant to the statutory and regulatory requirements of Prop. 39 ("Facility Allocation"); provided, that if the Parties, in good faith, cannot agree, the Parties will proceed through the dispute resolution process in CHARTER SCHOOL's charter to reasonably determine CHARTER SCHOOL's allocation of space and any

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remaining available space, in accordance with the statutory and regulatory requirements of Prop. 39.

If the CHARTER SCHOOL has access under this Agreement to more than five (5) teaching stations that are used for general education above the number of teaching stations provided in the Facility Allocation in accordance with the statutory and regulatory requirements of Prop. 39, LAUSD may place another charter school at the Premises or a LAUSD school for the upcoming school year ("Other School"); notwithstanding the foregoing, however, the placement of another charter school or an LAUSD school at the Premises may not reduce the CHARTER SCHOOL's allocation of facilities below its Facility Allocation based on the in-District student enrollment for the current school year (either the number provided by CHARTER SCHOOL or, if the CHARTER SCHOOL has not timely submitted its data by December 1, the number as estimated by LAUSD).

If the CHARTER SCHOOL has access under this Agreement to more than two (2) teaching stations above the Facility Allocation in accordance with the statutory and regulatory requirements of Prop. 39, LAUSD may use the teaching stations above the Facilities Allocation for administrative or operational (but not educational) purposes for the remainder of the following school year.

CHARTER SCHOOL shall execute an amendment to this Agreement redefining the Premises for that school year to remove the spaces allocated to the Other School. In each subsequent year, either Party may request by November 1 that the process set forth above be implemented for the following school year.

If LAUSD needs temporary use (defined as use for no more than one school year) of space on the Premises for administrative use, LAUSD may make such a request to CHARTER SCHOOL. Upon CHARTER SCHOOL's receipt of such written request, LAUSD and CHARTER SCHOOL shall negotiate and mutually agree upon the availability of space at the Premises. If LAUSD and CHARTER SCHOOL have not mutually agreed upon the availability of space at the Premises within sixty (60) days of the date of CHARTER SCHOOL's receipt of LAUSD's request, the parties may agree to extend the negotiating time period. If the parties are not able to agree, they shall proceed through the process set forth above. If LAUSD uses administrative space on a temporary basis pursuant to this paragraph, LAUSD shall pay a proportionate share of the costs for the operation and maintenance services for the Premises based on the following formula: square footage of the space LAUSD is using divided by the total square footage of the Premises.

10. Section 4.3(a) Civic Center Use. Section 4.3(a) shall be amended to add the following:

In addition to that required in the Agreement, CHARTER SCHOOL shall notify LAUSD in writing if its Civic Center Act policy, forms and/or rate schedule will conflict with LAUSD's Civic Center Act program and the PARTIES shall discuss, mutually agree upon and execute a written instrument identifying the resolution for the particular issues in conflict; provided, that if the PARTIES cannot mutually agree upon the resolution or fail to execute a written instrument,

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LAUSD's Civic Center Act policy and program shall apply to the Premises and CHARTER SCHOOL, at its sole cost and expense, shall observe and comply with the Civic Center Act and LAUSD's Civic Center Act program. CHARTER SCHOOL may request and LAUSD may, but shall not be obligated to, issue civic center permits for the use of the Premises in the same manner it does with LAUSD operated school campuses. If LAUSD agrees to handle civic center permits for the Premises, CHARTER SCHOOL shall pay LAUSD for such services.

11. Section 4.3(b) Filming. Section 4.3(b) shall be amended as follows:

(b) Filming. The term "School" as it appears in Section 4.3(b) shall be deleted because it is not a defined term and shall be replaced with the word "Premises" which is defined as the former LAUSD school campus identified in (e) of the Fundamental Provisions.

Any program for Film Work by CHARTER SCHOOL for the Premises shall be in accordance with Applicable Laws and LAUSD policies.

CHARTER SCHOOL shall provide to LAUSD a copy of its policy, forms and instruments, and rate schedule for Film Work (collectively referred to as "Film Work policy"), and thereafter provide to LAUSD any amendments or modifications to such. CHARTER SCHOOL shall notify LAUSD in writing if its Film Work policy is inconsistent with or will conflict with LAUSD's film program, and the PARTIES shall discuss, mutually agree upon and execute a written instrument identifying the resolution for the particular issues; provided, that if the PARTIES cannot mutually agree upon the resolution or fail to execute a written instrument, LAUSD may require compliance with its film program (including use of LAUSD's retained film agent) on the Premises and any fees collected by any third-party for Film Work on the Premises shall be distributed to LAUSD's film agent, CHARTER SCHOOL and LAUSD in the same manner in which LAUSD distributes such income to its LAUSD operated schools.

Notwithstanding any provision, CHARTER SCHOOL shall obtain LAUSD's prior written consent to any Film Work occurring on the Premises, which shall not be unreasonably withheld, conditioned or delayed.

The following shall replace Section 4.3(b)(iii) in its entirety:

(iii) Damage From Film Work. In the event of any damage or destruction of the Premises due to the Film Work, CHARTER SCHOOL or CHARTER SCHOOL's film broker shall pursue the collection of the cost of repair and/or replacement of the damaged or destroyed portion from the party to whom permission was granted for the Film Work and all funds received shall first be used to repair and/or replace the damaged or destroyed portion to its condition existing prior to the Film Work; provided, that such work shall be performed by LAUSD or, if LAUSD so agrees, by CHARTER SCHOOL; provided, further, that any remaining funds remaining after the repair and/or replacement work, shall be prorated between LAUSD and CHARTER SCHOOL in accordance with the then existing LAUSD policy in effect. CHARTER SCHOOL shall be responsible to pay for the cost to repair and/or replacement in the event the funds recovered by CHARTER SCHOOL or CHARTER SCHOOL's broker is insufficient.

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The following new subsection shall be added as Section 4.3(b) (viii):

(vii) Private Use Filming. The term "Private Use Filming" shall mean any videotaping or activities undertaken for that person's or legal entity's private or internal use and is not sold, licensed or otherwise utilized to generate revenue and a film permit is not required by the City of Los Angeles. The restrictions set forth herein on Film Work shall not apply to any videotaping or activities that would otherwise constitute Film Work if such are undertaken purely for CHARTER SCHOOL's internal educational purposes, for CHARTER SCHOOL's promotional or informational materials, used exclusively by CHARTER SCHOOL and is not sold or licensed to any other person or entity except for purposes of preparing CHARTER SCHOOL's promotional or informational materials, and is not offensive or defamatory of LAUSD, LAUSD's Board of Education or any LAUSD employee, agent, or consultant. Nor shall such restrictions affect the ability of parents to take private family use videos of their activities or the activities of their children, or the ability of students to engage in film or media arts projects in connection with CHARTER SCHOOL's educational instruction.

12. Section 4.3(c) Leasing; Licensing. Section 4.3(c) shall be amended to add the following:

(c) Notwithstanding, Section 4.3(b)(vii), above, if CHARTER SCHOOL issues licenses for the Premises, said holder of the license may engage in Private Use Filming; provided, that CHARTER SCHOOL shall be solely responsible if it is subsequently determined that a film permit from the City of Los Angeles was required.

13. Section 5.1 Oversight Fee. The last sentence of Section 5.1 shall be modified to read as follows:

The Oversight Fee shall be adjusted periodically during the Term of this Agreement in accordance with any changes in Applicable Laws or CHARTER SCHOOL's payment of Pro Rata Share.

14. Section 5.2 Pro Rata Share. Section 5.2 currently states that "[o]n an annual basis LAUSD shall calculate the Pro Rata Share payable by CHARTER SCHOOL and the payment schedule and deliver notice of such to CHARTER SCHOOL." Some charter schools that are the sole occupant of LAUSD property have argued that LAUSD is in default for failing to provide such annual calculation even though such charter school has elected to perform its own operation and maintenance services at its sole cost and expense and LAUSD has not elected to collect Pro Rata Share. Section 5.2 and the Agreement shall be amended to clarify that if CHARTER SCHOOL, at its sole cost and expense, performs operation and maintenance services, including deferred maintenance, in accordance with LAUSD standards and requirements, LAUSD shall not collect Pro Rata Share and CHARTER SCHOOL agrees LAUSD shall have no obligation to provide the annual calculation of Pro Rata Share. If LAUSD elects to perform operations and maintenance services, including deferred maintenance, for the Premises as allowed by this Agreement, LAUSD shall provide the annual calculation of Pro Rata Share in compliance with Education Code Section 47614 and 5 CCR Section 11969.7, and CHARTER SCHOOL shall pay

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to LAUSD the annual Pro Rata Share in 12 equal installments on or before the first day of each calendar month. If LAUSD provides deferred maintenance for the Premises pursuant to the terms of this Agreement, it may calculate the Pro Rata Share to include only those facilities costs allowed by 5 CCR Section 11969.2(h) and 11969.7.

15. Section 5.5 Disputes as to Payment. Section 5.5 shall be amended to add the following:

CHARTER SCHOOL and LAUSD agree to execute a mutually agreeable escrow agreement whereby the disputed portion of any payment(s) shall be held by escrow and shall be disbursed in accordance with the mutual agreement of the PARTIES, the dispute resolution process or by a final judgment from a court of competent jurisdiction.

16. Section 6.2(b) Non-Recurring Fee-for-Services. Section 6.2(b) shall be deleted in its entirety and replaced with the following:

(b) Non-Recurring Fee-For-Services. In addition to any recurring Fee-For-Services, if any, CHARTER SCHOOL may request in writing additional or one-time occurring M&O services. CHARTER SCHOOL and LAUSD shall mutually agree on the scope of M&O services and the fees and payment for such services in a written instrument ("Fee-For-Services Agreement"). If the non-recurring Fee-For Services requires a written estimate under the terms of the Fee-For-Services Agreement, LAUSD shall provide CHARTER SCHOOL with an estimate for the requested service(s). LAUSD shall provide CHARTER SCHOOL, within five (5) business days of LAUSD's receipt of CHARTER SCHOOL's request, with a date by which they should expect to receive the estimate. If, after receipt of the estimate, CHARTER SCHOOL wishes LAUSD to perform the service(s), LAUSD shall issue an invoice to CHARTER SCHOOL for said service(s) as agreed to in the Fee-For-Service Agreement and CHARTER SCHOOL shall pay said invoice in accordance with Section 5.4 above. CHARTER SCHOOL understands and agrees LAUSD shall provide the requested service after receipt of full payment.

17. Section 6.3 Deferred Maintenance. Section 6.3 shall be deleted in its entirety and replaced with the following:

6.3 Deferred Maintenance or Major Maintenance Repair and Replacement.

(a) No Additional State Funding for Deferred Maintenance. Currently, the State of California is not providing separate, additional funding for Deferred Maintenance and school districts are not required to establish a restricted fund for Deferred Maintenance. LAUSD discloses that there are no plans to set aside Deferred Maintenance funds for the Premises. If CHARTER SCHOOL elects to perform operation and maintenance services for the Premises, CHARTER SCHOOL, at its sole cost and expense, shall comply with the requirements of LAUSD policies for the Premises. There are no plans to address Deferred Maintenance at the Premises using LAUSD's General Fund.

(b) LAUSD Responsible to Perform Deferred Maintenance Paid With Bond Funds or Other LAUSD Funds. If LAUSD elects to allocate Bond Funds for any work, including

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Deferred Maintenance, on the Premises, LAUSD shall perform the work; provided, that if Bond Funds are not allocated, CHARTER SCHOOL, at its sole cost and expense, shall be responsible for the Deferred Maintenance for the Premises. All Deferred Maintenance by CHARTER SCHOOL shall be subject to LAUSD's prior review and approval of CHARTER SCHOOL's plans and specifications. If CHARTER SCHOOL is providing the operation and maintenance services for the Premises and subsequently wishes not to, CHARTER SCHOOL shall notify LAUSD and LAUSD shall notify CHARTER SCHOOL if it agrees to perform operation and maintenance services for the Premises, and if so, will provide CHARTER SCHOOL with a date when LAUSD will assume the performance of operation and maintenance services for the Premises; provided, that LAUSD shall provide the Pro Rata Share calculation calculated in compliance with 5 CCR Section 11969.7 and CHARTER SCHOOL shall pay on or before such date CHARTER SCHOOL's Pro Rata Share (prorated based on a 30 day month if such performance does not begin on the first day of the applicable month) and thereafter pay its Pro Rata Share on or before the first day of each calendar month thereafter. LAUSD and CHARTER SCHOOL will also enter into a separate agreement identifying the maintenance and operations services to be provided by LAUSD. Until LAUSD provides operation and maintenance services, CHARTER SCHOOL, at its sole cost and expense, shall perform the operation and maintenance services for the Premises in accordance with LAUSD policies. LAUSD shall provide such services in accordance with LAUSD policies and subject to CHARTER SCHOOL paying its Pro Rata Share. CHARTER SCHOOL shall have the ability to again elect to perform the operation and maintenance services for the Premises once LAUSD performs operations and maintenance services for the Premises, by providing the District with a minimum of nine (9) months written notice, and the CHARTER SCHOOL shall not be required to pay the line items per s.f. costs in the Pro Rata Share for the facilities costs related to the operation and maintenance services that it re-commences performing for the Premises.

(i) Bond Funds. LAUSD discloses that for the past several years, some Deferred Maintenance for LAUSD schools have been provided through the use of local or state bond funds ("Bond Funds") if such work qualified as expenses that can be paid with Bond Funds.

(ii) LAUSD Funds. If statutory requirements change and LAUSD is required to implement a program for Deferred Maintenance, LAUSD shall comply with the law, CHARTER SCHOOL shall pay its proportionate share as set forth in Section 47614(b) of the Ed. Code and Title 5 of the California Code of Regulations, Section 11969.7, LAUSD shall be responsible to perform Deferred Maintenance on the Premises in accordance with LAUSD policies, and the Parties shall enter into an agreement for such Deferred Maintenance. Notwithstanding, LAUSD may, but shall not be required to, implement a District wide program for Deferred Maintenance involving general funds and the Premises shall not be included because CHARTER SCHOOL is not contributing its funds to LAUSD in the same manner that general funds arising from LAUSD operated schools are being used for Deferred Maintenance.

CHARTER SCHOOL, at its sole cost and expense, is responsible to operate and maintain the Premises in a good, safe and sanitary condition which includes routine repair and general maintenance and Deferred Maintenance except as set forth herein. Any routine repair and general maintenance and/or Deferred Maintenance that constitutes an addition,

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alteration, replacement or improvement shall be subject to LAUSD's prior review and approval in accordance with Article 8.

(iii) LAUSD Deferred Maintenance Plan or Routine Restricted Maintenance Plan. As of the date of the Agreement, LAUSD maintains a "Routine Restricted Maintenance Plan" based on LAUSD's assessment of the condition of the LAUSD owned facilities on the Premises. CHARTER SCHOOL may request copies of the Routine Restricted Maintenance Plan for the LAUSD owned facilities on the Premises from LAUSD's Facilities Services Division.

(iv) Inspection. LAUSD shall have the right to inspect the Premises for matters involving the facilities such as, but not limited to, assessment of the condition of the facilities, identify Deferred Maintenance, and/or recommended work for the Premises.

(v) Facilities Condition. LAUSD discloses that the priority of Deferred Maintenance is determined based upon several factors, including, but not limited to, a rating assigned to the condition of the LAUSD owned facilities on the Premises ("Facilities Condition Index"). CHARTER SCHOOL shall be informed of the Facilities Condition Index for the Premises as prepared with Bond Funds and consulted on the priority of work and/or services to be paid for with Bond Funds. If CHARTER SCHOOL has elected to perform operation and maintenance services for the Premises, CHARTER SCHOOL shall deliver to LAUSD its plan for Deferred Maintenance within thirty (30) days of LAUSD's request.

(c) CHARTER SCHOOL Responsible for Deferred Maintenance Not Paid For With Bond Funds. CHARTER SCHOOL, at its sole cost and expense, shall perform the Deferred Maintenance for the Premises; provided, that LAUSD shall perform the Deferred Maintenance for the Premises if LAUSD will use Bond Funds for such work or if LAUSD is providing operation and maintenance services for the Premises and CHARTER SCHOOL is paying Pro Rata Share. Regardless of whether CHARTER SCHOOL has elected to perform operation and maintenance services for the Premises, CHARTER SCHOOL, at its sole cost and expense, shall be responsible for Deferred Maintenance for any Alterations, defined below, that CHARTER SCHOOL constructed from and after the date when CHARTER SCHOOL converted to a charter school and including those it may construct in the future. Any Deferred Maintenance shall be in accordance with Applicable Laws and LAUSD policies and LAUSD must review and approve of CHARTER SCHOOL's plans prior to the commencement of any work. Periodically throughout the Term or upon request from LAUSD, CHARTER SCHOOL shall prepare and submit to LAUSD a plan for the Deferred Maintenance to preserve and extend the useful life of the Premises in a good, safe, and sanitary condition in the same manner and to the same extent that LAUSD provides for Deferred Maintenance for its LAUSD operated facilities and would have provided for the Premises. In addition to CHARTER SCHOOL's obligation to prepare a plan, LAUSD may request CHARTER SCHOOL prepare a plan for Deferred Maintenance for the Premises and CHARTER SCHOOL shall submit such plan to LAUSD within ninety (90) days of its receipt of LAUSD's request. Pursuant to this process, LAUSD may not require the CHARTER SCHOOL to provide Deferred Maintenance to the Premises which would result in the Premises being maintained in a better condition than LAUSD provides for its operated school sites. Notwithstanding CHARTER SCHOOL's responsibility to fund and perform Deferred

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Maintenance for its Alterations, LAUSD may elect to perform the Deferred Maintenance for Alterations if the Alterations are of such nature and integration into a facility or improvement on the Premises that it is not possible or prudent for the Deferred Maintenance to be parsed between LAUSD and CHARTER SCHOOL and CHARTER SCHOOL shall compensate LAUSD for such services in accordance with LAUSD's then prevailing rate. Prior to commencing any Deferred Maintenance work (regardless of whether it was included on a prior plan for Deferred Maintenance), Deferred Maintenance performed by CHARTER SCHOOL shall require the prior review and written approval of LAUSD pursuant to Section 8 of this Agreement. LAUSD discloses that certain facilities of the Premises will not be eligible for Deferred Maintenance and LAUSD shall not be required to contribute any funds for Deferred Maintenance which CHARTER SCHOOL may undertake for those existing facilities. Notwithstanding this provision, CHARTER SCHOOL, at its sole cost and expense, shall remain responsible to operate the Premises, including those facilities which are not eligible for Deferred Maintenance , in a good, safe, and sanitary condition in compliance with all Applicable Laws and LAUSD policies as set forth herein except LAUSD may not require the CHARTER SCHOOL to provide operate the Premises in a better condition than LAUSD provides for its operated school sites.

18. Exhibit D. Exhibit D, and its reference in the Fundamental Provisions Section (m) shall be deleted from the Agreement, pursuant to the revised Section 6.3(b)(2) above.

19. [INTENTIONALLY LEFT BLANK.]

20. Section 8.1 (a). Section 8.1(a) shall be deleted and replaced in its entirety with the following:

(a) LAUSD Consent. CHARTER SCHOOL agrees that no alterations, additions or improvements ("Alterations" or "Alteration") to the Premises may occur without the prior written consent of LAUSD. Prior to the delivery or any supplies or the commencement of construction CHARTER SCHOOL shall comply with the process set forth below. CHARTER SCHOOL acknowledges that unauthorized Alterations constitutes a material violation of this Agreement. Subject to the terms of the dispute resolution provisions in Section 22.1 of this Agreement, in the event CHARTER SCHOOL undertook such unauthorized alterations, LAUSD in addition to any other rights which it may have, shall have the option to require CHARTER SCHOOL to pay to have the work redone by a contractor of LAUSD's choosing or LAUSD may elect to perform the work directly to restore the Premises, deliver an invoice to the CHARTER SCHOOL for these costs and, if the CHARTER SCHOOL does not make payment of undisputed amounts withing sixty (60) days of its receipt of LAUSD's invoice, deduct said invoiced amount from the Revenue of the Charter School Account.

CHARTER SCHOOL agrees that no Alterations may occur without the prior written consent of LAUSD, which includes, if required by LAUSD, entering into a Development Agreement with LAUSD. Prior to the delivery of any supplies or the commencement of construction CHARTER SCHOOL shall comply with the process set forth below.

21. Section 8.1(b) Compliance. Section 8.1(b) shall be amended to add the following:

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(b) CHARTER SCHOOL acknowledges and agrees that all Alterations shall comply with Applicable Laws and LAUSD standards and specifications.

22. Section 8.1(d). Section 8.1(d) shall be deleted and replaced in its entirety with the following:

(d) Permits and Approvals. CHARTER SCHOOL, at its sole cost and expense, shall be responsible for obtaining all governmental permits and approvals, including DSA approval, for the Alterations, including all plans and drawings, to the full extent necessary pursuant to Applicable Laws. LAUSD discloses that DSA does not review plans and specifications for items such as, but not limited to, compliance with local ordinances, geotechnical (environmental), grading and drainage designs, and storm water management.

LAUSD will review the aforementioned items for compliance with LAUSD standards and specifications and CHARTER SCHOOL shall pay LAUSD's actual costs for such review. Any Alteration that does not require DSA approval may require permits and/or approvals from the building enforcement agency with jurisdiction over the area in which the Premises is located. CHARTER SCHOOL shall provide LAUSD with complete copies of all such permits and approvals, if any, prior to commencing construction of the Alterations.

23. Section 8.1(k). LAUSD discloses that the California Department of Industrial Relations requires it to operate a Labor Compliance Program for LAUSD property regardless of the entity occupying or using the LAUSD property. As such, a charter school on LAUSD property may not operate its own program. Section 8.1(k) shall be deleted in its entirety and replaced with the following:

(k) Labor Compliance. If the Alterations constitute public works under the Labor Code, then all prevailing wage laws must be adhered to by CHARTER SCHOOL, and LAUSD's state-approved Labor Compliance Program (acting with delegated authority from the Labor Commissioner) will enforce the applicable statutes, laws, and regulations governing the payment of prevailing wages. Prior to the delivery of any materials and supplies or commencement of work on the Premises, CHARTER SCHOOL and LAUSD shall negotiate and enter into a Memorandum of Understanding for LAUSD's Labor Compliance Program and cause all parties entering into a contract with CHARTER SCHOOL for the design, preconstruction, demolition, and/or construction of the Alterations to pay prevailing wages and adhere to the Labor Compliance Program requirements. CHARTER SCHOOL agrees to be subject to and bound by the Labor Compliance Program operated by LAUSD. CHARTER SCHOOL shall pay all costs incurred by LAUSD's Labor Compliance Program to monitor and enforce prevailing wages for the Alterations. Such costs shall be separate from any wage and penalty assessment issued by LAUSD's Labor Compliance Program to CHARTER SCHOOL or any of CHARTER SCHOOL's contractors or subcontractors for violations of the Labor Code or any other Applicable Laws.

24. Section 8.2 Process. Section 8.2 shall be deleted and replaced in its entirety with the following:

Addendum to SOA

8.2 Process. CHARTER SCHOOL shall comply with the following general review and approval process for any proposed Alterations:

(a) Project Scope. CHARTER SCHOOL shall submit to LAUSD a description of the scope of the proposed Alterations and a fee determined by LAUSD (payable by certified check) for its review of the proposed scope. The proposed scope shall contain, at a minimum, the scope and nature of the proposed Alteration, documented and submitted in the attached Charter School Alterations Request Form Pursuant to Facilities Agreements Form (Exhibit G), the estimated timeline for construction, which shall include the timeline for any investigations required (i.e. environmental, geotechnical), the intended use of the Alteration, the estimated total cost of the Alterations, documented and submitted in the attached Project Budget Worksheet (Exhibit H), and proof of funds to pay for the proposed Alterations (collectively, the "Project Scope"). CHARTER SCHOOL acknowledges that failure to submit a complete Project Scope will automatically deem the Alteration request as rejected. Upon receipt of a complete Project Scope and fee, and within twenty (20) business days of receipt, LAUSD shall review the Project Scope and issue a written statement:

(i) Determining whether the Alterations or portions thereof require DSA review and approval;

(ii) Determining whether the Alterations or portions thereof require LAUSD review and approval, and an estimate of LAUSD's fee (payable by certified check) to review those items not requiring DSA approval;

(iii) Determining whether the Alterations or portions thereof require the review and approval of the building enforcement agency with jurisdiction over the area in which the Premises is located; or

(iv) Denying the Alterations.

LAUSD and the CHARTER SCHOOL agree that LAUSD is the owner of the Premises and as such has an interest in how the Premises are altered and the responsibilities and liabilities that may be imposed or incurred by LAUSD; and that the CHARTER SCHOOL is operating a public charter school on the Premises and has in interest in being able to alter or improve the Premises to enhance and enrich its educational program. The Parties agree to work together in good faith to review proposed Alterations. If LAUSD fails to provide any of the foregoing responses to CHARTER SCHOOL within said twenty (20) business day period, the Project Scope shall be deemed disapproved. CHARTER SCHOOL and LAUSD may agree to continue the review of the Project Scope past said twenty (20) business day period and shall negotiate in good faith to do so if either Party requests it.

(b) LAUSD Review of Plans and Specifications. All proposed Alterations require LAUSD's review and approval of the plans and specifications prior to the delivery of any materials and supplies to or the commencement of any work on the Premises. LAUSD shall provide CHARTER SCHOOL with an estimated fee for the review ("Review Fee") which shall reflect LAUSD's actual anticipated costs for the review and CHARTER SCHOOL shall remit the

Addendum to SOA

Review Fee with the plans and specifications for the proposed Alterations. The review of the Project Scope is not a review and approval of plans and specifications but the concept of the proposed Alteration request. The Parties agree to work together in good faith to review the plans and specifications for the proposed Alterations and within the timeline provided. LAUSD may also propose to the CHARTER SCHOOL approving the proposed Alterations with specific revisions.

The Premises must comply with LAUSD policies and Applicable Laws including applicable laws, rules and regulations of the County of Los Angeles and/or city in which the Premises are situated if the Alterations are of a nature that are not reviewed by the State of California Division of State Architect ("DSA").

(c) DSA Review and/or Local Agency Review. If the proposed Alterations require DSA review and approval, LAUSD as the owner of the Premises must sign the DSA form consenting to the DSA review. LAUSD will promptly sign the DSA form after it has reviewed and approved of the plans and specifications for the proposed Alterations pursuant to Section 8.2(b) above or when LAUSD believes de minimis issues remain which the parties will resolve in good faith. CHARTER SCHOOL, at its sole cost and expense, shall be responsible for obtaining DSA review and approval of the plans and specifications previously reviewed and approved by LAUSD.

If local agency review and approval are required, LAUSD as the owner of the Premises will sign the form required by the local agency indicating the owner's consent to the review.

If the Alterations do not require DSA review and approval, LAUSD shall use reasonable efforts to review the submitted plans and specifications, and request clarifications or revisions, approve with conditions, or disapprove the plans and specifications for the proposed Alterations within one hundred twenty (120) days of the submittal of the plans and specifications and the certified check paying the Review Fee referenced above. The Parties agree to work together in good faith to review the plans and specifications for the proposed Alterations and within the timeline provided. If CHARTER SCHOOL requests permission to construct an Alterations that would not comply with Applicable Laws if the Premises were operated by LAUSD, authorization if provided by LAUSD shall be subject to CHARTER SCHOOL providing assurances acceptable by LAUSD that CHARTER SCHOOL shall bear all costs and expenses from such Alterations including the demolition and removal of such Alterations in the event CHARTER SCHOOL vacates the Premises for any reason. The one hundred twenty (120) day review period referenced herein shall be extended by an equivalent number of business days that LAUSD is closed for business. As an example, and not as a limitation, LAUSD shuts down its business operations between Christmas and New Year.

(d) Submittal of Approvals and Permits Prior to Construction. CHARTER SCHOOL shall deliver to LAUSD a true and accurate copy of each approval and permit for the proposed Alterations a minimum of two (2) months before CHARTER SCHOOL desires to commence construction. This minimum time period is necessary to allow LAUSD to schedule inspections and oversight for construction and completion of construction.

Addendum to DSA

(e) Inspections and Oversight. Notwithstanding any provision contained herein, CHARTER SCHOOL agrees that the Alterations shall not be constructed, used or put into operations prior to inspection and final clearance by DSA, if applicable, and LAUSD, including OEHS, M&O and/or the building enforcement agency with jurisdiction over the area in which the Premises is located.

CHARTER SCHOOL, at its sole cost and expense, shall pay for the DSA inspector of record as assigned by LAUSD or, if unavailable, a DSA inspector selected from LAUSD's approved DSA inspectors list or, if the DSA inspector is not on LAUSD's approved list, as reasonably approved by LAUSD to inspect the Alterations during construction and after completion. The DSA inspector shall be permitted access to the Premises at all times during construction, which access shall be coordinated between the DSA inspector and CHARTER SCHOOL.

Neither LAUSD's right to make such inspections nor the making of such inspections, regardless of any assertions that such inspections amount to unauthorized supervision of construction, or the supervision of construction by the DSA Inspector, shall operate as a waiver of any rights of LAUSD to require that construction be accomplished with new materials, and executed in a good and workmanlike manner in accordance with the plans in all material respects, and Applicable Laws.

LAUSD may require specialty inspection to ensure the Alterations are being constructed in accordance with the approved plans and specifications and LAUSD policies. Specialty inspection may include, but shall not be limited to, inspection for geotechnical or Americans with Disability Act access.

CHARTER SCHOOL acknowledges that LAUSD shall provide oversight throughout the design development, construction and close-out of the Alterations. CHARTER SCHOOL shall be responsible for payment of LAUSD actual oversight fees which may include, but not be limited to, fees for OEHS, ITD and/or M&O ("Alteration Oversight Fees"). An estimate of the Alteration Oversight Fees will be provided to CHARTER SCHOOL upon approval of the plans and specifications by LAUSD.

(f) Close-Out. Within thirty (30) business days after completion of construction of any Alterations, CHARTER SCHOOL, at its sole cost and expense, shall, if applicable, cause a Notice of Completion to be recorded in the office of the Recorder of Los Angeles County in accordance with section 3093 of the Civil Code, or any successor statute, and shall furnish a copy thereof to LAUSD upon such recordation. At the conclusion of construction of Alterations, CHARTER SCHOOL, at its sole cost and expense, shall:

(i) cause the contractor that built the Alterations to (A) update all construction documents related to the Alterations as necessary to reflect all changes made to the construction documents during the course of construction, (B) forward the "record-set" to CHARTER SCHOOL's architect of record who will prepare a final set of "as-built" drawings, and (C) deliver to LAUSD one (1) set of record-set of drawings (which shall be the DSA

Addendum to SOA

approved transparencies which the architect of record has recorded all of the as-built conditions and each sheet shall have the DSA application number and stamped "As-Built") and one (1) CD containing said record-set of drawings in Auto-CAD format, within ninety (90) days following substantial completion of the Alterations; and

(ii) CHARTER SCHOOL shall maintain a copy of all warranties, guaranties, and operating manuals and information relating to the Alterations and deliver a copy of the same to LAUSD.

25. Conflict; Electronic Signature. In the event of any conflict between the terms of this Addendum and the Agreement, this Addendum shall supersede and take priority. Except as set forth herein, all other terms and conditions of the Agreement continue to apply to the Parties and remain in full force and effect. Any executed copies of this Addendum and all related documents may be executed and delivered by mail or email transmission. The recipient of said transmission shall consider such delivery to constitute delivery of the originally executed document. Each party represents and warrants that any document which they deliver by email transmission shall be a true and correct copy of the original document. Each party hereby agrees that, when delivery of a document is effectuated by an email transmission, the transmitting party's signature to such a document shall be fully binding upon the transmitting party with the same force and effect as if the original document had been personally delivered. The Parties also agree that notice sent by email shall be considered written notice.

26. Unique Elements. The following site specific and unique elements apply to the Premises.

(a) The Former Temescal Canyon Continuation School. The former Palisades Senior High School was previously leased to CHARTER SCHOOL and said lease expired. The former Temescal Canyon Continuation School was destroyed in the 2025 Palisades Fire. Ecological conditions were discovered at the former Temescal Canyon Continuation School site and LAUSD discloses said real property will not be allowed to be used due to ecological conditions it is monitoring. CHARTER SCHOOL shall not use the former Temescal Canyon Continuation School site, make any repairs or improvements to it, or undertake any activity on its Premises that may affect the former Temescal Canyon Continuation School site. CHARTER SCHOOL, at its sole cost and expense, shall be responsible and liable for any damage to or destruction of the former Temescal Canyon Continuation School site arising directly or indirectly from its use and operations on the Premises.

(b) Aquatic Center. Prior to the 2025 Palisades Fire, CHARTER SCHOOL constructed an aquatic facility including the swimming pool and infrastructure supporting the aquatic facility. The aquatic facility remains the separate property of CHARTER SCHOOL and CHARTER SCHOOL, at its sole cost and expense, remains solely responsible and liable for the aquatic facility.

(c) Synthetic Turf. CHARTER SCHOOL previously replaced the turf field with synthetic turf at the athletic stadium. The 2025 Palisades Fire damaged and partially destroyed the athletic stadium. LAUSD is repairing and reconstructing the athletic stadium.

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CHARTER SCHOOL elected to replace the synthetic turf at its sole cost and expense and completed such construction in 2026. CHARTER SCHOOL, at its sole cost and expense, shall be solely responsible and liable for the synthetic turf at the athletic stadium including safety tests and any future repairs, replacements and improvements.

For Section 26(a), (b) and (c), CHARTER SCHOOL agrees to indemnify, defend and hold harmless LAUSD and its Board of Education for any claim, demand, lawsuit, loss, damage, cost, expense or liability directory or indirectly arising out of or attributable to its use, occupancy and operations on the Premises including that arising directly or indirectly from its students and invitees. This provision shall survive the expiration or earlier termination of the Agreement.

(d) New Description of the Premises. CHARTER SCHOOL and LAUSD agree to execute an amendment to the Agreement to attach a more accurate description of the Premises after completion of construction of the improvements damaged and/or destroyed in the 2025 Palisades Fire. CHARTER SCHOOL and LAUSD agree that the Premises shall include the real property defined by LAUSD and, at a minimum, the improvements on the plans approved by the Division of State Architect and that infrastructure supporting said improvements until the parties mutually agree on the Premises.

27. CHARTER SCHOOL Election on Real Property Insurance. CHARTER SCHOOL acknowledges its responsibility to provide real property insurance coverage for the Premises acceptable to LAUSD and elects as follows:

(a) CHARTER SCHOOL elects to obtain and maintain separate real property insurance on the following conditions:

(i) based on the fair market value of $_____ and a certificate of insurance delivered to LAUSD within thirty (30) days of CHARTER SCHOOL's execution of the Agreement;

(ii) within one (1) year of CHARTER SCHOOL's execution of the Agreement or delivery of the Agreement to LAUSD, CHARTER SCHOOL shall obtain an appraisal for the Premises prepared by an appraiser mutually acceptable to CHARTER SCHOOL and LAUSD; and

(iii) obtain and maintain real property insurance coverage acceptable to LAUSD based on the appraisal and deliver to LAUSD a certificate of insurance on or before the anniversary date of CHARTER SCHOOL's execution of the Agreement or delivery of the Agreement to LAUSD.

CHARTER SCHOOL's election of this option is evidenced by its initials placed here _____;

OR

Addendum to SOA

(b) CHARTER SCHOOL elects to participate in LAUSD's real property insurance program which is estimated to cost $_____ for _____ school year. CHARTER SCHOOL may elect to pay said amount in equal monthly payments on the first day of each calendar month. The installment payments shall not bear interest if the payments are made timely to LAUSD and the annual amount is paid in full prior to July 1st of each calendar year; provided that any remaining balance due and owing on July 1st of each calendar year shall bear interest at the commercial loan rate set by the largest bank doing business in Los Angeles as of said July 1st and LAUSD may, but shall not have the obligation, to pursue the collection of the outstanding balance as allowed under this Agreement or such remedy available at law.

CHARTER SCHOOL's election of this option is evidenced by its initials placed here _____.

[Continued on the next page.]

Addendum to SOA

IN WITNESS WHEREOF, the Parties hereto have executed this instrument as of the date set forth adjacent to their respective signatures.

CHARTER SCHOOL

GRANADA HILLS CHARTER,
a California non-profit public benefit corporation

Dated: _____

By: _____
Name:

LAUSD or District

LOS ANGELES UNIFIED SCHOOL DISTRICT,
a school district duly formed and existing under the laws of the State of California

Dated: _____

By: _____
Name:

Addendum to SOA

EXHIBIT A-1

INSURANCE REQUIREMENTS

Addendum to SOA

Coversheet

Fiscal Policy Revision

Section: IV. Finance
Item: A. Fiscal Policy Revision
Purpose: Vote
Submitted by:
Related Material: PCHS_2026_Fiscal_Policies_Procedures_DRAFT_10_20_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

FISCAL POLICIES AND PROCEDURES

Working Draft - Not Board Approved
October 20, 2026

Document Status and Review Notes

This Draft is intended to function as a near-final policy document for Budget & Finance Committee, and Board review. Board-level policy establishes authority, required controls, thresholds, oversight, and accountability.

- Administrative procedures may implement these policies in greater operational detail without contradicting Board policy.
- Charter Impact is the current Back-Office Services Provider. The policy uses the generic term so the handbook remains usable if providers change.
- Associated Student Body (ASB) funds will be governed by a separate PCHS ASB fiscal policy/procedures manual.

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1. Purpose, Scope and Governing Principles

The Governing Board of Palisades Charter High School (PCHS), a California nonprofit public benefit corporation operating a public charter school, adopts these Fiscal Policies and Procedures to safeguard public funds; promote fiscal accountability, transparency and accuracy; establish clear authority; support compliance with applicable law, the PCHS charter, grant requirements and authorizer expectations; and maintain effective internal controls.

- The Board retains final authority over PCHS fiscal matters.
- Financial duties shall be segregated so that no individual has incompatible control over authorization, custody, recording, disbursement, and reconciliation.
- All expenditures must have a valid public-school/business purpose, be allowable under the applicable funding source, and be supported by appropriate documentation.
- Electronic approval records in an approved PCHS system constitute written documentation when the system preserves the approver, date, amount, supporting records and audit trail.
- No employee or agent may circumvent these policies by splitting transactions, using personal funds, using a School credit card, changing payment method, or otherwise restructuring a transaction.

2. Fiscal Governance and Oversight

2.1 Governing Board

The Board shall:

- Adopt the annual budget and material budget amendments requiring Board action.
- Approve matters reserved to the Board under these policies, including qualifying contracts, unbudgeted expenditures, loans, bank accounts and authorized bank signers.
- Receive regular financial reporting, including check registers and other reports presented by administration.
- Select or oversee selection of the independent auditor and approve the final annual audit.
- Require timely corrective action for audit findings, oversight concerns and material internal-control deficiencies.

2.2 Budget & Finance Committee

The Budget & Finance Committee serves as the Board's fiscal review and advisory committee. It reviews monthly financial information and may approve such recurring financial statements to the extent authorized by Board practice. For contracts, unbudgeted expenditures, policy changes and other matters reserved to the Board, the Committee reviews the matter and makes a recommendation; the Board retains final approval authority.

2.3 Executive Director

The Executive Director (ED) is the senior PCHS administrator responsible for fiscal administration under Board policy, including high-level authorization, budget oversight, escalation of material fiscal issues, approval of bank reconciliations, and execution of contracts within delegated authority.

2.4 Fiscal Director

The Fiscal Director is PCHS's primary internal fiscal operations officer and principal liaison to the Back-Office Services Provider. The Fiscal Director administers day-to-day purchasing and accounts-payable processes, coordinates fiscal reporting, reviews accounts-payable aging and check-register activity, reviews bank reconciliations, monitors compliance with these policies, and elevates unusual, material or unresolved matters to the ED.

The Fiscal Director's operational role shall not be interpreted to permit the Fiscal Director to independently authorize, disburse, record and reconcile the same transaction.

2.5 Back-Office Services Provider

The Back-Office Services Provider performs contracted non-customer-facing accounting and disbursement functions, including general-ledger accounting, review of coding and supporting documentation, payment batching and internal payment review, disbursement of fully approved payments, payroll/accounting support, preparation of monthly financial reports, and bank reconciliations. The provider does not replace PCHS's responsibility to authorize transactions, receive goods/services, monitor compliance or exercise governance oversight.

3. Roles, Responsibilities and Segregation of Duties

PCHS shall maintain segregation of duties appropriate to its staffing and outsourced accounting structure. At a minimum, the functions of initiating a transaction, approving it, receiving goods/services, recording/accounting, disbursing funds, preparing reconciliations and reviewing/approving reconciliations shall be separated to the extent practicable.

- No employee may approve a payment or reimbursement payable to themselves.
- A check signer may not sign a check payable to themselves.
- Being a bank/check signer does not, by itself, create authority to approve the underlying expenditure.
- System access shall be limited according to job responsibilities and reviewed when responsibilities or employment status change.
- Shared credentials are prohibited. Electronic approvals must be attributable to the actual approver.

4. Delegation and Approval Authority

PCHS shall use the following general expenditure approval structure, subject to the more specific rules for reimbursements, contracts, unbudgeted expenditures and restricted funds.

Transaction Amount	Required Approver	Scope / Condition
$0-$1,000	Department Chair / Department Manager	Within assigned department and available budget.
$1,001-$5,000	Administrator/Assistant Principal	Within delegated responsibility and available budget.
$5,001-$10,000	Board-designated Check Signer other than ED	General approval tier; signer must also have delegated expenditure authority.
Up to $10,000	Director of Operations	Within Operations area of responsibility and approved budget. "Approve in accordance with budgeted line items"(Add)
Up to $10,000	Director of IT	Within Information Technology area of responsibility and approved budget. "Approve in accordance with budgeted line items"(Add)
Over $10,000	Executive Director	Subject to contract, budget and Board-reserved authorities.
Over $30,000 AND unbudgeted	Budget & Finance Committee -> Board	Committee reviews/recommends; Board approval required before commitment.

5. Budget Development, Monitoring and Amendments

The ED, Fiscal Director and Back-Office Services Provider shall coordinate preparation of the annual budget and multiyear projections using reasonable enrollment, attendance, revenue, staffing, fixed-cost and discretionary-spending assumptions. The Budget & Finance Committee shall review the proposed budget and budget-development calendar as applicable, and the Board shall adopt the annual budget before the applicable deadline.

- Monthly financial reports shall compare actual results to budget and identify material variances.
- Material variances and cash-flow concerns shall be investigated and addressed promptly.
- Unbudgeted expenditures exceeding $30,000 require Budget & Finance Committee review/recommendation and Board approval before PCHS incurs the obligation.
- The ED ~~and Fiscal Director~~ may administer lesser budget adjustments within delegated authority, provided the adjustment does not violate funding restrictions or a Board-reserved authority.

6. Banking and Financial Institutions

PCHS funds shall be maintained in Board-authorized accounts at federally insured financial institutions, the County Treasury, or other legally permissible non-speculative accounts or instruments.

- The Board shall authorize opening and closing bank accounts.
- The Board shall approve all bank/check signers.
- The ED shall be a standing authorized signer. Two additional employees shall be designated by the Board as authorized signers.
- Any authorized signer may physically sign a printed check, subject to the underlying expenditure having been approved under these policies.
- Checks may not be written to cash, bearer or petty cash, and blank checks shall never be signed.
- PCHS shall promptly notify financial institutions of changes in authorized signers.

7. Procurement and Purchasing

7.1 General Rule and Financial System(s)

PCHS shall use a Board/administratively approved electronic procurement platform, “Financial System(s), that has the capacity to document purchase requests, required approvals, purchase orders, receiving, invoices, reimbursements and credit-card activity. The electronic audit trail shall serve as the primary record of approval.

7.2 Pre-Approval

Employees must obtain required approval before committing PCHS funds or directing a vendor to provide goods or services. Purchases made without required pre-approval may be denied and may become the employee's personal responsibility, subject to applicable law and any approved emergency exception.

7.3 Required Purchase Documentation

- Vendor and vendor contact information.
- Business purpose and description of goods/services.
- Estimated total cost and funding/budget source.
- Quotes, proposals or competitive-procurement documentation when required.
- Required approvals under the Approval Authority Matrix.
- Purchase order or other authorized commitment record before purchase, except approved exceptions.

7.4 Receiving and Invoice Matching

The requestor or designated receiver shall document receipt and acceptance of goods or services in the Financial System. Invoices shall be matched to the approved request/PO and receiving documentation before payment. Discrepancies, missing items or disputed services must be resolved or documented before payment unless the Fiscal Director approves a documented exception.

7.5 Exceptions

Emergency, sole-source, compatibility/standardization and other noncompetitive exceptions must be documented in writing, identify the reason normal procurement could not be followed, and receive approval at the level applicable to the total transaction.

8. Contracts and Competitive Procurement

PCHS shall use written contracts for consultants, independent contractors, subcontractors and other services when appropriate. Contracts shall clearly identify scope, term, compensation, deliverables, termination rights and other material terms. Applicable licensing, insurance, bonding, W-9 and conflict-of-interest documentation shall be obtained before payment.

8.1 Proposed Contract Authority

Contract / Commitment	Proposed Authority
Unbudgeted contract/expenditure up to $10K(Update)	EDP within delegated amendment authority(Update)
Unbudgeted contract/expense $10K - under $30K(Update)	EDP within delegated amendment authority and reported to B&F and Board at their next meetings(Update)
Unbudgeted Contract/... $30K and over(Update)	Budget and Finance review/approval and Board approval(Update)

~~Loan/dept obligation Budget and Finance and Board before execution - Legal review required~~

~~In the above, I would also suggest calling it a Acceptable Loan/Dept obligation as outlined in the Charter as the Charter has very clear guidelines for this.(Remove)~~

***Any material change (as outlined above) to an existing contract shall be brought to budget & finance for review and the BOT for approval.(Add)

**** "As outlined in the current PCHS Charter documents(Add)

8.2 Proposed Competition Standards

Estimated Value	Proposed Competition Standard
Under $5,000	Reasonable and prudent pricing; comparison encouraged when practical(Remove).
$5,000-$10,000	Documented price comparison when practicable.(Remove)
$10,001-$30,000	Three written quotes/proposals when practicable.(Remove)
Over $30,000	Formal competitive procurement/RFP/IFB as appropriate, unless documented exception applies(Remove).

9. Accounts Payable and Payment Disbursement

9.1 PCHS Authorization

PCHS shall complete the required purchase approval, PO, receiving and invoice approval in the Financial System before an invoice is released for payment, except for documented recurring or exception transactions authorized under written procedures.

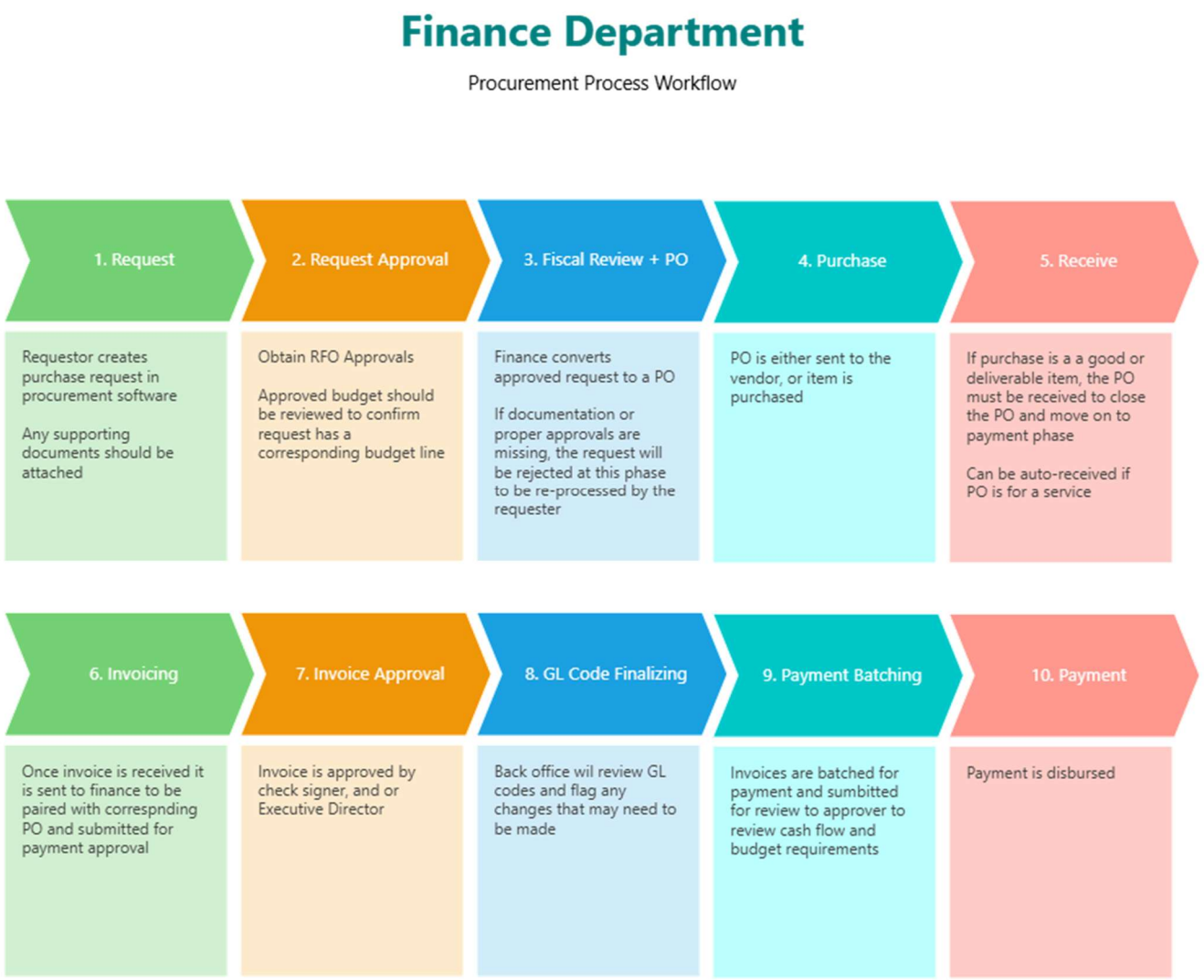
9.2 Back-Office Processing

After PCHS has fully approved the request, PO and invoice, the Back-Office Services Provider shall review accounting/GL coding and supporting documentation, record the transaction in Sage Intacct or the applicable accounting system, prepare payment batches, perform its internal review and disburse payment.

9.3 PCHS Post-Processing Oversight

The Back-Office Services Provider shall provide the Fiscal Director an accounts-payable aging and check/payment register. The Fiscal Director shall review the reports for unusual, duplicate, stale, overdue, unsupported or otherwise questionable items and shall investigate or escalate exceptions.

- Payment method does not change the required underlying authorization.
- ~~Recurring expenses may use documented standing authorization when the vendor, purpose, account and reasonable dollar range are established and reviewed at least annually.~~
- ~~The Board may review/approve check registers consistent with Board practice and applicable governance requirements.~~



10. Employee Reimbursements

PCHS expects School purchases to be made through normal procurement methods. Employee reimbursement is an exception and shall not be used as a substitute for a purchase order, School credit card, direct vendor payment or other established procurement method.

10.1 Required Pre-Approval

Except for a documented emergency or other approved exception, an employee must obtain pre-approval before using personal funds for a PCHS expense. The reimbursement request must identify the business purpose, amount, funding source and supporting documentation.

10.2 Reimbursement Approval - Options for Board Consideration

Because PCHS has historically elevated higher-dollar personal reimbursements to the Board, Draft 02 intentionally presents two policy options rather than eliminating Board review without a formal decision.

Amount	Option A - Administrative Control (Recommended)	Option B - Board-Escalation Control
$0-$500	Administrator/Assistant Principal approval.	Administrator approval.
$501-$1,500	Board-designated Check Signer approval.	Board-designated Check Signer approval.
Over $1,500	ED approval ONLY when documented pre-approval was obtained before expenditure; no self-approval.	Board approval required. Employee must obtain documented pre-approval before expenditure; reimbursement is not guaranteed until Board action.
ED reimbursement	Board approval for amounts over $1,500; independent signer for lesser amounts.	Board approval for amounts over $1,500; independent signer for lesser amounts.

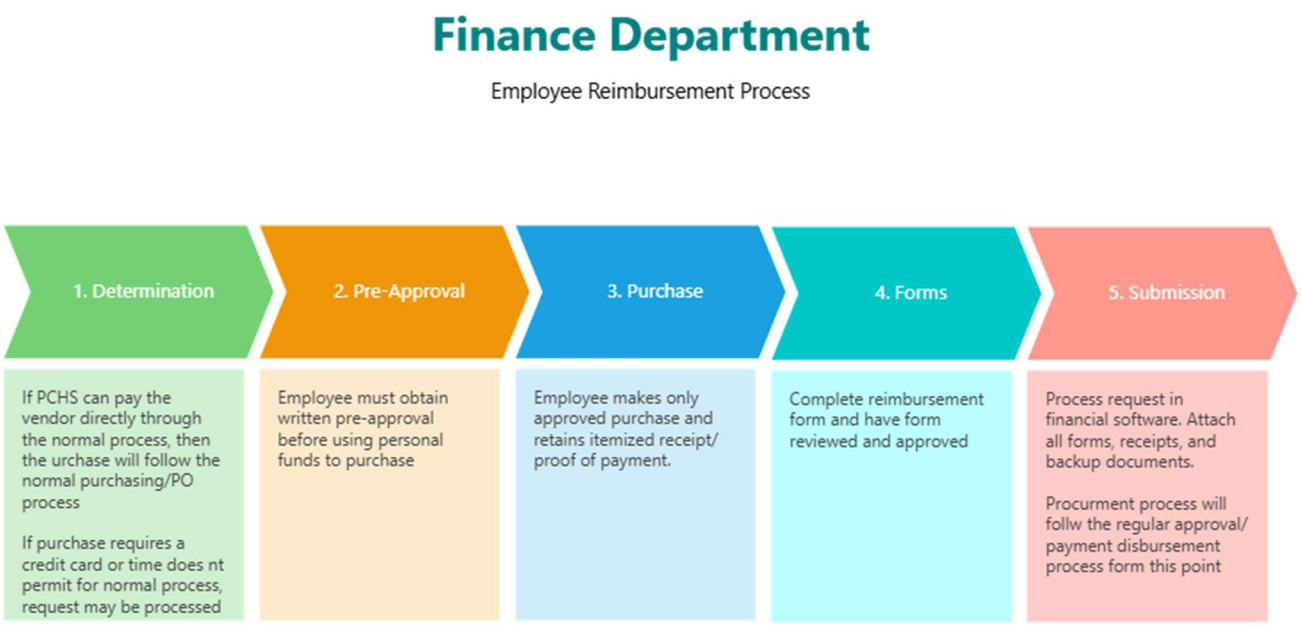
Under either option, no employee may approve their own reimbursement. The purpose of the elevated control is to prevent employees from bypassing procurement by committing personal funds and later seeking reimbursement.

10.3 Documentation and Timing

- Itemized receipt or equivalent proof of purchase and payment.
- Filled and administratively signed PCHS Expense Report
- Business purpose and names/participants where required for meals or events.
- Evidence of required pre-approval.
- Submission through the Financial System within the three months of receipt or invoice date and no later than 30 days after the end of a fiscal year (June 30th).
- Missing documentation must be resolved under a written exception process; repeated noncompliance may result in denial or other corrective action.

10.4 Annual Reimbursement Limit

Draft 02 proposes retaining the existing $5,000 cumulative annual employee reimbursement limit, with any exception requiring documented ED pre-approval and compliance with the approval level otherwise applicable to the transaction.



11. Credit and Charge Cards

PCHS currently maintains two School credit cards: an Executive Director card and a general PCHS card.

11.1 Executive Director Card

- The ED is the authorized cardholder.
- Each transaction must have required pre-approval and supporting documentation in the Financial System.
- The ED may not finally approve the ED's own card activity; another authorized Check Signer shall approve the charges.

11.2 General PCHS Card

- The Fiscal Director maintains custody of the general PCHS card but does not use the card independently merely by virtue of custody.
- The underlying request must follow the same approval route applicable to the expense.
- The individual responsible for the purchase must provide the receipt and business-purpose documentation.

11.3 General Card Controls

- Personal use is prohibited.
- Gift cards and cash-equivalent purchases are prohibited unless expressly authorized under a separate Board-approved program or policy.
- Card use may not circumvent PO, procurement, competition or approval requirements.
- Cardholders and custodians shall protect card information and promptly report loss, theft or suspected fraud.
- The Back-Office Services Provider shall record/reconcile card activity; PCHS shall review unresolved or unsupported charges.

12. Bank Reconciliations and Aged Items

12.1 Monthly Reconciliation

The Back-Office Services Provider shall prepare a reconciliation of each PCHS bank account at least monthly. The reconciliation shall compare bank activity and balances to the general ledger and identify outstanding checks, deposits in transit, transfers, adjustments and other reconciling items.

12.2 Required Review and Sign-Off

1. The Back-Office Services Provider prepares the reconciliation and supporting schedule.
2. The Fiscal Director reviews the completed reconciliation, supporting bank activity, outstanding items, unusual entries and material discrepancies, and documents the review.
3. The Executive Director performs secondary review and documents approval/sign-off.
4. Exceptions remain on a tracking schedule until resolved.

12.3 Aged Reconciling Items

Age	Required Action
30+ days	Identify and document the item and expected resolution.
60+ days	Investigate; document cause, responsible party and proposed resolution.
90+ days	Fiscal Director escalates unresolved material or unusual items to the ED.
180+ days	Formal disposition required. Unresolved material items are reported to Budget & Finance with corrective-action status.

Outstanding checks shall be separately reviewed for stale-dated status, reissuance, voiding and any applicable unclaimed-property requirements. Aged general-ledger or other reconciling entries shall not be treated as ordinary stale checks merely because they are old.

13. Cash Receipts, Fundraising, Gifts and Donations

PCHS shall maintain controls over cash and checks received from fundraising, ticket sales, donations and other activities. Cash handling shall use dual counts, signed count documentation, secure storage, timely deposit and segregation between custody and accounting. Departments shall not maintain petty cash accounts or other cash repositories of School funds. All cash and cash equivalents must be deposited, recorded, safeguarded, and managed in accordance with School fiscal procedures.

- Two individuals shall count cash together and document/sign the count when practicable.
- Funds shall not be taken home or left unsecured in a classroom or other location.
- Cash awaiting deposit shall be stored in a secure locked location with restricted access.
- Deposits shall be made timely and intact; cash receipts shall not be used to pay expenses.
- The deposit package shall be provided to the Back-Office Services Provider for accounting and reconciled to the applicable activity.

13.1 Gifts and Donations

- Palisades Charter High School ("PCHS") welcomes and encourages gifts, grants, donations, and other charitable contributions to the school(Update) that support the school's mission, educational programs, and students.
- Acceptance of any gift or donation shall be at the sole discretion of PCHS. The School reserves the right to decline any contribution that is inconsistent with its mission, educational objectives, legal obligations, operational needs, or Board policies.
- PCHS may accept cash, publicly traded securities, grants, in-kind donations, and other charitable contributions approved by the Executive Director/Principal or designee. Gifts that may impose restrictions, create ongoing obligations, require significant maintenance costs, present potential liability, or otherwise affect School operations may require additional review prior to acceptance.
- PCHS will make reasonable efforts to honor donor intent regarding restricted gifts, provided such restrictions are lawful, practical, and consistent with the mission and needs of the School.
- PCHS does not provide tax, legal, or financial advice and encourages donors to consult their own professional advisors regarding charitable contributions.
- PCHS will provide donation acknowledgments in accordance with applicable federal and state requirements. The valuation of non-cash donations shall remain the responsibility of the donor.
- PCHS will respect requests for donor anonymity to the extent permitted by law and will limit disclosure of donor information to individuals with a legitimate business need to know.
- ~~All fundraising activities conducted in the name of or for the benefit of PCHS shall comply with the Board-approved Fundraising Policy. The acceptance of donated funds or property resulting from fundraising activities shall be subject to this Gifts and Donations Policy.(To remove as of 10/5 B&F meeting)(Remove)~~
- Employees shall not solicit personal(Update) gifts from students, parents, vendors, or other persons doing business with the School. Any acceptance of unsolicited gifts shall comply with applicable School policies and administrative procedures regarding conflicts of interest and ethical conduct.

13.2 Fundraising

For requirements governing fundraising activities, employee gift acceptance, booster organizations, and related procedures, please refer to the applicable ~~Board policies(Remove)~~ policy as revised from time to time and administrative regulations.

~~**Important DRAFT NOTE**~~

~~Fundraising activities and charitable gift acceptance are related but distinct functions. Fundraising activities, approvals, accounting requirements, booster organizations, capital campaigns, and related operational procedures~~

~~shall be governed by the Board's Fundraising Policy. Revisions to the Fundraising Policy will be presented to the Board for consideration and approval at a subsequent meeting.(Remove)~~

14. Payroll and Personnel-Related Fiscal Controls

PCHS retains responsibility for authorizing employees, positions, compensation, time records, stipends and other payroll inputs. The Back-Office Services Provider may perform payroll processing, accounting, tax filing and related back-office functions under contract.

- No employee shall be added to payroll without required HR/employment authorization and documentation.
- Employees and supervisors shall approve time records in the approved timekeeping/payroll system.
- Overtime or other unscheduled compensable time shall be approved in accordance with applicable law and PCHS policy.
- Payroll reports shall be reviewed by designated PCHS personnel for reasonableness, unusual changes, terminated employees, new employees and material variances.
- Changes to pay rates or recurring stipends must be supported by documented authority.

15. Travel, Meals and Business Expenses

Travel and business expenses must be necessary, reasonable, documented and related to PCHS business. PCHS should pay vendors directly or use a School payment method when practical rather than requiring employees to advance substantial personal funds.

- Out-of-town travel requires advance approval under administrative procedures.
- Mileage is reimbursed only for qualifying business travel and at the applicable PCHS/IRS rate; normal commuting is not reimbursable.
- Meals require a documented business purpose, itemized receipt and attendee information when applicable.
- Alcohol, tobacco/nicotine products, marijuana, personal entertainment, fines/traffic tickets, personal care and other personal expenses are not reimbursable.
- Travel advances, if permitted, require written approval and prompt reconciliation after travel.
- Employees traveling on school-approved business, conferences, or events may be provided a daily meal per diem of **$40**, subject to stakeholder approval and applicable PCHS fiscal procedures.(Add)
- When meals are provided as part of a school-approved conference or event, employees are expected to utilize the provided meal when reasonably practical rather than claim a per diem for the same meal. Reasonable exceptions may be made for dietary restrictions or other circumstances that prevent an employee from utilizing the provided meal.(Add)
- Meal per diem allowances are subject to applicable School policies, budget availability, and any requirements associated with the funding source.(Add)

16. Financial Reporting and Committee Oversight

The Back-Office Services Provider shall prepare monthly financial reporting sufficient for PCHS management, Budget & Finance Committee and Board oversight. Reports should include, as applicable, a statement of financial position, budget-to-actual report, statement of activities, cash-flow information, accounts-payable aging and check/payment register.

- The Fiscal Director and ED shall review financial reports before or as part of Committee/Board presentation.
- The Budget & Finance Committee shall receive and review monthly financials and take any action within its delegated authority.
- The Board shall receive financial reporting and act on budget amendments, contracts, corrective actions and other matters reserved to it.
- Material unfavorable variances, liquidity concerns and unusual transactions shall be highlighted rather than buried in routine reporting.

17. Assets, Inventory, Reserves, Insurance and Liabilities

17.1 Asset Inventory

PCHS shall maintain records of capital assets and other equipment susceptible to loss or misappropriation, including technology and other high-risk assets. Periodic physical inventory shall be performed and discrepancies investigated.

17.2 Reserves

PCHS shall maintain Board-established reserves, including reserves for economic uncertainties and other designated obligations. Absent a higher Board-established number, in accordance with California Code of Regulations, Title 5, Section 15450 (Reserves), PCHS will maintain a minimum unrestricted General Fund reserve of not less than 3%, in addition to ~~a $1,000,000(Remove)~~ LAUSD insurance deductible ~~reserve(Remove)~~ as maybe required, ~~and funding for retiree benefit obligations. (Remove)~~

17.3 Insurance and Liabilities

PCHS shall maintain appropriate property, liability, workers' compensation and other insurance coverage and shall monitor contractual insurance requirements. Debt and loan obligations require the approvals stated in these policies and any additional approvals required by the charter, authorizer or financing documents.

17.4 OPEB

PCHS shall maintain and account for its post-retirement benefit obligations and any related irrevocable trust in accordance with applicable accounting standards, trust documents and Board direction, including actuarial valuation as required.

18. Records Retention

PCHS shall retain fiscal records for the period required by applicable law, grant terms, audit requirements, litigation holds and Board policy. Outsourcing accounting functions does not transfer PCHS's ultimate responsibility to ensure required records are retained and accessible.

- Electronic records and approvals must remain retrievable and attributable.
- Contracts, procurement documentation, invoices, receipts, payroll records, bank records, reconciliations and audit support shall be retained under the applicable retention schedule.
- If the Back-Office Services Provider retains records for a shorter period than PCHS is required to retain them, PCHS shall maintain or export the records for the remaining period.

19. Annual Audit, Corrective Action and Policy Compliance

PCHS shall obtain an annual independent financial audit and shall provide the audit to required agencies and the Board. The Board and administration shall address audit findings, management recommendations, authorizer concerns and material internal-control weaknesses in a timely manner.

- Corrective actions shall identify the control change, responsible owner and expected completion date.
- Material or repeated exceptions to these policies shall be reported to the ED and, when appropriate, Budget & Finance Committee or Board.
- Failure to follow fiscal procedures may result in delayed or denied discretionary payment/reimbursement, suspension of purchasing/card privileges, corrective training, discipline or other action consistent with law and PCHS policy.
- The Fiscal Director shall coordinate periodic review of these policies and recommend updates when systems, staffing, vendors, laws or audit findings materially change.

- The Audit Committee shall review all audit findings, corrective action plans, audit status, and report to the Board of Trustees(Add)

20. Associated Student Body Funds

ASB/student activity funds shall be governed by a separate PCHS ASB Fiscal Policy and Procedures Manual. The ASB manual shall address student approvals, fundraising, purchasing, cash receipts, disbursements, student stores, equipment, gifts/donations and internal controls appropriate to student body organizations.

Until a replacement ASB policy is adopted, existing Board-approved ASB requirements remain in effect to the extent they do not conflict with law or later Board action.

Coversheet

August 2026 Board Financials and Presentation

Section: IV. Finance
Item: C. August 2026 Board Financials and Presentation
Purpose: FYI
Submitted by:
Related Material:
FY27 Palisades Charter High School August Board Financials and Presentation 10_02_2026.pdf

CHARTER IMPACT

BOARD FINANCIALS

PALISADES CHARTER HIGH SCHOOL

Monthly Finance Update up to August 31, 2026

HIGHLIGHTS

- Revenues are Forecasted to be **$46.6M** at year end
- Expenses are projected to be **$44.9M** at year end
- Year end Surplus/[deficit] is Projected to be **$1.6M**

REVENUE

Revenues are Forecasted to be **$46,623,378**

	Year-to-Date			Annual/Full Year		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 1,229,092	$ 1,170,685	$ 58,407	$ 30,742,565	$ 30,742,565	$ -
Federal Revenue	34,730	-	34,730	1,367,176	1,367,176	-
Other State Revenue	678,292	191,108	487,184	9,811,933	9,811,933	-
Other Local Revenue	1,014,098	2,985,451	(1,971,353)	4,701,704	4,624,537	77,167
Total Revenue	**$ 2,956,212**	**$ 4,347,243**	**$(1,391,031)**	**$ 46,623,378**	**$ 46,546,211**	**$ 77,167**

FY26-27 Palisades Charter High School

LCFF Funding Calculation

CHARTER IMPACT

LCFF Calc v27.1c /released 6/4/26

	Grade level	2026-27
	COLA	4.31%
	TK Add-On per ADA	**$ 5,704**
	TK-3	$ 10,698
	4-6	$ 10,860
	7-8	$ 11,181
	9-12	$ 12,958
		Enrollment
	9-12	2,375.00
	Total Enrollment	**2,375.00**
		ADA
	9-12	2,208.75
	Total ADA	**2,208.75**
LCFF	**Total Base Target**	**$ 28,620,983**
Supplemental Grant		
	Total Supplemental Grant	**$ 1,377,234**
Total LCFF		**$30,742,565**
Total Funding per ADA *(Total ADA/Total LCFF)*		**$ 13,919**

MYP- RESTRICTED REVENUE

FY 2026-27 Palisades Charter High School
Restricted Revenue
Unaudited
As of: *7/31/2026*

	Resource Code		2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	
	7435	Learning Recovery Educational Block Grant	$88,314	$88,314					*one-time temporary funding; FY2026-27 funds to be spent on additional student support*
	6387	CTEIG	278,000	278,000	$278,000	$278,000	$108,000	$0	*one-time and subject to Pali submitting an application; FY 2026-27 funds are to be spent on Coordinator salary and supplies/programming for +15 teachers*
	3550	Perkins	40,695	40,695	40,695	40,695			*one-time and subject to Pali submitting an application*
	6021	Student Support & PD Discretionary Block Grant	567,383	824,130	350,000	966,246	-	-	*one-time temporary funding*
	6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	580,181	512,010	341,720	347,092	347,496	345,418	*$380k of Prop 28 must be spent in 26/27 or funds will be returned; Ongoing; restricted to arts and music; supplement not supplant*
	9951	LAUSD TEA Grant	100,000	100,000	100,000	100,000	100,000	100,000	*Restriced to SPED, funding is an estimate based on prior apport. Funding to be determined based on CY student pop.*
	9026	SWP-The Healing Kitchen: Revitalizing Culinary Arts for Student (Rnd 8 (25/26)	355,000	120,000					*one-time restricted to expenses idenified in the grant*
	0000	Hold Harmless	3,600,000	3,600,000	3,600,000				*FY 26/27 HH 10.8M spread across 3-years. / No HH projected in future years*
	9001	Pali Fund [Ed Foundation]	300,000						Restricted Fundraising from PCHS
			$5,909,573	$5,563,149	$4,710,415	$1,732,033	$555,496	$445,418	

Restricted revenue is revenue that is earmarked to be spent on specific expenditures and is not available to fund operational expenses unless expressly stated

EXPENSES

Expenses are Forecasted to be **$44,975,057**

	Year-to-Date			Annual/Full Year		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 2,340,508	$ 1,608,078	$ (732,430)	$ 15,330,725	$ 14,560,521	$ (770,205)
Classified Salaries	600,385	616,102	15,717	4,263,467	4,279,184	15,717
Benefits	624,182	1,457,547	833,365	9,861,541	10,341,831	480,290
Books and Supplies	208,665	401,382	192,717	2,487,307	2,410,139	(77,167)
Subagreement Services	80,646	208,431	127,785	2,377,744	2,377,744	-
Operations	246,739	483,679	236,940	2,930,878	2,929,732	(1,147)
Facilities	16,922	169,659	152,737	1,137,952	1,017,952	(120,000)
Professional Services	190,594	638,354	447,760	5,526,219	5,481,219	(45,000)
Depreciation	210,918	154,983	(55,934)	1,059,224	929,900	(129,324)
Interest	-	-	-	-	-	-
Total Expenses	**$ 4,519,558**	**$ 5,738,214**	**$ 1,218,656**	**$ 44,975,057**	**$ 44,328,221**	**$ (646,836)**

FUND BALANCE

- The Surplus/(deficit) is forecasted to be **$1,648,321**
  - Fund Balance is **31%** of Annual Expenses
  - The Year End Fund Balance[Net Asset]is Projected to be **$13.9M**

	Year-to-Date			*Annual/Full Year*		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (1,563,346)**	**$ (1,390,971)**	**$ (172,375)**	**$ 1,648,321**	**$ 2,217,990**	**$ (569,669)**
Beginning Fund Balance [Net Asset]	12,350,877	12,350,877		12,350,877	12,350,877	
Total Ending Fund Balance [Net Asset]	**$ 10,787,531**	**$ 10,959,906**		**$ 13,999,198**	**$ 14,568,867**	
Restricted Fund Balance [Net Asset]				1,595,364		
Unrestricted Fund Balance [Net Asset]				12,403,834		
As a % of Annual Expenses	*24.0%*	*24.7%*		*31.1%*	*32.9%*	

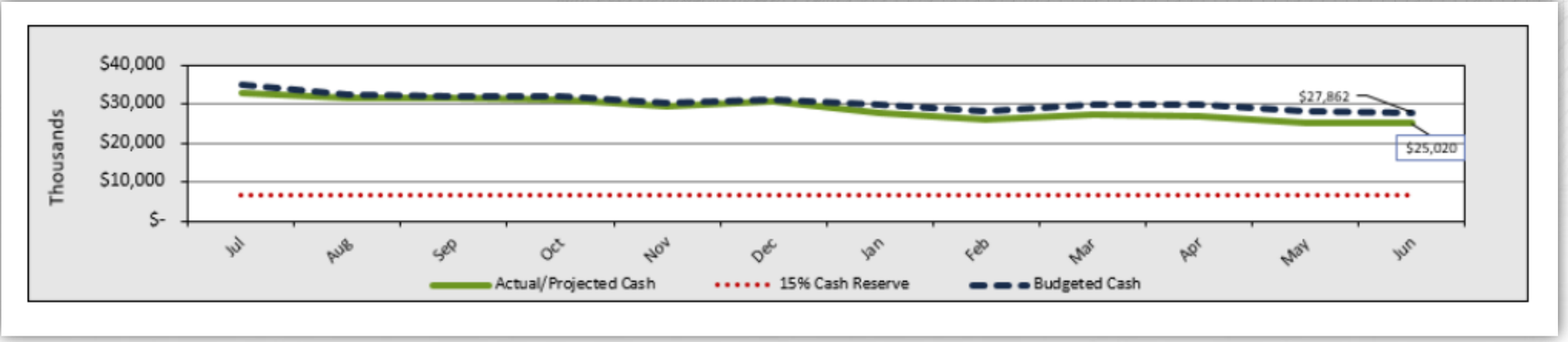
Fund Balance is calculated as the cumulative effect of all prior years revenue minus expenses. It represents assets minus liabilities and is not the same as the cash balance. This year's fund balance includes approximately $7M in fixed assets (equipment and building expenses).

*** Ending fund balance does not include impact of future OPEB actuarial study [lifetime health benefits] or ASB****

CASH BALANCE

- Year End Cash Balance is forecasted to be **$25,019,618**

- The August Cash Balance was **$31,693,843**
  - Restricted **$25.7M** [cafeteria, fundraising, drama, permit, ed foundation, transportation, pool and OPEB]
  - Unrestricted **$5.9M** [operating]



CASH BALANCE–CONT.

Other Post Employment Benefits [OPEB]/Lifetime Health Benefits

As of 6-30-25 [audited]

Total Liability $20,722,893

Total Assets $5,576,203

Total Liability $15,146,780

Palisades Charter High School
For the period ended August 31, 2026
Unaudited

	Other Postemployment Benefits	Palisades Charter High School	All Locations	Unrestricted	Restricted Grants	Lifetime Health Benefits [OPEB]- Restricted	Restricted Bank Accounts	** Restricted accounts are limited to the purposes of the intended use of the funds from the donor/agencies**
Assets								
Current Assets								
Cash & Cash Equivalents								
Cash - CB - Op x6940	**$ (500,481)**	**$ 6,629,149**	**$ 6,128,668**	**$4,515,571**	**1,613,097**			*deferred revenue*
Cash - CB - Cafeteria x6850	-	1,920,469	1,920,469				1,920,469	
Cash - CB - Fundraising x6885	-	139,258	139,258				139,258	
Cash - CB - Drama x6869	-	1,282	1,282				1,282	
Cash - CB - Permit x6877	-	1,469,507	1,469,507				1,469,507	
Cash - CB - Ed Foundation x6893	-	2,893,534	2,893,534				2,893,534	
Cash - CB - Transportation x0440	-	1,768,941	1,768,941				1,768,941	
Cash - CB - Pool x6923	-	1,483,414	1,483,414				1,483,414	
Cash - CB - Investment x6958	-	9,675	9,675				9,675	
Cash - Treasury	**(1,344,638)**	**17,707,301**	16,362,663			**16,362,663**		
Fair Value Adjustment to Cash in County Treasury	33,377	(522,196)	(488,819)				(488,819)	
Cash & Cash Equivalents	**(1,811,742)**	**33,500,334**	**31,688,592**	**$4,515,571**	**1,613,097**	**16,362,663**	**9,197,261**	
Liabilities								
Retirement Plan Payable	14,831,653	94,687	14,926,340			14,926,340		*Lifetime Health Benefits [OPEB]- Restricted liability*
Net				$4,515,571	1,613,097	1,436,323	9,197,261	
Total Unrestricted				***$4,515,571***		***1,436,323***		***$ 5,951,894***
Total Restricted					***1,613,097***	***14,926,340***	***9,197,261***	***25,736,698***

BALANCE SHEET

Palisades Charter High School

Unaudited

For the period ended August 31, 2026

Restricted [deferred] Revenue

Resource Code		
7435	Learning Recovery Educational Block Grant	88,314.00
6019	Student Support & PD Discretionary Block Grant	644,979.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	813,302.73
0000	Unrestriced	66,406.75
7028	KIT-Kitchen Infrastructure & Equipment	95.52
		1,613,098

Palisades Charter High School

Statement of Financial Position

For the period ended August 31, 2026

	Other Postemployement Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents			
Cash - CB - Op x6940	$ (500,481)	$ 6,629,149	$ 6,128,669
Cash - ASB - x6842	-	5,250	5,250
Cash - CB - Cafeteria x6850	-	1,920,469	1,920,468
Cash - CB - Fundraising x6885	-	139,258	139,258
Cash - CB - Drama x6869	-	1,282	1,282
Cash - CB - Permit x6877	-	1,469,507	1,469,507
Cash - CB - Ed Foundation x6893	-	2,893,534	2,893,534
Cash - CB - Transportation x0440	-	1,768,941	1,768,942
Cash - CB - Pool x6923	-	1,483,414	1,483,413
Cash - CB - Investment x6958	-	9,675	9,675
Cash - Treasury	(1,344,638)	17,707,301	16,362,664
Fair Value Adjustment to Cash in Coun	33,377	(522,196)	(488,819)
Cash & Cash Equivalents	(1,811,742)	33,505,584	31,693,843
Accounts Receivable	-	1,261,363	1,261,363
Public Funding Receivables	-	40,849	40,849
Prepaid Expenses	-	3,946	3,945
Other Current Assets			
Other Short Term Assets	-	209,996	209,997
Total FSP-SoFP-Other Current Assets	-	209,996	209,997
Total Current Assets	(1,811,742)	35,021,738	33,209,997
Long-term Assets			
Property & Equipment, Net			
Building	-	13,278,561	13,278,561
Building Improvements	-	2,112,833	2,112,833
Furniture, Fixtures & Equipment	-	4,343,888	4,343,888
Accumulated Depreciation - Building	-	(8,918,007)	(8,918,007)
Accumulated Depreciation - Building I	-	(942,934)	(942,935)
Accumulated Depreciation - Furniture	-	(2,558,746)	(2,558,746)
Accumulated Depreciation - Computer	-	(317,956)	(317,956)
Insurance Replacements Assets	-	5,000	5,000
Property & Equipment, Net	-	7,002,639	7,002,638
Total Long-term Assets	-	7,002,639	7,002,638
Total Assets	**$ (1,811,742)**	**$ 42,024,377**	**$ 40,212,635**
Liabilities			
Current Liabilities			
Accounts Payable	$ -	$ 119,414	$ 119,414
Accrued Liabilities			
Credit Card Payable	-	(30,199)	(30,199)
Accrued Liabilities	(54,196)	3,376,455	3,322,259
Accrued Payroll	-	1,749,781	1,749,781
Accrued Vacation	-	78,550	78,550
Accrued Payroll Tax	-	(234,433)	(234,433)
STRS Payable	-	1,435,973	1,435,973
PERS Payable	-	527,663	527,663
Retirement Plan Payable	14,831,653	94,687	14,926,340
Union Dues	-	14,953	14,952
Suspense Clearing	-	(2,347,048)	(2,347,047)
Accrued Liabilities	14,777,457	4,666,382	19,443,839
Deferred Revenue	-	1,613,097	1,613,097
Total Current Liabilities	14,777,457	6,398,893	21,176,350
Total Liabilities	**14,777,457**	**6,398,893**	**21,176,350**
Net Asset	**(16,589,198)**	**35,625,483**	**19,036,285**
Liabilities & Net Assets	**$ (1,811,742)**	**$ 42,024,377**	**$ 40,212,635**

Appendix

- Monthly Cash Flow / Forecast
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 60-Day Compliance Calendar

FY26-27 Palisades Charter High School

Monthly Cash Flow/Forecast FY26-27

Revised 10/1/2026

Actuals Through: 8/31/2026

ADA = 2208.75

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	2208.75
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	632,891	568,834	1,023,901	1,023,901	1,023,901	1,023,901	1,023,901	997,755	997,755	997,755	997,755	997,755	**11,310,004**	11,310,004	-
8012	Education Protection Account	-	-	2,365,124	-	-	2,365,124	-	-	2,365,124	-	-	-	2,365,124	**9,460,496**	9,460,496	-
8096	In Lieu of Property Taxes	-	596,201	1,203,702	802,468	802,468	802,468	802,468	802,468	1,386,608	693,304	693,304	693,304	693,304	**9,972,065**	9,972,065	-
		-	1,229,092	4,137,659	1,826,368	1,826,368	4,191,492	1,826,368	1,826,368	4,749,487	1,691,059	1,691,059	1,691,059	4,056,183	**30,742,565**	**30,742,565**	-
Federal Revenue																	
8181	Special Education - Entitlement	-	34,730	-	-	-	-	-	-	-	-	-	-	581,484	**616,214**	616,214	-
8220	Federal Child Nutrition	-	-	-	21,527	40,902	40,902	40,902	40,902	40,902	40,902	40,902	40,902	81,804	**430,547**	430,547	-
8290	Title I, Part A - Basic Low Income	-	-	55,385	-	-	166,156	-	-	-	-	-	-	-	**221,541**	221,541	-
8291	Title II, Part A - Teacher Quality	-	-	9,565	-	-	28,694	-	-	-	-	-	-	-	**38,259**	38,259	-
8296	Other Federal Revenue	-	-	4,980	10,174	-	14,940	10,174	-	-	10,174	-	-	10,174	**60,615**	60,615	-
		-	34,730	69,930	31,701	40,902	250,692	51,076	40,902	40,902	51,076	40,902	40,902	673,461	**1,367,176**	**1,367,176**	-
Other State Revenue																	
8311	State Special Education	-	129,101	183,929	331,072	331,072	331,072	331,072	331,072	342,038	342,038	342,038	342,038	342,038	**3,678,581**	3,678,581	-
8520	Child Nutrition	-	-	-	2,038	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	7,743	**40,752**	40,752	-
8550	Mandated Cost	-	-	-	-	-	134,373	-	-	-	-	-	-	-	**134,373**	134,373	-
8560	State Lottery	-	-	-	-	-	-	151,080	-	-	151,080	-	-	298,619	**600,780**	600,780	-
8599	Other State Revenue	-	549,191	7,178	1,316,391	12,921	12,921	1,316,391	12,921	12,921	1,316,391	12,921	12,921	774,378	**5,357,447**	5,357,447	-
		-	678,292	191,108	1,649,501	347,865	482,238	1,802,415	347,865	358,831	1,813,380	358,831	358,831	1,422,778	**9,811,933**	**9,811,933**	-
Other Local Revenue																	
8634	Food Service Sales	(24)	79,179	3,777	3,777	3,777	3,777	3,777	3,777	3,777	3,777	3,777	3,777	-	**116,925**	39,758	77,167
8650	Lease and Rental Income	-	34,243	(34,243)	-	-	-	-	-	-	-	-	-	-	**0**	-	0
8660	Interest Revenue	698	721	50,416	50,416	50,416	50,416	50,416	50,416	50,416	50,416	50,416	50,416	-	**505,579**	505,579	-
8670	Transportation Revenue	84,662	13,600		171,000			171,000			171,000			72,737	**684,000**	684,000	-
8689	Other Fees and Contracts	-	-	34,243							86,986	86,986	86,986	-	**295,200**	295,200	-
8697	Insurance Revenue	750,000	-											2,050,000	**2,800,000**	2,800,000	-
8699	School Fundraising	7,042	43,976	24,898	24,898	24,898	24,898	24,898	24,898	24,898	24,898	24,898	24,898	-	**300,000**	300,000	-
		842,379	171,720	79,091	250,091	79,091	79,091	250,091	79,091	79,091	337,077	166,077	166,077	2,122,737	**4,701,704**	**4,624,537**	**77,167**
Total Revenue		**842,379**	**2,113,834**	**4,477,788**	**3,757,661**	**2,294,227**	**5,003,513**	**3,929,950**	**2,294,227**	**5,228,311**	**3,892,592**	**2,256,869**	**2,256,869**	**8,275,160**	**46,623,378**	**46,546,211**	**77,167**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	855,634	864,907	984,880	984,880	984,880	984,880	984,880	984,880	984,880	984,880	984,880	-		**10,584,458**	9,848,797	(735,661)
1170	Teachers' Substitute Hours	-	13,123	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	23,953	**407,840**	407,840	-
1175	Teachers' Extra Duty/Stipends	-	-	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	13,822	**82,931**	82,931	-
1200	Pupil Support Salaries	125,551	172,679	199,342	199,342	199,342	199,342	199,342	199,342	199,342	199,342	199,342	145,432		**2,237,741**	2,170,010	(67,731)
1300	Administrators' Salaries	75,578	75,578	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	-	**1,022,262**	1,045,327	23,065
1900	Other Certificated Salaries	77,685	79,772	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,772	-	**995,494**	1,005,616	10,122
		1,134,448	1,206,060	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	360,302	37,775	**15,330,725**	**14,560,521**	**(770,205)**
Classified Salaries																	
2100	Instructional Salaries	29,744	103,966	105,172	105,172	105,172	105,172	105,172	105,172	105,172	105,172	105,172	100,391	-	**1,180,652**	1,251,596	70,945
2200	Support Salaries	-	2,684	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	-	**42,529**	47,814	5,285
2300	Classified Administrators' Salaries	-	13,587	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	-	**287,105**	328,222	41,117
2400	Clerical and Office Staff Salaries	145,869	166,695	169,742	169,742	169,742	169,742	169,742	169,742	169,742	169,742	169,742	108,675	-	**1,948,916**	1,882,243	(66,673)
2900	Other Classified Salaries	61,013	76,829	70,442	70,442	70,442	70,442	70,442	70,442	70,442	70,442	70,442	32,443	-	**804,265**	769,309	(34,957)
		236,626	363,760	376,693	376,693	376,693	376,693	376,693	376,693	376,693	376,693	376,693	272,844	-	**4,263,467**	**4,279,184**	**15,717**
Benefits																	
3101	STRS	208,377	231,420	253,808	253,808	253,808	253,808	253,808	253,808	253,808	253,808	253,808	65,360	-	**2,789,425**	2,781,059	(8,366)
3202	PERS	56,398	78,551	99,814	99,814	99,814	99,814	99,814	99,814	99,814	99,814	99,814	72,296	-	**1,105,567**	1,129,704	24,137
3301	OASDI	14,037	21,783	23,441	23,441	23,441	23,441	23,441	23,441	23,441	23,441	23,441	16,979	-	**263,769**	265,309	1,541
3311	Medicare	19,680	22,557	24,758	24,758	24,758	24,758	24,758	24,758	24,758	24,758	24,758	8,827	-	**273,886**	273,176	(710)
3401	Health and Welfare	(14,885)	(15,192)	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	365,112	**4,135,000**	4,559,958	424,958
3501	State Unemployment	679	778	45	45	45	45	224	179	90	45	45	45	-	**2,264**	897	(1,366)
3601	Workers' Compensation	-	-	23,904	23,904	23,904	23,904	23,904	23,904	23,904	23,904	23,904	8,523	-	**223,660**	263,756	40,096
3901	Other Benefits	-	-	96,790	96,790	96,790	96,790	96,790	96,790	96,790	96,790	96,790	34,509	162,351	**1,067,971**	1,067,971	-
		284,285	339,897	902,556	902,556	902,556	902,556	902,735	902,690	902,601	902,556	902,556	586,536	527,463	**9,861,541**	**10,341,831**	**480,290**
Books and Supplies																	
4100	Textbooks and Core Curricula	3,775	-	18,407	18,407	18,407	18,407	18,407	18,407	18,407	18,407	18,407	18,407	-	**187,849**	187,849	-
4200	Books and Other Materials	-	-	162	162	162	162	162	162	162	162	162	162	-	**1,620**	1,620	-
4302	School Supplies	-	1,956	17,474	17,474	17,474	17,474	17,474	17,474	17,474	17,474	17,474	17,474	-	**176,695**	176,695	-
4305	Software	143,552	104,909	34,390	34,390	34,390	34,390	34,390	34,390	34,390	34,390	34,390	34,390	-	**592,364**	592,364	-
4310	Office Expense	-	1,013	589	589	589	589	589	589	589	589	589	589	-	**6,900**	6,900	-
4311	Business Meals	-	-	360	360	360	360	360	360	360	360	360	360	-	**3,600**	3,600	-
4313	Operating/Other Supplies	-	5,479	25,329	25,329	25,329	25,329	25,329	25,329	25,329	25,329	25,329	25,329		**258,769**	258,769	-
4400	Noncapitalized Equipment	-	(52,018)	72,330	72,330	72,330	72,330	72,330	72,330	72,330	72,330	72,330	72,330	-	**671,285**	671,285	-
4700	Food Services	-	-	58,822	58,822	58,822	58,822	58,822	58,822	58,822	58,822	58,822	58,822	-	**588,225**	511,057	(77,167)
		147,327	61,338	227,864	227,864	227,864	227,864	227,864	227,864	227,864	227,864	227,864	227,864	-	**2,487,307**	**2,410,139**	**(77,167)**
Subagreement Services																	
5102	Special Education	-	33,218	19,178	19,178	19,178	19,178	19,178	19,178	19,178	19,178	19,178	19,178	-	**225,000**	225,000	-
5103	Substitute Teacher	-	-	8,770	8,770	8,770	8,770	8,770	8,770	8,770	8,770	8,770	8,770	-	**87,700**	87,700	-
5104	Transportation	-	5,069	140,847	140,847	140,847	140,847	140,847	140,847	140,847	140,847	140,847	140,847	-	**1,413,540**	1,413,540	-
5105	Security	-	34,560	53,194	53,194	53,194	53,194	53,194	53,194	53,194	53,194	53,194	53,194	-	**566,504**	566,504	-
5106	Other Educational Consultants	-	7,800	7,720	7,720	7,720	7,720	7,720	7,720	7,720	7,720	7,720	7,720	-	**85,000**	85,000	-
		-	80,646	229,710	229,710	229,710	229,710	229,710	229,710	229,710	229,710	229,710	229,710	-	**2,377,744**	**2,377,744**	**-**
Operations and Housekeeping																	

FY26-27 Palisades Charter High School

Monthly Cash Flow/Forecast FY26-27

Revised 10/1/2026

Actuals Through: 8/31/2026

ADA = 2208.75

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5201	Auto and Travel	-	-	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	-	**26,200**	26,200	-
5300	Dues & Memberships	-	-	3,932	3,932	3,932	3,932	3,932	3,932	3,932	3,932	3,932	3,932	-	**39,316**	39,316	-
5400	Insurance	-	231,268	132,118	132,118	132,118	132,118	132,118	132,118	132,118	132,118	132,118	132,118	-	**1,552,451**	1,552,451	-
5501	Utilities	-	-	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	-	**571,600**	571,600	-
5502	Janitorial Services	2,186	8,048	64,278	64,278	64,278	64,278	64,278	64,278	64,278	64,278	64,278	64,278	-	**653,015**	653,015	-
5531	ASB Fundraising Expense	-	1,147	-	-	-	-	-	-	-	-	-	-	-	**1,147**	-	(1,147)
5900	Communications	-	4,090	6,731	6,731	6,731	6,731	6,731	6,731	6,731	6,731	6,731	6,731	-	**71,400**	71,400	-
5901	Postage and Shipping	-	-	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	-	**15,750**	15,750	-
		2,186	244,553	268,414	268,414	268,414	268,414	268,414	268,414	268,414	268,414	268,414	268,414	-	**2,930,878**	**2,929,732**	**(1,147)**
Facilities, Repairs and Other Leases																	
5602	Additional Rent	-	-	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	5,460	-	**54,600**	54,600	-
5603	Equipment Leases	-	-	5,274	5,274	5,274	5,274	5,274	5,274	5,274	5,274	5,274	5,274	-	**52,740**	52,740	-
5604	Other Leases	-	-	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	-	**73,000**	73,000	-
5610	Repairs and Maintenance	175	16,747	94,069	94,069	94,069	94,069	94,069	94,069	94,069	94,069	94,069	94,069	-	**957,612**	837,612	(120,000)
		175	16,747	112,103	112,103	112,103	112,103	112,103	112,103	112,103	112,103	112,103	112,103	-	**1,137,952**	**1,017,952**	**(120,000)**
Professional/Consulting Services																	
5801	IT	7,549	-	195	195	195	195	195	195	195	195	195	195	-	**9,500**	4,500	(5,000)
5802	Audit & Taxes	-	12,088	-	49,471	49,471	49,471	-	-	-	-	-	-	-	**160,500**	160,500	-
5803	Legal	-	7,453	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	-	**87,300**	87,300	-
5804	Professional Development	-	1,134	7,720	7,720	7,720	7,720	7,720	7,720	7,720	7,720	7,720	7,720	-	**78,330**	78,330	-
5805	General Consulting	(41,667)	42,712	43,506	43,506	43,506	43,506	43,506	43,506	43,506	43,506	43,506	43,506	-	**436,100**	436,100	-
5806	Special Activities/Field Trips	-	-	-	-	-	12,667	12,667	12,667	-	-	-	-	-	**38,000**	38,000	-
5807	Bank Charges	-	59	84	84	84	84	84	84	84	84	84	84	-	**900**	900	-
5808	Printing	-	22,332	1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	-	**41,200**	1,200	(40,000)
5809	Other taxes and fees	-	1,000	880	880	880	880	880	880	880	880	880	880	-	**9,800**	9,800	-
5810	Payroll Service Fee	-	800	7,730	7,730	7,730	7,730	7,730	7,730	7,730	7,730	7,730	7,730	-	**78,100**	78,100	-
5811	Management Fee	41,667	41,667	47,188	47,188	47,188	47,188	47,188	47,188	47,188	47,188	47,188	47,188	-	**555,219**	555,219	-
5812	District Oversight Fee	-	17,926	49,652	21,916	21,916	50,298	21,916	21,916	56,994	20,293	20,293	20,293	45,497	**368,911**	368,911	-
5813	County Fees	-	-	-	350	-	-	350	-	-	350	-	-	350	**1,400**	1,400	-
5814	SPED Encroachment	-	32,766	36,786	66,214	66,214	66,214	66,214	66,214	68,408	68,408	68,408	68,408	184,705	**858,959**	858,959	-
5815	Public Relations/Recruitment	-	-	200	200	200	200	200	200	200	200	200	200	-	**2,000**	2,000	-
5816	Insurance Cost - Temp Relocation	-	3,107	139,689	139,689	139,689	139,689	139,689	139,689	139,689	139,689	139,689	139,689		**1,400,000**	1,400,000	-
5817	Insurance Cost - Replacement Exp	-	-	140,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000		**1,400,000**	1,400,000	-
		7,549	183,045	483,501	535,015	534,665	575,713	498,211	497,861	522,465	486,114	485,764	485,764	230,552	**5,526,219**	**5,481,219**	**(45,000)**
Depreciation																	
6900	Depreciation Expense	87,852	123,066	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	-	**1,059,224**	929,900	(129,324)
		87,852	123,066	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	-	**1,059,224**	**929,900**	**(129,324)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**1,900,448**	**2,619,110**	**4,084,798**	**4,136,312**	**4,135,962**	**4,177,010**	**4,099,688**	**4,099,293**	**4,123,807**	**4,087,411**	**4,087,061**	**2,628,368**	**795,789**	**44,975,057**	**44,328,221**	**(646,836)**
Monthly Surplus (Deficit)		**(1,058,069)**	**(505,277)**	**392,990**	**(378,651)**	**(1,841,736)**	**826,503**	**(169,737)**	**(1,805,066)**	**1,104,504**	**(194,819)**	**(1,830,192)**	**(371,499)**	**7,479,371**	**1,648,322**	**2,217,990**	**(569,669)**
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(1,058,069)	(505,277)	392,990	(378,651)	(1,841,736)	826,503	(169,737)	(1,805,066)	1,104,504	(194,819)	(1,830,192)	(371,499)	7,479,371	**1,648,322**		
Cash flows from operating activities																	
	Depreciation/Amortization	87,852	123,066	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	84,831	-	**1,059,224**		
	Public Funding Receivables	-	-	(653,054)	-	-	223,170	3,742,733	-	-	-	-	-	(8,275,160)	**(4,962,312)**		
	Grants and Contributions Rec.	6,506,843	109,989	-	-	-	-	-	-	-	-	-	-	-	**6,616,832**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	6,198	-	-	-	-	-	-	-	-	-	-	-	-	**6,198**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	(1,187,402)	(361,764)	-	-	-	-	-	-	-	-	-	-	795,789	**(753,377)**		
	Accrued Expenses	(2,190,931)	(564,900)	-	-	-	-	-	-	-	-	-	-	-	**(2,755,831)**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Deferred Revenue	37,447	17,733	-	-	-	-	-	-	-	-	-	-	-	**55,180**		
Cash flows from investing activities																	
	Purchases of Prop. And Equip.		-	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	-	**(60,833)**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		2,201,938	(1,181,153)	(181,317)	(299,904)	(1,762,988)	1,128,420	3,651,743	(1,726,319)	1,183,251	(116,071)	(1,751,445)	(292,752)				
Cash, Beginning of Month		30,673,058	32,874,996	31,693,843	31,512,526	31,212,623	29,449,634	30,578,054	34,229,797	32,503,478	33,686,729	33,570,658	31,819,213				
Cash, End of Month		**32,874,996**	**31,693,843**	**31,512,526**	**31,212,623**	**29,449,634**	**30,578,054**	**34,229,797**	**32,503,478**	**33,686,729**	**33,570,658**	**31,819,213**	**31,526,461**				

Palisades Charter High School

Financial Package

August 31, 2026

Presented by:

CHARTER IMPACT

Palisades Charter High School

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
Revenue								
State Aid - Revenue Limit								
8011 - LCFF Revenue	$ 632,891	$ 568,834	$ 64,057	$ 632,891	$ 568,834	$ 64,057	$11,310,004	5.6%
8012 - Economic Protection Account Funding	-	-	-	-	-	-	9,460,496	0.0%
8019 - State Aid - Prior Year	-	-	-	-	-	-	-	n/a
8096 - In Lieu of Property Taxes	596,201	601,851	(5,650)	596,201	601,851	(5,650)	9,972,065	6.0%
Total State Aid - Revenue Limit	**1,229,092**	**1,170,685**	**58,408**	**1,229,092**	**1,170,685**	**58,408**	**30,742,565**	**4.0%**
Federal Revenue								
8181 - Federal Special Education - IDEA	34,730	-	34,730	34,730	-	34,730	616,214	5.6%
8220 - Federal Child Nutrition	-	-	-	-	-	-	430,547	0.0%
8290 - Title I, Part A - Basic Low Income	-	-	-	-	-	-	221,541	0.0%
8291 - Title II, Part A - Teacher Quality	-	-	-	-	-	-	38,259	0.0%
8293 - Title III - Limited English	-	-	-	-	-	-	-	#DIV/0!
8296 - Other Federal Revenue	-	-	-	-	-	-	60,615	0.0%
8299 - Federal - Prior Year Adjustments	-	-	-	-	-	-	-	
Total Federal Revenue	**34,730**	**-**	**34,730**	**34,730**	**-**	**34,730**	**1,367,176**	**2.5%**
Other State Revenue								
8311 - State Special Education - AB602	129,101	183,929	(54,829)	129,101	183,929	(54,829)	3,678,581	3.5%
8520 - State - Child Nutrition	-	-	-	-	-	-	40,753	0.0%
8550 - State - Mandated Cost Reimbursement	-	-	-	-	-	-	134,372	0.0%
8560 - State - State Lottery	-	-	-	-	-	-	600,780	0.0%
8598 - Prior Year Revenues	-	-	-	-	-	-	-	
8599 - State - Other State Revenue	549,191	7,178	542,013	549,191	7,178	542,013	5,357,447	10.3%
Total Other State Revenue	**678,292**	**191,107**	**487,184**	**678,292**	**191,107**	**487,184**	**9,811,933**	**6.9%**
Other Local Revenue								
8634 - Food Service Sales	79,179	1,988	77,191	79,155	1,988	77,167	39,758	199.1%
8650 - Lease and Rental Income	34,243	-	34,243	34,243	-	34,243	-	#DIV/0!
8660 - Interest Revenue	721	42,131	(41,410)	1,419	84,263	(82,844)	505,579	0.3%
8670 - Transportation Revenue	13,600	-	13,600	98,263	-	98,263	684,000	n/a
8689 - Other Fees and Contracts	-	24,600	(24,600)	-	49,200	(49,200)	295,200	
8690 - Other Local Revenue	-	-	-	-	-	-	-	n/a
8697 - Insurance Revenue	-	-	-	750,000	2,800,000	(2,050,000)	2,800,000	n/a
8698 - ASB Fundraising	-	-	-	-	-	-	-	
8699 - School Fundraising	43,977	25,000	18,976	51,018	50,000	1,018	300,000	17.0%
Total Other Local Revenue	**171,720**	**93,719**	**78,000**	**1,014,098**	**2,985,451**	**(1,971,353)**	**4,624,537**	**21.9%**
Total Revenue	**2,113,834**	**1,455,511**	**658,322**	**2,956,212**	**4,347,243**	**(1,391,031)**	**46,546,211**	**6.4%**
Expenses								
Certificated Salaries								
1100 - Certificated Teachers' Salaries	864,908	984,879	119,972	1,720,541	984,880	(735,661)	9,848,797	17.5%
1170 - Certificated Teachers' Substitute Hours	13,123	37,077	23,953	13,123	37,076	23,953	407,840	3.2%
1175 - Certificated Teachers' Extra Duties/Stipe	-	6,910	6,911	-	13,822	13,822	82,931	
1200 - Certificated Pupil Support Salaries	172,679	199,343	26,664	298,230	230,499	(67,731)	2,170,010	13.7%
1300 - Certificated Supervisors' and Administra	75,578	87,110	11,532	151,157	174,221	23,065	1,045,327	14.5%
1900 - Other Certificated Salaries	79,772	83,807	4,035	157,457	167,580	10,122	1,005,616	n/a
Total Certificated Salaries	**1,206,060**	**1,399,126**	**193,067**	**2,340,508**	**1,608,078**	**(732,430)**	**14,560,521**	**16.1%**
Classified Salaries								
2100 - Classified Instructional Salaries	103,966	105,173	1,207	133,709	204,654	70,945	1,251,596	10.7%
2200 - Classified Support Salaries	2,684	3,984	1,300	2,684	7,969	5,284	47,814	5.6%
2300 - Classified Supervisors' and Administrato	13,586	27,352	13,766	13,587	54,703	41,118	328,221	4.1%
2400 - Clerical, Technical, and Office Staff Salar	166,695	169,742	3,047	312,563	245,891	(66,674)	1,882,243	16.6%
2900 - Other Classified Salaries	76,829	70,442	(6,386)	137,842	102,885	(34,956)	769,309	17.9%
Total Classified Salaries	**363,760**	**376,693**	**12,934**	**600,385**	**616,102**	**15,717**	**4,279,183**	**14.0%**
Benefits								
3101 - State Teachers' Retirement System, cert	231,419	267,233	35,813	439,796	307,143	(132,653)	2,781,059	15.8%
3202 - Public Employees' Retirement System, c	78,551	99,447	20,896	134,949	162,651	27,702	1,129,705	11.9%
3301 - OASDI/Medicare/Alternative, certificate	21,783	23,355	1,572	35,820	38,198	2,378	265,309	13.5%
3311 - Medicare certificated positions	22,558	25,750	3,192	42,237	32,250	(9,987)	273,176	15.5%
3401 - Health and Welfare Benefits, certificate	(15,192)	379,996	395,188	(30,076)	759,993	790,070	4,559,958	-0.7%

Palisades Charter High School

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
3501 - State Unemployment Insurance, certific	777	45	(732)	1,456	90	(1,367)	897	162.3%
3601 - Workers' Compensation Insurance, certi	-	24,862	24,861	-	31,139	31,139	263,756	0.0%
3901 - Other Benefits, certificated positions	-	100,666	100,666	-	126,082	126,083	1,067,971	0.0%
Total Benefits	**339,896**	**921,354**	**581,456**	**624,182**	**1,457,546**	**833,365**	**10,341,831**	**6.0%**
Books & Supplies								
4100 - Textbooks and Core Curricula Materials	-	46,962	46,963	3,775	46,963	43,187	187,849	> 200%
4200 - Books and Other Reference Materials	-	324	324	-	648	648	1,620	n/a
4302 - School Supplies	1,956	14,725	12,769	1,955	29,449	27,493	176,694	1.1%
4305 - Software	104,909	49,363	(55,546)	248,462	98,727	(149,734)	592,364	n/a
4310 - Office Expense	1,013	575	(437)	1,012	1,150	138	6,900	14.7%
4311 - Business Meals	-	300	300	-	600	600	3,600	0.0%
4313 - Other/Operating Supplies	5,479	21,564	16,085	5,479	43,128	37,649	258,769	
4400 - Noncapitalized Equipment	(52,019)	134,257	186,275	(52,018)	134,257	186,275	671,285	-7.7%
4700 - Food Services	-	46,460	46,460	-	46,460	46,460	511,058	0.0%
Total Books & Supplies	**61,338**	**314,530**	**253,193**	**208,665**	**401,382**	**192,716**	**2,410,139**	**8.7%**
Subagreement Services								
5101 - Nursing	-	-	-	-	-	-	-	n/a
5102 - Special Education	33,218	20,455	(12,763)	33,217	20,454	(12,763)	225,000	14.8%
5103 - Substitute Teacher	-	7,972	7,973	-	7,973	7,973	87,699	n/a
5104 - Transportation	5,068	128,504	123,435	5,069	128,504	123,435	1,413,540	0.4%
5105 - Security	34,561	51,500	16,940	34,560	51,500	16,940	566,504	6.1%
5106 - Other Educational Consultants	7,800	-	(7,800)	7,800	-	(7,800)	85,000	9.2%
5107 - Food Service Contract	-	-	-	-	-	-	-	
Total Subagreement Services	**80,647**	**208,431**	**127,785**	**80,646**	**208,431**	**127,785**	**2,377,743**	**3.4%**
Professional/Consulting Services								
5801 - IT	-	375	375	7,549	750	(6,799)	4,500	167.8%
5802 - Audit and Tax	12,088	-	(12,088)	12,088	-	(12,088)	160,500	7.5%
5803 - Legal	7,453	7,275	(178)	7,453	14,550	7,097	87,300	8.5%
5804 - Professional Development	1,134	-	(1,135)	1,134	-	(1,134)	78,330	1.4%
5805 - General Consulting	42,712	-	(42,711)	1,045	-	(1,045)	436,100	0.2%
5806 - Special Activities	-	-	-	-	-	-	38,000	n/a
5807 - Bank Charges	59	-	(59)	59	-	(59)	900	n/a
5808 - Printing	22,332	-	(22,333)	22,333	-	(22,333)	1,200	n/a
5809 - Other Taxes and Fees	1,000	-	(1,000)	1,000	-	(1,000)	9,800	> 200%
5810 - Payroll Service Fee	800	6,509	5,708	800	13,017	12,217	78,100	n/a
5811 - Management Fee	41,667	46,268	4,602	83,334	92,536	9,203	555,219	15.0%
5812 - District Oversight Fee	17,926	14,048	(3,878)	17,926	14,048	(3,878)	368,911	4.9%
5813 - LACOE Fees	-	-	-	-	-	-	1,400	
5814 - SELPA Fees	32,766	36,786	4,020	32,766	36,786	4,020	858,959	3.8%
5815 - Public Relations	-	-	-	-	-	-	2,000	0.0%
5816 - Replacement Temp Facility	3,108	116,667	113,559	3,107	233,334	230,226	1,400,000	n/a
5817 - Insurance Replacements Expense	-	116,666	116,667	-	233,333	233,333	1,399,999	n/a
Total Professional/Consulting Services	**183,045**	**344,594**	**161,549**	**190,594**	**638,354**	**447,760**	**5,481,218**	**3.5%**
Facilities, Repairs & Other Leases								
5602 - Additional Rent	-	4,550	4,550	-	9,100	9,100	54,600	n/a
5603 - Equipment Leases	-	4,395	4,395	-	8,790	8,790	52,740	0.0%
5604 - Other Leases	-	6,084	6,083	-	12,167	12,167	73,000	n/a
5610 - Repairs and Maintenance	16,746	69,801	53,054	16,922	139,602	122,680	837,612	2.0%
5615 - Ins Claim Costs - Temp Reloc	-	-	-	-	-	-	-	#DIV/0!
Total Facilities, Repairs & Other Leases	**16,746**	**84,830**	**68,082**	**16,922**	**169,659**	**152,737**	**1,017,952**	**1.7%**
Operations & Housekeeping								
5201 - Auto and Travel Expense	-	2,381	2,382	-	2,381	2,382	26,200	0.0%
5300 - Dues & Memberships	-	3,277	3,277	-	6,553	6,552	39,316	0.0%
5400 - Insurance	231,268	129,371	(101,897)	231,267	258,742	27,474	1,552,451	14.9%
5501 - Utilities	-	47,633	47,633	-	95,266	95,267	571,600	0.0%
5502 - Janitorial/Trash Removal	8,048	54,418	46,370	10,235	108,836	98,602	653,015	1.6%
5516 - Miscellaneous Expense	-	-	-	-	-	-	-	#DIV/0!
5531 - ASB Fundraising Expenses	1,147	-	(1,147)	1,147	-	(1,147)	-	
5900 - Communications	4,090	5,950	1,860	4,089	11,900	7,810	71,400	5.7%

Palisades Charter High School

Budget vs Actual

For the period ended August 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
5901 - Postage and Shipping	-	-	-	-	-	-	15,750	> 200%
Total Operations & Housekeeping	**244,553**	**243,030**	**(1,522)**	**246,738**	**483,678**	**236,940**	**2,929,732**	**8.4%**
Depreciation								
6900 - Depreciation Expense	123,066	77,492	(45,574)	210,918	154,984	(55,934)	929,900	22.7%
Total Depreciation	**123,066**	**77,492**	**(45,574)**	**210,918**	**154,984**	**(55,934)**	**929,900**	**22.7%**
Total Expenses	**2,619,111**	**3,970,080**	**1,350,970**	**4,519,558**	**5,738,214**	**1,218,656**	**44,328,219**	**10.2%**
Change in Net Assets	**(505,277)**	**(2,514,569)**	**2,009,292**	**(1,563,346)**	**(1,390,971)**	**(172,375)**	**2,217,992**	
Net Assets, Beginning of Period	**36,130,760**	**0**	**(505,277)**	**37,188,829**	**0**	**(1,563,346)**	**0**	
Net Assets, End of Period	**$ 35,625,483**	**$ (2,514,569)**	**$ 1,504,015**	**$ 35,625,483**	**$ (1,390,971)**	**$ (1,735,721)**	**$ 2,217,992**	

Palisades Charter High School

Budget vs Actual

For the period ended August 31, 2026

Location 102- OPEB

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
Expenses								
Benefits								
3901 - Other Benefits, certificated positions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Total Benefits	-	-	-	-	-	-	-	
Total Expenses	-	-	-	-	-	-	-	
Change in Net Assets	-	-	-	-	-	-	-	
Net Assets, Beginning of Period	**(16,589,198)**	-	-	**(16,589,198)**	-	-	-	
Net Assets, End of Period	**$ (16,589,198)**	**$ -**	**$ -**	**$ (16,589,198)**	**$ -**	**$ -**	**$ -**	

Palisades Charter High School

Statement of Financial Position

For the period ended August 31, 2026

	Other Postemployement Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents			
Cash - CB - Op x6940	$ (500,481)	$ 6,629,149	$ 6,128,669
Cash - ASB - x6842	-	5,250	5,250
Cash - CB - Cafeteria x6850	-	1,920,469	1,920,468
Cash - CB - Fundraising x6885	-	139,258	139,258
Cash - CB - Drama x6869	-	1,282	1,282
Cash - CB - Permit x6877	-	1,469,507	1,469,507
Cash - CB - Ed Foundation x6893	-	2,893,534	2,893,534
Cash - CB - Transportation x0440	-	1,768,941	1,768,942
Cash - CB - Pool x6923	-	1,483,414	1,483,413
Cash - CB - Investment x6958	-	9,675	9,675
Cash - Treasury	(1,344,638)	17,707,301	16,362,664
Fair Value Adjustment to Cash in Cou	33,377	(522,196)	(488,819)
Cash & Cash Equivalents	(1,811,742)	33,505,584	31,693,843
Accounts Receivable	-	1,261,363	1,261,363
Public Funding Receivables	-	40,849	40,849
Prepaid Expenses	-	3,946	3,945
Other Current Assets			
Other Short Term Assets	-	209,996	209,997
Total FSP-SoFP-Other Current Assets	-	209,996	209,997
Total Current Assets	(1,811,742)	35,021,738	33,209,997
Long-term Assets			
Property & Equipment, Net			
Building	-	13,278,561	13,278,561
Building Improvements	-	2,112,833	2,112,833
Furniture, Fixtures & Equipment	-	4,343,888	4,343,888
Accumulated Depreciation - Building	-	(8,918,007)	(8,918,007)
Accumulated Depreciation - Building	-	(942,934)	(942,935)
Accumulated Depreciation - Furniture	-	(2,558,746)	(2,558,746)
Accumulated Depreciation - Compute	-	(317,956)	(317,956)
Insurance Replacements Assets	-	5,000	5,000
Property & Equipment, Net	-	7,002,639	7,002,638
Total Long-term Assets	-	7,002,639	7,002,638
Total Assets	**$ (1,811,742)**	**$ 42,024,377**	**$ 40,212,635**

Liabilities			
Current Liabilities			
Accounts Payable	$ -	$ 119,414	$ 119,414
Accrued Liabilities			
Credit Card Payable	-	(30,199)	(30,199)
Accrued Liabilities	(54,196)	3,376,455	3,322,259
Accrued Payroll	-	1,749,781	1,749,781
Accrued Vacation	-	78,550	78,550
Accrued Payroll Tax	-	(234,433)	(234,433)
STRS Payable	-	1,435,973	1,435,973
PERS Payable	-	527,663	527,663
Retirement Plan Payable	14,831,653	94,687	14,926,340
Union Dues	-	14,953	14,952
Suspense Clearing	-	(2,347,048)	(2,347,047)
Accrued Liabilities	14,777,457	4,666,382	19,443,839
Deferred Revenue	-	1,613,097	1,613,097
Total Current Liabilities	14,777,457	6,398,893	21,176,350
Total Liabilities	**14,777,457**	**6,398,893**	**21,176,350**
Net Asset	**(16,589,198)**	**35,625,483**	**19,036,285**
Liabilities & Net Assets	**$ (1,811,742)**	**$ 42,024,377**	**$ 40,212,635**

Palisades Charter High School

Statement of Cash Flows

For the period ended August 31, 2026

	Other Postemployment Benefits	Palisades Charter High School	All Locations
Cash Flows from Operating Activites			
Change in Net Assets	$ -	$ (505,277)	$ (505,277)
Adjustments			
Depreciation	-	123,066	123,066
(Increase) Decrease in Operating Assets			
Grants, Contributions & Pledges Receivable	-	109,989	109,989
Increase (Decrease) in Operating Liabilities			
Accounts Payable	-	(361,764)	(361,764)
Accrued Expenses	-	(564,900)	(564,900)
Deferred Revenue	-	17,733	17,733
Total Cash Flows from Operating Activites	**-**	**(1,181,153)**	**(1,181,153)**
Change in Cash and Cash Equivalents	**-**	**(1,181,153)**	**(1,181,153)**
Cash & Cash Equivalents, Beginning of Period	**(1,811,742)**	**34,686,738**	**32,874,996**
Cash & Cash Equivalents, End of Period	**$ (1,811,742)**	**$ 33,505,584**	**$ 31,693,843**

Palisades Charter High School

Check Register

For the period ended August 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10586	American Red Cross	08/07/2026	$ 738.00
10587	Berkeley Research Group, LLC	08/07/2026	91,643.74
10588	CHARTWELLS DINING SERVICE	08/07/2026	547.85
10589	Document Tracking Services	08/07/2026	425.00
10590	FACILITIES MANAGEMENT EXPRESS, LLC	08/07/2026	10,424.37
10591	GOTO COMMUNICATIONS INC	08/07/2026	3,213.10
10592	Keysi S. Sernas Lopez	08/07/2026	11,160.00
10593	KOHL BUILDING MAINTENANCE	08/07/2026	69,132.37
10594	REGIS STAFFING GROUP	08/07/2026	2,420.00
10595	RESPONDUS	08/07/2026	4,545.00
10596	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	08/07/2026	1,850.00
10597	WILLIAMS SCOTSMAN	08/07/2026	190,509.28
10598	ZOOM VIDEO COMMUNICATIONS, INC	08/07/2026	17,047.60
10599	The Law Offices of Clifford H. Young	08/10/2026	58,500.00
10600	GIOVANNI STEWART	08/10/2026	4,350.27
10601	MSP ARCHITECTS	08/13/2026	7,063.50
10602	Allison S Avina-Wyant	08/14/2026	2,100.00
10603	ALLURE PEST MANAGEMENT INC	08/14/2026	475.00
10604	ASSOCIATED BUILDING MATERIALS	08/14/2026	24,693.77
10605	California Commerical Pools, Inc.	08/14/2026	71,747.52
10606	CHRISTY WHITE ACCOUNTANCY CORPORATION	08/14/2026	4,374.00
10607	EDUCATIONAL NETWORKS	08/14/2026	3,570.00
10608	FRONTIER COMMUNICATIONS	08/14/2026	501.59
10609	FRONTIER COMMUNICATIONS	08/14/2026	375.00
10610	GRAY STEP SOFTWARE	08/14/2026	1,966.36
10611	Julio Cesar Diaz III	08/14/2026	2,100.00
10612	REGIS STAFFING GROUP	08/14/2026	1,210.00
10613	ST. MORITZ SECURITY SERVICES INC	08/14/2026	5,335.13
10614	WATERLINE TECHNOLOGIES INC.	08/14/2026	4,249.43
10615	WILLIAM V MACGILL & CO	08/14/2026	117.95
10616	CINDI CALHOUN	08/19/2026	730.05
10617	A&O CARPENTERS LLC	08/21/2026	12,900.00
10618	ACCELERATE EDUCATION INCORPORATED	08/21/2026	53,500.00
10619	ALLURE PEST MANAGEMENT INC	08/21/2026	2,270.00
10620	ASSOCIATED BUILDING MATERIALS	08/21/2026	2,990.69
10621	BFS LANDSCAPE ARCHITECTS	08/21/2026	7,570.11

Palisades Charter High School

Check Register

For the period ended August 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10622	CHARTER IMPACT	08/21/2026	83,484.00
10623	Follett Software, LLC	08/21/2026	1,681.92
10624	Julio Cesar Diaz III	08/21/2026	2,100.00
10625	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	08/21/2026	85.00
10626	Nicolas Maldonado	08/21/2026	180.00
10627	PARENTSQUARE, INC	08/21/2026	17,593.75
10628	PICTURE PERFECT GRAPHICS INC	08/21/2026	2,005.50
10629	REGIS STAFFING GROUP	08/21/2026	2,420.00
10630	REPUBLIC SERVICES	08/21/2026	4,418.34
10631	RYDIN DECAL	08/21/2026	1,128.56
10632	ST. MORITZ SECURITY SERVICES INC	08/21/2026	1,789.16
10633	VITAL RECORDS HOLDING LLC	08/21/2026	943.70
10634	WATERLINE TECHNOLOGIES INC.	08/21/2026	4,314.37
10635	ALLURE PEST MANAGEMENT INC	08/28/2026	325.00
10636	APPLEONE EMPLOYMENT SERVICES	08/28/2026	3,141.85
10637	ASSOCIATED BUILDING MATERIALS	08/28/2026	2,716.31
10638	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	08/28/2026	4,520.70
10639	BAKER COMMODITIES INC	08/28/2026	420.00
10640	Berkeley Research Group, LLC	08/28/2026	13,502.27
10641	Ceasar Avina-Wyant Delgadillo	08/28/2026	1,500.00
10642	CHARTER SAFE	08/28/2026	175,788.00
10643	CHRISTY WHITE ACCOUNTANCY CORPORATION	08/28/2026	7,714.00
10644	EDPUZZLE, INC	08/28/2026	4,170.00
10645	Elite Equipment & Services LLC	08/28/2026	3,107.37
10646	ERIC ARCOS	08/28/2026	866.25
10647	HERK EDWARDS INC	08/28/2026	158,400.00
10648	Ingraham Trophies	08/28/2026	810.38
10649	Instinct Behavior Analysis	08/28/2026	24,132.50
10650	KOHL BUILDING MAINTENANCE	08/28/2026	976.00
10651	LA Speech Pathology Services, Inc.	08/28/2026	9,085.00
10652	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	08/28/2026	2,906.61
10653	LEARN BY DOING INC	08/28/2026	21,650.00
10654	Markeelectric	08/28/2026	2,270.00
10655	MEDCO SUPPLY COMPANY	08/28/2026	355.47
10656	MXX MASTER SOUND	08/28/2026	3,625.00

Palisades Charter High School

Check Register

For the period ended August 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10657	OFFICE CONNECTION	08/28/2026	828.61
10658	REPUBLIC SERVICES	08/28/2026	755.60
10659	Rigged Theatrical Contractors, Inc.	08/28/2026	3,248.48
10660	ST. MORITZ SECURITY SERVICES INC	08/28/2026	8,408.50
10661	THE PERFECT EVENT INC	08/28/2026	2,268.00
10662	TIER ONE MECHANICAL INC	08/28/2026	696.06
10663	WAXIE	08/28/2026	635.89
10664	WINZER	08/28/2026	5,493.63
ACH	ADP, INC.	08/14/2026	800.00
ACH	CTI Group	08/14/2026	52,018.49
ACH	AMERICAN TRANSPORTATION SYSTEMS	08/21/2026	3,939.23
ACH	LIMINEX, INC. dba GoGuardian and Pear Deck Learning	08/21/2026	18,200.00
ACH	NEON ONE LLC	08/25/2026	1,963.50
ACH	FedEx Office	08/27/2026	22,332.47
ACH	ALEX LANDAVERDE	08/31/2026	1,134.24
ACH	INOVA	08/03/2026	2,073.89
ACH	INOVA	08/07/2026	484.23
ACH	INOVA	08/10/2026	1,102,010.86
ACH	INOVA	08/11/2026	12,192.65
ACH	INOVA	08/12/2026	10,426.86
ACH	INOVA	08/13/2026	18,896.09
ACH	INOVA	08/14/2026	5,921.52
ACH	INOVA	08/24/2026	72,370.23
ACH	INOVA	08/25/2026	70.71
ACH	INOVA	08/27/2026	357.02
ACH	INOVA	08/31/2026	814.86
		Total Disbursements in August	**$ 2,588,815.31**

Palisades Charter High School

Accounts Payable Aging

For the period ended August 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	$ -	$ -	$ -	$ -	$ 128	$ 128
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	550	550
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	1,637	1,637
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	90,106	90,106
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	5,039	5,039
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	8,188	8,188
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	11,412	11,412
LOS ANGELES UNIFIED SCHOOL DIS	8798-2026-3	05/30/2026	-	-	-	-	2,355	2,355
Total Outstanding Invoices			**$ -**	**$ -**	**$ -**	**$ -**	**$ 119,414**	**$ 119,414**

Pali
September 2026
60-Day Compliance Calendar

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with Pali support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	**Arts, Music, and Instructional Materials Digital Final Expenditure Report -** A final expenditure report needs to be submitted to CDE no later than September 30, 2026, or, for a charter school that closes before June 30, 2026, within 60 days of ceasing operations. CDE will initiate collection of any unexpended funds. Any LEA that does not submit a final expenditure report forfeits all funds that were allocated.	Charter Impact	No	No	https://www.cde.ca.gov/ci/cr/cf/artsmusicimblockgrant.asp
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-07	**California Basic Educational Data System (CBEDS) Information Day -** The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on **November 20th.**	Pali	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-30	**ADA Report #1** - EDCOE SELPA requires the reporting of Enrollment/ADA 3 times a year for their planning and to better assist their charter members.	Charter Impact	No	No	https://charterselpa.org/
FINANCE	Oct-31	**LCAP Upload to the California School Dashboard** California Education Code Section 52065(c)(1) requires all LEAs upload their most recent Local Control and Accountability Plan (LCAP) to the California School Dashboard (Dashboard. The LCAP upload submission window will be open from October 13 through October 31, 2026. For further information regarding Dashboard Coordinators or the LCAP upload, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	Pali	No	No	
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	Pali	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Title II, Title III and Title IV** must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	Pali	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	Pali	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
DATA TEAM	Oct-31	**Collect Alternative Income Forms from Families** Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	Pali	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp
DATA TEAM	Nov-15	**Complete Nutrition Verification process (requirement of School Nutrition Program) -** Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	Pali	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	**Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually.** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. **Most schools extend this deadline to the following May 15th.**	Pali	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	**1st Interim Financial Report -** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

This list is intended to be as comprehensive as possible for financial items, but the addition of new state funds and additional compliance tracking is complicated and ever-changing. If we become aware of additional due dates for financial items, we will be sure to update you. If there are compliance items for programmatic reporting, Charter Impact is often left off the emails from the CDE, so please be sure to read any correspondence you receive from the CDE, as well as aggregating information from other sources – California Charter School Association, Charter School Development Center, School Services of California, etc. to stay on top of the charter reporting landscape.

Coversheet

Finance Items: School Organized Conferences/Trips

Section: V. Consent Agenda
Item: A. Finance Items: School Organized Conferences/Trips
Purpose: Vote
Submitted by:
Related Material: School Organized Trips 10_20_2026.pdf

Submit by Email | Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: ☒ Field Trip ☐ School Journey ☐ Curricular Trip ☐ Athletic Trip
☐ Curricular Buss Tour ☐ OTHER (Describe) _____

Name of School: **Palisades Charter High School**
Employee Supervising trip K. NEWBILL
Certified _____ Non-Cert. _____
Telephone Number (310) 230-6623
Grade levels (Circle) 9 10 11 (12) OTHER _____

1. Destination CIMI AT TOYON BAY Are admission fees charged? Yes X No _____
2. Dates of Trips MARCH 3-5, 2027 3. Number of Students 99 Number of adults 10
4. Name and employee number of employee who will go on trip: K. NEWBILL
5. Substitute required? Yes X No _____ How Many? 3 DAYS Source of funds TRUST ACCT.
6. Time schedule required by school: Leave School 6:45 AM ON 3/3 Arrive destination 8:15 AM
   Leave destination 3:00 PM ON 3/5 Return school 9:30 PM
7. Duration of trip: Less than one day __ One day _____ Overnight X (if overnight, how many days?) 3 DAYS
8. Method of transportation: School bus (indicate number required) ___ Walking _____ Automobile _____
   Public Carrier: airplane _____ boat X bus X train _____ other _____ (explain) _____
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will
   MARINE BIOLOGY CAMP @ TOYON BAY, CATALINA ISLAND
10. Source of funds for trip PRIVATE FUNDING

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes X No _____
12. Have forms for parent's or guardian's permission been obtained? Yes X No _____
13. If hiking or camping activity:
    a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes _____ No _____
    b. Has the area been checked for potential hazards? Yes _____ No _____
    c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:
Principal or Asst. Principal Dr. Sam Mayer Date: 10/16/26
Board of Trustees* _____ Date: _____

* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

Request for Approval of School Organized Trip Revised January 2012

Submit by Email | Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: ☒ Field Trip ☐ School Journey ☐ Curricular Trip ☐ Athletic Trip
☐ Curricular Bus Tour ☐ OTHER (Describe) SWIM & POLO CAMPING TRIP

Name of School: **Palisades Charter High School**

Employee Supervising trip NANCE, TRASK

Certified 2 Non-Cert.

Telephone Number **(310) 230-6623**

Grade levels (Circle) 9 10 11 12 OTHER All

1. Destination Cachuma Lake Recreation Area Are admission fees charged? Yes _____ No x
2. Dates of Trips November 13-15 3. Number of Students 20 Number of adults 4
4. Name and employee number of employee who will go on trip: Nance, Trask
5. Substitute required? Yes _____ No 0 How Many? _____ Source of funds DONATIONS
6. Time schedule required by school: Leave School 12:30pm Arrive destination 3:30pm
   Leave destination 10am Return school 12pm
7. Duration of trip: Less than one day __ One day _____ Overnight x (if overnight, how many days?) 2
8. Method of transportation: School bus (indicate number required) ___ Walking _____ Automobile x
   Public Carrier: airplane _____ boat _____ bus _____ train _____ other _____ (explain) _____
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will BOND, TRAIN, AND LEARN TO WORK TOGETHER AS A TEAM
10. Source of funds for trip DONATIONS

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes x No _____
12. Have forms for parent's or guardian's permission been obtained? Yes x No _____
13. If hiking or camping activity:
    a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes x No _____
    b. Has the area been checked for potential hazards? Yes x No _____
    c. Has the School Police Department been notified of the trip? Yes X No _____

APPROVALS:

Principal or Asst. Principal _____ Date: _____

Board of Trustees* _____ Date: _____

* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

Request for Approval of School Organized Trip Revised January 2012

Coversheet

Personnel Items

Section: V. Consent Agenda
Item: B. Personnel Items
Purpose: Vote
Submitted by:
Related Material: Consent Agenda_Personnel Items 10_20_2026.pdf

PALISADES CHARTER HIGH SCHOOL
Empowering Educational Excellence.

PCHS BOARD CONSENT AGENDA: PERSONNEL ITEMS
October 20, 2026

Approve/Ratify Certificated & Unrepresented Employment

NAME	POSITION	EFFECTIVE
Mireles Sanchez, Sol	Math Teacher	9/16/26
Masajedian, Simaalsadat	Biology Teacher	10/2/26
Collins, Courtney	Substitute Teacher	10/12/26
Adams, Amy	Substitute Teacher	10/12/26

Approve/Ratify Classified & Coach Employment

NAME	POSITION	EFFECTIVE
Saab, Adelaide Mayra	LifeGuard	9/1/26
Lee, Heeseong	Pianist	10/12/26
Thim, Lewis	Senior Office Assistant	10/12/26
Bottenberg, Maddie	Drumline Coach	10/12/26
Figueroa, Joshua	Soccer Coach	10/8/26

Approve/Ratify Retirement/Resignation/Termination

NAME	POSITION	EFFECTIVE
Medina, Mary	Campus Aide	10/15/26
Meeks, Timanni	Substitute Teacher	6/4/26

Coversheet

Unrepresented Classified Staff Report

Section: VI. Organizational Reports
Item: E. Unrepresented Classified Staff Report
Purpose: FYI
Submitted by:
Related Material:
Unrepresented Classified_Board Report 10_20_2026.pdf
Unrepresented Classified Feedback for the PCHS Board of Trustees - October 2026.pdf

Board of Trustees Meeting – Unrepresented Classified
October 20th, 2026

To encourage feedback and track trends, a new form was created and shared with the 23 Unrepresented Classified employees, which solicits feedback and contains a pulse survey. Results of the form or feedback through direct means will be included in this report.

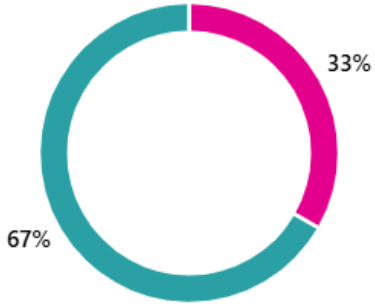
1. What is going particularly well right now that should be continued or expanded?
    - Operations runs very smoothly. When I need to reserve something, it's seamless and really clears up confusion.
2. What is the most significant challenge impacting your ability to be successful right now?
    - What is the most significant challenge impacting your ability to be successful right now?
    - Morale. I recognize there is more conflict than usual at the moment, conflict is natural, but the absolute lack of civility and decorum that is becoming commonplace is just not acceptable. This only serves to destroy morale and further hurts the students we have all pledged to serve.
3. Is there a staff member, team, department, recent or upcoming event that you would like recognized?
    - I would like to recognize Josh Wilson and Amie Whiteley. They are working very hard to stay on top of the extreme demands of the position.
    - Shoutout to our new School Nurse and Senior Office Assistant in the Admissions & Attendance Office, who have already made a positive impact on those they support.
4. Is there anything that you would like the Board of Trustees to know?
    - Please consider reclassifying non-work days as vacation days for unrepresented staff. Additionally, please maintain an accrual process for unexpected workdays as they are also exempt from overtime. Fixed non-work days provide no monetary incentive to unrepresented employees like vacation days do. Thank you.
    - This is an amazing place to work. I have been at 7 schools in several states - if we can get past this contract situation, this will easily be the best school I've worked at. Currently, the environment is so fragile we're all forced to walk around on egg shells. I do not appreciate the politics within, and from a new person on the outside looking in on the entire situation - I hope it ends as fast as possible, because if it gets any worse it could be detrimental to our school's permanent future.

5. Over the past month, I was able to maintain a healthy balance between my work responsibilities and personal life.



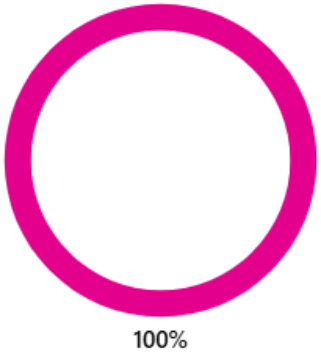
6. Over the past month, the conditions were in place for me to be successful in my role.

Strongly agree	0
Agree	1
Neutral	2
Disagree	0
Strongly disagree	0



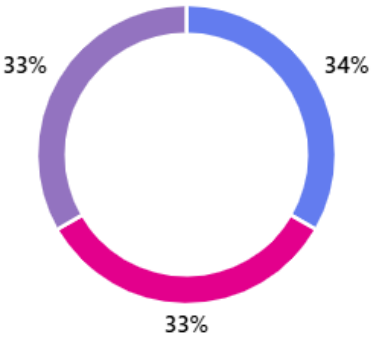
7. Over the past month, I felt supported and respected by the individuals, teams, or departments I serve.

Strongly agree	0
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0



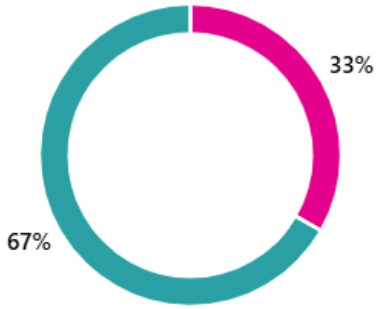
8. Over the past month, I felt that my work and contributions were valued and appreciated.

Strongly agree	1
Agree	1
Neutral	0
Disagree	1
Strongly disagree	0



9. Thinking about the past month as a whole, how would you rate your overall experience at work?

Very Positive	0
Positive	1
Neutral	2
Negative	0
Very Negative	0





Unrepresented Classified Feedback for the PCHS Board of Trustees - October 2026

Please take a moment to share feedback with the PCHS Board of Trustees. Feedback is anonymous. Sign-in is required only to verify that participants are members of the intended audience & to limit responses. Unless volunteered below, identity information is not collected with survey responses, and responses cannot be associated.

Feedback, Concerns, and Cheers

All questions are optional and intended only to solicit thoughtful feedback.

1. What is going particularly well right now that should be continued or expanded?

2. What is the most significant challenge impacting your ability to be successful right now?

3. Is there a staff member, team, department, recent or upcoming event that you would like recognized?

   Please be specific!

4. Is there anything that you would like the Board of Trustees to know?

Monthly Pulse Survey

The optional survey below is intended to create a monthly metric of wellbeing, recognition, relationships, resources, and overall sentiment. These answers will always be anonymized and aggregated month to month.

5. Over the past month, I was able to maintain a healthy balance between my work responsibilities and personal life.

Work-life balance refers to having adequate time and energy for both work responsibilities and personal commitments.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

6. Over the past month, the conditions were in place for me to be successful in my role.

Consider the overall environment, communication, resources, collaboration, and support available to you.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

7. Over the past month, I felt supported and respected by the individuals, teams, or departments I serve.

Support includes cooperation, responsiveness, professionalism, and mutual respect.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

8. Over the past month, I felt that my work and contributions were valued and appreciated.

Feeling valued means that your work, effort, ideas, and contributions are recognized, respected, and seen as meaningful.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

9. Thinking about the past month as a whole, how would you rate your overall experience at work?

Consider your overall experience during the past month, including workload, support, workplace relationships, communication, and your general sense of well-being at work.

- ◯ Very Positive
- ◯ Positive
- ◯ Neutral
- ◯ Negative
- ◯ Very Negative

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Microsoft Forms

Coversheet

Human Resources Director (HR) Report

Section: VI. Organizational Reports
Item: G. Human Resources Director (HR) Report
Purpose: Vote
Submitted by:
Related Material: HR Board Report 10_20_2026.pdf
LOA DON Resolution 10_20_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Human Resources Report
Board of Trustees Meeting

October 20, 2026

Commission on Teacher Credentialing (CTC)

Declaration of Need and Local Assignment Approvals

California Education Code and Title 5 Regulations provide Local Educational Agencies (LEAs) with assignment flexibility when appropriately credentialed personnel are unavailable. These provisions, referred to as **Local Assignment Options (LAOs)**, allow LEAs to meet instructional needs while educators work toward additional authorization requirements.

Local Assignment Options are used at the discretion of the LEA and require annual approval by the governing board. This process promotes transparency, as board agendas and supporting documentation are publicly available to parents and community stakeholders.

Recommended Local Assignment Approvals

Blake Holmes holds a Preliminary Career Technical Education (CTE) Credential in Arts, Media, and Entertainment. Board approval is required to authorize the assignment while he completes the English Learner Authorization (ELA) requirement necessary to meet credentialing requirements.

Respectfully Submitted,

Martha Monahan, Ed.D.
Director of Human Resources

PALISADES CHARTER HIGH SCHOOL

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Board of Trustees

Declaration of Need (DON) Authorization of Local Assignment Option for Certificated Employees

WHEREAS, Education Code and Title 5 Regulations provide local educational agencies (LEAs) with educator assignment options that may be used when an LEA is unable to assign a certificated employee with an appropriate credential for a specific course or assignment; and

WHEREAS, these Local Assignment Option (LAO) allows flexibility at the local level and are utilized solely at the discretion of the LEA; and

WHEREAS, annual approval by the Governing Board is required to ensure transparency in staffing assignments, as board agendas and actions are publicly accessible to parents and stakeholder groups; and

WHEREAS, Palisades Charter High School must remain in compliance with California Statewide Assignment Accountability System (CalSAAS) reporting requirements; and

WHEREAS, the following certificated employees require authorization under Local Assignment Option:

Blake Holmes

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Palisades Charter High School hereby approves the use of the Local Assignment Option for the employees listed above for the 2026–2027 school year.

AYES:
NOES:
ABSTAIN:

I, _____, Chair of the Board of Trustees of Palisades Charter High School, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on October 20, 2026

_____

Chair, Board of Trustees
Palisades Charter High School

Coversheet

Director of Operations Report

Section: VI. Organizational Reports
Item: H. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 10_20_2026_.pdf

PALISADES CHARTER HIGH SCHOOL

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Board of Trustees Meeting
Operations Report
October 20, 2026

Rafael Negroe
Director of Operations & Facilities

A Note of Appreciation

Since April 2024, we have made significant progress in strengthening Pali Operations. Our journey has included reorganizing and adapting through the January 2025 fires, rapidly establishing Pali South at the Sears Building, and continuing to improve how we work as we prepare for the major construction projects ahead.

I want to recognize our hourly Operations team and vendor partners who work behind the scenes every day to keep Pali running. Much of their work goes unnoticed, but their dedication, flexibility, and willingness to step up make a real difference.

We have also invested in technology to improve efficiency, accountability, and data collection through systems such as FMX, NEON, and Wireless Links for transportation.

These improvements help us make better decisions and build stronger processes for the future. We have come a long way, and there is still much work ahead. I am proud of how our team continues to adapt, find solutions, and move forward together.

PALISADES CHARTER HIGH SCHOOL

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Executive Summary
Operations & Facilities Report

The Food & Nutrition Services Department will undergo its cyclical Administrative Review (AR) with the California Department of Education (CDE). The review is currently anticipated to take place during January and February 2027.

Operations is also working with CDE on the development of the Request for Proposal (RFP) for Food Service Management Companies (FSMCs). The current target is to release the RFP in March 2027, (Operations is working with CDE to move the release date sooner than May 2027, to allow Pali and BOT to have ample time to manage the process) following the appropriate review and approval process.

As the process progresses with CDE, I will bring this item forward on upcoming agendas to provide the committee with updates and, when appropriate, seek the necessary review and approval prior to release. Please Pali FSMC RFP Report

Kalei Park
Permit Manager

Permits & Setups

Facility Revenue, Mid-Sept-Present: $31,791.25

- Demand remains steady. New groups and returning community members continue to request time.
- The interim J field has added rentable space while the baseball field is out of commission. That space closes in mid-December when LAUSD construction begins, so expect a revenue dip starting in Q3.

Banner Revenue, Mid-Sept-Present: $12,925

- One of our highest-demand, most reliable revenue streams. Placements along Temescal and Sunset remain sought after and fully active.

(Upcoming) PCHS Events on Campus

- Homecoming Football Game: 10/16
- Homecoming Dance: 10/17
- PCHS Turkey Trot (returning): 11/26

Filming
Interest continues, though industry conditions add some complexity. The following are inquiries only; none is booked or confirmed:

- Feature film (Fox Searchlight): location scout pending, with potential filming in November
- Commercial
- Digital docuseries
- Vertical micro-series
- Daily Drills (local social media promo)

Upcoming Priorities

- Schoolwide safety drill: 11/18
- Interim J field usage ends mid-December for all users
- Small and Large Gym floor resurfacing: 12/29–1/3.
    - Both gyms will be **closed** during this time.

Jene Harris-Evans
Food Service Director

Number of meals

August 2026

- Breakfast: **4501**
- Lunch: **6464**

September 2026

- Breakfast: **11,165**
- Lunch: **12,836**

Dining Experience Update:

Participation has increased 3.5% over last year's average. The cafeteria staff is a group of 7 employees with the help of the Director of Dining and Cafeteria Clerk.

Offering community service hours to students who want to work during. Nutrition and/or Lunch.

Planning to start offering to start offering “Coffee” for purchase during early breakfast.

October: Planning to have a table to celebrate “Breast Cancer Month”. **Possibly the 3rd week of this month.**

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Brooke King
MGAC Aquatic Director

MGAC Monthly Report — (October)

The Physical Education Learn-to-Swim module began on September 22. MGAC staff are conducting swim evaluations and assigning students to Levels 1, 2, and 3 based on demonstrated swimming ability. Instruction focuses on skill development, water safety, and confidence-building through targeted drills and progressive learning activities designed to help students become safer and more capable participants in the aquatic environment.

Facility usage continues to prioritize the educational mission of Palisades Charter High School. High school programs represent the largest category of pool utilization, followed by permitted user groups and public access programming.

Permit and public-use activities generated **$67,000 in revenue during the first quarter (July-September)**. The next quarterly revenue update will be provided in December.

Lap swim programming continues to be adjusted based on participation trends. In response to swimmer demand, MGAC added a pilot **6:45 a.m. lap swim session on Tuesdays and Thursdays**, and participation is being monitored to assess long-term viability.

Current Public Lap Swim Schedule

Weekdays

- 7:45-8:45 a.m.
- 10:00-11:00 a.m.
- 12:00-1:00 p.m.

Monday, Wednesday, Friday

- 6:00-7:00 p.m.

Tuesday and Thursday

- 6:45-7:45 a.m. (Pilot Program)

- 5:30-6:30 p.m.

Saturday

- 7:30-8:30 a.m.
- 10:30-11:30 a.m.
- 11:30 a.m.-12:30 p.m.
- 12:30-1:30 p.m.

Custom promotions and participation incentives continue to support growth in public programming. The MGAC **10-Pass Promotion** has been especially successful in attracting and retaining swimmers.

DSA Review

The Division of the State Architect (DSA) has approved the pool repair project. The project is now moving through the final administrative closeout process.

Repairs in Progress

- Variable Frequency Drive (VFD) replacement
- HVAC repairs for the pool building, coordinated with LAUSD
- Plumbing repairs for the pool building

Preventative Maintenance

MGAC has implemented a preventative maintenance schedule to proactively address facility needs, extend equipment life, and support long-term operational reliability.

New Staff

MGAC welcomed new lifeguard **Adelaide Saab**, a former Pali High student. She joins a team comprised primarily of current Pali High students, reinforcing the program's commitment to student employment and workforce development opportunities.

Certifications

MGAC continues to provide **American Red Cross First Aid/CPR/AED certifications** to Pali coaches, employees, and students. Efforts are underway to integrate certification opportunities into the Anatomy curriculum to expand student access to these valuable life-saving skills.

Staying Alive Society

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The student-led **Staying Alive Society**, focused on promoting American Red Cross First Aid/CPR/AED training and community preparedness, will hold its first meeting on **October 22**.

New Automated External Defibrillators (AEDs)

MGAC recently received **two Avive AEDs** through a donation from the **Not Today Foundation**. Installation is currently underway and will further strengthen emergency preparedness throughout the aquatic center.

Susan Darvish
Transportation Coordinator

Transportation/Buses:

- **Number of registered riders:**
  - # 386
- **Number of stops:**
  - 13 morning stops, 13 – 3:05 PM stops, 5 – 6:00 PM stops
- **Number of Field trips:**
  - August, 0
  - September, 0
  - October, 5 Trips
  - November, 7 Trips
  - December, 0
  - January, 0
  - February, 0
  - March, 0
  - April, 0
  - May, 0

Cesar Gomez
Campus Security Manager

- **Number of PCHS Staff**: 5 |
- **Number of St Moritz staff**: 7
- **Projects completed**: **(2)**
- **Incidents responded to SEP (1) & OCT (1):**
- **Drill conducted:** (1) 9-23-26 : Evacuation Drill *Great Shakeout Drill on 10-15-26
- **Parking Violations: 96**
- **Lockers Distributed:** 275

PALISADES CHARTER HIGH SCHOOL

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Oscar Cabrera
Facilities & Grounds Manager

Facilities/Projects:

- **Projects completed:**
  - (423) FMX work orders submitted from 08/03/26 – 09/16/26
  - (371) of (423) FMX work orders were completed/finalized.
  - **HVAC E-Bldg. Mechanic room Supply fan** - (Shaft; Bearings and motor failed and have been Replaced with new).
  - **HVAC H-Bldg. Boiler room** – (HW Pump #1; pressure gauge & Variable Frequency Drive (VFD)
  - **HVAC** Provided/installed (30) portable AC units for east facing classrooms; provided additional (80) box fans for other rooms; Installed window fans exhaust feature for (5) classes & provided (5) hydration stations for students and staff during latest heatwave
  - **TV Wall mount Installation -** (2) 60" TVs on behalf of Tech Dept for art class E103 & Ceramics class D106
  - **BTSN** - Assisted with setups & coordination

- **Projects to be completed**
  - Annual fire extinguisher service
  - Annual Gym bleachers PM/Repair service
  - Fire evacuation Drill
  - Ac Distribution
  - Purchase and installation of 140 window fans
  - Responded to dozens of call to mitigate the heat
  - Provided daily water stations (4) throughout the campus

Coversheet

Director of Information Technology Report

Section: VI. Organizational Reports
Item: I. Director of Information Technology Report
Purpose: FYI
Submitted by:
Related Material: Information Technology Board Report 10_20_2026.pdf

Board of Trustees Meeting – Information Technology Report
October 20th, 2026

- Tech Team (Brian Bengler, Jaime Chang, Chris Lara, John Recalde)
    - Ticket counts are starting to level out for this period, 9/18 – 10/15. Trends continue to be very high with student device related tickets, printers/printing issues, and account problems.

Tickets Received			Tickets Closed	
July	201		Jul	182
August	490		Aug	343
September	618		Sep	544
October	417		Oct	366
Total	1726		Total	1435

- Primary ticket related tasks:
    - Seventy seven student devices needed repairs due to cracked screens and accidental spills, a sharp rise from 32 last month.
        - A number of these may be due to students neglecting to report damages when they first occur.
    - Family outreach to recover PCHS devices that were not returned or were returned with various levels of damage continue.
    - Student labs continue to be iterated based on teacher requests. Special configurations, updates, and troubleshooting new software were the common requests this period.
    - Training sessions with Procurify and Amazon Punchouts have been common.
    - We continue to process submissions to the Pali Fire Affidavit to update our inventory system and provide documentation for insurance, however we do anticipate needing to close this process soon. Most submissions this year have been from returning families that were unable to continue with PCHS immediately following the fires.
    - Continued teacher support for day-to-day issues.
    - The cut fiber in G104 was replaced at PCHS' expense by First Fire. The new run was installed between 6AM and 8AM without impact to the classroom.
- In preparation for Homecoming and all other school events, IT created a new student eligibility form to help the activities office manage and determine student eligibility throughout the year.
    - Clearance for events is one of primary drivers of property and damages recovery.
- An issue has been identified with the Samsung model interactive displays where touch capacity is not being sent back to Apple devices. This prevents teachers with an Apple device from controlling their device through touch gestures on the Samsung display.
- Copier services include 3 of 4 expected Copy Room devices, 2 fully functional office devices and 2 limited functional (bulk scanning) devices. The FedEx request process will continue to be available as a stopgap until all resources are available.
    - IT has concerns about the Copy Room devices health as the production devices are ***extremely*** sensitive to the warmer and recently extreme heat environments. Without appropriate A/C in the space, it is anticipated that the devices will fail.
- Tech supported 40 event setups across campus, assisting ASB, Committee and Trustee meetings, Athletics, and PTSA.
- The S1P1 grading window saw the team supporting teachers on an individual and group setting. The team provided group support in the AA Office before and after school, at nutrition, and at lunch on the Thursday and Friday grades were due.
    - Additional support was provided with post window reporting and the creation of additional grade windows.

- Work continues with the Finance department on fine-tuning the Procurify system and providing support to department chairs and other staff entering orders.
    - The Amazon Punchout testing group is going well but have uncovered two bugs. One has a viable workaround until patched but the other bug causes a complete loss of all items in cart on the Procurify side and phantom orders on the Amazon side. Until this more serious bug is resolved, we are being cautious and not expanding access due to the extreme frustration users have experienced.
- Four new bell schedules were added to Infinite Campus to support recent changes.
    - An early release Weather Schedule was created and is now available for use during future extreme weather event days.
    - In support of Faculty voice, the Homeroom schedule used for non-intervention/enrichment Pali Period days has been replaced with Pali Period schedule that simply extends the 3rd/4th period class to include the same minutes that Homeroom used. This change simplifies the management of these schedules, allowing teachers to "hold their 3rd/4th" for these event days.
- Data Team (Steven Cuenco, Francisca Ixquiac)
    - The CALPADS End of Year (EOY) reporting for both EOY1 and 2 was successfully certified.
    - All EOY reports have been sent to LAUSD
    - A new compliance task for SUN Bucks data was identified. This must be uploaded to the CDE and was completed on 9/29.
    - All Student State Identifier Numbers (SSID) have been claimed for all new and incoming students. These have also been imported into Infinite Campus.
    - The Student Enrollment (SENR) file has been uploaded into CALPADS. All errors were cleared and then successfully posted.
    - Direct Certification file was completed and sent to both Delilah for FRAM processing and Francisca for updating Infinite Campus.
    - In progress:
        - CALPADS Fall 1 reporting. SINF, SELA, SPRG, SPED & SSRV reports.
        - Working towards the 11/6 milestone



- Supporting new parents with Schoology codes and access.
- Working with the Deans office to support improved detention messaging and tracking.
- Collaborating with the Admissions Office to resolve issues with Online Registration applications.
- Working with Academic Achievement, CSF, Testing offices to provide rosters and other reports.
- Supporting Security and Physical Education with locker assignments and reports.

Coversheet

Director of Development Report

Section: VI. Organizational Reports
Item: J. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 10_20_2026.pdf

Board of Trustees Meeting 10.20.26
Development Report

PCHS Fund 2026-27	9/30/24	9/30/25	9/30/26
Fiscal YTD Donations Received	$202,065	$71,975	$87,551
YTD # of Donors	142	63	78
Average Donation	$1,423	$1,142	$1,122
Participation Rate *(unduplicated PCHS Fund + Booster Club)*	N/A	N/A	4.8%
Banner Donors	56	17	20

% of $300,000 Budgeted Goal		29.2%
% of $400,000 Targeted Goal		21.9%

PCHS Fund fiscal YTD total has now surpassed $105,000 (exact figure still being calculated)

Ongoing Circumstances Impacting Annual Giving

- Lower enrollment versus pre-fire
- Continued reduced average donation, driven by reduced post-fire banner donors
- No Booster Club Fundraising Chair for 2026-27
- Need for increased/build back fundraising for athletics and ASB activities

Recent Campaigns

Class of 1976 Reunion: October 10	$10,101	*$3,367 of this is allocated to the PCHS Fund*
Driveway Days: October 14-16	$16,150	

Upcoming Campaigns

Giving Tuesday: December 1

Year-End Campaign: December 31

Fire Relief Grants

New $162,000 LAUSD Education Foundation grant for 2026-27 mental health, classroom supplies, library restoration *(in process)*

Process to allocate remaining unrestricted fire relief funds

Other Fundraising Initiatives

Pali Complex Meetings/Collaboration

Fundraising Policy Revisions: January 2027

Coversheet

Executive Director/Principal (EDP) Report

Section: VI. Organizational Reports
Item: K. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Board Report 10_20_2026.pdf
Counseling Center Updates 10_20_2026.pdf
Student Activities, Athletics, and Dean's Office Updates 10_20_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Executive Director/Principal Report
Board of Trustees Meeting
October 20, 2026

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.

PCHS 2025-2026 Schoolwide Goals (Board approved October 14, 2025)
Schoolwide Goals: Academic Achievement, Communication, Diversity & Culture, Student Socioemotional Wellness, Budget & Development

2026-2027 Strategic Planning

The PCHS strategic planning process incorporates community input, organizational priorities, and measurable outcomes to establish a responsive and effective path forward. Aligning objectives with the Western Association of Schools and Colleges (WASC) Six-Year Action Plan as well as the Local Control Accountability Plan supports a cohesive and focused direction. Students, faculty, parents, and staff contribute to strategic planning through annual goal-setting meetings, Academic Accountability Committee discussions, Long-Term Strategic Planning sessions, and community-wide surveys. Additional forums for feedback include monthly Board of Trustees meetings, Budget Committee meetings, and Department Chair/Curriculum Council meetings.

Feedback Loop:

1. **2026-2027 Annual Schoolwide Goals** – The following tentative goals are the result of the Board of Trustees' annual goal setting collaborative meeting held on Saturday, September 19. The draft goals will be shared with Curriculum Council/Department Chairs and the Budget & Finance Committee among other groups before coming back to the Board of Trustees for review and approval.

   Academic Achievement

   Goal 1: Create a master schedule matrix in the spring with an inclusive process so we can manage class sizes, and course offerings well in advance of the school year beginning.

   Goal 2: Data based collaborative planning and management that leads to systemic, targeted timely interventions and aligned instructional models both in and out of

class. This creates an inclusive process that enables all voices to equally inform decisions on academic achievement.

Goal 3: Teachers return student work/assessments in a timely manner with feedback.

Communications
Goal 1: All sports teams will be represented in monthly sports updates.

Goal 2: Increase student viewership of the Leadership Show by moving to Pali period to minimize impact on the instructional program.

Diversity and Culture
Goal 1: Plan and implement student education pertaining to cultural understanding. Ensure that planning includes educating students to better understand the reasoning, history, and purpose surrounding culturally important topics.

Goal 2: Foster a campuswide environment of respect among all groups on campus.

Student Social Emotional Well-being
Goal: By December 2026, open and launch the Pali High Wellness Center to provide all students with equitable access to social-emotional and mental health support, in partnership with ASB, PSWs, the School Psychologist, Pali Administration, and outside community partners.

Fiscal Budget & Operations
Goal 1: Streamline the ordering process, approval and receipt of items (timeline).
Goal 2: Create and implement and finalize a plan and system to replace items lost in the fire.
Goal 3: Coordinate PCHS operations with LAUSD construction for SY26-27 to minimize the effects of construction on athletics, educational and operational programs as much as possible.

2. **Long Term Strategic Planning (LTSP) meetings** – Monthly meetings are held on the last Wednesday of the month to monitor progress toward the annual schoolwide goals, LCAP goals, and WASC Action Plan. Meetings are open to all members of the school community. Representatives from each academic department, administrators, and ASB students are regular participants. This group is currently recruiting parent members. LTSP combines five interest groups as a means of viewing school priorities through a specific lens. The interest groups are: Academic Achievement & Innovation, Budget & Development, Family & Community, Facilities & Operations, and Technology.

   In addition to monitoring the WASC and LCAP plans, the following priorities have been identified as areas for LTSP focus**:**

- **Tutoring & Intervention:** Expand and better promote tutoring through National Honor Society, after-school and Zoom options, teacher referrals, incentives, attendance tracking, and stronger Study Center support.
- **Outstanding Student Fines:** Create a clearer system for notifying students about fines, encouraging earlier payment, allowing partial payments, and building consequences or incentives before senior year.
- **AI Policy:** Develop a balanced AI policy that permits responsible use, requires transparency and citation, preserves independent student learning, and evolves as technology changes.
- **Facilities:** Improve campus conditions by restoring vending machines, addressing HVAC needs, expanding sustainability efforts, installing better signage, and repairing access to cold drinking water.
- **Parent & Community Communication:** Streamline school communications through Parent Square and other platforms so families receive clearer, more important information without excessive or confusing messaging.
- **Community Service:** Encourage students to complete service hours throughout high school rather than waiting until senior year, potentially by connecting service to courses or other school structures.
- **Future Discussion Items:** Revisit online delivery of state testing results, AI use, student device policies and buy-in, and progress on the tutoring program.

Academic Department Action Plans – Academic departments are now implementing action plans incorporating community feedback provided in June 2026 by the Academic Accountability Committee. Departments are collaborating with their department administrators to develop accountability metrics.

Academic Intervention: PCHS is actively evaluating its academic intervention systems to determine their impact on student achievement and ensure all students have equitable access to support services. At the same time, academic departments and professional learning communities are deepening their instructional capacity through professional development focused on effective Tier 1 intervention strategies, helping build a stronger foundation for student learning and achievement.

Current intervention options offered at PCHS include:
1. The Study Center - J104
Period 0, Lunch, and Period 7 until 4 pm
Every Wednesday Night Zoom Peer Tutoring 7 - 8 pm

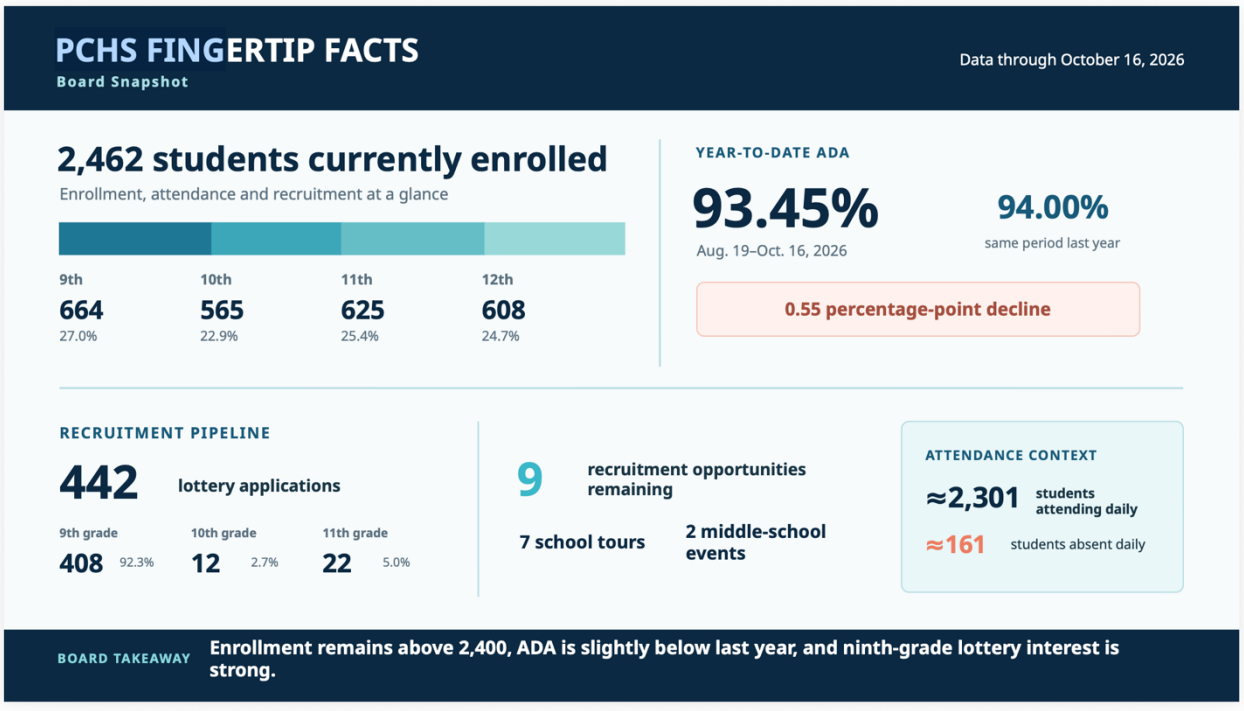
2. Math Lab - Two math paraprofessionals
    Supports Algebra 1 and Geometry during class time, Period 0, Lunch, and period 7
    Open until 4pm
3.Study Skills Support Classes
4.Teacher Office Hours

5. Tier I Intervention includes
    - Grade-level instruction
    - Targeted Support
    - Frequent Progress Monitoring

   Identifying students who need support
    - 5 - week Progress Report (D/F)
    - NWEA Data (Red/Orange Range)
    - In-class Assessments

   Incorporating Tier I Strategies – Techniques PCHS teachers are applying to support students
    - Chunking complex assignments
    - Checking-in regularly (Office Hours)
    - Providing Guided Notes
    - Re-teaching targeted standard
    - Giving immediate feedback
    - Offering small group or one to one support
    - Providing additional processing time
    - Practicing Albert IO

Admission and Attendance Update from Joe Clausi, Director of Admissions, Attendance and Compliance



Submitted by Dr. Pam Magee

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

2026–27 School Year Report

Palisades Charter High School
Submitted to the Board of Directors

October 2026

Overview

The Counseling Office and Pali Academy continue to support the academic achievement, social-emotional well-being, and post-secondary success of Palisades Charter High School students. Current priorities include monitoring academic progress, ensuring students remain on track for graduation, providing individualized academic guidance, supporting students who need alternative learning pathways, and preparing for course selection and scheduling for the 2027–2028 school year.

Through collaboration among counselors, administrators, teachers, students, and families, these programs provide essential support to students with a range of academic needs and educational goals.

I. Counseling Office Update

1. Fall Semester Progress Reports and Academic Monitoring

Fall Semester Progress 1 report cards were distributed to parents and guardians through ParentSquare on Thursday, October 8, 2026. These reports provided families with an update on student academic performance and progress during the first reporting period.

Students and families are encouraged to review grades together and connect with teachers regarding any concerns or areas where additional support may be beneficial. Available resources include teacher office hours, tutoring opportunities, and parent-teacher conferences.

The Counseling Office continues to collaborate with students, families, and teachers to identify academic concerns early and connect students with appropriate support and intervention resources.

The next reporting period, **Fall Semester Progress 2**, is approaching. Teachers will finalize and close their gradebooks on Friday, November 13, 2026, and report cards will be distributed to parents and guardians through ParentSquare by Friday, November 20, 2026. This reporting period

will provide another opportunity for families to assess student progress and work collaboratively with teachers and counselors to address academic concerns before the end of the semester.

2. Senior Letters and Credit Summaries

Senior letters and credit summaries are being distributed to provide students and families with an update on graduation progress and outstanding requirements. Parents and guardians will receive credit summaries and student schedules through ParentSquare.

These communications are intended to ensure families understand their students' progress toward graduation and can identify any outstanding requirements that need attention.

The Counseling Office will continue to monitor senior credit completion and work with students who may need additional academic support, credit recovery, or alternative pathways to remain on track for graduation.

3. Academic Planning Meetings Across Grade Levels

Counselors are currently meeting with seniors to review graduation requirements, credit completion, postsecondary plans, and Spring semester schedules. These meetings provide an opportunity to identify potential concerns, clarify remaining requirements, and ensure students understand the steps necessary to graduate on time.

Over the coming weeks, counselors will meet with juniors to review academic progress, graduation status, and Spring course schedules. These conversations will also support students as they explore postsecondary pathways, including college, career, and other opportunities after high school.

Counselors will also meet with sophomores and freshmen before the end of the school year to review academic progress, graduation requirements, course sequences, and future course selections. These meetings allow counselors to identify students who may benefit from additional support and help students make informed decisions about their academic pathways.

4. Student Support and Counseling Services

The Counseling Office continues to provide academic guidance and coordinate support for students experiencing academic, personal, or social-emotional challenges. Counselors collaborate with administrators, teachers, Psychiatric Social Workers, and other student support personnel to connect students with appropriate resources.

Support efforts include academic progress monitoring, graduation planning, college and career guidance, and coordination of services for students with individualized educational and accommodation needs.

The department remains focused on early identification of student needs, clear communication with families, and collaboration across departments to support student success.

5. Course Selection and Scheduling for 2027–2028

The Counseling Office is preparing for the course selection process for the **2027–2028 school year**. Students will receive instructions and planning resources to help them select courses over winter break. Additional information regarding timelines, course offerings, and the selection process will be communicated to students and families as winter break approaches.

This process requires coordination among counselors, department leaders, and school administration to ensure that course requests align with graduation requirements, academic pathways, program offerings, and anticipated staffing and master scheduling needs.

Following course selection, the Counseling Office and administration will review student requests to inform course offerings, section planning, and the development of the master schedule.

II. Pali Academy Update

1. Academic Intervention and Credit Recovery

Pali Academy currently serves 52 students, who are working with their teachers to adjust to the new Accelerate online curriculum. Students are navigating the rigor and volume of written assignments, and many require additional time to complete their initial courses successfully.

Teachers are collaborating to identify effective instructional strategies, monitor student progress, and provide additional guidance as students become familiar with the curriculum and its expectations. The program remains focused on helping students build the skills, independence, and accountability necessary to complete coursework and make consistent progress toward graduation.

2. Instructional Strategies and Student Engagement

Pali Academy teachers are implementing instructional approaches designed to strengthen student engagement, comprehension, and academic independence.

In traditional English courses, Mrs. Saxon is reducing online classwork to minimize digital distractions and encourage more active student participation. In English 11, students are participating in a seven-week instructional sequence focused on close reading, text analysis, and evidence-based writing.

Instruction incorporates pen-and-paper activities, graphic organizers, and individualized teacher conferences. These strategies are designed to prepare students for the English 11 Common Assessment while strengthening reading comprehension, analytical thinking, written communication, and independent learning skills.

After three weeks of this revised instructional approach, students are demonstrating increased engagement and independence. Mrs. Saxon continues to provide individualized feedback and monitor student understanding and progress. These efforts reflect the program's commitment to adapting instructional practices to meet student needs while maintaining academic expectations.

3. Individualized Academic Planning and Credit Recovery

Pali Academy provides an alternative academic pathway for students who need additional support to make progress toward graduation. The program serves students who are behind in credits or who benefit from a more individualized approach to completing high school requirements.

Priority is generally given to students in grades 10–12 who are significantly behind in credits, with particular attention to juniors and seniors who need additional opportunities to meet graduation requirements.

Program staff collaborate with counselors and administrators to identify students who may benefit from placement, review credit deficiencies, establish appropriate academic plans, and monitor progress toward completion. Ongoing monitoring allows staff to identify challenges early and provide targeted support as students work toward graduation.

4. Senior Graduation Readiness and Postsecondary Planning

Pali Academy continues to prioritize graduation readiness and postsecondary planning for its senior students. Of the program's 26 seniors, five plan to return to the main campus for the second semester. In addition, two new students transferred to Pali Academy this week.

Over the next three weeks, parent meetings will be scheduled for senior students to review graduation progress, remaining credit requirements, and postsecondary plans. These meetings will provide an opportunity to discuss each student's progress, identify outstanding needs, and coordinate next steps to support successful graduation and preparation for life after high school.

The Counseling Office and Pali Academy will continue working together to monitor senior credit completion, address graduation concerns, and ensure students receive appropriate guidance as they finalize their academic and postsecondary plans.

5. Ongoing Priorities

Pali Academy's ongoing priorities include:

- Monitoring academic progress, course completion, and student attendance.
- Supporting students as they adjust to the Accelerate online curriculum and its academic expectations.
- Refining instructional strategies to strengthen engagement, comprehension, and independent learning.
- Providing individualized academic planning and appropriate credit recovery opportunities.
- Reviewing senior credit summaries and coordinating parent meetings to address graduation requirements.

- Maintaining communication among students, families, counselors, teachers, and program staff.
- Supporting students in meeting graduation requirements and preparing for postsecondary success.

III. Priorities for the Coming Weeks

The Counseling Office and Pali Academy will continue to focus on the following priorities through the remainder of the Fall semester:

1. **Academic progress:** Review Progress 2 grades and identify students who may need additional academic intervention.
2. **Graduation readiness:** Review senior credit summaries, address outstanding requirements, and support students in completing their graduation plans.
3. **Individualized student support:** Coordinate academic, counseling, and wellness resources to address student needs.
4. **Credit recovery:** Monitor Pali Academy student progress and support completion of outstanding graduation requirements.
5. **Instructional effectiveness:** Monitor student adjustment to the Accelerate curriculum and continue refining instructional strategies to support engagement and successful course completion.
6. **Senior and family engagement:** Schedule senior parent meetings to review graduation progress, remaining credits, and postsecondary plans.
7. **Course selection:** Prepare students and families for the 2027–2028 course selection process and coordinate planning for the upcoming master schedule.
8. **Family communication:** Maintain timely communication regarding grades, graduation requirements, course planning, and available student resources.

Closing

The Counseling Office and Pali Academy play complementary roles in supporting student achievement and ensuring students have access to appropriate academic pathways. Through proactive counseling, credit monitoring, academic intervention, individualized instruction, and collaboration with families and staff, these programs help students address academic challenges and work toward graduation and postsecondary success.

As Pali Academy students adjust to the new Accelerate curriculum, teachers are evaluating instructional strategies and providing targeted support to strengthen engagement, independence,

and course completion. Continued attention to attendance, academic accountability, graduation planning, and family collaboration will remain essential to student progress.

Our shared focus is on identifying student needs early, providing appropriate interventions, maintaining clear academic expectations, and ensuring students receive the guidance and resources necessary to reach their academic goals.

Respectfully submitted,

Amie Whiteley
Director of Student Support Services/Assistant Principal

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October 19, 2026

Student Activities, Athletics, and Dean's Office Update

We recently concluded a highly successful Homecoming Week, highlighted by daily spirit activities and strong student engagement throughout the week. More than 1,200 Pali supporters attended the Homecoming football game on Friday, where our team defeated Hamilton and remained undefeated in league play. Halftime featured outstanding performances by the band, dance team, and cheer squad, further showcasing the talent and spirit of our students.

The following evening, more than 600 students attended our *La La Land*-themed Homecoming Dance. The event was well attended and provided another opportunity for students to build school community and school pride. In addition, ASB hosted its first Student Union meeting of the year, bringing together leaders from across campus organizations to collaborate on initiatives that support and celebrate Pali's diverse student body.

Athletically, our fall programs continue to perform at a high level. Girls volleyball and girls tennis begin playoff competition next week and are strong contenders to repeat as City Champions. Boys water polo, football, and girls golf will begin postseason play during the first week of November, while both boys and girls cross country teams are preparing to compete in the City Finals in mid-November. One of the highlights of the fall season has been the inaugural year of our girls flag football program. After overcoming an early-season learning curve, the team has climbed to third place in league standings and is currently on track to qualify for the playoffs, an impressive achievement for a first-year program.

Within the Dean's Office, suspension rates have remained consistent with this time last year. We also continue to focus on the implementation and enforcement of our cell phone policy. A current area of emphasis is partnering with student leadership to build greater student understanding of and support for the policy, reinforcing a culture of shared responsibility and accountability across campus.

Submitted by Josh Wilson, Director/Assistant Principal of Athletics, Activities, and Discipline

Coversheet

Academic Accountability Committee Update

Section:	VII. Board Committees (Stakeholder Board Level Committees)
Item:	A. Academic Accountability Committee Update
Purpose:	Vote
Submitted by:	
Related Material:	AAC Meeting Minutes 10_15_2026.pdf

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ACADEMIC ACCOUNTABILITY COMMITTEE
Regular Meeting
October 15, 2026
Room J117
3:09 pm

I. **PRELIMINARY** – 5 minutes
A. Call to Order and Roll Call: Mr. Friedman

Attendance: Michael Friedman, Paul Mittelbach, Diana Kim, Scarlett Carpenter, Makayla Farhami, Aviana Mahtabifard, Steve Klima, Randy Tenansnow, Nicole Newble, Pemra Ornek, Negeen Ben-Cohen, Jane Curren, Ellen Unt, Nicole Newble, Yash Pujara, Azadeh Lavi
Absent: Evelyn Rivera, Stewart Wilson-Turner, Fati Adeli
Guests: Ella Montgomery, Hudson Mirzadeh, Jackson Richmond, Ayanna Sophie Lal, Jason Yashar

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II. Minutes Approval
1. Paul Mittelbach makes a motion to accept the amended minutes
2. Diana Kim seconds the minutes
3. Minutes approved by all in attendance
   Abstention: Nicole Newble, Yash Pujara

III. Public Comment: 30 minutes
1. Steve Klima expressed concern that we have not observed Indigenous Peoples' Day in the past two years. Next year, Indigenous Peoples Day falls on Yom Kippur. PCHS has already set this as a day off. However, PCHS will need to adjust the calendar in the future to ensure we observe Indigenous Peoples' Day.
2. Paul Mittelbach shared a Buddhist saying: "Bring all the obstacles to the path. If you don't do that, the path seems easy." That is what the school is doing with data. They are taking the easy path. The State has already released the data from last Spring. For years, the school has actively buried the data. This committee needs to discuss the school's path using the data we truly have. As we discuss intervention, we need to use quantitative data to inform our intervention decisions going forward.
3. Scarlett Carpenter explained that, in past meetings, parent members have shared concerns about returning graded tests. They explained how helpful it is for students. It has been a practice from elementary school through middle school. However, Mrs. Carpenter shared that tests should remain in a secure classroom environment. Teachers should allow students to come in, meet, and learn from their mistakes, but tests should not leave the classroom and the secure environment. Unfortunately, when tests are shared with others, they lose their integrity as an assessment. It can also take hours to create a test, and some tests are created with the entire PLC, so making changes and creating a new test is a huge endeavor. Many teachers have individual review sessions with students. It is true that perhaps some teachers may not review answers with students. In these cases, the administrator needs to address those teachers separately.

IV. Department Action Plan Review for Intervention Only
A. Historical review of interventions that we no longer have or have in a limited capacity:
   1. AVID program

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2. Literacy Program 15 years. Pretested students and paired literacy classes with POD English. Successful up through the point it was no longer aligned with PODS
3. Math Placement test led into Algebra A, B, C course. Also an intensive Algebra 1A redo
4. MESA
5. PODS: Enriched education for all with interdisciplinary instruction, with intensive intervention. Sometimes the POD format did not work because tracking occurred and collaboration was ineffective.
6. Off-track math courses to help students who have not passed classes. The biggest reason this has ended is because of homogeneous grouping that created problems
7. Freshman and Sophomore Science classes are too large to provide support for struggling students. Smaller class sizes were an intervention
8. Credit Recovery for all students. We only have it for seniors because of the student-teacher ratio agreement
9. Guided Study period 7 for any 9th grader who entered with excess Fails
10. 10th grade Literacy program that followed students from ninth grade who were still struggling
11. Pre-AP English for African American students bridge to AP
12. Repeaters class in person for students who failed English. Mini Bootcamp
13. Class Sizes were smaller, so teachers could support students more
14. Study Skills used to be throughout the master schedule but only two now

B. What we do have for Intervention
1. Summer School
2. Study Skills
3. Office Hours
4. Wed. night Study Center Zoom study tutors
5. Some Pali Period Time but not enough
6. Dolphin Leadership Bridge program
7. Study Center with tutoring during the day and Wed. nights
8. Math Lab

C. NEW IDEAS
1. Freshman classes should have smaller numbers for support
2. Make sure teachers who teach lower-level math and other struggling classes are not only new teachers
3. Identify struggling incoming math students for intervention prior to entering PCHS
4. More Pali Period Intervention. Either embed short drills into period 3 and 4 or create intervention days and offer the 7 minute video at the beginning.
5. Working on incorporating Albert io and IAB
6. AP Readiness at UCLA for Biology
7. More consistency in the classroom about phones, Pali-issued devices, and cheating policies.

Why aren't phones in pouches? For Art, the phones come out of the pouches. Why aren't other departments putting phones in pouches? That is a big issue in cheating. The pouches aren't used consistently. Truly need teacher regulation to avoid yonder pouches

Why aren't Pali-issued devices used? A handful get frustrated with tech issues, so they let students use personal devices. Some reasons teachers are allowing students to use devices is because they

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are needed for coding, etc because the Tech Dept will not have a discussion about the need for certain AI or other sites. A student commented that if they use them daily, the devices work fine.

Meeting adjourned at 4:30 pm
Next Meeting: November 12, 3 pm in J117

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