



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2021-2022 SCHOOL YEAR**

### **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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



<b>Charter School Name:</b>	Palisades Charter High			<b>Location Code:</b>	8798
<b>Current Address:</b>	<b>City:</b>		<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>
15777 Bowdoin Street	Pacific Palisades		90272	310-230-6623	310-454-6076
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>	
July 1, 2020 to June 30, 2027			4	West	
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		54 below enrollment capacity	
2,946	3,000				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		1.8% below enrollment capacity	
9-12	9-12				
<b>Norm Enrollment Number:</b>			2,982		
<b>Total Number of Staff Members:</b>	245	<b>Certificated:</b>	160	<b>Classified:</b>	85
<b>Charter School's Leadership Team Members:</b>	Dr. Pam Magee (Executive Director), Juan Pablo Herrera (Chief Business Officer), Don Parcell (Director of Operations), Monica Iannessa (Director of Academic Achievement), Chris Lee (Director of Admissions, Attendance and Alternative Programs), Tammie Wilson (Director of Student Support Services), Amy Onyendur (Director of Admissions and Attendance), Russell Howard (Director of Discipline, Athletics and Security)				
<b>Charter School's Contact for Special Education:</b>	Tammie Wilson		<b>SELPA &amp; Option:</b>	LAUSD, Option 3	
<b>CSD Assigned Administrator:</b>	Christine Kae		<b>CSD Fiscal Services Manager:</b>	Allan Villamor	
<b>Other School/CSD Team Members:</b>	Erik Elward (Specialist), Imelda Phillips (Specialist)				
<b>Oversight Visit Date(s):</b>	April 8, 2022		<b>Fiscal Review Date (if different):</b>	N/A	
<b>Is school located on a District facility?</b>	Yes		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	N/A	
<b>If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Sole Occupant Agreement		<b>Date of Co-Location meeting with Operations Team:</b>	N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A	

### SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	4	2

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.

**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 2021-2022*. 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 all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"><li>- <b>G1: Governance Structure and Evaluation of School Leader(s)</b> – 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’s executive level leadership as evidenced by the Board’s organizational chart, Board member roster, Bylaws amended March 10, 2020, regular board and committee meeting documents, and evaluation of the executive level leadership, administrators, and classified management. The following subcommittees provide the board with ongoing information and updates: (1) Budget and Finance, (2) Post-Retirement Lifetime Benefits, (3) Election, (4) Academic Accountability, (5) Long Term Strategic Planning, (6) Charter, and (7) Grade Appeal.</li><li>- <b>G2: Brown Act</b> – The Governing Board complies with all material provisions of the Brown Act. Board meetings occur monthly, are conducted openly with teleconferencing via Zoom in compliance with AB 361, and provide opportunity for public participation. The board meeting agendas and minutes are posted and maintained at the school site and the current board agenda is posted on the school’s website. Brown Act training was provided July 24, 2021.</li><li>- <b>G3: Due Process</b> – 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, Uniform Complaint Policy (UCP) and forms, stakeholder complaint procedures, and employee handbook.</li><li>- <b>G4: Responsive and Accountable Governance</b> – The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria). A review of the board minutes shows ongoing consideration of school data and updates, including student and parent reports, staff reports, Human Resources Director, Director of Operations, Director of Development, Chief Business Officer, and Executive Director reports, and various Board committee updates. PCHS Board Member Roles and Responsibilities are outlined to ensure the Board of Trustees acts in the best interest of its stakeholders.</li></ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/22

Corrective Action Required

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

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) - QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC )
- Evaluation of school's executive level leadership (including, but not limited to, 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"><li><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's executive level leadership</li><li><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's executive level leadership</li><li><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's executive level leadership</li><li><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's executive level leadership</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Organizational chart (B1.1)</li><li><input checked="" type="checkbox"/> Bylaws (B1.2)</li><li><input checked="" type="checkbox"/> Board member roster (B1.3)</li><li><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</li><li><input type="checkbox"/> Observation of Governing Board meeting</li><li><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6)</li><li><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7)</li><li><input type="checkbox"/> Discussion with leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

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

*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:*

- 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 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 E.C. 47604.1

Rubric		Sources of Evidence
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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"/> Compliance with E.C. 47604.1 (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 - QUALITY INDICATOR #3**

<p><i>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:</i></p> <ul style="list-style-type: none"> <li>• Student discipline</li> <li>• Employee grievances and discipline</li> <li>• Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)</li> <li>• Uniform Complaint Procedures</li> </ul>		
Performance	Rubric	Sources of Evidence
	<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) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(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: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li><li><input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li><li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li><li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b><ul style="list-style-type: none"><li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li><li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li><li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li><li><input type="checkbox"/> Attendance rate</li><li><input checked="" type="checkbox"/> Internal assessment data</li><li><input checked="" type="checkbox"/> Enrollment data</li><li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li></ul></li><li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li><li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li><li><input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b></li><li><input type="checkbox"/> Observation of Governing Board meeting</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Other: (Specify)</li></ul>



**G5: FISCAL CONDITION - QUALITY INDICATOR #5*****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.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Rubric		Sources of Evidence
Performance	<div><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</div> <div><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</div> <div><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</div> <div><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</div> <div><p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p><p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p></div>	<div><input checked="" type="checkbox"/> Board meeting agendas and minutes (<b>B1.4</b>)</div> <div><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (<b>B1.15</b>)</div> <div><input type="checkbox"/> Observation of Governing Board meeting</div> <div><input checked="" type="checkbox"/> Discussion with leadership</div> <div><input checked="" type="checkbox"/> Independent audit report(s)</div> <div><input checked="" type="checkbox"/> Other financial information submitted by the school</div> <div><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</div>

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6**

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</p> <p><input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</p> <p><input checked="" type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</p> <p><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p> <p>The rating of 2 is primarily due to the deficiencies with the reporting of the school's unduplicated pupil count identified in the school's 2020-2021 independent audit report.</p>

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance**	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<b>Does the charter school qualify for technical assistance?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <b>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <b>If yes, what is the school's identification? (See additional information within "Notes" section below)</b> <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	
<u>Areas of Demonstrated Strength and/or Progress</u> See **notes below  - <b>A11: English Learner Reclassification</b> – The school reclassifies English Learners at a rate of 9.7%, which is higher than the state average of 6.9%. The school's At-Risk rate of 1.0% and LTEL rate of 5.6% are lower than the state rates of 10.1% and 17.1%, respectively.  <u>Areas Noted for Further Growth and/or Improvement</u> None  <u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.	
Notes: **Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator <i>A11: English Learner Reclassification</i> is scored based on 2020-2021 reclassification data.  <b>Reclassification Criteria:</b> Palisades Charter High adheres to the LAUSD reclassification criteria.  <b>Graduation Requirement:</b> Completion of 230 credits and meet A-G requirements.	
<b>*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.</b>	

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue</li><li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage</li><li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange</li><li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Red</li><li><input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> California School Dashboard Report (CDE)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input type="checkbox"/> The schoolwide Dashboard CCI color is Blue</li><li><input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage</li><li><input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange</li><li><input type="checkbox"/> The schoolwide Dashboard CCI color is Red</li><li><input checked="" type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard</li><li><input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> California School Dashboard Report (CDE)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue</li><li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage</li><li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange</li><li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red</li><li><input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard</li><li><input checked="" type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> California School Dashboard Report (CDE)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

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

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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue</li><li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage</li><li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange</li><li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red</li><li><input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> California School Dashboard Report (CDE)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input type="checkbox"/> Other: (Specify)</li></ul>



**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - 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	<ul style="list-style-type: none"><li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue</li><li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage</li><li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange</li><li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red</li><li><input checked="" type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard</li><li><input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> California School Dashboard Report (CDE)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input checked="" type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5)</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**A8: DASHBOARD SUBGROUP ELA - 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, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages</li><li><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</li><li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</li><li><input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</li><li><input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> California School Dashboard Report (CDE)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**A9: DASHBOARD SUBGROUP MATH - 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, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<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 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 checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - 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 Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li><li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li><li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li><li><input type="checkbox"/> The school did not reclassify any of its English Learners</li><li><input type="checkbox"/> Not Available - The school did not have any English Learners</li><li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Reclassification report (CDE)</li><li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set (B2.1)</li><li><input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</li><li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4)</li><li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average<ul style="list-style-type: none"><li><input type="checkbox"/> Higher</li><li><input type="checkbox"/> Same</li><li><input checked="" type="checkbox"/> Lower</li></ul>(Additional info within "Notes" section above)</li><li><input checked="" type="checkbox"/> Rate of "LTEs" in comparison to the state average<ul style="list-style-type: none"><li><input type="checkbox"/> Higher</li><li><input type="checkbox"/> Same</li><li><input checked="" type="checkbox"/> Lower</li></ul>(Additional info within "Notes" section above)</li></ul>

**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

**The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                    | <input type="checkbox"/> RAPID by Lexia Learning  |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates             | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt   |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board   |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                           | <input type="checkbox"/> Star Assessments by Renaissance  |
| <input checked="" type="checkbox"/> ELPAC by Educational Testing Service  | <input type="checkbox"/> Measures of Academic Progress by NWEA       | <input checked="" type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below):<br>Smarter Balanced Interim Assessment Block (IABs) |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. [Assessment 1 (ELA)]	9-12	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	Throughout the Spring Semester
2. [Assessment 1 (Math)]	9-12	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	Throughout the Spring Semester
3. ELPAC	9-12	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Throughout the Spring Semester Testing Window

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

**The school leadership shared that in order to meet 95% participation rate, tests will be given in-person with the exception of the Virtual Academy, which will be proctored using Zoom and the CAASPP testing platform. Three staff will be dedicated to track participation using TOMS dashboards for CAASPP, CAST, IAB's, ELPAC, and the Fitnessgram.**

The charter school disaggregated student performance data for the subgroups: ☐ Yes ☒ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                        | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                            | <input type="checkbox"/> Two or More Races          |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Latino                              | <input type="checkbox"/> White                      |
| <input type="checkbox"/> English Learner                  | <input type="checkbox"/> Native Hawaiian or Pacific Islander |   |
| <input type="checkbox"/> Filipino                         | <input type="checkbox"/> Socioeconomically Disadvantaged     |   |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

**Per school leadership, assessments were administered as intended by the test publisher's administration and test security procedures. Adjustments were made during distanced learning periods for proctoring assessments online.**

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

☒ Yes ☐ No

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker                  | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input checked="" type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input checked="" type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report           |  |   |

The postsecondary data includes the results of at least 95% percent of eligible students: ☒ Yes ☐ No

The postsecondary data includes the number of missing or non-participating students: ☒ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☒ Yes ☐ No

**Verified Data Notes:**

At this time, a school’s submission of verified data will serve for informational purposes only.

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (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 2020-2021 California School Dashboard data, there are no updates to the benchmark. CSD will continue to monitor through oversight.



**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)***The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li><li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li><li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li><li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li><li><input checked="" type="checkbox"/> Stakeholder Engagement</li><li><input checked="" type="checkbox"/> Goals and Actions</li><li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li><li><input checked="" type="checkbox"/> Expenditures Tables</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li><li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li></ul>

**Notes:**

Notice of Concern issued September 24, 2021 regarding Incomplete 2021-2022 Local Control and Accountability Plan (LCAP), an Annual Update for the 2019-2020 LCAP Year, and an Annual Update for the 2020-2021 Learning Continuity and Attendance Plan. The governing board approved the updated LCAP on October 26, 2021.



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"><li>- <b>O1: School Safety Plan and Procedures</b> – The school has a highly developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. The school provided evidence of the following: Sole Occupant Agreement, current School Safety Plan, Visitor Policy with posting at the school site, documentation of student immunization and health screening waiver, posting of evacuation route maps, Automatic External Defibrillators (AED), Student ID card with Lifeline number, and Board-adopted policy on pupil suicide prevention (May 16, 2017).</li><li>- <b>O2: Health and Safety Training and Preparation</b> – The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by regular emergency drills, including fire, earthquake, active intruder, and shelter-in-place, Epi-pens, and staff trainings in child abuse mandated reporter, bloodborne pathogens, Pupil Suicide Prevention and Awareness, and use of Epi-pens.</li><li>- <b>O3: Implementation of the Educational Program</b> – The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced by the following: Standards-based and data-driven instructional program aligned to school’s key features which include the Pali Academy and Virtual Academy’s small learning community providing students with an alternative academic program to meet student needs, the extensive Mental Health program including four full-time staff (mental health counselors and psychologist), Career Technical Education’s six pathways of Business Enterprise, Computer Science, Design, Drama, Music, and Photography, and various student groups. The school leadership identified focus areas were observed throughout the classroom observations: Socio-emotional connection, student-centered engagement, integration of technology, and personalization of learning.</li><li>- <b>O8: Stakeholder Engagement and Involvement</b> – 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, school marquis, and various messaging platforms, where the charter and other school information is shared, including opportunities 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, and schoolwide events.</li><li>- <b>O9: Transparency for Stakeholders</b> – 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 as evidenced by the availability and accessibility of information to the public and stakeholders. The following information was shared manually and accessible on the school’s website: Charter petition, Local Control and Accountability Plan, academic achievement and progress, Uniform Complaint Procedures and forms, Title IX information, financial documents, charter school policies, governing board and council meeting agendas and minutes, access to mental health resources, human trafficking prevention resources, and bullying and harassment prevention information.</li></ul>	

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:

None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) 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 PLAN AND PROCEDURES - QUALITY INDICATOR #1*****The school has a system in place to ensure:***

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(**Note:** for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

**Rubric****Sources of Evidence**



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b>
	<input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b>
	<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b>
	<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b>
		<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b>
		<input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b>
		<input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b>
		<input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b>
		<input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b>
		<input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b>
		<input checked="" type="checkbox"/> Site/classroom observation
		<input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b>
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- 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, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li><li><input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li><li><input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li><li><input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li><li><input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b></li><li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b></li><li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b></li><li><input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b></li><li><input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b></li><li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) <b>(B3A.1)</b></li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>



**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</li><li><input type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</li><li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</li><li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (<b>B3.3i, j, k</b>)</li><li><input checked="" type="checkbox"/> California State Content Standards-based instructional program (<b>B3.3a</b>)</li><li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li><li><input type="checkbox"/> Technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <b>*new schools only</b></li><li><input checked="" type="checkbox"/> WASC accreditation (<b>B3.3d</b>)</li><li><input checked="" type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li><li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4c</b>)</li><li><input checked="" type="checkbox"/> Classroom observation</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><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</li><li><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</li><li><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</li><li><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</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Standards-based instructional program <b>(B3.3a)</b></li><li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li><li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li><li><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></li><li><input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3i)</b></li><li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></li><li><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></li><li><input type="checkbox"/> Foster youth/students experiencing homelessness designee</li><li><input checked="" type="checkbox"/> Classroom observation</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5***The school has a system in place to ensure that the school:*

- 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	<ul style="list-style-type: none"><li><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</li><li><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</li><li><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</li><li><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</li><li><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)</li><li><input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a)</li><li><input checked="" type="checkbox"/> Self-Review Checklist (B3.4a)</li><li><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a)</li><li><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</li><li><input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i)</li><li><input type="checkbox"/> Consultation with Charter Operated Programs office</li><li><input type="checkbox"/> Other special education documentation (B3.4a)</li><li><input checked="" type="checkbox"/> Classroom observation</li><li><input checked="" type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> MOU Non-LAUSD SELPA</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

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

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, 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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><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</li><li><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</li><li><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</li><li><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</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)</li><li><input checked="" type="checkbox"/> LCAP (B3.3b)</li><li><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</li><li><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b)</li><li><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b)</li><li><input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b)</li><li><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b)</li><li><input checked="" type="checkbox"/> Data monitoring (B3.4b)</li><li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1)</li><li><input type="checkbox"/> Chronic absenteeism rates</li><li><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b)</li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****The school:***

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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><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</li><li><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</li><li><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</li><li><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</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> LCAP (B3.3b)</li><li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c)</li><li><input checked="" type="checkbox"/> Professional development training materials (B3.4c)</li><li><input checked="" type="checkbox"/> System to assess professional development needs (B3.4c)</li><li><input type="checkbox"/> Interview of teachers and/or other staff</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- 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
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li><li><input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li><li><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li><li><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b></li><li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li><li><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b></li><li><input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b></li><li><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b></li><li><input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li><li><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>



**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

*The school's documents that are available both manually and electronically 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
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- 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, in accordance with Ed. Code, § 49428
- 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, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- 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**)

\*\*\* Indicates that the policy must be posted on website.

**Rubric****Sources of Evidence**



<b>Performance</b>	<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 checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:
	<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 checked="" type="checkbox"/> LCAP
	<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 checked="" type="checkbox"/> UCP Procedure and Forms
	<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"/> Complaint Procedure and Forms
		<input checked="" type="checkbox"/> Title IX Information
		<input checked="" type="checkbox"/> Suicide Prevention and Awareness
		<input checked="" type="checkbox"/> Financial Audit
		<input checked="" type="checkbox"/> Student Demographics
		<input checked="" type="checkbox"/> Student Achievement Information
		<input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)
		<input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)
		<input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)
		<input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)
		<input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)
		<input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)
		<input type="checkbox"/> School website (B3.4e)
		<input type="checkbox"/> Other: (Specify)

**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*The school has a 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, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><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</li><li><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</li><li><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</li><li><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</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li><li><input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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 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

**Rubric****Sources of Evidence**



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 form (“ESSA Grid”) (B3A.1a)</i>
	<input checked="" 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 checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing 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"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process
	<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"/> 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, B3A.3, and B3A.4)
		<input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b)
		<input checked="" type="checkbox"/> Vendor certifications (B3A.6)
		<input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7)
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education Benchmarks and/or MOU 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, Black or African American, English Learner, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races and White. The school submitted a plan and has taken the following steps to increase diversity: (1) Lottery following preference order, (2) recruitment efforts focused targeted subgroups with redesigned and more inclusive marketing, (3) tracking subgroup student progress, (4) development of a diversity taskforce, and (5) sustaining an inclusive environment.

School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
2020-21 Enrollment by Ethnicity and Subgroup	3,087	25.0%	7.1%	0.2%	5.7%	10.3%	1.1%	1.0%	0.1%	0.3%	20.3%	0.0%	0.2%	1.8%	25.9%	8.4%	4.4%	56.1%
2019-20 Enrollment by Ethnicity and Subgroup	3,042	29.6%	7.4%	0.2%	6.3%	10.8%	1.0%	0.9%	0.1%	0.2%	19.6%	0.0%	0.3%	1.6%	30.1%	7.8%	2.7%	57.5%



## Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/22

8798	2018-2019					2019-2020					2020-2021				
Palisades Charter High	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
Cash and Cash Equivalents		0	7,331,522	6,260,265	6,774,610		7,995,349	8,097,029	10,277,646	10,907,886		7,818,645	7,969,248	15,241,779	15,895,051
Current Assets		0	8,572,866	8,760,182	8,261,941		10,524,306	10,625,986	16,263,631	16,214,121		16,355,834	16,594,985	18,843,408	19,146,611
Fixed and Other Assets		0	8,222,035	8,202,173	8,201,647		7,731,542	7,731,542	7,785,828	7,785,829		7,761,210	7,761,207	7,265,685	7,265,684
<b>Total Assets</b>		0	16,794,901	16,962,355	16,463,588		18,255,848	18,357,528	24,049,459	23,999,950		24,117,044	24,356,192	26,109,093	26,412,295
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	3,093,572	3,302,151	3,434,353		3,461,667	3,429,774	5,186,424	5,031,079		5,113,738	3,831,950	9,350,046	4,927,422
Other Long Term Liabilities		0	80,849	19,187,939	6,882		19,251,739	1,318,867	24,304,581	4,690,859		24,304,581	25,815,024	21,209,024	97,449
Unfunded OPEB Liabilities/Deferred Inflow		0	18,200,050	0	19,772,327		0	19,170,911	0	21,209,024		0	0	0	14,438,638
<b>Total Liabilities</b>		0	21,374,471	22,490,090	23,213,562		22,713,406	23,919,552	29,491,005	30,930,962		29,418,319	29,646,974	30,559,070	19,463,509
<b>Net Assets</b>		(3,340,940)	(4,579,570)	(5,527,735)	(6,749,974)		(4,457,558)	(5,562,024)	(5,441,546)	(6,931,012)		(5,301,275)	(5,290,782)	(4,449,977)	6,948,786
Total Revenues	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	33,662,743	36,385,962	36,143,158	37,585,983	43,719,595
Total Expenditures	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	33,888,246	36,252,203	35,998,906	35,104,948	29,839,797
<b>Net Income / (Loss)</b>	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)	(225,503)	133,759	144,252	2,481,035	13,879,798
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
<b>Inc / (Dec) in Net Assets</b>	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)	(225,503)	133,759	144,252	2,481,035	13,879,798
<b>Net Assets, Beginning</b>	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)	(5,562,024)	(5,441,546)	(5,441,546)	(5,441,546)	(6,931,012)
Adj. for restatement / Prior Yr Adj	0	0	(1,013,400)	(1,013,400)	0	0	0	(1,233,882)	(1,233,882)	0	0	6,512	6,512	(1,489,466)	0
<b>Net Assets, Beginning, Adjusted</b>	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)	(5,562,024)	(5,435,034)	(5,435,034)	(6,931,012)	(6,931,012)
<b>Net Assets, End</b>	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)	(5,787,527)	(5,301,275)	(5,290,782)	(4,449,977)	6,948,786

8798	Audited Financials					2021-2022				
Palisades Charter High	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	7,184,508	6,774,610	10,907,886	15,895,051	0		11,874,110	12,501,660	0	0
Current Assets	8,493,858	8,261,941	16,214,121	19,146,611	0		16,439,110	17,066,660	0	0
Fixed and Other Assets	8,671,146	8,201,647	7,785,829	7,265,684	0		8,145,605	8,145,605	0	0
<b>Total Assets</b>	17,165,004	16,463,588	23,999,950	26,412,295	0		24,584,715	25,212,265	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	3,416,031	3,434,353	5,031,079	4,927,422	0		9,188,500	4,582,500	0	0
Other Long Term Liabilities	80,848	6,882	4,690,859	97,449	0		21,209,023	14,430,932	0	0
Unfunded OPEB Liabilities/Deferred Inflow	18,463,950	19,772,327	21,209,024	14,438,638	0		0	0	0	0
<b>Total Liabilities</b>	21,960,829	23,213,562	30,930,962	19,463,509	0		30,397,523	19,013,432	0	0
<b>Net Assets</b>	(4,795,825)	(6,749,974)	(6,931,012)	6,948,786	0		(5,812,808)	6,198,833	0	0
Total Revenues	35,556,376	37,634,114	37,432,826	43,719,595	0	39,950,523	40,499,824	40,895,633	0	0
Total Expenditures	37,514,404	39,588,263	37,613,864	29,839,797	0	39,690,488	41,862,655	41,645,587	0	0
<b>Net Income / (Loss)</b>	(1,958,028)	(1,954,149)	(181,038)	13,879,798	0	260,035	(1,362,831)	(749,954)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	(1,958,028)	(1,954,149)	(181,038)	13,879,798	0	260,035	(1,362,831)	(749,954)	0	0
<b>Net Assets, Beginning</b>	(2,837,797)	(4,795,825)	(6,749,974)	(6,931,012)	0	(5,919,818)	(4,449,977)	(4,449,977)	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	11,398,764	0	0
<b>Net Assets, Beginning, Adjusted</b>	(2,837,797)	(4,795,825)	(6,749,974)	(6,931,012)	0	(5,919,818)	(4,449,977)	6,948,787	0	0
<b>Net Assets, End</b>	(4,795,825)	(6,749,974)	(6,931,012)	6,948,786	0	(5,659,783)	(5,812,808)	6,198,833	0	0



**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, *Developing*.

2

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. Per the school's 2020-2021 audit report, the school has implemented the corrective action plan. Palisades Charter High's independent audit report for the fiscal year ended 2020-2021 reported an audit finding regarding the reporting of the school's unduplicated pupil count. Please see further details under Areas Noted for Further Growth and/or Improvement below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

Palisades Charter High's fiscal condition is positive. According to the 2020-2021 independent audit report, the school had positive net assets of \$6,948,786 and net income of \$13,879,798. The 2021-2022 Second Interim projected positive net assets of \$6,198,832 and a net loss of (\$749,954).

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Second Interim)
Net Assets <sup>6</sup>	(\$4,795,825) <sup>1</sup>	(\$6,749,974) <sup>1</sup>	(\$6,931,012) <sup>1</sup>	\$6,948,786 <sup>1</sup>	\$6,198,832
Net Income/Loss <sup>6</sup>	(\$1,958,028) <sup>1,2</sup>	(\$1,954,149) <sup>1,3</sup>	(\$181,038) <sup>1</sup>	\$13,879,798 <sup>1,4</sup>	(\$749,954) <sup>5</sup>
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0



1 According to Palisades Charter High's independent audit reports, as of June 30, 2018, 2019, 2020, and 2021, the accumulated post-retirement benefit obligation (APBO) was estimated at \$18,463,950, \$19,772,327, \$21,209,024, and \$14,438,638, respectively. 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/revenues were \$1,162,652, \$1,234,631, \$1,436,697, and (\$6,770,386) for Fiscal Years 2017-2018 through 2020-2021, 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.

4 The net income reported in Fiscal Year 2020-2021 was primarily attributed to the forgiveness of the schools Paycheck Protection Program (PPP) loan, the reporting of the state's contribution (on behalf payments) to the charter school's employee STRS accounts, and the recalculation of the long-term OPEB liabilities (Please see **Item 1** in the **Other Observations** section below).

5 The projected net loss reported in the Fiscal Year 2021-2022 Second Interim is primarily attributed to Expanded Learning Opportunities (ELO) grant expenditures reported in FY 2021-2022, whereas the school was required to report the corresponding revenue in the prior year, FY 2020-2021.

#### Areas Noted for Further Growth and/or Improvement:

##### 1. 2020-2021 Audited Financial Statement Finding:

Per Palisades Charter High's 2020-2021 independent audit report, a finding noted deficiencies with the reporting of the school's unduplicated pupil count. The audit report states:

##### **“FINDING 2021-001: UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNT (40000)**

**Criteria:** Students designated as Free and Reduced Meal (FRPM) eligible and English Learners (EL), who are not directly certified on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List report, must have supporting documentation that indicates the student was eligible for their status. The unduplicated local control funding formula pupil count affects the percentage used as data in calculating Local Control Funding Formula (LCFF) apportionment. Auditors are required to verify compliance with California Education Code Section 42238.02(b)(3)(B) in Section W of the 2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

**Condition:** Based on student designations from the 2020-21 CALPADS 1.18 FRPM/English Learner/Foster Youth –Student List report, we noted one student should have been designated as Reclassified Fluent English Proficient(RFEP) as the student was reclassified from an English Learner in 2018. As a result, the total population excluding directly certified, foster youth, and homeless students, was noted to be in error.

**Effect:** The Charter is not in compliance with State requirements. A total of one (1) student are ineligible for EL designation.



**Cause:** Clerical oversight.

**Questioned Cost:** \$557 as calculated in the table on the following page using guidance from the California Department of Education (CDE).

Calculating the Cost of LCFF Unduplicated Pupil Count Audit Finding	Data Input and Calculated Fields
Total Adjusted Enrollment from the UPP exhibit as of P-2	9,093
Total Adjusted Unduplicated Pupil Count from the UPP exhibit as of P-2	2,657
Audit Adjustment - Number of Enrollment	-
Audit Adjustment - Number of Unduplicated Pupil Count	(1)
Revised Adjusted Enrollment	9,093
Revised Adjusted Unduplicated Pupil Count	2,656
UPP calculated as of P-2	0.2922
Revised UPP for audit finding	0.2921
<b>Charter Schools Only: Determinative School District Concentration Cap</b>	<b>0.8518</b>
Revised UPP adjusted for Concentration Cap	<b>0.2921</b>
Supplemental and Concentration Grant TK/K-3 ADA	0.00
Supplemental and Concentration Grant 4-6 ADA	0.00
Supplemental and Concentration Grant 7-8 ADA	0.00
Supplemental and Concentration Grant 9-12 ADA	2,907.28
Adjusted Base Grant per TK/K-3 ADA	\$8,503
Adjusted Base Grant per 4-6 ADA	\$7,818
Adjusted Base Grant per 7-8 ADA	\$8,050
Adjusted Base Grant per 9-12 ADA	\$9,572
Supplemental Grant Funding calculated as of P-2	\$1,626,297
Revised Supplemental Grant Funding for audit finding	\$1,625,740
Supplemental Grant Funding audit adjustment	<b>(\$557)</b>
Concentration Grant Funding calculated as of P-2	\$0
Revised Concentration Grant Funding for audit finding	\$0
Concentration Grant Funding audit adjustment	<b>\$0</b>
Total Supplemental and Concentration audit adjustment	<b>(\$557)</b>

**Repeat Finding:** This is not a repeat finding.



**Recommendation:** We recommend reconciling the CALPADS 1.18 FRPM/English Learner/Foster Youth –Student List report with the student information system before submitting to CDE to verify all student designations are correct.

**Corrective Action Plan:** Palisades Charter High School has a new English Language Coordinator overseeing ELPAC testing. Additional checkpoints have been identified for the English Language Coordinator, Information Services Manager, Database Manager and Assistant Principal. Additionally, the Assistant Principal and Principal will be provided a training refresh on the CALPADS reporting process to provide oversight.”

Palisades Charter High provided the CSD with the following response regarding its specific steps to address the audit finding:  
“The fiscal impact of the question costs is minimal (\$557). However, the school is taking the appropriate steps to ensure accurate student data in the future. We have identified additional touchpoints (quarterly) between the English Learner Coordinator, Information Services Manager, Data Manager, Student Assistant Principal, and Executive Director. The meetings will touch on process review and identifying ways to audit student data for accuracy. Meaning, reconciliation of student information across various systems. In addition, we will ensure that these key individuals participate in the CALPADS training provided by the Los Angeles County Office of Education.”

The CSD will continue to monitor this issue through oversight, including reviewing Palisades Charter High’s 2021-2022 audit report for implementation status.

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, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

**1. Other Postemployment Benefits:**

Per the school’s 2020-2021 independent audit report, Palisades Charter High has established and maintained a special reserve fund for postemployment benefits with Los Angeles County Office of Education (LACOE), and, as of June 30, 2021, the value of its OPEB funds on deposit with LACOE totaled approximately \$5.4M, which is below 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 2030-2031 timeframe) of approximately \$6M (as per the June 30, 2021 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 provided the CSD with the following update regarding the OPEB:



“The Board of Trustees created an investment committee in order to research, identify, and secure the service of a reputable and experienced third-party administrator to manage the investment of the APBO [accumulated post-retirement benefit obligation] funds. After reviewing multiple RFPs [request for proposal], the investment committee selected an investment manager, approved an investment policy statement (IPS), solicited board approval to transfer funds into the brokerage (for transparency purposes) and then invested the funds.

The next step is to create a trust in order to protect the benefit. The trust was not created at the time of investment because the Lifetime Health Benefit Committee was working with union leadership in exploring ways to (1) expand, (2) maintain, or (3) dissolve/distribute the lifetime health benefit. Given that the trust is irrevocable, we needed additional feedback from employees/committee before initiating. The actuary provided an expanded scope of services and the lifetime health benefit committee determined the benefit should remain as-is.

Our investment manager has recommended a trust attorney who will help us establish the trust in accordance with ASC 715 guidelines. We will also reach out to two (2) other trust administrators to implement the trust. The goal is to bring this to our August 2022 Lifetime Health Benefits committee meeting for approval, then bring it to our [Governing] Board in Sept 2022 for approval.”

The school has advised the CSD that, in January 2022, Palisades Charter High transferred \$5M from LACOE to Merrill Lynch to initiate investing the funds towards the school’s OPEB obligations. As noted above, the school’s accumulated post-retirement benefit obligation is \$14,438,638 as of the actuarial report annual update dated June 30, 2021. This is a decrease of \$6,770,386 (or 32%) from the \$21,209,024 estimate reported on the actuarial report dated June 30, 2021. The significant adjustment is primarily due to an update in the discount rate to 5% from the previous 2.67%. Now that the school has initiated investing funds, the actuarial firm recommended 5%, which was reported in the school’s 2020-2021 audit. Based on the actuary recommendations, the school adopted a 20-year prefunding plan that starts in 2021-2022 with a planned OPEB contribution of \$790,000. Per the school, the 20-year funding schedule, along with investing the funds (5% rate of return) would ensure sustainability of the retiree benefit.

The CSD noted that the school has made strides in addressing and funding of the school’s OPEB obligation and continues to recommend that the school’s governing board direct the school leadership or its investment committee to (1) 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; (2) 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 (3) 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 results may be factored into the school’s rating for next year.

**Corrective Action Required:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/22

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

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: Yes, the 2020-2021 audit report noted deficiencies regarding the reporting of the school's unduplicated pupil count. Please see Areas Noted for Further Growth and/or Improvement above. The school's 2020-2021 independent audit report also indicated that the audit finding regarding deficiencies with pupil master agreements for the school's independent study program cited in the 2019-2020 audit report has been addressed and resolved.
  - d. Lack of 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 2021-2022 budget were provided.
4. Evidence of Palisades Charter High's 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 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$6,033,796 and total expenditures equal \$29,839,797. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 20.22%, which exceeds the minimum 3% based on the school's Average Daily Attendance (ADA) of 2,779.37 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$15,895,051 and total expenditures equal \$29,839,797. Therefore, the school's cash reserve level is 53.27%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 20 checks. No discrepancies were noted.
  - a. Check numbers (Cathay Bank Checking Account Ending in X6940 – Operating Account): 20208928, 20226099, 20232269, 20238469, 20238471, 20297251, 20314404, 20334555, 20336131, 20337258, 20355030, 20387523, 20401538, 20408264, 20414134, 20439368, and 20442030; (Cathay Bank Checking Account Ending in X6842 – Associated Student Body Account): 14894, 15177, and 15219





- b. Reviewed 3 credit/(**debit**) transactions: (Cathay Bank Checking Account Ending in X0440) The transaction description is: (1) 1/21/2022 – \$440.00; (Cathay Bank Checking Account Ending in X6885) The transaction description is: (2) 1/13/2022 – \$7,600.00; (Cathay Bank Checking Account Ending in X6940) The transaction description is: (3) 1/26/2022 – (**\$51,884.42**)
16. Reviewed credit card statements from August 2021 through January 2022. Selected the months of October 2021 and January 2022 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)
17. Reviewed bank statements and bank reconciliations from August 2021 through January 2022. Selected the months of December 2021 and January 2022 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)
18. A Segregation of Duties (SOD) reviews was conducted remotely at Palisades Charter High via videoconference. No discrepancies were noted.
19. Reviewed student body financial records from August 2021 through January 2022. No discrepancies were noted.
20. Equipment inventory was provided.
21. Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
24. The most current Local Control and Accountability Plan is posted on the charter school's website.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated 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.
28. Palisades Charter High did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.



29. The 2020-2021 audited and unaudited actuals do not mirror each other. The variance of **(\$4,422,624)** in current liability is primarily due to the recognition of forgiveness of the school's PPP loan. The variance of **(\$21,111,575)** in long-term liabilities is primarily due to the discount rate adjustment utilized in calculating long-term OPEB liabilities by the actuary and auditor, in accordance with ASC 715 and FASB guidelines.
30. The school's reported Norm Enrollment was 3,061, 2,973, 3,031, 3,097, and 2,982 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated decrease in enrollment of 79 (or 3%) students since Fiscal Year 2017-2018. The reported Norm Enrollment of 2,982 students for Fiscal Year 2021-2022 represents a shortfall of 18 students (or 0.6%) from the school's projected enrollment per its roll-out plan and enrollment capacity of 3,000 students in its operative charter. The CSD will continue to monitor the school's student enrollment through oversight.

**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 of 1-4]

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

<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p> <p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. Net Assets are positive in the prior two audits;</li><li>2. The cash balance at the beginning of the school year is positive;</li><li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li><li>4. All vendors and staff are paid in a timely manner;</li><li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li><li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li><li>7. Governing board adopts the annual budget;</li><li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li><li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li><li>10. There is no apparent conflict of interest;</li><li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li><li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;</li><li>13. The LCAP is submitted to the appropriate agencies;</li></ol>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p> <p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. Net Assets are positive in the most current audit;</li><li>2. The cash balance at the beginning of the school year is positive ;</li><li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li><li>4. Vendors and staff are paid in a timely manner;</li><li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li><li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li><li>7. Governing board adopts the annual budget;</li><li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li><li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li><li>10. There is no apparent conflict of interest;</li><li>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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li><li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;</li><li>13. The LCAP is submitted to the appropriate agencies;</li></ol>
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<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p> <ol style="list-style-type: none"><li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li><li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li><li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li><li>17. Audited and unaudited actuals nearly mirror each other;</li><li>18. Proper segregations of duties are in place;</li><li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li><li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).</li></ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li><li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li><li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li><li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li></ol>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p> <ol style="list-style-type: none"><li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li><li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li><li>16. There are no significant recurring issues;</li><li>17. Audited and unaudited actuals nearly mirror each other; and</li><li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li></ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li><li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li><li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li><li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li></ol>
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*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

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, once prior to each charter renewal 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 school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:**

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *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. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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



<i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i>	<i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"><li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li><li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li><li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li></ol>	

<i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i>	<i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li><li>2. The cash balance at the beginning of the school year is positive;</li><li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, 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 projections;</li><li>4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li><li>5. Interim reports and unaudited actuals project:<ol style="list-style-type: none"><li>a. Positive net assets</li><li>b. Expenses less than revenues</li></ol></li></ol>	<p><b><u>New Schools:</u></b></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

6. As a practice, the governing board reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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