



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2016-2017 SCHOOL YEAR**

### **FOR**

**PALISADES CHARTER HIGH SCHOOL/8798**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities 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.



<b>Charter School Name:</b>		<b>PALISADES CHARTER HIGH SCHOOL</b>			<b>Location Code:</b>	<b>8798</b>
<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) 306-3245	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2015 to June 30, 2020			4	WEST		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>		
2, 988	3,000	9-12		9-12		
<b>Total Number of Staff Members:</b>	232	<b>Certificated:</b>	154	<b>Classified:</b>	78	
<b>Charter School's Leadership Team Members:</b>		Pamela Magee/ED & Principal; Monica Iannessa/AP Academic Achievement; Russ Howard/AP Activities, Athletics, Discipline; Jeff Hartman/AP Counseling & Guidance; Dr. Chris Lee/Director of Admissions, Attendance, & Alternative Programs				
<b>Charter School's Contact for Special Education:</b>		Emilie Larew/Board Chair & Special Education Coordinator; Mary Bush/AP Spec Education & Student Services				
<b>CSD Assigned Administrator:</b>	Chris Humphrey, Specialist		<b>CSD Fiscal Services Manager:</b>	Emma Baquir		
<b>Other School/CSD Team Members:</b>		CSD/May 19: Jose Rodriguez and Monique Galvez/Specialists, Sharon Bradley CSD/May 24: Jose Rodriguez, Specialist CSD/May 26: Jose Rodriguez, Specialist				
<b>Oversight Visit Date:</b>	May 19, 24, and 26, 2017		<b>Fiscal Review Date (if different):</b>			
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	YES, Conversion to Independent		<b>LAUSD Co-Location Campus (if applicable):</b>		Palisades High School	

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798**  
**(REV.)**

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: 5/19/2017

<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>
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### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

**Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

• **(G1) GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)**

The Governing Board has fully implemented the organizational structure set forth in the approved charter, including any mandated committees/council, such as the Stakeholder Board Level Committees listed during binder review as the Academic Accountability Committee, the Budget and Finance Committee, the Charter Committee, the Election Committee, and the Post-Retirement Healthcare Benefits Committee; as well as Board Committees of Board Members Only to include the Audit Committee, Grade Appeal Committee, and Survey Committee. There is also a highly developed system for the evaluation of the school leader(s) with evidence of discussion of the Board evaluation cycle of the Executive Director and Principal on the 3/14/17 board agenda along with review of the process for Academic and Classified Administrator Evaluation criteria and Goals;

• **(G2) BROWN ACT**

The Governing Board complies with all material provisions of the Brown Act with evidence of Brown Act training on July 16, 2017;

- The Governing Board meets regularly in sessions, held at the Palisades Gilbert Hall, that are conducted openly, providing for opportunities for the public to participate in sessions; posted on the front office bulletin board;
  - Binder review provided the evidence of Agendas and minutes that are posted and maintained both on the schools’ website and available for families; as well as board agendas noting topics and minutes such as Budget finance dated 5/8/17, 4/17/17, 3/13/17, 2/13/17, 1/13/17, Election committee dated 5/9/17, 4/20/17, 4/6/17, 3/2/17, 2/16/17, and Academic Accountability Committee minutes dated 5/11/17, 4/6/17, 3/9/17, 2/16/17;

• **(G3) DUE PROCESS**

The Governing Board has established and monitors comprehensive policies and procedures 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. Evidence of the due process procedures such as the identification of discrimination categories for protected classes, the name/address of whom a parent would send a complaint and the position that would investigate the complaint were noted during oversight; Palisades has a Parent/Student Handbook in which the complaint process is aligned with



the UCP and provided to all parents at the beginning of the school year posted on Website and observed during binder review; Employee complaint procedures are listed in the Employee handbook which is posted on the Charter website;

• **((G4) STAFFING**

The Governing Board closely monitors and maintains systems and procedures that ensure full compliance with criminal background clearance requirements for employees, vendors and volunteers, as well as full compliance with tuberculosis clearance requirements and credentialing and assignment requirements as evidenced during binder review with compliant documentation and verification from appropriate Custodian of Records and Certifying contracting entity for vendors;

• **(G5) DATA-BASED DECISION-MAKING**

The Governing Board of Palisades Charter High School regularly monitors school performance providing updated internal and standardized academic data which informs decision-making as evidenced from direct observation and from binder review during oversight with examples of discussion from agendas/minutes dated 5/11/17, 4/6/17, 3/9/17, and 2/16/17.

Corrective Action Required

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



**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities)</li> <li>committees/councils, including but not limited to those mandated by laws or regulations</li> <li>evaluation of school's executive level leadership</li> </ul>		
Performance	Rubric	Sources of Evidence
	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access 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</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
Performance	Rubric	Sources of Evidence





<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1: 9)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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





- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Sources of Evidence
<p style="text-align: center;"><b>Rubric</b></p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

- The Governing Board has a system in place to ensure:*
- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
  - ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals



Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

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

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>		
<ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul>		
Rubric		Sources of Evidence



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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3

Areas of Demonstrated Strength and/or Progress

- (A1) SBAC SUBGROUP ELA**  
 The percentage of students who Met or Exceeded Standards in **ELA** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. Palisades Charter High School scored **higher** than the District average in **ELA** for the following subgroups: **African-American students** at 42% as compared to the District average at 28%; **Latino students** at 60% as compared to the District average at 33%; **Socio-Economically Disadvantaged students** at 54% as compared to the District average at 33%; and **Students with Disabilities** at 40% as compared to the District average at 8%;
- (A2) SBAC SUBGROUP MATH**  
 The percentage of students who Met or Exceeded Standards in **Math** is at a rate **higher** than the District average **for the majority of subgroups**. Palisades Charter High School scored **higher** than the District average in **Math** for the following subgroups: **African-American students** at 26% as compared to the District average at 18%; **Latino students** at 28% as compared to the District average at 23%; **Socio-Economically Disadvantaged Students** at 28% as compared to the District average at 23%; and **Students with Disabilities** at 15% as compared to the District average at 6%;
- (A3) SBAC SCHOOLWIDE ELA**  
 The **schoolwide** percentage of students who Met or Exceeded Standards in 6<sup>th</sup> -8<sup>th</sup> Grade on the SBAC in **ELA** is at a rate **higher** than the District average. The higher percentage of students who Met or Exceeded Standards at Palisades Charter High School School-wide for ELA in 2015-2016 was 71% as compared to the District average of 39%;
- (A4) SBAC SCHOOLWIDE MATH**  
 The **schoolwide** percentage of students who Met or Exceeded Standards in 6<sup>th</sup> 8<sup>th</sup> Grade on the SBAC in **MATH** is at a rate **higher** than the District average. The schoolwide percentage of students who Met or Exceeded Standards on the SBAC at Palisades Charter High School in **Math** in 2015-2016 was 51% as compared to the District average of 29%;
- (A5) ENGLISH LEARNER RECLASSIFICATION**  
 The school reclassifies English Learners at a rate higher than the District average Per CDE, Palisades Charter High School has 13.2% reclassification rate for the 2015-2016 school year as compared to the 12.1% District rate, **higher** than the District



average;

- **(A7) FOUR-YEAR COHORT GRADUATION RATE**

The school's Four-Year Cohort Graduation Rate is at a rate **higher** than the District average at 95% as compared to the District average of 83.2%.

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

- **(A1) SBAC SUBGROUP ELA**

The percentage of students who Met or Exceeded Standards in **ELA** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. However, Palisades Charter High School scored **lower** than the District average in **ELA** for the following subgroup: **English Learners** at 0% as compared to the District average at 4%;

- **(A2) SBAC SUBGROUP MATH**

The percentage of students who Met or Exceeded Standards in **Math** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. However, Palisades Charter High School scored **lower** than the District average in **ELA** for the following subgroup: **English Learners** at 0% as compared to the District average at 5%;

- **(A6) INTERNAL ASSESSMENT**

The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math assessing with the CAASPP SBAC Interim Block Assessments.

- The Charter provided internal assessment data for ELA Standards at oversight in the area of Language/Vocabulary:
  - LEP Status, LEP Nearly Met/Met at 25%; RFEP Nearly Met/Met at 28.57%;
  - Socio-Economically Disadvantaged students, Nearly Met/Met at 57.78% and Exceeded at 23.49%;
  - Students with Disabilities, Nearly Met/Met at 57.78% and Exceeded at 23.49%;
  - Latino students, Nearly Met/Met at 54.13% and Exceeded at 3.67%;



- African-American students, Nearly Met/Met at 56.31% and Exceeded at 7.77%;
  - The Charter provided internal assessment data for ELA Standards at oversight in the area of Writing Skills
    - All students demonstrated progress by Meeting/Exceeding standards with a 6% increase;
    - RFEP students Met/Exceeded Standards with a 13% increase;
    - Students with Disabilities Met/Exceeded Standards with a 8% increase;
    - African-American students decreased in Writing Skills standards by 3%;
  - The Charter, however, did not provide internal assessment for math because they had not yet analyzed the comparative data from assessments; although they did specify that there was significant improvement from 2015-16 with about a 10% increase in students exceeding standards. In addition, more RFEPs were in the higher-level math classes in 2016-17 than in 2015-16. They plan to align their own internal assessments to the CCSS through PLC meetings, PLC Pullouts and summer work; math accessible curriculum is being developed for 2017-18 in STEAM labs, Tech Education and Pod curriculum
- Corrective Action Required

- Notes:
- (A1 & 2) **Meeting the needs of the subgroup of Latino and English Learners**  
In order to address the challenges of ELs, the school has been providing a free after school math and free tutoring program, have invested in enrichment programs and clubs, such as Science Technology Engineering Art and Math (STEAM) clubs, Society of Hispanic Professional Engineers (SHPE) and Math Engineering Science Achievement (MESA);
  - RFEPs have demonstrated progress in Math overall and in Math Concepts by increasing 8%. The school anticipates a much higher percentage of English Learners reclassifying during 2016-17. Additionally, a number of interventions have been designed to provide resources to English Learner students such as department-wide office hours, Math Lab and IXL.
  - (A1 & 2) **SBAC SUBGROUP ELA & MATH**  
Leadership shared that the practice of Instructional coaches and administrators observing teachers and providing them with



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798**  
**(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

feedback to improve their practice has been and will continue to be instituted to build teacher capacity and instructional efficacy. CSD recommends that school leadership maximize the talents of highly qualified teachers as models for the math department to contribute to the PLC process.

*\*NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.*





**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>schoolwide (CDE)</li> </ul>	
Rubric	Sources of Evidence



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

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> <li>(CDE)</li> </ul>		
<b>Rubric</b>	<b>Sources of Evidence</b>	
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2015-2016 (CDE)</li> </ul>		
<b>Rubric</b>	<b>Sources of Evidence</b>	



<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input checked="" type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input checked="" type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b> <input checked="" type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)
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**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

- The school’s internal assessments (with analysis of results)
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and math

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2: 2.1 – 2.6)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



**A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

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

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

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2: 3.1)</b> <input type="checkbox"/> Other: (Specify)

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

Empty box for progress on benchmarks.



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	1
<p style="text-align: center;"><i>A charter school shall receive a rating of 1 in this category if the school has failed to conduct child abuse mandated reporter training in accordance with AB 1432. Upon discovery, as a result of oversight 2016-17, the Palisades Charter High School Board convened with immediacy to address the urgency of the matter. The PCHS Board approved a policy, providing a resolution dated and emailed to CSD on June 6, 2017, entitled "Training Regarding Child Abuse Reporting Obligations" for all staff to ensure compliance of child abuse mandated reporter training in order to assure the health and safety for all students.</i></p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> <li>• <b>(O1) HEALTH and SAFETY</b>  Palisades Charter High School has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety as evidenced through documentation and classroom observations with: <ul style="list-style-type: none"> <li>➤ A site-specific comprehensive Health, Safety and Emergency Plan dated fall 2016;</li> <li>➤ Evidence of drill such as, Fire Drill training dated 8/29/17 and 3/30/17; Earthquake training dated 10/20/17; Lockdown training dated 1/25/17; Emergency drills 9/14/16; evacuation to football field on 10/20/16 for the great California Shake out; Alice (Alert, Lockdown, Inform, Counter, Evacuate-active shooter) on 3/20/17;</li> <li>➤ Evidence of emergency supplies including 20 fifty-five gallon containers, 58 cots, 14 cold pack cases, 1200 emergency blankets, 50 privacy tents; and Automated external defibrillators (AED);</li> <li>➤ Record of Student immunization and health screening and immunization compliance summary report;</li> <li>➤ Evidence of a training log for three staff members dated 1/11/16 and 1/9/17 for application of a Epi Pen;</li> </ul> </li>   <li>• <b>(03): MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS</b>  The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis; although, data identifies that the needs of English Learners, Socio-economically disadvantaged students, African-American students and Students with Disabilities require intervention and supports to mitigate for academic challenges (see Notes for details);</li> </ul>	



- **(O4) IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The school has fully implemented the key features of the educational program described in the charter; as evidenced during discussion and binder review with leadership and the six teachers interviewed such as Pathways for Learning in Business and Finance, Information and Communications Technology, Arts, Media and Entertainment; Restorative Justice to include The Peer Mediation Program, The Village Nation, The Latino Student Union, Fuerza Unida; The Gender and Sexuality Alliance; The Dolphin Leadership Academy; implementation of “Humankind”; and the Link Crew (see notes);

- **(O8) STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns with evidence of opportunities for parental involvement to include the Fuerza Unida Program Meeting (Pic) and training model for families; Village nation/ leadership potential of African American students with a meeting held on May 20, 2017; a Parent Institute for Quality Education for PIQE and the Latino parent participation of 52 parents held on 11/3/16; Evidence of LCAP parent/staff meeting; Email Blast/ Board meetings updates 5/13-5/5-5/10, elections update held on 5/3/17; POD Parent Communique; 9<sup>th</sup> grade parent night; and Infinite Campus student information system/student intervention alert system to parents and students;

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

- **(O1) HEALTH and SAFETY**

Although, Palisades Charter High School has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, it is recommended that the school make the assurances that every classroom has an emergency backpack that can be carried by each teacher in case of an emergency and that a standardized system related to classroom emergency supplies be communicated to substitutes in preparation for any emergency;



- **(O2/O3) STANDARDS BASED INSTRUCTION/MEETING THE NEEDS OF ALL STUDENTS**

Observations, stakeholder interview, and discussion with school leadership demonstrated that in order to inform a sound educational program in which teachers are held accountable in Math, systems need to be revisited and strengthened with greater scrutiny to ensure that math instruction is aligned to the mathematical practices of the CCSS. CSD recommends that school leadership maximize the talents of highly qualified teachers as models for the math department along with professional development and administrative oversight to support the Math Department in stronger implementation of the 8 mathematical practices and instructional features of the CCSS in Math. CSD also requests that the Math Department revisit the portion of the math intervention model which relies on student tutors. Input about this area from students and parents reinforces that this is an area that needs reconsideration. Students and parents echoed the concern that highly qualified teachers are needed to support the intervention program rather than relying on the talents of high achieving students. Teachers are needed to design and implement the intervention program. Parent stakeholder interview (2 parents from the math program) identified this as an area of improvement as student tutors were unable to meet their child's needs for differentiated instruction. Parent stakeholders also indicated that they find it necessary to supplement the school's intervention program in math by privately hiring tutors. CSD requests that the school submit its plan to improve math instruction aligned to CCSS mathematical practices by September 8, 2017.

Corrective Action Required





## Notes:

- (O2) **STANDARDS–BASED INSTRUCTION**

Palisades Charter High School’s WASC accreditation is valid until June 30, 2018; there is also evidence of UC/CSU approved course list for 2016/17;

- (O3) **MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

- ***Latino and English Learners***

Per leadership and teacher discussion, the school is developing sheltered classes in core courses to monitoring RFEPs; the EL Coordinator collaborates with UCLA’s teaching program to provide a summer tutoring program and personal writing mentors for students; the English Learner Program Coordinator meets with EL parents and students to discuss the ELs academic goals; EL parents receive training on various aspects of school growth and reclassification criteria in an effort to bridge the transition from home to school;

- ***African-American students***

Palisades Charter High School has expanded its culturally-relevant course offerings and has launched a tenth grade African American literature course, have designed a new 9th grade curriculum linking math to entrepreneurship skills, expanded STEAM and computer courses, and have offered an African American 11th grade History course.

- ***Socio-Economically Disadvantages students***

Palisades offers free tutoring, a loaner program for Chromebooks and graphing calculators, fee waivers for College Board tests, transportation scholarships, and a free math lab. Families have the opportunity to enroll in a free summer bridge program, summer school opportunities, study skills courses, and other support classes. The PALI CARES program provides free personal hygiene items, food gift cards, and school supplies. The PCHS Health Office has expanded its services and links SED families to free health services.

- ***Students with Disabilities***

Students with Disabilities are provided a blended program incorporating small class size and accommodated instruction (SDP) in content area(s) of need, enrollment in general education classes in areas of strength with support from the RSP program, and online curriculum with RSP support which allow a self-paced option (A-G) for students who may need additional time or repetition to grasp core concepts.



➤ **All Students**

Study skills and support classes are offered through the Math Lab and the Study Center; 9<sup>th</sup> grade Summer Math and Literacy Tests and Bridge leadership program; 10<sup>th</sup> and 11<sup>th</sup> grade summer intervention class; Tier 2 counselor support, tutoring, office hours; Literacy Class and intervention class placements; SST meetings; Attendance behavior contracts; Student directed progress reporting; SST team meetings; Dolphin Leadership Academy; Temescal Academy; and Virtual Academy;

• **(O4) IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The creation of The Fuerza Unida supports the Latino population at the school geared toward building a positive cultural, social, and academic climate for Latino students while strengthening the network of support through Spanish-speaking parent meetings throughout the year. Contracting the Parent Institute for Quality Education, Fuerza Unida has provided trainings in Spanish for parents about the school system, college preparation, and available resources available.

The Village Nation is a coalition comprised of administrators, counselors, classified staff, teachers and community members who provide differentiated advocacy programs and personalized mentorship for black students. The provision of academic support services (tutoring, mentors), grade level impact assemblies, boys and girls groups, career workshops, college trips, and health/wellness/nutrition workshops has been actively implemented per leadership, staff and student discussion.

CSD had the opportunity of viewing the dramatic representation of **THE HUMANKIND PROJECT** which was created in the Advanced Drama class during oversight. The impressive and moving work of student writers, student composers, student filmmakers, student animators, student actors and student musicians as they worked together to create HUMANKIND brought the docudrama to life in a meaningful way.

Additionally, Palisades Charter High School was the recipient of the Career Technical Education Incentive Grant (CTEIG) that has provided funding to develop curricular pathways that will provide students with real world job skills and experiences in addition to academic skills.



- **(O7) PROFESSIONAL DEVELOPMENT**

Palisades has taken steps to increase professional development for teachers for the 2017-2018 year to address academic challenges for English Learners and has doubled the number of PLC pull-out days where teachers gather in subject-alike groups and work on best practices and common assessments. The school has hired a group of paraprofessionals that support math classrooms; have doubled the number of co-teaching math classes providing individualized attention and increased supports. The school is targeting students that are recently designated as RFEP and matching them with math teachers that receive extra training and the school allocated funds to provide one-on-one English Language Development (ELD) Professional Development (PD) to the ELD instructor by an ELD expert which took place from August 2016 to May 2017;

- **(O8) STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The Charter has instituted multiple programs over the past year to combat issues that have risen the concern of staff, families and students related to tolerance and socially appropriate behaviors including the PCHS Board of Trustees' adoption of an Anti-Discrimination Policy, students led implementation of Peer Mediation and Teen Court, the development of the Student Bill of Rights and Responsibilities, the coordination of Unity Month, and the creation of Activity Day schedules in which students share input and views on culture and climate at their school.



[Empty box for notes]

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

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

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

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

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b> <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> (“NCLB Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

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



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3: 3.3)</b> <input type="checkbox"/> WASC documentation <b>(B3: 3.4)</b> <input type="checkbox"/> UC Doorways course approval documentation <b>(B3: 3.5)</b> <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3: 3.6)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

*The school:*

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**04: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3: 3.9)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> <li>• provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> </ul>
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<ul style="list-style-type: none"> <li>maintains timely and accurate records in Welligent</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</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, including the Modified Consent Decree</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, including the Modified Consent Decree</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b></li> <li><input checked="" type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education</li> <li><input checked="" type="checkbox"/> Classroom observation <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

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



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

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



<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**08: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (<b>high schools only</b>)</li> <li>provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook ( <b>B1: 10 or B3: 1</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of stakeholder consultation ( <b>B3: 4.3</b> ) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement ( <b>B3: 4.3</b> )



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

*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
- the school complies with all applicable legal requirements

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system <b>(B3: 4.4)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>• 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</li> <li>• 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</li> <li>• the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid") (B3A: 1.1)</i></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>B3A: 1.2 – 1.4)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

8798	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Palisades Charter High</b>															
Cash and Cash Equivalents		6,850,000	7,100,000	8,077,657	1,620,809		9,080,000	8,312,300	8,659,720	1,674,645		9,177,896	9,077,896	8,848,229	1,084,191
Current Assets		10,985,000	10,733,101	10,339,374	10,753,207		10,020,000	9,912,300	9,235,381	9,596,126		9,653,557	9,453,557	9,807,960	10,107,020
Fixed Assets		6,442,600	6,454,600	6,749,296	6,749,395		7,119,000	6,600,098	6,877,393	6,877,394		7,362,969	7,362,969	7,054,986	7,054,987
<b>Total Assets</b>		17,427,600	17,187,701	17,088,670	17,502,602		17,139,000	16,512,398	16,112,774	16,473,520		17,016,526	16,816,526	16,862,946	17,162,007
Deferred Outflow															
Current Liabilities		2,425,095	2,513,327	3,084,411	4,244,062		2,992,545	2,774,111	3,101,873	3,677,015		2,424,459	2,703,935	2,939,959	3,436,631
Long Term Liabilities		4,098,434	3,858,791	3,861,025	3,114,454		3,801,000	3,631,300	3,706,685	3,483,278		4,123,807	4,123,806	4,006,458	3,786,343
<b>Total Liabilities</b>		6,523,529	6,372,118	6,945,436	7,358,516		6,793,545	6,405,411	6,808,558	7,160,293		6,548,266	6,827,741	6,946,417	7,222,974
Deferred Inflow															
<b>Net Assets</b>		<b>10,904,071</b>	<b>10,815,583</b>	<b>10,143,234</b>	<b>10,144,086</b>		<b>10,345,455</b>	<b>10,106,987</b>	<b>9,304,216</b>	<b>9,313,227</b>		<b>10,468,260</b>	<b>9,988,785</b>	<b>9,916,529</b>	<b>9,939,033</b>
Total Revenues	23,833,140	25,191,069	25,494,981	25,030,829	25,987,654	25,741,819	27,641,716	27,340,316	27,352,766	28,920,068	28,581,789	30,732,432	29,899,182	31,621,098	32,829,154
Total Expenditures	23,249,947	24,678,122	25,078,505	25,286,702	26,242,675	26,135,225	27,439,495	27,368,580	28,183,801	29,750,927	28,517,381	29,568,389	29,214,612	31,008,784	32,203,348
<b>Net Income / (Loss)</b>	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806
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>	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806
Net Assets, Beginning	0	10,391,124	10,391,124	10,391,124	10,399,107	10,815,583	10,143,234	10,143,234	10,143,234	10,144,086	10,106,987	9,304,217	9,304,216	9,304,217	9,313,227
Adj. for restatement / Prior Yr Adj	0	0	7,983	7,983	0	0	0	(7,983)	(7,983)	0	0	0	(1)	(2)	0
<b>Net Assets, Beginning, Adjusted</b>	0	10,391,124	10,399,107	10,399,107	10,399,107	10,815,583	10,143,234	10,135,251	10,135,251	10,144,086	10,106,987	9,304,217	9,304,215	9,304,215	9,313,227
<b>Net Assets, End</b>	<b>583,192</b>	<b>10,904,071</b>	<b>10,815,583</b>	<b>10,143,234</b>	<b>10,144,086</b>	<b>10,422,177</b>	<b>10,345,455</b>	<b>10,106,987</b>	<b>9,304,216</b>	<b>9,313,227</b>	<b>10,171,395</b>	<b>10,468,260</b>	<b>9,988,785</b>	<b>9,916,529</b>	<b>9,939,033</b>

8798	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Palisades Charter High</b>										
Cash and Cash Equivalents	6,490,283	1,620,809	1,674,645	1,084,191	0		9,448,229	9,877,613	0	0
Current Assets	10,338,871	10,753,207	9,596,126	10,107,020	0		10,482,959	10,909,113	0	0
Fixed Assets	6,332,011	6,749,395	6,877,394	7,054,987	0		7,193,444	6,750,232	0	0
<b>Total Assets</b>	16,670,882	17,502,602	16,473,520	17,162,007	0		17,676,403	17,659,345	0	0
Current Liabilities	3,006,686	4,244,062	3,677,015	3,436,631	0		2,536,933	2,686,500	0	0
Long Term Liabilities	3,265,089	3,114,454	3,483,278	3,786,343	0		4,406,458	4,406,458	0	0
<b>Total Liabilities</b>	6,271,775	7,358,516	7,160,293	7,222,974	0		6,943,391	7,092,958	0	0
<b>Net Assets</b>	<b>10,399,107</b>	<b>10,144,086</b>	<b>9,313,227</b>	<b>9,939,033</b>	0		10,733,011	10,566,387	0	0
Total Revenues	24,285,090	25,987,654	28,920,068	32,829,154	0	30,200,450	32,046,865	31,801,669	0	0
Total Expenditures	24,438,284	26,242,675	29,750,927	32,203,348	0	30,197,228	31,230,382	31,151,809	0	0
<b>Net Income / (Loss)</b>	(153,194)	(255,021)	(830,859)	625,806	0	3,222	816,483	649,860	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>	(153,194)	(255,021)	(830,859)	625,806	0	3,222	816,483	649,860	0	0
Net Assets, Beginning	10,552,301	10,399,107	10,144,086	9,313,227	0	9,988,785	9,916,528	9,916,528	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(1)	0	0
<b>Net Assets, Beginning, Adjusted</b>	10,552,301	10,399,107	10,144,086	9,313,227	0	9,988,785	9,916,528	9,916,527	0	0
<b>Net Assets, End</b>	<b>10,399,107</b>	<b>10,144,086</b>	<b>9,313,227</b>	<b>9,939,033</b>	<b>0</b>	<b>9,992,007</b>	<b>10,733,011</b>	<b>10,566,387</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS		RATING																													
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>		3																													
<p>The fiscal condition of Palisades Charter High School is stable with positive net assets reported since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school shows positive net assets of \$9,939,033 and net income of \$625,806. The 2016-2017 Second Interim report also projects positive net assets and positive net income.</p>																															
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is stable.</p> <table border="1" data-bbox="172 824 1253 1318"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$10,399,107</td> <td>\$10,144,086</td> <td>\$9,313,227</td> <td>\$9,939,033</td> <td>\$10,588,893</td> </tr> <tr> <td>Net Income/Loss</td> <td>(\$153,194)</td> <td>(\$255,021)</td> <td>(\$830,859)</td> <td>\$625,806</td> <td>\$649,860</td> </tr> <tr> <td>Transfers In/Out</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)	Net Assets	\$10,399,107	\$10,144,086	\$9,313,227	\$9,939,033	\$10,588,893	Net Income/Loss	(\$153,194)	(\$255,021)	(\$830,859)	\$625,806	\$649,860	Transfers In/Out						Prior Year Adjustment(s)				
	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)																										
Net Assets	\$10,399,107	\$10,144,086	\$9,313,227	\$9,939,033	\$10,588,893																										
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Transfers In/Out																															
Prior Year Adjustment(s)																															





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

- Based on the review of two credit card statements which were issued by Bank of the West and First Bank Card, the CSD noted that the school incurred late fees and interest charges for the total amount of \$387.10. Details of the charges are shown in the tables below. The CSD recommends that the school pays the credit card invoices on time in order to avoid any additional fees or interest charges associated with the use of the school’s credit cards.

<b>Bank of the West</b>			
<b>Credit Card ending in - 9739 - Summary</b>			
<u>Month</u>	Late Charges	Fees / Interests	Credit / Payment
November		69.56	
December	25.00	43.68	
January	25.00	55.26	
	<b>50.00</b>	<b>168.50</b>	

<b>First Bank Card</b>			
<b>Credit Card ending in - 9202 - Summary</b>			
<u>Month</u>	Late Charges	Fees / Interests	Credit / Payment
January			
February	39.00	71.63	
March	39.00	129.60	(110.63)
	<b>78.00</b>	<b>201.23</b>	

- The Charter School Division has requested for a copy of the approved Fiscal Policies and Procedures through numerous emails and on the day of the oversight visit. The school did not provide the CSD with a copy of the fiscal policies and procedures, however, various links posted in the school’s website that shows series of forms and bulletins with various flowcharts for procurement, accounts payable, account receivable procedures were submitted by the school in lieu of the requested fiscal policies. Review of the multiple links provided by the school shows that some of the information and flow charts are outdated and inaccurate. For example, Policy EL#3 stated that governing board are to approve contracts over \$10,000 but the procurement flow chart shows contracts of \$30,000 and above needs board approval. The CSD recommends that the governing board designs and approves a comprehensive school fiscal policies and procedures that aligns with the internal processes currently in place at the school site. In addition, the governing board and management should also ensure that all staff are provided with a copy of the approved fiscal policy as well as the proper PD training of all staff in order to successfully implement compliance to the approved policy.
- Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent. The school provided evidence that the Education Protection Account (EPA) was approved by the school board, however, research of the school’s website did not provide evidence that the school posted the EPA in the school’s website as required by the State. The CSD recommends that the school post the most current governing board approved EPA report in the school’s website and ensure that the report is easily and readily accessible to the public.



#### 4. Bank reconciliation

- The ending cash balance (actuals) reported in the cash flow statements for the months of July and August did not reconcile with the bank reconciliation statements. The variances noted for July and August amounts to \$119,398 and \$327,849 respectively. The school stated that the cash balances in the Cash Flow Statement was generated by the LACOE's PeopleSoft Financial Systems. As such, they were running concurrent fiscal years and until the year-end process is complete for the previous year, the year-end balance as provided by LACOE will be impacted by timing differences. The timing difference between year-end and current year for the first 2 months of the year are for Balance Sheet items (i.e. receipt of Accounts Receivable) not reflected in Revenue/Expense line items. The school always use the Beginning Cash Balance reported in the prior year (2015-2016) audited financial statements.

Although timing differences is a common factor that impacts the reporting of transactions, the CSD recommends that the school implement a process that will address the timely reporting of the significant variances noted above. The school should properly monitor and ensure that the cash balances reflected in the cash flow statement mirror the bank reconciliation reports. If there are variances, the school should research and identify the variances to include details such as, the descriptions, dates, nature of the transactions, and amounts and record such variances accordingly.

- The CSD noted that manual checks were not recorded in the school's books when issued. The school's practice is to record the manual checks as it is cleared by bank and at the time of bank reconciliation preparation. Best practices and proper accrual method requires the recording of expenses when incurred, thus due diligence should be exercise to record all expenses at the time the manual checks are written. This will provide for a more accurate reporting of the school's fiscal condition which will be reflected in the financial statements.
- Stale Checks - Based on the review of the check register provided by the LACOE PeopleSoft financial system for the month ending in December 31, 2016, it shows that there were seventeen checks in the report that remained outstanding for more than six months. These transactions indicated a posting date between December 2015 and June 2016. The total of the stale checks amounts to \$49,050.17. According to the school, the checks were generated by the County Treasury Office of LACOE through PeopleSoft. Per the school, the PeopleSoft system does not allow the school to see which checks are still outstanding. However, the school is aware that the County Treasury office of LACOE automatically places a stop payment on all warrants that are over six months old and credit the funds back to the school's account. The monthly bank reconciliation statements prepared by LACOE is provided to the school and includes details of the checks that are still outstanding. The CSD recommends that stale dated checks where "stop payments" has been placed should be reflected as "void" in the school's books and should be adjusted accordingly. Although LACOE has the issuance and bank reconciliation functions, the school is responsible for the proper and accurate recording of all transactions in the school's financial records. The mere preparation and reconciliation of the bank accounts on a monthly basis will allow for the timely monitoring of checks that has not been cashed



and suspense items that has not been cleared in the books. Due diligence should be exercised to ensure accurate cash account balance and financial statement reporting.

Details of the stale checks are listed below:

Report ID No.	Document Date	Document Description	Document Amount
22622794	12/15/2015	School Outfitters	461.71
22631988	12/18/2015	Aqua Flo Supply	379.97
22641837	12/28/2015	California Charter Schools Association	14,860.00
22641839	12/28/2015	Palisades-Malibu YMCA	10,300.00
22647306	1/5/2016	Tumbleweed Transportation	9,513.75
22757175	2/17/2016	Edjoin	750.00
22768696	2/22/2016	Flinn Scientific Inc	591.01
22847161	3/18/2016	Cxxx Cxxx	71.40
22847163	3/18/2016	Full Circle Recycling Company	98.00
22879771	4/1/2016	Axxx Vxxx Nxxx	3.79
22884499	4/5/2016	Cxxx Cxxx	38.03
22943371	4/29/2016	Adp, Inc.	156.85
22960947	5/4/2016	Sax Arts & Crafts	3,378.61
22970657	5/9/2016	Blick Art Materials	156.85
23012575	5/27/2016	Houghton Mifflin	5,397.18
23055637	6/16/2016	HD Supply Facilities Maintenance	2,874.35
23079409	6/28/2016	Staple Advantage	18.67
		<b>TOTAL</b>	<b>49,050.17</b>

5. PCHS sole occupancy agreement with LAUSD indicated that it is an Alcohol and smoking free facility. However, in reviewing some of the License Agreements with the various vendors of the school, it was noted that PCHS gave permission to a vendor and allowed them to serve alcohol on campus. The Kehillat Event which was held last May 21, 2016 (Saturday) and May 22, 2016 (Sunday), contained the following terms related to the presence of alcohol on campus:



- Special License procured through insurance company
- Maximum of two (2) drinks served per person
- Alcohol is distributed via drink tickets and all tickets have “Drink Responsibly” printed on them
- KI provides a monitor to watch alcohol consumption.

There is no indication that such deviation by the school to the sole occupancy agreement with the LAUSD was approved prior to the execution of the contract with their vendor. In addition, there was no indication whether a school personnel was on site during the event to ensure that the vendor fulfills the conditions set forth in the executed contract stated above. The CSD recommends that the school revisits this practice and ensure compliance to the sole occupancy agreement executed with the LAUSD.

The governing board and management of the charter school is responsible for managing the day to day operation of the school, thus, the CSD recommendations to the above noted findings should be adopted **at the next board meeting but no more than 60 days from the receipt of this report.** It is the school’s responsibility to provide the CSD with the approved board meeting minutes and proof of implementation of the mitigating actions taken. The CSD staff will continue to monitor the progress through oversight.

**Corrective Action Required:**  
None noted.

**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weakness: None Reported
  - c. Deficiency/Finding: None Reported
2. Reviewed bank statements from July 2016 to December 2016. Please see discrepancies noted under Areas Noted for Further Growth and/or Improvement section above.
3. Reviewed credit card statements from November 2016 to March 2017. Please see discrepancies noted under Areas Noted for Further Growth and/or Improvement section above.
4. Reviewed the supporting documents for the following checks and no discrepancies noted.
  - a. Check numbers: 23138126, 23147412, 23149283, 23160964, 23197026, 23205139, 23215031, 23222100, 23238761, 23252996, 23258346, 23262708, 23318444, 23346128, 23348311, 23408959, 23429590, 23445793, 23649618, and 23714196.
5. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$1,084,191 and total expenditures is \$32,203,348, therefore their cash reserve is 3.37%, which is below the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at Palisades Charter High School, please discrepancies noted in the areas noted for improvement section above.
7. Reviewed student body financial records as of June 30, 2017. ASB (Associated Student Body) account shows positive net assets of \$22, 506 and net income of \$13,494 per the 2015-2016 independent audit report.
8. Palisades Charter High School discloses several due process cases related to special education which will not have any material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was not provided. Please see Areas Noted for Further Growth and/or Improvement section above.
14. Palisades Charter High School is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
15. Equipment inventory was provided.
16. The 2016-2017 LCAP was submitted to LAUSD.
17. The EPA allocation and expenditures are approved by the board but the EPA is not posted on the charter school's website. Please see Areas Noted for Further Growth and/or Improvement above.
18. Large variance for Cash and Cash Equivalent between Unaudited Actuals and Audited Financials total to \$7,764,038. The 2016 audit stated that the \$7,764,038 is reported as investment cash pool in LACOE. The school reported this amount as part of the cash balance total instead of investment in LACOE, hence resulted to the large variance.
  - o 2015-2016 Unaudited Actuals: \$8,848,229



- 2015-2016 Audited Financials: \$1,084,191
- 19. School stated that it doesn't have petty cash on hand. Palisades Charter High School maintains a change fund for the Cafeteria in order to allow staff to make change for the students on a day- to-day basis. Also, Associated Student Body (ASB) keeps \$900 in cash for the purpose of making change and this fund is not use for reimbursements.
- 20. The reason for the \$22K variance in the 2016-2017 ending net assets amounts between first and second interim reporting was due to the ending net assets balance per the 2015-2016 Unaudited actuals that was used in the projection for the Second Interim report. Once reported, the CDE will not accept revisions to the submitted interim projection reports.
- 21. PCHS have other sources of revenues related to renting the school facilities for filming and non-filming activities such as football, basketball practices, Lacrosse Clinics, and community meetings. The CSD is still in the process of reviewing this account and will continue to monitor through oversight.

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

**Fiscal Operations Rubrics**

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> </ol>	<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 most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> </ol>





<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<ul style="list-style-type: none"> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ul>	<ul style="list-style-type: none"> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ul>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ul style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ul style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> </ul> </li> </ul>





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



<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p>9. Governing board approved LCAP is posted on the charter school's website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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