



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT **2017-2018 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.



Charter School Name:		Palisades Charter High School			Location Code:	8798
Current Address:		City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street		Pacific Palisades	90272	310-230-6623	310-454-6076	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			4	WEST		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
2,979		3,000	9-12		9-12	
Total Number of Staff Members:		Certificated:	153	Classified:	78	
229						
Charter School's Leadership Team Members:		Dr. Pam Magee/Executive Director & Principal; Emilie Larew/Board President & Special Education Program Specialist; Greg Wood/Chief Business Officer; Amy Nguyen/Director of Human Resources; Russell Howard/Director of Discipline, Athletics and Security; Don Purcell/Director of Operations; Monica Iannessa/Director of Academic Achievement; Dr. Chris Lee/Director of Admissions, Attendance and Alternative Programs; Jeffrey Hartman/Director of Guidance, Planning and Counseling; Mary Bush/Director of Student Services				
Charter School's Contact for Special Education:		Mary Bush/ Director of Student Services; Emilie Larew/Board President & Special Education Program Specialist				
CSD Assigned Administrator:		Chris Humphrey/Specialist		CSD Fiscal Services Manager:	Joanne Vu	
Other School/CSD Team Members:		Palisades Charter High School Team Members: Giovanni Stewart/Director of Campus Unification; Myra Cervantes/ELD Coordinator; Joel Jimenez/ELD Lead Teacher; Officer Johnson/School Police Officer; CSD Team Members: Dr. Blanca Castillo-Alves/Specialist; Dr. Helena Yoon-Fontamillas/ Field Specialist; Jose Rodriguez/Specialist; Alberto Rivera/Field Specialist; Allan Villamor/Fiscal Services Manager				
Oversight Visit Date:		May 10 & 15, 2018		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		YES; Conversion High School		LAUSD Co-Location Campus (if applicable):		Palisades High School campus sole occupant
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		N/A



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



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. 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 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</p> <p>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) based on performance based criteria. Based on discussions with school leadership and review of documentation provided in Binder 1 during the oversight visit, the school provided evidence of a current and complete organization chart, current Governing Board bylaws and a current roster of Governing Board members with contact information. In addition, the school provide evidence of SSC and ELAC committee(s), including agendas and sign-ins, and a system of evaluation for the chief executive and school administrator(s).</p> <p>G2: BROWN ACT</p> <p>The Governing Board complies with all material provisions of the Brown Act. Based on discussions with school leadership and review of documentation provided in Binder 1 during the oversight visit, the school provided evidence of Board meeting agendas and minutes to include but not limited to the following dates and topics: June 19, 2017/Public comments, organizational reports from students and the Executive Director, stakeholder Board level committee reports (post-retirement healthcare benefits), academic excellence, governance (recap of board legal and governance training, Contract for Director of Operations,), facilities and operations (track and football field repair, student transportation contract, etc.), finance (updated school wide fundraising policies and procedures approval); July 18, 2017/Public comments, organizational reports from students, parents, classified, faculty, HR Director, the Executive Director, etc., stakeholder Board level committee reports (post-retirement healthcare benefits), academic excellence (WASC update), governance , facilities and operations , finance (track and field loan update); other dates to include September 26, 2017, October 17, 2017, November 7, 2017, December 12, 2017, January 23, 2018, etc.. Evidence of Brown Act training for Governing Board members were held on August 26, 2017 with an agenda, minutes, and PowerPoint.</p> <p>G3: DUE PROCESS</p> <p>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. Based on discussions with school leadership and review of documentation provided in Binder 1, evidence was provided of a clear and transparent concern/complaint process, protocol and forms to address issues as they arise. ; and a clearly outlined Uniform Complaint Policy which provides clear procedures and notification of whom a complainant would send the complaint to posted on their website, civil law remedies, a Uniform Complaint Form in English and in Spanish.</p> 	



• **G4: STAFFING**

The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements. Based on discussions with school leadership and review of documentation provided in Binder 1 and 3A, the school provided evidence of the following: 1) systems and procedures in place to monitor and ensure full compliance with criminal background clearance requirements for employees, vendors, and volunteers; (2) tuberculosis clearance requirements for employees, vendors, and volunteers, and (3) full compliance of credentialing and assignment requirements for employees and vendors.

• **G5: DATA-BASED DECISION-MAKING**

The Governing Board regularly monitors school performance and other internal data to inform decision-making as evidenced during leadership discussion and review of documentation provided in Binder 1 to include evidence of the Board systematically reviews and monitors the school's implementation of the LCAP action plans and progress towards LCAP goals and outcomes per June 19, 2017 Board Meeting notation observed during Binder Review.

Areas Noted for Further Growth and/or Improvement

Corrective Action Required

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

Notes:

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



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> • Governing Board (composition, structure, roles and responsibilities) • committees/councils, including but not limited to those mandated by laws or regulations • evaluation of school’s executive level leadership 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a 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) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input 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. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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



Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 9) <input 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
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <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.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1: 13.2) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The Governing Board has a system in place to ensure:</i>		
<ul style="list-style-type: none"> review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input 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 (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <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"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

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

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

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

- **A1: SBAC SUBGROUP ELA**
 All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 (six numerically significant subgroups demonstrated growth to include: Asian students with an increase of +0.31 percentage points from 92.00% to 92.31%, African American students with an increase of +9.90 percentage points from 42.00% to 51.90%, Latino students with an increase of +5.48 percentage points from 60.00% to 65.48%, Socioeconomically Disadvantaged students with an increase of + 10.19 percentage points from 54.00% to 64.10%, Students with Disabilities remained the same at 40.00 percentage points, and White students with an increase of +3.35 percentage points from 81.00% to 84.00%).
- **A2: SBAC SUBGROUP MATH**
 Some subgroups demonstrated growth in CAASPP MATH performance from 2015/16 to 2016/17 (three numerically significant subgroups demonstrated growth to include: Latino students with an increase of +1.09 percentage points from 28.00% to 29.09%, Socioeconomically Disadvantaged students with an increase of +2.95 percentage points from 28.00% to 30.95%, and Students with Disabilities an increase of +0.94 percentage points from 15.00% to 15.94%.
- **A3: SBAC SCHOOLWIDE ELA**
 The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (76.66% compared to 43.22%).
- **A4: SBAC SCHOOLWIDE MATH**
 The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median (50.22% compared to 14.80%);
- **A5: ENGLISH LEARNER RECLASSIFICATION**
 The school reclassifies English Learners at a rate higher than the District average (22.5% compared to 16.8%).
- **A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS)**
 The school’s percentage of “At Risk” English Learners is at a rate lower than the District average (0.9% compared to 5.9%).
- **A7: LONG TERM ENGLISH LEARNERS (LTELs)**
 The school’s percentage of LTELs is at rate lower than the District average (3.6% compared to 8.3%).



- **A8: FOUR-YEAR COHORT GRADUATION RATE**

The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average (**96.1% compared to 77.0%**)

- **A9: INTERNAL ASSESSMENT in ELA (Grades 9, 10)**

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 for some subgroups and grade-levels. It was reported by the Leadership team that Palisades Charter High School uses Interim Block Assessments in 9th and 10 grades. And provides formative assessments that pinpoint those students who require interventions to support academic success. Additionally, English courses for grades 9-11 have a common persuasive/essay that is graded with a common rubric, and students are assessed on skills determining mastery of common literary analysis. While History classes have DBQ assessments, Humanities courses assess mastery on essay writing for 9th grade. Team leaders shared that teachers look at results together and then determine appropriate interventions providing opportunities for students and provide for additional supports through a Literature Success class for 9th graders if they do not demonstrate mastery.

- **A9: INTERNAL ASSESSMENT in MATH (Grades 9, 10)**

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 Math for some subgroups and grade-levels. Palisades Charter High School's use internal assessments in Math created by PLCs, aligned to state standards. They utilize Common Assessments (formative assessments, unit tests, standards tests, and final exams) to ensure implementation of Common Core Standards & Practices, shifting to Common Core Standards, assessments while linking standards. Leadership teams reported that making longitudinal comparisons are difficult, yet the internal common assessments in Math show improved subgroup performance from 2016 to 2017, as indicated in the Spring Final Exams. Lastly, leadership reports that the internal assessment findings noted significant improvements from 2015-16 with about a 10% increase in students exceeding standards and subsequently, more RFEPs were placed in the higher-level math classes in 2016-17 than in 2015-16.

Areas Noted for Further Growth and/or Improvement

- **A2: SBAC SUBGROUP MATH**

Although three of six numerically significant subgroups demonstrated growth, three other numerically significant subgroups declined in CAASPP Math performance from 2015/16 to 2016/17 to include Asian students with a decline of -0.15 percentage points from 79% to 78.85%, African American students with a decline of -3.22 percentage points from 26.00% to 22.78%, and White students with a decline of -0.50 percentage points from 62.00% to 61.50%).

Corrective Action Required

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



Notes:

- **A2: SBAC SUBGROUP MATH**

In response to the declines in progress in the area of mathematics for some numerically significant subgroups, leadership reported that the school increased workshops in financial literacy within The Village Nation. The purpose is to inspire more mathematical thinking and practices for students of color, adding an Entrepreneurship Pod that targets students with low algebra skills in an integrated curriculum, 1/3 of whom are African- American students. The school has also increased hours that students can receive math support in both the Math Lab and Study Center.

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The Equity Study of Student Learning involved increases in classroom observations in 2018; teachers will work on Lesson Plans/Lesson Study and peer observations in 2018-19, developing math accessible curriculum for 2017-18 that was implemented in STEAM labs, Tech Education, and within the Pod curriculum. Further reported by leadership: the PCHS Math Task Force was formed in the Fall of 2017 to design a Schoolwide Action Plan and to take deeper dives into data for analysis including schoolwide equity and the development of supportive strategies for struggling students;

Currently there are four paraprofessionals (with two new hires for the 2018-2019 school year to provide differentiation to students individually and in small groups within the classroom, for targeted Algebra and Geometry classes, and in the Math Lab.. Math PLCs now meet weekly to collaborate on pacing, formative and summative assessments, planning for the implementation of instruction and supports during Professional Development (based on Jo Boaler's work, *Mathematical Mindsets*, which had been shared with administrators and math department chairs in 2017-18 and to be shared with math teachers in 2018-19 in an effort to explore differentiated learning and teaching methods that allow for all students to demonstrate mastery);

To address the challenges of ELs the school is providing free tutoring in the Math Lab; and each student in Algebra 1 through Math Analysis is provided access to IXL, an online platform that gives immediate feedback and adaptive practice on specific math skills. Lastly, PCHS has hired three new math teachers, all of whom are changing the dynamics between PLC members and between students and teachers, to improve classroom climate.

- Leadership reported that because math is a focus for PCHS, they had created the Math Success Task Force, composed of students, parents, math teachers, coordinators, administration and community stakeholders, meeting monthly to discuss strategies as to how to improve math instruction and elevate achievement.

***NOTE: Upon the State Board of Education's finalization of California's School Dashboard, 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"> • Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2016-2017 (CDE) 		
Rubric		Sources of Evidence
Performance	<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 equal 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) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Providing supports for At-Risk English Learners 2016-2017 (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate equal to the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the District average <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2016-2017 (B2: 1.6)



A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Providing supports for Long Term English Learners 2016-2017 (CDE) 	
Performance	Sources of Evidence
<p>Rubric</p> <p><input checked="" type="checkbox"/> The school’s percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school’s percentage of LTELs is at a rate equal to the District average <input type="checkbox"/> The school’s percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school’s percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator</p>	<p>Sources of Evidence</p> <p><input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6)</p>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Four-Year Cohort Graduation Rate (CDE) (high schools only) 	
Performance	Sources of Evidence
<p>Rubric</p> <p><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 equal 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 substantially lower than the District average <input type="checkbox"/> No assessment of performance for this indicator</p>	<p>Sources of Evidence</p> <p><input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify)</p> <hr/> <p>List of the school’s A-G requirements (CSD internal use only)</p>



***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

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

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

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

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

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



CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of _____

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of _____

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of _____

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of _____

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of _____



HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status 70.2 points above level 3 and change +14.6 pts

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status 7.8 points above level 3 and change +1.6 pts

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of BLUE/96.1/+1.8%

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status N/A 59.9%

**this indicator will be available Fall 2017*

NOTES:

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



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>• O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES The school has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on interviews with the school’s leadership, classroom observations and binder review, the school provided the evidence of a comprehensive emergency plan with drills scheduled throughout the school year on 8/15/17, 8/22/17, 8/23/17, 9/25/17, 10/6/17, 10/16/17, 10/19/17, 11/3/17, 11/7/17, 11/8/17, 11/11/17, 11/27/17, 12/12/17, 1/7/18, 2/4/18, 3/22/18, and 4/15/18 along with evidence of a Visitor’s policy posted in the main office, with evidence that all school staff and other mandated reporters receive child abuse awareness, bloodborne pathogens training and a comprehensive suicide prevention policy.</p> <p>• O2: HEALTH AND SAFETY The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, to include comprehensive storage of emergency supplies, immunization, health screenings and emergency epi-pens. Evidence of the Sole Occupancy Agreement (SOA 2010-2015 and the SOA Amendment 2015-2020) made and entered into by LAUSD and the Charter School was viewed during binder review. Based on interviews with the school’s leadership, school observations and binder review, the school provided the following evidence: student immunization and health screenings, and onsite storage of epi-pen including training of volunteer staff member(s) dated from 7/26/17 through 1/17/18.</p> <p>• O3: STANDARDS–BASED INSTRUCTION The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS with evidence noted during leadership discussion and observation of the Board of Trustees meeting on May 15, 2018 that PCHS recently received WASC accreditation for another six years through June 30, 2024. The school has implemented a system to monitor student progress toward and the completion of graduation and A-G requirements and has received UC/CSU approval of courses (UC Doorways). It was also notable that during leadership discussion the math department administrators identified that the school made an investment of almost a quarter of a million dollars in Algebra 1, Geometry, and Algebra 2 textbooks that align with Common Core to support the delivery of standards-based instruction in a meaningful way to students.</p> 	



- **O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has substantially 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. Based on classroom observations and interviews with the school's leadership, CSD found evidence of differentiated instruction, access to online resources, the provision of teacher office hours and Study Center tutorial availability to students, flexible seating arrangements (such as pods), student academic engagement structures such as think pair share, group work.

- **O5: 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 stakeholder interviews, leadership discussion and observation. The school has developed pod-themed projects to include: the Art Pod; the Digital Media Pod; the Drama Pod; the Entrepreneurship Pod; the Social Justice Pod; and the Environmental Studies of Los Angeles Pod. The school also has delineated Professional Learning Communities and protocols to inform the instructional program, social justice implementation, professional growth, equity practices, data analysis practices and accountability. The school also provides for schoology intervention, the TipLine, Digital Curriculum, the Fuerza Unida Program, the Logic Model, the Village Nation Program, the Dolphin Leadership Academy, the Virtual Academy and the Temescal Academy. Additionally, the school has 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). PCHS has also advanced the technological access to 21st Century tools to assist the successful navigation into career and college for students.

- **O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Based on leadership discussion, classroom observation and binder review, it is evident that the school's implementation of restorative justice practices and reward programs contribute to positive attendance, behavior, culture and climate where motivational and accountable student reflection, negotiation, accountability and ownership are reflected in the observable actions and social consciousness exhibited in programs such as "Teen Court Peer Mediation" Mental Health providers, peer mediation practices, schoolwide positive behavior support systems;

- PCHS has established a position titled, The Campus Unification Director to create a more formalized approach to community building, achieved through a combination of Professional Development, school-wide activities, and in-classroom instruction to diminish the affective filter in classrooms and to promote self-awareness of how students can learn to communicate both in person and through social media.



- **08: PROFESSIONAL DEVELOPMENT**

The school has substantially 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. Leadership reported that the schoolwide PD focus has been on equity while addressing: weekly PLC work; input from the Math Success taskforce; articulation with feeder middle school; the efforts of the English department analyzing student work: deep dive on the calibration of grading; working with the Mathematical Mindset (Jo Boaler); the alignment of department curriculum and instruction in the Math department; the coaching model; analyzing assessments, reflections, student portfolio work; CCSS and the alignment of curriculum across content areas; math curriculum; how to address academic challenges for English Learners/best practices and common assessments; Study Skills classrooms, and the Math Lab; the co-teaching model for math classes geared to the provision of individualized attention and increased student supports.

- **09: STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, and sharing information. CSD noted the school provides a clear written process for stakeholder complaint procedures(s) for complaints outside the scope of the UCP easily accessible via its documents available both manually, electronically and on its website.

- **010: STAKEHOLDER COMMUNICATION AND TRANSPARENCY**

The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website

Areas Noted for Further Growth and/or Improvement

- **04: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

Although the school has substantially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, assessment data continues to identify that some students, although showing growth, continue to struggle in math. The school has reported and provided evidence of the creation of the Math Task Force where the formulation of different plans to discuss issues, math placement data, ways of looking at support for math teachers, and the provision of ongoing professional development while allowing stakeholders to take deeper dives into data for analysis is supporting the consistent implementation of instructionally sound strategies. The school is also training teachers and implementing curriculum for both ELA and Math to support skill acquisition, including Achieve 3000, StudySync, Readtheory, Peardeck, monitoring and tracking students on a daily basis, monitoring rosters of EL students, and matching ELD instructional programs carefully to the needs of EL students. Newly hired math paraprofessionals have joined their current team of assistants targeting Algebra 1 and Geometry classes in order to reach a majority of struggling students taking math. Village Nation has increased workshops in financial literacy to inspire more mathematical thinking and practices; the school has added an Entrepreneurship Pod that targets students with low algebra skills in an integrated curriculum; and has increased available student



hours in both the Math Lab and Study Center for math support. The school has also incorporated an Equity Study of Student Learning into their plans which will increase classroom administrative and peer observations in the 2018-2019 school year.

Corrective Action Required

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



Notes:

- **O4: MEETING THE NEEDS OF ALL STUDENTS & O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**
It is noteworthy to highlight the innovative feature of the alternative educational program for PCHS students at Temescal Academy. Evidence through classroom observation, student, staff and administrative discussion supports the vision of PCHS to provide options for students to succeed. Students shared that the preparation, challenge, and commitment of Temescal staff has empowered them to do what it takes to graduate from high school and prepare for college and career with elevated confidence in themselves.

- **O4: MEETING THE NEEDS OF ALL STUDENTS, O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM & O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE**
Another noteworthy innovation feature is school site peer mediation. This feature has been referenced in interviews with students, and at a Board presentation by students and observed by the CSD. Evidence was noted that this process, leadership and training which has been provided by the newly hired Campus Unification Director has had a direct impact on school climate supporting interpersonal, academic and social success for the PCHS student body. The Unification Director serves under the umbrella of the newly formed “Justice League” for the school. This Director supervises the Justice League, designs and facilitates classroom and campus-wide activities that address matters of respect, diversity, and social justice. The Campus Unification Director facilitates discussions and activities that examine the tendency of groups to self-segregate. The training for student leaders on conflict resolution, adaptive skills of negotiation and peer support was evidenced during a peer mediation session by CSD.

- **O4: MEETING THE NEEDS OF ALL STUDENTS**
Evidence from leadership discussion, binder review and observation of additional interventions currently implemented at PCHS are of noteworthy mention to include:
 - The Academic Intervention Coordinator who monitors student data and behavior, intervening when appropriate recommending program options for students to include the Pali Academy and Virtual Academy/Pali Online Program (POP) which is designed to support students who have fallen behind academically or for those working students with careers that require them to be off-campus. The mandatory community service requirement in conjunction with the YMCA named the Center for Social Responsibility whereby students are eligible to earn scholarships and other recognitions based on the completion of community service hours;
 - The PCHS Peer Mediation program serves as a proactive conflict prevention practice, as well as conflict mediation. The peer mediation program has grown into a Peer Mediation course which is set to open this upcoming Fall 2018, providing students the opportunity to earn five credits of a G elective;
 - Student engagement groups such as The Village Nation (TVN), Fuerza Unida Men’s Group, Gender Sexuality Alliance (GSA), Human Rights Watch, the Asian Students Union (ASU), TVN Men’s Group, BSU Women’s Group, and SLC Pods have been created to meet student demand and needs for unity and support.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/15/2018

****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 ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> the school has a current site-specific comprehensive Health, Safety, and Emergency Plan (Note: for co-locations, the charter school complies with the District school’s Health, Safety and Emergency Plan) the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol) school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432 school staff receives annual training on the handling of bloodborne pathogens the school has a Visitor’s policy and it’s visible in the main office a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides 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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has:

- implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards
- obtained WASC accreditation (**high schools only**)
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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



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

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>		
<ul style="list-style-type: none"> • provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • provides special education training for staff in accordance with requirements of the Modified Consent Decree • conducts a special education self-review annually, using the Special Education Self-Review Checklist • maintains timely IEP timeline records and accurate service provision records in Welligent 		
	Rubric	Sources of Evidence
Performance	<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 <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

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



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
<p>Rubric</p>		<p>Sources of Evidence</p>
<p>Performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric		Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns		<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)
Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website</p> <p><input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</p>	<p><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for:</p> <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information



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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> • the school’s educational program yields high student achievement • the school complies with all applicable legal requirements 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



8798	2014-15					2015-16					2016-17				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High															
Cash and Cash Equivalents		9,080,000	8,312,300	8,659,720	1,674,645		9,177,896	9,077,896	8,848,229	1,084,191		9,448,229	9,877,613	10,006,165	10,445,172
Current Assets		10,020,000	9,912,300	9,235,381	9,596,126		9,653,557	9,453,557	9,807,960	10,107,020		10,482,959	10,909,113	10,846,978	11,370,352
Fixed and Other Assets		7,119,000	6,600,098	6,877,393	6,877,394		7,362,969	7,362,969	7,054,986	7,054,987		7,193,444	6,750,232	7,134,639	7,134,639
Total Assets		17,139,000	16,512,398	16,112,774	16,473,520		17,016,526	16,816,526	16,862,946	17,162,007		17,676,403	17,659,345	17,981,617	18,504,991
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,992,545	2,774,111	3,101,873	3,677,015		2,424,459	2,703,935	2,939,959	3,436,631		2,536,933	2,686,500	3,466,304	4,310,417
Long Term Liabilities		3,801,000	3,631,300	3,706,685	3,483,278		4,123,807	4,123,806	4,006,458	3,786,343		4,406,458	4,406,458	75,607	17,032,371
Total Liabilities		6,793,545	6,405,411	6,808,558	7,160,293		6,548,266	6,827,741	6,946,417	7,222,974		6,943,391	7,092,958	8,035,926	21,342,788
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	4,494,015	0
Net Assets		10,345,455	10,106,987	9,304,216	9,313,227		10,468,260	9,988,785	9,916,529	9,939,033		10,733,011	10,566,387	9,945,692	(2,837,797)
Total Revenues	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	30,200,450	32,046,865	31,801,669	32,203,686	34,197,784
Total Expenditures	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	30,197,228	31,230,382	31,151,809	32,174,522	34,916,776
Net Income / (Loss)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806	3,222	816,483	649,860	29,165	(718,992)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806	3,222	816,483	649,860	29,165	(718,992)
Net Assets, Beginning	10,815,583	10,143,234	10,143,234	10,143,234	10,144,086	10,106,987	9,304,217	9,304,217	9,304,217	9,313,227	9,988,785	9,916,528	9,916,528	9,916,528	9,939,033
Adj. for restatement / Prior Yr Adj	0	0	(7,983)	(7,983)	0	0	0	(1)	(2)	0	0	0	(1)	(1)	(12,057,838)
Net Assets, Beginning, Adjusted	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	9,988,785	9,916,528	9,916,527	9,916,527	(2,118,805)
Net Assets, End	10,422,177	10,345,455	10,106,987	9,304,216	9,313,227	10,171,395	10,468,260	9,988,785	9,916,529	9,939,033	9,992,007	10,733,011	10,566,387	9,945,692	(2,837,797)

8798	Audited Financials					2017-18				
	2013-14	2014-15	2015-16	2016-17	2017-18	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	1,620,809	1,674,645	1,084,191	10,445,172	0		8,906,165	0	0	0
Current Assets	10,753,207	9,596,126	10,107,020	11,370,352	0		9,546,978	0	0	0
Fixed and Other Assets	6,749,395	6,877,394	7,054,987	7,134,639	0		9,567,927	0	0	0
Total Assets	17,502,602	16,473,520	17,162,007	18,504,991	0		19,114,905	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	4,244,062	3,677,015	3,436,631	4,310,417	0		3,612,407	0	0	0
Long Term Liabilities	3,114,454	3,483,278	3,786,343	17,032,371	0		5,405,791	0	0	0
Total Liabilities	7,358,516	7,160,293	7,222,974	21,342,788	0		9,018,198	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	10,144,086	9,313,227	9,939,033	(2,837,797)	0		10,096,707	0	0	0
Total Revenues	25,987,654	28,920,068	32,829,154	34,197,784	0	31,991,576	33,412,496	0	0	0
Total Expenditures	26,242,675	29,750,927	32,203,348	34,916,776	0	31,991,576	33,261,480	0	0	0
Net Income / (Loss)	(255,021)	(830,859)	625,806	(718,992)	0	(0)	151,015	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(255,021)	(830,859)	625,806	(718,992)	0	(0)	151,015	0	0	0
Net Assets, Beginning	10,399,107	10,144,086	9,313,227	9,939,033	0	10,566,387	9,945,692	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	(12,057,838)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	10,399,107	10,144,086	9,313,227	(2,118,805)	0	10,566,387	9,945,692	0	0	0
Net Assets, End	10,144,086	9,313,227	9,939,033	(2,837,797)	0	10,566,387	10,096,707	0	0	0



FISCAL OPERATIONS						RATING																													
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>						3																													
<p>Palisades Charter High School's (PCHS) fiscal condition is strong and the school has had positive operational net assets for the past four years (i.e., Fiscal Years 2013-2014, 2014-2015, 2015-2016 and 2016-2017). According to the 2016-2017 independent audit report, the school had negative net assets of (\$2,837,797) and a net loss of (\$718,992) when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$10,457,043 and net income of \$518,010. The 2017-2018 First Interim projects negative net assets of (\$2,686,782), including the accrued OPEB obligation and related expenses, and net income of \$151,015 (excluding OPEB). When excluding the OPEB liability and related expenses, the school projects positive operational net assets of \$10,608,058 and net income of \$151,015.</p>																																			
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>a. The school's fiscal condition is strong.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2013-2014 (Audited Actuals)</th> <th style="text-align: center;">2014-2015 (Audited Actuals)</th> <th style="text-align: center;">2015-2016 (Audited Actuals)</th> <th style="text-align: center;">2016-2017 (Audited Actuals)</th> <th style="text-align: center;">2017-2018 (First Interim)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Net Assets</td> <td style="text-align: right;">\$10,144,086</td> <td style="text-align: right;">\$9,313,227</td> <td style="text-align: right;">\$9,939,033</td> <td style="text-align: right;">\$10,457,043*</td> <td style="text-align: right;">\$10,608,058</td> </tr> <tr> <td style="text-align: center;">Net Income/Loss</td> <td style="text-align: right;">(\$255,021)</td> <td style="text-align: right;">(\$830,859)</td> <td style="text-align: right;">\$625,806</td> <td style="text-align: right;">\$518,010</td> <td style="text-align: right;">\$151,015</td> </tr> <tr> <td style="text-align: center;">Transfers In/Out</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">OPEB/Prior Year Adjustment(s)</td> <td></td> <td style="text-align: right;">(\$10,840,155)</td> <td style="text-align: right;">(\$1,217,683)</td> <td style="text-align: right;">(\$1,237,002)</td> <td></td> </tr> </tbody> </table>								2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)	Net Assets	\$10,144,086	\$9,313,227	\$9,939,033	\$10,457,043*	\$10,608,058	Net Income/Loss	(\$255,021)	(\$830,859)	\$625,806	\$518,010	\$151,015	Transfers In/Out						OPEB/Prior Year Adjustment(s)		(\$10,840,155)	(\$1,217,683)	(\$1,237,002)
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<p>*According to the 2016-2017 independent audit report, as of June 30, 2017, the school's accumulated post-retirement benefit obligation is estimated at \$17,032,371. Per the Financial Accounting Standards Board (FASB, ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning Fiscal Year 2014-2015). Per the 2016-2017 independent audit report, the school's accrued OPEB expense for Fiscal Year 2016-2017 was \$1,237,002.</p>																																			



PCHS currently provides medical, dental and vision benefits to approximately 111 eligible active employees. Additionally, as of June 30, 2017, there were 22 retirees eligible for benefits. PCHS provides health benefits to certain eligible employees at retirement. The retiree health benefits provided are a continuation of the medical benefits and also include prescription drugs, dental coverage, and vision benefits provided to active employees. The retiree health coverage is paid for entirely by the charter school for the lifetime of the retiree. Survivors of deceased retirees may continue health coverage at their own expense. The PCHS post-retirement health benefits has designated \$2,005,926 of the unrestricted net assets, and \$17,301,298 in retiree benefits were reported in the school’s current and non-current long term obligations, to be used to meet the obligations arising from establishing its own post-retirement health benefit plan.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division (CSD) requests and receives fiscal documents from Palisades Charter HS (including bank statements, bank reconciliations, credit card statements, and check registers). The Charter Schools Division reviews these financial documents and sampling of checks and credit card transactions, to assess overall compliance with Palisades’ Fiscal Policies & Procedures (P’s & P’s). Any areas noted for further growth and/or improvement relating to its charter schools’ overall compliance to the aforementioned manual, and school’s segregation of duties conducted at the school site are indicated in charter school’s Annual Performance-Based Oversight Visit Report.

Based on the CSD’s review of sample transactions during the 2017-2018 annual oversight visit, the CSD noted that Palisades Charter HS did not adhere to its approved P’s & P’s, and/or needs to improve in the following areas:

1. Delays in making credit card payments, which caused the school to pay \$1,309.66 in late fees and interest charges;
2. Lack of adequate responses to the CSD’s inquiries;
3. Non- adherence to the school’s approved fiscal policies and procedures;
4. Lack of guidance in the school’s fiscal policies and procedures in the following areas:
 - a. Checking – Policies for authorized signatories and checking procedures
 - b. Procedures for bank reconciliation
 - c. Cash handling procedures
 - d. Procurement for Contracts

Details for the aforementioned areas noted for further growth and/or improvement are documented below.

1. Palisades HS did not consistently submit timely or complete information requested by the CSD. The table below represents a chronology of the CSD’s initial and follow-up requests to the school (not all inclusive):



Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Palisades HS Personnel copied on the Email inquiries	Comments
5/17/2018	CSD - left a voicemail regarding filming revenue	Operations Liaison	CBO	No response received
5/18/2018	CSD sent an email follow up on filming revenue.	Operations Liaison	CBO	No response received
5/23/2018	CSD sent an email follow up on filming revenue with a deadline of 5/24/2018	Operations Liaison	CBO	No response received
5/24/2018	CSD sent a final email follow up on filming revenue with extended due date on 5/29/2018.	Operations Liaison	CBO	CSD received email response on 5/25/2017 requesting for more time.
5/25/2018	CSD received an email from Director of Operations promised that the information from filming revenue will be submitted by 6/1/2018.	CSD	ED, CBO, Operations Liaison	CSD received filming revenue response on 6/5/18.

The CSD requests that school provide timely and complete responses to the CSD's requests.

- Based on the CSD's review of the school's nine credit card statements for the months of July 2017 through March 2018, it was noted that seven of the nine credit card statements reviewed reflected late fees and interest charges. The late credit card payments caused the school to incur \$1,309.66 in late fees and interest charges. Details concerning these late charges are shown below.

Date	Source	Document Description	Amount
March 2018	Credit Card Ending xxx5620	Late and Interest Charges	398.19
February 2018	Credit Card Ending xxx5620	Late and Interest Charges	199.61
January 2018	Credit Card Ending xxx5620	Late and Interest Charges	57.07
October 2017	Credit Card Ending xxx5620	Late and Interest Charges	196.50
September 2017	Credit Card Ending xxx5620	Late and Interest Charges	160.48
August 2017	Credit Card Ending xxx5620	Late and Interest Charges	84.58
July 2017	Credit Card Ending xxx5620	Late and Interest Charges	213.23
		TOTAL	1,309.66



This issue was also noted in the prior year’s oversight report (2016-2017), which included the CSD’s observation that the school paid \$387.10 in late fees and interest charges during Fiscal Year 2016-2017. The above exception was also noted whereby the school paid the total amount of \$387.10 for late fees and interest charges. According to the school, it will continue to pay late fees and interest charges because it is important for the board to conduct monthly reviews of all of credit card expenses.

Most credit card companies provide a 30-day grace period for payment of the balance due on the account. There are alternative ways to mitigate the assessment of late fees and interest charges while meeting the governing board’s request to review and approve the school’s credit card charges. The CSD recommends that the school implement a procedure that enables the board to review and approve the school’s credit card charges in a manner that prevents the school from incurring late fees and interest charges.

3. Palisades Charter HS did not submit or respond to the CSD’s requests for supporting documents or inquiries regarding the following:
 - a. Unreconciled bank reconciliation reports for the Track & Field/Transportation bank account ending in xxx 1334, and the Operating bank account ending in 6940;
 - b. Clarification regarding six checks that were made paid to various individuals that caused the school to incur overdraft and non-sufficient funds fees (which are summarized below);

Date	Check Number	NSF/Over Draft Fees	Amount
10/11/2017	8004	Over Draft Fee	22.00
10/11/2017	8005	NSF	102.00
10/12/2017	8006	Over Draft Fee	35.00
10/12/2017	8007	Over Draft Fee	12.00
10/13/2017	8008	NSF	81.00
10/13/2017	8009	NSF	34.00
		Total	286.00

- c. Failure to provide supporting documents to the CSD for several items as requested (and summarized below).

Check No.	Date	Payee	Memo/Account	Amount	Details of the Requests
10890	10/26/2017	Nxxx Fxxx	Reimbursement for Comedy Club	\$ 5,050.17	Please provide copy of receipts for reimbursement amounts \$218.50 and \$196.01. Also, please provide approved travel request regarding the trip for Rxxx Cxxx Kxxx.
10991	11/20/2017	Palisades Charter	FirstbankCard Purchases	\$ 14,288.73	Please provide supporting documentation for the credit card purchases.
11593	5/4/2018	Palisades Charter	April Busing Fees	\$ 58,184.48	Is collecting bus fees part of Student Body functions, if so, please explain. Also, provide the details for the adjustment for the credit card fees.
11628	5/10/2018	Smart&Final	Purchase 4/27/18 - Cxxx Cxxx	\$ 560.33	Please provide explanation for the purpose of these purchases.
10901	10/27/2017	Junior State Foundation		\$ 3,500.00	Memo/Account field is blank - Please provide a description/purpose for this check



The CSD recommends that school provide timely and complete responses to the CSD’s requests and inquiries. The school’s history of providing late and/or incomplete responses to the CSD’s requests and/or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as the applicable provisions under Ed Code § 47604.3.

4. Non-Adherence to the School’s Approved Fiscal Policies And Procedures:

Some expenditures showed no evidence of approval prior to purchase transactions being made. Page 3 of the school P’s & P’s it states: “Prior to submitting the request, confirm that the required approval signatures have been obtained on the right side of the form from the either of the following: 1) Financial Manager, 2) Coach/Department Chair/or Faculty Club sponsor, and 3) ED/AD or AP.” The P & P’s further state: “No Purchase Order or Check can be issued if the ‘bluie’ is not appropriately approved.” Based on the CSD’s review of selected transactions, it was noted five instances whereby the expenditures were not approved prior to the purchase transactions being made (which are reflected on the school’s procurement form). Details regarding these exceptions are provided below.

Receipt/Invoice Date	"Bluie Date"	Check Date	Check No.	Payee	Description	Amount
7/13/2017	8/1/2017	8/2/2017	10647	Balfour Yearbooks	INV# 37005672 - 2016/2017 Yearbooks	\$ 74,261.00
9/8/2017	9/13/2017	9/28/2017	10756	United Spirit Association	BAL DUE	\$ 4,513.31
9/14/2017	9/15/2017	10/10/2017	10810	Sxxx Dxxx	Color Guard Instruction for September 2017	\$ 1,200.00
4/7/17, 9/15/17	9/18/2017	10/10/2017	10811	Mxxx Sxxx	Reimbursement & Sept Instruction	\$ 1,027.73
No date on invoice - Dates for camp 2/28/18 - 3/2/18	3/6/2018	3/6/2018	11359	CIMI Toyon Bay	INV# 100-20123 - 2.27 - 3.1.18	\$ 14,760.00

5. Non-Adherence to the School’s Approved Fiscal Policies and Procedures for Gift Cards:

Page 1 of the school’s P’s & P’s states: “Gift cards are not allowed to be purchased through Associate Student Body (ASB) and General Funds. This is considered a gift of public funds and a violation of the California Constitution.” Based on the CSD’s review of sample transactions, the CSD noted two instances whereby checks issued to Palisades HS Booster Club were identified as “gift card purchases.” For these transactions, the check request forms were merely supported by an invoice issued by the Palisades HS Booster Club which indicated “gift cards.” The actual receipts for these purchases were not provided as supporting documentation. The two checks in question are summarized below.

Check No.	Date	Payee	Description	Amount
10942	11/7/2017	Palisades HS Booster Club	60 Starbucks cards @ 5.00/ea	\$ 300.00
11610	5/8/2018	Palisades HS Booster Club	PaliCares Gift Cards (50 Subway cards @ \$10 ea. ; 50 Target cards @ \$10 ea.)	\$ 1,000.00

The CSD recommends that the school’s leadership shares the above-noted findings at its next board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. Within 90 days, please provide the CSD with the approved board meeting minutes and proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.



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

- a. The school’s P’s & P’s lack the necessary guidelines that will provide for the accurate review and approval of the monthly bank reconciliation reports. Based on the analysis of the bank reconciliation statements for school’s nine bank accounts for the months of July 2017 through December 2017, it was noted that Track and Field and Operating accounts bank accounts were not reconciled. Details of this exception are provided below.

Operating Account – Bank account ended in xxx6940 - Unreconciled bank account amounts

July 2017	August 2017	September 2017	October 2017	November 2017
\$18,427.82	\$20,903.31	\$16,663.75	\$4,925.71	\$3,700.69

Track and Field Account – Bank account ending in xxx1334 – Two bank statements for July and August were not provided. The bank reconciliation report shows an unreconciled amount of \$996.29 for August and December.

August 2017	December 2017
\$996.29	\$996.29

- b. 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 they are cleared by bank and at the time of the bank reconciliation preparation. Best practices and the accrual basis of accounting requires the recording of expenses when incurred. Due diligence should be exercised to record all expenses at the time the manual checks are written (instead of after checks have been paid by the bank). This will provide for a more accurate reporting of the school’s fiscal condition, which will be reflected in the monthly financial statements. It was also noted that Check #'s 4090 and 4091 in the amounts of \$118.88 and \$171.73 respectively, were cleared by the bank in November 2017. However, these transactions were not posted in the school’s books until December 2017.

The CSD recommends that the school update its fiscal and procedures policies to address the various concerns involving the specific issues pertaining to the review and approval of the bank reconciliation reports, cash handling, and procurements.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. Results may be factored into the school’s rating for next year. The CSD staff looks forward to ongoing discussion with the CBO and additional members of the Palisades team.

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unqualified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Note: The 2016-2017 management letter included concerns regarding Internal Control and Operational deficiencies of the school's Associate Student Body (ASB) account. The CSD will continue to follow up with the school regarding mitigating actions taken by the school that will address these concerns.
 - e. Reviewed bank statements and bank reconciliations from July 2017 through November 2017. Discrepancies were noted for further growth and/or improvement above.
 - a. Cathay Bank Checking - xxx6850 Cafeteria Account.
 - b. Cathay Bank Checking - xxx6958 Scholarship Account.
 - c. Cathay Bank Checking - xxx6940 Operating Account.
 - d. Cathay Bank Checking - xxx6877 Permits Account.
 - e. Cathay Bank Checking - xxx6931 Payroll Account.
 - f. Cathay Bank Checking - xxx6869 Drama Account.
 - g. Cathay Bank Checking - xxx6923 Pool Account.
 - h. Cathay Bank Checking - xxx8446 Tracks & Field Account.
 - i. Cathay Bank Checking - xxx6842 Associate Student Body Account.
2. The school has two credit cards but only provided statements and supporting documents for credit card xxx5620. The school indicated that the credit card ending in x4538 is rarely used. The CSD reviewed the credit card statements from July 2017 through March 2018. The months of August 2017, December 2017, and March 2018 for the card ending in xxx5620 were selected for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. First Bankcard Vox ending in x5620 – Executive Director/Principal
 - b. First Bankcard Vox ending in x4538 – Chief Business Officer
3. Reviewed a sampling of checks for the accounts reviewed.
 - a. The general fund account's checks are referenced below. No discrepancies were noted.
 - i. Check numbers: 24188335, 24233300, 24236269, 24239478, 24242735, 24254137, 24254142, 24256742, 24256743, 24266964, 24266970, 24269623, 24273340, 24273345, 24278741, 24284623, 24293453, 24299509, 24310388, 24310393, 24313030, 24313037, 24319034, 24319043, 24355994, 24366162, 24431028, and 24463955.
 - b. Associated Student Body (ASB) Account. Discrepancies were noted for further growth and/or improvement above.
 - i. Check numbers: 10641h, 10647h, 10756, 10810, 10811, 10832, 10853, 10890, 10942, 10991, 11058, 11266, 11359, 11593, 11610, and 11628.
4. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$10,445,172 and total expenditures equal \$34,916,776. Therefore, the school's cash reserve level is 29.91%, which exceeds the recommended 5%.
5. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's financial policies and procedures was provided.
6. A Segregation of Duties (SOD) review was conducted at Palisades Charter High School. No discrepancies were noted.



7. Palisades Charter High School did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
8. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
9. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.
10. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
11. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
12. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
13. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
14. Governing board meeting minutes reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses or deficiencies was provided.
15. Palisades offers STRS, PERS, and OPEB. However, the school stopped offering OPEB for all employees hired on or after 2012.
16. Equipment inventory was provided.
17. The 2017-2018 LCAP was submitted to LAUSD.
18. The EPA allocation for the amount of \$4.2 million, which is to be used to support teachers, was posted on the charter school's website.
19. The 2016-2017 audited and unaudited actuals do not mirror each other. According to school, the variances was caused by the posting of the Student Body Fund and Other Post-Employment Benefits (OPEB). The school did not include the Student Body Account fund balance in its unaudited report, and the OPEB obligation was reported under long-term liabilities.
20. The school stated that its Booster Club, Football team, and Lacrosse team are all non-profit organizations.

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



Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.



<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>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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