



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2015-2016 SCHOOL YEAR**

### **FOR**

**PALISADES CHARTER HIGH SCHOOL/8798**

Name and Location Code of Charter School

#### **LAUSD Vision**

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



<b>Charter School Name:</b>	PALISADES CHARTER HIGH SCHOOL			<b>Location Code:</b>	8798
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
15777 Bowdoin Street	Pacific Palisades	90272	310-230-6623		
<b>Current Term of Charter:</b>	<b>LAUSD Board District:</b>		<b>LAUSD District:</b>		
July 1, 2015 to June 30, 2020	4		WEST		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>		
2966	2,890	9-12	9-12		
<b>Total Number of Staff Members:</b>	232	<b>Certificated:</b>	154	<b>Classified:</b>	78
<b>Charter School's Leadership Team Members:</b>	Pamela Magee/ED & Principal; Monica Iannessa/AP Academic Achievement; Russ Howard/AP Activities, Athletics, Discipline; Jeff Hartman/ AP Counseling & Guidance				
<b>Charter School's Contact for Special Education:</b>	Emilie Larew/Board Chair & Special Education Coordinator; Mary Bush/AP Spec Education & Student Services				
<b>CSD Assigned Administrator:</b>	Chris Humphrey	<b>CSD Fiscal Services Manager:</b>	Joanne Vu		
<b>Other School/CSD Team Members:</b>	PCHS - Myrna Cervantes/EL Coordinator & Teacher; Sara Crompton/PLC Coordinator & Teacher; Minh Ha Ngo/Data Coordinator & Teacher CSD - Sharon Bradley, Sr. Coordinator; Gina Hughes, Specialist; Ellen Erlinso, Teacher Advisor				
<b>Oversight Visit Date:</b>	October 30, 2015	<b>Fiscal Review Date (if different):</b>			
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, Conversion to Independent	<b>LAUSD Co-Location Campus (if applicable):</b>		Palisades High School	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
4	4	3	3



**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

**RENEWAL ELIGIBILITY:** To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2015-2016 must meet at least one of the following minimum criteria:

	2012	2013
<b>Criterion 1:</b> Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		<b>YES SCHOOL HAS MET THIS REQUIREMENT</b>
<b>Criterion 2:</b> Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	<b>DATA NOT AVAILABLE</b>	<b>YES SCHOOL HAS MET THIS REQUIREMENT</b>
<b>Criterion 3:</b> Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	<b>DATA NOT AVAILABLE</b>	<b>YES SCHOOL HAS MET THIS REQUIREMENT</b>

**Criterion 4:** (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school District in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
- (i) Documented and clear and convincing data.
  - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
  - (iii) Information submitted by the charter school.

**NOTE:** If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607(b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

**RENEWAL RECOMMENDATION:** Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. For further information regarding renewal petition applications and recommendations, please see the current *Independent Charter School Renewal Petition Application Guide for 2015-2016* posted on the CSD website.



## REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2015-2016*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"><li>• <b>G1:</b> The Charter has implemented an organizational structure with roles and responsibilities as set forth in the approved charter;</li><li>• <b>G2:</b> Governing Board meetings occur regularly, are conducted openly as communicated via flyers, emails and the school website, providing opportunities for public participation in accordance with the Brown Act;</li><li>• <b>G4:</b> The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing as reflected in a review of NCLB; additionally, school leadership actively provided evidence of the history of prior and current Custodian of Records verification from the State of California's Department of Justice that provides evidence that the reporting of subsequent notices is submitted directly to the COR at the School vs. the District;</li><li>• <b>G5:</b> The procedures for the evaluation of school leadership is steeped in the priority which yields high student achievement as evidenced with a 861 API and a 96% graduation rate reflected in the 2014-2015 school year data;</li><li>• <b>G6:</b> The Governing Board regularly monitors academic and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence as evidenced by Board Agendas and Minutes.</li></ul>	

Areas Noted for Further Growth and/or Improvement

- **G3:** Although the Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public; parent complaints and in some cases, teacher complaints, have often been communicated directly to the CSD office vs. going through the due process channels at the Charter. The Charter, however, has actively addressed these issues with due diligence, follow-through and consistency throughout the past few months seeking to inform parents of the procedures designed to support conflict resolution and to openly voice concerns. Leadership has implemented the following procedures to support parents and teachers in registering a complaint or concern: 1) The Whistleblower Policy which makes it possible for all stakeholders to confidentially and anonymously report any concerns; 2) Grade Appeals to the Counseling Office with the option of requesting a review by the Board of Trustees' Grade Appeal Committee comprised of three Board members, a teacher, a classified or administration staff member and a parent; 3) Attendance Appeals can be reviewed by the Attendance Appeals Committee; 4) Board Complaint Policy issues can be brought to the Board directly while other operational issues could be brought to the administration; 5) Board-level committees are also available comprised of stakeholders to address specific concerns; and 6) the Uniform Complaint Procedures shall be used to investigate and resolve complaints. Leadership is actively communicating their commitment to resolve complaints to parents through the Parent/Student Handbook, the school website, the school calendar, PCHS e-newsletters and e-blasts, and direct communication by counselors and administration.



Corrective Action Required:

- None at present



Notes:

- **G2:** Although there are opportunities for parental participation at the Board Meetings, parents shared during the Oversight Parent Stakeholder Interview that most often they go directly to teachers, counselors and administrators to provide input and to offer suggestions vs. actively participating in board meetings or consulting with members of the board; per Stakeholder Interviews, teachers feel that the governing board implements their roles and responsibilities well on the surface but that teachers do not feel they have a forum to openly express opinions; per Leadership discussion and Teacher Interviews, committees have been created that provide opportunities for teacher input and contributions, leadership roles have also been created in which instructionally sound and innovative practices are designed, developed and implemented by teachers, such as the Dolphin Leadership Academy, the Virtual Academy, the Academic Achievement Team, the STEAM Shop, The Village Nation, Fuerza Unida, etc.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***





**G1: GOVERNANCE STRUCTURE - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>• Governing Board (composition, structure, roles and responsibilities)</li> <li>• committees/councils</li> <li>• school leadership</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>• Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>• Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access requirements</li> <li>• Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 6)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1: 7)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 9)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 10)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 11.1)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted, in accordance with applicable provisions of law and the school's charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances



- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 11.2)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G5: EVALUATION OF SCHOOL LEADERSHIP - GOVERNANCE QUALITY INDICATOR #5**

*The Governing Board has a system in place for the evaluation of its chief executive(s) and school administrator(s) to ensure that:*

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Documentation related to system for evaluation of school leadership <b>(B1: 12)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G6: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #6**

<p><i>The Governing Board has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>review and use of academic and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making <b>(B1: 13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- Governing Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter
- Governing Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input checked="" type="checkbox"/> The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Other: Please see Fiscal Operation Comments Below.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):**



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
<b>Summary of School Performance</b>	<b>4</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• <b>A1:</b> The school met its 2013 API Growth Targets for all subgroups based on 2013 CDE data;</li> <li>• <b>A2:</b> The school’s 2013 school-wide Growth API and its 3-year API average exceeding 800 with a score of 861 based on 2013 CDE data;</li> <li>• <b>A3:</b> The 2013 Similar Schools Rank (CDE) is 9 based on 2013 CDE data;</li> <li>• <b>A4:</b> The 2013 Statewide Rank (CDE) is 9 based on 2013 CDE data;</li> <li>• <b>A6:</b> The Charter has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data such as the above mentioned API and Similar/Statewide ranking. See notes below.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>• <b>A5:</b> The school reclassifies English Learners at a rate lower than the District average at 12% vs. the District rate of 16.6%;</li> <li>• <b>A6:</b> Expanded opportunities for advanced computer technology application may be an area to explore per the requests of both student and parent stakeholder interviews;</li> <li>• <b>A6:</b> Although Schoology and Infinite Campus are technological tools used to support communication with students and parents, both student and parent stakeholder interviews addressed the request that there be a school-wide commitment to the consistent and timely use of the systems with teacher training to elevate competencies with the tools.</li> </ul> <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> <li>• None at present</li> </ul>	



Notes:

- **A5:** Although, the school reclassifies English Learners at a rate lower than the District average, they have instituted targeted professional development in SDAIE strategies which have contributed to elevated test scores for English learners per teacher and leadership discussion with an 89% pass rate in English courses and a 65% pass rate in Mathematics courses for Latino students;
- **A6:** Per leadership discussion, teacher/parent/student interviews and classroom observations, multiple measures of internal assessments have demonstrated academic and socially conscious application of content preparing students for college and career. PLC-designed common assessments are used to gauge student progress within classes to strategically provide acceleration of content as appropriate and/or to determine needs for targeted intervention addressing CCSS. Formative assessments are created to inform instruction in course-alike groups by providing meaningful feedback to pupils; while, summative assessments are created by collaborative groups to determine student progress toward meeting state and Common Core standards. Data from both formative and summative assessments are used to drive instruction and provide information regarding student need for intervention.





**A1: API GROWTH TARGETS FOR SUBGROUPS - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: GROWTH API - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• schoolwide Growth API score (CDE)</li> <li>• 3-year API average (based on 2011, 2012, and 2013 data)(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> 3-Year Average API report (CDE) <b>(B2: 1.2)</b> <input type="checkbox"/> Other: (Specify)





**A3: SIMILAR SCHOOLS RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Similar Schools Rank (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 8 or above <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 6 or 7 <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 4 or 5 <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 3 or below <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> Other: (Specify)

**A4: STATEWIDE RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Statewide Rank (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7 <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5 <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> Other: (Specify)



**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5)</b> <input checked="" type="checkbox"/> School internal reclassification data <b>(B2: 2.3)</b> <input type="checkbox"/> Other: (Specify)

**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- The school's internal assessments
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Internal academic performance and progress data and information ( <b>B2: 2.1 – 2-7</b> ) <input type="checkbox"/> Other: (Specify)
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**HIGH SCHOOLS ONLY:**

**A7: 10<sup>TH</sup> GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>10<sup>TH</sup> Grade combined CAHSEE passage rates in ELA and Math</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> CAHSEE 10 <sup>th</sup> Grade Combined report (CDE) ( <b>B2: 1.6</b> ) <input type="checkbox"/> Other: (Specify)



**HIGH SCHOOLS ONLY:**

**A8: SCHOOL PERFORMANCE FRAMEWORK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- LAUSD School Performance Framework (SPF) classification

**Please note that the CSD has included this indicator for 2015-2016 in anticipation of District calculation of SPF classifications for high schools based in part on CAHSEE results. In the event that the District determines not to issue high school SPF classifications in 2015-2016, the CSD will omit this indicator.**

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> 2015 School Performance Framework classification is Excelling <input type="checkbox"/> 2015 School Performance Framework classification is Achieving <input type="checkbox"/> 2015 School Performance Framework classification is Service and Support or Watch <input type="checkbox"/> 2015 School Performance Framework classification is Focus <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> 2014-15 School Performance Framework report (LAUSD) <b>(B2: 1.7)</b> <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>3</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• <b>O1:</b> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety;</li> <li>• <b>O2:</b> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS;</li> <li>• <b>O3:</b> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs;</li> <li>• <b>O4:</b> The school has substantially implemented the innovative components of the educational program described in the charter;</li> <li>• <b>O5:</b> The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree;</li> <li>• <b>O6:</b> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights;</li> <li>• <b>O7:</b> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter;</li> <li>• <b>O9:</b> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements;</li> <li>• <b>O10:</b> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>• <b>O2:</b> School-wide implementation that connects the PLC concepts and philosophy may be more systemically aligned for consistency across content areas to support a more rigorous unified academic program maximizing CCSS implementation for all grade-level-appropriate standards-based instruction;</li> <li>• <b>O8:</b> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</li> </ul> <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> <li>• None at present</li> </ul>	

Notes:

- **O1:** The Charter has a current site-specific comprehensive Health, Safety, and Emergency Plan and is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency. The school had faced a real-time situation last year in which response time, preparation, orderly management of resources and personnel produced an immediate outcome securing the safety of all stakeholders; it provided an emergency drill opportunity that instills confidence and a knowledge that safety is a priority on campus;
- **O3:** The oversight visit provided evidence that the Fuerza Unida community support program for PCHS Latino students and families has instituted a series of workshops that teach parents how to access resources at PCHS. There has been targeted professional development in SDAIE strategies which have contributed to elevated test scores for English learners per teacher and leadership discussion with an 89% pass rate in English courses and a 65% pass rate in Mathematics courses for Latino students. Additionally, the PCHS Instructional Focus Consortium is in the process of developing a long-term school plan to integrate the state ELD standards with the Common Core Standards for English Language Arts and Literacy. The current Latino population at PCHS is 650 students, with 326 students in Honors and AP classes (176 female and 150 male) and of the 326 50% are taking 1 or more Honors courses;
- **O3:** Per leadership discussion, teacher/parent/student interviews and classroom observations, multiple measures of internal assessments have demonstrated academic and socially conscious application of content preparing students for college and career. Innovative processes in which Pod teachers ensure instruction is aligned to California academic content and performance standards is measured through collaborative projects, performance tasks and culminating projects. Digital literacy promoting digital citizenship and the provision of learning experiences that equip students with the skills needed to locate, evaluate, use, share and create content using the internet and information technologies is accessed through instructional materials and assignments. Schoology, a Schoolwide, web-based program allows teachers to communicate to students and parents with post lecture notes, handouts, and resources; while attendance and work progress is communicated through a Schoolwide information system called Infinite Campus. Students are regularly assessed to determine progress in meeting core academic standards such as via observation and student production, locally-designed examinations and performance tasks, including formative and summative assessments, state-mandated tests and /or other assessment instruments that may be deemed appropriate by PCHS. The Charter uses the Professional Learning Community (PLC) framework to support the academic achievement of all pupils. Curriculum mapping by teacher teams address instruction and the intensity of instruction for each standard by culminating in work products that demonstrate mastery for students. Math Labs, Writing Labs and the Study Center provide opportunities for targeted intervention, retesting and practice testing as appropriate to make assurances that students are adequately prepared for assessments for standards mastery. Instructional options such as The Virtual Academy and Temescal Academy are designed to provide alternatives to the traditional classroom;
- **O4:** Innovative practices and programs such as the Village Nation, which promotes the academic and self-esteem success' of PCHS' African-American students is raising self-efficacy and academic achievement per teacher and student discussion; the data shows that 34.5% of the 428 African-American students currently enrolled at PCHS are in Honors or AP Courses (41 female and 23 male);
- **O4:** Temescal Academy is a small learning community designed to assist students who need a more personalized learning environment; currently there are 61 students currently enrolled with a graduation rate which has increased from 10 students in its inception to 44 graduates last year. The blended model of learning has a theme of unity with students utilizing technology and self-monitoring for success; the offering of Turning the Wheel is a dance program to support teamship and collaboration as well as a movement and meditation program called Chiquin, which teaches students how to calmly deal with stress and find peaceful alternatives in facing difficult situations; the gardening program coupled with the 40 hours of Community Service supports social consciousness in action;



- **O5:** The unique needs of students with disabilities are met with an interdisciplinary team philosophy that provides for FAPE in the least restrictive environment while delivering designated instructional services in accordance with IEPs;
- **O6:** A Social Justice Pod was created as a new addition to the Small Learning Communities course offerings this year with the mission to provide opportunities for students to make positive changes for themselves and to be agents of change for the world. Stakeholders during the Oversight discussion and interviews believe that there is a direct correlation to the elevation of social responsibility for academic and leadership skills which supports positive school culture and climate;

***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain clearances certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***

**O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

*The school has a system in place to ensure that:*

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b> <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served</li> <li>obtained WASC accreditation <b>(high schools only)</b></li> <li>implemented a system to monitor student progress toward and completion of graduation and A-G requirements <b>(high schools only)</b></li> <li>received UC/CSU approval of courses <b>(high schools only)</b></li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>





<b>Performance</b>	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3: 3.3)</b> <input checked="" type="checkbox"/> WASC documentation <b>(B3: 3.4)</b> <input checked="" type="checkbox"/> UC Doorways course approval documentation <b>(B3: 3.5)</b> <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3: 3.6)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O3: MEETING THE NEEDS OF ALL STUDENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students</li> <li>implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification)</li> <li>has appointed a designee to assist and support foster youth</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the innovative components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the innovative components of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of innovative components of educational program <b>(B3: 3.9)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

<i>The school has a system in place to ensure that the school:</i>		
	<ul style="list-style-type: none"> <li>• provides <u>s</u>Special <u>e</u>Education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• provides <u>S</u>pecial <u>e</u>Education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• maintains timely and accurate records in Welligent</li> </ul>	
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> DVR documentation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> <li>align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring</li> <li>provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive</li> <li>minimize discretionary suspensions and expulsions</li> <li>reduce or eliminate suspension disproportionality for student subgroups</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• has a school-wide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (<b>high schools only</b>)</li> <li>provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1: 8 or B3: 1)</b> <input checked="" type="checkbox"/> <u>LCAP (B3: 3.2)</u> <input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Parent NCLB "Right to Know" letter <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of staff evaluation system ( <b>B1: 12 or B3: 4.4</b> ) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• all certificated staff are fully credentialed and appropriately assigned as authorized by their credentials</li> <li>• the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current</li> <li>• the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current</li> <li>• the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>





<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) <b>(B3A: 1.1)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A: 1.2 – 1.4)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):</b>





Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **10/30/2015**

8798	2012-13					2013-14					2014-15				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Palisades Charter High</b>															
Cash and Cash Equivalents		4,750,000	4,400,000	6,220,367	6,490,283		6,850,000	7,100,000	8,077,657	1,620,809		9,080,000	8,312,300	8,659,720	0
Current Assets		10,620,000	10,369,609	10,072,244	10,338,871		10,985,000	10,733,101	10,339,374	10,753,207		10,020,000	9,912,300	9,235,381	0
Fixed Assets		0	6,336,945	6,301,948	6,332,011		6,442,600	6,454,600	6,749,296	6,749,395		7,119,000	6,600,098	6,877,393	0
<b>Total Assets</b>		10,620,000	16,706,554	16,374,192	16,670,882		17,427,600	17,187,701	17,088,670	17,502,602		17,139,000	16,512,398	16,112,774	0
Current Liabilities		4,007,327	2,182,141	2,519,634	3,006,686		2,425,095	2,513,327	3,084,411	4,244,062		2,992,545	2,774,111	3,101,873	0
Long Term Liabilities		0	3,440,676	3,463,434	3,265,089		4,098,434	3,858,791	3,861,025	3,114,454		3,801,000	3,631,300	3,706,685	0
<b>Total Liabilities</b>		4,007,327	5,622,817	5,983,068	6,271,775		6,523,529	6,372,118	6,945,436	7,358,516		6,793,545	6,405,411	6,808,558	0
<b>Net Assets</b>		<b>6,612,673</b>	<b>11,083,737</b>	<b>10,391,124</b>	<b>10,399,107</b>		<b>10,904,071</b>	<b>10,815,583</b>	<b>10,143,234</b>	<b>10,144,086</b>		<b>10,345,455</b>	<b>10,106,987</b>	<b>9,304,216</b>	<b>0</b>
Total Revenues	22,295,565	23,330,273	23,251,113	23,561,356	24,285,090	23,833,140	25,191,069	25,494,981	25,030,829	25,987,654	25,741,819	27,641,716	27,340,316	27,352,766	0
Total Expenditures	21,857,635	22,697,424	22,719,064	23,721,920	24,438,284	23,249,947	24,678,122	25,078,505	25,286,702	26,242,675	26,135,225	27,439,495	27,368,580	28,183,801	0
<b>Net Income / (Loss)</b>	437,930	632,849	532,049	(160,564)	(153,194)	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	0
Operating Transfers In (Out) and Sources / Uses	(438,718)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	(788)	632,849	532,049	(160,564)	(153,194)	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	0
<b>Net Assets, Beginning</b>	5,091,483	5,979,824	5,979,824	5,979,824	10,552,301	11,083,737	10,391,124	10,391,124	10,391,124	10,399,107	10,815,583	10,143,234	10,143,234	10,143,234	0
Adj. for restatement / Prior Yr Adj	0	0	4,571,864	4,571,864	0	0	0	7,983	7,983	0	0	0	(7,983)	(7,983)	0
<b>Net Assets, Beginning, Adjusted</b>	5,091,483	5,979,824	10,551,688	10,551,688	10,552,301	11,083,737	10,391,124	10,399,107	10,399,107	10,399,107	10,815,583	10,143,234	10,135,251	10,135,251	0
<b>Net Assets, End</b>	<b>5,090,695</b>	<b>6,612,673</b>	<b>11,083,737</b>	<b>10,391,124</b>	<b>10,399,107</b>	<b>11,666,929</b>	<b>10,904,071</b>	<b>10,815,583</b>	<b>10,143,234</b>	<b>10,144,086</b>	<b>10,422,177</b>	<b>10,345,455</b>	<b>10,106,987</b>	<b>9,304,216</b>	<b>0</b>

8798	Audited Financials					2015-16				
	2011-12	2012-13	2013-14	2014-15	2015-16	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Palisades Charter High</b>										
Cash and Cash Equivalents	4,685,605	6,490,283	1,620,809	0	0		0	0	0	0
Current Assets	10,607,630	10,338,871	10,753,207	0	0		0	0	0	0
Fixed Assets	5,686,946	6,332,011	6,749,395	0	0		0	0	0	0
<b>Total Assets</b>	16,294,576	16,670,882	17,502,602	0	0		0	0	0	0
Current Liabilities	4,446,695	3,006,686	4,244,062	0	0		0	0	0	0
Long Term Liabilities	1,296,193	3,265,089	3,114,454	0	0		0	0	0	0
<b>Total Liabilities</b>	5,742,888	6,271,775	7,358,516	0	0		0	0	0	0
<b>Net Assets</b>	<b>10,551,688</b>	<b>10,399,107</b>	<b>10,144,086</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total Revenues	24,457,915	24,285,090	25,987,654	0	0	28,581,789	0	0	0	0
Total Expenditures	23,089,769	24,438,284	26,242,675	0	0	28,517,381	0	0	0	0
<b>Net Income / (Loss)</b>	1,368,146	(153,194)	(255,021)	0	0	64,408	0	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	1,368,146	(153,194)	(255,021)	0	0	64,408	0	0	0	0
<b>Net Assets, Beginning</b>	9,183,542	10,552,301	10,399,107	0	0	10,106,987	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	9,183,542	10,552,301	10,399,107	0	0	10,106,987	0	0	0	0
<b>Net Assets, End</b>	<b>10,551,688</b>	<b>10,399,107</b>	<b>10,144,086</b>	<b>0</b>	<b>0</b>	<b>10,171,395</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are eligible to be considered for the rating of <u>3</u>, Proficient. Other circumstances and information could influencing the rating and will be noted in this evaluation.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>Palisades Charter High School was established in 1993 with charter number 0037. The school serves the 9-12 grade level population of the Los Angeles Community.</p> <p>The 2014/2015 audited financial statement is not due to CSD until December 15, 2015. Hence, evaluation of the fiscal stability of the school was based on the 2014/2015 Unaudited Actuals and compared to the variance between 2013/2014 Unaudited Actuals and 2013/2014 Audited Figures. The school shows positive Net Assets. However, school incurred a net loss for three years in a row. In 2013/14, school installed air conditioning for classrooms. This one time cost contributed to net loss for 2014. For fiscal year 2014/2015 expenditures increased due to (i) large utilities bill of \$250,000 from the district, (ii) Ipad leasing for students for \$160,000, (iii) capital project for \$200,000, and (iv) salaries increase of 4% to 5% for staff. These are some of the factors that cause the school \$800K in net loss for 2014-15 Unaudited Actuals. The consolidated cash and cash equivalent reported a balance of \$1,620,809 at the beginning of the year, this represents 6% of the recommended 5% cash reserve threshold.</p> <ul style="list-style-type: none"> <li>• <b><u>Per Audit Reports:</u></b> <ul style="list-style-type: none"> <li><u>Net Assets</u></li> <li>i. 2013/2014: \$10,144,086</li> <li>ii. 2012/2013: \$10,399,107</li> <li>iii. 2011/2012: \$10,551,688</li> </ul> </li> <li><u>Net Income / (Loss):</u></li> <li>i. 2013/2014: <b>(\$255,021)</b></li> <li>ii. 2012/2013: (\$153,194)</li> <li>iii. 2011/2012: \$1,368,146</li> </ul> <p><b><u>2014/2015 Unaudited Actuals</u></b></p> <ul style="list-style-type: none"> <li>a. Net Assets: \$9,304,216</li> <li>b. Net Loss: <b>(\$831,035)</b></li> </ul>	<p>3</p>



**2015/2016 Preliminary Budget:**

- a. Net Assets: \$9,368,624
- b. Net Income : \$ 64,408

Areas Noted for Further Growth and/or Improvement:

1. School shows trend of net loss is getting larger:
2. Large variance for Cash and Cash Equivalent between Unaudited Actuals vs. Audited Financials total of \$6,456,848. The 2014 audit stated that the \$6,456,848 as investment cash pool in LACOE. The school reported this amount as part of the cash balance total instead of investment in LACOE.
  - o 2013/2014 Unaudited Actuals: \$8,077,657
  - o 2013/2014 Audited Financials: \$1,620,809
3. Reviewed credit card from June 2015 to October 2015 at school site. It was noted that school incurred financial charges for the month of September and October. It is recommended that school should pay bills on time so that the financial charges can be avoided.
4. Due to the absence of school cash handling policy, Chief Business Officer stated that school maintains Cafeteria petty cash cap from \$1,000 - \$1,205 for change. It was noted that the petty cash balance went up to \$1,500 one time, \$1,750 one time, and \$2,000 four times for the period from May 2014 to June 2015. For best accounting practice, it is recommended that school should have fiscal policies and procedures for cash handling, and the cap for petty cash should be maintained.
5. School doesn't have fiscal policies and procedures. It is recommended that the Board of Trustees reviews and approves the school fiscal policies and procedures.
6. The last two most recent audit reports showed repeated findings with regards to proper implementation of the financial system (utilization of resource codes). However, in the absence of the 2014/15 audit reports, verification of the findings below is yet to be validated for compliance by the school.
  - o Finding – 2014-001 – 3000 Financial Statement Findings – Criteria or Specific Requirements **(2014 Audit)**  
Implementation of the Financial System (utilization of resource codes)



**Condition:** It was noted during audit review of the PeopleSoft General Ledger System that the school did not perform clean up journal entries to the resource codes for various programs. It was determined that the reconciliation was performed outside of the system.

**Questioned costs:** None noted

**Context:** Although the object code is reasonably stated for balance sheet accounts, resources do not reflect the true balance for each resource.

**Cause:** The school has completed the cleanup journal entries by resource code within the income statement resources accounts and was not able to complete the balance sheet prior to the audit being completed.

**Recommendation:** Although it was noted that cleanup was performed on the income statements, it is recommended that the Charter School perform the remaining cleanup journal entries by resource code, within the PeopleSoft General Ledger System for balance sheet activity by program.

**Corrective Action Plan:** Management completed all of the income statement review and update of resources in 2013-2014 as part of its financial reporting. Some of the balance sheet resources were also updated. There are a few balance sheet resource codes remaining that need to be close out. This will be completed in the current school year.

- Finding – 2013-1 - 3000 Criteria or Specific Requirements (**From 2013 Audit**)  
Implementation of the Financial System (utilization of resource codes)

**Condition:** It was noted during audit review of the PeopleSoft General Ledger System that the school did not perform clean up journal entries to the resource codes for various programs. It was determined that the reconciliation was performed outside of the system.

**Recommendation:** It is recommended that the Charter School perform cleanup journal entries by resource code, within the PeopleSoft General Ledger System for balance sheet and income statement activity by program.

**Current Status:** Partially implemented; see item 2014-001 above.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PALISADES CHARTER HIGH SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 10/30/2015

Corrective Action Required: None noted	
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**Notes:**

1. Reviewed independent audit report for fiscal year 2013/2014 and noted the following
  - a. Audit opinion: Unmodified
  - b. Material weakness: None reported
  - c. Deficiency/Finding: Significant deficiency
    - i. 2012-13 Audit finding. Please see areas of Noted for Further Growth and/or Improvements.
    - ii. 2013-14 Audit Findings. Please see areas of Noted for Further Growth and/or Improvements.
2. Segregation of duties Interview was done in the areas of petty cash, cash receipts and deposits, payrolls, bank checks and authorization, purchasing and receiving goods. School demonstrated adherence to the school's various memos.
3. Reviewed bank statements and bank reconciliation from April 2015 to September 2015. No discrepancies noted.
4. School have petty cash accounts for Cafeteria, and Student Body. Petty cash for Student Body capped at \$400. It is placed in a locked and secure area. No discrepancies noted at the site visit on 10/30/2015. Please see petty cash for Cafeteria in Areas of Noted for Further Growth and/or Improvement.
5. Reviewed the following checks at school site: 21573815, 21556876, 22032129, 21998841, 21976134, 21680014, 21858922, 22400514, 22128197, 22171404, 22085961, 22155147, 21924112, 21832513, 21972435, 22077613, 22235948, 21764747, 22060489, and 21983823. No discrepancies noted.
6. Board minutes shows board approval of the Fiscal Year 2015/2016 budget.
7. Board minutes on March 19, 2013 approves audit firm Vavrinek Trine & Day for 2012/2013 audit, and signs a contract which includes option for 2 additional years.
9. Education Protection Account (EPA) is posted on the website. Please see board minutes dated October 20, 2015.
11. Unaudited Actuals and Audit Financial Reports are not closely mirror each other due to the report of cash and cash equivalent (please see Note for Further Growth and/or Improvements above). School projected revenues conservatively for 2014 and 2015 revenues. 2015 expenditures increase significantly due to various factors. School doesn't know when and how much it will be billed for utilities. This year it was billed by the district for \$250,000. Other items for expenditures are the leasing of Ipad for \$160,000, capital project for \$200,000, and salaries increase for staff.
12. 2013/14 Audited Net Assets ending net assets at \$10,144,086 vs. 2014/15 Unaudited ending net assets at \$10,143,234, the difference is \$852. School explanation is that student body funding was not included in the unaudited actuals but it was included in the audit reports.
13. School is involved in various litigation arising from the normal course of business. In the opinion of management and school's legal counsel, the disposition of all litigations pending are expected to not have a material adverse effect on the overall financial position of the school at June 30, 2014.
14. Norm enrollment for 2015/16: 2,972; 2014/15: 2,940; 2013/14: 2,907; 2012/13: 2,887; 2011/12: 2,896  
Note: Norm enrollment for 2015/2016 has 172 students more than 2,800 students projected in the petition.
15. Notice to Cure was issued by CSD on October 28, 2015 and was posted to PCHS website. CSD is in the process of reviewing PCHS responses to said notice. Communication is ongoing with regards to the verification process of PCHS compliance to the Notice to Cure letter.



**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

**Fiscal Operations Rubrics**

<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board approves any amendment(s) to the charter school's budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no conflict of interest;</li> <li>11. The EPA allocation and expenditures are posted on the charter school's website;</li> <li>12. The LCAP is submitted to the appropriate agencies;</li> <li>13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> </ol>	<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board approves any amendment(s) to the charter school's budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no conflict of interest;</li> <li>11. The EPA allocation and expenditures are posted on the charter school's website;</li> <li>12. The LCAP is submitted to the appropriate agencies;</li> <li>13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> </ol>





<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and          15. Audited and unaudited actuals nearly mirror each other.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>	<p>14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and          15. Audited and unaudited actuals nearly mirror each other.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>





<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive or net assets are negative with strong trend toward positive. Must be positive at the end of the third year, per applicable audit, and beyond;</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no conflict of interest.</li> </ol> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</p> <p>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</p> <p>8. Governing board approves any amendment(s) to the charter school’s budget; and</p> <p>9. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p><b><u>New Schools:</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than receipts</li> <li>c. Projected expenses and receipts have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. Governing board approved LCAP is posted on the charter school’s website.</li> <li>8. The EPA allocation and expenditures are posted on the charter school’s website.</li> </ol>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A school would be assessed as Unsatisfactory based on the statements below:</i>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

**Fiscal Operations Quality Indicators**

*Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*

*New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

At the site visit the charter school provides the following reports:

- Financial reports presented to the Board at the last charter school board meeting
  - Balance Sheet (Statement of Financial Position)
  - Income Statement (Statement of Activities)
  - Cash flow – to the end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines
- Minutes of meetings when financial reports are presented to the board
  - Budget and approval of budget
  - Regular financial reports at regular board meetings
  - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actuals, annual audit)
  - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Policies and Procedures Manual (approved by their governing board at least every five years to be coterminous with the charter petition, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:

- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools



**4.1 Fiscal Soundness: *Determining the fiscal soundness of the charter school.***

<p><i>Existing Schools</i></p> <ul style="list-style-type: none"> <li>• Current audit (notes, findings and material weakness, others)</li> <li>• Results of prior/current year financial ratios</li> <li>• Enrollment/ADA trends of the charter</li> <li>• Any confirmed complaints from vendors regarding late/non-payments of debts</li> <li>• Any reports from LAUSD staff of late submission of required reports</li> <li>• Refer to Rubric</li> </ul>	<p><i>New Schools</i></p> <ul style="list-style-type: none"> <li>• Compare current enrollment count with the projection in the PENSEC Report</li> <li>• Current total debt</li> <li>• Current grant awards/other revenue</li> <li>• Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense</li> <li>• Expense and Receipts compared to Budget</li> <li>• Results of current year financial ratios</li> <li>• Any confirmed complaints from vendors regarding late/non-payments of debts</li> <li>• Any reports from LAUSD staff of late submission of required reports</li> <li>• Refer to Rubric</li> </ul>
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**4.2 Budget: *Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.***

- The board adopts and approves a fiscal procedures handbook at least every five years to be coterminous with the term of the charter. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board’s regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board’s receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.
- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.