



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

PALISADES CHARTER HIGH (LOC. CODE 8798)

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

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 Local District:		
July 1, 2020 to June 30, 2025			4	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):			17 students above capacity	
3,017	3,000					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):			0.5% above capacity	
9-12	9-12					
Norm Enrollment Number:		3,097				
Total Number of Staff Members:	222	Certificated:	149	Classified:	73	
Charter School's Leadership Team Members:		Dr. Pam Magee (Executive Director), Juan Pablo Herrera (Chief Business Officer), Don Parcell (Director of Operations), Amy Nguyen (HR Director), Monica Iannessa (AP Curriculum and Instruction), Chris Lee (AP Academic Programs and Counseling), Mary Bush (AP Student Support Services), Amy Okafor (AP Attendance), Russell Howard (AP Athletics and Discipline)				
Charter School's Contact for Special Education:		Mary Bush				
CSD Assigned Administrator:		Christine Kae	CSD Fiscal Services Manager:		Allan Villamor	
Other School/CSD Team Members:		N/A				
REMOTE Oversight Visit Date(s):		April 8, 2021	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 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	3	4	2



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2020-2021*. 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

Areas of Demonstrated Strength and/or Progress

- **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 system for the evaluation of the school leader(s). A review of the documents evidenced the following: 11 voting board members and 1 non-voting student member, Bylaws amended March 10, 2020, monthly board meetings scheduled for 2020-2021, evaluation for the Executive Director, Administrators, and Classified Management, and subcommittees including (1) Budget and Fiancne, (2) Post-Retirement Lifetime Benefits, (3) Election, (4) Academic Accountability, (5) Long Term Strategic Planning, (6) Charter, and (7) Grade Appeal.
- **G2: Brown Act** – The Governing Board complies with all material provisions of the Brown Act. Board meetings monthly, are conducted openly at the school site (via Zoom beginning March 2020), and provide opportunity for public participation. The board meeting agendas and minutes are posted and maintained at the school site and on the school’s website. Brown Act training was provided July 9, 2020 for new and existing board members.
- **G3: Due Process** – 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 as evidenced through a review of the following documents: Parent-Student Handbook, UCP policy and forms, stakeholder complaint procedures, and employee handbook.
- **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 Human Resources Policies and Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021 (ESSA). A review of the ESSA grid and documentation during the oversight visit shows all employees have appropriate credentials, necessary employee clearance, and vendor certification.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Notes:
None

****NOTE: If the CSD gathers or otherwise receives substantial evidence of 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 (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.) 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <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 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 a 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 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, nor any mandated committees/councils or a system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <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 Governing Board meetings are held in accordance with the requirements of SB 126 		
	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 (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <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 type="checkbox"/> Other: (Specify)
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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, 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"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



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

<i>The Governing Board has a system in place to ensure ongoing:</i>			
Rubric			
Sources of Evidence			
<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/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 			
Performance	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input 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) </td> </tr> </table>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input 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)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input 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

The Governing Board has a system in place to ensure fiscal viability:

- 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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), 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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$8,516,908 at the end of Fiscal Year 2019-2020.



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. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" 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.) 	<ul style="list-style-type: none"> <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>The rating of 2 is primarily due to the significant deficiencies (relating to State Compliance – nonclassroom-based instruction/independent study) identified in the school’s 2019-2020 independent audit report.</p>
<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	3
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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: Dashboard ELA – The 2019 schoolwide Dashboard ELA Indicator color is blue with a Distance from Standard of 84.3, which increased 14.0 from 2018. - A2: Dashboard Math – The 2019 schoolwide Dashboard Math Indicator color is green with a Distance from Standard of -10.6, which increased 3.3 from 2018. - A6: Dashboard Suspension Rate – The 2019 schoolwide Dashboard Suspension Rate Indicator color is green with a rate of 1.8%, which declined 1.0% from 2018. - A7: Dashboard Graduation Rate - The 2019 schoolwide Dashboard Graduation Rate Indicator color is blue with a rate of 95.0%, which declined 1.1% from 2018. - A8: Dashboard Subgroup ELA – All of the school’s numerically significant subgroups (Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) have “Status/DFS” scores above the statewide averages in ELA. - A10: Dashboard Subgroup CCI - All of the school’s numerically significant subgroups (Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) have “Status/DFS” scores above the statewide averages. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> - A4: Dashboard College/Career Indicator (CCI) – The 2019 schoolwide Dashboard CCI color is yellow with 58.5% students prepared, which declined 7.6% from 2018. In order to improve in the area of college/career, the school will increase outreach to Community College partners to increase concurrent and dual enrollment opportunity for students and encourage teachers to earn CTE certification. 	



- **A9: Dashboard Subgroup Math** – Four of the school’s six numerically significant subgroups (Black or African American, Latino, and Socioeconomically Disadvantaged, and Students with Disabilities) have “Status/DFS” scores below the statewide averages in Math. The Black or African American subgroup has “Status/DFS” score of -99.7 which is lower than the statewide average of -87.9; the Latino subgroup has a “Status/DFS” score of -80.9 which is lower than the statewide average of -62.2; the Socioeconomically Disadvantaged subgroup has a “Status/DFS” score of -68.1 which is lower than the statewide average of -63.7; and the Students with Disabilities subgroup has a “Status/DFS” score of -160.5 which is lower than the statewide average of -119.4. In order to address subgroup performance in Math, the school leadership shared the following: Implementation of collaborative classes in Algebra I, Geometry, and Algebra II by Fall of 2021, increase of two paraprofessional for math support in Spring of 2021, Math Lab, Saturday Success School for remediation, virtual tutoring, CAASPP and IAB staff training in March 2021, and UCLA Curtis Center Teacher expansion from Algebra II to Algebra I and Geometry by Spring 2021.
- **A11: English Learner Reclassification** - The school reclassifies English Learners at a rate lower than the state average. The 2019-2020 reclassification rate is 8.3% compared to the state of 13.8%. Per school leadership, due to COVID-19 and school closures in 2019-2020, EL students did not participate in the Summative ELPAC. The school plans to more closely monitor students who may qualify to participate in the alternative ELPAC, identify Long-term English Learners and their learning targets, increase ELPAC practice exams, and offer all EL students ELPAC boot camp.

Corrective Action Required

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

Notes:

Reclassification Criteria: Palisades Charter High adheres to the LAUSD reclassification criteria.

Graduation Requirement: Completion of 210 units and meet California proficiency standards.

The school’s At-Risk rate of 0.7% and LTEL rate of 3.6% is lower than the state.

The school provided a list of verified data and internal assessments including California Assessment of Student Performance and Progress (CAASPP), CAASPP Interim Assessment Blocks (IABs) in English and Math, English Language Proficiency Assessments for California (ELPAC), Reading Inventory by Houghton Mifflin Harcourt, and SAT Suite by College Board. **At this time, a school’s submission of verified data will serve for informational purposes only.**

The California Dashboard shows the school’s 2019 ELPAC participation rate of 61% did not meet the 95% threshold and the English Learner subgroups did not meet the participation threshold of 95% in ELA and Math, 93% and 93% respectively. In order to increase ELPAC participation, the school leadership shared improved protocols for testing and reclassification by providing reclassification training for EL and Special Education teachers and coordinators, training for a new testing coordinator who will work closely with the ELL and Special Education departments.

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.**



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - 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"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - 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"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - 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"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard 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 type="checkbox"/> Other: (Specify)



A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - 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"> California School Dashboard Schoolwide CCI data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - 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"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - 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"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
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A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
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A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
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A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - 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 (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “At Risk” ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “LTELs” in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4)



***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

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.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

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

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, 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 “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

	Rubric	Sources of Evidence
Perfo rman	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and	<input checked="" type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

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. Due to the lack of 2019-2020 CAASPP (SBAC), there are not updates to the benchmark. CSD will continue to monitor through oversight.



LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

<i>The CSD reviewed the Learning Continuity and Attendance Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
<p>The Learning Continuity and Attendance Plan was presented, provided for public hearing, and approved at the September 29, 2020 Board meeting.</p>	



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 School Safety Plan, regularly scheduled emergency drills (Shelter in Place, Earthquake, Fire, and Active Intruder), compliance with AB 1432, bloodborne pathogens training, a visitor policy, and Pupil Suicide Prevention Policy (Board adopted 5/16/2017). - 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, three Epi-pens, six staff trained in use of Epi-pen, provision of one nutritionally adequate free or reduced priced meal each day to needy students, eight Automated External Defibrillators (AED), and 2020-2021 student ID cards in accordance with SB 972. The school provided evidence of applying for the 2020-2021 health screenings waiver. - O4: Meeting the Needs of All Students – 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. Review of the documents and discussion with school leadership shows the following: Tiered academic intervention including Academic-COST Team, PLC and SLC targeted intervention by teachers, bilingual support, Virtual Library tutoring, Math lab, study skills, credit recovery courses, Saturday school, and summer school. - O5: Implementation of Key Features of Educational Program – The school has fully implemented the key features of the educational program described in the charter. The school’s educational model is guided by the principles of the College Board, Common Core State standards, ISTE, NGSS, and National Core Standards of the Arts. Key features include academic support for all students (including 9th grade summer bridge program, 9th grade Pods, enhanced options for students with disabilities, expansion and restructuring of the English Language Development program), alternative academic programs (including Pali Online Progrma, Virtual Academy, and Pali Academy), targeted socioemotional support, and expansion of health and wellness staff. The school leadership identified focus areas of student engagement through discussion and targeted groups, and preparation for assessments were evidenced through the classroom observations and discussion with school leadership. - O6: Special Education – 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. The Welligent Reports on April 8, 2021 show the school has 21 overdue assessments (approximately 7%) and 49 services in Tiers 4-6. The school leadership shared challenges of service delivery and scheduling assessments during the distance learning and the schools plan to improve compliance by implementing the following: Administrative support to identify and convene IEP teams where needed, additional RSP staff support to conduct assessments and convene IEP team meetings, connect with parents and resolve concerns and technology challenges, close monitoring of service minutes and tracking errors, and plan to make up minutes owed as applicable, ongoing training through weekly professional development for Special Education teachers and paraprofessionals and training through LAUSD’s Charter Operated Program. 	



- **O7: School Climate and Student Discipline** – 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. In 2019-2020, the school had a 1.45% in-and-out of school suspension event rate which reflects a 0.74% decrease from 2018-2019. Review of the evidence provided shows the school has alternatives to suspension including Restorative Justice practices; peer mediation; support for students, parents, and staff; and a data management system to track student behavior and interventions.
- **O9: Stakeholder Communication and Involvement** – The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced by the use of the school’s website, Schoology, and Infinite Campus where the charter and other school information is shared, opportunity to participate in regular committees (including the Long Term Strategic Planning, Budget and Finance), Parent Teacher Student Association, Booster Club, Parent information and orientation meetings, schoolwide events promoting unity and diversity, and the Culture and Climate survey.
- **O10: Transparency for Stakeholders** – The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. The following information was provided and available on the school’s 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 fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law including clearance, credentialing, and assignment requirements. A review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* and supporting documents evidence all certificated employees are fully credentialed and appropriately assigned and the school obtained all necessary employee and vendor clearances, including criminal background and tuberculosis risk assessments/clearances, prior to employment or provision of services. The school provided evidence of four Custodian of Records.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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



Notes:

The Los Angeles Unified School District's Board of Education approved the charter for Palisades Charter High on October 15, 2019 with an operational capacity of 3,000 students for a five-year term beginning July 1, 2020 through June 30, 2025. Based on this year's norm enrollment, the school's enrollment number was 3,097 students and at the oversight visit on April 8, 2021, the enrollment number was 3,017 students, which shows the school's enrollment is above the capacity. In response to the finding of over enrollment, Palisades Charter High submitted a plan to the Charter Schools Division on April 26, 2021 to address the over enrollment and ensure student enrollment will remain at or under the enrollment capacity for 2021-2022 and subsequent years per the charter. In the plan submitted, the charter school stated that it will utilize the Enrollment Monitoring Report and monthly Classification Report, analyze existing enrollment trends, monthly touchpoints with the Executive Director/Principal and monthly office staff meetings to discuss enrollment and withdrawal numbers. The CSD will continue to monitor Palisades Charter High's enrollment through oversight.

****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 Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) 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
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- 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 type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <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 2020-2021 (“ESSA Grid”)</i> (B3A.1) <input type="checkbox"/> Virtual 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 applicable law
- 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)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	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 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 checked="" type="checkbox"/> Evidence of SB 972 (B3.2f) <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 checked="" 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 checked="" type="checkbox"/> Virtual classroom observation <input checked="" 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>The school:</p> <ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, 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	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (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 checked="" 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 checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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 in alignment with the school's charter (B3.3k) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>		
<ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • 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	<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 <input checked="" 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 <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 <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	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" 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 checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Virtual classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



07: 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 procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input 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 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><i>The school:</i></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 		
	Rubric	Sources of Evidence
Performance	<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><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> • Engages in communication that notifies parents, 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/Learning Continuity and Attendance Plan • Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources
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	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">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 (grades 6-12) (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O10: TRANSPARENCY FOR STAKEHOLDERS- 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, and is presented in English and applicable languages as required by law
- 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed 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 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 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 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"/> Evidence of implementation of AB 34 (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 		
Performance	Rubric	Sources of Evidence
	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, 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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC. 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 		
Performance	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 2020-2021</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)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: Evidence of its efforts and outcomes to increase student diversity for its numerically significant subgroup populations, based on official student demographic information. Benchmark is partially met. The school has the following numerically significant subgroups: Asian, African American, Latino, SED, SWD and White. The majority of the subgroups demonstrated decrease in percentage of enrollment from 2018-2019 to 2019-2020, with the exception of the Latino subgroup which went from 19.4% to 19.6%. The school has submitted a plan and has taken the following steps to increase diversity: (1) Revised preference order, (2) review diversity data from feeder Middle School, Paul Revere, (3) ongoing monitoring of PCHS diversity, and (4) recruitment from diverse middle schools.



8798	2017-2018					2018-2019					2019-2020				
	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		8,906,165	9,406,165	6,834,021	7,184,508		0	7,331,522	6,260,265	6,774,610		7,995,349	8,097,029	10,277,646	10,907,886
Current Assets		9,546,978	10,006,165	9,103,939	8,493,858		0	8,572,866	8,760,182	8,261,941		10,524,306	10,625,986	16,263,631	16,214,121
Fixed and Other Assets		9,567,927	8,162,927	8,671,147	8,671,146		0	8,222,035	8,202,173	8,201,647		7,731,542	7,731,542	7,785,828	7,785,829
Total Assets		19,114,905	18,169,092	17,775,086	17,165,004		0	16,794,901	16,962,355	16,463,588		18,255,848	18,357,528	24,049,459	23,999,950
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		3,612,407	3,259,409	3,669,332	3,416,031		0	3,093,572	3,302,151	3,434,353		3,461,667	3,429,774	5,186,424	5,031,079
Other Long Term Liabilities		505,776	75,607	17,871,486	80,848		0	80,849	19,187,939	6,882		19,251,739	1,318,867	24,304,581	4,690,859
Unfunded OPEB Liabilities/Deferred Inflow		4,900,015	17,727,504	0	18,463,950		0	18,200,050	0	19,772,327		0	19,170,911	0	21,209,024
Total Liabilities		9,018,198	21,062,520	21,540,818	21,960,829		0	21,374,471	22,490,090	23,213,562		22,713,406	23,919,552	29,491,005	30,930,962
Net Assets		10,096,707	(2,893,427)	(3,765,732)	(4,795,825)		(3,340,940)	(4,579,570)	(5,527,735)	(6,749,974)		(4,457,558)	(5,562,024)	(5,441,546)	(6,931,012)
Total Revenues	31,991,576	33,412,496	33,718,777	33,861,853	35,556,376	35,081,037	34,902,053	34,944,744	34,822,242	37,634,114	35,629,624	35,700,586	35,783,323	35,380,591	37,432,826
Total Expenditures	31,991,576	33,261,480	33,774,408	34,765,994	37,514,404	35,077,142	34,477,261	34,745,182	35,570,845	39,588,263	34,425,874	34,630,409	34,583,730	34,060,520	37,613,864
Net Income / (Loss)	(0)	151,015	(55,630)	(904,141)	(1,958,028)	3,895	424,792	199,562	(748,603)	(1,954,149)	1,203,750	1,070,177	1,199,593	1,320,071	(181,038)
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	(0)	151,015	(55,630)	(904,141)	(1,958,028)	3,895	424,792	199,562	(748,603)	(1,954,149)	1,203,750	1,070,177	1,199,593	1,320,071	(181,038)
Net Assets, Beginning	10,566,387	9,945,692	9,945,692	(2,861,591)	(2,837,797)	9,945,692	(3,765,732)	(3,765,732)	(3,765,732)	(4,795,825)	(4,579,570)	(5,527,735)	(5,527,735)	(5,527,735)	(6,749,974)
Adj. for restatement / Prior Yr Adj	0	0	(12,783,489)	0	0	0	0	(1,013,400)	(1,013,400)	0	0	0	(1,233,882)	(1,233,882)	0
Net Assets, Beginning, Adjusted	10,566,387	9,945,692	(2,837,797)	(2,861,591)	(2,837,797)	9,945,692	(3,765,732)	(4,779,132)	(4,779,132)	(4,795,825)	(4,579,570)	(5,527,735)	(6,761,617)	(6,761,617)	(6,749,974)
Net Assets, End	10,566,387	10,096,707	(2,893,427)	(3,765,732)	(4,795,825)	9,949,587	(3,340,940)	(4,579,570)	(5,527,735)	(6,749,974)	(3,375,820)	(4,457,558)	(5,562,024)	(5,441,546)	(6,931,012)

8798	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	10,445,172	7,184,508	6,774,610	10,907,886	0		7,818,645	7,969,248	0	0
Current Assets	11,370,352	8,493,858	8,261,941	16,214,121	0		16,355,834	16,594,985	0	0
Fixed and Other Assets	7,134,639	8,671,146	8,201,647	7,785,829	0		7,761,210	7,761,207	0	0
Total Assets	18,504,991	17,165,004	16,463,588	23,999,950	0		24,117,044	24,356,192	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	4,310,417	3,416,031	3,434,353	5,031,079	0		5,113,738	3,831,950	0	0
Other Long Term Liabilities	0	80,848	6,882	4,690,859	0		24,304,581	25,815,024	0	0
Unfunded OPEB Liabilities/Deferred Inflow	17,032,371	18,463,950	19,772,327	21,209,024	0		0	0	0	0
Total Liabilities	21,342,788	21,960,829	23,213,562	30,930,962	0		29,418,319	29,646,974	0	0
Net Assets	(2,837,797)	(4,795,825)	(6,749,974)	(6,931,012)	0		(5,301,275)	(5,290,782)	0	0
Total Revenues	34,197,784	35,556,376	37,634,114	37,432,826	0	33,662,743	36,385,962	36,143,158	0	0
Total Expenditures	34,916,776	37,514,404	39,588,263	37,613,864	0	33,888,246	36,252,203	35,998,906	0	0
Net Income / (Loss)	(718,992)	(1,958,028)	(1,954,149)	(181,038)	0	(225,503)	133,759	144,252	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	(718,992)	(1,958,028)	(1,954,149)	(181,038)	0	(225,503)	133,759	144,252	0	0
Net Assets, Beginning	(2,118,805)	(2,837,797)	(4,795,825)	(6,749,974)	0	(5,562,024)	(5,441,546)	(5,441,546)	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	6,512	6,512	0	0
Net Assets, Beginning, Adjusted	(2,118,805)	(2,837,797)	(4,795,825)	(6,749,974)	0	(5,562,024)	(5,435,034)	(5,435,034)	0	0
Net Assets, End	(2,837,797)	(4,795,825)	(6,749,974)	(6,931,012)	0	(5,787,527)	(5,301,275)	(5,290,782)	0	0



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Palisades Charter High’s independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to state compliance relating to the school’s nonclassroom-based instruction/independent study. Please see further details in the Areas Noted for Further Growth and/or Improvement section below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Palisades Charter High’s has had positive operational net assets for the past four years (i.e., Fiscal Years 2016-2017 through 2019-2020). According to the 2019-2020 independent audit report, the school had negative net assets of (\$6,931,012) and a net loss of (\$181,038) 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 \$8,516,908 and net income of \$1,329,750. The 2020-2021 Second Interim projects negative net assets of (\$8,055,488) and a net loss of (\$1,124,476), including the accrued OPEB obligation and related expenses. When excluding the OPEB liability and related expenses, the school projects positive operational assets of \$8,661,160 and net income of \$144,252.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive (when excluding the school’s actuarial OPEB liability and related expenses).</p>						2
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)	
Net Assets (Excluding OPEB Obligations) ¹	10,975,320	\$10,220,431	\$9,424,466	\$8,516,908	\$8,661,160	
Net Income/Loss (Excluding OPEB Accrued Expenses) ¹	\$516,722	(\$754,889)²	(\$795,965)³	\$1,329,750	\$144,252	



Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

- ¹ According to the 2019-2020 independent audit report, as of June 30, 2020, the accumulated post-retirement benefit obligation (APBO) is estimated at \$21,209,024. 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 school’s independent audit reports, the school’s accrued OPEB expenses were \$1,237,002, \$1,162,652, \$1,234,631, and \$1,436,697 for Fiscal Years 2016-2017 through 2019-2020, respectively. See Item 1 in the Other Observations section for further details regarding the school’s OPEB Obligation.
- ² The net loss reported in Fiscal Year 2017-2018 was primarily attributed to an increase in operational expenses.
- ³ The net loss reported in Fiscal Year 2018-2019 was primarily attributed to an increase in Special Education expenses.

Areas Noted for Further Growth and/or Improvement:

1. 2019-2020 Audited Financial Statement Finding:

Per Palisades Charter High’s 2019-2020 independent audit report, a finding noted deficiencies with pupil master agreements pertaining to the school’s independent study program.

“FINDING 2020-001: NONCLASSROOM-BASED INSTRUCTION/INDEPENDENT STUDY (10000)

Criteria: For attendance generated through independent study, all independent study written agreements must contain the signature of the pupil, pupil’s parent/guardian, and certificated employee affixed prior to the commencement of the independent study (Education Code Section 51747(c)(8)).

Condition: Through our testing of a representative sample of five (5) Nonclassroom-based independent study contracts, we noted five deficiency in which the pupil did not have a complete master agreement on file for either the Fall or Spring of the 2019-20 school year. Four of the master agreements provided for review did not contain the supervising certificated employee. One of the master agreements provided for review did not contain the signature of the pupil and the supervising certificated employee. In addition, all agreements were signed after the beginning agreement date.

Effect: Loss of apportionment funding for days of attendance related to the incomplete independent study master agreement.

Cause: Procedures were not fully followed to obtain all required elements of the independent study agreement. This results in a loss of apportionment funding for days of attendance related to deficient independent study contracts and required supplemental documentation.



Repeat Finding: This is not a repeat finding.

Questioned Costs: A total of 255 attendance days from the 2019-20 school year are overstated resulting in calculated questioned costs of \$19,257. Questioned costs are calculated as follows:

Grade Span	Grades 9-12
Excess ADA	2.04
Adjusted Base Grant per ADA	\$ 9,572
Questioned Costs	\$ 19,527

Recommendations: We recommend that the Charter implement adequate procedures related to the Nonclassroom-based independent study program to ensure that independent study master agreements are being filled out with all the necessary information required and signed by all necessary individuals prior to the beginning of the contract period.

Corrective Action Plan: Palisades Charter High School has modified its enrollment and approval process for incoming scholars. Additional checkpoints have been created for the Independent Study Coordinator and Information Services Manager. Internal auditing will occur on a weekly basis by the Director of Attendance & Admissions.”

In addition, Palisades Charter High provided the CSD with these specific steps to address the audit finding:

- A. “A comprehensive review of each and every PCHS Independent Study contract from the 2020-2021 school year. This will continue moving forward in the upcoming school years.
- B. A thorough evaluation that ensures each and every contract from the 2020-2021 school year, and future school years, are completely filled out and are dated and signed correctly. We are 100% in compliance.
- C. An internal control process that efficiently checks each contract and attendance by holding bi-monthly meetings to review incoming students, contracts, and daily attendance records. Meetings will include the independent study coordinator, Director of Admissions/Attendance and the Information Services Manager.
- D. A scheduled review meeting that will evaluate the thoroughness of the contract for each semester during every school year both at the beginning, mid, and end of the Fall and Spring semester.
- E. Monthly check-points with the Executive Director to ensure compliance with Non-Classroom programs/contracts. The meetings will occur the 2nd week of each month and will cover the prior month’s data.”

The CSD will continue to monitor this issue through oversight, including reviewing Palisades Charter High’s 2020-2021 audit report for implementation status.

2. Procurement (Lack of Preapprovals):

Based on the CSD’s review of the school’s check register for the period spanning from March 1, 2020 through February 28, 2021, a sample of 20 transactions were selected for further review. The CSD noted that two of the selected items lacked documented approvals prior to services rendered. The two items in question are summarized below.



Item #	Check #	Check Issuance Date	Payee	Check Amount	Transaction Description
1	20154001	1/05/2021	Appleone Employment Services	\$3,760.80	Staffing Services
2	20158986	1/22/2021	Walter Stuart Hansen	\$5,000.00	Contractor Services

Page 15 of Palisades Charter High’s Fiscal Policies and Procedures states:

- “All goods or services to be purchased on behalf of Palisades Charter High School require a purchase order request form (PO Request Form)
- PO request forms should be obtained directly from the finance office or Department/Program chair prior to purchasing the product/service.
- Completed PO request form, with any supporting information must be approved by Department/Program Chair prior to order being placed”

In response to CSD’s observations above, Palisades Charter High advised the CSD that the school “has taken measures for improvement by making sure all service contracts have pre-approval from administration and the finance office has a copy so they can encumber the cost into the system and prepare for payment.”

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures for obtaining and documenting approvals prior to the purchasing of goods and services.

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. Unfunded Other Postemployment Benefits:

Per the school’s 2019-2020 independent audit report, Palisades Charter High established and maintains a special reserve fund for postemployment benefits with Los Angeles County Office of Education (LACOE), and, as of June 30, 2020, the value of its OPEB funds on deposit with LACOE totaled approximately \$5.3M, which exceeds the estimated expected retiree payments (mainly the actual pay-as-you-go costs) over the next 10 years (i.e., FY 2021-2022 through FY 2031-2032 timeframe) of approximately \$4.9M (as per the June 30, 2020 actuarial valuation report for the retiree health program). However, as of the date of this report, the school has yet to establish a trust to hold and invest its OPEB assets. Based on the ASC 715 accounting rules, the OPEB funds on deposit are not being recognized or offset to reduce the OPEB liability on the school’s balance sheet.

The school has advised the CSD that, in February 2021, Palisades Charter High’s governing board approved the formation of an ad-hoc investment committee. The objective of the committee is to explore investment opportunities to address the school’s OPEB liability. The school has drafted an Investment Policy Statement (IPS) and has solicited proposals from various investment advisors/firms. Once the school’s investment committee recommends an investment advisor to the school’s governing board, the school will move forward in formally establishing a trust and adopting a funding schedule.

The CSD recommends that the school’s governing board direct the school leadership or its investment committee to: (1) Establish formal investment policies or limits (such as restrictions specifying how the school can use these funds); (2) Research, identify, and secure the service of a reputable and experienced third-party administrator to manage the investment of the APBO funds to legally protect the school employees’ postemployment benefits, with the goal of increasing returns within legal requirements; (3) Request the school’s actuary to complete an annual re-measurement of the pension plan liabilities [pursuant to ASC 715], which shall consider changes in assumptions, plan provisions, and census data, to the extent that failing to account for such changes would materially impact the results; and (4) Request the school’s actuary to perform an actuarial funding analysis, as needed, and make appropriate annual contributions to fund the school’s unfunded OPEB obligations.

The CSD will continue to monitor the school’s progress in establishing a trust for its OPEB obligations.

The Charter Schools Division will review the school’s action plans 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 in this report.



Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Yes, a finding noted deficiencies with pupil master agreements for the school's independent study program. Please see Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Palisades Charter High offering STRS, PERS, and Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$10,907,886 and total expenditures equal \$37,613,864. Therefore, the school's cash reserve level is 29.00%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. 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.
12. 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.
13. Reviewed the following 20 checks. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Cathay Bank Checking Account Ending in X6940 – Operating Account): 20116875, 20126218, 20127097, 20130293, 20140345, 20150813, 20154001, 20157631, 20158986, 20160068, 20160072, 20160415, 20161193, 20163087, 20164307, 20164308, and 20167361; (Cathay Bank Checking Account Ending in X6842 – Associated Student Body Account): 14442, 14451, and 14453
 - b. Reviewed 3 credit/(debit) transactions: (Cathay Bank Checking Account Ending in X6842) The transaction description is: 11/2/2020 – (\$5,782.46) (Debit); (Cathay Bank Checking Account Ending in X6893) The transaction description is: 11/4/2020 – (\$589.62) (Debit); (Cathay Bank Checking Account Ending in X6923) The transaction description is: 11/17/2020 – \$1,928.23 (Credit)
14. Reviewed credit card statements from July 2020 through December 2020. Selected the months of October 2020 and December 2020 for sample testing. No discrepancies were noted.
 - a. US Bank Credit Card Ending in X3039 (Executive Director/ School Principal)
 - b. US Bank Credit Card Ending in X4243 (Chief Business Officer, account opened in December 2020)
 - c. US Bank Credit Card Ending in X4868 (Chief Business Officer, account closed in November 2020)



15. Reviewed bank statements and bank reconciliations from July 2020 through December 2020. Selected the months of November 2020 and December 2020 for sample testing. No discrepancies were noted.
 - 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)
16. A Segregation of Duties (SOD) review was conducted remotely at Palisades Charter High via videoconference. No discrepancies were noted.
17. Reviewed student body financial records from April 2020 to March 2021. No discrepancies were noted.
18. Equipment inventory was provided.
19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
20. The most current Audited Financial Statements are posted on the charter school's website.
21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
25. 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.
26. Palisades Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
27. The 2019-2020 audited and unaudited actuals do not mirror each other. The variance of (\$1.5M) in net income and net assets is primarily attributed 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/Learning Continuity and Attendance Plan are posted on the charter school’s website; 	<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/Learning Continuity and Attendance Plan are posted on the charter school’s website;



<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"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. 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"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<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 four of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board 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 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 four of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board 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 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)); 	<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 <i>feasible</i> 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.

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;
8. The LCAP/Learning Continuity and Attendance Plan 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.



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. 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: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 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/Learning Continuity and Attendance Plan are posted on the charter school’s website; and 9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies. 	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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