



Palisades Charter High School

Board Meeting

Date and Time

Tuesday October 18, 2016 at 5:15 PM

Location

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

SUPPORTING DOCUMENTATION

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

Agenda

Purpose Presenter Duration

I. Opening Items

- | | | | |
|--|--|--|---|
| A. Record Attendance and Guests | | | 2 |
| B. Call the Meeting to Order | | | |
| C. Public Comment | | | 6 |

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

- | | | | |
|---|-----------------|--------------|---|
| D. Approve Minutes | Approve Minutes | Emilie Larew | 2 |
| August 23, 2016 Regular Meeting | | | |
| E. Approve Minutes | Approve Minutes | Emilie Larew | 2 |
| August 27, 2016 Special Meeting (Retreat) | | | |
| F. Approve Minutes | Approve Minutes | Emilie Larew | 2 |
| September 20, 2016 Regular Meeting | | | |

II. Academic Excellence

- | | | | |
|---|---------|-----------------|----|
| A. College Center Update | Discuss | Ruth Grubb | 15 |
| B. Presentation By the Academic Accountability Committee - CAASPP Score Comparisons | Discuss | Monica Iannessa | 20 |
| C. Santa Monica College (SMC) College and Career Access Pathways (CCAP) Agreement Update | Vote | Jeff Hartman | 10 |
| D. 2016-17 Schoolwide Goals - Progress Tracking Metrics & Measurable Outcomes | Vote | Dr. Pam Magee | 15 |

III. Finance

- | | | | |
|--|------|-----------|---|
| A. 2016-17 Educator Effectiveness Grant Budget | Vote | Greg Wood | 4 |
| B. 2016-17 Prop. 30 Education Protection Act (EPA) Budget | Vote | Greg Wood | 4 |
| C. Change in Bank for Depository & Credit Card Relationship | Vote | Greg Wood | 7 |

IV. Governance

- | | | | |
|---|-----|--------------|---|
| A. Update Regarding Adoption of Board On Track | FYI | Emilie Larew | 5 |
|---|-----|--------------|---|

B. Annual Charter Office Oversight Visit Information Including Governance and Compliance Monitoring	Discuss	Emilie Larew	15
C. Approval of Charter Office Compliance Monitoring Checklist	Vote	Dr. Pam Magee	7
D. Resolution Establishing Responsibilities of Post-Retirement Health Care Benefits Advisory Committee	Vote	Dara Williams	5
E. Approval Of Updated Membership for Board Committees	Vote	Emilie Larew	3

V. Executive Director/Principal (EDP) Support And Evaluation

A. Update Regarding Information Gathering on Evaluation Cycles for School Leaders	Discuss	Robert Rene	5
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VI. Facility

A. Facilities Study - GKK Architects	FYI	Dave Riccardi	15
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VII. Organizational Reports

A. Executive Director / Principal (EDP) Report	FYI	Pam Magee	2
B. Chief Business Officer (CBO) Report	FYI	Greg Wood	2
C. Director of Operations Report	FYI	Dave Riccardi	2
D. Human Resources Director (HR) Report	FYI	Amy Nguyen	2
E. Director of Development Report	FYI	Mike Rawson	2
F. Student Report	FYI	Ben Makhani	2
G. Parent Report	FYI	Dara Williams	2
H. Classified Staff Report	FYI	Andrew Paris	2
I. Faculty Report	FYI	Amanda Campbell	2

VIII. Board Committees (Stakeholder Board Level Committees)

A. Budget and Finance Committee Report	FYI	Dr. Minh Ha Ngo	3
B. Academic Accountability Committee Report	FYI	Susan Ackerman	3
C. Charter Committee	FYI	Dara Williams	1
D. Election Committee	FYI	Leslie Woolley	1

E. Post-Retirement Healthcare Benefits Committee	FYI	Dara Williams	1
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IX. Board Committees (Board Members Only)

A. Audit Committee	FYI	Dara Williams	1
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B. Fundraising Committee	FYI	Leslie Woolley	1
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C. Survey Committee	FYI	Emilie Larew	1
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D. Communications Committee	FYI	Dara Williams	1
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X. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal	Vote		1
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B. Approval of Field Trips	Vote		1
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XI. New Business / Announcements

A. Board Chair to announce items for closed session, if any.	FYI	Emilie Larew	1
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XII. Closed Session

XIII. Open Session

A. Return to Open Session	FYI	Emilie Larew	1
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B. Report Out on Action Taken In Closed Session, If Any.	FYI		1
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XIV. Closing Items

A. Adjourn Meeting	FYI	Emilie Larew	1
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Agenda Cover Sheets

Section: II. Academic Excellence
Item: A. College Center Update
Purpose: Discuss
Goal:
Submitted by:
Related Material: College Center Profile 10-16 Mtg.pdf

Section: II. Academic Excellence
Item: C. Santa Monica College (SMC) College and Career Access Pathways (CCAP) Agreement Update
Purpose: Vote
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section II - Item C.pdf
SMC CCAP - MOU.pdf

Section: II. Academic Excellence
Item: D. 2016-17 Schoolwide Goals - Progress Tracking Metrics & Measurable Outcomes
Purpose: Vote
Goal:
Submitted by:
Related Material: BoT 10-18-16 Charter Community letter re Oct 18 LAUSD board meeting charter denials.pdf
BoT 10-18-16 Schoolwide Goals.pdf

Section: III. Finance
Item: A. 2016-17 Educator Effectiveness Grant Budget
Purpose: Vote
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section III - Item A 1.pdf
BoT 10-18-16 Section III - Item A 2.pdf

Section: III. Finance
Item: B. 2016-17 Prop. 30 Education Protection Act (EPA) Budget
Purpose: Vote
Goal:
Submitted by:

Related Material: BoT 10-18-16 Section III - Item B.pdf

Section: **III. Finance**
Item: C. Change in Bank for Depository & Credit Card Relationship
Purpose: Vote
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section III - Item C.pdf

Section: **IV. Governance**
Item: B. Annual Charter Office Oversight Visit Information Including Governance and Compliance Monitoring
Purpose: Discuss
Goal:
Submitted by:
Related Material:
2016-2017 Welcome Letter - Charter Office Oversight Visit.pdf
Attachment A - Annual Performance-Based Visit Preparation Guide 2016-2017.pdf
Attachment B - Certification of Clearances 2016-2017 - aka NCLB Grid (002).docx
Attachment C - Criminal Background Clearance Certification.docx
Attachment D - Vendor Certification 2016-2017.docx
Attachment E - Charter School Compliance Monitoring 2016-2017.pdf
Attachment F - Annual Performance-Based Oversight Visit Report 2016-2017.pdf
Charter Transparency - Ratliff Zimmer Resolutn - 01-12-16 - Excerpt of RegBdOBSTAMPED.pdf
PCHS Annual Performance-Based Oversight Visit Report 2015-16.pdf

Section: **IV. Governance**
Item: C. Approval of Charter Office Compliance Monitoring Checklist
Purpose: Vote
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section IV - Item C.pdf

Section: **IV. Governance**
Item: D. Resolution Establishing Responsibilities of Post-Retirement Health Care Benefits Advisory Committee
Purpose: Vote
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section IV - Item D.pdf

Section: **VII. Organizational Reports**

Item: A. Executive Director / Principal (EDP) Report
Purpose: FYI
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section VII - Item A.pdf

Section: **VII. Organizational Reports**
Item: B. Chief Business Officer (CBO) Report
Purpose: FYI
Goal:
Submitted by:
Related Material: CBO Report 10.18.16 Board Meeting.pdf

Section: **VII. Organizational Reports**
Item: D. Human Resources Director (HR) Report
Purpose: FYI
Goal:
Submitted by:
Related Material: BoT 10-18-16 Section VII - Item D.pdf



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday August 23, 2016 at 5:00 PM

Location

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

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Board Members Present

Amanda Campbell, Dara Williams, Deanna Hamilton, Ellen Pfahler, Emilie Larew, Leslie Woolley, Robert Rene, Susan Ackerman

Board Members Absent

I. Opening Items

A. Record Attendance and Guests

Leah Toubian - Student Representative in place of Ben Makhani
Amanda Campbell - arrived late

B. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Aug 23, 2016 @ 5:13 PM at Gilbert Hall, Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272.

C. Public Comment

No public comment.

D. Approve Minutes

E. Pfahler made a motion to approve minutes.
Dara Williams seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Emilie Larew	Aye
Deanna Hamilton	Aye
Dara Williams	Aye
Ellen Pfahler	Aye
Leslie Woolley	Abstain
Robert Rene	Aye
Amanda Campbell	Aye

E. Approve Minutes

E. Pfahler made a motion to approve the minutes.
Dara Williams seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Robert Rene	Aye
Deanna Hamilton	Aye
Leslie Woolley	Aye
Susan Ackerman	Aye
Dara Williams	Aye
Emilie Larew	Aye
Amanda Campbell	Abstain
Ellen Pfahler	Aye

F. Approve Minutes

L. Woolley made a motion to approve the minutes.
Ellen Pfahler seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Dara Williams	Aye
Emilie Larew	Aye
Amanda Campbell	Aye
Deanna Hamilton	Aye
Robert Rene	Abstain
Susan Ackerman	Aye
Leslie Woolley	Aye

II. PRESENTATION ITEMS

A. Student Bill of Rights and Responsibilities

Sandra Martin introduced Leslie Magana who gave a presentation on the Summer Institute on Human Rights at PCHS. The students and faculty attending Summer Institute worked on preparing and adopting the Student Bill of Rights and Responsibilities. The Bill addresses the promotion of diversity at PCHS and the importance of equal access to classes. The students participating were student leaders from Leadership and clubs, including clubs supporting diversity. Before writing the Bill, a Human Rights Temperature Survey was given. The temperature of the school was 46% at the start of the 2015 school year. The students working on the bill decided what the most pressing issues were based upon the survey and then focused on the three most pressing areas.

The survey and the Bill itself were based upon the Universal Declaration of Human Rights by the United Nations. After the Bill was initially drafted, it was shared out to get feedback and then there were modifications made based upon the feedback. Article 7 was presented as being of particular importance. It addresses the Right to Equality Before the Law. The Bill helps to ensure everyone's rights, while also helping them understand their responsibilities as well. As a result of the Bill and the discussions surrounding it, AP and Honors classes will be more accessible, PCHS will offer a Chicano Studies class, and the school will have a unisex bathroom. During orientation, the Bill was shared with incoming and returning students. The Bill is intended to be amended as needed.

B. Resignation of Board Trustees & Process/Timeline for Seating & Training New Trustees

Emilie Larew discussed that there are more than 6 months remaining on the 3 open seats on the Board, necessitating the filling of the seats. Donna Mandosa did not accept her position after attending the Board Training. Marcia Haskin resigned her seat. Torino Johnson was automatically removed for non-attendance per the bylaws due to missing 3 regular Board meetings in a row (see item C).

Our bylaws require that we offer the open seats to the candidate who came in second, if they are still willing and able.

For the seat held by Donna Mandosa she ran unopposed so a special election will have to be held to elect a new administrative/management representative.

For Marcia Haskin's seat, the runner up was Emily Pugatch Hirsch. Ms. Pugatch Hirsch is willing to take the seat.

The Classified seat will be addressed in the next agenda item.

The new Board trustees will have to be trained on the rules of governance. Dara Williams suggested having the newly seated trustees review the audio from the Board Training Session by Lisa Corr and then setting up a Skype session with Lisa Corr so that any newly seated Trustees can ask questions.

L. Woolley made a motion to seat Emily Hirsch (Community) and Andrew Paris (Classified) and require them listen to audio of Board training and participate in a conference call/SKYPE session with legal counsel.

Susan Ackerman seconded the motion.

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

Roll Call

Deanna Hamilton Aye
Amanda Campbell Aye
Ellen Pfahler Aye
Susan Ackerman Aye
Emilie Larew Aye
Leslie Woolley Aye
Robert Rene Aye
Dara Williams Aye

C. Review of Bylaws and Reinstatement or Replacement of Classified Board Trustee

Emilie Larew then discussed that the Bylaws automatically remove a member who misses 3 consecutive regular meetings. Torino Johnson missed 3 consecutive regular meetings (and one special meeting - the Board training) so he is no longer on the Board; however, the Board has the choice to approve his reinstatement as a Trustee. Concerns were raised about reinstating Torino, based on the importance of regular attendance and meeting all required the legal duties to the school. Dara Williams pointed out that if he really wanted to be reinstated Torino would have attended the meeting and that he was not in attendance. Andy Paris was the runner up for Torino Johnson's seat and the classified staff expressed a preference for Andy Paris to hold the seat. Andy Paris is willing to accept the position.

Members decided not to reinstate Torino.

The motion to seat Paris was included in the action item to seat the new Community Trustee. See item B.

D. Transition from No Child Left Behind (NCLB) to Every Student Succeeds Act (ESSA)

Monica Iannessa talked about the transition from NCLB to ESSA. The immediate effects are that there are shifts in Title I funding, state testing, state standards and accountability. There is a shift toward teacher equity and the Federal government is shifting a little bit more control to the states.

CSTs have now been discontinued and now there is the California Assessment of Student Performance and Progress Test (CAASPP) with a focus on 11th grade for high schools. The emphasis now is that the standards are not being dictated at a national federal level. As with the common core curriculum, it is more state driven than in the past. However ESSA does leave room for intervention by the federal government if the states "water down" their standards and the federal government is watching to make sure that this doesn't happen. Accountability is measured by setting goals but with the flexibility to measure indicators in multiple areas, not just test scores.

The ESSA also got rid of sanctions for low performing schools so now the school choice program for Program Improvement Schools does not have to be in place. This is good because in Los Angeles we are at a point where there are so many schools in Program Improvement that there is nowhere for the kids to move. It gives administrators more leeway to try innovative strategies depending upon the needs of the students. Schools are still required to provide data on teachers and on whether low income students and students of color are being taught by under-qualified teachers.

The administrative team at PCHS is working with the PLCs to look at alignments and interim assessments to develop strategies to comply with ESSA. Math is continuing to be looked at and English is being addressed. There are interim

block assessments and a goal is to develop similar assessments in history and science. The LCAP (Local Control and Accountability Plan) and the Local Control Funding Formula (LCFF) is what will be used to establish the goals. The California High School Exit Examination (CAHSEE) is no longer and instead, interim assessments will be the norm.

It is not clear if because we are a charter school that we have more leeway. But because we are an LAUSD charter and our charter was issued by LAUSD, we need to satisfy LAUSD that PCHS is meeting its goals and that the standards and goals set are appropriate.

Under this new system there is always fine-tuning. There will be a need to make sure that the curriculum and the interim assessments are blended and that there is horizontal and vertical alignment. The focus will have to be on how to respond to the data from the assessment.

E. Dolphin Academy Update

Monica Ianessa gave a Prezi presentation about the Dolphin Academy. The participating students received 5 high school credits and 10 community service hours, which were for the work they did at Freshmen Orientation. The students were introduced to Infinite Campus (IC) and a lot of time was spent learning how to navigate Schoology. There was a STEAM class on designing and building. The students also filmed and edited a Public Service Announcement (PSA) video for Freshmen Orientation. The students were given assignments on GoogleDocs. There were 3 "Fun Fridays" for bonding. The classes consisted of: Leadership, STEAM, Tech, English (which covered the summer reading), Sociology, and Flex Period for Pali Pause.

The PSAs were on getting zeroes as an assignment grade and how it impacted the semester grade; anti-bullying; and sports activities available at PCHS. At Freshmen Orientation the Academy students gave campus tours and participated in a Pep rally.

125 students were targeted and 110 participated. The grades were as follows:
40% A
49% B
07% C
04% D

There were 6 mentors in the program. They are continuing to meet with the students every 5 weeks.

F. Columbia Schoolwide Survey Results

The survey results are not ready as we only have the raw data. The raw data will be available for the Board Retreat. It is not clear as to whether the conclusions from the survey will be completed.

This item will be tabled until the next regular meeting.

G. 2015-16 School Goals Update

Dr. Magee began by noting that the goals are helpful in building a culture of continuous improvement. The LCAP is becoming more of a focus. A new WASC action plan is being developed.

Goal #1 (Communication)

Over the past year communication has become critical in improving school culture. Bringing in the Culture/Climate facilitators, which was suggested by a faculty member, proved to be very helpful. As part of the plan to achieve the schoolwide goals, the Acceptable Use Policy was rewritten and enforcement was stepped up. The website is being revamped to facilitate communication. It is hoped that it can be completed by Back to School Night. A Pali 101 is planned to get the stakeholders information.

Goal #2 (Vertical and Horizontal Alignment)

The administration is working on this and the work will continue.

Goal #3 (Grading Policy & Positive Classroom Climate)

Conversations have begun with regard to grading policies. Some progress has been made and discussions are continuing. There is now a Student Bill of Rights and Responsibilities in place. This helps to provide tools to work in a more positive way. As part of the pathway to achieving this goal data is being collected to improve things. Data analysis of Infinite Campus and Schoology is being utilized to see how often teachers are entering grades. Some teachers are dilatory. As part of this goal the administration is looking to increase classroom support for struggling students.

Goal #4 (School Climate Improvement)

There is a 2-year action plan. Staff surveys conducted as to what is working well and what could be done better.

Goal #5 (identification of Funding Sources)

All current sources of funding were identified in order to expand support. A fundraising policy was passed. The school received a Career Pathways Grant. A Tech Equity Campaign is planned.

To reach the schoolwide goals looking at core values: respect, responsibility, and results; tech equity; human rights and social emotional development; data gathering and analysis; and personalization of professional development.

Some requirements for graduation are being looked at, specifically Computers, Health and Technology classes. There is an operational focus on safety and security. There is the hope that PCHS can create outreach to increase diversity and also to build alumni and business relationships

Robert Rene noted that this Board has a communal commitment to continuing to improve.

H.Update on Schoolwide Grading Policy

Discussed with relation to goals. There is progress and continuing work on this. Additional updates will come in future months.

I.Programs on Campus Supporting Students with Substance Abuse Challenges & Status/Scope

Russel Howard presented a summary of information about drug use and sales on campus. There have been new surveillance cameras installed throughout the campus supplementing the surveillance cameras previously installed. The school will now also be using drug dogs to search for drugs on campus. Lea Toubian suggested a drug survey and opening up communications to enable students to ask questions.

Leslie Woolley noted that drug use is often a symptom of mental health issues such as depression and that this is a big piece of the drug problem that has to be recognized. Pali has a social worker on campus providing support to students.

The sale and use of prescription Adderall was also raised as an issue. Robert Rene brought up that he has heard from students who have expressed that they feel uncomfortable going to certain places on campus because of the drug sales.

Security was further discussed as a way to help the problem. There is now weekend security. There is also a new gate along the access road that directs all foot traffic to the front of the school. Newly installed "Raptor" system checks visitors against a sex offender database and visitors on that database are not permitted on campus. If it is necessary for any those individuals to meet with faculty or staff an alternative meeting place will be arranged.

Amanda Campbell thanked the Facilities department for the installation of the gate and the addition of a new front security guard who is very effective. He is a retired school police officer. The gate is effective at keeping students on campus and forcing the flow of foot traffic through one spot.

J. Budget for Extended Study Center / Library Hours

The goal is to have the Study Center open until 5:30 because the late buses leave at 5:45. The estimated cost of doing this for the school year would be \$5000. It is just a matter of hiring someone to staff the Center as no special approval is needed. The program can start as soon as they can hire someone or otherwise determine appropriate staffing.

III. DISCUSSION ITEMS

A. Updated Document Retention Policy

Dara Williams discussed various email retention policies. LAUSD Board members keep them for one year. LAUSD is discussing updating their policy to provide that they be kept for 2 years. Dara expressed the opinion that 3 years seems like a better policy. In the discussion, it was brought up that the problem with the retention policy is that faculty and staff on the Board will find it more difficult to determine which emails to retain. Board members who are not employed by PCHS will only have emails relating to Board business in their PCHS email accounts, whereas those employed by PCHS will have other emails there as well. So there cannot simply be a date wherein the emails are simply deleted. So that means that there should be an email retention policy that encompasses more than just the Board. As part of this discussion it was also noted that if other policies are in place that require the retention of documents, any emails falling into these categories must be preserved either by printing them out and placing them with related documents or by archiving them so that if a retention policy is developed the archived emails will not be deleted. Because of the complexities of this issue the Board discussed adopting only a policy with regard to those emails on the Board members personal email accounts.

D. Williams made a motion to to require Board members to keep all Board-related emails in their personal accounts for one year.

Robert Rene seconded the motion.

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

Roll Call

Amanda Campbell	Aye
Dara Williams	Aye
Susan Ackerman	Aye
Emilie Larew	Aye
Deanna Hamilton	Aye
Robert Rene	Aye
Leslie Woolley	Aye
Ellen Pfahler	Aye

IV. Organizational Reports

A.Executive Director / Principal (EDP) Report

Report stands as submitted.

B.Chief Business Officer (CBO) Report

Report stands as submitted.

C.Director of Operations Report

LAUSD came in and did some inspections, which necessitated some repairs, which have been done. Facilities would like to hire a second technician, which would allow PCHS to control all of the maintenance in-house. In-house maintenance has already been increased.

D.Human Resources Director (HR) Report

Report stands as submitted.

E.Student Report

Lea (ASB Vice President) - Looking at changing the way the announcements are done. They are effective but there are drawbacks. Teachers find them disruptive and the neighbors are annoyed by them. Looking at the possibility of doing them 3rd/4th period and shortening the time and possibly sending out video announcements as a supplement. Leah also noted that there was an ASB station at orientation with a Truth Talk. There was positive feedback. ASB is helping with Back to School Night. There will also be a Charter Bowl Fundraiser with food trucks.

F.Parent Report

Nothing to report.

G.Classified Staff Report

No report.

H.Faculty Report

Nothing to report.

V. Board Committees (Stakeholder Board Level Committees)

A.Budget and Finance Committee Report

Nothing new to report as the committee has not yet met.

B.Academic Accountability Committee Report

Chris Lee is stepping down as the Chair. The committee has not yet met this school year, but the members are tasked with reviewing the CASPP results and presenting the results at the October meeting. LAUSD is looking at moving their start date to later in the calendar year. The committee was also asked to look at the school calendar to make recommendations with respect to the school year start date next year and the impact of any changes, which may include matching LAUSD's start date or selecting a different start date based on what is best for PCHS needs.

C.Charter Committee

Committee has not met yet. Nothing to report.

D.Election Committee

Covered with earlier agenda items regarding seating/electing Trustees.

E.Post-Retirement Healthcare Benefits Committee

Nothing new to report. A meeting will be scheduled for the month of September.

VI. Board Committees (Board Members Only)

A.Audit Committee

Nothing new to report.

B.Fundraising Committee

PCHS has a new Director of Development, Mike Rawson. He presented his Strategic Development Plan and emphasized that PCHS needs to develop a culture of giving - with parent, alumni, and Board support being very important.

There is a Tech Equity Fund Campaign that will be kicked off on September 1st. There will be a promotional video. Looking for 100% participation in 50 days. The goal is to raise \$300,000 for Chromebooks and Chromebook carts. In addition to the promotional video, there will be social media blasts. For the Board, he is asking for 100% participation and for each Board member to contact 8 to 10 individuals to contribute to the program.

As the Director of Development, Mike Rawson will be looking to define the roles of PCHS and the Booster Club as it relates to fundraising.

The importance of giving in the moment at Back to School Night was raised with the possibility of text-to-give or using systems such as Links, SquareSpace, or Paypal.

C.Survey Committee

Awaiting final survey results. We have the raw data, but are awaiting the analysis and should have it later this week.

D.Communications Committee

Dara Williams noted that there was nothing new to report. The committee will be meeting to work on Stakeholder Rights and Responsibilities.

VII. Consent Agenda

A.Approval of reimbursements for Executive Director / Principal

D. Williams made a motion to to pass the consent agenda.
Leslie Woolley seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Ellen Pfahler Aye
Amanda Campbell Aye
Deanna Hamilton Aye
Emilie Larew Aye
Susan Ackerman Aye
Leslie Woolley Aye
Robert Rene Aye
Dara Williams Aye

B.Approval of Field Trips

See above.

VIII. New Business / Announcements

A.Reminder of 8/27/16 Board Retreat at St. Matthews

Reviewed the time and location of the upcoming Board retreat on Saturday. It will be in the same location where the Board training was held in July.

B.Facilitators' Report at 8/27 Retreat

The report done by the culture and climate facilitators will be available as materials for the Retreat. The facilitators will also be working with us at the Retreat.

C.New Business Presented At Meeting

Emilie Larew requested a presentation to review PCHS' fiscal policies and procedures at the September meeting.

Emilie Larew requested the discussion and consideration of possibilities for next year's school calendar and potential start dates begin begin ASAP. (See Academic Accountability Committee report.)

D.Board Chair to announce items for closed session, if any.

Emilie Larew announced Closed Session item A below. PCHS employee Trustees Emilie Larew, Amanda Campbell, and Susan Ackerman recused themselves for the Closed Session.

IX. Closed Session

A.Conference with Labor Negotiator - PESPU (Section 54957.6)

Non-employee Board members went into closed session.

X. Open Session

A.Return to Open Session

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

No action was taken in Closed Session.

XI. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:46 PM.

Respectfully Submitted,
Leslie Woolley



Palisades Charter High School

Minutes

Special Board Meeting - Board Retreat

Date and Time

Saturday August 27, 2016 at 9:00 AM

Location

St. Matthews Church/School, 1031 Bienvenida Ave, Pacific Palisades, CA 90272

Board Members Present

Amanda Campbell, Andrew Paris, Dara Williams, Deanna Hamilton, Ellen Pfahler, Emilie Larew, Emily Hirsch, Leslie Woolley, Robert Rene, Susan Ackerman

Board Members Absent

I. Opening Items

A. Record Attendance and Guests

PCHS Mgmt/Staff: Dr. Pam Magee, Greg Wood
Facilitators: Richard Tauer, Beverly Hempstead

Russel Howard, Mary Bush, Jeff Hartman, Chris Lee, Monica Iannessa, Dave Riccardi, Amy Nguyen, Ben Makhani, Lea Toubian, Amir Ebtehadj, Abby Fisher, Neku Dorri, Cedrise Miller

B. Call the Meeting to Order

Emilie Larew called a meeting of of Palisades Charter High School to order on Saturday Aug 27, 2016 @ 9:20 AM at St. Matthews Church/School, 1031 Bienvenida Ave, Pacific Palisades, CA 90272.

II. Discussion Items

A. Team Building Activities

Introductions of all present. Culture and climate facilitators working with the Board today are Richard Tauer and Beverly Hempstead. Alan Rasmussen not able to attend for medical reasons.

Norms for the Retreat were established. The facilitators discussed that there needs to be a balance in tasks versus relationships. Always doing tasks and not working on relationships causes the relationships to suffer. If always working on relationships, then nothing gets accomplished.

Participants broke into groups to do an icebreaker activity.

B. Review of Columbia Survey Results

The specifics of the survey will be discussed at the next Board meeting including how the Board and the administration did with regard to achieving the goals since it was not available in time for the last Board meeting

The survey had the fewest C's in the history of the survey. The vast majority of the survey grades were A's and B's.

Faculty and staff generally are of the opinion that Pali is a good place to work. Parents think Pali is a good school to send their kids to and most of the survey respondents would recommend it as a place to send students.

Pali faculty and staff would like to have more professional development offered. Students would like to see an improvement in cultural competency and diversity. Most students feel supported overall but there is a sense that people could be more compassionate and understanding. Parents are happy overall. Parents are happy with the rigor but some think the instruction is too rigorous. Most of the concerns are about the Math and Foreign Language Departments. There was also some concern about needing improvements in school facilities.

Columbia noted that they would like to see more stakeholders participate in the survey. While there were a fairly high number of employee responses, the consensus is that we would like to see more, as well as more parents and students participating.

There was a discussion that the information provided would be useful in measuring the progress toward our school wide goals. The survey does seem to indicate that there has been an improvement in culture and climate, which was one of the goals from last school year. Richard noted that as an outsider, he felt that the turnaround from last year was remarkable.

C. Review of 2015-2016 Schoolwide Goals

Discussion of the goals from last year included progress toward goal achievement. Members broke into groups for each goal, with each group ideally consisting of at least one board member, one student, one parent, and one faculty/staff member to ensure a diversity of stakeholder opinions.

Progress toward each goal and current status was discussed.

D. Set 2016-2017 Goal Areas & Goals

The facilitators presented a strategy for developing goals that focused on 4 possibilities for how to develop the goal:

Achieve - What do you want to attain that you don't have?

Preserve - What do you want to keep that you already have?

Avoid - What do you want to stay away from? (There isn't an issue now and you don't want one.)

Eliminate - What do you want to get rid of?

Facilitators discussed that there should be a pathway to embracing growth.

Groups were provided with materials including the Board Goals Policies from PCHS Governing Policies, copies of previous goals and progress reporting, Columbia survey results, the organizational climate assessment conducted by the facilitators last year, and 2016-2017 LCAP goals.

Each group reviewed one goal from last year. Through use of all resources available to them including stakeholder input, groups discussed how to move forward and build on the progress we've made. Following extensive discussion, groups each presented recommendations for a new goal in their area to everyone. Following discussion, the consensus was to build on the progress we've been making in our goal areas from last year and continue goals that support further progress in the direction we've been moving, not start over with completely different goal areas.

Five draft goals were discussed and recorded on large tablet sheets. These draft goals were photographed to preserve them and will be typed up and presented in an appropriate format for adoption at the next Board meeting.

III. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:05 PM.

Respectfully Submitted,
Emilie Larew

Palisades Charter High School

15777 Bowdoin Street

Pacific Palisades, CA90272

(310)230-6643 / Fax: (310)230-7288 / palicollege@aol.com

School Code: 052327

PROFILE 2016-2017

IMPORTANT TRANSCRIPT INFORMATION: Palisades Charter High School is now using the Infinite Campus student information system, and has discontinued use of the LAUSD student information system. The GPA reported on a transcript is listed as "Unweighted GPA (w/ Bonus Points);" please see GPA/CLASS RANK description on next page. Our GPA and rank calculation process is unchanged from previous years.

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

Palisades Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC) until 2018. The school year includes two semesters of 20 weeks each. Periods 1 through 6 meet every other day for approximately 100 minutes each. Periods 0 and 7 are optional and meet daily for 55 minutes; they are primarily elective courses (drama, orchestra, etc.).

STUDENT BODY

Total enrollment 3038

Geographic Diversity: Students from more than 100 ZIP Codes attend Palisades Charter High School.

Ethnic Diversity

African-American	14%	Asian	9%
Hispanic	21%	White	54%
Other	2%		

CURRICULUM

AP Courses offered:

Art - Drawing	Chemistry	Gov't & Politics US	European History
Art - 2D & 3D	Computer Science	Physics	Music Theory
U.S. History	English Language	Spanish Language	Calculus AB and BC
Biology	English Lit. /Comp.	Spanish Literature	Environmental Science
World History	Statistics	French Language	Art History (not offered in '16-'17)
			Human Geo (not offered in '16-'17)

UC-Approved Honors Level Courses offered:

American Literature	Math Analysis
Spanish 3	U.S. History
Contemporary Comp	Chemistry
Physics	French 4
Physiology	Calif. Literature

Other Honors Level Courses offered:

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

GRADUATION REQUIREMENTS

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

English	40 credits	Health	5 credits	Electives	75 credits
Social Science	30 credits	Physical Educ.	20 credits		
Science	20 credits	Visual/Perf. Arts	10 credits		
Mathematics	20 credits	Applied Technology	10 credits		

Students earn elective credits for college eligibility by completing additional math, science, and foreign language courses. Students are required to take 5 credits of Computer Science. Students must complete ten hours of community service per year. Students must pass the California High School Exit Exam (CAHSEE) and participate in the state testing programs each year enrolled at Palisades.

Class of 2017 GPA/CLASS RANK

Preliminary rank is calculated on a 4.0 scale based on all grades earned in the 9th, 10th and 11th grades. If classes are repeated, both grades are included. Only AP grades are weighted in computing GPA (unweighted GPA is augmented .025 point per AP per semester). Final rank is calculated on 9th, 10th, 11th and first semester 12th grades. The grading system is A-B-C-D-F; D is a passing grade for high school graduation purposes. Courses completed outside of Palisades Charter High School are included on the transcript only if the course or the credits are required for graduation.

GPA Distribution:	First Decile	4.0049 – 4.3762	Fourth Decile	3.3861 – 3.5972
	Second Decile	3.7917 – 4.0024	Fifth Decile	3.1816 – 3.3857
	Third Decile	3.6000 – 3.7910		

TEST SCORES

Class of 2016	6 National Merit Finalists		4 National Hispanic Recognition Program Participants					
	22 NMSQT Commended Students		2 National Achievement Program Outstanding Participants					
Class of 2015	6 National Merit Finalists		3 National Hispanic Recognition Program Participants					
	19 NMSQT Commended Students							
Class of 2016:	<u>Mean NEW SAT (2016)</u>		<u>Mean OLD SAT (2014-15)</u>		<u>Mean SAT Subject Scores (2014-15)</u>			
	<small>(students who also took Subject Tests)</small>							
	ERW	576	CR	614	Literature	633	Math Level 2	666
	Math	576	Math	633	US History	660	Biology E	620
			Writing	622	World History	628	Biology M	690
					Chemistry	653	Physics	583

In May 2016, 1819 AP exams (an increase of 5.7% from 2015) were administered in 21 subjects, with 26% of the students scoring 5, 29% scoring 4, and 27% scoring 3, for an overall pass rate of 82%. Pass rates for AP courses:

Biology	89%	English Lang	84%	Human Geog	85%	Statistics	97%
Calculus AB	98%	English Lit	80%	Music Theory (not offered)		Studio Art	96%
Calculus BC	100%	Envir Science	60%	Physics CEM	37%	US Gov	90%
Chemistry (not offered)		Euro History	76%	Physics CM	66%	US History	74%
Computer Sci	92%	French Lang	68%	Spanish Lang	93%	World History	85%
				Spanish Lit	86%		

COLLEGE ADMISSIONS

Class of 2016:	Four-year Colleges	53%	U of California	16%	California State U	12%
			Out of state public	7%	CA Private	6%
			Out of state private	11%	Foreign	1%
	Two-year Colleges/ Trade/Voc	38%	Military/Work/Gap	3%	Unreported/Undecided	6%

Palisades Charter High graduates of 2015 and 2016 **enrolled** in the following colleges and universities:
University of California – all campuses; California State University – 18 of 23 campuses

Academy of Art U	Carleton College	George Washington U	U of Michigan	Pomona College	St. Andrew's Univ
AMDA	Carnegie Mellon U	Georgetown Univ	Michigan State	Pratt Institute	St. Catherine U
American U of Paris	Chapman University	Georgia Tech	U of Montana	U of Puget Sound	St. John's Queens
Amherst College	Claremont McKenna	Hampshire College	Morehouse College	Purdue University	St. Lawrence Univ
U of Arizona	Clark	Howard University	UNLV & UNR	RISD	Stanford University
Arizona State	U of CO Boulder	U of Hawaii Manoa	Univ of New Mexico	Rice University	Swarthmore College
Art Center Pasadena	Colgate University	IDC Herzliya	New York University	RIT	UT Austin
Azusa Pacific U	Colorado College	University of Illinois	U of Notre Dame	Saint Josephs Univ	The New School
Bard College	Columbia University	Indiana University	Northern Arizona U	USF	Tulane University
Barnard College	U of Connecticut	University of Iowa	Northeastern U	SAI Chicago	Tuskegee University
Berklee Col of Music	Connecticut College	Johns Hopkins Univ	Northwestern U	Santa Clara University	Univ of St. Andrews
Boston University	Cornell University	Kalamazoo College	Oberlin College	Sarah Lawrence	Vanguard University
U of British Columbia	Columbia Col Chicago	Lewis & Clark	Ohio University	Scripps College	U of Washington
Brigham Young Univ	DePaul University	Loyola Marymount U	University of Oregon	Seattle University	Wellesley College
Brown U	Dickinson College	Loyola Chicago	Oregon State	Soka Univ	Wesleyan University
Bucknell University	Doshisha University	Manhattan Sch - Music	Otis College of A & D	USC	Wheaton College
Butler University	Emerson College	U Mass Amherst	Univ of Pennsylvania	Sophia University	Whittier College
Cal Baptist University	The Evergreen State	Menlo Collge	Pepperdine University	Southern Oregon U	U of Wisconsin
Cal Lutheran Univ	Fordham University	M.Inst.of Tech	Point Loma Nazarene	Spelman College	...and others

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2016-2019**

This is a College and Career Access Pathway Partnership Agreement (CCAP) hereinafter known as “Agreement” between Santa Monica College District (SMC) hereinafter known as “COLLEGE” and Palisades Charter High School hereinafter known as “SCHOOL DISTRICT”.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Santa Monica College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

1.1 The term of this CCAP Agreement shall be for three year beginning on _____ and ending on June 30, 2019, and requires renewal every three years by July 1, unless otherwise terminated in accordance with Section 19 of this Agreement.

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.5 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.6 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)

2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of SMC and applicable law. Sec. 2 (a)
- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and SMC standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and SMC policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3).

Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

- 3.8 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

6. CCAP AGREEMENT COURSES

- 6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)

- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.4 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.5 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with SMC academic standards.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.7 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by SMC Business Procedure.
- 6.8 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.9 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.10 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with SMC guidelines, policies, pertinent statutes, and regulations.
- 6.11 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.12 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high

school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

- 6.13 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and course that make up the programs must be part of the approved programs, or the college must have received delegated authority to separately approve those courses locally.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.3 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4 Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.6 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional

responsibilities. Said training shall be approved by and provided by the COLLEGE.

- 7.7 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.8 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of SMC.
- 7.9 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of SMC specifically with regard to their duties as instructors.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with SMC policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of

contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)

9.3 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.

9.4 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)

- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(1)(C)
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

10.1 SMC shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)

10.3 SMC shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)

- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and tit.5.

11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 SMC certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The SCHOOL DISTRICT agrees and acknowledges that SMC will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
 - A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)

- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

15. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all

Note: All referenced Sections from AB 288 (Education Code § 76004)

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student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

16. REIMBURSEMENT

- 16.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

17. FACILITIES

- 17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to SMC or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each

course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

- 17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

18. INDEMNIFICATION

- 18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 18.2 The SMC agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SMC and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SMC and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

19. INSURANCE

- 19.1 The SCHOOL DISTRICT, in order to protect SMC, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this

Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend SMC, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

20. NON-DISCRIMINATION

20.1 Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

21. TERMINATION

21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in the CCAP agreement.

21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATION AND AMENDMENT

22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

23.1 This agreement shall be interpreted according to the laws of the State of California.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

24.1 For locations outside the geographical boundaries of SMC, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on _____ 2016

By: _____
SCHOOL DISTRICT

By: _____
SANTA MONICACOLLEGE DISTRICT

Santa Monica College District Board Meetings:

- (a) **Information Board Meeting Date: August 2, 2016**
- (b) **Public Comment Board Meeting Date: September 6, 2016**

School District Board Meetings:

- (a) **Information Board Meeting Date: August 23, 2016**
- (b) **Public Comment Board Meeting Date: August 27, 2016**

APPENDIX

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE the COLLEGE and SCHOOL DISTRICT agree as follows:

1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College:	Maral Hyeler, Director Instructional Services	310-434-3551	hyeler_maral@smc.edu
School District:	Jeff Hartman, Assistant Principal	310-230-7224	jhartman@palihigh.org

2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

3. **CCAP AGREEMENT PROGRAM YEAR FALL 2016-SPRING 2017** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2016-2017 COLLEGE: Santa Monica College

SCHOOL DISTRICT: Palisades Charter High School

EDUCATIONAL PROGRAM: Media Studies and Journalism

TOTAL NUMBER OF STUDENTS TO BE SERVED: 50 per semester	TOTAL PROJECTED FTES: 10.56
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COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Survey of Mass Media Communication	Media 1	Fall	12:20-1:50PM	T, Th	Saxon, Lisa	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS
Media, Gender, Race	Media 10	Spring	12:20-1:50PM	T, Th	Saxon, Lisa	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS
Editing	Journalism 3	Spring	TBD	TBD	Saxon, Lisa	<input type="checkbox"/> CC X HS	<input type="checkbox"/> CC X HS
Editing the Campus New Paper	Journalism 17	Fall	TBD	TBD	Saxon, Lisa	<input type="checkbox"/> CC X HS	<input type="checkbox"/> CC X HS
Introduction to Photography	Photo 1	Fall	TBD	TBD	Staff	<input type="checkbox"/> CC X HS	<input type="checkbox"/> CC X HS

EDUCATIONAL PROGRAM: Computer Science

TOTAL NUMBER OF STUDENTS TO BE SERVED: 30 per semester	TOTAL PROJECTED FTES: 6.22
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COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Computer Science	CS 3	Fall	2:13-3:33PM	T, Th	Marchard, Ken	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS
Visual Basic Programing	CS 15	Spring	2:13-3:33PM	T, Th	Staff	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS

Note: All referenced Sections from AB 288 (Education Code 76004)

EDUCATIONAL PROGRAM: Graphic Design

TOTAL NUMBER OF STUDENTS TO BE SERVED: 35 per semester	TOTAL PROJECTED FTES: 11.79
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COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Graphic Design Applications	Gr Des 18	Fall	12:24-1:44PM	M, W	Mashihi, Karineh	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS
Digital Imaging for Design	Gr Des 64	Spring	12:24-1:44PM	M, W	Mashihi, Karineh	X CC <input type="checkbox"/> HS	<input type="checkbox"/> CC X HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(1):

SCHOOL DISTRICT counselors selected students based on academic readiness and the alignment of the course content to students; educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

4. **BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
CS 3	Introduction to Computer Systems 2 nd Edition	\$109.50	N/A	
CS 15	Starting out with Visual Basic 2012 1 st Edition	\$114.50	N/A	
Gr Des 18	No text required		N/A	
Gr Des 64	Photoshop Cc: Visual Quickstart Guide	\$40.00	N/A	

Note: All referenced Sections from AB 288 (Education Code 76004)

Journalism 3	No text required		N/A	
Journalism 17	No text required		N/A	
Media 1	Media & Culture 10 th Ed.	\$143.00	N/A	
Media 10	Race, Gender, Class & Media 2 nd Ed.	\$162.50	N/A	
Photo 1	Short Course In Photography: Digital 3 rd Ed.	\$75.25	N/A	

5. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

BUILDING	CLASSROOM	DAYS	HOURS
Palisades Charter HS	TBD	See days above	See hours above



Dual Enrollment Program

MEMORANDUM OF UNDERSTANDING

The Santa Monica College (SMC) and the Palisades Charter High School (District) enter into this Agreement to establish a dual enrollment program.

Recitals

WHEREAS, the SMC and the District desire to offer classes to District students wherein the students may earn credit toward graduation from high school and college credit at SMC.

WHEREAS, the SMC and the District desire to work collaboratively to ensure a successful educational experience for students enrolled in college classes taught at District high schools.

WHEREAS, the SMC and the District desire to operate the program described in this Agreement pursuant to Education Code sections 48800, 48802, and 76002.

Agreement

The SMC and the District agree to the following:

- 1 **Recitals.** The above recitals are incorporated herein and made a part of this Agreement.
- 2 **Term of the Agreement.** This agreement will be in effect for Dual Enrollment courses that are not covered by the CCAP agreement and shall be effective upon ratification by the Governing Boards of the SMC and District and shall remain in effect until modified or terminated pursuant to the terms herein.
- 3 **Early Termination.** This Agreement may be terminated by either party for cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

This Agreement may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other party. Termination will be effective no sooner than 60 calendar days after receipt of the written notice or the end of the semester, whichever occurs later. The parties agree to consider the needs of currently enrolled students when determining a termination date.

The indemnification provisions contained in this Agreement shall survive termination.

4 **Student Enrollment.**

- 4.1 Pursuant to Education Code section 76002, the classes conducted under this Agreement shall be open to the general public, advertised as open to the public, and

- held during a time in which the school site is not specifically closed to the public, subject to the limitations described herein.
- 4.2 The high school campus may require non-high school students to adhere to all campus policy.
 - 4.3 The District defines a “regular school day” as at least 240 minutes of instruction in high school credit only courses.
 - 4.4 The SMC shall retain the authority to restrict the admission or enrollment of a special part-time (up to and including 11 units) or full-time (12 or more units) student in any class conducted under this Agreement based on grade-level completion or assessment and placement procedures in conformance with matriculation regulations, in consultation with the District.
 - 4.5 The District shall recruit students with the necessary skills and motivation to succeed in the college class and counsel them accordingly. In making a recommendation for the program, the District shall determine that the student would benefit from advanced scholastic or vocational work pursuant to Education Code sections 48800 and 48800.5.
 - 4.6 Students must be officially enrolled and placed on the SMC roster by the second week of the District's semester.
 - 4.7 Either party may cancel a class by providing the other party with written notice prior to the second week of the District's semester.
 - 4.8 The SMC shall work collaboratively with District staff to assist in the recruitment, processing and record keeping for the class.
- 5 **District Rules and Regulations.** All students enrolled in the classes conducted under this Agreement shall be required to adhere to District and school site policies, as well as the SMC's policies.
- 6 **Class Advertisement.** The SMC shall advertise the classes conducted under this Agreement either through the College Schedule of Classes or via electronic media. If advertised solely *via* electronic media, the classes shall be advertised for a minimum of 30 consecutive days prior to the first day of class.
- 7 **Apportionments.**
- 7.1 The SMC shall collect Full-Time Equivalence (FTE) apportionment for the classes conducted under this Agreement.
 - 7.2 The District shall not collect Average Daily Attendance (ADA) apportionment for the classes conducted under this Agreement.
- 8 **Costs.** The District shall pay for all costs associated with academic modifications for qualified students with disabilities who are enrolled in the District.

- 9 **Class Schedule.** The District and the SMC shall mutually agree on the time and day of classes conducted under this Agreement.
- 10 **Facilities.** The District shall provide an appropriate room for classes conducted under this Agreement.
- 11 **Class Instructors.**
 - 11.1 The SMC shall employ and provide a qualified and credentialed instructor for each class conducted under this Agreement.
 - 11.2 The SMC shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement. Any supplemental instruction related to the material presented in classes conducted under this Agreement, that extends beyond the college schedule, is the District's responsibility.
 - 11.3 Class instructors shall be required to submit for fingerprinting and clearance required by law pursuant to SMC and the District's routine employment fingerprinting requirement, before performing any service pursuant to this Agreement or coming into contact with District students. Any SMC employee who has submitted for fingerprinting and clearance pursuant to SMC's routine procedures, shall not be required to submit additional fingerprints to the District. SMC shall ensure that class instructors' receive fingerprint clearance authorizing them to instruct District students. SMC further agrees to notify and provide the District with any subsequent arrest reports provided to SMC on any class instructor teaching under this Agreement.
 - 11.4 The District shall provide SMC class instructors with pertinent information regarding the school such as maps, bell schedules, schedule changes, school holidays, and parking instructions.
 - 11.5 The SMC class instructor shall be responsible for the supervision and evaluation of students enrolled in classes conducted under this Agreement. The SMC is responsible for the classes conducted under this Agreement and has the sole right to control and direct the instructional activities conducted therein.
- 12 **Records of Student Attendance and Achievement.** The SMC shall provide the District with a roster of participants and their final grades.
- 13 **School Site Coordinator.** The District shall provide a school site coordinator to assist in disseminating and collecting necessary information, including rosters, grades, and other records.
 - 13.1 Each School Site Coordinator shall recruit the appropriate students for classes conducted under this Agreement, assist students in completing the SMC application, assist in achieving target student enrollment (25 students in English classes, 30-35 students in all other subjects), assist class instructors with accessing classroom and necessary materials (including audio-visual equipment), and inform class instructor of class and school site schedule.
- 14 **Textbooks and Materials.** The SMC shall not be required to provide textbooks and/or materials to students enrolled in classes conducted under this Agreement. The District shall

provide all District students enrolled in classes conducted under this Agreement with all necessary textbooks and materials.

14.1 The SMC shall notify the District of selected and preferred course textbooks and materials prior to publishing the course offering in the College Schedule of Classes.

14.2 The SMC shall provide all students with information regarding where and how to purchase supplemental resources and materials for the classes conducted under this Agreement. The SMC shall provide non-District students with information where and how to purchase resources and materials for the classes conducted under this Agreement.

15 **Equipment.** The District shall furnish, all specialized equipment, and other necessary equipment for all students. The parties understand that such equipment and materials are the District's sole property. The District shall determine the type, make, and model of all equipment and materials to be used during each class conducted under this Agreement.

16 **Indemnification.**

16.1 The District shall defend, hold harmless, and indemnify the SMC, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including, but not limited to, consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this Agreement that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of the District, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

16.2 The SMC shall defend, hold harmless, and indemnify the District, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including, but not limited to, consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of the SMC, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

16.3 The District shall have no obligation to defend, hold harmless, or indemnify the SMC, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for the SMC's sole negligence or willful misconduct; and the SMC shall have no obligation to defend, hold harmless, or indemnify the District, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for the District's sole negligence or willful misconduct.

16.4 This indemnification shall survive termination of this Agreement, and is in addition to any other rights or remedies that District or the SMC may have under law and/or otherwise.

17 **Insurance Requirements.** The District and the SMC shall procure and maintain for the duration of this Agreement, insurance with an insurer or insurers qualified to do business in the State of California against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder. The aforementioned insurance shall include coverage for: (a) Worker's Compensation in accordance with the laws of the State of California in the amount of at least \$1,000,000 per accident for bodily injury and disease; (b) comprehensive general liability and auto liability with limits of not less than \$1,000,000 combined single limit, bodily injury and property damage liability per occurrence, and \$2,000,000 in aggregate; and, (c) comprehensive general liability with limits of not less than \$1,000,00 combined single limit, bodily injury and property damage liability per occurrence, and \$2,000,000 in aggregate. Each policy named above shall name the District and its officers agents and employees as additional insureds and shall further state that such policy is primary and any policy held by the District is excess and contributory.

18 **Discrimination and Harassment.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of sex, race, color, ancestry, religious creed, national origin, mental or physical disability (including HIV and AIDS), marital status, or age, and shall comply with all applicable laws pertaining to employment and student enrollment.

19 **General Cooperation.** The SMC and the District shall cooperate and work closely with the school site coordinator to resolve any problems that arise.

**Palisades Charter High School District
Signature**

Santa Monica College Official Signature

Title

**Vice President, Academic Affairs
Title**

Date

Date

Questions or concerns may be addressed to:

Maral Hyeler
Dual Enrollment Project Manager
Hyeler_maral@smc.edu
310-434-3551
00174-00004/741957.1

October 17, 2016

Dear Members of the Los Angeles Unified Board of Education,

We are writing to you on behalf of the Los Angeles Advocacy Council, a 17-member committee of charter public school leaders and the broader community of 64 charter organizations listed below, representing 196 public schools serving 94,595 students in Los Angeles.

We are proud to partner with the District in our shared effort to strengthen learning for all students. We are proud of our academic results, which have made us perhaps the highest performing charter community in the country, particularly with high-need students. We are proud that these results were achieved with both charter schools and District officials remaining committed to strengthening our working relationship, even through difficult times.

Given how far we've come together, it is distressing and quite simply unacceptable that District staff have taken unexpected and unprecedented steps to close some of our higher performing academic schools and prevent others from continuing to serve the students who already rely on them.

We are deeply concerned that this month District staff have recommended more charter renewal and material revision denials than they have in the last five years combined, none of which are based on student outcomes. The Board's votes on Tuesday have the potential to disrupt the lives of over 13,000 students attending schools operated by our peers. The October staff recommendations represent a fundamental and drastic departure from the Charter School Division's expressed values of consistency and transparency, and the District's historic focus on student outcomes as an authorizer.

Consistency

On an annual basis, each of our organizations embrace accountability, interacting regularly with District staff, undergoing rigorous and thorough oversight visits, and providing detailed academic, financial, and governance information to LAUSD. These processes exist precisely so that staff and families know where our schools stand, and naturally, we expect that staff recommendations on our petitions are consistent with the results of ongoing oversight. In fact, the California Department of Education (CDE) asserts that **"an authorizer's renewal policy and framework should ensure that no school is ever surprised by a non-renewal recommendation."** In the case of many of Tuesday's denial recommendations, schools have been blindsided by recommendations for denials, backed by negative reports that are completely inconsistent with years of positive oversight visits and student achievement. Our students, families, teachers and staff deserve more than haphazard final judgments on their fates.

Transparency

The CDE also states that: **"Transparency in the charter renewal process can protect the authorizer from political pressure."** Transparent authorizing means alerting schools that their actions, if not corrected, could be grounds for denial or non-renewal. Transparent authorizing first identifies problems and then provides schools with ample opportunity to solve those problems, particularly when issues are fixable. Such transparency, however, has been virtually absent for our peers who are being recommended for denial or revocation. Only one of them has received a Notice of Violation, which is commonly accepted as the first step toward a possible closure, many months after issues were identified and the school was under the impression they had been working in good faith to address them. The rest

have been operating without indication from the District that they are in violation of policies that would warrant non-renewal or denial. Our students, families, teachers and staff deserve to know that their schools are subject to transparent oversight that affords schools the opportunity to fix issues and address concerns before the threat of closure or denial, especially when issues are not related to student outcomes.

Student Outcomes

The CDE, in detailing the standards that must be used to evaluate charter school renewals, states that **“improved pupil academic achievement for all pupils is the first priority of California charter schools.”** The law rightly insists that if schools are yielding academic progress for their students, they should continue to do so. The charter community is committed to accountability, which is precisely why we call for the non-renewal of charter organizations each year who are not delivering academic outcomes. The schools seeking renewal and material revisions have achieved notable gains with their students on internal and publicly available academic achievement and growth measures, graduation rates, college-going rates, and other key indicators, making this criteria particularly fundamental. By these measures, there is little, if any, question that every charter school recommended for denial on Tuesday should be approved. Our students, families, teachers and staff deserve to know that schools delivering student achievement and growth will be supported and protected by their authorizer.

If the District is willing to close academically high performing schools largely because of technical and operational issues that either have been corrected or can be fixed, then who’s to say whether our own schools will be next? If the District is determined to deny innovative and impactful charters the opportunity to simply continue serving the students who already attend their schools, then how can we trust that the District prizes quality education and student success above all else?

These recommended denials and revocations threaten the basic values and expectations that we’ve held onto as partners with the District, even in the most challenging times: accountability and collaboration based on consistency, transparency, and a focus on student outcomes. Most importantly, these recommended denials and revocations threaten the futures of thousands of students who have sought out these schools for an unassailable reason: they provide an education that meets their unique needs.

We urge you, the Board, to make decisions based first and foremost on the interests of students and families, an approach that enabled you to authorize one of the strongest and most respected charter school sectors in the nation. We urge you to overturn the denial recommendations of our peers.

Respectfully,



Johnathan Williams
Executive Director
The Accelerated Schools
2 schools serving 1100 students



Dan Katzir
President and CEO
Alliance College-Ready Public Schools
25 schools serving 12000 students



Xavier Reyes
Founder and CEO
Alta Public Schools
2 schools serving 850 students



Alfonso Paz and Cesar Lopez
Co-Directors
APEX Academy
1 school serving 400 students



Laurie Inman
Chief Executive & Academic Officer
Apple Academy
1 school serving 325 students



Kate Ford
Area Superintendent, Los Angeles
Aspire Public Schools
9 schools serving 3500 students



Bill Parks, Jr.
CEO and Principal
Birmingham Community Charter High School
1 school serving 3260 students



Hrag Hamalian
Executive Director
Bright Star Schools
7 schools serving 2500 students



Sue Andres-Brown
Founding Head of School
California Collegiate Charter School
1 school serving 80 students



Ana Ponce
Chief Executive Officer
Camino Nuevo Charter Academy
6 schools serving 3300 students



Grace Canada
Chief Executive Officer
Celerity Education Group
6 schools serving 3100 students



Chris Bright
Executive Director
CHAMPS Charter High School for the Arts
1 school serving 800 students



Erin Studer
Executive Director
CHIME
1 school serving 750 students



Valerie Braimah
Executive Director
City Charter Schools
2 schools serving 650 students



Vanessa Jackson
Head of School
Collegiate Charter High School
1 school serving 100 students



Mark Kleger-Heine
Executive Director
Citizens of the World- Los Angeles
3 schools serving 1300 students



Karen Smith
Principal
Discovery Charter Preparatory #2
1 school serving 250 students



Oliver Sicat
CEO
Ednovate
2 schools serving 650 students



Jon Wasser
Board President
El Camino Charter High School
1 school serving 3800 students



Ted Morris
Co-Founder
Endeavor College Preparatory
1 school serving 600 students



Malka Borrego
Founder and CEO
Equitas Academy Charter Schools
3 school serving 900 students



Jim Kennedy
Chief Executive Officer
Extera Public Schools
2 schools serving 800 students



Irene Sumida
Executive Director
Fenton Charter Public Schools
5 schools serving 2800 students



Carrie Wagner
Executive Director
GALS Los Angeles
1 school serving 100 students



Sally Chou
Executive Director
Global Education Collaborative
3 schools serving 450 students



Parker Hudnut
Chief Executive Officer
ICEF Public Schools
7 schools serving 2750 students



Yolanda Jimenez
Principal
Los Angeles Academy of Arts and Enterprise
1 school serving 400 students



Josh Stock
Executive Director
Lashon Academy
1 school serving 200 students



Caprice Young
Chief Executive Officer
Magnolia Public Schools
8 schools serving 2750 students



Amy Berfield
Executive Director
New Heights Charter School
1 school serving 440 students



Mark Ryan
Executive Director
North Valley Military Academy
1 school serving 500 students



Cristina de Jesus
President and CEO
Green Dot Public Schools California
17 schools serving 9800 students



Myranda Marsh
Executive Director
James Jordan Middle School
1 school serving 400 students



Arina Goldring
Executive Director
Los Angeles Leadership Academy
2 schools serving 900 students



Anna Carlstone-Hurt
Founder and Head of School
Libertas College Prep
1 school serving 100 students



Gayle Nadler
Executive Director
Multicultural Learning Center
1 school serving 400 students



Richard Thomas
Executive Director
New Horizons Charter School
1 school serving 250 students



Lynn Izakowitz
Executive Director
Our Community School
1 school serving 450 students



Marsha Rybin
Founding Principal
High Tech High LA
1 school serving 400 students



Marcia Aaron
Executive Director
KIPP LA
13 schools serving 5000 students



Amy Held
Executive Director
Larchmont Charter Academy
1 school serving 1500 students



Linda Lee
Executive Director/Principal
Los Feliz Charter School for the Arts
1 school serving 500 students



Patricia Gould
Principal
New Academy Canoga Park
1 school serving 500 students



Matt Albert
Executive Director
New Los Angeles Charter Schools
2 schools serving 425 students



Sylvia Fajardo
Executive Director
Pacoima Charter School
1 school serving 1350 students

palisades charter high school

Pamela Magee
Principal and Executive Director
Palisades Charter High School
1 school serving 3000 students



Martine Singer
President and CEO
Para Los Ninos
3 schools serving 1100 students



Erica Hamilton
Executive Director
Pathways Community School
1 school serving 200 students



Tom Scotti
Executive Director
Port of Los Angeles High School
1 school serving 1000 students



Sonali Tucker
Executive Director
Public Policy Charter School
1 school serving 100 students



Jacqueline Elliot
Co-Founder
PUC Schools
12 schools serving 5000 students



PK Candaux and Sidnie Myrick
Co-Founders
Renaissance Arts Academy
2 schools serving 400 students



Natasha Barriga
Founder and Head of School
Resolute Academy Charter School
1 school serving 100 students



Emilio Pack
Executive Director
STEM Preparatory Schools
2 schools serving 900 students



Arianna Haut
Founder and Head of School
Summit Preparatory Charter School
1 school serving 75 students



Meg Palisoc
Executive Director
Synergy Academies
3 schools serving 1400 students



Raul Carranza
Principal
TEACH Public Schools
2 schools serving 450 students



Robert Burke
Executive Director
Valley Charter Schools
2 schools serving 500 students



Gerry Jacoby
Executive Director
Value Schools
4 schools serving 1250 students



Anita Zepeda
Executive Director
Vaughn Next Century Learning Center
1 school serving 3180 students



Don Wilson
Superintendent
Vista Charter Public Schools
1 school serving 420 students



Gene Fisher
Executive Director
Watts Learning Center Charter Schools
2 schools serving 750 students



Shawna Draxton
Executive Director
WISH Charter Schools
2 schools serving 700 students



Yvette King-Berg
Executive Director
YPI Charter Schools
3 schools serving 800 students



PCHS Schoolwide Goals 2016-2017

Board Retreat
August 27, 2016

The PCHS Schoolwide Goals are developed annually by the PCHS Board of Trustees and the School Leadership Team. The goals incorporate stakeholder input, the PCHS Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and WASC Action Plan. The Schoolwide Goals are revisited monthly in Board and LTSP meetings to ensure that the school is making measurable and meaningful progress.

Goal 1: PCHS will continue to foster:

- 1) **Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community**
 - 2) **A sincere consideration of communications**
 - 3) **An understanding of the appropriate avenues of communication**
- *Ensure transparent and regular communications regarding important school issues – Use multiple methods to communicate when possible*
 - *Tailor communication to audience (students/Schoology; parents/email)*
 - *Keep all stakeholders on the same page with content*
 - *Streamline information on website and in newsletter*
 - *Assess marketability: Accessibility and appeal*
 - *Gather ongoing feedback regarding effectiveness of communication*
 - *Increase levels of annual stakeholder survey participation*
 - *Keep participants informed in the decision making process/steps*
 - *Tell our charter story before someone does it for us (wider communities)*
 - *Include a point person in all communications that go out from the school*
 - *Provide translations in meetings and publications.*
- Provide training on communication and avenues for communication.*

Goal 2: PCHS will continue to ensure that curriculum is aligned vertically and horizontally to ensure student success in all subjects.

Vertical alignment - organizing curriculum from one grade level or content area to the next

Horizontal alignment - across the school and PLCs

- *Develop a multi-year curriculum alignment plan*
- *Map current grading policies to determine commonalities*
- *Develop a schoolwide grading policy that ensures fairness and consistency*
- *Incorporate ongoing student feedback systems*
- *Identify resources needed to move further with goal – Where are we and where do we want to go?*

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



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

- *Provide more support for PLCs – (Math and World Language identified in Columbia Stakeholder Survey)*
- *PLC on the job training and curriculum alignment to standards and PLC content. Instructional support will be offered through coaches.*
- *Incorporate Every Student Succeeds Act (reauthorization of No Child Left Behind)*
- *Determine measurements and SMART goals (Academic Accountability Committee, LTSP, Curriculum Council, Departments, PLCs/SLCs)*
- *Align measurements to the PCHS Local Control Accountability Plan*

Goal 3: PCHS will continue to increase student success through positive classroom climate and increasing student pass rates.

- *Continue to review and revise grading policies/classroom policies*
- *Encourage a growth mindset among all stakeholders*
- *Provide professional development designed to Increase positive student/teacher relationships*
- *Encourage differentiation at all levels and provide support for success*
- *Increase diversity in honors/AP classes and provide a continuum of rigor*
- *Collect data to monitor success*
- *Expand summer Dolphin Leadership Academy through broader outreach and early identification*
- *Summer reading – Incorporate inspirational, motivational books that promote positive self-image (Carol Dweck, John Wooden, etc.)*
- *Design, administer, and analyze the results of common assessments in all departments by the first progress report period (10weeks). Results will be analyzed by the PLC coordinator with Director of Academic Achievement with the Administrative Team.*

Goal 4: PCHS will foster a positive school climate by continuing to build trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.

- *Provide professional development for all employees regarding listening to and understanding student challenges/experiences, responding with compassion and respect*
- *Continue lessons/teaching for students regarding respect/compassion for others (fellow students & other stakeholders)*
- *Provide training for parents regarding school systems, ways to be involved*
- *Schedule meetings at alternate times to accommodate a variety of parent schedules*
- *Provide transportation to assist parents with attending evening and Saturday meetings*
- *Educate all stakeholders on the Student Bill of Rights and Responsibilities and the impetus for creating it, emphasizing responsibilities along with rights*
- *Continue training with culture and climate facilitators as specified in the two-year plan*
- *Administer stakeholder surveys to assess progress. Work to increase participation in surveys*

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PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

- to get a more accurate idea of true level of specific concerns and progress*
- *Promote campus-wide wellness pursuant to the PCHS Wellness Policy*
- *Inclusion of social emotional learning ideas in curriculum*
- *Provide easy access to information for parents about how to assist struggling students and who to contact with concerns*
- *Information sheet for parents regarding who they can contact to speak with someone who can communicate in their native language – Specify language spoken, name, and contact info*
- *Launch a mentor program for student and parents*
- *Analyze/address declining diversity*
- *Transportation access, scholarships, etc.*
- *Review admission process (charter preferences)*

Goal 5: PCHS will identify sources of funding, personalize the fundraising with focused goals and projects, and set measurable short- and long-term goals.

- *Form a grant committee to research and develop grant opportunities*
- *Form a development committee – quarterly meetings*
- *Involve PCHS Alumni Association with fundraising campaigns*
- *Form CTE grant committee to maximize CTE opportunities*
- *Collaborate with Chamber of Commerce and other civic and philanthropic groups*
- *Increase amount of funds raised by 10% over the prior year*
- *Create a culture of giving involving students, staff, and parents*
- *Administer development survey to determine what appeals to potential donors*
- *Provide Annual Fundraising Report with mid-term update*
- *Monitor fundraising activities to ensure compliance with PCHS Fundraising Policy provisions*

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

Palisades Charter High School
Educator Effectiveness Budget

Category	Object Code	Amount
Salary/Benefits	1000's-3000's	110,672.50
Materials/Supplies	4000's	3,750.00
Consulting	5800's	55,026.50
Training/Conferences	5220	30,000.00
Total Budgeted		<u>199,449.00</u>
Total Grant		199,449.00
Difference		-

PALISADES CHARTER HIGH SCHOOL
EPA Budget Recommended by Budget Finance Committee

	EPA Budget 2016-2017	Comments
ADA ESTIMATE	-	
EPA Funding-Prop 30	4,333,866	Per CDE notice, 9/15/16
LCFF Funding-Total	4,333,866	
Federal Revenues-Total	0	
Other State Revenues-Total	0	
Other Local Revenues-Total	0	
Total Revenue	4,333,866	
Teachers	3,114,573	EPA - Certificated Salaries - approx 42 FTE
Certificated Salaries	3,114,573	
Classified Salaries	0	
Total Salaries	3,114,573	
STRS - Certificated (ER 12.58%)	391,813	EPA - Certificated STRS EPA - Certificated MEDI
OASDI Medicare - Certificated	45,161	
Health & Welfare Benefits - Certificated	524,371	
Unemployment Insurance - Certificated	0	
Workers' Compensation - Certificated	0	
Employee Benefits	961,346	
Total Salary & Benefits	4,075,919	
Books & Supplies	0	
Services, Other Operating Exp	0	
Capital Outlay/Depreciation Expense	0	
Indirect Cost (Total charter school supervisory oversight fees only)	257,947	
Total Expenses	4,333,866	
Financial Reporting Basis-Adjusted for Depreciation	0	
Net Reserve Fund Increase(Reduction)-Cash Basis	0	

Cash Management Account Analysis Proposal for **Palisades Charter High School**
 Prepared by Cathay Bank
 October 05, 2016

CATHAY BANK			
Statement:	November 2015	Cathay Bank	
Services:	Rate	Volume	Balance
Earning Credit Rate	0.63%		
Average Uncollected Funds			0.00
Average Collected Balance			927,309.58
Reserve Requirement	10%		92,730.96
Balance for Services			834,578.62
Deposit Activities:	Unit \$	Volume	Price
Account Maintenance	16.00	10	160.00
Check Deposited (On-us)	0.08	50	4.00
Check Paid	0.15	90	13.50
Deposit Item Returned	5.00	2	10.00
Deposit Posted	1.40	3	4.20
Deposit Administration Fee	0.00	516	0.00
Total			191.70
Bank Services:	Unit \$	Volume	Price
ACH Credit	0.00	40	0.00
ACH Debit	0.00	10	0.00
Wire Amendment/Cancellation	15.00	1	15.00
Wire Tracer	15.00		0.00
Total			15.00
Cash Vault Service	Unit \$	Volume	Price
Armored Car/Transportation Service (Unit + Cost/TBD)	72.50	1	72.50
Manual Cash Order	10.25	1	10.25
Emergency Orders	18.00	1	18.00
Cash Vault Deposit	1.40	22	30.80
Currency Dep - STD (Per \$100)	0.15	1109	166.35
Rolled Coin	1.00	1	1.00
Currency Furnished (Non - Std)	0.10	3	0.30
Coin Furnished - Rolls	0.10	25	2.50
Deposit Adjustment	3.00	2	6.00
Total			307.70
ZBA	Unit \$	Volume	Price
Lead Acct	0.00	1	0.00
Subsidiary Acct (Per account)	20.00	1	20.00
Total			20.00
Online Banking:	Unit \$	Volume	Price
Wire Monthly Maintenance	0.00	1	0.00
Intraday Report Previous/Current Day	0.00	17	0.00
Monthly DDA Statement	0.00	13	0.00
Stop Payment/Renewal	30.00		0.00
Account Transfer	0.00	8	0.00
Total			0.00
Merchant Deposit Capture:	Unit \$	Volume	Price
Monthly Maintenance (\$50,000 bal to waive fee)	45.00		0.00
Deposit (First 25)	0.00	25	0.00
Deposit (26 or more)	1.00	12	12.00
Items (First 100 items)	0.00	100	0.00
Items (101 or more)	0.20	1219	243.80
Scanner Purchase - Single Feed CX-30 (with 2 years warranty)	500.00		0.00
Scanner Purchase - Multi-Feed TS240-50 (with 2 years warranty)	850.00		0.00
Total			255.80
Total Services Provided			790.20
Less Fee Waive			0.00
Total Earning Credit			432.15
Account Charged:			358.05

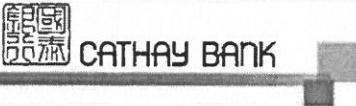
CURRENT BANK			
Statement:	November 2015	Bank of the West	
Services:	Rate	Volume	Balance
Earning Credit Rate	0.40%		
Average Uncollected Funds			0.00
Average Collected Balance			509,384.34
Reserve Requirement	10%		50,938.43
Balance for Services			458,445.91
Deposit Activities:	Unit \$	Volume	Price
Account Maintenance	10.00	9	90.00
Check Deposited (On-us)	0.00		0.00
Check Paid	0.22	5	1.10
Deposit Item Returned	0.00		0.00
Deposit Posted	0.00		0.00
Deposit Administration Fee	0.15	516	77.40
Total			168.50
Bank Services:	Unit \$	Volume	Price
ACH Credit	0.22	39	8.58
ACH Debit	0.20	9	1.80
Wire Amendment/Cancellation (Reverse)	15.00	1	15.00
Wire Tracer	0.00		0.00
Premier Maintenance	65.00	1	65.00
Premier Additional Acct Maintenance	5.00	5	25.00
Total			115.38
ZBA	Unit \$	Volume	Price
Armored Car Service (Unit + Cost)	0.00		0.00
Manual Order / Call-In - CV2	15.00	1	15.00
Late / Special Emergency Order - CV2	30.00	1	30.00
Cash Vault Deposits - CV2	0.90	22	19.80
Currency Deposit (Per \$100)	0.12	149	17.88
Rolled Coin	1.00	1	1.00
Currency Furnished Non - STD	0.12	3	0.36
Coin Furnished - Rolls	0.10	25	2.50
Deposit Adjustment	5.00	2	10.00
Total			99.54
ZBA	Unit \$	Volume	Price
Lead Acct	40.00	1	40.00
Subsidiary Acct (Per account)	27.00	1	27.00
Total			67.00
Online Banking:	Unit \$	Volume	Price
Wire Monthly Maintenance (Wire Transfer Base Fee)	5.00	1	5.00
Monthly DDA Statement	0.00		0.00
Account Transfer Items	1.00	8	8.00
Stop Payment/Renewal	0.00		0.00
Corp-Prev Day Mo Fee, 1st Acct	40.00	1	40.00
Corp-Prev Day Mo Fee 2-10 Accts	10.00	9	90.00
Corp-Prev Day Mo Fee, 11+ Accts	10.00	7	70.00
Corp-Prev Day Balance reported	0.07	1135	79.45
WD Corp/Previous Day Summary Items	0.07	178	12.46
WD Corp/Previous Day Detail Items	0.07	142	9.94
WD Check Imaging	0.10	13	1.30
WD Deposit Statement	1.25	13	16.25
Total			332.40
Merchant Deposit Capture:	Unit \$	Volume	Price
Monthly Maintenance	0.00		0.00
Deposit	1.50	34	51.00
Deposit	0.00		0.00
Items	0.12	119	14.28
Items	0.00		0.00
Scanner Purchase - Single Feed	0.00		0.00
Scanner Purchase - Multi-Feed	0.00		0.00
Total			65.28
Total Services Provided			848.10
Less Fee Waive			27.46
Less Uncollected Fund Charges (XX%)			0.00
Total Earning Credit			150.72
Account Charged:			669.92

Estimated Monthly Analysis Charges/Savings with Cathay Bank: \$ 311.87

Cash Management Account Analysis Proposal for Palisades High Student Body

Prepared by Cathay Bank

October 05, 2016

			
Statement:	November 2015	Cathay Bank	
Services:	Rate		Balance
Earning Credit Rate	0.63%		
Average Uncollected Funds			0.00
Average Collected Balance			570,000.00
Reserve Requirement	10%		57,000.00
Balance for Services			513,000.00
Deposit Activities:	Unit \$	Volume	Price
Account Maintenance	16.00	1	16.00
Check Deposited (On-us)	0.08	50	4.00
Check Deposited (Transit)	0.10		0.00
Check Paid	0.15	85	12.75
Deposit Item Returned	5.00	2	10.00
Deposit Corrections/Adjustments	3.00		0.00
Deposit Posted	1.40	3	4.20
Total			46.95
Bank Services:	Unit \$	Volume	Price
ACH Credit	0.00	1	0.00
ACH Debit	0.00	1	0.00
Total			0.00
Cash Vault Service	Unit \$	Volume	Price
Armored Car/Transportation Service (Unit + Cost/TBD)	72.50	1	72.50
Manual Cash Order	10.25		0.00
Emergency Orders	18.00		0.00
Cash Vault Deposit	1.40		0.00
Currency Dep - Std (Per \$100)	0.15	960	144.00
Rolled Coin	1.00		0.00
Currency Furnished (Non - Std)	0.10		0.00
Coin Furnished - Rolls	0.10		0.00
Deposit Adjustment	3.00		0.00
Total			216.50
Merchant Deposit Capture:	Unit \$	Volume	Price
Monthly Maintenance (\$50,000 bal to waive fee)	45.00		0.00
Deposit (First 25)	0.00		0.00
Deposit (26 or more)	1.00		0.00
Items (First 100 items)	0.00		0.00
Items (101 or more)	0.20		0.00
Scanner Purchase - Single Feed CX-30 (with 2 years warranty)	500.00		0.00
Scanner Purchase - Multi-Feed TS240-50 (with 2 years warranty)	850.00		0.00
Total			0.00
Total Services Provided			263.45
Less Fee Waive			0.00
Total Earning Credit			265.64
Account Charged:			-2.19

Note: The \$145 per month transportation charge (with Sectran) to be split between Charter High School and Student Body account, \$72.50 each.

Forbes | 2016

BEST BANKS

IN AMERICA

We looked at 10 metrics this year regarding asset quality, capital adequacy, growth and profitability. Banks range in size from \$7 billion-in-assets Banc of California to \$2.4 trillion giant JPMorgan Chase JPM -0.01%. We tweaked the methodology this year to better reflect the current banking environment. We dropped return on average equity and nonperforming loans (NPLs) as a percentage of loans. We added three new metrics: return on average tangible common equity, return on average assets and net charge-offs as a percent of total loans.

Other metrics include: net interest margin; nonperforming assets as a percent of assets, efficiency ratio, reserves as a percent of NPLs, two capital ratios (Tier 1 and risk-based) and revenue growth over the last 12 months. All data is based on regulatory filings for the period ending Sept. 30. Each of the 10 metrics are weighted equally in the final rankings. Click [here](#) for the full story.

Rank	Company	Total assets (bil)	Return on avg. total common equity	NPAs/total assets	Tier 1 ratio	Efficiency ratio	Latest 12-mos revenue growth
1	CVB Financial	\$8	11.9%	0.40%	17.4%	47%	9%
2	PacWest Bancorp	\$17	17.0%	0.72%	12.7%	40%	48%
3	Prosperity Bancshares	\$22	22.0%	0.22%	13.4%	40%	3%
4	Glacier Bancorp	\$9	12.9%	0.97%	16.6%	55%	6%
5	Hilltop Holdings	\$12	18.7%	0.48%	18.9%	79%	40%
6	Signature Bank	\$32	13.5%	0.21%	11.6%	35%	20%
7	First Republic Bank	\$55	13.1%	0.10%	13.2%	54%	10%
8	Community Bank System	\$8	15.8%	0.34%	18.3%	60%	-3%
9	Bank of Hawaii	\$15	15.3%	0.25%	14.1%	60%	4%
10	Western Alliance Bancorp	\$14	17.4%	0.79%	10.1%	48%	21%
11	Cullen/Frost Bankers	\$28	14.4%	0.23%	12.6%	57%	8%
12	Cathay General Bancorp	\$13	11.9%	0.78%	14.0%	48%	5%
13	East West Bancorp	\$31	16.2%	0.56%	10.9%	49%	13%
14	BankUnited	\$23	11.9%	0.44%	13.5%	59%	8%
15	Home BancShares	\$9	19.3%	0.75%	11.7%	41%	14%
16	Washington Federal	\$15	9.8%	0.87%	18.8%	50%	10%
17	National Penn Bancshares	\$10	12.8%	0.43%	13.3%	56%	6%

August 23, 2016

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

Greg,

I am pleased to present the following proposal for banking services and sincerely appreciate the opportunity. In the proceeding pages, I have included information about California Credit Union, including our financial strength, our products and services, as well as our commitment to serving the needs of your school. In addition to what we can offer your school, we have a great Educator Program for your entire staff.

Our credit union was born of a need to provide reliable, rewarding and convenient financial services to teachers and others in the education community. Our story begins in 1931, during the depths of the Great Depression. It was then that Elementary Teachers' Club asked a Los Angeles teacher, Georgia B. Parsons, to represent them at the annual winter convention of public school superintendents being held in Atlantic City, New Jersey. Ms. Parsons accepted, but when she approached local lenders asking for money to purchase a wool suit for the trip, she was denied because the institutions "didn't favor teachers' loans." Our success can be traced to a simple philosophy: unlike banks, whose profits benefit a few stockholders, the credit union returns earnings to members in the form of reduced loan rates, higher savings yields and reduced fees.

As a member-owned financial cooperative, California Credit Union deals only with stable and secure products and services. This philosophy has served us well for more than 80 years, and will continue to guide us for many more years to come. All funds deposited with California Credit Union are federally insured by the NCUA up to \$250,000. We also undergo regular financial reviews by an independent auditor.

Today, we still hold dear our partnership with California educators. We are also proud supporters of California Charter School Association.

Mission Statement

California Credit Union serves the educational community, providing our members with sound financial resources and convenient, personalized services.

School Cash Management Services

California Credit Union's cash management services help you expedite your deposits, manage your payments, and retrieve detailed information on your school accounts. You can even complete most transactions right from your desk, helping reduce the time you spend away from what's more important - running your school.

Remote Deposit Capture (RDC) Deposit checks without leaving the office. Simply scan your checks and transmit the images to your CCU school account via the Internet. With software that provides security and convenience, Remote Deposit Capture is a critical business tool for your business that can save you valuable time.

Balance Reporting Balance reporting provides you with complete cash and liabilities position reporting. You'll have a snapshot of your daily activity through every stage of the payment cycle so you never miss a beat.

Balance Alerts Stay up to date, even when you don't have the time to. Our balance alert service offers you and your employees proactive notification of key banking, balance, and transactional events through e-mail.

Sweeps Never be surprised by your balance. Set up automated sweeps on accounts to keep balances within your defined limits. When a limit is reached, the system automatically transfers money between specified accounts and sends an alert to notify you of the transfer.

Bill Payment If you know how easy personal online bill pay is, then you can imagine the convenience of the school business version. You can even attach relevant invoice information to payments to further automate the accounts payable process. Define payees and schedule single and/or recurring payments.

Automated Clearing House (ACH) ACH allows you to improve your payment processing efficiency and accuracy while reducing expenses to save you time and provide you with a secure way to transfer funds. You can make single or recurring ACH transfers.

Wire Transfer Wire transfer service is the most expedient method for transferring funds between your CCU business checking account and other bank accounts. Plus, you can initiate and monitor outgoing domestic and international wire payment activity.

Account Reconciliation Knowing your school's daily cash position is critical. However, determining balances, detecting errors, and sorting and retrieving checks can make manually reconciling your accounts a time consuming process. CCU's account reconciliation service expedites the process through an automated delivery system, so you can get back to work with the knowledge you need.

Positive Pay Dramatically decreases your susceptibility to check fraud. Positive Pay is a service that matches the account number, check number and dollar amount of each check presented for payment against a list of checks you previously authorized and issued to increase your account safety and give you peace of mind.

School Business Checking Accounts

Our School Business Checking Accounts are designed for the way you want to manage your cash flow. Whether your needs are small or large, we offer an option to fit any size budget or institution.

All Business Checking accounts feature:

- Low minimum opening deposits
- Free Online Banking and Bill Pay
- Insured by the NCUA, backed by the full faith and credit of the U.S. government

Basic School Business Checking

This account has no minimum daily balance requirement and no monthly maintenance fee. At no extra cost, each month you'll be able to write 150 checks, make 20 deposits, and process coin and currency of \$3,000. Only \$200 minimum deposit to open.

Premium School Business Checking

This dividend-bearing account lets your organization enjoy greater returns with our highest-tiered yields. Plus, with a Minimum Average Daily Balance of \$2,500, your monthly maintenance fee of \$15 is waived. With this account, each month your school can write 300 checks and make 30 deposits, all at no extra cost. Only \$200 minimum deposit to open.

School Business Savings Accounts

Safely and securely invest your business funds for the future with our selection of savings solutions designed for businesses just like yours.

Business School Savings Accounts

A simple solution to deposit your savings into a high-yield account with all the flexibility you need.

Business School Money Market Accounts

The reward tiers of our Business Money Market Account let you earn even higher yields than you would with a traditional savings account. So the more you save, the more you earn.

School Business Lending

As someone involved in education, you know that good schools require serious investments of time and money. You've given your time, and California Credit Union has the school loans you need to help reach your goals. We're your financial partner, and we've created ways to make managing cash flow, purchasing books, computers or even a facility easier than ever-all with professional service, fast approvals, and excellent rates and fees.

Business School Rewards Visa (Approved for \$25,000 Line)

- No personal guarantee required
- Low interest rates
- Generous credit lines
- Easy purchases at Charter Buy and retail merchants

Plus, we'll give back 1% of all your annual purchases to the Charter School of your choice. So the more you use your CCU Business School Rewards Visa, the more it benefits the students of your Charter School.

Facilities Financing (Separate Loan Bid Process)

- up to \$10,000,000
- only 10% down payment
- Fixed Rate (7 year fixed)
- Rates as low as 4.50%
- Funding within 30 days
- Tenant improvement/build-out for long term leased facilities

Lines of Credit (Separate Application)

We know cash flow can sometimes be tight. But you can be sure that you'll always have the working capital you need to keep your school on track each month with a California Credit Union Line of Credit. Use it to for supplies, to fund special projects or to cover monthly expenses.

Term Loans

For major purchases or expenses, we offer financing options that deliver long-term capital at great fixed rates and flexible terms to help minimize the impact on your monthly budget. This is a perfect choice for financing investments in technology and other major initiatives. You can even refinance higher interest loans from other financial institutions to lower your rate and monthly payments.

Overdraft Protection

We know that in a school environment, budgets can be tight and days can be hectic - and sometimes that means you can't stop to transfer funds from account to account. But with California Credit Union's Overdraft Protection service, you'll never have to worry about overdraft surprises because our Overdraft Protection line of credit has you covered.

Application Is Easy

California Credit Union's variety of school business loans makes financing your school's endeavors fast, convenient and affordable. To apply for any of our financing options, simply complete the appropriate application and collect the required information listed on each form. Then contact a Small Business Sales Representative at (866) 438-1899 to schedule an appointment. Your loan application will be processed quickly and you will receive an answer within days.

Products and Services Designed for Educators

Free Checking Your Way

- Instantly issued debit card
- Mobile Banking with mobile deposit
- No monthly service fee
- No minimum deposit required
- Free access to nearly 30,000 ATMs

School Summer Savings

- Grow your money faster with 3.00% APY
- Make monthly payroll or direct deposits ranging from \$50 up to \$2,000
- Withdrawal available at any time
- Disbursed in July

.25% APR Mortgage Loan Discount

- Receive a rate discount of 0.25% APR
- Primary residential loan only
- Discount is for purchases only

School Rewards Visa Credit Card

- Enjoy rates as low as 8.5% APR
- Give 1% cash rebate to the California school of your choice on all purchases

0% APR Classroom Cash

- Designed especially for teachers
- Borrow up to \$1,500 at 0% APR

0% APR Gear Up Loan

- Designed especially for classified employees
- Borrow up to \$500 at 0% APR

Next Career Steps Loan

- Designed for teachers and administrators who are pursuing their next steps in the educational field
- Borrow up to \$10,000
- 5.9% Fixed Rate for up to 60 months

Relocation Loan

- Receive up to \$5,000 towards moving expenses
- 5.9% Fixed Rate for up to 36 months

Educator Skip-A-Pay

- Designed for educators who may not get paid during the summer months
- Can skip two loan payments per year (July and August OR August and September)
- Available on most loans

Banking Offices

Beaudry Branch (LAUSD Headquarters)

333 S. Beaudry Ave., Suite 215 (Beaudry & 3rd)
Los Angeles, CA 90017

Carson Branch

633 East University Dr. (University & Avalon)
Carson, CA 90746

Covina Branch

800 S. Barranca Ave. (Barranca & Workman)
Covina, CA 91723

Downey Branch (LACOE Campus)

9300 East Imperial Hwy. (Imperial & Ardis)
Downey, CA 90242

Glendale Branch

701 North Brand Blvd. Suite 100 (Brand & 134 Fwy.)
Glendale, CA 91203

Inglewood Branch

3550 W. Century Blvd. (Century & Yukon)
Inglewood, CA 90303

North Hills Branch

9026 Woodley Ave. (Woodley & Nordhoff)
North Hills, CA 91343

North Hollywood Branch

11331 Camarillo St. (Camarillo & Tujunga)
North Hollywood, CA 91602

Pasadena Branch

527 South Lake Ave. (Lake & California)
Pasadena, CA 91101

Rosenell Terrace Branch

420 North Rosenell Terrace (Temple & Alvarado)
Los Angeles, CA 90026

Torrance Branch

20016 Hawthorne Blvd. (Hawthorne & Del Amo)
Torrance, CA 90503

Valencia Branch

24343 Magic Mountain Parkway
(River Oaks Shopping Center, next to Target)
Santa Clarita, CA 91355

West Los Angeles Branch

2215 Westwood Blvd. (Westwood & Olympic)
Los Angeles, CA 90064

We are pleased to propose the following to Palisades Charter High School:

Business Deposits

Palisades Charter High School needs to maintain \$1,000,000 in deposits for all bank fees to be waived. PCHS shall pay all 3rd party vendor fees (merchant services, armored courier services, etc.)

Business School Credit Cards

Amount: \$25,000

Rate: 8.50% Variable (WSJ Prime + 5.00%)

Higher limit subject to receipt and satisfactory review of June 30th, 2016 FYE Financial Statements (unaudited)

Cash-Secured Operating Line of Credit

Line of Credit Amount = Palisades Charter HS Decision

Interest rate = 2.0% + 0.30% (Current Business Deposit Account Yield) = 2.30%

Please review the proposal and feel free to contact me with any questions and/or clarifications.

I look forward to building a strong and lasting relationship with you.

Regards,

Meline "Mel" Zograbyan
VP, Business Banking Officer
California Credit Union

STATEMENTS OF FINANCIAL CONDITION

For the Years ended December 31 (In Thousands)	2015	2014
ASSETS		
Cash and cash equivalents	\$56,037	\$50,932
Investments		
Securities available for sale, at fair value	242,314	312,408
Other	9,284	8,929
Loans held for sale	3,893	2,725
Loans receivable, net of allowance for loan losses	1,053,905	866,950
Accrued interest receivable	4,500	3,973
Property and equipment, net of accumulated depreciation	62,223	54,455
National Credit Union Share Insurance Fund deposit	10,642	9,682
Other assets	20,742	24,103
TOTAL ASSETS	\$1,463,540	\$1,334,157
LIABILITIES AND MEMBERS' EQUITY		
Members' shares	\$1,167,309	\$1,028,679
Borrowed Funds	150,000	170,000
Accrued expenses and other liabilities	28,317	20,528
Total Liabilities	1,345,626	1,219,207
Members' equity, substantially restricted:		
Regular reserve	16,459	16,459
Undivided earnings	137,551	128,493
Accumulated other comprehensive loss	(36,096)	(30,002)
Total members' equity	117,914	114,950
TOTAL LIABILITIES AND MEMBERS' EQUITY	\$1,463,540	\$1,334,157

2015 data unaudited, as presented

The Advantages of Working with California Credit Union

- Access to bank management and the most senior-level bank officers
- Fast, responsive local decision-making and underwriting
- Integrated financial solutions that leverage the power of CCU's total product mix
- Substantial capital that supports clients' growing credit needs



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
*Chief Academic Officer
Division of Instruction*

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

August 25, 2016

Dear Charter School Governing Board President and Charter School Leaders:

As we turn the corner into the new school year, the Charter Schools Division (CSD) has been working to update and finalize the tools and other documents that will inform and support charter school oversight in 2016-2017. Consistent with our mission and core values, the CSD will continue to conduct performance-based oversight visits and tiered intervention aligned with the California Charter Schools Act and District policy.

As part of our annual internal review and reflection process, among other things, the CSD has been closely reviewing and monitoring developments at the state level related to the new California accountability and continuous improvement system and the ESSA State Plan. Although the state is making progress, it is still too soon to predict the shape and direction that these efforts ultimately will take. The CSD therefore has updated the NCLB grid and made only a few revisions to last year's oversight documents. The main change is an update of the "Student Achievement and Educational Performance" category in order to reflect the transition to the California Assessment of Student Performance and Progress (CAASPP) system and resulting availability of two years of CAASPP data.

Please carefully review the following information regarding key oversight matters, significant developments, and areas of focus for oversight in the coming year as well as the attached oversight visit reporting tool and other documents:

♦ **Promising Practices:** On Saturday, July 23, 2016, LAUSD Superintendent Michelle King hosted the District's inaugural Promising Practices Forum at the Sotomayor campus. In an effort to foster sharing, collaboration, and dialogue among school practitioners across the entire portfolio of LAUSD school models, the "Our Communities, Our Scholars: LA Unified Sharing Promising Practices Together" Forum brought together teachers, administrators, and other school leaders serving the District and Los Angeles families at traditional, pilot, magnet, and other District school models as well as independent and affiliated charter schools. In the 2016-2017 school year, the District and CSD plan to build on the ideas shared and connections forged at this exciting event in order to continue facilitating reciprocal sharing and collaborative exploration of

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“promising practices” among the educators of Los Angeles. In anticipation of the next Promising Practices Forum currently scheduled for next spring, the CSD encourages all LAUSD authorized charter schools to continue to look for communications about the Spring Forum and consider attending or submitting a workshop proposal.

♦ **Charter Public School Transparency:** As you may recall, on January 12, 2016, the LAUSD Board of Education adopted the “Keeping Parents Informed: Charter Transparency” resolution, which is intended to clarify that similar to District public schools, the “Los Angeles Unified School District expects every District-authorized charter school to be transparent with its stakeholders regarding all aspects of its operation, including the possible revocation of its charter.” This resolution specifically requires charter schools to adhere to the following key requirements:

- Every charter school must make available to its stakeholders specific information and documentation related to safety and facilities, curriculum and instructional focus, staff, governance, financial management, food services, admissions, and student demographics. This information must be provided manually and electronically in English and any single primary language other than English per the provisions of Education Code section 45400 et seq.
- In the event that the LAUSD Board of Education issues a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, to a charter school, the school must provide written notice within 72 hours to all of its parents, guardians, and teachers. The notice must include the District’s rationale for the action. Simultaneously, the school must submit proof of such notice to the Charter Schools Division.
- Any LAUSD-authorized charter school that occupies a building on the AB300 list (seismic safety survey) must post a notice of such status in its main office.

As part of annual oversight this year, CSD staff will be engaging each school in collaborative dialogue to ensure clear understanding and compliance with the requirements of this resolution. Please see the attached Board Resolution 017-15/16.

♦ **CAASPP Performance:** Now that California public schools have administered the CAASPP Smarter Balanced tests for two years, charter schools will be able to use the results of these assessments to measure, analyze, and demonstrate student academic achievement and growth, both schoolwide and for student

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subgroups. Accordingly, the CSD has updated the annual oversight visit report template to incorporate the CAASPP results as key performance indicators. During this year's oversight visits, CSD staff will be engaging school site leaders in discussion and reflection on the school's CAASPP assessment results and data analysis.

- ◆ **Internal Assessment:** The school's internal assessment data remains of critical importance. As part of annual oversight, the CSD will continue to engage each school in discussions of benchmark/internal assessment results and the school's systems for monitoring schoolwide, subgroup and grade level academic growth and performance.
- ◆ **The California Mathematics Placement Act of 2015:** SB359 went into effect as of January 1, 2016 for schools which serve students entering grade 9. Ensure that the school's governing board and school site leader are familiar with the requirements of this Act. Through oversight and the *Charter School Compliance Monitoring and Compliance Monitoring and Certification of Board Compliance Review 2016-2017* document, the CSD will request evidence, from the effected schools, that the governing board and school have fulfilled the requirements of this Act. Schools are encouraged to review the CDE website for complete information about SB359.
- ◆ **Campus Safety:** As always, campus and student safety remains the District's top priority. Please take this opportunity to review, and update, if necessary, its Health, Safety and Emergency Preparedness Plan or equivalent for each site to ensure that it is current, comprehensive, and site-specific. In addition, we request that each school undertake a review of its facilities-related documentation for each site in order to ensure that the school is and remains in full compliance with all facilities requirements applicable to the site, including but not limited to campus safety measures, maintenance of an appropriate Certificate of Occupancy, any necessary underlying permits, fire/life/safety requirements, and compliance with facilities access requirements. ***As a reminder, to ensure safety, schools are expected to obtain DOJ clearance for all new employees prior to their participation, in any capacity, with the school.***
- ◆ **CALPADS:** As California moves forward with the development and full implementation of its new accountability and continuous improvement system as well as other aspects of the Local Control Funding Formula legislation, the state, counties, school districts, and schools will increasingly be relying on the student-level data uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS). CALPADS data are critical information used to determine funding, administer statewide assessments, and implement school and district accountability measures. It therefore is more important than ever

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for each public school to take all steps necessary to ensure that CALPADS receives, and continues to receive, complete accurate student data in a timely manner. Schools may obtain further information regarding CALPADS at <http://www.cde.ca.gov/ds/sp/cl/>.

♦ **Important Reminders:**

- **Contact Information Form** - If your school has not already done so, please quickly send to the Charter Schools Division an accurate *Charter School Contact Information Form*. Completion of this important document ensures that the school leader will receive important correspondences throughout the year. If your school did not receive this form via email already, please request an electronic version right away.
- **Notifications to the CSD** - As indicated in your charter petition, notify the CSD within one week of any litigation and investigations against the school, within 24 hours of any dire emergency or serious threat to the health and safety of students or staff, and within 30 days of revised bylaws. Review Element 4 of the charter for the complete list of notifications to the District.

We thank all of our charter schools for the dedication and commitment to providing a quality public school education to your students and families. Continue to check the Charter Schools Division website regularly to monitor new information and access current petition documents. We look forward to continuing to work together as the year progresses. Please contact your assigned CSD administrator if you have any questions.

Sincerely,



José Cole-Gutiérrez, Director
Charter Schools Division

Attachment A: *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017*

Attachment B: *Guide to the Completion of Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training Form 2016-2017*

Attachment C: *Criminal Background Clearance Certification*

Attachment D: *Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification*

Attachment E: *Charter School Compliance Monitoring and Certification of Board Compliance Review 2016-2017*

Attachment F: *Annual Performance-Based Oversight Visit Report 2016-2017 School Year*

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ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2016-2017

OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. While CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight, in accordance with California Education Code § 47604.32 the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

- Category I: Governance
- Category II: Student Achievement and Educational Performance
- Category III: Organizational Management, Programs and Operations
- Category IV: Fiscal Operations

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope that this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all.

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share "educator-to-educator" information and insights (required activities are in bold):

(1) Interview/Discussion

- **"Morning Meeting"** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
- **Interviews/discussions with organization and school-site leadership** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
- Interviews of stakeholder groups (students, parents, staff)
- **Debriefing of visit**

(2) Observation

- **Classroom observation**
- **Site observation**/tour of school facility

(3) Document Review

- **Review of documentation provided by school (see guidance below)**
- Request and review of additional documentation

(4) Fiscal Review¹

See section on preparation for fiscal review below.

Prior to the annual oversight visit, your CSD assigned administrator, in consultation with charter school leadership, the CSD Fiscal Team member assigned to the school, and other CSD staff, will determine and communicate the specific activities and schedule for the visit.

LOGISTICS

In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities: (1) a small confidential work area containing a table and chairs with at least one nearby electrical outlet, for the use of the CSD visiting team to conduct document review and other team activities; (2) a room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing; and (3) if the school has been notified in advance that the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews. A single room or space may be appropriate, of course, to serve multiple purposes.

Visitor Information

Please have the following items ready in a separate folder for each CSD visiting team member:

- Visit Schedule
- Master Schedule
- Staff Roster
- Site Map
- Bell Schedule
- School Contact Information
- CMO Staff Roster and Contact Information

PREPARATION FOR INTERVIEW/DISCUSSION

The CSD provides below a standard set of general reflection questions, organized by performance category, which may assist schools in preparing for discussion during the visit. In addition, in the weeks prior to the scheduled visit, your CSD administrator will be providing school-specific guiding questions that focus on performance in one or more of the four assessment categories.

¹ Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. CMO offices). The school/CMO will be notified directly by the Fiscal Team, usually two weeks in advance of the scheduled annual performance-based oversight visit.

CSD staff will use the reflection and guiding questions to lead discussion with the school leadership team during the Introductory Meeting on the morning of the visit.

Reflection Questions

Governance: In what specific ways does the Governing Board fulfill its fiduciary responsibility to effectively direct and provide oversight of the charter public school?

Student Achievement and Educational Performance: How is the school demonstrating appropriate levels of academic achievement and progress for all students, including students in subgroups? How is your school keeping on track to meet the renewal eligibility criteria set forth in Education Code § 47607(b), Senate Bill 1290 requirements, and the renewal criteria provided in Ed. Code § 47605(b)? How is the school measuring and monitoring student academic achievement and progress in preparation for the CAASPP?

Organizational Management, Programs, and Operations: How is the school monitoring, analyzing, and increasing the effectiveness of the school's implementation of Common Core State Standards, the specific educational and other goals and actions described in the school's charter and LCAP, and the instructional program set forth in the charter? How has the school established a positive school culture and effective student discipline system consistent with the principles of the District's Discipline Foundation Policy?

Fiscal Operations: How is your school being a good steward of the public resources entrusted to your care? In what ways does the development and implementation of the charter school budget support and advance the instructional program of the charter school? How are your current fiscal policies and controls facilitating the appropriate use and management of public funds?

PREPARATION FOR DOCUMENT REVIEW

As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above.

NOTE: As a learning organization, the CSD continuously engages in a reflective improvement cycle to seek ways to increase our effectiveness and efficiency. Based on our ongoing reflection and consideration of feedback from CSD staff and charter school leaders during the current year, we have revised the following document preparation guidance with the twin goals of streamlining document preparation for organizations that operate multiple schools (e.g. CMOs) and increasing the efficiency and effectiveness of our document review. Our intention and hope is that these changes also will enable the staffs of both the charter school and the CSD to focus more time on interactive activities on the day of the visit. We look forward to continuing to receive your valuable feedback on these changes and other aspects of our oversight practice in the coming year.

Binder Preparation

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

Binder 1: Governance Documentation

Binder 2: Student Achievement and Educational Performance Documentation

Binder 3: Organizational Management, Programs, and Operations Documentation

Binder 3A: Documentation of Compliance with Clearance, Credentialing, NCLB
Qualifications, and Mandated Reporter Training Requirements

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Please include all documentation applicable to the grade levels served by the school.

Preparation of Fiscal Operations Documentation

As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted electronically to the Fiscal Team member assigned to your school two weeks prior to the fiscal site visit, which is usually a component of the annual oversight visit but may be scheduled for a different day.

BINDER 1

GOVERNANCE DOCUMENTATION

Please organize the documentation provided in this binder in the order listed below. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 Organization Chart
Current and complete organization chart (including Governing Board)
- 2 Bylaws
Current Governing Board bylaws
- 3 Board Members
Current roster of Governing Board members with contact information
- 4 Board Meeting Agendas and Minutes
Board meeting agendas and minutes for all meetings held in the last 12 months
- 5 Board Meeting Calendar
Calendar(s) of regular meetings of Governing Board
- 6 Committee(s)/Council(s) Meeting Calendars & Agendas
Calendar(s) and Agenda(s) of Committee(s)/Council(s)
- 7 Evaluation of School Leadership
Evidence of a system of evaluation for chief executive and school administrator(s)
NOTE: Evaluation of School Staff: For CMOs with multiple schools, **if all schools in the CMO use essentially the same system for evaluating school certificated and non-certificated staff, please also include documentation of the staff evaluation system here.** If each school in the CMO has its own system for staff evaluation, however, please include documentation of the school-specific staff evaluation system within the appropriate section of Binder 3 prepared for each individual school.
- 8 Brown Act Training
Documentation of recent Brown Act training for Governing Board members
- 9 Agenda Posting Procedures
Documentation the Board meeting agenda posting procedures, including evidence of implementation
- 10 Parent-Student Handbook(s)
Current and complete Parent-Student Handbook(s)
NOTE: For Governing Boards/CMOs with multiple schools, please include representative Parent-Student Handbook(s) in this binder **only if** all schools, or all schools of a given level such as elementary, in the organization use essentially the same handbook (i.e. the organization only allows non-material variances such as name of school and contact information). If each school in the organization has its own separate Parent-Student Handbook(s), however, please include the school-specific handbook within the appropriate section of Binder 3 prepared for each individual school.
- 11 Uniform Complaint Procedure
Documentation of school/organization's Uniform Complaint Procedure (UCP)
NOTE: Each charter school must have its own UCP as well as the District's UCP brochure
- 12 Stakeholder Complaint Procedure(s)

- Evidence of other stakeholder complaint procedure(s) for complaints outside regulatory scope of UCP
- 13 Human Resources Policies and Procedures
Evidence of policies and procedures specifically related to:
 - 13.1 **Staff Due Process**
 - 13.2 **NCLB Qualification, Credentialing, and Clearance Requirements**
 - 14 Data-Based Decision-Making
Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making
 - 15 Fiscal Management and Accountability
Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget and finances to ensure sound fiscal management

BINDER 2

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Please analyze and discuss the school's results and any other relevant sources of quantitative performance data that demonstrates the extent to which the school's numerically significant subgroups as well as its students population as a whole have experienced increases in academic achievement. Please include tabbed dividers numbered in accordance with the numbering shown below.

1 **State Assessment Data**

Data reports (as applicable) based on state assessment results, including:

- 1.1 **SBAC Subgroup ELA:** CAASPP Smarter Balanced Mathematics and English Language Arts Test Results (CDE)
- 1.2 **SBAC Subgroup Math:** CAASPP Smarter Balanced Mathematics and English Language Arts Test Results (CDE)
- 1.3 **SBAC Schoolwide ELA:** CAASPP Smarter Balanced Mathematics and English Language Arts Test Results (CDE)
- 1.4 **SBAC Schoolwide Math:** CAASPP Smarter Balanced Mathematics and English Language Arts Test Results (CDE)
- 1.5 **Reclassification:** Most recent Number and Percent of Students Reclassified to FEP report (CDE)
 - 1.5.1 **CELDT:** Most recent CELDT Criterion reports (Initial Assessment and Annual Assessment)(CDE)
 - 1.5.2 **Title III AMAOs:** Most recent Title III Accountability Data – LEA Level Data report (CDE)

NOTE: If the school is part of a consortium for purposes of Title III accountability, please provide the School-Level Data report (CDE)

2 **School Assessment Data (with analysis of results)**

Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:

- 2.1 **Internal Assessments:** Internal periodic assessments in core subjects
- 2.2 **Subgroup Performance:** Student subgroup achievement and growth
- 2.3 **English Language Development:** EL language acquisition

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

High schools only:

- 2.4 **AP:** Advanced Placement examination participation and passage
- 2.5 **A-G:** Completion of and progress toward A-G requirements
- 2.6 **College:** College acceptance

3 **Four-Year Cohort Graduation Rate (High Schools Only)**

- 3.1 **Four-Year Cohort Graduation Rate:** Most recent Numbers and Percentages of School Graduation Data (CDE)

BINDER 3

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS DOCUMENTATION

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 **Parent-Student Handbook(s)**
Current and complete Parent-Student Handbook(s)
NOTE: Please provide the Parent-Student Handbook here only if it was not provided in Binder 1; please see note in Binder 1 section above.

- 2 **Health and Safety**
 - 2.1 **COO:** Current and appropriate Certificate(s) of Occupancy (COO) or equivalent for all non-District sites on which the school operates
 - 2.2 **School Safety Plan:** Comprehensive Health, Safety, and Emergency Preparedness Plan, including evacuation route maps (that complies with co-location requirements if co-located)
 - 2.3 **Emergency Drills and Training:** Documentation of evidence of conducting safety drills and emergency preparedness staff training
 - 2.4 **Emergency Supplies:** Evidence of provision and location of onsite emergency supplies
 - 2.5 **Student Immunization and Health Screening:** Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school
NOTE: Please do not provide individual student information.
 - 2.6 **Epi-Pen:** Documentation that the school maintains an epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff in the storage and use of the epi-pen
 - 2.7 **Child Abuse Mandated Reporter Training:** Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters
 - 2.8 **Bloodborne Pathogens Training:** Documentation of Bloodborne Pathogens training for all staff

- 3 **School Instructional Programs**
 - 3.1 **Standards-Based Instructional Program:** Evidence of implementation of grade-level-appropriate California academic standards-based instructional program, including instruction aligned to the Common Core State Standards and the new English Language Development standards
 - 3.2 **LCAP:** Copy of the school’s current Local Control Accountability Plan (LCAP)
 - 3.3 **CAASPP Technology Readiness:** Evidence of technology readiness to administer CAASPP (SBAC) assessments
 - 3.4 **WASC Accreditation**

- 3.5 **UC Doorways:** Evidence that all A-G high school courses have been approved through UC Doorways
 - 3.6 **Transitional Kindergarten:** Evidence that the school has implemented TK
 - 3.7 **Professional Development:** Evidence of implementation of the school's professional development plans and programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff in meeting the needs of all students, including English Learners and students with disabilities
 - 3.8 **Intervention and Support:** Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students
 - 3.9 **Key Features of Educational Program:** Evidence of implementation of the key features of the educational program set forth in the charter
 - 3.10 (Schools Serving 9th graders only) – evidence of compliance with the Mathematics Placement Act
- 4 **School Management and Operations**
- 4.1 **Special Education:** Evidence of provision of special education programs, services, and procedures in compliance with MCD, including
 - ◆ DVR - Documentation of the results of school's most recent District Validation Review (DVR)
 - ◆ Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
 - ◆ Welligent Reports – Copy of the school's most current/up-to-date "IEP200 – Annual and Triannual IEP Report" and the "SER311 – 30 Day Service Report" (copied the week of the oversight visit)
 - 4.2 **School Climate and Student Discipline:** Evidence of implementation of school climate and student discipline system that aligns with the principles of the District's Discipline Foundation Policy, including:
 - ◆ Tiered Behavior Intervention – Evidence of the school's tiered system of behavioral supports and interventions, such as SST and/or COST
 - ◆ Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school
 - ◆ Schoolwide Positive Behavior Support System – Evidence of the school's recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
 - ◆ Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
 - 4.3 **Stakeholder Communication and Parent Engagement:** Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:

- ◆ Stakeholder Consultation - Evidence of stakeholder consultation regarding the school's educational programs and its LCAP
 - ◆ Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I requirements
 - ◆ Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
 - ◆ Stakeholder Complaints - Evidence of communication of information regarding complaint resolution process(es)
 - ◆ Transferability of Course Credit/Courses - Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
 - ◆ Access to Approved Charter – Evidence that the school provides ready access to the school's approved charter to all stakeholders
- 4.4 **Staff Evaluation:** Evidence of a system of evaluation for faculty and other staff

NOTE: Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

BINDER 3A

DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, NCLB QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS

Please organize the documentation provided in this binder into the following four sections. Please include tabbed dividers numbered in accordance with the numbering shown below.

1 **Certifications and Related School Information**

In the first section of this binder, please provide:

- 1.1 **Certification (NCLB Grid):** The original signed document and one full-sized copy of the school's completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form (often informally referred to as the "NCLB Grid"), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, NCLB teacher and paraprofessional qualifications, credentialing, and child abuse mandated reporter training requirements

NOTE: All school employees as well as all contracting entities/independent contractors ("vendors") providing school-site or student services must be included on the completed form

NOTE: The completed certification document should be ready and available for CSD review no later than 60 days after the first day of school. In the event that the school makes any subsequent personnel/vendor changes, the form needs to be updated to reflect current staff and vendors

- 1.2 **Staff Roster:** Current and complete school staff roster that shows all current assignment(s) for each staff member
- 1.3 **Master Schedule:** Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as "core" or "college preparatory" in the school's approved charter
- 1.4 **Special Education Staff Roster and Caseload:** List of RSP and SDC teachers that identifies the number of students in each SWD eligibility category served by each teacher

NOTE: Please do not include individual student names or other identifying information.

- 1.5 **Custodian of Records:** Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of this binder by last name of individual staff members or by contracting entity name, organized in the same order provided on the completed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" document.

- 2 **Certificated Employee Documentation:** For each certificated employee, please provide (organized in the same order as the NCLB Grid):

- **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment
NOTE: Please ensure that any Social Security Numbers recorded on these original forms are redacted
 - **Credential(s):** Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and EL authorization, for each position/assignment performed by the staff member
 - **Additional Authorization Documentation:** Any additional documentation necessary to authorize certificated service – e.g., CBEST documentation for any employee with a one-year credential
- 3 **Non-Certificated Employee Documentation:** For each classified or non-certificated employee (organized in the same order as the NCLB Grid), please provide:
- **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment
NOTE: Please ensure that any Social Security Numbers recorded on these forms are redacted
- 4 **Contracting Entities Documentation:** For each contracting entity/independent contractor (“vendor”) (organized in the same order as the NCLB Grid), please provide:
- **Clearances and Credentialing Certification:** Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.
NOTE: The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school
- 5 **Volunteer Clearances Certification:**
- **Clearances Certification:** Documentation certifying that the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school-site 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 the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification

NOTE: To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.

FISCAL OPERATIONS DOCUMENTATION

NOTE: The list below identifies materials and reports that the school needs to submit electronically to the Fiscal Team member assigned to the school two weeks prior to the fiscal site visit. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. If an item listed below requires you to prepare something in addition to what is normally prepared in the regular operation of the school, please confer with the CSD Fiscal Team member assigned to your school.

- 1 **Most current** financial reports presented to the charter school's board (provide reports presented at one of the meetings held in 2016-2017.)
 - a. Balance Sheet, at a minimum include the categories of assets, liabilities, and net assets used in the audited financials
 - b. Income Statement (Statement of Activities), at a minimum include the categories of revenue and expenses used in the audited financials
 - c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same as the categories on the income statement listed above. Accruals for revenues and expenses should also be shown.
- 2 Minutes of the meeting when the above financial reports were presented to the charter school's governing board
- 3 Minutes of the meeting when the 2016-2017 budget was adopted
- 4 If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)
- 5 Minutes of the meeting reflecting the selection of the independent auditor
- 6 Minutes of the meeting reflecting the discussion and resolution of any audit findings, including material weaknesses or deficiencies
- 7 Minutes of the meeting reflecting the receipt, review, and approval of financial reports submitted to LAUSD
- 8 Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any
- 9 A copy of the most current financial policies and procedures
- 10 Minutes of the meeting reflecting approval of the current financial policies and procedures
- 11 A copy of all contracts with related parties (e.g., management contracts, service agreements, license agreements, affiliation agreements, sole statutory membership relationship, and any subsidiary or parent group affiliated with the charter school's nonprofit corporation). Please also provide a description of the relationship between the charter school and the related party, and the business purpose of the related party
- 12 Check registers for the prior 12 months in Microsoft Excel format

- 13 All credit card statements for the prior six months
- 14 Monthly bank statements and reconciliations for the prior six months, and the following:
 - a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, and the most current ending bank balance for that account
 - b. The bank statements are from the financial institution and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and cancelled checks
- 15 Student body financial records (budget, cash flow, bank statement with reconciliation, audit reports and other financial reports)
- 16 Equipment inventory (asset tag number, purchase date, purchase price, book value, asset life, location of asset, etc.)
- 17 Disclosure of Legal Issues

NOTE: Any reference to “Charter School” shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the “charter school”. Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation, or other organization that participates in the management or operation of the “charter school.”

NOTE: Disclosures should include civil or criminal cases filed in state or federal court; civil or criminal investigations by local, state, or federal law enforcement authorities; and enforcement proceedings or investigation by local, state, or federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

 - Disclose material information relating to any legal or regulatory proceeding or investigation in which the Charter School is or has been a party and which might have a material impact on the financial viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.
 - Disclose any civil, criminal, or regulatory action in which the Charter School, or any current board members, senior officers, senior management personnel, or employee has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.
 - If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose.
- 18 Any other Fiscal reports presented to the charter school’s governing board (e.g., grants, bonds, independent audit reports, etc.)

NOTE: If you have any questions about preparation for document review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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MICHELLE KING
Superintendent of
Schools

**Dr. FRANCES
GIPSON**
Chief Academic Officer
Division of Instruction

JOSÉ COLE-

GUIDE TO THE COMPLETION OF CERTIFICATION OF CLEARANCES, CREDENTIALING, NCLB QUALIFICATIONS, AND MANDATED REPORTER TRAINING 2016-2017 FORM

The purpose of this guide is to provide supplemental information that may support you in completing your school's *Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017* form (also known as the "NCLB Grid"). The NCLB portion reflects CDE Transition Year Guidance for 2016-17 and will be revised further for the 2017-18 year in accordance with new Every Student Succeeds Act (ESSA) requirements.

REQUIREMENTS PER APPLICABLE LAW AND CHARTER

Criminal Background Clearance Requirements

Each charter school shall require the following persons to submit to criminal background checks and fingerprinting: (1) all employees of the charter school, (2) all employees of contracting entities/independent contractors ("vendors") providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a charter school employee. The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school. (See, e.g., Education Code §§ 44237, 45122.1, and 45125.1.)

Each charter school must maintain on file and available for inspection evidence that the charter school has (1) designated and maintains at least one Custodian of Records, duly confirmed by the California Department of Justice, who is responsible for the security, storage, dissemination, and destruction of criminal record information (see California Penal Code § 11102.2.); (2) performed criminal background checks and cleared all employees prior to employment; and (3) obtained certification that vendors have conducted all requisite criminal background clearances for their employees prior to any contact with students. Each charter school shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions*.)

Tuberculosis Risk Assessment/Clearance Requirements

Each charter school shall require all employees, and any volunteer or vendor employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB), within the period of 60 days prior to employment/service, per the requirements of recently amended Education Code section 49406. (See AB 1667 (2014).) Each charter school shall maintain and monitor TB clearance records on file to ensure ongoing compliance. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

Credentialing and NCLB Compliance

Each charter school shall adhere to the requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and the CDE Transitional Year 2016-17 guidance that are applicable to teachers and paraprofessional employees. The CDE Transitional year guidance does not require “Highly Qualified” status but still requires meeting state licensure requirements. Charter schools shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Education Code section 47605(l), which provides that teachers must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter schools have been given flexibility with regard to non-core, non-college preparatory courses. Each charter school shall maintain current copies of all teacher credentials and make them readily available for inspection. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

Child Abuse Mandated Reporter Training:

Each charter school must provide every employee, and every other person working on behalf of the school who is a mandated reporter, with annual training on child abuse detection and reporting. (See AB 1432 (2014).) This mandatory annual training must be completed within the first six weeks of each school year or within the first six weeks of a person’s employment. Each school must maintain documentation of compliance with these requirements.

GENERAL INSTRUCTIONS FOR COMPLETION OF THE FORM

Each charter school must include on this form ALL employees (including but not limited to teachers, paraprofessionals, other instructional staff, central office staff, operations staff, substitute employees, part-time staff, and temporary employees) and ALL contracting entities/independent contractors (vendors). The *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* form must be executed annually by the vendor and provided to the charter school “prior to” the provision of services for the 2016-17 school year. **Within each table on the form, please be sure to enter each name in alphabetical order by last name/contracting entity name.**

GLOSSARY

Prior to completing the form, please carefully review the following information regarding the terms used:

- (a) Full Name - For certificated employees, the name must match the name listed on the employee’s credential/Commission on Teaching Credentialing (CTC) documents. List employees in alphabetical order by last name. If the individual now uses a different legal name, please also include that information. See example on the form.
- (b) Date of Criminal Background Clearance Determination - This entry is the date that the school’s Custodian of Records reviewed the appropriate DOJ criminal background check document(s) (i.e. CORI report(s)) and determined that the applicant was cleared for employment.
NOTE: Please do not provide the date on the face of the DOJ report(s) or the date that the record was received. This entry is the date of the school’s review and determination by its Custodian of Records.
- (c) Start Date - This entry is the first day that the employee performed any work for this school/organization.
- (d) Credential Type and Employment Restriction - This entry must include all valid credentials. For employees who are university interns, the employment restriction must be specified.
- (e) Credential Expiration Date (specify if it has a 1-year renewal) - Enter the expiration date for each credential. Also, provide the one-year renewal expiration date for any employee who has specific renewal requirements, such as the CBEST, that must be met within one year of credential issuance.
- (f) Job Title/Assignments - Enter the person’s title and current assignment(s).
- (g) Teaching in a Core Setting (i.e., two areas of core content to the same group of students for two periods) [Grades 5-8 only] - Indicate if the teacher is assigned to a “core setting”. Enter “C” if the teacher is teaching in a core setting, or “N/A” if not.

NOTE: This column does not relate to the separate question of whether a given course or subject is considered “core” or “college preparatory” within the meaning of Education Code § 47605(l).

- (h) EL Authorization Type - Enter the type of English Learner Authorization held by the employee, such as BCC/BCLAD; CLAD; embedded EL authorization; or Emergency CLAD/Bilingual Authorization Permit. Alternatively, enter the corresponding credential authorization code from the credential document (e.g. “ELA1”). For any teacher without an EL Authorization, enter “None”.
- (i) New Employee TB Clearance Date - This entry is the date on which the results of the TB risk assessment, test, or chest exam, were read/reviewed by a qualified medical professional. Per Education Code § 49406, new employees must show a certificate of tuberculosis (TB) risk assessment/clearance dated within the 60 days prior to the initial employment date (Start Date). For new employees, enter the date of the initial TB clearance. For a person who has transferred or transfers employment from another school or school district to the charter school, place an (*) asterisk next to the TB clearance date verifying that the person has an appropriate certificate on file showing that the person is free from infectious TB. For all returning employees, please confirm compliance by entering “compliant” or “not compliant,” as applicable, instead of entering the date.
- (j) TB Expiration Date - This entry is the date on which the employee must comply with the requirement for obtaining documentation of TB risk assessment/examination and clearance results before continuing with employment by a qualified medical professional.
- (k) Child Abuse Mandated Reporter Training - Enter the date on which the employee received compliant training pursuant to AB 1432 (2014).
- (l) Blood Borne Pathogens Training - Enter the date on which the employee received Blood Borne Pathogens training.
- (m) Type of Work/Services Provided - This entry must be a concise description of services rendered.

Please use additional rows and/or pages as needed

CERTIFICATION OF CLEARANCES, CREDENTIALING, NCLB QUALIFICATIONS, AND MANDATED REPORTER TRAINING 2016-2017

CHARTER SCHOOL NAME: [Click here to enter text.](#)

NAME OF PERSON COMPLETING FORM: [Click here to enter text.](#)

LOCATION CODE: [Click here to enter text.](#)

TELEPHONE OR EMAIL FOR PERSON COMPLETING THE FORM: [Click here to enter text.](#)

In order to complete this form, please refer to the accompanying guide, which provides background information, general instructions, and a glossary of terms used in this form.

I. CERTIFICATED EMPLOYEES (including SUBSTITUTE TEACHERS, PART-TIME EMPLOYEES, and TEMPORARY EMPLOYEES): Include only those individual substitute teachers who are employed directly by the organization/school. Vendors providing substitute teachers must be included in Table III.

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)
NEW CERTIFICATED EMPLOYEES (All certificated staff hired/contracted since the school's last CSD annual oversight visit or not otherwise included on prior certification):													
EXAMPL E	Smith, Jocelyn Ann (now Smith-Baker, Jocelyn Ann)	07/10/16	07/20/16	11111111 1	Clear Multiple Subject Teaching Credential								
1				22222222 2	Prelim. Single Subject Teaching Credential - Mathematics	07/01/17	Mathematics (7 th and 8 th Grades) Teacher; Leadership Teacher (8 th)	No	ELA1	06/15/16	06/15/20	08/28/16	08/28/16
2													
3													
4													
5													

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)
6													
7													
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10													
CONTINUING CERTIFICATED EMPLOYEES:													
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9													

FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)
10												

II. NON-CERTIFICATED EMPLOYEES: All other individuals employed by the organization should be listed here. This group includes all central office staff that may have contact with students at any time, office staff, building and grounds staff, etc.

FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES	DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)	START DATE (c)	JOB TITLE (f)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)
NEW NON-CERTIFICATED EMPLOYEES (All non-certificated staff hired since the school's last CSD annual oversight visit or not otherwise included on prior certification):							
<i>EXAMPL E</i> Garcia, José Eduardo	06/05/16	06/12/16	Paraprofessional and After-School Program Coordinator	06/11/16	06/11/20	06/11/16	06/11/16
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6							

	FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES	DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)	START DATE (c)	JOB TITLE (f)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)
7								
8								
9								
RETURNING NON-CERTIFICATED EMPLOYEE:								
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9								
10								

III. CONTRACTING ENTITIES/INDEPENDENT CONTRACTORS (“VENDORS”) - This table must include all contracting entities/independent contractors (“vendors”) providing schoolsite services whose employees may have contact with students. This group includes, but is not limited to, vendors of after-school programs, tutoring, physical/health screening, subcontracted teacher substitutes, and technology consultation and/or services. As part of its certification, each vendor must provide (on the certification form or on an attachment to the certification form) a complete and detailed list of all vendor employees covered by the certification.

	NAME OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	DATE OF VENDOR CERTIFICATION	NAME AND TITLE OF PERSON CERTIFYING ON BEHALF OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	TYPE OF WORK/SERVICES PROVIDED (m)
EX.	<i>L.A. Catering</i>	<i>08/02/2016</i>	<i>Patricia Avakian, Manager</i>	<i>Food delivery and set-up</i>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

All independent charter schools, as applicant agencies, are required to designate and maintain at all times at least one Custodian of Records duly authorized and confirmed by the California Department of Justice (DOJ). **The following person(s) has/have been confirmed by the DOJ as a Custodian of Records for the school.**

Name	Date of DOJ Confirmation as Custodian of Records

I, the undersigned Custodian of Records for _____, hereby certify that the information provided on this form has been verified and is true and accurate. I further certify that the school maintains Subsequent Arrest Notification Service with the California Department of Justice for all employees as permitted by law, and the school has not received any arrest notifications for any current employee. I know and understand that failure to conduct a criminal background clearance for any new employee, as defined above, or to obtain certification of clearance from any current contracting entity/independent contractor, prior to employment or providing service, will result in a rating of 1 in the area of Organizational Management, Programs, and Operations, on the school's Annual Performance-Based Oversight Visit Report and a *Notice to Cure* to be sent to the charter school's governing board.

Print Name

Title/Position

Signature

Date

CRIMINAL BACKGROUND CLEARANCE CERTIFICATION

Full Name of Employee: _____ DOB : _____

As the duly authorized Custodian of Records for _____ ("Charter School"), I received the California Department of Justice Criminal Offender Record Information summary report ("DOJ Report") regarding the employee named above and hereby certify, under penalty of perjury, that the DOJ Report regarding the employee named above shows that he/she has not been convicted of a violent felony as listed in California Penal Code section 667.5 or a serious felony as listed in California Penal Code section 1192.7. Further, I certify that the school has requested subsequent arrest notification service regarding this employee pursuant to section 11105.2 of the California Penal Code.

Date of Clearance¹: _____

Start Date²: _____

By signing below, I certify, under penalty of perjury, that the information contained in this Certification form is complete and accurate. As an authorized representative of Charter School, I also acknowledge that it is Charter School's responsibility to maintain current Criminal Background Clearance Certification regarding the above named employee, and, upon request, to provide such certification to the Los Angeles Unified School, Charter Schools Division.

Name of Custodian of Records: _____

Title/Position: _____

(in addition to Custodian of Records)
¹ Date of Clearance = the date that the school's Custodian of Records reviewed the DOJ Report

and determined that the applicant was cleared for employment
² "Start Date" = the first day that the employee performed any work for the school/organization

Signature:

Date
Signed: _____

Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)

With respect to the Agreement/Contract _____)
(Number _____ between _____)
("CHARTER SCHOOL") and the individual, company or _____ ("VENDOR"
contractor _____)
for provision of services.

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The VENDOR hereby certifies to the CHARTER SCHOOL's Governing Board that it has completed the criminal background check requirements of California Education Code (Ed. Code) section 45125.1, that it has determined that none of its employees that may come into contact with CHARTER SCHOOL students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the VENDOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.
- B. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide VENDOR with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. VENDOR maintains current TB clearances for all such employees.
- C. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all VENDOR employees whose assignment at the CHARTER SCHOOL requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Ed. Code section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom VENDOR has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

WAIVER JUSTIFICATION:

- D. The VENDOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Ed. Code section 45125.1 et seq.
 - The VENDOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)
 - The VENDOR and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether VENDOR employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) [Ed. Code § 45125.1 (c)]
 - The VENDOR, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the VENDOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [EC 45125.2 (a)]

Check all methods to be used:

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the VENDOR by an employee of the VENDOR who has not been convicted of a serious of violent felony as ascertained by the DOJ
- 3) Surveillance of employees of the VENDOR by school personnel
- The services provided by the VENDOR are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [EC 45125.1(b)]

**Vendor Certification of Criminal Background Clearance,
Tuberculosis (TB) Clearance,
and Credential Verification**

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the VENDOR'S sole responsibility to maintain, update, and provide the CHARTER SCHOOL with current and complete information along with the employee list, throughout the duration of services provided by VENDOR.

Authorized Vendor Signature

Printed Name

Title

Date



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: _____

LAUSD Loc. Code: _____

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.</p>	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed “Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017” form	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); NCLB HQ Resources (CDE).</p>	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) 	Comprehensive Health, Safety, and Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p style="margin-left: 40px;">See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW		
The undersigned hereby certifies that, on _____, the Governing Board of		
Date(s)		
_____ reviewed the school's		
Name of Charter School		
compliance related policies, systems, and procedures.**		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT **CHARTER SCHOOLS DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT **2016-2017 SCHOOL YEAR** **FOR**

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.



Charter School Name:					Location Code:	
Current Address:			City:	ZIP Code:	Phone:	Fax:
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 20xx to June 30, 20xx						
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
Total Number of Staff Members:			Certificated:		Classified:	
Charter School's Leadership Team Members:						
Charter School's Contact for Special Education:						
CSD Assigned Administrator:					CSD Fiscal Services Manager:	
Other School/CSD Team Members:						
Oversight Visit Date:					Fiscal Review Date (if different):	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):					LAUSD Co-Location Campus (if applicable):	

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



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).

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 2016-2017*. 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	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p> <p>Notes:</p> <p>*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.</p>	



G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - 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"> • Governing Board (composition, structure, roles and responsibilities) • committees/councils, including but not limited to those mandated by laws or regulations • evaluation of school’s executive level leadership 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input type="checkbox"/> Organization chart (B1: 1) <input type="checkbox"/> Bylaws (B1: 2) <input type="checkbox"/> Board member roster (B1: 3) <input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Evidence of committee/council calendars and agendas <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input 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"> • Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act • Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition • Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity



Rubric		Sources of Evidence
Performance	<input 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"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Board meeting calendar (B1: 5) <input type="checkbox"/> Brown Act training documentation (B1: 8) <input type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 9) <input type="checkbox"/> Observation of Governing Board meeting <input 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
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	<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 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"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input type="checkbox"/> Observation of Governing Board meeting <input 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 and assigned, 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 school site 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
Performance	<input 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"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 13.2) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place to ensure:</i></p> <ul style="list-style-type: none"> review and use of academic and other internal 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 ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: _____

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p>	
Notes:	
<i>*NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.</i>	



A1: SBAC SUBGROUP ELA - 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"> Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade ELA is at a rate higher than the District average for all subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade ELA is at a rate similar to the District average for the majority of subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade ELA is at a rate lower than the District average for some subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade ELA is at a rate of 0% for the majority of subgroups <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - 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"> Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade Math is at a rate higher than the District average for all subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade Math is at a rate similar to the District average for the majority of subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade Math is at a rate lower than the District average for some subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade Math is at a rate of 0% for the majority of subgroups <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- schoolwide (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2: 1.4) <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 for 2015-2016 (CDE)

Rubric		Sources of Evidence
Performance	<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 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) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5.2) <input type="checkbox"/> School internal reclassification data <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 (with analysis of results)
- 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
- Results of internal assessments show growth in student achievement in ELA and math

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
<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <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 that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <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 that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math	<input type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



Performance	<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 and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	
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A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- Four-Year Cohort Graduation Rate (CDE) ([high schools only](#))

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <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*
Summary of School Performance	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p><u>Corrective Action Required</u></p>	
<p>Notes:</p>	
<p><i>*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 <u>all new staff</u> (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance 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.</i></p>	



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, that complies with co-location requirements if co-located
- 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
Performance	<ul style="list-style-type: none"> <input 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input type="checkbox"/> Evacuation route maps (B3: 2.2) <input type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input type="checkbox"/> Epi-pen documentation (B3: 2.6) <input type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 (“NCLB Grid”)</i> (B3A) <input type="checkbox"/> Site/classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p>The school has:</p> <ul style="list-style-type: none"> • implemented standards-based instruction schoolwide 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 • obtained WASC accreditation (high schools only) • implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) • received UC/CSU approval of courses (high schools only) 		
	Rubric	Sources of Evidence
Performance	<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 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"/> Evidence of standards-based instructional program (B3: 3.1) <input type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p>The school:</p> <ul style="list-style-type: none"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE disaggregates and analyzes data on a regular basis to address individual student needs implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Performance	<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 its subgroups, and modifies instruction based on data analysis <input 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 its subgroups, and generally modifies instruction based on data analysis <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 its subgroups, and partially modifies instruction based on data analysis <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 its subgroups, and does not consistently modify instruction based on data analysis	<input type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8) <input type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3: 3.8) <input type="checkbox"/> Evidence of implementation of data analysis system program <input type="checkbox"/> School Internal Assessment Data Report, or equivalent <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the key features components of the educational program described in the school's charter</i>	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter
	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9) <input type="checkbox"/> Classroom observation <input 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>	
Rubric	Sources of Evidence
<ul style="list-style-type: none"> • provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • provides special education training for staff in accordance with requirements of the Modified Consent Decree • conducts a special education self-review annually, using the Special Education Self-Review Checklist • maintains timely and accurate records in Welligent 	
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and 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 processes and 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 processes and 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 processes and program in compliance with all requirements, including the Modified Consent Decree
	<ul style="list-style-type: none"> <input type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input type="checkbox"/> Self-Review Checklist (B3: 4.1) <input type="checkbox"/> Other special education documentation (B3: 4.1) <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input type="checkbox"/> Classroom observation (B3: 4.1) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- 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
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence
Performance	<input 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"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input 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 (B3: 4.2) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school:

- has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction



Rubric		Sources of Evidence
Performance	<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 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"/> LCAP (B3: 3.2) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- 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
- 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
- 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 (**high schools only**)
- 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

Rubric		Sources of Evidence
<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 type="checkbox"/> Parent-Student Handbook (B1: 10 or B3: 1) <input type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)	



Performance	<input 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"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input 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"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 		
Rubric		Sources of Evidence
Performance	<input 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"/> Evidence of staff evaluation system (B3: 4.4) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- 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

Rubric		Sources of Evidence
Performance	<input 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 at all times <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"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> (“NCLB Grid”) (B3A: 1.1) <input type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input type="checkbox"/> Vendor certifications (B3A: 4) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of <i>insert rating score, insert rating name.</i></p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	Choose a rating
Areas of Demonstrated Strength and/or Progress:	
Areas Noted for Further Growth and/or Improvement:	
Corrective Action Required:	

Notes:

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



Fiscal Operations Rubrics

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]

<p><i>An existing 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>An existing 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><u>Existing Schools (based on the most current annual audit):</u> 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;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 	<p><u>Existing Schools (based on the most current annual audit):</u> 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;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and



<p><i>An existing 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>An existing 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. Audited and unaudited actuals nearly mirror each other.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>14. Audited and unaudited actuals nearly mirror each other.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing 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>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> 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;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 	<p><u>Existing Schools (based on the most current audit):</u> 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><i>An existing 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>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 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; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <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 new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 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. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable. <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>New Schools:</u></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> <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>

23. Ms. Ratliff, Mr. Zimmer – Keeping Parents Informed: Charter Transparency (Res-017-15/16)
(Noticed November 10, 2015 and Postponed from a Previous Meeting)

ADOPTED AS AMENDED BY CONSENT VOTE

Whereas, Charter schools were established in 1992 by the California Education Code as a way to encourage innovation, increase opportunities for teaching and learning and expand school choice for parents and students;

Whereas, A Board of Education or other authorizing entity grants a charter with the expectation that a school will adhere to the procedures outlined in its petition and uphold the public’s trust in carrying out the agreement;

Whereas, The Los Angeles Unified School District aims to authorize, and provide sound oversight to, a portfolio of high quality innovative charter schools;

Whereas, California Education Code 47607 allows an authorizing entity to grant a charter for a period not to exceed five years and to grant one or more renewals of five years each;

Whereas, California Education Code ~~47606(c)(2)~~ 47605(c)(2) states, “Charter schools shall, on a regular basis, consult with their parents, legal guardians and teachers regarding the school's educational programs”;

Whereas, California Education Code 47604.32 requires the authorizing entity, including the Governing Board of the Los Angeles Unified School District, to provide oversight of a charter school’s operations, including its fiscal conditions and financial operations;

Whereas, California Ed Code 47604.3 requires charter schools to promptly respond to all

reasonable inquiries from its chartering authority, including those regarding its financial records;

Whereas, The District requires every charter school to cooperate with investigations of waste, fraud, abuse and other material violations of law related to its operation;

Whereas, California Education Code 47607(c) states that the authorizing entity may revoke a charter through the showing of substantial evidence that the school did any of the following: Committed a material violation of any of the conditions, standards or procedures set forth in the charter; failed to meet or pursue any of the pupil outcomes identified in the charter; failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; violated any provision of the law;

Whereas, California Education Code 47607(c)-(e) and corresponding state regulations require the chartering authority to adhere to the following procedures when revoking a charter: Issuance of a Notice of Violations; issuance of a Notice to Revoke and Notice of Facts in Support of Revocation; a public hearing; and a final vote;

Whereas, The District currently requires charter schools to notify parents and guardians within 72 hours of a closure action and to simultaneously provide proof of the notification to the Charter Schools Division, but does not mandate any such notice when the revocation process is initiated or underway; and

Whereas, When a school has a renewal hearing before the Board, there is currently no requirement that a school must inform parents, legal guardians, and teachers of the outcome; ~~now, therefore, be it~~

Whereas, Traditional public schools are bound by applicable laws to adhere to prescribed standards, and/or to publicly disclose information relating to, their safety and facilities, curriculum and instructional focus, staff qualifications and compensation, governance and finances, food services, academic performance and student demographics;

Whereas, Charter schools are legally afforded greater flexibility with respect to the same standards; and, therefore, there is greater uncertainty about many of the above matters, which could be addressed through enhanced disclosure; and

Whereas, Although the District has an active program of voluntary seismic improvements to District-owned school sites, there may be a lack of clarity among both traditional and charter school parents regarding the seismic vulnerability of their students' school buildings, and the Field Act and (for non-District-owned sites) multiple applicable building codes are complex and have changed over years making it difficult to infer seismic safety from compliance alone; now, therefore, be it

Resolved, That the Los Angeles Unified School District expects ~~a charter management organization or every District-authorized~~ every District-authorized charter school to be transparent with its stakeholders (as traditional District public schools are required to be) regarding all aspects of its operation, including the possible revocation of its charter;

Resolved further, That a charter school be required to notify all parents, guardians and teachers in writing within 72 hours when the District issues a Notice of Violations, a Notice of Intent to Revoke and/or ~~the Recommendation for~~ Notice of Non-renewal; and that the notification include the District's rationale for the action, if provided by the District. The school shall also be required to simultaneously provide proof of the notification to the Charter Schools Division;

Resolved further, That in order to achieve these goals of transparency, accountability and keeping parents informed (with information similar to that available to traditional public school parents), a charter management organization or charter school District-authorized charter schools ~~are~~ be required to have available, as allowed by law, to parents, guardians, and staff, information regarding:

Safety and Facilities

- Health and safety plans and procedures
- ~~Field Act compliancy~~
- School facility assessment
- ~~Available play space/density~~

Curriculum and Instructional Focus

- Local Education Agency Plan
- Instructional materials
- Curriculum content

Staff

- Teacher credential status
- Qualifications of employees (including school leaders); Staff (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.) compensation scheme (including, without limitation, pay scale, bonuses or merit pay and the standards and procedures by which they are earned, benefits and retirement system) should be made available to parents upon request.
- ~~Chanda Smith Consent Decree compliance (including, but not limited to proper documentation displayed and made available to parents)~~
- ~~Staff pay scale (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.)~~
- ~~Instructional materials~~

Governance Structure and Financial Management

- Brown Act compliancy
- Governance structure and policies
- Any material relationships among the school, its charter management organization (CMO) and any person or entity controlling, controlled by, or under common control with the school or its CMO; As used herein, "control" has the meaning ascribed to it in Rule 405 promulgated under the Securities Act of 1933, as amended – that is, the possession, direct or indirect, of the power to direct or cause the direction of the management and policies of a person, whether through the ownership of voting securities, by contract, or otherwise.
- Audited Financial Statements
- Local Control Accountability Plan (LCAP)

Food Services

- ~~• Food service/caloric content~~
- Meals offered to students
- Whether free and reduced-price meals are provided to students who would be eligible for them at a traditional public school

Admissions

- Lottery processes (including any preferences) and enrollment deadlines
- Academic Performance (in each case, disaggregated for all numerically significant sub-groups)
- Statewide testing results
- Four year cohort graduation rates
- Drop-out rates

Student Demographic Rates

- ~~• Special Education services (including, but not limited to SELPA affiliation)~~
- ~~• Curriculum content~~
- ~~• Special Education by type (high incident, low incident)~~
- Ethnicity
- Income-eligibility for free and reduced-price meals
- English Language Learner status
- Special Education, by type (detailed to the extent permitted by applicable state and federal law and as available by traditional District public schools)

Resolved further, That this information be available to parents both manually and electronically through a written disclosure form in the preferred language of the family in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code;

Resolved further, That for the 2015-16 academic year, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than March 1, 2016, and the Audited Financial Statements and LCAP shall be made similarly available by December 15, 2016 and June 30, 2016, respectively;

Resolved further, That for the 2016-17 and subsequent academic years, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than August 31st of the applicable academic year, and the Audited Financial Statements and LCAP shall be made similarly available by December 15 of the following academic year and June 30 of the applicable academic year, respectively. If at any time, a change occurs with regards to the available information, the charter management organization or charter school will have 72 hours to have available the updated information within a reasonable time; and, be it finally

Resolved, further, That each District traditional public school and District-authorized charter school that occupies buildings on the AB300 list shall promptly post a notice to such effect in their main office;

Resolved further, That the Superintendent shall direct appropriate staff to conduct a study to determine appropriate measures and metrics of seismic resistance and seismic hazards of school buildings (the study may consider relevant factors, such as year and type of construction, depth of foundation and soil type, building materials, types of joints, number of floors, and the presence or absence of lateral bracing, proximity to known faults and the activeness of such faults, among other things) and to determine appropriate methods and timeframes for communicating such information and periodic updates to the public;

Resolved, further, That such study shall be conducted with input from the District's stakeholders, including, but not limited to, representatives of parents, community members, and independent charter schools, and that the Superintendent shall report the results of such study to the Board by April 11, 2016; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District encourages each charter school to inform parents, legal guardians, and other stakeholders of the outcome of its renewal hearings.

[Redacted]

[Redacted]

[Redacted]



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.



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

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
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
Criterion 1: Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		YES SCHOOL HAS MET THIS REQUIREMENT
Criterion 2: Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	DATA NOT AVAILABLE	YES SCHOOL HAS MET THIS REQUIREMENT
Criterion 3: Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	DATA NOT AVAILABLE	YES SCHOOL HAS MET THIS REQUIREMENT

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">• G1: The Charter has implemented an organizational structure with roles and responsibilities as set forth in the approved charter;• G2: 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;• G4: 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;• G5: 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;• G6: 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.	

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"> • Governing Board (composition, structure, roles and responsibilities) • committees/councils • school leadership 		
	Rubric	Sources of Evidence
Performance	<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 (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <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"> • Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act • Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access requirements • Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act 		
	Rubric	Sources of Evidence
Performance	<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 (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 6) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 7) <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
Performance	<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 (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 9) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 11.1) <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
Performance	<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) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 11.2) <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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Performance	<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 (B1: 12) <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"> 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 ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
Rubric		Sources of Evidence
Performance	<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 (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making (B1: 13) <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
Performance	<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 (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 14) <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
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • A1: The school met its 2013 API Growth Targets for all subgroups based on 2013 CDE data; • A2: 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; • A3: The 2013 Similar Schools Rank (CDE) is 9 based on 2013 CDE data; • A4: The 2013 Statewide Rank (CDE) is 9 based on 2013 CDE data; • A6: 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. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • A5: The school reclassifies English Learners at a rate lower than the District average at 12% vs. the District rate of 16.6%; • A6: Expanded opportunities for advanced computer technology application may be an area to explore per the requests of both student and parent stakeholder interviews; • A6: 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. <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> • None at present 	



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"> • API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<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) (B2: 1.1) <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"> • schoolwide Growth API score (CDE) • 3-year API average (based on 2011, 2012, and 2013 data)(CDE) 		
Rubric		Sources of Evidence
Performance	<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) (B2: 1.1) <input type="checkbox"/> 3-Year Average API report (CDE) (B2: 1.2) <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"> Similar Schools Rank (CDE) 		
Rubric		Sources of Evidence
Performance	<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) (B2: 1.1) <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"> Statewide Rank (CDE) 		
Rubric		Sources of Evidence
Performance	<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) (B2: 1.1) <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
Performance	<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) (B2: 1.3) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.4) <input type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5) <input checked="" type="checkbox"/> School internal reclassification data (B2: 2.3) <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
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Performance	<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 (B2: 2.1 – 2-7) <input type="checkbox"/> Other: (Specify)
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HIGH SCHOOLS ONLY:

A7: 10TH 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"> 10TH Grade combined CAHSEE passage rates in ELA and Math 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 th 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 th grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 th 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 th Grade Combined report (CDE) (B2: 1.6) <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
Performance	<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) (B2: 1.7) <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*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • O1: 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; • O2: 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; • O3: 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; • O4: The school has substantially implemented the innovative components of the educational program described in the charter; • O5: 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; • O6: 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; • O7: 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; • O9: 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; • O10: 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. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • O2: 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; • O8: The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> • None at present 	

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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Performance	<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) (B1: 8 or B3: 1) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) (B3A) <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"> 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 obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (high schools only) 	
Rubric	Sources of Evidence



Performance	<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 (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <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"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 		
Rubric		Sources of Evidence
Performance	<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 (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan (B3: 3.8) <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>	
Rubric	Sources of Evidence
Performance	<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 (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of innovative components of educational program (B3: 3.9) <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"> • 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 • provides <u>S</u>pecial <u>e</u>Education training for staff in accordance with requirements of the Modified Consent Decree • conducts a special education self-review annually, using the Special Education Self-Review Checklist • maintains timely and accurate records in Welligent 	
Rubric	Sources of Evidence



Performance	<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) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> DVR documentation (B3: 4.1) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <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"> 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 provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive minimize discretionary suspensions and expulsions reduce or eliminate suspension disproportionality for student subgroups 	
Rubric	Sources of Evidence



Performance	<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) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <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 (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <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"> • 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 • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



Performance	<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 (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <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"> 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 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 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 (high schools only) 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 	
Rubric	Sources of Evidence



Performance	<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 (B1: 8 or B3: 1) <input checked="" type="checkbox"/> <u>LCAP (B3: 3.2)</u> <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3) <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 (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input checked="" type="checkbox"/> Parent NCLB "Right to Know" letter (B3: 4.3) <input checked="" type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) (B3: 4.3) <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"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 	
Rubric	Sources of Evidence



Performance	<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 (B1: 12 or B3: 4.4) <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"> • all certificated staff are fully credentialed and appropriately assigned as authorized by their credentials • the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current • 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 • 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 	
Rubric	Sources of Evidence



Performance	<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”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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
Palisades Charter High															
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
Total Assets		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
Total Liabilities		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
Net Assets		6,612,673	11,083,737	10,391,124	10,399,107		10,904,071	10,815,583	10,143,234	10,144,086		10,345,455	10,106,987	9,304,216	0
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
Net Income / (Loss)	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
Inc / (Dec) in Net Assets	(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
Net Assets, Beginning	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
Net Assets, Beginning, Adjusted	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
Net Assets, End	5,090,695	6,612,673	11,083,737	10,391,124	10,399,107	11,666,929	10,904,071	10,815,583	10,143,234	10,144,086	10,422,177	10,345,455	10,106,987	9,304,216	0

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
Palisades Charter High										
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
Total Assets	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
Total Liabilities	5,742,888	6,271,775	7,358,516	0	0		0	0	0	0
Net Assets	10,551,688	10,399,107	10,144,086	0	0		0	0	0	0
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
Net Income / (Loss)	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
Inc / (Dec) in Net Assets	1,368,146	(153,194)	(255,021)	0	0	64,408	0	0	0	0
Net Assets, Beginning	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
Net Assets, Beginning, Adjusted	9,183,542	10,552,301	10,399,107	0	0	10,106,987	0	0	0	0
Net Assets, End	10,551,688	10,399,107	10,144,086	0	0	10,171,395	0	0	0	0



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"> • <u>Per Audit Reports:</u> <ul style="list-style-type: none"> <u>Net Assets</u> i. 2013/2014: \$10,144,086 ii. 2012/2013: \$10,399,107 iii. 2011/2012: \$10,551,688 <u>Net Income / (Loss):</u> i. 2013/2014: (\$255,021) ii. 2012/2013: (\$153,194) iii. 2011/2012: \$1,368,146 <p><u>2014/2015 Unaudited Actuals</u></p> <ul style="list-style-type: none"> a. Net Assets: \$9,304,216 b. Net Loss: (\$831,035) 	<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><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>	<p><u>Existing Schools (based on the most current annual audit):</u> 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;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 	<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;



<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;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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 6. Governing board approved LCAP is posted on the charter school’s website. 	<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;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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 6. Governing board approved LCAP is posted on the charter school’s website.
<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><u>Existing Schools (based on the most current audit):</u> 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;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 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; 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no conflict of interest. <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 	<p><u>Existing Schools (based on the most current audit):</u> 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><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>6. Current 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><u>New Schools:</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income. 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. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. Governing board approved LCAP is posted on the charter school’s website. 8. The EPA allocation and expenditures are posted on the charter school’s website. 	<p><u>New Schools:</u></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"> • Current audit (notes, findings and material weakness, others) • Results of prior/current year financial ratios • Enrollment/ADA trends of the charter • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric 	<p><i>New Schools</i></p> <ul style="list-style-type: none"> • Compare current enrollment count with the projection in the PENSEC Report • Current total debt • Current grant awards/other revenue • Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense • Expense and Receipts compared to Budget • Results of current year financial ratios • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric
--	--

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.



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: _____

LAUSD Loc. Code: _____

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.</p>	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed “Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017” form	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); NCLB HQ Resources (CDE).</p>	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) 	Comprehensive Health, Safety, and Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p style="text-align: center;">See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW		
The undersigned hereby certifies that, on _____, the Governing Board of		
Date(s)		
_____ reviewed the school's		
Name of Charter School		
compliance related policies, systems, and procedures.**		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



BOARD OF TRUSTEES

Resolution Establishing the Responsibilities of Post-Retirement Health Care Benefits Advisory Committee

Action Item:

Motion to establish that the responsibilities of the Post-Retirement Health Care Benefits Advisory Committee are to research, evaluate and make recommendations to the Board of Trustees in all matters related to the Post-Retirement Health Care obligation including, but not limited to:

- Investment of the funds.
- Fund legal status (trust, restricted, designated, etc.).
- Current benefits.
- Potential changes to the current plan, including disbursement.
- LAUSD & other charter schools' post-retirement benefits.
- Communication with plan participants regarding fund status, performance, etc.

The Board authorizes the Post-Retirement Health Care Benefits Committee to accumulate the necessary information from PCHS administrators, actuarial firm, legal, LAUSD and other charter schools, and any other source of information relevant to the evaluation of possible courses of action with respect to the plan.

Selection of Post-Retirement Health Care Benefits Committee Members:

Action Item:

Motion to approve the following members of the Post-Retirement Health Care Benefits Committee:

- Dara Williams, Board Member, Parent-Committee Co-Chair
- Rick Steil, Faculty- Co-Chair
- Susan Frank, Community -Secretary
- Ellen Pfahler, Board Member, Community
- Steve Klima, Faculty
- Karen Perkins, Faculty
- Paul Mittelbach, Faculty
- Sherrie Martin, Classified
- Sophia Chock, Classified



**PALISADES CHARTER HIGH SCHOOL
BOARD OF TRUSTEES MEETING
EXECUTIVE DIRECTOR AND PRINCIPAL REPORT
OCTOBER 18, 2016**

SCHOOL CLIMATE: On-going work with Culture and Climate Facilitators – Educational Services consultants Richard Tauer and Beverly Hempstead were on hand for the October 11 “How Are We Doing” lunch-time meeting with Faculty Senate representatives, Emilie Larew, and Pam Magee. Work on a 2 year-plan continues with three areas of focus: 1) Communication 2) Decision-making processes and 3) Accountability. UTLA leadership participated in planning a strategy for gathering input for the school year calendar discussion which will be initiated in the October 18 faculty meeting. The Academic Accountability Committee plans to gather data about pros and cons of calendar proposals for stakeholder consideration and to advise the PCHS board’s decision making process.

PROFESSIONAL DEVELOPMENT: Personalized Plans

A variety of opportunities for personalized professional development related to schoolwide objectives are being offered this month. The Potential Project is delivering a six-session, after school course on “Mindfulness in the Workplace”. The Human Rights Education seminar presented in August will be offered again on October 18 with HRE experts Nancy Flowers and Pam Bruns facilitating. Professional Learning Community pull out meetings facilitated by the Academic Achievement Team are ongoing.

PCHS is working with Dr. Tyrone Howard who is scheduled to present on confronting racism in schools. *LA School Report* covered Dr. Howard in the October 12 edition (article included in materials).

PARENT INVOLVEMENT: PIQE Graduation

A group of 63 parents celebrated their completion of the six-session Parent Involvement in Quality Education (PIQE) program on Saturday, October 8. PIQE is a community based program designed to strengthen parent engagement, promote the parent-school partnership, create strong leaders, and create a college-going culture. This is the third year PCHS has partnered with the PIQE organization. The PCHS program is coordinated by Erika Najar with support from Dr. Crystal Adams, Dr. Chris Lee, Lisa Saxon, JoLeta Simmons, and Sandra Martin. The graduation ceremony featured special guest speaker Angelica Pereyra, student speakers from SHPE, and parent speakers Maximiliano Salvador, Antonio Rosales, Maisha Harris, and Elie Shadian.

CHARTER ADVOCACY: The Los Angeles Advocacy Council (LAAC)

The Los Angeles Advocacy Council (LAAC) is a recently formed 17-member steering committee made up of charter leaders representing the diversity of LA charters. The LAAC works to define the scope of CCSA’s advocacy priorities in Los Angeles. The founding members are:

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



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

- *Ana Ponce, CEO, Camino Nuevo Charter Academy*
- *Vanessa Jackson, ED, Collegiate Charter High School*
- *Erin Studer, ED, CHIME*
- *Mark Kleger-Heine, ED, Citizens of the World L.A.*
- *Oliver Sicat, CEO and President, Ednovate*
- *Ted Morris, Co-Founder, Endeavor College Prep*
- *Malka Borrego, CEO, Equitas Academy Charter Schools*
- *Irene Sumida, Director, Fenton Charter Public Schools*
- *Parker Hudnut, CEO, ICEF Public Schools*
- *Brian Bauer, ED, Granada Hills Charter HS*
- *Marcia Aaron, ED, KIPP LA*
- *Caprice Young, CEO, Magnolia Public Schools*
- *Pamela Magee, ED, Palisades Charter HS*
- *Jackie Elliot, President and CEO, PUC National*
- *Yvette King-Berg, ED, YPI Charter Schools.*

The LAAC is dedicated to advocating on issues that matter most to the staff, students, and families we serve. Policy working groups are focused on addressing facilities challenges, improving the authorizing environment, and building relationships throughout the charter community.

LAUSD Charter Division Annual Compliance Visit is scheduled for May 16 and 19, 2017. Charter Division representative Chris Humphrey will attend the May 16 PCHS Board of Trustees meeting.

Career Tech Education Planning Committee

The CTE Planning Group is meeting regularly and creating an advisory board. The Pali team is participating in ongoing training provided by LACOE. The planning group is recruiting 7 and 11 industry partners to advise on career pathways. Contact Development Director Mike Rawson at mrawson@palihigh.org.

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

LA SCHOOL REPORT

LAUSD leaders need to confront racism in schools, UCLA educator says

Posted on **October 11, 2016 1:18 pm** by **Mike Szymanski**



UCLA's Tyrone Howard addresses board members on ways to avoid racism and stereotypes.

Racism and stereotypes continue to plague LA Unified, and it's up to leaders to change that, according to a UCLA professor who is holding seminars at some schools.

Tyrone C. Howard, associate dean for equity and inclusion at UCLA's graduate school of education and information studies, spoke to the **Curriculum, Instruction and Educational Equity Committee** on Tuesday about how he is helping principals and teachers understand how to identify underlying racism and avoid enforcing stereotypes on their students. He said that initiating this difficult dialogue is among the steps needed to help persistently low-performing students, particularly African-American and poor children.

"Bias is real and discrimination is rampant," Howard told the committee, made up of four school board members, administrators and representatives of some of the major school unions. "People don't want to talk about race because it is not the politically correct thing to do. If we don't talk about race, then we ignore one aspect of who they are as young people."

He added, "Even teachers of color have biases against students of color. Lots of students feel like they have two strikes against them when they walk into a classroom because they are black or brown and poor and the teacher feels they can't succeed."

Every administrator and school board member will receive a copy of Howard's book **"Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms,"** and some schools will get personal training by Howard, said Chief Academic Officer Frances Gipson.



“We have a bold mission, and Tyrone Howard is an esteemed educator,” Gipson said, noting that some of his philosophies about understanding racial complexity “will intimidate some educators.”

Howard held a two-hour session last week with teachers at Cleveland High School in Reseda to discuss stereotypes and where those ideas come from in people’s lives. “It is going through a process of recognizing implicit bias and how we are all affected by it in one shape or form,” Howard said.

He suggested that requiring ethnic studies classes and emphasizing early literacy are also important steps to helping black and Latino students.



Frances Gipson

“We are one of the most racially diverse cities in the world, and we have the momentum and will and need to start having those conversations,” Howard said.

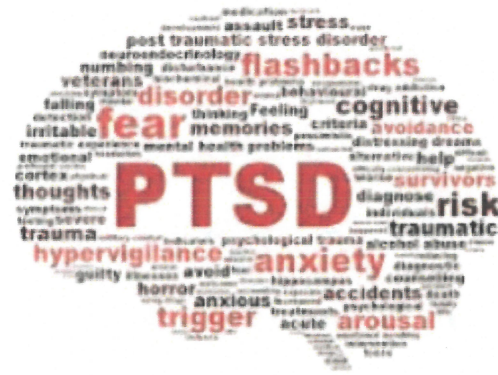
Howard, who grew up in poverty in Compton, said he would not have succeeded unless teachers put aside racial biases and saw his potential.

Howard said the district is moving in the right direction. He pointed out that 42 percent of students are now making a C or better in the A-G classes, twice what it was a decade ago. But he also noted African-American and Latino students make up more than 60 percent of California’s population but less than 25 percent of the UC system. And under-represented minority groups have not experienced substantial increases in college-going rates.

“We have to tell the narratives and promote things that are moving in the right direction on an ongoing basis,” he said. “We have to be frank and honest that African-American students lag seriously behind others and that it continues to happen. We also have to dismantle the belief that poor kids cannot succeed.”

School board President Steve Zimmer praised Howard for his books and as well as for his seminars at Cleveland High. Zimmer recalled a mentor explaining how a school with 98 percent Latino and African-American enrollment and with 90 percent minority teachers can still be considered a “white supremacist school,” and that changed his mindset about “deep and intentional deficit mindset and how pervasive it is.”

Zimmer asked for suggestions of what they could do, saying, “We don’t legislate hearts and minds, but we do set the direction.”



From Tyrone Howard’s presentation.

Howard said, “The issues about race are the big pink elephant in the room.” He said that educators need to understand the trauma that some students face outside the classroom.

“There is an impact of poverty, bullying, displacement, and many do not have the psychological support services they need,” Howard said. “Leadership is key here.” He said some principals don’t know how to deal with the issue with certain teachers.

Howard also said that support workers such as secretaries, nurses and janitors must all be on board to understand racism. “If we could cultivate that approach into the entire school culture there’s a lot of promise in the communities, but there are a lot who have written them off and that has to stop.”

Howard added, “The political craziness that’s going on doesn’t help. But I want to believe that most folks want to see what’s right for our children.”

Board member Richard Vladovic, who chairs the committee, said, “This has been really invigorating and good food for thought. We will move on it.”



Palisades Charter High School

More Than 50 Years of Innovation and Excellence



CBO REPORT

OCTOBER 18, 2016

BOARD OF TRUSTEES

2016-2017

- Our Total Unrestricted Cash Balances at the end of September 2016 was \$8.0 Million (August 2016 was approx. \$7.0 million). Note: Fund 20-Lifetime Benefits Account has been set up with LACOE and is included in the amounts (\$4.8 million, excluding loan to Civic Center Permit) noted above. We received Quarterly EPA of approx. \$1.1 million.
- Educator Effectiveness Funding- The Budget for the \$199,449 received this year will have been created on this funding than can be spent over the next 2 years (2016/17 to 2017/18). The budget was presented to the Budget & Finance Committee and is included separately for Board discussion/approval

Enrollment

- The enrollment for 2016-2017 at the end of Month 2 (October 7th) as 2,974 (2,985 in Month 1). The Attendance Office is monitoring enrollment levels to meet the Budgeted 2,950 Enrollment Average for the 2016-2017 School Year. Cumulative ADA through Month 2 was 2,893 @ 97.3% (2,915 @97.7% Month 1). Budgeted ADA for 2016-17 is 2,836.

Cafeteria

- Food Service is improving but still below targeted levels. Sodexo is working to obtain more permanent employees to improve participation. We have visited other Charters and looking at other services to provide to our Students & Employees.



Palisades Charter High School

More Than 50 Years of Innovation and Excellence



CBO REPORT

OCTOBER 18, 2016

BOARD OF TRUSTEES

Banking

- The Final proposals from Cal Credit Union & Cathay Bank (Wells Fargo did not propose) to move our Depository relationship were presented to the Budget & Finance Committee. Proposals are expected to be discussed at the Budget & Finance Committee meeting in October. They have been included in the Board materials and each proposal has benefits and could be adopted. More discussion will be done at the Board meeting.

Lifetime Benefits

- The latest update of the Lifetime Benefit Account is attached. The Bi-Annual Actuary Report is in final draft and will be presented to both the Lifetime Benefit Committee and Board by the November meeting.

Other items

- The Charter Operated Programs (COP) for PCHS' involvement in Special Ed (Option 3) has involved meetings with LAUSD with the departure of the Director. PCHS will continue to play a part in the potential changes that may occur in Funding with replacement of the COP Director.

2016-2017 ASB

- The Draft Financials of the 2015-2016 ASB Year are attached.
- Football fest: \$240 revenue from bake sale, still awaiting payment from some of the food trucks to finalize numbers
- Spamalot was reviewed very favorably and was well received
- Homecoming @skyspace; tickets are on sale for \$60
- Homecoming football game/senior night on October 21st, last football game of the season, game will have food trucks
- Hair drive this week, thanks to booster club – shirts will be free to donors

4:43 PM
09/30/16
Accrual Basis

Palisades High School Student Body
Profit & Loss
July 2015 through June 2016

UNAUDITED
DRAFT

	<u>Jul '15 - Jun 16</u>
Ordinary Income/Expense	
Income	
410001 · Admission Income	49,048.75
420001 · Collections & Contributions	26,953.25
425001 · Commissions Income	17,820.78
46000 · Merchandise Sales	269,929.80
475001 · Non Taxable Sale	33,830.36
485001 · Other Income	9,002.75
Total Income	<u>406,585.69</u>
Cost of Goods Sold	
568001 · COGS	53,616.58
Total COGS	<u>53,616.58</u>
Gross Profit	352,969.11
Expense	
510001 · Bank Charges	379.00
520001 · Security/School Police Expense	16,656.32
540001 · Officials Expense	23,000.00
545001 · Tournament Fee (Fee's for Tournament entry)	106.81
570001 · Salary Expense	14,308.78
580001 · Sales Tax Expense	24,527.43
592001 · General Expense	
592002 · Gen Expense- Athletics	41,622.21
592003 · Gen Expense-Entertainment(Paid)	90,752.35
592004 · Gen Expense- Activities	3,613.81
592005 · Gen Expense- VAPA & Tech Arts	35,327.50
592001 · General Expense - Other	89,180.81
Total 592001 · General Expense	<u>260,496.68</u>
Total Expense	<u>339,475.02</u>
Net Ordinary Income	13,494.09
Net Income	<u><u>13,494.09</u></u>

UNAUDITED
DRAFT

4:57 PM
09/30/16
Accrual Basis

Palisades High School Student Body
Balance Sheet
As of June 30, 2016

	<u>Jun 30, 16</u>
ASSETS	
Current Assets	
Checking/Savings	
101001 · Checking B of A	290,251.71
105001 · Change Fund-SB-Student Store	100.00
105002 · Change Fund No-SB - Safe (Change Fund No. 2)	900.00
Total Checking/Savings	<u>291,251.71</u>
Accounts Receivable	
115000 · A/R Returned Checks	419.00
117006 · A/R Other - Next Yr Budget Exp	200.00
Total Accounts Receivable	<u>619.00</u>
Other Current Assets	
120001 · Pre-Paid Expenses (Use for Prom and Yearbooks mostly)	5,500.00
12100 · Inventory Asset - Sweatshirt/PE	5,480.50
Total Other Current Assets	<u>10,980.50</u>
Total Current Assets	<u>302,851.21</u>
Fixed Assets	
171000 · Equip Inv CL	44,062.65
172000 · Equip Inv RS	-44,062.65
181001 · Other Asset/Elec Marquee (Sign)	15,753.89
182001 · Other Asset/Accum. Depreciated	-15,753.89
Total Fixed Assets	<u>0.00</u>
TOTAL ASSETS	<u><u>302,851.21</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
207001 · A/P Other - General	2,506.66
207002 · A/P School Payroll	4,195.31
Total Accounts Payable	<u>6,701.97</u>
Other Current Liabilities	
211023 · Hagan Account	121.15
211024 · Fraley Account	20.39
211067 · Physics Trip Account (Mr. Schalek)	23.52
211089 · Green Team Account	23.40
211090 · College Center	41,199.39
211093 · King FT/Classroom Account (Sharon King)	580.97
211096 · Football AMP Account	11.26
211098 · Colorful Flags Account	121.00
211104 · Fishing Club Account	25.00
211106 · Pali By The Mile Club Account	29.50
231004 · AVID Account	1,620.50
231007 · Biology Field Trip Account (Perkins)	838.87
231008 · BSU Account (Crystal Adams)	540.06
231011 · C. Science Account (Crompton)	1,345.93
231012 · Cheer Account (Cathye Estes)	8,414.84
231014 · Choir Account (Josh Elson)	397.28
231015 · CSF Account	1,202.77
231016 · Pali Dance Account (Cheri & Monique Smith)	2,392.96
231017 · EAST/Envirothon Account (S. Engleman)	9,932.45
231021 · Gay/Stght Alliance Club Account	302.77
231027 · JB Biology Account (Julie Benke)	7,509.23
231028 · Jr. St. of America Account (Jeanne Saiza)	41.32
231031 · Key Club Account	409.14
231032 · LSU Account (Myrna Cervantes)	7,331.02
231035 · MS Field Trip Account (Karyn Newbill)	2,770.72
231044 · Surfing Club Account (Steve Jesson)	431.76

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Palisades High School Student Body

Balance Sheet

09/30/16

As of June 30, 2016

Accrual Basis

	Jun 30, 16
231046 · College Field Trip Account	8.00
231058 · Tideline Account (Lisa Saxon)	2,609.43
231059 · Thespian Account	5,441.40
231060 · Tutoring Club Account	0.03
231093 · Making Waves Account	27.53
231095 · Field Trip Stu Bdy Account	186.00
231102 · Pali Production Account (Sean Passan)	14,334.27
231103 · World Appreciation Account	0.02
231105 · Van Name Account (Alex Van Name)	141.42
231106 · Woodward Account	148.43
231109 · Kiwin's Account	323.80
231110 · Comedy Club Account (Nancy Fracchiolla)	9,597.72
231111 · Green Science Account	77.00
231112 · Nat'l Soc. BlackEng Account (National Society of Black Engineers)	1,123.73
231114 · Iranian Club Account (Roya Saghafi)	215.18
231115 · Integrated Science Account (Jamie Agius)	1,703.60
231116 · Paynes Play Account	183.60
231117 · Dizzy Feet Foundation Account (Erika Najar)	180.00
231118 · Sports for Change Account	101.00
231119 · CAPA Account (Dana Liss)	138.37
231120 · Attendance Office Account	1,768.47
231121 · Moot Court Trip Account (Sean Passan)	1,234.64
231122 · The Fourth Wave Account	156.00
231123 · Pali Project Unify Account (Cathye Estes)	1.19
231124 · Dolphins Against Genocide Acct (Holly Korbonski)	206.61
231126 · School Security Account (Jorge Gracias)	361.88
231127 · Roads to Your Future Account (Roya Saghafi)	1,000.00
231128 · Grad Class of 2018 Account	80.00
231129 · AP Human Geo Account (Chris Lee)	100.35
231130 · Leadership Account (Chris Lee)	232.57
231131 · SHPE Account (Society of Hispanic Professional Engineers- Myrna Cervantes)	5,500.00
231132 · Project Echo Account (Steve Burr)	250.00
231133 · Pali High Radio (Stephen Day)	82.10
231134 · DECA Account (Brad Kolavo)	546.42
231135 · Cakes for Causes Account (Jomeline Balatayo)	248.01
231136 · Urban Ecology Field Trip (Greg Strouse)	618.16
231137 · Grad Class of 2019	0.76
231138 · Smith Fall & Spring Production	2,400.00
233012 · Grad Class 2013 Account	99.05
233013 · Grad Class 2014 Account	304.57
233014 · Grad Class 2015 Account	286.10
233015 · Crafts for a Cause Account	32.00
233016 · Grad Class 2016 Account	34.00
235507 · LAUSD L/D Lib Book Account	2,574.85
235521 · LAUSD L/D HS Text Account	6,351.10
239005 · J. A. Mercer Scholarship Acct	2,729.97
239006 · Convey-Egan-Mortensen Account (Scholarship)	7,767.88
239009 · Gilbert A.P. Scholarship Acct	73.00
239019 · Human Relations Scholarship Acc	195.81
241001 · Boys Baseball Account	20,838.33
241005 · Boys Basketball Account	3,321.58
241007 · Football Account	384.45
241008 · Boys Golf Account	1,011.90
241009 · Lacrosse Account	773.98
241010 · Boys Soccer Account	4,344.52
241011 · Boys Tennis Account	3,576.07
241012 · Track Account	2,272.99
241013 · Boys Volleyball Account	1,708.25
241014 · FS Girls Basketball Account	15.00
241015 · Girls Basketball Account	3,542.70
241016 · Girls Golf Account	2,192.79
241018 · Girls Volleyball Account	5,748.22
241019 · Girls Soccer Account	1,508.21
241028 · Girls Softball Account	3,088.18
241029 · Swim Team Account	8,254.49
241030 · Girls Tennis Account	3,822.78

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Palisades High School Student Body
Balance Sheet
As of June 30, 2016

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09/30/16

Accrual Basis

	<u>Jun 30, 16</u>
241031 · X Country Account	3,018.14
241032 · Wrestling Account	2,097.96
241034 · Girls Beach VB Account (Girls Beach Volleyball)	350.00
241045 · Marching Band Account	-9,334.51
251008 · Library Fines Account	9,073.87
251010 · Jazz Band Account	561.28
251016 · Speech/Debate Account	888.68
251026 · MESA - UCLA Account	3,036.41
251032 · Academic Decath. Account	16.35
251038 · Athletic Fund Account	3,773.62
251045 · Making A Wish Foundation	23.00
251046 · Gaming for Green Account	280.00
251048 · Temescal Account	1,474.95
251051 · Orchestra Account	1,699.23
251052 · AP World History Account	8,787.18
251053 · Yearbook Ads Account	7,014.56
251055 · Music Matters Account	45.00
26800 · Deferred Revenue (Revenue - Deferred)	1,620.00
26900 · Unbilled Purchases	13,396.40
Total Other Current Liabilities	<u>273,639.78</u>
Total Current Liabilities	<u>280,341.75</u>
Total Liabilities	<u>280,341.75</u>
Equity	
3000 · Opening Bal Equity	14,057.59
3900 · RE-Equity offset (sys default)	-5,042.22
Net Income	13,494.09
Total Equity	<u>22,509.46</u>
TOTAL LIABILITIES & EQUITY	<u><u>302,851.21</u></u>



Human Resources Board Report October 18, 2016

Elections/New Hires: (Temporary/Contract)

Name	Classification/Position	Funding Source	Effective Date
Emily Johnson	Temporary English Teacher – 2016/2017 year to cover LOA	General	September 19, 2016
Rueben Nagum	Substitute Teacher	General	September 19, 2016
Martin Mandel	Substitute Teacher	General	September 19, 2016

Resignations/Retirement/Release:

Name	Classification/Position	Funding Source	Effective Date
Javier Guerra	Campus Aide	General	October 6, 2016
Mike Winger	Part-Time, Temp. Campus Aide	General	September 26, 2016

The number of qualified candidates continues to shrink for teachers particularly in Special Education. Human Resources is working to ensure a strong pool of applicants for our spring and summer hiring for the Special Education department. This will include recruiting fairs, job fairs and visits to local colleges and universities with teacher credentialing programs. Siquia Harris represented Palisades Charter High School at the Loyola Marymount University Career Fair on October 6th.

Amy Nguyen attended the Los Angeles County Office of Education Career Technical Education workshop to learn more about the school’s CTE grant program. Currently, we have four teachers continuing through the CTE credentialing process with the CTC.

Ms. Nguyen also attended the Young, Minney & Corr Charter Law firm personnel conference on September 20th. The conference covered topics from personnel records and exempt status employees to staff relations.

Health Benefits - The Lifetime Health Benefits committee met and discussed data needed from the HR department to facilitate an accurate accounting for our current lifetime health benefits as well as planning ahead for future availability of the benefits. In addition, in preparation for sourcing costs of benefits for the 2017/2018 year, Reid Marquand of Barney & Barney visited PCHS to present some new proposals. HR will continue to source cost effect benefit providers.

Parental Leave – California Legislature Assembly Bill AB2393 was signed into law by Governor Brown on September 20, 2016. AB2393 adds K-12 classified employees to the list of employees who are eligible for parental leave. Effective January 1, 2017, classified employees will be eligible to take up to 12 weeks for baby bonding leave and be paid the differential (50% illness bank) rate.