



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR (REMOTE VERSION)**** FOR

PALISADES CHARTER HIGH (LOC. CODE 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 and outcomes for 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, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



Charter School Name:		Palisades Charter High			Location Code:	8798
Current Address:		City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street		Pacific Palisades	90272	310-230-6623	310-454-6076	
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:	
3,031		3,000	9-12		9-12	
Total Number of Staff Members:		Certificated:	161	Classified:	104	
265		161		104		
Charter School's Leadership Team Members:		Dr. Pam Magee, Executive Director; Don Parcell, Director of Operations; Greg Wood, Chief Business Officer; Amy Nguyen, HR Director; Monica Iannessa, AP Curriculum and Instruction; Chris Lee, AP Academic Programs and Counseling; Mary Bush, AP Student Support Services; Tami Christopher Hooker, AP Attendance; Russell Howard, AP Athletics and Discipline				
Charter School's Contact for Special Education:		N/A				
CSD Assigned Administrator:		Christine Kae		CSD Fiscal Services Manager:	Allan Villamor	
Other School/CSD Team Members:		N/A				
REMOTE Oversight Visit Date(s):		4/29/2020		Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		Yes, Conversion Independent Charter with Sole Occupant Agreement		LAUSD Co-Location Campus(es) (if applicable):	N/A	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	N/A	

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	4	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).

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 and stakeholders. 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 2019-2020*. 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
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> - G1: Governance Structure and Evaluation of School Leaders – 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) as evidenced by the Bylaws (approved 11/10/2014, amended 2/16/2016), Board agendas and minutes, Committee meeting calendars, agendas and minutes, and evaluation for the Executive Director. The Board has the following committees: Academic Accountability, Budget and Finance, Charter, Elections, and Post-Retirement/Lifetime Benefits. - G2: Brown Act – The Governing Board complies with all material provisions of the Brown Act. The school posts monthly Board meeting calendar, agendas, and minutes on the school website for the following Board meetings: 8/27/2019, 10/15/2019, 11/5/2019, 12/10/2019, 1/14/2020, 2/11/2020, 3/31/2020, 4/21/2020, and 5/19/2020. Brown Act Training was provided on 6/22/2019. - G3: Due Process – The Governing Board has a 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, as evidenced by the Parent Student Handbook, Uniform Complaint Procedures and forms, Williams Complaint form, Human Resources Policy, tiered behavior and intervention program and systems, and multiple means for communicating with stakeholders. - G4: Staffing – 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 as evidenced by the HR Policies and ESSA grid. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
Notes:	
None	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

****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 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 (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school's executive level leadership 		
	Rubric	Sources of Evidence
Performance	<input checked="" 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 checked="" type="checkbox"/> Organizational 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"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" 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 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 checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" 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 checked="" type="checkbox"/> Other: (Specify) COVID-19 UPDATE – Board Meetings
--------------------	---	---

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 process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" 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 checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <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 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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <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 ongoing:</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 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 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 checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a 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 checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or 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 (e.g., inadequate cash flow, etc.) and/or 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 checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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

<p>The Governing Board has a system in place to ensure sound fiscal management and accountability:</p> <ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 		
Performance	Rubric	Sources of Evidence
	<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 checked="" 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 checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p> <p>N/A</p>
--



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	4
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> - A1: SBAC Subgroup in ELA – In five of the school’s six numerically significant subgroups (Asian, African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, White), the percentage of students who Met or Exceeded performance standards on the CAASPP (SBAC) ELA increased from 2017-2018 to 2018-2019. The performance of the Asian subgroup increased by 2.32 percentage points, from 88.00% to 90.32%. The performance of the African American subgroup increased by 8.21 percentage points, from 54.90% to 63.11%. The performance of the Socioeconomically Disadvantaged subgroup increased by 2.97 percentage points, from 63.57% to 66.54%. The performance of the Students with Disabilities subgroup increased by 0.30 percentage points, from 32.39% to 32.69%. The performance of the White subgroup increased by 6.03 percentage points, from 83.42% to 89.45%. The performance of the Latino subgroup decreased by 0.19 percentage point, from 62.77% to 62.58%. - A3: SBAC Schoolwide ELA – The schoolwide percentage of students who Met and Exceeded Standards on the 2018-2019 CAASPP (SBAC) in ELA of 80.50% is higher by 41.96 percentage points than the Resident Schools Median of 38.54%. - A4: SBAC Schoolwide Math – The schoolwide percentage of students who Met and Exceeded Standards on the 2018-2019 CAASPP (SBAC) in Math of 45.57% is higher by 28.12 percentage points than the Resident Schools Median of 17.45%. - A5: English Learner Reclassification Rate – In 2018-2019, the school’s English Learner reclassification rate was 27.6%, which is higher than the Resident Schools Median of 15.6%. - A6: “At Risk” English Learners Percentage – In 2018-2019, the percentage of the school’s English learner students who were considered “At Risk” in was 0.5% (2 students), which is lower than the Resident Schools Median of 2.2%. - A7: Long-Term English Learners Percentage – In 2018-2019, the percentage of the school’s Long-Term English learner students was 2.9% (13 students), which is lower than the Resident Schools Median of 13.1%. - A8: Four-Year Adjusted Cohort Graduation Rate – In 2018-2019, the school’s four-year adjusted cohort graduation rate of 94.9% is higher than the Resident Schools Median of 80.2%. 	



Areas Noted for Further Growth and/or Improvement

- **A2: SBAC Subgroup in Math** – In four of the school’s six numerically significant subgroups (Asian, African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, White), the percentage of student who Met or Exceeded performance standards on the CAASPP (SBAC) in Math decreased from 2017-2018 to 2018-2019. The performance of the African American subgroup decreased by 8.82 percentage points, from 25.49% to 16.67%. The performance of the Latino subgroup decreased by 8.83 percentage points, from 32.12% to 23.29%. The performance of the Socioeconomically Disadvantaged subgroup decreased by 3.62 percentage points, from 30.34% to 26.72%. The performance of the Students with Disabilities subgroup decreased by 5.48 percentage points, from 15.28% to 9.80%. The performance of the Asian subgroup increased by 8.76 percentage point, from 70.27% to 79.03%. The performance of the White subgroup increased by 1.00 percentage point, from 54.64% to 55.64%. School leadership shared that in response to the decrease in Math performance the following were implemented: Reassignment of veteran teachers to upper grades and increased afterschool intervention for targeted students. For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in Math and as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. CSD will continue to monitor through oversight.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Palisades Charter High’s Reclassification Criteria:

- Assessment of language proficiency, using an objective assessment instrument
- Teacher evaluation
- Parent/Guardian opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

Palisades Charter High’s Graduation Criteria: Earn a minimum of 230 credits and meet California proficiency standards.

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence 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 (e.g. Resident Schools) as measured in indicators A3 and A4.***



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 numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <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 numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A3: SBAC SCHOOLWIDE ELA - 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"> Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - 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"> Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <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 similar to the Resident Schools Median <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 Resident Schools Median <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 substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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

<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"> English Learner reclassification rate for 2018-2019 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within “Notes” section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<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"> Providing supports for At-Risk English Learners 2018-2019 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)



A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - 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"> • Providing supports for Long Term English Learners 2018-2019 (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school’s percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<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"> • Four-Year Adjusted Cohort Graduation Rate (CDE) (high schools only) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input checked="" type="checkbox"/> Graduation Requirements (within “Notes” section above (B2.5)) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)



***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP). Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school’s internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- 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 will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

Rubric		Sources of Evidence
Performance	<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 for all subgroups in all grade-levels <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 for the majority of subgroups and grade-levels. <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 for some subgroups and grade-levels <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 for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator.	<input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11
Performance Level Color: Blue
Change Level: Increased

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11
Performance Level Color: Green
Change Level: Increased

A12: ENGLISH LEARNER PROGRESS
Performance Level Color: Not Applicable
Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only)
Performance Level Color: Yellow
Change Level: Declined

II. Academic Engagement

A14: CHRONIC ABSENTEEISM
Performance Level Color: Not Applicable
Change Level: Not Applicable

A15: GRADUATION RATE
Performance Level Color: Blue
Change Level: Declined

III. Conditions and Climate

A16: SUSPENSION RATE
Performance Level Color: Green
Change Level: Declined



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

NOTES:

None

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

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> - O1: School Safety and Operations: School Safety Plan and Procedures – 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. The school has evidence of a visitor policy, Pupil Suicide Prevention policy (Board adopted 5/16/2017), School Safety Plan, regularly scheduled emergency drills (Shelter in Place, Earthquake, Fire, Active Shooter), and emergency provisions. - O2: Health and Safety – 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 for the following: Sole Occupant Agreement, immunization, approved hearing screenings waiver dated 1/14/2020 from CA Department of Health Care Services, three Epi-pens, 20 staff trained in use of Epi-pen, eight Automated External Defibrillators (AED), and provision of one nutritionally adequate free or reduced priced meal each day to needy students. - O5: Implementation of Key Features of Educational Program – The school has fully implemented the key features of the educational program described in the charter. Key features include The Dolphin Leadership Academy, Pali Academy, 9th Grade Pods, and Career Technical Education Program Pathway. - O7: School Climate and Student Discipline – 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. In 2018-2019, there was a decrease in the suspension rate of 0.4% from 2017-2018 of 2.6%. The following support the school’s Positive Behavior Policy: Multi-tiered Systems of Support, PCHS Wellness Policy, Alternatives to Suspension (including Restorative Saturday classes), tip/help line, peer mediation, and systematic monitoring of student behaviors through Power BI. - O10: Stakeholder Communication and Transparency – The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. The following information is available on the website: LAUSD Charter School Transparency Resolution, Title IX, UCP procedures, complaint forms, Suicide Prevention Policy, LCAP, financial documents, and access to school-based mental health services. - O12: Clearances and Credentialing Compliance – The school has implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law including clearance, credentialing, and assignment requirements. The school provided evidence of four Custodian of Records. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	



- **O4: Meeting the Needs of All Students: Subgroup Data Analysis** – 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. As noted in the Student Academic Achievement and Educational Performance section above, in 2018-2019 CAASPP (SBAC) assessment, schoolwide and subgroups demonstrated declines in Math and the school leadership shared their plan for improvement as noted above.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

****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 and sole proprietor (as defined on the ESSA 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.***



O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s 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 (includes threat assessment protocol)
- 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
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

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
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
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 for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <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 for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <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 for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <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 for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) 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 (UC Doorways) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<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, 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, designated and integrated ELD standards-based 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 checked="" 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 checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) – COVID-19 UPDATE – Distance Learning
--------------------	---	--

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<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	<input checked="" 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	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

Due to COVID-19, information regarding the Special Education program will be documented in the Notes section.

<p><i>The school has a system in place to ensure that the school:</i></p> <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 IEP timeline records and accurate service provision records in Welligent 		
	Rubric	Sources of Evidence
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) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

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, data monitoring and, includes a discipline system complaint process
- 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
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <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 checked="" 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <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 (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • 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 		
Performance	Rubric	Sources of Evidence
	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</p> <ul style="list-style-type: none"> • Engages in communication that notifies parents, teachers, pupils 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 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 • Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020
--



	<p style="text-align: center;">Rubric</p>	<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<ul style="list-style-type: none"> <input checked="" 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"/> 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <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 (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)



O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

<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 checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

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 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 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 checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <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):

N/A



8798	2016-2017					2017-2018					2018-2019				
	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		9,448,229	9,877,613	10,006,165	1,247,247		8,906,165	9,406,165	6,834,021	6,833,276		0	7,331,522	6,260,265	6,260,266
Current Assets		10,482,959	10,909,113	10,846,978	10,918,915		9,546,978	10,006,165	9,103,939	8,130,406		0	8,572,866	8,760,182	7,727,829
Fixed and Other Assets		7,193,444	6,750,232	7,134,639	7,134,639		9,567,927	8,162,927	8,671,147	8,671,146		0	8,222,035	8,202,173	8,201,647
Total Assets		17,676,403	17,659,345	17,981,617	18,053,554		19,114,905	18,169,092	17,775,086	16,801,552		0	16,794,901	16,962,355	15,929,476
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,536,933	2,686,500	3,466,304	3,882,774		3,612,407	3,259,409	3,669,332	3,035,886		0	3,093,572	3,302,151	2,911,884
Other Long Term Liabilities		4,406,458	4,406,458	75,607	17,032,371		505,776	75,607	17,871,486	2,119,669		0	80,849	19,187,939	19,779,209
Unfunded OPEB Liabilities/Deferred Inflow		0	0	4,494,015	0		4,900,015	17,727,504	0	16,425,129		0	18,200,050	0	0
Total Liabilities		6,943,391	7,092,958	8,035,926	20,915,145		9,018,198	21,062,520	21,540,818	21,580,684		0	21,374,471	22,490,090	22,691,093
Net Assets		10,733,011	10,566,387	9,945,692	(2,861,591)		10,096,707	(2,893,427)	(3,765,732)	(4,779,132)		(3,340,940)	(4,579,570)	(5,527,735)	(6,761,617)
Total Revenues	30,200,450	32,046,865	31,801,669	32,203,686	33,783,224	31,991,576	33,412,496	33,718,777	33,861,853	35,206,637	35,081,037	34,902,053	34,944,744	34,822,242	37,253,417
Total Expenditures	30,197,228	31,230,382	31,151,809	32,174,522	34,503,504	31,991,576	33,261,480	33,774,408	34,765,994	37,124,178	35,077,142	34,477,261	34,745,182	35,570,845	39,284,013
Net Income / (Loss)	3,222	816,483	649,860	29,165	(720,280)	(0)	151,015	(55,630)	(904,141)	(1,917,541)	3,895	424,792	199,562	(748,603)	(2,030,596)
Operating Transfers In (Out) and Sources / Uses	0	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	3,222	816,483	649,860	29,165	(720,280)	(0)	151,015	(55,630)	(904,141)	(1,917,541)	3,895	424,792	199,562	(748,603)	(2,030,596)
Net Assets, Beginning	9,988,785	9,916,528	9,916,528	9,916,528	(2,141,311)	10,566,387	9,945,692	9,945,692	(2,861,591)	(2,861,591)	9,945,692	(3,765,732)	(3,765,732)	(3,765,732)	(4,779,132)
Adj. for restatement / Prior Yr Adj	0	0	(1)	(1)	0	0	0	(12,783,489)	0	0	0	0	(1,013,400)	(1,013,400)	48,111
Net Assets, Beginning, Adjusted	9,988,785	9,916,528	9,916,527	9,916,527	(2,141,311)	10,566,387	9,945,692	(2,837,797)	(2,861,591)	(2,861,591)	9,945,692	(3,765,732)	(4,779,132)	(4,779,132)	(4,731,021)
Net Assets, End	9,992,007	10,733,011	10,566,387	9,945,692	(2,861,591)	10,566,387	10,096,707	(2,893,427)	(3,765,732)	(4,779,132)	9,949,587	(3,340,940)	(4,579,570)	(5,527,735)	(6,761,617)

8798	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	796,722	1,247,247	6,833,276	6,260,266	0		7,995,349	8,097,029	0	0
Current Assets	9,807,957	10,918,915	8,130,406	7,727,829	0		10,524,306	10,625,986	0	0
Fixed and Other Assets	7,054,987	7,134,639	8,671,146	8,201,647	0		7,731,542	7,731,542	0	0
Total Assets	16,862,944	18,053,554	16,801,552	15,929,476	0		18,255,848	18,357,528	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	3,143,403	3,882,774	3,035,886	2,911,884	0		3,461,667	3,429,774	0	0
Other Long Term Liabilities	15,860,852	17,032,371	2,119,669	19,779,209	0		19,251,739	1,318,867	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	16,425,129	0	0		0	19,170,911	0	0
Total Liabilities	19,004,255	20,915,145	21,580,684	22,691,093	0		22,713,406	23,919,552	0	0
Net Assets	(2,141,311)	(2,861,591)	(4,779,132)	(6,761,617)	0		(4,457,558)	(5,562,024)	0	0
Total Revenues	32,422,568	33,783,224	35,206,637	37,253,417	0	35,629,624	35,700,586	35,783,323	0	0
Total Expenditures	33,027,939	34,503,504	37,124,178	39,284,013	0	34,425,874	34,630,409	34,583,730	0	0
Net Income / (Loss)	(605,371)	(720,280)	(1,917,541)	(2,030,596)	0	1,203,750	1,070,177	1,199,593	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	(605,371)	(720,280)	(1,917,541)	(2,030,596)	0	1,203,750	1,070,177	1,199,593	0	0
Net Assets, Beginning	9,304,215	(2,141,311)	(2,861,591)	(4,779,132)	0	(4,579,570)	(5,527,735)	(5,527,735)	0	0
Adj. for restatement / Prior Yr Adj	(10,840,155)	0	0	48,111	0	0	0	(1,233,882)	0	0
Net Assets, Beginning, Adjusted	(1,535,940)	(2,141,311)	(2,861,591)	(4,731,021)	0	(4,579,570)	(5,527,735)	(6,761,617)	0	0
Net Assets, End	(2,141,311)	(2,861,591)	(4,779,132)	(6,761,617)	0	(3,375,820)	(4,457,558)	(5,562,024)	0	0



FISCAL OPERATIONS						RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.						3
Other circumstances and information could influence the rating and are noted in this evaluation.						
<p>Palisades Charter High School’s (PCHS) fiscal condition is positive and the school has had positive operational net assets for the past four years (i.e., Fiscal Years 2015-2016 through 2018-2019). According to the 2018-2019 independent audit report, the school had negative net assets of (\$6,761,617) and a net loss of (\$2,030,596) when factoring in the school’s obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school’s actuarial OPEB liability and related expenses, the school had positive operational net assets of \$9,424,466 and a net loss of (\$795,965). The 2019-2020 Second Interim projects negative net assets of (\$5,562,024), including the accrued OPEB obligation and related expenses, and net income of \$1,199,593 (excluding OPEB). When excluding the OPEB liability and related expenses, the school projects positive operational assets of \$10,624,059 and net income of \$1,199,593.</p>						
Areas of Demonstrated Strength and/or Progress:						
1. The school’s fiscal condition is positive (when excluding the school’s actuarial OPEB liability and the related expenses).						
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)	
Net Assets (Excluding OPEB Obligations)	\$10,458,598	\$10,975,320	\$10,220,431	\$9,424,466	\$10,624,059	
Net Income/Loss (excluding OPEB accrued expenses)	\$1,154,383	\$516,722	(\$754,889)	(\$795,965)	\$1,199,593	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Net Income Adjustment (OPEB related)**	(\$1,231,177)	(\$1,288)	\$0	\$0	\$0	
OPEB/Prior Year Adjustment(s)***	(\$1,759,754)	(\$1,237,002)	(\$1,162,652)	(\$1,234,631)	\$0	
ASB Adjustment(s)*	(\$9,012)	\$0	\$0	\$0	\$0	



*For Fiscal Year 2014-2015, Associated Student Body (ASB) funds are included in the consolidated net asset amount reported above. Beginning in Fiscal Year 2015-2016, the consolidated net asset balances do not include the ASB fund balances.

**These figures represent an adjustment to the net income/ loss balance due to OPEB not captured in the previous Annual Performance-Based Oversight Visit Report.

*** According to the 2018-2019 independent audit report, as of June 30, 2019, the school’s accumulated post-retirement benefit obligation is estimated at \$19,698,581. Per Financial Accounting Standards Board Accounting Standards Codification 715 (FASB ASC 715), this long-term obligation is required to be reported as a liability on the school’s balance sheet (beginning in Fiscal Year 2014-2015). Per the Fiscal Year 2018-2019 independent audit report, the school’s accrued OPEB expense for 2018-2019 was \$1,234,631.

Palisades Charter High established and maintains a special reserve fund for postemployment benefits with Los Angeles County Office of Education (LACOE). Per the school’s 2018-2019 independent audit report, as of June 30, 2019, the value of its OPEB funds on deposit with LACOE totaled approximately \$5.2M, which exceeds the estimated expected retiree payments (mainly the actual pay-as-you-go costs) over the next 7 years (i.e., FY 2020-2021 through FY 2027-2028 timeframe) of approximately \$4.5M (as per the June 30, 2018 actuarial valuation report for the retiree health program). Additionally, per the school’s 2018-2019 independent audit report, the school designated approximately \$2.2M in net assets to be used to meet OPEB obligations for the school’s post-retirement health plan.

Areas Noted for Further Growth and/or Improvement:

1. Lack of Supporting Documentation for Credit Card Purchase:

Based on the CSD’s review of the school’s credit card statements and a sample of transactions for the period spanning from October 2019 through March 2020, the CSD noted a charge on the December credit card statement that did not include supporting documentation. The credit card purchase in question was a charge for Calendly, made on 12/14/2019 in the amount of \$576.00.

Page 18 of the school’s fiscal policies and procedures states that, for credit card purchases, a purchase order request form must be completed and approved by an Administrator, and original receipts and packing slips must be submitted to the finance office. The finance office will attach receipts to purchase orders and will reconcile credit card statements to purchase orders.

The school responded that they are in the process of requesting the supporting documentation from the school employee who requested this purchase.

The CSD recommends that the organization ensure adherence to its governing board-approved fiscal policies and procedures regarding school credit card purchases and maintaining supporting documentation for all purchases made.



2. Check Outstanding for 90 Days or More:

Based on the CSD’s review of the school’s Bank Reconciliation Reports, the CSD noted 18 checks drawn on the school’s Associated Student Body (ASB) Account (Ending in X6842), that, as of December 2019, had been outstanding for 180 days or more. Details regarding these checks are summarized below.

Item #	ASB Account # Ending in	Check #	Date	Amount	Payee	# Of Days Outstanding As of 12/31/2019
1	X6842	12375	1/15/2019	\$450.00	Sage Hill High School	350
2	X6842	12437	2/4/2019	\$131.37	M. S.	330
3	X6842	12539	2/25/2019	\$35.00	K. K.	309
4	X6842	12558	2/28/2019	\$80.00	D. B.	306
5	X6842	12637	3/18/2019	\$31.63	S. S.	288
6	X6842	12639	3/18/2019	\$824.89	B. K.	288
7	X6842	12703	3/28/2019	\$14.40	T. B.	278
8	X6842	12704	3/28/2019	\$8.00	J. S.	278
9	X6842	12756	4/10/2019	\$153.77	C. C.	265
10	X6842	12770	4/11/2019	\$1,337.75	C. S.	264
11	X6842	12781	4/22/2019	\$12.00	E. D.	253
12	X6842	12825	5/1/2019	\$233.52	E. S.	244
13	X6842	12944	6/5/2019	\$385.00	R. M.	209
14	X6842	12978	6/7/2019	\$698.00	M. S.	207
15	X6842	12986	6/24/2019	\$13.60	D. S.	190
16	X6842	12994	6/24/2019	\$16.00	A. W.	190
17	X6842	12995	6/24/2019	\$16.00	J. A.	190
18	X6842	13001	6/25/2019	\$12.00	S. A. M.	189
			Total	\$4,452.93		

Page 29 of the school’s fiscal policy manual indicates that, under normal conditions, the general policy for reissuing a payroll check is 10 business days. The procedures for reissuing stale dated, lost, or destroyed payroll and reimbursement checks are outlined below.



Steps:

Employee or Claimant

1. Complete the Check Cancellation Request/Stop Payment form.
2. Provide original stale dated check (if lost, please indicate on the form check was lost).
3. Submit to Payroll in person.

Payroll (for Employees)/Finance Office (for Claimant)

1. Verifies documents for accuracy (1-2 days).
2. Verifies original check has not been cashed and issues cancellation (1-6 days).
3. Reissues new payment (1-2 days).
4. Distributes check to claimant via method requested.

Stop Payment Fee

If a check was re-issued due to a lost check, a stop payment will be placed. The employee (or claimant) will be assessed the current bank fee of \$30.

Distribute Replacement Check

After the replacement check has been issued, employee or claimant will be contacted for pick up. If the claimant is not employed by Palisades Charter High School, check will be mailed.”

According to the school, its bank processes checks presented for payment with issuance dates exceed 180 days and only raises concerns when checks are presented that reflect issuance dates that are more than 365 days prior.

The CSD recommends that the school adhere to its fiscal policies and procedures and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.



Other Observations (Items described in this section, while not addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Delinquency Charges on Credit Cards:

Based on the CSD’s review of the school’s credit card statements for the period spanning from January 2019 through March 2019, the CSD noted credit card statements that referenced late fees and finance charges. Details regarding these statements are provided below.

Item #	Account # Ending in	Statement Closing Date	Late Fees	Finance Charges
1	X5620	10/31/2019	\$0.00	\$18.75
2	X5620	11/30/2019	\$39.00	\$12.23
3	X5620	12/31/2019	\$39.00	\$81.45
TOTALS			\$78.00	\$112.43

According to the school, effective January 2020, the credit card account referenced above was closed. The school moved its school credit cards to a different financial institution with terms more favorable to the school. Consequently, the school anticipates no additional delinquency charges on its school credit cards in the future.

The CSD notes that there no late fees or interest charges were reflected in the school’s credit card statements from January 2020 through March 2020.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from August 2019 through January 2020. Selected the months of December 2019 and January 2020 for sample testing. Discrepancies were noted under Area for Further Growth and/or Improvement above.
 - a. Cathay Bank Checking Account Ending in X6940 (Operating Account)
 - b. Cathay Bank Checking Account Ending in X0440 (Transportation Account)
 - c. Cathay Bank Checking Account Ending in X6850 (Cafeteria Account)
 - d. Cathay Bank Checking Account Ending in X6842 (Associated Student Body Account)
 - e. Cathay Bank Checking Account Ending in X6869 (Drama Account)
 - f. Cathay Bank Checking Account Ending in X6877 (Permit Account)
 - g. Cathay Bank Checking Account Ending in X6885 (Fundraising Account)
 - h. Cathay Bank Checking Account Ending in X6893 (Education Fund Account)
 - i. Cathay Bank Checking Account Ending in X6923 (Pool Account)
 - j. Cathay Bank Checking Account Ending in X6931 (Payroll Account)
 - k. Cathay Bank Checking Account Ending in X6958 (Scholarship Account)
- a. Reviewed credit card statements from October 2019 through March 2020. Selected the months of December 2019 through February 2020 for sample testing. Discrepancies were noted under Area for Further Growth and/or Improvement above.
 - a. First National Bank of Omaha Credit Card Ending in X5620 (Executive Director/School Principal, account closed in December 2019)
 - b. First National Bank of Omaha Credit Card Ending in X4535 (Chief Business Officer, account closed in December 2019)
 - c. US Bank Credit Card Ending in X3039 (Executive Director/ School Principal, account opened in January 2020)
 - d. US Bank Credit Card Ending in X4868 (Chief Business Officer, account opened in January 2020)
- b. Reviewed the following 20 checks. No discrepancies were noted.
 - a. Check numbers: 13242, 13615, 13646, 20044134, 20045955, 20049484, 20058090, 20058835, 20060047, 20061891, 20068941, 20072047, 20073687, 20074332, 20076648, 20080368, 20080921, 20081438, 20081872, and 30000002
3. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$6,260,266 and total expenditures equal \$39,284,013. Therefore, the school's cash reserve level is 15.94%, which exceeds the recommended 5%.
4. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
5. A Segregation of Duties (SOD) review was conducted remotely with Palisades Charter High (via videoconference). No discrepancies were noted.
6. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
7. Reviewed student body financial records from July 2019 through December 2019. No discrepancies were noted.



8. Pursuant to AB 1871, a signed written statement that indicates that Palisades Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
9. Palisades Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
10. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
11. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
12. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
13. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
14. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
15. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of Palisades Charter High offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2019-2020 LCAP was submitted to LAUSD.
20. The most current LCAP is posted on the charter school's website.
21. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2018-2019 audited and unaudited actuals do not mirror each other. The audited actuals reflect expenditures that are \$1.2M higher than the amounts reflected in the school's unaudited actuals. The school attributed this variance primarily to accrued expenditures related to its long-term OPEB obligations.

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

N/A



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 cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual 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. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<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 cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual 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. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



<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>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<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 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"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 	<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"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual



<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>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>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.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>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.</p> <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. The cash balance at the beginning of the school year is positive; 3. 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. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<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>



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.

- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. 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;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school's budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school would be assessed as Unsatisfactory based on the statements below:

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

A new school would be assessed as Unsatisfactory based on the statements below:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. 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;
4. 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;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP are posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

New Schools:

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.

Note: 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.

Note: 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.