



Palisades Charter High School

Board Meeting

Date and Time

Tuesday May 15, 2018 at 5:00 PM PDT

Location

Gilbert Hall, Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at least 24 hours in advance.

SUPPORTING DOCUMENTATION:

Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <http://palihigh.org/boardrecords.aspx>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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DIAL-IN NUMBER: (605) 475-5900. ACCESS CODE: 660-0134

Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will calling from an off-site location to participate.

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

Trustees:

Emilie Larew (Chair)	Rocky Montz
Leslie Woolley (Vice Chair)	Andrew Paris
Deanna Hamilton (Secretary)	Robert Rene
David Carini	Camille Schoenberg
Emily Hirsch	Mystic Thompson
Shawn McClellan	

Student Liaison: Taylor Torgerson

PCHS Management:

Dr. Pamela Magee, Executive Director / Principal
Gregory Wood, Chief Business Officer

C. Public Comment

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

D. Approve Minutes

March 20, 2018 Regular Meeting

Approve minutes for Board Meeting on March 20, 2018

E. Approve Minutes

April 17, 2018

Approve minutes for Board Meeting on April 17, 2018

II. Organizational Reports

- A. Student Report
- B. Parent Report
- C. Classified Staff Report
- D. Faculty Report
- E. Human Resources Director (HR) Report
- F. Director of Operations Report
- G. Director of Development Report
- H. Chief Business Officer (CBO) Report
- I. Executive Director/Principal (EDP) Report

III. Board Committees (Stakeholder Board Level Committees)

- A. Budget & Finance Committee Report
- B. Charter Committee Report
- C. Election Committee Report
- D. Academic Accountability Committee Report

IV. Board Committees (Board Members Only)

- A. Survey Committee
- B. Audit Committee

V. Academic Excellence

Academic Excellence

- A. Student Organizations Presentation
ASB, Justice League, Ambassadors, etc.
- B. Annual Review of Pupil Placement Data / Math Placement Policy (SB359)
- C. Update on Schoolwide Goals

VI. Governance

Governance

- A. LAUSD Charter School Division (CSD) Visit Update
- B. PCHS Employment Process Including Classifications & Evaluations
- C. Employee Health Plan Updates
- D. Certification of Board Elections & Information Regarding Mandatory Board Legal/Governance Training
- E. Board Member Recusal Policy (Revised)
- F. Approval of 2018-2019 Board Meeting Dates
- G. Communications Policy - Review & Recommendations
- H. SELPA (Special Education Local Plan Area) Exit Letter

VII. Facilities / Operations

- A. School Safety & Security Update
- B. Approval of Cafeteria Contract
- C. Approval of Janitorial Services Contract
- D. Approval of Transportation Contract
- E. Approval of Security Services
- F. IT Budget for 2018-19

VIII. Finance

Finance

- A. 2018-19 Food Service Vendor Contract
- B. 2018-19 Educator Effectiveness Final Expenditure Report
- C. 2018-19 IMA/TextBook Approval

IX. Executive Director/Principal (EDP) Support and Evaluation

X. Consent Agenda 1: Non-Finance Items

- A. Approval of Field Trips
- B. Board Committees - Approval of New Members

XI. Consent Agenda 2: Finance Items

- A. Approval of reimbursements for Executive Director / Principal

XII. New Business / Announcements

- A. Announcements / New Business
 - Date of Next Board Meeting is Tuesday, June 5, 2018

- B. Board Chair to announce items for closed session, if any.

XIII. Closed Session

- A. Conference with Legal Counsel: Existing Litigation
OAH Case #2018030534
- B. Consideration of Student Appeal: 2018-01
- C. Student Matter: Discipline/Expulsion
- D. Public Employee Discipline/Dismissal/Release
(Govt. Code section 54957)
- E. Conference with Legal Counsel: Anticipated Litigation
(Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)

XIV. Open Session

- A. Return to Open Session
- B. Report Out on Action Taken In Closed Session, If Any.

XV. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on March 20, 2018

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday March 20, 2018 at 5:00 PM

Location

Gilbert Hall, Palisades Charter High School, 15777 Bowdoin St., Pacific Palisades, CA 90272

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Trustees Present

Andrew Paris, Camille Schoenberg, Deanna Hamilton, Emilie Larew, Emily Hirsch, Rocky Montz

Trustees Absent

David Carini, Leslie Woolley, Mystic Thompson, Robert Rene, Shawn McClellan

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 20, 2018 at 5:11 PM.

B. Record Attendance and Guests

Robert Rene is running late.
Student Liaison: Abby Fisher in the absence of Taylor Torgerson

C. Public Comment

Two minutes for each of public comments were make in support of Coach Aldo Juliano. There were 20 speakers.

Carlos Velado - spoke about Coarch Aldo being a good coach. He would like a mediated resolution for the dismissal of the coach.

Lily Toppoto- spoke about Coach Aldo and summarized how the coach encouraged and inspired achievement

Chance Chapman - expressed that Coach Aldo is the glue that holds the team together; he is the best coach and his firing is wrong.

Eric Smith William-mentioned that the coach is the best thing that happened since he started to attend Pali. He feels the coach is funny, kind and has assisted with his achievement.

Joseph Velado views him as a mentor, coach, second father. The coach has helped him achieve success in tournaments. He should have a second chance.

Ashley Osorio-stated Aldo Juliano is a motivator and encouraged overcoming adversity.

Emilio Albio, a senior with 4 years on the wrestling team. He expressed how much Coach Aldo means to the wrestling program. There will be no program without him. Ask that the decision to remove coach be reconsidered.

Kyle Santelices-tossing coach aside will destroy the legacy of Coach Randy. Provides support for the program out of his own pocket.

Shahin Maghloubi-stated the coach helped the team improve. He is the only one to continue to lead the team.

Hamzah Alsando-stated he is honest and giving person.

Sue Pascre - asked do we have the other side of the story and why was the parent not protecting the coach.

She reviewed incidents at a previous match.

Piero Topputo-Support the team and coach 100%.

Gretchen Topputo-stated the coach is a man of integrity, lets kids resolve issues, supports coach 100%

George Carpenter-seems like the Admin. is being bullied not the kids. Are other voices being heard.

Delilah Chapman discussed being compassionate and expressed that our children are raised with the assistances of teachers and coaches. Can attest that Coach Aldo has been a blessing to the program. There are many voices that should be considered.

Tamberley Much expressed that the conduct of one person should not direct the fate of the program.

David Much knows what is like to coach. Parents have to let the coach make the call and apparently one parent did not like the call.

Max Much-expressed that the coach made things more interesting. Taking away the future of the wrestling program would be a shame.

Jay Mohr-wanted to know if we are for the complainant or the teenagers. Coach Aldo showed him how to get better.

Aldo Juliano asked for his termination to be reconsidered. He lost his cool with a parent, but he was not physical with the parent. His main point was that he never put the students at risk. He has demonstrated flexibility during the development of the program; giving time and finances.

D. Approve Minutes

Emily Hirsch made a motion to approve minutes from the Board Meeting on 02-27-18 with an amendment to replace the word healthcare to health benefits on page 9 under the CBO Report. Board Meeting on 02-27-18.

Andrew Paris seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Camille Schoenberg Aye

Roll Call

Mystic Thompson	Absent
Robert Rene	Absent
Rocky Montz	Aye
Emilie Larew	Aye
Emily Hirsch	Aye
Deanna Hamilton	Aye
Shawn McClellan	Absent
Andrew Paris	Aye
David Carini	Absent
Leslie Woolley	Absent

II. Organizational Reports

A. Student Report

Abby Fisher provided the Student Report in the absence of Taylor Torgenson. Walkout was a success; there was Admin support. Students felt like they were part of a powerful change.

B. Parent Report

Nothing to report.

C. Classified Staff Report

Nothing to report.

D. Faculty Report

Stands as submitted

E. Human Resources Director (HR) Report

Stands as submitted.

F. Director of Operations Report

Stands as submitted.

G. Director of Development Report

Stands as submitted.

H. Chief Business Officer (CBO) Report

Stands as submitted.

I. Executive Director/Principal (EDP) Report

Dr. Magee reported on the incredible experience with WASC. The WASC visiting group was very impressed; they met with students, parents, faculty and staff. At the final debrief meeting, the visiting team delivered the highlights of the full report they will send later in the school year (included in the meeting materials) with our final score coming in June or July.

One of the areas the team questioned when they first arrived was Pali's ability to accomplish the goals identified in the School-wide Action Plan for Equity. By the end of the visit they found that systems and supports are in place to accomplish the ambitious goals we identified.

Dr. Magee explained the need for a safe school environment. There is an appeal in place asking for help in improving our school safety program; check out the student video. Support is needed from all for our efforts to keep our school safe.

III. Board Committees (Stakeholder Board Level Committees)

A. Budget & Finance Committee Report

Greg Wood mention committee discussed many agenda items: - Pool/Track Loan and new members. Report on IMA items will be frozen on April 6th and then forwarded to Executive Director to finalize.

B. Academic Accountability Committee Report

Nothing to Report

C. Charter Committee Report

Nothing to report

D. Election Committee Report

Discussion held later on the agenda under Governance.

IV. Board Committees (Board Members Only)

A. Survey Committee

The annual parent survey is being developed.

B. Audit Committee

Nothing to discuss.

V. Academic Excellence

A.

PCHS Wellness Policy (Revised)

Rocky Montz made a motion to Approve the revised PCHS Wellness Policy.

Deanna Hamilton seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Leslie Woolley	Absent
Rocky Montz	Aye
Shawn McClellan	Absent
Robert Rene	Absent
Emilie Larew	Aye
Emily Hirsch	Aye
Andrew Paris	Aye
Mystic Thompson	Absent
Camille Schoenberg	Aye
David Carini	Absent
Deanna Hamilton	Aye

B. PCHS Graduation Requirements

Jeff Hartman presented several alternatives to the current graduation requirement for English, Visual and Performing Arts, Applied Technology and Health. The proposed graduation requirements are included in the Board Materials.

The discussion summarized the pros and cons of changing or leaving the graduation requirement as is:

English

- Leave as is may be a disadvantage to some students (like transfer students) who have not taken our required courses.
- Aligning with UC/CSU A-G requirements offers more flexibility - less specific and more course offerings.

Visual Performing Arts -

- Aligning with UC/CSU system offers more flexible: 1-full-year or 2 single semester courses in the same discipline (Dance, Music, Theater, Art). This option was recommended.

Physical Education

- We may have some issues with credentialing and graduation requirements if we change the requirements. We currently have different ways for student to meet the PE requirements. Students count a specific sport towards the two year PE requirement. In other cases, Dance is coded as both VAPA and the PE requirement. We may have trouble in future reporting a class under both requirements. Also, PE teachers are not credentialed teachers of records. We

may need to continue discussion. The Curriculum Council recommended leaving Physical Education requirements as is for now.

Applied Technology - CTE Computer Technology Education

It may take some time to sort through changing the graduation requirement in this area. The proposed option 2 to create a single list of courses from which students must take 10 credits needs additional time to develop. We currently do not have enough courses to offer student. Option 3: creating a CTE pathway or allowing students to complete 10 credits of Applied Technology would require creating a CTE pathway. Some students can graduate without a computer class with this option. The Curriculum Council's recommendation is to leave this as is. The State of California nor A-G require one year of computer classes. However, we still require it.

Health - We currently can offer a health class to 480 students. We cannot provide the class to approximately 780 students, who most take this class online. Mr. Hartman recommends including a Health Class through the Pali Online Program to assist students in meeting the graduation requirements without an additional cost.

Camille Schoenberg made a motion to adopt new Graduation Requirement for English (Option 3-Non A-G option)-Allow 2 years of Intermediate or Advance ESL/ELD along with 2 years of college Prep English for a diploma and for Visual and Performing Arts (Option 2) Align with UC/CSU system-one full year or two single semester courses in the same discipline (Dance, Music, Theater, Art).

Emily Hirsch seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Robert Rene	Absent
David Carini	Absent
Mystic Thompson	Absent
Deanna Hamilton	Aye
Emily Hirsch	Aye
Rocky Montz	Aye
Emilie Larew	Aye
Leslie Woolley	Absent
Shawn McClellan	Absent
Andrew Paris	Aye
Camille Schoenberg	Aye

C. PCHS Alternative Programs

Two key alternative programs at PCHS; Pali Academy (formerly Temescal) & Pali Online Program (POP). Both areas are WASC celebrated.

Pali Academy: most students participate in the program for credit recovery or a few for credit acceleration to graduate early. Currently, has 71 students (65% Black/Latino) The majority are 11th & 12th graders. The program can handle 75 students.

Pali Online Program has two components:

1. **Virtual Academy:** provides an alternative to the traditional classroom, FLVS = Florida Virtual School - increased writing. No online cheating is possible as seminars & test are onsite, Meets A-G requirements and 50 plus students and demographics mirror PCHS2
2. **Credit recovery** -1 class fall/1-2 class(es) spring, summer school, 200 plus students, paced coursework.

Each of the Alternative Programs have unique features. Pali Academy offers a blended learning environment - traditional classroom and online, students work at their own pace. Opportunity to graduate early. Alternative schedule.

Virtual Academy students have 5-6 classes which are 80% are virtual, has required seminars/exams on campus, flexible work environment, required hours of daily work required by law. Both programs require 230 units to graduate, have parent intake meeting, counselor Involvement, and traditional PCHS courses can be taken.

Areas to be explored and discussed:

- Socio-Emotional Support
- Explore new online curriculum
- Increasing flexibility with traditional PCHS coursework
- Accessibility to all students
- Career offerings

Stephanie Chew & Randy Tenan-Snow - stated they would like to propose to the Board to transition from a pilot program to an official program. Their budget is 200K + and they are growing. There is a very good graduation success rate and they would like to expand this program. They reported they would like to become more flexible/less rigid and would like the curriculum to be accessible to all teachers. Concerns were expressed about equitable access for students with disabilities. Ms. Tenan-Snow and Ms. Chew stated they would like to increase equitable access for 504 students and evolve into a more therapeutic program that also supports students with IEPs who are in Special Education. Currently, the program is not addressing the needs of sensitive students and they are interested in becoming better at serving students with all types of needs.

D. WASC Visit Update

The WASC Visit was covered in the Executive Director Report.

VI. Governance

A. Board Member Meeting Attendance

Table for next Boarding Meeting in April.

B. Board Trustee Election Update

Rocky Montz reported Election Committee members met today at 3:15pm. March 16th was the last day to turn in packets to run for Board seats. Leslie Woolley, Board Members is no longer a member of the Election Committee, so we now we only have 2 Board members on the committee. Rocky suggested we just finish the last two meeting with the 2 Board members remaining.

We received 7 candidate packets of which 5 of the candidates are verified and fine to run. We will receive updated 700 forms by Friday. One candidate if a grandfather of a student and his wife is the legal guardian of the student. The bylaws state a parent of the student can be elected to the Board instead of parent or guardian. We hope the Board will support the committee's interpretation of the spirit of the by-laws, for we will allow the guardian to run for the parent seat. One application came in after the 4:00pm deadline and the packet was incomplete, so the application was not accepted.

The election will be run through Schoology - as it's free The students, teachers and parents can go through Schoology. We will have to pass on information to the staff, to get them all on Schoology to get everyone to vote. Parents who may not have computer/internet access will have access to vote via paper voting. The parents can come to the main office and fill out the form and return to Shelby Ladnier.

C. Board Member Recusal Policy (Revised)

Emilie Larew discussed the revised section of the Board Member Recusal Policy, which is included in the Board Materials. Section B. outlines topics in which an Employee Board Member must not participate. Section B iii. was revised, so it shall not apply to the administrative representative on the Board. The policy will be brought back next month for a vote.

VII. Finance

A. Board Resolution: Notification to CharterSafe of Potential Withdrawal from JPA

Deanna Hamilton made a motion to Approve the Opt Out Notice Regarding CharterSafe Insurance.

Camille Schoenberg seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Shawn McClellan	Absent
Emilie Larew	Aye

Roll Call

Leslie Woolley	Absent
Robert Rene	Absent
Rocky Montz	Aye
David Carini	Absent
Deanna Hamilton	Aye
Camille Schoenberg	Aye
Emily Hirsch	Aye
Andrew Paris	Aye
Mystic Thompson	Absent

B. Second Interim Financial Report

Greg Wood presented the 2nd Interim Budget Report. The PowerPoint presentation is included in the Board Materials. The presentation provided a summary of:

Revenue/Expense Actuals through January, 2018- some spending is up from last year. It is up by 1.2 million. Expecting revenue, so not to concern.

First Interim Report versus Second Interim Report-some of the revenue variances are due to attendance adjustments, prior year LCFF adjustments, cafeteria participation, decrease fundraising projection, increase in Pool/Permit Revenue and biggest change is in the CTE entitlement. Expenditure Variances was increase in certificated and classified salary, Health Benefits, consulting, transportation, operating, subscriptions and also recognize expenses that will not be capitalized. Decreases in expenses include food service supplies, decreased textbook and IMA and lowered depreciation based on timing of capital expenses.

Multi-Year Projections -chart included on page 108 of in Board Materials. The State law request that we must use certain assumptions to project out years and the assumptions may revise for funding levels.

Looking Ahead-we have the ongoing concerns: Lifetime benefits/OPEB obligation, transportation, one time revenue will be ending (Prop 39, College Readiness), PERS/STR rate increases, Health Benefits premiums increase and increase cash fund balances/reserves.

C. 2017-2018 Audit Contract Approval

Audit Committee reviewed 4 proposals to provide audit and tax services and recommended Nigro and Nigro as the new auditor. Nigro and Nigro is offering a one year contract with an option to renew for a 2nd year with a 4% increase; the proposed cost is \$17,475. Nigro and Nigro is less expense then our current auditors and fees include out of pocket expenses. They have good reference, will offer workshops and have a fraud hotline.

Camille Schoenberg made a motion to Authorize the Exective Director/Principal to sign the engagement letter based on the fees and services outlined in the Nigor & Nigor Proposal for Professional Audit Services for the Fiscal Year Ending June 30, 2018.

Emily Hirsch seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Deanna Hamilton	Aye
Shawn McClellan	Absent
Emilie Larew	Abstain
Camille Schoenberg	Aye
Robert Rene	Absent
David Carini	Absent
Andrew Paris	Abstain
Rocky Montz	Abstain
Leslie Woolley	Absent
Emily Hirsch	Aye
Mystic Thompson	Absent

D. Pool / Track & Field Loan Refinance

There is a Cash Borrowing Resolution is the Board Materials. The recommendation is to extinguish the Pool Loan and replace with a consolidated Resolution to combine the obligations for both the Pool and Track and field. There is no impact to the school-this is net neutral. It was recommended the Resolution be amended that a transfer of funds shall require annual renewal and approval by the Board.

Camille Schoenberg made a motion to approve the Cash Borrowing Resolution with an amendment to item # 4- the transfer of funds shall require an annual renewal and approval by the Board of Trustees.

Emily Hirsch seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Shawn McClellan	Absent
Emily Hirsch	Aye
Emilie Larew	Abstain
David Carini	Absent
Robert Rene	Absent
Camille Schoenberg	Aye
Leslie Woolley	Absent
Deanna Hamilton	Aye
Andrew Paris	Abstain
Mystic Thompson	Absent
Rocky Montz	Abstain

VIII. Facilities / Operations

A. School Safety & Security Update

Don Parcel explained the continued focus on reviewing our school safety. Education is a key focus; our procedures are being reiterated; getting communications and training out to our staff and community. A Campus Safety and Security Campaign was launched for capital expenditures. The goal is 300k, so we can make our campus safety. The National Education Safety and Security Institute (NESSI) proposed actions for improving safety and security at PCHS.

B. Approval of New Transportation Contract

Don Parcell presented a new transportation contract between American Transportation Systems (ATS) and PCHS to provide transportation until the end of this school year. The fees are slightly higher than Durham; ATS is \$539 per day and Durham was \$474. Rocky Montz made a motion to to approve the New Transportation Contract with American Transportation Systems (ATS) which will commences on April 3, 2018 and ends on June 7, 2018.

Andrew Paris seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Rocky Montz	Aye
Leslie Woolley	Absent
Mystic Thompson	Absent
Emily Hirsch	Aye
Deanna Hamilton	Aye
David Carini	Absent
Emilie Larew	Aye
Andrew Paris	Aye
Robert Rene	Absent
Camille Schoenberg	Aye
Shawn McClellan	Absent

IX. Consent Agenda 1: Non-Finance Items

A. Approval of Field Trips

Rocky Montz made a motion to approve consent agenda 1: Non-Finance Items.

Camille Schoenberg seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Leslie Woolley	Absent
Robert Rene	Absent
Shawn McClellan	Absent

Roll Call

Emily Hirsch	Aye
Emilie Larew	Aye
Andrew Paris	Aye
Rocky Montz	Aye
Deanna Hamilton	Aye
Camille Schoenberg	Aye
Mystic Thompson	Absent
David Carini	Absent

B. Board Committees - Approval of New Members

approved

X. Consent Agenda 2: Finance Items

A. Approval of reimbursements for Executive Director / Principal

Camille Schoenberg made a motion to Consent Agenda 2: Finance items.

Emily Hirsch seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Deanna Hamilton	Aye
Camille Schoenberg	Aye
Mystic Thompson	Absent
David Carini	Absent
Emilie Larew	Abstain
Rocky Montz	Abstain
Andrew Paris	Abstain
Robert Rene	Absent
Emily Hirsch	Aye
Shawn McClellan	Absent
Leslie Woolley	Absent

XI. New Business / Announcements

A. Announcements / New Business

B. Board Chair to announce items for closed session, if any.

Went into closed session at 6:04pm

Went into closed session again at 8:52pm

XII. Closed Session

A.

Conference with Legal Counsel: Anticipated Litigation

B. Student Matter: Discipline/Expulsion

C. Public Employee Discipline/Dismissal/Release

XIII. Open Session

A. Return to Open Session

Returned to Open Session and no reportable action was taken.

Returned to Open Session as of 9:17p.m. There is nothing to report. No action taken.

B. Report Out on Action Taken In Closed Session, If Any.

XIV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:17 PM.

Respectfully Submitted,
Deanna Hamilton

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 17, 2018

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Trustees Present

Andrew Paris, Camille Schoenberg, Deanna Hamilton, Emilie Larew, Emily Hirsch, Leslie Woolley, Mystic Thompson, Robert Rene, Rocky Montz, Shawn McClellan

Trustees Absent

David Carini

Trustees who left before the meeting adjourned

Mystic Thompson, Robert Rene

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Apr 17, 2018 at 5:09 PM.

B. Record Attendance and Guests

David Carini absent; attending a field trip

C. Public Comment

No Public Comment

D. Approve Minutes

Table until next meeting

II. Organizational Reports

A. Student Report

ASB Student Elections were held: Abby Fisher will be taking the place of Taylor Torgenson as student representative for the Board.

B.

Parent Report

Nothing to Report

C. Classified Staff Report

Nothing to Report

D. Faculty Report

Andy Paris spoke on behalf of David Carini. A letter from one of the faculty members, Rick Steil was submitted and read.

Because of budget overages CTE money is being used to backfill the budget. This leaves the CTE program underfunded after we have asked teachers to get their CTE credentials to access money that are available in the CTE program. Also where is the Board with regards to the LTHB fund and its longevity. What are the plans being considered going forward. We need to make decisions on this topic instead of kicking the can down the road

E. Human Resources Director (HR) Report

Amy Nguyen - Stands as submitted. We are recruiting for the fall (including new positions). We will be taking these requests to the Budget and Finance Committee for review.

F. Director of Operations Report

Stands as submitted.

G. Director of Development Report

Stands As submitted. Mike Rawson announced the Campus Safety and Security Campaign has been extended until April 22, 2018. We have received pledges of \$55,000. The Goal is \$300,000.

H. Chief Business Officer (CBO) Report

Report stands as submitted.

I. Executive Director/Principal (EDP) Report

Report stands as submitted.

Dr. Magee mentioned tomorrow there will be Community Day, Civic Involvement & Earth Day Celebration. We will have a great day with guest speakers, activities and more.

III. Board Committees (Stakeholder Board Level Committees)

A.

Budget & Finance Committee Report

There will be a special meeting on Monday 4/23 to finalize IMA and Textbooks details.

B. Charter Committee Report

Nothing to Report

C. Election Committee Report

Rocky reported the Election Committee had their final meeting today for the year. All Board Election Candidates were approved/unopposed. Using Schoology was difficult, but the following are the elected members of the Board of Trustees:

Larry Weiner- Faculty Board Seat- will taking the place of Emilie Larew

Susan Ackerman- Faculty Board Seat (student elected) taking the place of Mystic Thompson

Brooke King-Administrative/Management Seat- taking the place of Rocky Montz

Leslie Woolley-Re-elected to Community Board Seat

Reeve Chudd-Parent Board Seat- taking the place of Robert Rene

Dara Williams-Parent of Traveling Student Board Seat-taking the place of Deanna Hamilton

A full report will be presented next month.

IV. Board Committees (Board Members Only)

A. Survey Committee

Leslie Woolley reported the survey from last year has been amended. Columbia will send out survey again this year. We will be sending out two shorter surveys (a week apart) in hopes to get more response. The survey will launch the end of April 2018. The students through Leadership will participate in a survey and we will be using those results instead of asking the students take a second survey.

B. Audit Committee

Nothing to Report

V. Academic Excellence

A. College Center Services

Tabled until May

B. Update on PCHS SARB Process

Tabled until May.

C. Update on Schoolwide Goals

Dr. Magee discussed Goal 5: PCHS will coordinate sources of fundraising, personalize the fundraising with focused goals and projects, and set measurable short and long term goals. To Mr. Rawson's credit, the first annual report was published and mailed in November, 2017 Mr. Rawson is doing a great job and the area's we are focusing on (which we revise in our Board Retreat in August 2017) is coming along well. Its more about getting teachers involved and getting the community and stakeholders involved to raise funds and gain better results. It has been less than 2 years, but we are actively building relationships.

D. Information from CCSA Conference

The CCSA Conference was great. There were eight attendees (Teachers, Admin., Board Members) representing PCHS. It was a wonderful opportunity to network. There was a vendor that may be able to provide a tool to administer scholarships received for transportation. The next conference in March of 2019 will be three days instead of four days.

E. Proposal for Therapeutic Classroom

Mary Bush discussed the purpose and benefits of a Therapeutic Program at PCHS. There are few non-public school options on the west side of LA offering a program for students with internalizing emotional difficulties, primarily anxiety and depression. The result is parents placing their students in a private school setting and seeking reimbursement from the school, which can cost \$40,000 a year. These students are not all Special Education students. Some of these students come from our general education program and they have a Section 504 Plan. The 504 Study Seminar classes are capped at 22 students. The students need a warm and nurturing environment to easy back to school We have a responsibility to provide them with help. There is more demand than spaces in the classes.

Some situations when we are required to place students include:

- They are unable to attend school due to anxiety/depression
- Returning from Residential Placement
- Behavioral issues
- Fragile students

Mary Bush is recommending we expand our programs to meet the students' needs:

- 504 and Virtual Academy programs can work collaboratively.
- We will retain ADA
- May reduce the need for parents to unilaterally place students and seek reimbursement from PCHS

- Providing a protected drop off and pick up area for students and protected area of campus would be necessary

Costs:

- General Ed Teacher - \$120K max
- Special Ed Teacher - \$0 (we can absorb cost)
- Mental Health Support - \$0 - \$40K (can absorb)
- Adult Assistant - \$0 - \$43K
- Fencing & Gate to limit Access- unknown
- Curriculum and Technology- \$0

The Board asked what is the average number of students placed in a private program and the cost to PCHS. Currently, we average 4-5 placements at \$20,000 per semester or \$40,000 per year, for a total cost of approximately \$200,000.

F. Math Task Force Progress Update

Dr. Magee introduced Dr. Lee and Andy Merlos and they discussed and presented the Math Task Force Update presentation.

The task force comprised of students, teachers, administrators, Math Paraprofessionals, parents, PCHS staff and community members (former Math teachers and Paul Revere Parent). Meeting began in January and they will meet once a month. They are striving for transparency, they have Ad Hoc committees and Breakout sessions. Key topics discussed in the committee:

Math Placement Test: Examining our placement test and looking for an alternative test. Analyzed Data from Elizabeth Butler on placement analysis, met with PRMS. Students are able to take placement test 3-times: May, July and first week of school.

Communication with Paul Revere Middle School-80% of PRMS attend PCHS. For the 20% of other students, can we let them know of the option to retest. Incoming 9th grade night gave another opportunity to share the Math Task Force efforts. PCHS counselors visited PRMS to share math and science pathways.

Equity in the Classroom: Taskforce reviewed over 60 classrooms including a focus on how to measure student learning in the classroom. Held student focus groups and data being analyzed and report being compiled by Joaquin Noguera. WASC Action Plan will track the academic achievement and design support for African American males in math classes.

Instruction/Curriculum: Some of the instructional curriculum is proving to draw in more students. The kids are finding ways to connect with the support in the Math lab. Introduced Math Paraprofessionals. Planning to increase the # (hiring next week) Students, paraprofessionals, Math Dept. on hiring committee dept. Chairs and members of the math force will attend Jo Bowler training (creating a Math Mindset) on Math Instruction and Mathematical Mindset.

Classroom Climate - how can we make the students feel more engaged? We want them to feel like this department is here to help them. Task Force students shared their insights. Next meeting, we'll be going over student survey from ASB.

Robert Rene - brought up some comments regarding some of the Math Teachers performance. Dr. Lee brought up the WASC Action Plan and tied in the efforts PCHS will be taking to improve African American students math achievements (specifically male students) and how to help improve their success rates. The Paraprofessional program started last semester. It was a beta test which reviewed Algebra 1 & 2. We reviewed what classes had pass/fail and we went to 4 different classes. We spread the message to these classes that we are available to help with Math homework and are available in the Math Lab. Students can come anytime per the available posted schedule. We are seeing engagement. These ParaProfessionals are being very helpful. Robert asked if the Math Force Committee can provide 5 metrics and show status; we need metrics. Possible areas to track: Engagement, Failure Rate and High Performers.

VI. Governance

A. LAUSD Charter School Division (CSD) Visit Update

:LAUSD Charter School Division visit will be May 10th and May 15th.

B. Board Member Meeting Attendance

Emilie Larew discussed the Board's attendance challenges: members not attending meetings; leaving early or arriving late.

Meeting attendance is important. Ms. Larew asked members for feedback about what challenges may be impacting their Board attendance and suggestions for ways to work around those challenges. Discussion included the possibility of more frequent meetings that are shorter, meeting on a non-work/non-school day such as a Saturday, and leaving the schedule as it is with encouragement to prioritize regular meeting attendance for the full amount of time.

Lack of meeting attendance by Board members can impact the ability to have a quorum, which is required to proceed with meetings, and limits the ability of all stakeholder input to be heard when not all elected members from different stakeholder groups are present for discussions and votes.

C. Board Member Recusal Policy (Revised)

Table for next month.

VII. Facilities / Operations

A. School Safety & Security Update

Don Parcell briefly provided a safety & security update. The donations from the Safety and Security Campaign continue to come through. Don will provide more during the budget discussions.

B. Transportation Update

Don gave some updates regarding the new ATS Transportation Company. ATS provides regular, late and ad-hoc services.

C. Transportation Budget

Don Parcell and Greg Wood provided a transportation cost analysis presentation to the Board. Some quick facts: we have 16 home to school bus routes, the cost per day is \$474 per bus, we have 775 total riders, cost for parent is \$185.00, 45% of students offered a scholarship. The current cost of program is 1,615,920 for 2017-2018 and 1,200,948 of this total is for Home to School buses. PCHS's cost are 1,066,972 this includes scholarships, special ed buses, late bus, competition bus and DLA/9th grade. Preliminary cost for 2018-2019 will be \$1,718,430. The transportation industry is experiencing a 15% increase in cost, so our projected increase next year of 8-9% is not unusual. To combat raising transportation cost three possible scenarios were provided: Parents pay \$185, \$200 or \$215 per month. Increasing the monthly cost for transportation will assist PCHS in paying for students that require scholarships. Currently to receive a transportation scholarship, the student must participate in a free or reduced lunch program. To be eligible for a scholarship; the student must fill out the free or reduced student, and for transportation scholarship you will possibly no other documentation is required. What is being considered is establishing a pool for scholarships, and if we can fix the scholarships we are going to allocate, having a known dollar amount to allocate gives us some budgetary certainty.

D. Information Technology (IT) Budget for 2018-19

Don Parcell discussed that we need to plan to focus on IT infrastructure and the IT Budget has sacrificed some of it's expenditures and there are multi year campaigns that are coming due. We have deferred IT infrastructure projects, but we cannot continue. We will be putting ourselves at risk; the Budget request will be pretty heavy.

E. Unbudgeted Infrastructure Repairs - Current & Future

Don Parcell reminded the Board of the recent unbudgeted infrastructure repairs and of potential repairs:

- \$40K on big gas leak.
- Heating system sprang a leak.
- Elevator repair
- Major systems that broke. LAUSD gives us nothing for them.

- \$150K unexpected expenses hit us this year with this aging infrastructure.
- Don will be adding an unknown infrastructure line item in the budget to help with unplanned expenses.

F. Security and Janitorial Cost Increases

Don Parcell discussed our security and janitorial cost will increase. For our janitorial services, we are looking at other contracts.

Every July 1st - minimum wages is increasing, so our contracts will be going up, because of the wage law increases.

Security is operating at a higher cost now due to "threat related" incidents and its anticipated we will be increasing security. Even if it's only for a week or two (at times).

VIII. Finance

A. Transportation Budget Parameters

Robert Rene made a motion to to move forward with Transportation Proposed Budget Option 3 (\$215.00 per month for parent transportation cost) and a proposed budget of \$600,000 for PCHS Transportation expenses subject to the Transportation Contract being approved and updated guidelines for applying for Transportation Scholarship. Camille Schoenberg seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Shawn McClellan	No
David Carini	Absent
Camille Schoenberg	Aye
Emily Hirsch	Aye
Mystic Thompson	Abstain
Andrew Paris	Abstain
Rocky Montz	Abstain
Robert Rene	Aye
Emilie Larew	Abstain
Leslie Woolley	Aye
Deanna Hamilton	Aye

Employee Board Members: Emilie Larew, Rocky Montz, Andrew Paris and Mystic Thompson recused themselves during the vote.

B. 3-Year Cash Flow Forecast

Greg Wood discussed the 3-Year Cash Flow Forecast. Included in the Board Materials are the Three Year Budget Summary for 2017-2018 to 2019-2020 and a 2017-2018 Cash Flow Starting Cash Balance Report. The forecast is tracking cash both restricted and non-restricted. Cash side looks good, we are building cash balances, which will help fund unexpected expenses. We use this report to help understand why we

need to put money aside. The more money we can set aside the more we can facilitate other school financial needs. The cash flow is tracked on a monthly basis.

IX. Executive Director/Principal (EDP) Support and Evaluation

A. Executive Director/Principal (EDP) Evaluation Process & Timeline

Leslie Woolley discussed the evaluation process for the EDP. Non interested Board members will participate in the evaluation. Board members will sit down with Dr. Magee to review school wide goals. Committee will review and evaluation accomplishments individually and then collaborate in the final document. Evaluation is presented to Dr. Magee. EDP Evaluation has to be finalized and ready to present to the Board for approval in June.

X. Consent Agenda 1: Non-Finance Items

A. Approval of Field Trips

Rocky Montz made a motion to Approve the consent agenda: Non-Finance Items.
Andrew Paris seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Emily Hirsch	Aye
Leslie Woolley	Aye
Andrew Paris	Aye
David Carini	Absent
Robert Rene	Absent
Rocky Montz	Aye
Emilie Larew	Aye
Mystic Thompson	Absent
Deanna Hamilton	Aye
Shawn McClellan	Aye
Camille Schoenberg	Aye
Mystic Thompson	left.
Robert Rene	left.

B. Board Committees - Approval of New Members

Approved under Consent Agenda-1

XI. Consent Agenda 2: Finance Items

A.

Approval of reimbursements for Executive Director / Principal

Leslie Woolley made a motion to approve the consent agenda-2 Finance Items.

Emily Hirsch seconded the motion.

The motion unanimously did not carry.

Roll Call

Rocky Montz Abstain

Shawn McClellan Aye

Leslie Woolley Aye

Deanna Hamilton Aye

Emily Hirsch Aye

Camille Schoenberg Aye

Emilie Larew Abstain

Andrew Paris Abstain

Mystic Thompson Absent

David Carini Absent

Robert Rene Absent

Employee Board Members Emilie Larew, Rocky Montz and Andrew Paris recused themselves from the vote.

XII. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

Closed Session Items Tabled

B. Student Matter: Discipline/Expulsion

C. Public Employee Discipline/Dismissal/Release

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
Deanna Hamilton

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: II_D_Org Report Faculty Report_05_15_18 BOT.pdf



Board of Trustee's Meeting
5/15/18
Faculty Report

Comments from Teachers:

1) I would like a report from the Director of Development showing all of the grants that we have applied for, who wrote them, what their status is, when they were submitted, what the plans are for upcoming grants, what is the process for scheduling meetings with programs and teachers for being able to write grants, the total number of grant money acquired by grants specifically written by Mr. Rawson since his we hired him and future grants that Pali may qualify for. I would like to see all this data.

- from John Vieira
Biology Teacher / EdTech Coordinator

2) 6/7-Thursdays "all classes meet day" can be changed to Monday 6/3. I think that it is very unproductive day and we (all teachers) are very busy grading and finalizing grades for the semester.

- from Mrs. Yeon Kee-Kim

3) More Transgendered Bathrooms
- from Grant Smith

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: II_E_HR Org Report_05_15_18.pdf



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CHARTER HIGH SCHOOL

Human Resources Board Report

May 15, 2018

Staffing and Recruitment:

HR held a recruitment booth at the Charter School Teacher career fair on April 21st. There were many attendees and we have reached out to several candidates to come in for interviews. Interviews continue for all open positions for the 2018-2019 academic year. I have listed the status of positions below.

Position	Status
Teacher – Math	in second round of interviews and demonstration lessons
Teacher – Music	extended and offer, completing reference checks
Teacher – Science, Biology	completed interviews and have extended offers
Teacher – Spanish	interviews this week
Teacher – Science, STEM	have extended an offer
Teacher – Special Education RSP	completing reference checks
Teacher – Special Education SDP	continuing to interview
Director, Academic Planning and Guidance	in process
Campus Safety Supervisor	held first round of interviews
Special Education Assistant	holding interviews

Benefits:

We are expecting a proposal for the 2018/2019 medical, dental, and vision plans within this week and will provide an update. We have move benefit information on top our employee section of ADP so that during the 2018 open enrollment period faculty and staff will be able to view all of their plans from their own log in portal.

Employment Processes:

PCHS has several classifications of employees. Faculty and certificated staff are a part of UTLA-PCHS, classified union staff are a part of PESPU, other staff members are classified as ‘At-Will’ positions. I will present a brief outline of each classification and the due process involved in each type of employment contract. Evaluations for the faculty UTLA-PCHS, the classified PESPU, and the ‘At-Will’ positions are attached to this board report.

Our Mission:

PCHS will empower our diverse population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: II_F_Operations Report_05_15_18.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report May 15, 2018

Security/Safety:

- PCHS's fundraising campaign for Safety/Security - Status to be provided by Mike Rawson. Bottom Line – We still need more funding for Safety/Security.
- PCHS has installed (or will soon) temporary fencing in all 3 areas that have been identified as the higher need/risk areas. The fencing is in the locations and rough configuration as to how long-term fencing would be placed when the ~\$220,000 of funding is available.
- Perimeter fencing intrusion detection system (climbing-cutting) highly desired. Cost estimated at ~\$50,000, but still needs funding. Having an extra 1-3 minutes notice before an Active Intruder gets to the more populated parts of campus can make a big difference to maximize the lockdown and safety of more people.
- An additional Emergency Evacuation/Exit Push-Bar Gate has been installed to add to the 3 others previously installed. All are operational. Funding still needed for 3 more of these gates at ~\$7k-\$10k per gate.
- Additional Security Cameras, and the infrastructure to support them, needed to increase surveillance of additional emergency exit push-bar gates and campus perimeter. Cost TBD, depends on number of push-bar gates added, degree of fencing added, amount of camera coverage wanted, etc.
- PCHS has maintained the increased School Day campus security since the Parkland, FL incident, and will do so through the end of the 2017-18 school year, but additional guard coverage and proactive monitoring of security cameras needed, but needs funding, for 2018-19.
- The National Education on Safety & Security Institute (NESSI) personnel we're working with from the Dept. of Homeland Security (DHS) and FBI were on-site in April to do their assessment. Assessment final report expected in the next week or two.
- The NESSI DHS representative rank ordered a number of capital expense items that had been previously identified and discussed with them and is included in Exhibit A.
- Additional safety/security measures to increase campus safety have been compiled by PCHS and are being evaluated as part of the NESSI Assessment.
- Campus-Wide Emergency Supplies were reviewed and refreshed (as well as Classroom supplies re-surveyed/re-refreshed) for lockdown scenarios to ensure Faculty/Staff & Students have what they need.
- PCHS investigating Social Media Monitoring services such as the Social Sentinel (www.SocialSentinel.com) and as an additional early detection/warning of potential threats. Costs quoted/estimated at \$1,500/mo.
- Intrusion Detection System (IDS) proposals received and under evaluation (~\$45,000). Project put on-hold while more School Day specific safety measures are being evaluated, but still need funding



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CHARTER HIGH SCHOOL

Security/Safety (Continued):

- Contracting with a locally patrolling security company for on-call emergency support when needed to quickly get additional trained guards on campus in the event of a true crisis. Besides our one (1) on-site LAUSD-PD Officer, even in a 911 situation, additional LAUSD-PD and LAPD are often 30-60minutes away and we need much faster response time in such events. Costs estimated at \$1,000-\$1,500/month, but funding still needed.

Permits & Setups:

- Total Permit Revenue for April 2018 at ~\$31,000:
 - ~\$3,200 Filming
 - ~\$20,600 Recurring Usage Agreement
 - ~\$7,200 Non-Recurring Permits + Banners
- Spring Sports Permits in full swing
- Summer camps/permits being setup
- Significant Setups activity daily in April/May with State & AP Testing plus Permits at Night. After APs are completed on May 18th, there are two weeks of VAPA performances with the Senior Picnic in between these two weeks; the two weeks cap off with the Senior Carnival on June 2nd. After the Senior Carnival, graduation will be the main focus on June 8th.
 - CAASP Testing 4/24 thru 4/27
 - AP Testing 5/7 thru 5/18
 - Significant setup/take-down of 100+ tables daily for day-time testing and then afternoon/night facility usage for sports, then evening setup again
 - Mercer Hall and Large/Small Gym most frequently used locations
- Sample of Activities Since Last Board Meeting:
 - Earth Day Activities 4/23
 - Coffeehouse Concert 4/24
 - Mr. & Miss. Teen Palisades Contest 4/25
 - Spring Pep Rally 4/30
 - Fuerza Unida Assembly 5/2
 - Symphony Orchestra Auditions for 2018-19 on 5/2 thru 5/4
 - SAT Testing 5/5
 - "A Walk Thru My Mind" Production 5/3 thru 5/6
 - Junior Lifeguard Tryouts 5/6
 - Teen Court
 - Better Angels ACT Classes
 - UCLA Study
 - The Thirst Project
 - Moot Court Competition
 - FNL Rehearsals
 - Various YMCA Youth Programs – Y&G, Model UN, etc.
 - Typical LTSP, PTSA, Booster, Student Senate, Faculty Meetings
 - Various School Tours



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CHARTER HIGH SCHOOL

MGAC/Pool:

- PCHS, Group/Club and Public Use of MGAC/Pool Continues as Usual
- PCHS Girls & Boys Swim Team Record Board Installed
- Summer hours start 6/1 and run through 8/31
- Waiting on Funding Plan for Possible Improvements of:
 - Shade for Bleachers on Temescal Side of Pool
 - Outdoor Showers Added under Scoreboard
- Frequency of miscellaneous repairs at Pool starting to climb as Pool Equipment ages
- PCHS should start accruing/saving for major repairs in the 3-5 year timeframe as major pool components start to reach their useful life of 8-10 years.
 1. Replace Lochinvar High Efficiency Heaters (2) that serve all pools (~\$40-\$50k)
 2. Re-Plaster All Pools (~\$160-\$200k)
 3. Replacement Competition Pool Pump (~\$25-\$35k)

Transportation:

- Mission bus company continues providing Special Ed busing. Took over from Durham Feb 2018. 2018-19 contract renewal submitted to Board for review/approval.
- New Bus Vendor (ATS) took over on 4/3/2018 providing all Regular Ed, Late, Athletic/Competition Trips and Field Trip buses. Most start-up issues worked through. 2018-19 contract hoping to be submitted for May 2018 Board Meeting review/approval.
- Budgeting for bus transportation costs for the 2018-19 School Year finalized at last Board Meeting. Final budget to be presented at June 2018 Board Meeting.
- 2018-19 school year PCHS School Bus Registration is expected to open Thu 5/17 and run through Fri 7/20 (~8 weeks). Anyone registering for the PCHS SCHOOL Bus Program after the registration deadline will be on a wait list and room availability basis only and are not guaranteed a seat on any bus. All transportation scholarship requests must be received before the PCHS Bus Program Registration Deadline! Transportation scholarship requests received after the Registration Deadline will only be considered under extreme and unique circumstances to be determine solely by Dr. Magee and/or the Board.
- The 3rd-Party Contractor for PCSH School Bus scholarship determination has been selected – Final agreement to be signed in May for processing of scholarship applications in July/Aug 2018 for the 2018-19 school year. Transportation Scholarships will not be awarded before 8/1/2018.
- PCHS & Durham agreed to a separation in services effective with the 4/3/2018 return from Spring Break. Final signed separation agreement still pending.



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CHARTER HIGH SCHOOL

Facilities/Projects:

- Main Quad spring break heating system leak repair 100% completed.
- Another new heating system leak occurred near C-Bldg. 1st Floor Girls restroom in early May. Heating system current not operational. Leak to be repaired the week of 6/11 as soon as spring semester and graduation are over. There will be no heat available on campus other than the 3 spaces that have independent systems – Gilbert Hall, U-Buildings and W-Buildings.
- Additional thermostats replaced in A206, A210, D208, E102, F205, G107
- Data Center/Room A/C replacement being further bid for most cost-effective solution. 4 bids expected by end of May. Repairs delayed until June. Temporary A/C Units still operating until replacement project completed.
- Most of the missing classroom window guards/grates installed to further secure classrooms
- Visitor Bleachers in Stadium having older/rotting benches and floorboards replace in anticipation of a full house for Graduation 2018
- J-Bldg. Electrical Upgrades Completed, J100 & J123 STEAM classrooms upgraded as requested, IT Data Center generator/inverter now can be installed – need funding
- Some of the exterior rotted wood has been replaced on the U116/U115/U112/U111 bungalows with more to come during summer
- Phase 2 of the LED Lighting project underway. Many replaced over Spring break, and remaining rooms being worked on in April thru June. Phase 3 (final phase) expected to be done over Summer 2018.
- EV Charging stalls lines repainted and sign adjusted. New “EV CHARGING” stencil ordered to properly reflect purpose of those spots (for active charging only)
- Cafeteria grease trap serviced as part of every 3-month preventative maintenance
- Cafeteria dishwashing sink had critical repair made. All old plumbing pipes fully replaced.
- Created/Cleared an emergency evacuation path from behind both buildings at Pali Academy for escaping purposes to push bar gate that sits atop of their staircase
- Landscaping set to do our perimeter campus fire regulation clean up as Summer heat fast approaches
- Stadium LED Lighting Replacement Project completed over Spring Break
- LED light fixtures installed on staircase by W-Bldg for added lighting and security.
- 2 New LED light fixtures installed in Upper Level student parking for added lighting and security.
- District has completed their survey of our underground utilities as beginning phase for possible repair of underground piping
- Front of A-Building Landscaping project put on hold for budgetary reasons
- Stadium Landscaping project put on hold for budgetary reasons



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects: Continued:

- **Garden Gateway Phase 3** – Final project approval has been obtained from LAUSD. Project proceeding to the bidding phase. Anticipating start of construction this summer, and completion of project expected in Aug or Sep 2018.
- **Security Fencing** – Project Plan submitted to LAUSD. Awaiting review and approval. Funding still needed. Temporary fencing installed in the interim to increase safety and security until a long-term fence can be funded and installed.
- **Modular/Trailer Relocation Project** – LAUSD is requiring/forcing PCHS to move the Modulares/trailers behind the J-Building to a new location to get them farther away from J-Bldg, widen the Fire Lane, make them ADA compliant, etc. All issues held over from their installation in 2015. Plan to mitigate these issues has been reviewed with LAUSD and expected to be implemented this summer.
- **Gym A/C Project (LAUSD Funded)** – Project has been DSA Approved. LAUSD currently preparing bid packages for General Contractor bidding/selection. Latest estimated start date pushed back to 10/1/2018 (and completion by Jan 2020 - 15 months), but further start date delays are possible.
- **Heating System Infrastructure Replacement Project (LAUSD Funded)** – Project design phase still underway. Estimated start date Summer/Fall 2019 and completion Winter/Spring 2020 (anticipated as a 10 month project). Many milestones still to be cleared before confidence in project being started at all becomes high.



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CHARTER HIGH SCHOOL

Exhibit A

Desired Safety & Security Capital Expenditures Priority Ranked by Brian Keith of the Dept. of Homeland Security

1. PE Tunnel Fencing
2. Parking Lot Fencing
3. Mercer/Music Fencing
4. Fence Breach Detection/Alerting System around entire perimeter fencing
5. Intrusion Detection System (IDS) for tight perimeter around buildings for when Security Guards are not on campus overnight
6. Pali Academy Location Push-Bar Gate by Drive Gate
7. Extra Security Cameras on each New Push-Bar Gate
8. Extra Security Cameras for Perimeter Fencing Areas
9. Extra Security Cameras on Remaining Trouble Spots as identified by Campus Security & Deans
10. Fix Campus Wide PA System Issues - Some Classrooms need new speakers, some areas need speakers, some need fixing for clarity, etc.
11. W-Building to Sunset Push-Bar Gate - Out by Left Field in the Baseball Outfield
12. El Medio Drive Gate Push-Bar Gate by the Drive Gate
13. A-Building 1st Floor Office Escapes - Window Gates/Grates to open from the Inside Out (offices only have one exit via the door)
14. Bollards by Gilbert Hall Quad where students congregate at Nutrition, Lunch and 7th Period

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: II_G_Development Org Report_05_15_18.pdf



PALISADES

CHARTER HIGH SCHOOL

15-May-18

Board of Trustees Meeting Development Report

TOTAL FUNDS RAISED TO DATE:	Prior Report	YTD	Inc.
The PCHS Fund	\$85,087	\$115,609	\$30,522
Campus Safety & Security Campaign	\$17,351	\$57,148	\$39,797
Donor Brick Campaign	\$123,668	\$124,668	\$1,000
Donations to Athletic Teams	\$20,982	\$23,068	\$2,086
Donations to Classroom Teachers	\$12,759	\$12,759	\$0
Donations to Extra-Curriculars	\$14,931	\$16,369	\$1,438
Donations to Pali Cares	\$5,200	\$5,200	\$0
Restricted Donations/Pledges	\$200,000	\$175,000	-\$25,000
	<u>\$479,978</u>	<u>\$529,821</u>	<u>\$49,843</u>

TOTAL EXPENSES TO DATE:

Bacio Design	\$7,785
L.A. Press Printing	\$6,885
Postage/Mailing	\$6,237
Advertising (Donor Brick Campaign)	\$2,327
Subscriptions - Double the Donation	\$449
Subscriptions - Foundation Directory Online	\$999
Subscriptions - DonorPerfect	\$1,948
Subscriptions - Grant Station	\$99
Service Charges - SafeSave	\$4,104
Videography	\$500
Young Alumni Pizza Lunch	\$190
New Parent Welcome Breakfast	\$930
	<u>\$32,453</u>

NET PROCEEDS TO DATE:

\$497,368

Campus Safety & Security Campaign:

Postcard mailed out on April 6 announcing the extension of the campaign until end of April. We will be sending a mailer to all incoming 9th grade parents asking for support.

Submitted Grant Proposals:

- American Honda Foundation - \$30,000 - pending
- District 4 Facilities Grant - \$ amt TBD - in process
- Motorola Solutions Foundation - \$30,000 - pending
- Pacific Palisades Optimist Club Grant - \$2,000 - pending
- Nonprofit Security Grant - in process (up to \$75,000 for security equipment)

3M Foundation Grant - in progress



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CHARTER HIGH SCHOOL

Board of Trustees Meeting Development Report

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: H. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: II_H_CBO Org Report_05_15_18.pdf



PALISADES CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING MAY 15, 2018

2017-2018

Cash Balances for PCHS at the end of April were \$7.8 million (\$7.1 million unrestricted and \$4.71 million in Fund 20.0-Lifetime Benefits Account, excluding outstanding loans from Permit account of \$1.2) March 2018 were \$8.4 million (\$7.8 million Unrestricted and \$5.35 million in Fund 20.0-Lifetime Benefits Account, excluding \$536k outstanding loan from Permit account) .

The Track and Field Loan in the amount of \$649,881 was paid off in April from the Lifetime Benefits Account, as approved by the Board.

Attendance

The reported Month 8 attendance and ADA information, is attached on a separate report. The Submitted P-2 ADA to the CDE was 2,908.31. This ADA is the basis of our funding for the 2017-2018 school year. While this ADA is above the approved 2017-2018 ADA Budget of 2,854 set in June of last year, it is lower by 8 ADA from the last Budget projection used in the 2nd Interim and will result in approximately \$72,000 in lower revenue than last projected.

Audit

We have begun to plan our 2017-2018 Audit with our new firm of Nigro & Nigro. The initial phase of the work (Attendance & ASB) is set to begin on May 17th, the next two phases will be done in July and October 2018 respectively.

ASB

The following events are being planned for the final weeks of the Semester by:

- Senior prom this weekend
- Fundraisers during graduation
- Mixer on May 25th to network with other schools



PALISADES CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING MAY 15, 2018

Cafeteria

We met with the newly appointed Regional Manager and also with the Marketing Director of Chartwells and shared our thoughts on the strengths and improvements the 2017-2018 Food Service Program had. We hope to mutually continue the progress made into 2018-2019. At the moment of this report, I am actively working with Chartwells to consummate an agreement that will provide further growth opportunities for both organizations and continued increases in Student participation.

Special Ed SELPA (Option 3)

PCHS presented four requests for assistance to the COP Review Committee (totaling on unbudgeted and/or unforeseen expenses that were incurred in 2017-2018. If all are approved, PCHS may receive up to a maximum of \$170,119 (50% of requested amount) . Additional COP meetings are also being held on May 25th, at which time potential 2017-2018 Step Grants (Round 3) may be known, as well as, preliminary estimates on SpED Funding for 2018-2019.

2018-2019

A couple of the Budget areas (Instructional Material-IMA & Textbooks) are being finalized by the Budget & Finance Committee this week and will be forwarded to the Board for their review and approval. The State of California's 2018-2019 Budget proposal is scheduled to go out this week and a detailed Budget forecast of the Education Funding will be received at a Conference being attended on May 22nd, as presented by School Services of California. This information will be incorporated into the entire, comprehensive budget currently under development.

**PCHS
ENROLLMENT and ADA
BY MONTH P-2
2017-2018**

Instructional Days	16	19	20	14	14	19	19	13	Total	134
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8		
Enrollment										
Regular	2,873	2,869	2,868	2,859	2,832	2,827	2,821	2,814		
Special Day	67	66	66	66	61	62	61	61		
Pali Academy	63	66	62	61	62	64	63	61		
Virtual	53	53	49	53	54	56	56	55		
	3,056	3,054	3,045	3,039	3,009	3,009	3,001	2,991		3026
ADA										
Regular	44,947	52,550	55,406	38,685	38,473	51,208	50,716	34,956		
Special Day	1,010	1,158	1,213	855	818	1,079	1,056	729		
Pali Academy	903	1,148	1,169	778	780	1,076	1,088	728		
Virtual	807	986	951	735	675	1,018	1,054	689		
	47,667	55,842	58,739	41,053	40,746	54,381	53,914	37,102		
ADA (per month)	2,979.19	2,939.05	2,936.95	2,932.36	2,910.43	2,862.16	2,837.58	2,854.00	2,906.30	ADA to date
ADA %	97.5%	96.2%	96.5%	96.5%	96.7%	95.1%	94.6%	95.4%	2.02	NPS ADA
ADA by Type										
Regular	97.8%	96.4%	96.6%	96.6%	97.0%	95.2%	94.6%	95.6%	2,908.31	Reportable P-2 ADA
Special Day	94.2%	92.3%	91.9%	92.5%	95.8%	93.1%	91.1%	91.9%	95.9%	(Excludes 5 NPS students)
Pali Academy	89.6%	91.5%	94.3%	91.1%	89.9%	91.3%	90.9%	91.8%		
Virtual	95.2%	97.9%	97.0%	99.1%	89.3%	99.2%	99.1%	96.4%		

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: II_I_EDP Org Report_05_15_18_Part 1.pdf
II_I_EDP Org Report_05_15_18_Part 2_Initial Assessment.pdf



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**PALISADES CHARTER HIGH SCHOOL
BOARD OF TRUSTEES MEETING
EXECUTIVE DIRECTOR AND PRINCIPAL REPORT
MAY 15, 2018**

WASC accreditation results –PCHS is now WASC accredited through June 30, 2024. The six-year clear comes with a mid-cycle progress report that demonstrates that the school has addressed the critical areas for follow-up through the schoolwide action plan; made appropriate progress on the implementation of the schoolwide action plan; and improved student achievement relative to the schoolwide learner outcomes and the academic standards.

The **LAUSD Charter Division Annual Compliance visit** is underway.

Palisades Charter High School's performance-based oversight visit is scheduled for **two days, Thursday, May 10th for Binder Review, ESSA Review and Tuesday, May 15, 2018 for Team meetings, observations and Leadership Meeting**. Teams meet initially, engage in meaningful dialogue, sharing of information, and observations prior to the entire Leadership meeting in which we will all roll out our synopsis to the group with commendations and recommendations as appropriate.

Tuesday, May 15, 2018 Item	Tentative Time
1. Morning Informal Gathering	45 minutes
2. Team Meetings/see Guiding Questions for composition of teams Observations and Explorations	2 ½ hours Questions are organized around school-wide instructional goals and strategies that are <u>grounded in the Charter School's Petition</u> .
3. Fiscal and Segregation of Duties	60 minutes /Specific time pending
4. HR Meeting	30 minutes
5. Special Education Review Meeting	20 minutes
6. CSD Working Lunch to discuss morning team meetings and observations	30-45 minutes
7. Asking of clarifying questions (as needed)	Throughout the day
8. Entire Leadership Team Meeting	45-60 minutes

The purpose of this year's interview questions will drive not only our oversight visit and reflection to support needs as you plan for your next renewal.

PEER Day PEER stands for Performance + Equity = Excellent Results. The objectives for this event are to validate PCHS's value in peer leadership and service, educate students on the



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initiatives of each group, encourage group collaboration during the 2018-19 school year, and recruit across groups for support. During our first PEER Day on May 3rd participants got to know their fellow peer leaders, learned about each group's mission, vision, initiatives, ways to get involved and heard personal testimonials from students, teachers, and administrators. Leaders from Pali Ambassadors, Dolphin Leadership Academy, Link Crew and Peer Mediators presented information about their organizations and collected contact information from students interested in joining their groups.

Career Education is an important component of high school preparation for college and the work force. PCHS is fortunate to have industry partners who are willing to dedicate their time to meet with students. Several end of year assembly programs highlighted panels and presentations with business professionals:

Fuerza Unida held career-focused presentations. The following professionals presented:

Alex Padilla – Police Commission Investigative Unit/Councilman for city of Inglewood

Dr. Cerisa Mocayo – Dentist

Jose Ramirez – Systems Engineer/IT

Esperanza Sanchez – Museum Curator/Historian

Tatiana Alvarez – Associate Director of Grants at Altamed Health Services/HR

Alan Avila – Ph.D. Student in Mechanical Engineering at the University of California, Riverside.

Jamie Lopez – Deputy District Attorney for Los Angeles County District Attorney's Office

Amber Grant - Financial Advisor - Silver Lining Capital Management, CEO Ms. Grant presented for a full period regarding financial literacy and helpful tips.

Kia Green - YMCA. Ms. Green discussed volunteer opportunities with YMCA and other non-profit organizations around Los Angeles.

Sand - (Inspirational Speaker) Artist, originally from East LA, makes custom paintings and art murals for big companies and celebrities.

Ed Massey – Sculptor, painter, installation artist presented in Angelica Pereryra's art classes.

Career Day and Fair – Wednesday, May 23rd

Career Fair in the Quad – 8:45am-12:15pm

Career Speakers in Mercer Hall – 10:00-11:45pm

Students will have the opportunity to learn of the many career opportunities that exist and how they can create their own pathways to success. Presenters include some of the top industry leaders speaking on how they found their careers and what students need to focus on to find a rewarding and profitable profession.

Tchala Reid - **SPN Networks, Inc.**



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Meredith Sommers – **Franklin Covey Education**

Estelle Reyes- Director of Community Engagement **Los Angeles Cleantech Incubator**

Ted Milner - President **Executive Temps**

Niki Anderson - **Orthopedic Assistant** Instructor - Rio Hondo College

Dr. Rodney Gabriel - **Orthopedic Surgeon** Cedars Sinai Hospital

Meryl Holland - Principal **Brand New You** Branding and Personal Marketing

Wyatt Bushnell - Principal **Virsix, Inc.** Alum/Virtual Reality

This event is coordinated by Mike Rawson, PCHS Development Director.

LCAP update – PCHS is working to collect stakeholder input regarding **local control accountability plan** spending priorities. The Long Term Strategic Planning groups have played a key role in the stakeholder input process and recently held an evening meeting to encourage those who are not able to attend afternoon meetings to join this important discussion. Parent groups such as The Village Nation and The English Language Advisory Council have provided input on their priorities which have been incorporated into the LCAP priority survey. A final survey to determine funding priorities will be provided for to staff, students, and parents in May.

Communication Policies – PCHS periodically reviews policies to make revisions that reflect the changing needs of the school. Policies related to communication are currently under review. The policies are included in this month’s Board meeting materials. *Areas identified for revision include policies for 1) use of internal systems such as Schoology and 2) press and media protocols.*

Assessment of Needs/Opportunities to Improve Processing of Human Resources/Business/Payroll Items

PCHS engaged in a self-initiated audit with Education Support Services Consultant Donna Rose, a retired school district CBO. PCHS CBO Greg Wood and Director of Human Resources Amy Nguyen met with Ms. Rose to explore best practices and steps to improve organizational procedures. The report presented by Ms. Rose is included in Board meeting materials. PCHS plans to implement the recommendations made by the start of the 2018-19 school year.

End of School/Graduation Assembly Day - June 7

As school winds down, it can be hard for many students to leave their teachers and friends behind during the summer months. They are used to the school routine, and change does not come easily, especially when home lives are unpredictable. Even though summer vacation is highly anticipated, losing contact with people they have seen every day for ten months can be difficult for students. Closure provides everyone with a chance to say goodbye. Saying “Goodbye” at the end of the year gives a sense of continuity and comfort. “Goodbye” is a good culminating activity after our school opening of “Hello”! Our underclassmen will hear the graduation speeches during the rehearsal and witness the senior graduation practice



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processional. They will then experience a formal “Goodbye” to our seniors. Underclassmen will culminate to their next grades as well.

EDP Professional Development during April and May

School Safety Symposium

Pedro Noguera/LACOE presentation on “Change for Equity”

Restorative Justice training



PALISADES INDEPENDENT CHARTER HIGH SCHOOL

**ASSESSMENT OF NEEDS/OPPORTUNITIES
TO IMPROVE PROCESSING OF
HUMAN RESOURCES/BUSINESS/PAYROLL ITEMS
FOR
PALISADES INDEPENDENT CHARTER HIGH SCHOOL**

Conducted by: Donna Rose
DRose@aalrr.com

February 21, 2018

Background: Education Support Services consultant (Donna Rose, “Consultant”) was contacted to assist Palisades Independent Charter High School (“PCHS”) in assessing areas that can be improved in Human Resources, Business Services and payroll processing. PCHS has experienced payroll check errors, lack of clarity of contract terms, questions about system efficiencies and organization responsibilities between the HR department staff and the Business Staff. Consultant held an introduction meeting in December attended by Dr. Pamela Magee (Principal/Executive Director), Amy Nguyen (H.R. Director) and Greg Woods (CBO). The following areas of concern were raised:

1) H.R. Department/Payroll Department Interactions

- a. Lack of checks and balances
- b. Lack of trust by employees/unions in practices/accuracy
- c. Process is not transparent
- d. Lack of a documented process for hiring/payment approval
- e. Position control system is not strong, and is not integrated
- f. Payroll is separate system, not integrated to HR or Financial System

2) Financial Reporting Questions

- a. Lack of understanding on the way the financial position of the school is reported, especially regarding depreciation expense and net position. Unions do not understand the difference from public school districts reporting.
- b. Effect on negotiations process- unions do not trust the financial status reporting.

Initial Assessment Process

Consultant met and conducted interviews on January 11, 2018 with HR Director, HR Specialist, CBO, and Payroll Fiscal Specialist. Interviews ranged from 15 minutes to 2 hours, concentrating on the first area of concern above. Staff was extremely professional and courteous. Each expressed common concern about improving the processes and needed clarity in the documentation of payroll entries. These interviews have indicated several key areas to concentrate efforts, but further investigation and

work would need to be done to get a more thorough analysis of the payroll and business systems and the potential to automate some functions. Consultant has interacted with HR Director via email and phone on several occasions since the initial interviews and provided some sample documents for consideration. Here are the initial areas of “opportunity” and recommendations from the consultant.

Areas Noted During Initial Assessment

- 1) **Labor Contract Documents.** The UTLA agreement is currently based on a former LAUSD agreement from 2008-2011 that has been redlined to eliminate language not pertinent to PCHS and additional 200 pages of Tentative Agreements and Memorandums of Understanding negotiated in years since. The school does not have a current updated workable contract document. Staff, employees and union officials do not have clear, concise, easily researched documentation of previous agreements. PCHS Administration and union officials will begin negotiations this spring on a new complete contract. It will assist in the negotiations process if all members of the negotiations team are working with a document that contains current, agreed-to language.

Recommendation: Work on getting a draft of current contract language (consult with District attorney if needed) that can be reviewed and agreed to as the starting point for your upcoming negotiations.

- 2) **Documentations of Existing Extra Duty Schedules.** The existing stipends and extra pay would normally be documented in either a contract article or an appendix to a contract. The information does exist in various formats but is not easily interpreted and does not document the processes and procedures.

Recommendation: Work on a publishable schedule of the existing stipends that can be earned by staff. Document the process for posting, hiring, approval, amount of stipend, and timing of payments for transparency and clarity for all staff, especially those that have responsibility over the stipends. In addition, a schedule (Excel) format that can be shared by HR/ Payroll can be refined in a more usable format to document who is hired each year, and when payments are due.

- 3) **Document Process for Personnel Requisitions.** A form and clearly articulated process can be developed and used for all processes that will result in new staff, replacement staff, extra hourly assignments, stipends, coaching, for example. A process would start with the person responsible documenting the need on a form that would go to HR. It would then get appropriate approvals (depending on type) and end with the completed form (or copy of) going to payroll to alert the payroll clerical of the impending hiring and payroll entries.

Recommendation: Work together with HR/Business/staff (possibly union leadership) to review a process that documents the initiation of work requests, the approval process, that pay and timing of pay, meeting contractual obligations and best practices.

- 4) **Review of Payment Trigger Process.** To prevent missed payments and/or incorrect payments, there needs to be a more complete review and discussion of how payments are approved and placed on the payroll check. This is an area that could benefit from automation and review of how the information is collected. Further research is required before developing recommendations, but there is great potential to increase accuracy and improve the process. PCHS is not using time sheets in this process and some circumstances should be considered using time sheets as a "best practice." See note #1 below for recommendation from FCMAT as to best practices in this area.

- 5) **Position Control and Integration of Payroll to Finance:** PCHS lacks a true and integrated position control system. Position control is a best practice that every organization benefits from, large or small. Fields exist in the ADP system for position number, but it does not appear to be used as position control in the true sense. Further research is needed to establish current process and potential to implement a position control system.

Recommendation: Work with staff to understand the benefits position control, integrated payroll and financial systems. Determine the potential of a new system implementation that is on the horizon and may be tested soon.

- 6) **Athletic Stipends/Coaching Positions:** The documentation of stipends in this area would be part of #2, and the process would also be considered under #3. Hiring of coaching staff has unique requirements, and there may be some improvements to your process that can be considered. Further information is needed on the role of your Athletic Director and the hiring process for coaches. Consultant has provided HR with sample schedules and hiring considerations.

Recommendation: Review the logistics and process of hiring and retaining coaches. Develop some tracking tools and define the timeline.

- 7) **Review of HR Duties / Payroll Duties:** The process of submitting time worked/time off (absence) is currently shared by the HR Specialist, the Time and Accounting Specialist, and the payroll clerical. There needs to be clearly defined responsibility for each position. The manual process and transferring of data from one system to Excel spreadsheet to payroll system is prone to errors. The other concern would be backup training for these duties, if the clerical person is off/sick. Could PCHS process payroll if staff is ill/injured or leaves?

Recommendation: Document the steps to record time worked/time off and align the responsibility to the proper work station. Look at the process to determine if this can be automated (at least partially) to save manual time. Consider cross training of staff to cover absences. Please see note #1 to a study done by FCMAT with guidance in this regard.

- 8) **Office Space/Location:** Observation of the space allocated to the processing of payroll/ HR functions. The space is small, lacks file security, is not "confidential" for private conversations with employees when needed, and has a "messy" appearance. Appearances matter when the desired goal is to increase confidence in the accuracy of the work. Confidential matters lack privacy in both the payroll office and the Director/HR office.

Recommendation: With the understanding that space on the campus is probably hard to find, consideration for an improved location, preferably closer to HR Director/CBO, with ability to have a workable space, locking and secure files, and where confidential conversations can be held.

Concerns in HR/Business/Payroll Processing:

Consultant has begun to work with HR Director in forms/procedures and has forwarded samples of personnel requisitions from other school organizations for comment and review. Consultant has forwarded to the HR Director a revised schedule of Coaching Stipends for review and comment.

Upon review by PCHS Administration, Consultant recommends developing a further action plan on items 5 and 7. # 8 (office space) is a topic given for your consideration.

Concerns about Financial Reporting:

Consultant has conducted initial research into the methods used to report the financial position and finds that the accrual method used by Palisades Charter High School is allowed and it is the more common method used by most charter schools. Guidance on this topic can be found in the California School Accounting Manual (CSAM) Procedure 810 for Charter Schools. Specifically, on page 810-1, it states the following: ***“Not for Profit charter schools approved under Education Code Section 47604 that operate as or are operated by a nonprofit public benefit corporation pursuant to Section 501(C) (3) of the Internal Revenue Code typically use the not-for-profit accounting model and the accrual basis of accounting.”***

Additionally, the California Department of Education has provided Charter School Accounting Guidance in the “Charter School Alternative Form User Guide” (see note #3) that has a good definition of the differences in the bases of accounting for public schools, versus charter schools:

“The most noticeable difference between the two bases of accounting as presented in the Alternative Form is that governmental agencies (such as school districts) use the modified accrual basis of accounting and do not show depreciation expense, capital assets, long-term liabilities, and net position in their

financial statements.” Further in the same section: “Charter schools approved pursuant to Education Code Section 47604 that operate as, or are operated by, a not-for-profit public benefit corporation pursuant to Internal Revenue Code Section 501(c)(3), typically use the accrual basis of accounting and report depreciation expense, capital assets (in assets), interest on long-term debt (in debt service), long-term liabilities (in liabilities), and net position in objects 6900, 7438, 9400–9489, 9660–9669, 9796, and 9797. These charter schools do not record capital outlay, debt service expenditures, and fund balance in objects 6100–6170, 6200–6500, 7439, and 9711–9789.”

As Palisades Charter High School is a not-for-profit public benefit corporation, it is consistent and appropriate to use the accrual basis of accounting. Accrual basis means that revenues are recognized when they are earned, and expenditures are recognized when the liability is incurred. Further guidance on Charter School Accounting and Best Practices can be found in the October 2017 manual published by the Fiscal Crisis and Management Assistance Team (FCMAT) available on their website: <http://fcmat.org/california-charter-school-accounting-and-best-practices-manual/>

Chapter 12 of the FCMAT Charter School Manual specifically addresses fixed assets and depreciation expense. The manual specifies the following for charter schools:

“To ensure consistent financial reporting and tax compliance, the depreciation method and expected life of an asset must be selected when it is first placed into service. A charter school should use the straight-line method of depreciation.”

Consultant has not completed an in-depth analysis of the specifics of PCHS’s reports, especially the depreciation expense as reported, but will do so if requested. To alleviate some concerns raised by the unions, it may be advisable to develop some presentation materials that will simplify and explain the net position of the District, depreciation schedule of assets, and go into details regarding any carryover monies, difference in closing of the books and budget from the prior year, and full detailed explanations of

multiyear projection assumptions. Transparency and clear materials build trust in the financial reporting. Consultant will assist in this as requested by PCHS.

Notes:

1. FCMAT published a study completed in October 2017 for El Camino Real Charter High School (<http://fcmat.org/wp-content/uploads/sites/4/2017/10/El-Camino-Real-Charter-HS-Management-Letter-10-2-17-1196.pdf>). The study (pages 11-13) analyzes a school with very similar circumstances as Palisades Charter High School. Pages 11 and 12 specifically outline industry best practices for maintaining strong internal controls and the division of functions that Consultant is recommending Palisades consider and adopt. The study recommends Implementing a fully integrated financial system, an integrated HR module (position control), and a review that, for any changes, proper control and division of labor is maintained between HR and the Business Department (recommendation #4).

Respectfully submitted,

Donna Rose

ESS Consultant

Coversheet

Student Organizations Presentation

Section: V. Academic Excellence
Item: A. Student Organizations Presentation
Purpose: FYI
Submitted by:
Related Material: V_A_Student Org Presentation Gio Stewart_05_15_18.pdf



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CHARTER HIGH SCHOOL

Board Meeting 5/15/18

Student Organization Presentation

By: Gio Stewart

PCHS's P.E.E.R Day, May 3rd, 2:30pm - 4:00pm, Main Gym

Objectives:

- 1. Validate PCHS's value in peer leadership & service**
- 2. Educate students on the initiatives of each group**
- 3. Encourage group collaboration during the 2018-19 school year**
- 4. Recruitment across groups for support**

P.E.E.R

Performance + Equity = Excellent Results

What Is Your Groups Vision and Mission Statements?

Vision - Focuses on tomorrow and what a group or organization wants to ultimately become.

- What do we do?
- Whom do we serve?
- How do we serve them?

Mission - Focuses on today and what a group or organization does to achieve it.

- What are our hopes and dreams?
- What problem are we solving for the greater good?
- Who and what are we inspiring to change?

Ambassadors

Palisades Ambassadors are a select group of students representing all aspects of PCHS who are committed to creating a better school community and empowered future leaders. Primarily focused on engaging with parents, future Pali High students, and community members, Ambassadors are responsible for school tours, community involvement activities, and ensuring that Palisades Charter High School is represented in the best light possible.

ASB Student Leadership

Vision - Focuses on tomorrow and what a group or organization wants to ultimately become.

- What do we do?
 - Leadership's responsibility is to plan, advertise, and create student activities for the enjoyment and unification of the student body. We represent the diverse student body at Palisades Charter High School and create a bridge of



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- communication between the student body and the administration. Moreover, the leadership class promotes a safe school environment through the fulfillment of tasks overseen by the administration during emergency drills. We provide the student body with a voice in their school's affairs through a variety of meetings, including Student Senate and Student Concern, and through technological platforms including but not limited to schoology and social media.
- Whom do we serve?
 - The leadership first and foremost serves the student body. Additionally, ASB supports carries out tasks as assigned by the administration with the purpose of improving the school environment and student relations.
- How do we serve them?
 - Through representation of the student body at board and Long Term Strategic Planning meetings, we are able to implement our ideas to directly benefit the students of PCHS. Furthermore, we assist with the carrying out of assignments which correlate with our ASB mission. We provide a system for direct student feedback and provide opportunities for students to get engaged in school affairs and activities.

Mission Statement- Focuses on today and what a group or organization does to achieve it.

- What are our hopes and dreams?
 - We hope for an equal and fair representation of the diverse student population of PCHS in regards to decisions made for planning events, academic policies, budgets, facilities, and any other affair within the school. We also hope to create an enjoyable high school experience for all students.
- What problem are we solving for the greater good?
 - In order to foster a positive and inclusive school environment that serves the needs of the students, leadership:
 - Bridges the gap between administrators + teachers and students through representative communication
 - Works towards creating a positive school atmosphere
 - Prioritizes/represents student needs in budgets, policies, and governance
 - Addresses concerns of the student body and help implement actions to resolve them
- Who and what are we inspiring to change?
 - We are inspiring to change the environment and inner workings of the school, in addition to student interactions and relationships with each other and the administration. We also provide opportunities for civic engagement, including by pre-registering to vote during school hours, as well as hosting events in response and in correlation with current events in which students can exercise their right to voice an opinion.



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DLA

The Dolphin Leadership Academy is designed to help prepare select incoming freshmen to successfully transition into the high school setting. The students will attend sessions that will help prepare them for freshman pod classes. In addition to learning academic skills and behavioral expectations, students will have the opportunity to learn about PCHS technology tools, student routines, graduation requirements, school spirit, sports teams, and clubs.

The mission of the Palisades Charter High School's Dolphin Leadership Academy is to bridge the gap between middle school and high school through enrichment activities and opportunities to build relationships with students and Pali staff.

Justice League

Our **Vision** is to raise social and cultural awareness, by serving and educating the community of Palisades Charter High School, through organizing social campus events that help raise social and cultural awareness, inspire positive change, and bring people together.

Our **Mission** is for all the stakeholders of Palisades Charter High School to value and support cultural, social and economic diversity. We aim to solve the problem of inequity and self-segregation in classrooms, and on our campus, by inspiring all the stakeholders at Palisades Charter High School to use empathy regarding one another.

How to become a justice League member:

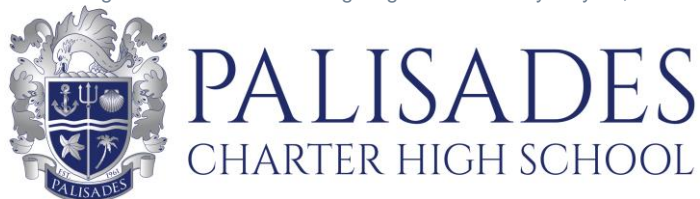
A student must be a social or cultural club leader or member to gain membership to Justice League. (BSU, LSU, ASU, GSA, Human Rights Watch, He for She, etc.)

Initiatives:

- *Monthly Activity Days*
- *UNITE events*
- *Campus Unification Web Posts*
- *Social and Cultural Awareness*
- *Consult and collaborate with Campus Unification Director, Admin and Student Leadership for community days, assemblies and campus wide activities*

Future Goals:

- *Marketing campaign for Student Bill of Rights and Responsibilities and it's Concern Form*
- *Student informed and consistent Activity Days*
- *Student informed and consistent UNITE events*
- *Justice league retreat*
- *Group shirts*
- *Fundraising*
- *Training field trip*



Link Crew

Vision

Built on the belief that students can help students succeed. Link Crew provides the structure for freshman to receive support and guidance from juniors and seniors who have been through the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming.

Mission

Link Crew is a freshman transitioning program that welcomes incoming freshman and makes them feel comfortable and supported throughout the first year of their high school experience. Link Crew trains incoming juniors and seniors to support and be positive role models for incoming 9th graders.

Peer Mediation

Vision -

- What do we do? Facilitate conflict resolution for students
- Whom do we serve? All students
- How do we serve them? Provide a safe place for them to work out conflicts

Mission -

- What are our hopes and dreams? To create a peaceful integrated campus
- What problem are we solving for the greater good? Conflict, verbal violence, disputes
- Who and what are we inspiring to change? Students will learn ways of communicating that allow them to peacefully co-exist and will take that knowledge into the world to create better communities

Coversheet

Annual Review of Pupil Placement Data / Math Placement Policy (SB359)

Section: V. Academic Excellence
Item: B. Annual Review of Pupil Placement Data / Math Placement Policy
(SB359)
Purpose: Vote
Submitted by:
Related Material: V_B_Annual Review of Pupil Math Placement_05_15_18.pdf

Palisades Charter High School 2017 Freshman Math Placement Data Report

(Prepared by Libby Butler – Freshman Math Placement Coordinator)

OVERVIEW:

This report includes data for all freshman who completed a math class in the 2017 fall semester (N=779). Analysis includes breakdowns for placements based on the Placement Criteria approved by the Board of Trustees 3/29/2016. Interpretations of the data and recommendations for future placements are provided.

Counselors are mostly consistently with placing students according to placement criteria results, with 99% of students scheduled in the recommended course or lower (some parents request lower). Students placed higher were either enrolled in an Honors course without meeting the honors criteria (4 students) or were placed into the Algebra 1A CL class instead of Algebra A (4 students). All of the students who were placed higher earned grades of “C” or better in the Fall Semester.

The Math Placement Test was used to place 92.7% of the freshman students prior to the start of the school year, compared to 90.7% in 2016. All but 3.7% of students at least had the Checkpoint test to confirm placement, an assessment analyzed only to determine gross misplacements.

FRESHMAN MATH COURSE ENROLLMENT FOR THE 2016 FALL SEMESTER:

COURSE	2017	2016
Algebra 1A1	0.9%	NA
Algebra A	12.6%	16.7%
Algebra 1A CL	1.3%	NA
Algebra 1A	33.8%	31.3%
Algebra 1B	4.6%	12.2%
Geometry A	21.4%	17.5%
Geometry B	0.1%	NA
Honors Geometry A	3.2%	0.9%
Algebra 2A	13.6%	12.6%
Honors Algebra 2A	8.3%	8.2%
Math Analysis (Honors included)	0.1%	0.2%

Interpretation and Recommendations:

- *The percent of students placed based only on middle school records is almost double from 1.9% in 2016 to 3.7% in 2017.*
 - **Recommendation:** *Administer the placement test upon registration for students who enroll after the checkpoint.*
- *The percent of incoming freshman enrolled in an intervention version of the grade level course was reduced from 16.7%. to 13.5%.*
- *The percent of incoming freshman enrolled in Algebra 1B reduced from 12.2% to 4.6%, with 2.5% of the difference enrolling in Algebra 1A instead.*
- *The percentage of incoming freshman placing into Honors Geometry rose from 0.9% to 3.2%.*

FALL SEMESTER MATH SUCCESS FOR FRESHMAN PLACED ACCORDING TO PLACEMENT CRITERIA:

Course	2017 Earned a "C" or Better	2016 Earned a "C" or Better
Algebra 1A1	100%	NA
Algebra A	65.3%	51.5%
Algebra 1A CL	100%	NA
Algebra 1A	81.4%	77.4%
Algebra 1B	91.4%	90.7%
Geometry A	98.2%	92.6%
Geometry B	100%	NA
Algebra 2A	97.2%	98.9%
Honors Geometry	96%	85.7%
Honors Algebra 2	100%	98.4%

Interpretation and Recommendations:

- ❖ Algebra 1A are having very high levels of success, an indication of overall readiness for advanced courses aligned well with the placement criteria.
- ❖ The percent of students succeeding in Algebra 1A is moderately high and slightly higher than 2016, an indication that readiness for high school Algebra 1 is aligned well with the placement criteria.
- ❖ The number of students not succeeding despite enrollment in Algebra A as an intervention reduced significantly from 48.5% to only 34.7%.
- ❖ The percent of freshman who earned passing grades in the fall semester rose for almost all math courses at the same time that more students were placed higher.

OVERALL PLACEMENT DATA:

- 90.6% complete data for 8th grade math course
- 99.7% complete data for previous school

Placement	Percent of Total Placements	Revere (N=593)	Non-Revere (N=149)
Algebra ABC	12.1%	11.3%	13.4%
Algebra 1A	34.3%	30.2%	46.3%
❖ From Math 8		68.5%	60.9%
❖ From Algebra 1		19.9%	42.4%
❖ From Geometry or Higher		1.3%	41.7%
Algebra 1B	5.2%	4.0%	10.1%
❖ From Algebra 1		6.6%	9.1%
❖ From Geometry or Higher		1.3%	8.3%
Tested out of Algebra 1AB	48.4%	53.1%	30.2%
• Geometry A		(64.9% from Algebra 1)	(37.9% from Algebra 1)
• Honors Geometry A		(8.5% from Algebra 1)	(6.1% from Algebra 1)
• Algebra 2A		(49.1% from Geometry)	(27.3% from Geometry)
• Honors Algebra 2A		(47.2% from Geometry)	(18.2% from Geometry)

Interpretation and Recommendations:

- Revere students appear to be placing into higher level courses at significantly higher rates, indicating there is implicit bias in the design of the placement criteria in favor of students entering from Revere.
 - **Recommendation:** Consider including criteria other than test scores to determine placement for students coming from schools other than Revere.

- The percent of students from Revere who tested into Algebra ABC instead of Algebra 1A from Math 8 decreased from 39.7% in 2016 to 31.5% in 2017.
 - **Recommendation:** Share this information with the math department and administration at Revere.
- The percent of students from Revere required to repeat Algebra 1A or 1B decreased from 28% in 2016 to 16.2% in 2017. Of students at Revere who successfully completed Algebra 1 in 8th grade, 26.5% were required to repeat all or part of Algebra 1, compared with 46% in 2016. Only 2.5% of students who successfully completed Geometry in 8th grade at Revere were required to repeat all or part of Algebra 1.
 - **Recommendation:** Share this information with the math department and administration at Revere. This improvement is in conjunction with a slight downward trend in 8th grade math course placement compared to 2016, from 30.5% to 33.7% in Math 8, 37.5% to 35.6% in Algebra 1, and 28.7% to 26.8% in Geometry. This is evidence of improved results from improved placement of students, away from acceleration too soon.

PLACEMENTS BY GENDER:

Course	Female	Male
Algebra ABC	12.9%	11.3%
Algebra 1A	34.6%	33.9%
Algebra 1B	5.7%	4.7%
Tested out of Algebra 1AB	48.3%	50.1%
❖ Honors	(14%)	(12.9%)

Interpretation and Recommendations:

- ❖ There are no large significant differences for placements between males and females, with less of a gender discrepancy for placement in Algebra ABC compared to 2016.

PLACEMENTS BY ETHNICITY:

Breakdown of Placements Out of Total in Each Ethnic Group

Course	Asian (N=53)	Hispanic (N=113)	Black (N=96)	White (N=476)
Algebra ABC	1.9%	24.8%	31.3%	6.7%
Algebra 1A	17.0%	53.1%	50.0%	29.0%
Algebra 1B	5.7%	3.5%	6.3%	5.0%
Tested out of Algebra 1AB	75.5%	18.6%	12.5%	59.2%
❖ From Retest or SBAC	(13.2%)	(1.8%)	(0.0%)	(7.8%)
❖ Honors	(26.4%)	(1.8%)	(3.1%)	(16.4%)

Placements Based on Previous Course Completion

- ❖ *Available data for course completion is not entirely complete for all students, noted in the N values for this analysis*

Course	Asian (N=50)	Hispanic (N=109)	Black (N=82)	White (N=457)
Math 8→Algebra ABC	(N=4) 25%	(N=74) 37.8%	(N=59) 50.8%	(N=123) 26.0%
Algebra 1 → Algebra 1A or 1B	(N=18) 27.8%	(N=30) 46.7%	(N=20) 70.0%	(N=207) 27.1%
Geometry or Higher → Algebra 1A or 1B	(N=28) 3.6%	(N=5) 20.0%	(N=3) 100%	(N=67) 7.5%
Algebra 1 or Higher→Next Class	(N=46) 87.0%	(N=35) 60%	(N=23) 52.2%	(N=335) 84.2%

Interpretation and Recommendations:

- ❖ *There are large significant differences for placements between ethnic groups.*
 - **Recommendation:** *Review the placement criteria with the intent to reduce implicit bias between ethnic groups.*

10TH GRADE ALGEBRA 2:

These students completed Geometry in 9th grade. Data for most of these students was analyzed to check for any meaningful trends. Only 7 of 84 students earned grades lower than a “C” in the Fall 2017 semester so the analysis is only descriptive.

- ❖ *Students who earned low grades had similar records in 8th grade as students who earned grades of “B” or “C” for Fall 2017. Records reviewed included math course grades in 8th grade and 8th grade SBAC performance. This is an indication that these measures would not be reliable for placement in Geometry in 9th grade ensuring success in Algebra 2 a year later.*
- ❖ *There were 3 students who were placed into Geometry in 9th grade in 2016 who did not demonstrate sufficient Algebra 1 proficiency for this placement. For these three students in the Fall 2017 semester of Algebra 2, one earned a “B”, one earned a “C”, and one earned a “D”. These three students likely would have benefited from repeating Algebra 1 in 9th grade instead of circumventing the placement process for a higher placement in 2016.*

OVERALL RECOMMENDATIONS FOR CHANGES TO THE MATH PLACEMENT POLICY:

1. *Recommendations throughout this report can be implemented through changes in the use of the same multiple measures available without necessitating formal changes in the Math Placement Policy.*
2. *Because the SBAC does not assess the same content as the prerequisites for Geometry or higher (most Algebra 1 content is not assessed in the 8th grade test), and data confirming a low correlation between SBAC achievement and demonstration of Algebra 1 content knowledge on the Math Placement Test, replace the use of the SBAC for placement into honors math classes with an opportunity to retest, possibly with a different exam that is better aligned with the prerequisites for higher level math courses.*

Coversheet

Update on Schoolwide Goals

Section: V. Academic Excellence
Item: C. Update on Schoolwide Goals
Purpose: Discuss
Submitted by:
Related Material: V_C_Schoolwide Goals_05_15_18.pdf



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Board Meeting 5/15/18

EDP Reflection:

The 2017-18 school year could be characterized as highly focused on reflection on progress made over the past six years and the development of a comprehensive action plan to guide the school for the next six years. PCHS actively engaged in the WASC Six-Year Self-Study and developed the **PCHS WASC Action Plan for Equity**. A component of this study was the **Collaborative School Equity Review** and forthcoming **Equity Plan**. The **Math Success Task Force** formed to develop an action plan to improve student success in math. All of these school study groups included staff, student, and parent representatives. The action plans are aligned and included in the annual **Local Control Accountability Plan** and **budget cycle** for the coming year. In addition, PCHS engages in the **Annual Compliance and Oversight Review** conducted by LAUSD Charter School Division. Through these comprehensive, collaborative studies, PCHS has acquired a thorough understanding of school needs and developed an extensive and ambitious plan for the coming years. An organizational strength identified by the WASC Visiting Team is the school's ability to execute an action plan, and we now have a clear roadmap for the future.

PCHS Schoolwide Goals 2017-2018

Board Retreat
August 26, 2017

The PCHS Schoolwide Goals are developed annually by the PCHS Board of Trustees and the School Leadership Team. The goals incorporate stakeholder input, the PCHS Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and WASC Action Plan. The Schoolwide Goals are revisited monthly in Board and LTSP meetings to ensure that the school is making measurable and meaningful progress.

Goal 1: PCHS will foster:

- 1) **Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community**
- 2) **A sincere consideration of communications**
- 3) **An understanding of the appropriate avenues of communication**

PCHS works to ensure **transparent and consistent communications** regarding important school issues. **Multiple methods** used to communicate information to parents, staff and students include phone blasts, Schoology and Infinite Campus posts, Mail Chimp email messages, weekly newsletter and website. In addition to electronic and telephonic messages, information such as registration, counseling updates, and development information is mailed to homes.

PCHS conveys information to parents through **parent meetings** (PTSA, Booster Club, TVN, FUN, and English Language Advisory Council, CTE Information Nights, and New Parent Information Night and New Parent Breakfast) in addition to satellite meetings at off-site locations selected to reach families who may have difficulty traveling to the Palisades.



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Students often receive pertinent information via **morning announcements**. Announcements have been moved from the start of the school day to after nutrition to reach more students such as those who do not have a first period class or students who may be late due to transportation issues.

Emergency Communication Review

The Emergency Communications Team reviewed and revised emergency communication procedures as well as trained staff members on the use of Infinite Campus and Schoology systems. In the event of a crisis situation, PCHS will send notifications and updates via email, recorded phone messages, and Schoology to parents and staff. Students will be notified via Schoology posts. Parents are encouraged to update their contact information periodically to ensure that all households receive alerts. In addition, a **new crisis management app** will be available in the near future. The app provides quick access to PCHS crisis/emergency plans and procedures.

Campus concerns can be reported anonymously through two systems: 1) My Safe School online reporting system 2) Tip Line (text or phone message). Information about the reporting systems is posted on the electronic sign in the quad, flyers posted in classrooms, and the school website.

When confronted with **emergency situations or threats to campus**, families are alerted through multiple means of communication (Schoology, Infinite Campus, robo calls) as quickly as possible. If the school has been alerted to a concern in the evening, every effort possible is made to get information to staff, parents and students early in the morning before buses are dispatched. PCHS is testing text message options for emergency communications.

When incidents occur that impact the school community (ex. Parkland shootings, student threats on social media) the administration holds special **after-school meetings** with staff and students to debrief and discuss next steps to be taken at PCHS.

PCHS provides **translation services** at parent information meetings. *Fuerza Unida*, *ELAC* and *PIQE* hold Saturday morning meetings for Spanish speaking parents with information delivered in Spanish.

PCHS provides **staff training on appropriate communication** and avenues for communication, which is addressed in the PCHS communication policy for staff. Parents are informed of **General and Uniform Complaint Policies** through email, meetings, and newsletters. Students learn of ways to address concerns during Culture Chats held during registration, Community Day presentations and activities focused on the **Student Bill of Rights and Responsibilities and Student Concern Form**.



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PCHS involves staff in **decision-making** through regular meetings with classified and certificated union leaders and seeking input from stakeholders through frequent surveys and face to face conversations.

PCHS periodically **surveys** parents to determine the **preferred means of communication and effectiveness of messages**. Metrics from MailChimp, Infinite Campus, and Schoology are reviewed to determine the number of views.

The **annual stakeholder survey** is one of the means used to gather feedback from parents, staff, and students. Steps taken to increase participation include: 1) ASB surveyed students through a schoolwide, student developed survey administered during a Community Day activity 2) Staff given time during staff meetings to complete the survey 3) Parent survey divided into two sections administered separately to reduce the amount of time needed to complete the survey at one time.

The school incorporates **ongoing student feedback systems** by coordinating with ASB Leadership. Students created a **student survey** similar to the Columbia Stakeholder survey which was administered to their peers during Community Day when students also received training on the use of the **Student Concerns form**. The student voice is a significant component of monthly **Long Term Strategic Planning meetings** where students participate on each of the five committees. **Student Senate** holds monthly forums to gather feedback and to share information. Monthly **Student Concerns meetings** are held by student leaders. A process for students to report concerns and a feedback loop was initiated this year.

PCHS works to **tell our charter story** before someone does it for us through **community outreach and communication channels**. Some of the ways PCHS has done this include creating events that provide an opportunity for the Palisades community to learn more about PCHS and that the press is interested in covering.

- Senator Ben Allen STEAM/Innovation Day
- Nick Melvoin visits (First Day of School and Community Day)
- Student Demonstration for Safe Schools
- DACA Information Night for families presented by immigration attorneys
- PPCC Community Safety Meeting held in Mercer Hall; included school administration
- College Fair
- Career Panels with industry partners

Communication Policies - PCHS developed and implemented communication policies for staff and students. These are currently being reviewed and will be presented to the PCHS Board for review at the May meeting.



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Schoolwide Digital Citizenship Lesson - Ed Tech Coordinator John Vieira designed an engaging and impactful lesson presented to all students during a Community Day to raise students'

awareness of appropriate use and potential dangers of the misuse of social media. Students learned about digital footprints and how they might impact college admissions or job applications. The lesson was followed by a discussion of the kinds of information they would want included in their digital footprints and strategies for creating a positive online presence. Students also learned about the **PCHS Acceptable Use Policy**.

Goal 2: PCHS will ensure that curriculum is aligned vertically and horizontally to ensure student success in all subjects. (*Vertical alignment* - organizing curriculum from one grade level or content area to the next. *Horizontal alignment* – organizing curriculum across PLCs)

Professional Learning Communities (PLCs) are provided with on the job training to support curriculum alignment to standards and PLC content. The PLCs are developing multi-year curriculum alignment plans. Time and support for this work are provided through PLC pull-out meetings. PLC members are provided substitute coverage to create collaboration time during the school day. PLCs meet in the Academic Achievement Room with the PLC Coordinator to address priority areas. The Academic Achievement Team provides instructional support for PLCs. PCHS also provides summer mini-grants to PLCs that request support for summer collaboration.

PCHS continues to develop and monitor schoolwide grading policies and practices that ensure fairness and consistency. UTLA leadership conducted a faculty survey about grading practices with 100% participation. The purpose of the survey was to determine commonalities. Grading policies and inconsistent practices are identified as areas to address in the **WASC Action Plan for Equity** and the **Collaborative School Equity Study**.

The WASC Action Plan for Equity Identifies steps to move further with this goal. **The Equity Task Force** is developing an implementation timeline for the 2018-19 school year.

Measurements and SMART goals are identified and monitored through stakeholder groups such as the WASC Committees, Academic Accountability Committee, LTSP, Curriculum Council, Curricular Departments, PLCs/SLCs, and Math Success Task Force. Measurements are aligned to the **PCHS Local Control Accountability Plan** and monitored through Schoolzilla dashboard

Goal 3: PCHS will increase student success through positive classroom climate and equitable classroom practices.



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Steps PCHS has taken toward this goal:

Review and revise **grading policies/classroom practices** as identified in the WASC Action Plan for Equity and through recommendations from the Equity Task Force and Math Success Task Force.

Provide professional development designed to increase positive student/teacher relationships Hello! and Unite programs designed, implemented, and monitored by Unification Director. Professional development has focused on building relationships, personal care, understanding students, and equitable classroom practices and policies.

Professional Development incorporated the theme of “education for interruption” focusing on educational equity. PCHS completed a **School Quality Review** (a component of the **Equity Study**) to further analyze systems, structures, processes and procedures pertaining to instruction leading to a focused action plan developed by teachers, administrators, and UCLA educational consultants.

Encourage **differentiation at all levels** and **provide support for success by combining college prep and honors classes**. Both **Social Studies and English departments** have developed grading systems that allow students to determine if they want to pursue honors designation. Most students continue in honors classes.

PCHS is planning to expand summer **Dolphin Leadership Academy** through broader outreach and early identification from 80 to 130 incoming 9th graders.

Summer reading – The English Department is currently designing the summer reading assignments. The reading list incorporates diverse, inspirational, and motivational books.

PLCs designed, administered, and analyzed the results of **common assessments** on a quarterly basis. The PLC coordinator with Director of Academic Achievement met with PLCs to provide individualized guidance and support for improving academic performance.

Administrators met with individual students and various student groups to gather information about effective and ineffective classroom practices. The **Student Concerns Committee** was formed to provide a forum for all students to share ideas or concerns they have about school climate and classroom practices. A **Student Concerns form and process** for addressing student concerns was created and shared with the student body during a Community Day presentation.

Homework and grading practices have been identified as areas in need of deeper consideration. The Curriculum Council comprised of Department Chairs and Program Directors



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discussed current **homework practices** and will revisit this topic with results from the ASB student survey. Homework practices are key components of the school's developing Grade Policy and Practices. Parents of current and incoming students have also been in communication with PCHS administrators. Dr. Chris Lee spoke at length with a group of middle school parents at Paul Revere Middle School after a recent recruitment presentation.

Math Success Task Force - The Math Success Task Force was formed in January of 2018 to examine math performance data for the purpose of supporting the department in increasing student academic success. The MSTF is comprised of students, teachers, support personnel,

administrators, and parents. The task force is developing an action plan to close the achievement gap and support all students' success in math classes. The group has met monthly to review data and information requested by the task force. The action plan will incorporate recommendations from the WASC Action Plan for Equity, the Collaborative School Equity Study, and the LAUSD Charter Division Compliance Review. Task force goals will be reflected in the Local Control Accountability Plan and recommendations will be incorporated into the 2018-19 budget planning process to ensure that PCHS is prepared to begin implementing the action plan at the start of the new school year.

Goal 4: PCHS will continue to foster a positive school climate by maintaining a trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.

One way that PCHS has worked to meet this goal is by providing informational meetings at a variety of times and locations to increase opportunities for face to face meetings. Some of the many informational gatherings this year include:

- Back to School Night/Parent Fair
- New Parent Breakfast
- Parent Information Night at satellite location (First African American Methodist Episcopal Church)
- CTE Information Night
- Virtual Academy Information Nights
- Parent Special Education Council
- English Language Advisory Council Saturday morning meetings
- The Village Nation, *Fuerza Unida*, and *PIQE* (Parent Institute for Quality Education) Saturday morning meetings
- Long Term Strategic Planning evening meeting



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- Outreach to Paul Revere Charter Middle School – Student and parent meetings
- Parent groups and informational tables on campus during the Placement Test for new students
- Prospective Parent/Student tours held twice monthly in the morning, afternoon, and evening

A focus of this year's **professional development** has been ensuring respect for all types of diversity and increasing cohesion, connectedness, and compassion at all levels. This year's PD activities include:

Summer reading – Educational Leadership magazine “Disrupting Hidden Bias”
Museum of Tolerance Summer Symposium
Diversity Film Festival
Adaptive Schools strategies for effective collaboration
Personalized PD based on individual and PLC needs
Safety procedure training
Mandated Reporter, Sexual Harassment Awareness, Blood Borne Pathogens, Slip/Trip/Falls
WASC focus groups
Joaquin Noguera - *Education for Interruption*
Gio Stewart - *Mindsets: Organizing for Intention*. Collaborative activities included campfire group discussions on equity-related articles.

Strengthening relationships across the campus is critical to improving climate in classrooms. Steps taken this year to reach this goal:

- **Unification/Equity Focus – PCHS Signed Staff Commitment to Social Justice:** *“Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations. We will not tolerate and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students to know that they are safe, valued, and respected.”*
- **Community Days** for students and staff – PCHS has allocated time every other week for schoolwide activities and lessons designed to create a common language and understanding throughout the campus. The school follows a special bell schedule on these days.



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- **Community Day School-wide Assembly** (Wednesday, September 27) – The presentation showcased the school’s commitment to social justice, unification, and community featuring student performances and presentations. Campus Unification Director Gio Stewart hosted a school-wide assembly featuring the unveiling of the Staff Pledge for Social Justice and the Student Bill of Rights and Responsibilities Wall.
- Roll out of a new **school-wide protocol for addressing sensitive issues** related to school and beyond. The protocol was developed by the Social Studies department to address concerns related to community and national events.
- Initiation of **courageous conversations** to raise awareness of the varied experiences of the many individuals who make up our culturally rich community.
- **Human Relations Committee set the following goals for management:** 1) Develop clear rules and policies for adult and student behavior, 2) Be willing to go to the next step if someone is not following a policy, 3) Provide mandatory cultural sensitivity training for all adults on campus, 4) Ensure clear communication and follow up when there are concerns, and 5) Make team building opportunities a priority. These goals have guided the HR Department and Administration in refining action plans, policies and procedures.
- Formation of the **Justice League**, a student leadership organization made up of Pali’s most prominent social and cultural groups including the Latino Student Union (LSU), Black Student Union (BSU), Asian Student Union (ASU), Genders Sexualities Alliance (GSA), Human Rights Watch (HRW) and He for She (an intersectional feminism group). This group was coordinated to show the campus and community that PCHS is unified against hate, discrimination and bias. On October 3rd, we introduced the Justice League to our campus, giving the leaders from each club an opportunity to present their organization and their mission. Every month the Justice League organized activities designed help break down self-segregation on our campus including the coordination of Unity Lunches.
- Student leadership opportunities have been expanded with the introduction of new support programs. **Link Crew**, a buddy program to support incoming students, was introduced to PCHS this year. **Peer Mediators** expanded to include 30 trained students who are actively engaged in resolving campus conflicts. The program has evolved into a class with UC/CSU approved curriculum that will be offered next year. **Teen Court** provides students the opportunity to be part of hearing and deciding consequences for teen cases that have been referred to the program as an alternative to the juvenile justice system.



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- The first **PEER Day** was held in May to promote student involvement in campus leadership programs. More than 400 students participated in the after-school meeting. Senior leaders from ASB Leadership, Link Crew, Peer Mediators, Ambassadors, and Justice League along with members of the administration and club sponsors shared the mission and vision of these organizations and led interactive, team-building games.
- **Unity Lunches** are hosted by the Campus Unification Director and supported by the ASB Leadership Advisor Rob King. The concept is a scaffolded invitational program designed to break down barriers that discourage students from interacting with students they do not know. An initial group of students are invited for a pizza lunch during which they learn about the outreach concept. These students are then encouraged to invite someone they do not know who is not part of their social circle to attend the follow up lunch the next day. The activity is complete after the second round of students invite a guest to the third luncheon for all of the students included attended the first two lunches. Unity lunches are hosted on a monthly basis.
- **Honor Roll/Perfect Attendance** - Students who qualified for the Principal's Honor Roll, Honor Roll, and Perfect Attendance received a class summons to receive their certificate and Diddy Riese cookie during nutrition and lunch. Academic Counselors, Dr. Lee, Ms. Iannessa, Mr. Hartman and Dr. Magee were on hand to congratulate students on their accomplishments.

PCHS continues to work with **Culture and Climate Facilitators** (Alan Rasmussen, Richard Tauer, and Beverly Hempstead) who have consulted with PCHS since 2015 to develop clear procedures related to decision making, accountability, and communication. The team has been actively involved with the Board through the facilitation of the **annual retreat** and development of the **school-wide goals**. Donna Rose, former district CBO, worked with the team to provide an analysis of current **Human Resources, Payroll, and Finance practices** for the purpose of reducing error, increasing efficiency, and establishing best practices. The report and next steps are included in the May Board meeting materials.

PCHS promotes **campus-wide wellness** pursuant to the **PCHS Wellness Policy**. Professional development time was dedicated to staff developing an individualized self-care plan. Staff meetings begin with a calming moment of relaxation (aka the Pali Pause). Other presentations incorporated Trauma Informed Schools training and Suicide Prevention Policy awareness. PCHS provides a Mindful Monday weekly email and a Mindful Moment during morning announcements.



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Mental health and emotional supports are available for both for students and staff. Faculty are encouraged to refer students who may be demonstrating signs of stress, anxiety, grief, hostility, and other emotions to counselors who then connect students to the mental health counselors. Research shows that proactively addressing socio-emotional needs can help prevent the development of hostile, violent actions. Students trained in **peer mediation** and **conflict resolution strategies** help fellow students peacefully resolve interpersonal issues. This program will expand to offer a class period for training and mediation. The PCHS Discipline Office is incorporating **restorative justice strategies** to help students find a productive resolution to issues. **The Human Resources Department** provides personalized information to staff about self-care options available through insurance providers. The annual wellness fair is offered to promote healthy choices and pro-active care.

On the horizon is the **development of a therapeutic classroom setting** where students who are consistently experiencing difficulties keeping them from being successful in the traditional educational environment can continue to be served at PCHS.

A component of **the PCHS mission** is **maintaining a diverse student population**. To ensure parents and students are aware of and familiar with the opportunities provided at PCHS, Dr. Chris Lee, PCHS Director of Attendance and Alternative Programs, has participated in recruitment fairs at multiple middle schools including Animo West, Calvary Christian, Emerson, KIPP Schools Consortium, Palms, Paul Revere Charter, and St. Matthews.

Transportation to PCHS for families who live outside of the neighborhood is an ongoing challenge. PCHS has dedicated a significant amount of LCAP funding to aid families who are unable to pay for transportation to school. Issues the school is facing related to transportation include increasing costs, declining quality of service, and limited service providers. While we look for ways to assist families with transportation alternatives and equitable ways to distribute limited scholarship funds, the school is also exploring other potential ways to increase diversity and to serve students who currently can only be accepted through the wait-list process. PCHS enrollment is predominately determined by Paul Revere Middle School enrollment and the matriculation of their students to PCHS.

Review admission process (charter preferences) The PCHS Charter Committee reviewed recruitment and the admission process. A recommendation for the committee is to consider the potential impact of changing attendance and enrollment priorities.

Community Relations Beyond PCHS

An important consideration for building community awareness of the quality programs provided at PCHS is **outreach and engagement with the broader Los Angeles community**. Representation on decision making bodies and councils that are shaping the public education landscape is critical for schools and organizations that are leaders in the field and that aspire to new heights.



PALISADES

CHARTER HIGH SCHOOL

Through membership on the **Los Angeles Advocacy Council** (comprised of seventeen Los Angeles charter school leaders which is working to establish strong relationships with the **LAUSD Board members**), PCHS has been part of creating the LA charter school for the future. PCHS is already enjoying a very positive working relationship with representation from **Board District 4. Nick Melvoin** and his staff are open and responsive, and have visited campus multiple times this school year. We are optimistic that these relationships will draw awareness to the facilities needs at our school. Director of Operations Don Parcell and I am participating on facilities committees designed to determine potential approaches to future LA bond measures, recommendations for facilities funding allocations, and means to access remaining Measure Q funds among other facilities related topics.

PCHS continues to be actively involved in the **CA Charter School Association** and participates in the annual conference. A number of **elected officials** have visited campus this year to speak to students. We are honored to have hosted Senator Ben Allen, LA Councilmember Mike Bonin, and representatives from Senator Ted Liu and Mayor Eric Garcetti's offices. The Palisades Community Council has added a PCHS student representative to their panel. In addition, PCHS personnel often attend community civic group meetings.

The large, LAUSD independent **conversion charter high schools** have begun meeting on a quarterly basis to discuss common concerns such as instructional goals and challenges, facilities issues, and professional development.

PCHS continues to strive to build positive relationships with **Paul Revere Charter Middle School**. The Ambassadors assisted with the Fun Run and held Q&A sessions with potential 9th graders at Revere. A PRCMS parent participates on the **Math Success Task Force**. Leaders and administrators of both schools' math departments met to discuss placement tests and articulation between the two schools. Plans are developing for a Palisades Charter Complex fall event to bring the school communities together for a fun, social gathering. The Charter Complex principals convened the **Pali Complex Coordinating Council** to discuss common areas of interest and ways we can support each other. PCHS participated in Pali Elementary School's Read Across America Day celebration. Pali Elementary visited PCHS for an Earth Day Celebration hosted by the Marine Biology classes.

Goal 5: PCHS will coordinate sources of fundraising, personalize the fundraising with focused goals and projects, and set measurable short- and long-term goals.

Progress toward development goals:

Form a grant committee to research and develop grant opportunities. A grant committee was formed and met three times to review grant opportunities that the Development Director researched using an online database system. Due to lack of time commitment, PCHS has collaborated with California Consulting. PCHS continues to research and write grants in conjunction with efforts of consultants.



PALISADES

CHARTER HIGH SCHOOL

Form a development committee and hold quarterly meetings. This was attempted several times last year with mixed results. *It is recommended that PCHS create a standing Board Development Committee that meets at least quarterly.*

Involve PCHS Alumni Association with fundraising campaign. PCHS has tried several campaigns with the Alumni Association mailing list with no results. PCHS needs to engage the younger alumni and the classes of 1980+. PCHS is coordinating with the Alumni Association to approve Almbase, a robust application that could be added to the PCHS website that acts like a dashboard for all alumni to post notes, reunion announcements, and more. This system integrates with most social media and can serve as the vehicle to engage our alumni with fundraising efforts.

Form a CTE grant committee to maximize CTE opportunities.

A CTE Leadership Committee was formed last year and met twice. This committee was instrumental in completing the Annual Progress Report for last year while the CTE Coordinator took on that responsibility this year.

Collaborate with Chamber of Commerce and other civic and philanthropic groups.

Representatives from PCHS (frequently Mike Rawson and Greg Wood) attend Chamber mixers and have involved several Chamber members on our CTE Advisory Committee and participate in our upcoming Career Day and Fair. Mike Rawson and Pam Magee have also participated in Palisades Optimist Club and Rotary Club meetings and developed a relationship with the American Legion. Through CTE, Mr. Rawson has created partnerships with 20th Century Fox,

UCLA, the financial industry and currently working on alliances with Google, Yahoo, You Tube, Snap Chat and Northrop Grumman.

Increase amount of funds raised by 10% over the prior year. First year fundraising was over \$200,000. This year PCHS has raised over \$450,000 less \$200,000 for restricted gifts and on pace to reach \$300,000. PCHS is focused on developing a more robust grant writing program that could have a significant impact in future years.

Create a culture of giving involving students, staff, and parents. There is a continual effort to involve and engage our students, staff, and parents through announcements and social media posts.

Administer development survey to determine what appeals to potential donors. By recreating a more robust development committee, parents are always a good conduit to the pulse of our parent donors and could provide meaningful input in future campaigns.

Provide Annual Fundraising Report with mid-term update. First Annual Report was published and mailed in November 2017. A complete list of donors was published on the PCHS website in January acknowledging and thanking our donors to date.



PALISADES

CHARTER HIGH SCHOOL

Monitor fundraising activities to ensure compliance with PCHS Fundraising Policy provisions.

The EDP and Director of Development have all the required documents from PCHS 501(c)3 organizations and we will use our new auditors to pursue their annual income statements and tax returns. We created online giving for extra-curricular programs, teachers and athletics, which has eliminated "Go Fund Me" pages and many other fundraisers. All groups are contacting the Director of Development prior to a fundraising activity so that he can assist them and help coordinate their efforts in a more meaningful way.

Coversheet

PCHS Employment Process Including Classifications & Evaluations

Section: VI. Governance
Item: B. PCHS Employment Process Including Classifications & Evaluations
Purpose: Discuss
Submitted by:
Related Material:
VI_B_Gov_Emp Process Classified and Evaluations_05_15_18_Part 1.pdf
VI_B_Gov_Emp Process Classified and Evaluations_05_15_18_Part 2.pdf



Palisades Charter High School Classified PESPU Evaluation

Employee Name: _____

Permanent Probationary Mid Year End of year Department: _____

Position Title: _____ Supervisor: _____

Performance Dimensions: Check the phrases in each column that most nearly describes the employee's performance over the period covered by this evaluation.

1. **QUALITY OF WORK** consists of the productivity and accuracy with which duties are performed.

A. NEATNESS

- Work was exemplary
- Work was acceptable
- Work was often un-presentable or below expectations

B. PRODUCTIVITY

- Made effective use of time; met deadlines
- Usually made good use of time; met most deadlines
- Made poor use of time; frequently missed deadlines

C. ACCURACY

- Work completed correctly
- Work of acceptable quality; mistakes limited in number
- Work contained numerous errors

Comments: _____

Employee Goals: _____

2. **JOB KNOWLEDGE** consists of job information, application of efficient methods, and skills the employee has for satisfactory performance.

A. JOB DESCRIPTION

- Tasks performed exceeded the guidelines of the job description
- Tasks performed met the guidelines of the job description
- Tasks performed usually met the guidelines of the job description
- Tasks performed usually did not met the guidelines of the job description

B. UNDERSTANDING

- All elements of job understood
- Major elements of job understood
- Most common elements of the job were understood; understanding of some elements was incomplete
- Understanding of key aspects of the job was inadequate

C. Work Strategy

- Strategies were effective and efficient
- Most strategies were effective; usually completed in the allotted time
- Strategies were ineffective or inefficient

D. SKILLS

- Required skills were exceptional
- Required skills were acceptable
- Most skills were satisfactory. Some needed improvement
- Needed skills were absent or below an acceptable level

Comments: _____

Employee Goals: _____



Palisades Charter High School Classified PESPU Evaluation

Employee Name: _____

3. ATTENDANCE AND PUNCTUALITY consists of being at work on time.

Attendance: _____ Days out: _____ Days Tardy/Late: _____

A. ATTENDANCE

- Attendance was exemplary
- Absences were satisfactory
- Absences were unsatisfactory

B. PUNCTUALITY

- Reported to work on time
- Usually on time
- Frequently tardy

C. ADHERENCE TO WORK SCHEDULE

- Always followed established work schedule
- Occasionally extended work break(s) or left work early
- Frequently extended work break(s) or left work early

Comments: _____

Employee Goals: _____

4. WORK CHARACTERISTICS are initiative and resourcefulness, adaptability, attitude and ability to prioritize.

A. INITIATIVE AND RESOURCEFULNESS

- Needs were identified and problems were solved
- Proactive planning ahead, instructions occasionally
- Needs were overlooked and problems not addressed
- Assessing and restructuring work to be more efficient

B. ADAPTABILITY

- Accepted new ideas readily; was flexible in making changes
- Adapted to change, but with some reservations
- Refused to accept new ideas and changes readily

C. SUPERVISION REQUIRED

- Supervision seldom required
- Minimal supervision required
- Frequently supervision needed to get assigned work completed
- Constant supervision required

D. FOLLOWING ORAL AND WRITTEN INSTRUCTIONS

- Written and oral instructions were easily understood/ implemented
- Instructions were followed; repeating of instructions occasionally necessary
- Instructions were followed with errors; repeating of instructions was frequently necessary
- Instructions were not followed and needed to be repeated frequently

Comments: _____

Employee Goals: _____



Palisades Charter High School Classified PESPU Evaluation

Employee Name: _____

5. INTERPERSONAL RELATIONSHIPS are the courtesy, professional behavior, discretion, effective communication and positive relationships that an employee displays at work.

A. COURTESY AND PROF. BEHAVIOR

- Courtesy and professional behavior were demonstrated
- Courtesy and professional behavior were usually displayed; occasional confidentiality lapses were demonstrated
- Behavior often seen as unprofessional or discourteous; had difficulty dealing with others

B. COMMUNICATION

- Communicated effectively with staff, students or others
- Usually communicated well with staff, students or others
- Was often ineffective in communicating with staff, students or others

C. RELATIONSHIPS WITH CO-WORKERS

- Demonstrated ability to work as an active, positive team member
- Was unwilling to work as an effective team member
- Passive

D. CONFIDENTIALITY

- There were no known violations of job related confidentiality, nor other inappropriate discussions of job matters
- There were some violations of confidentiality
- There was evidence that confidentiality was not observed

Comments: _____

Employee Goals: _____

6. PERSONAL APPEARANCE consists of the personal appearance of the employee.

- Employee dressed appropriately for the work place
- Employee at times dressed inappropriately for the work place

Comments: _____

Employee Goals: _____

7. WORKSTATION EFFICIENCY consists of orderliness and organization of the workstation.

- Work station was always orderly and organized for efficiency
- Some untidiness and disorganization evident which resulted in some inefficiency
- Work station usually appeared untidy and disorganized which led to inefficiency

8. USE OF EQUIPMENT is the correct operation and maintenance of equipment expected of employee (Note: Evaluator may wish to indicate types of equipment).

- Employee displayed knowledge of use and maintenance of equipment
- Assigned equipment used carelessly or inappropriately

Comments: _____

9. SAFETY PRACTICES

- Safe working procedures were followed, positional hazards were corrected
- Generally followed safe working procedures
- Did not follow safe working procedures
- Failure to follow safe working procedures resulted in injury



Palisades Charter High School Classified PESPU Evaluation

Employee Name: _____

10. SANITATION

- Used approved sanitation procedures; unsanitary conditions were corrected and reported
- Sanitation procedures and practices were at an acceptable level
- Sanitation practices and procedures were not followed
- Not applicable to this employee

Comments: _____

11. FOR PARAPROFESSIONALS ONLY:

A. LEARNING ENVIRONMENT

- Worked well with all students to meet their needs
- Worked well with some students to meet their needs
- Did not work well with students

Comments: _____

Employee Goals: _____

B. MOTIVATION

- Used positive reinforcements with students; motivated and encouraged students to achieve
- At times used positive reinforcement with students; inconsistent in encouragement of students
- Little or no use of positive reinforcement or encouragement to succeed

C. STUDENT CONTROL

- demonstrated consistency in assisting the teacher to maintain and control classroom behavior
- Demonstrated some ability to assist teacher to maintain and control classroom behavior, but waited for teacher to direct before taking action
- Was not able to maintain and control classroom behavior

For Probationary Employees Only:

*Probationary PESPU Union employees are granted permanent status after successful completion of a 1 (one) year probationary period.

- This employee has made satisfactory progress during their probationary period.
- Improvement Plan _____
- This employee is not meeting the required standards of the Palisades Charter High School and is not recommended for continued employment.



Palisades Charter High School Classified PESPU Evaluation

Employee Name: _____

OVERALL EMPLOYEE RATING SUMMARY: This general rating is one which best describes the overall performance of the employee.

- The overall performance exceeds the standards and requirements of Palisades Charter High School.
- The overall performance is acceptable and meets the standards and requirements of Palisades Charter High School.
- The overall performance needs improvement and is deficient in meeting the requirements of Palisades Charter High School.*

*A Professional Improvement Plan has been provided to the employee and is attached.

RECOMMENDATIONS AND COMMENDATIONS:

AREA FOR IMPROVEMENT/RECOMMENDATIONS (Include explanation of any rating other than the first or second boxes selected in any category. Use additional page, if necessary).

GOAL SETTING

EMPLOYEE COMMENTS



Palisades Charter High School Classified PESPU Evaluation

Employee Name: _____

A signature on this performance appraisal does not mean that the employee agrees with the opinions expressed, but merely indicates that the employee has read the performance appraisal and has been given the opportunity to discuss, comment and react by written response within ten working days.

Signature of Employee: _____ Date: _____

Signature of Supervisor/Administrator: _____ Date: _____

Determination of Objectives Date: _____ Evaluation Conference Date: _____

IMPROVEMENT PLAN: (If applicable) Areas for Improvement: Identify by Major Categories

USE OF EQUIPMENT: For Safety or Sanitation Must be corrected within 10 working days

SPECIFIC SKILLS/KNOWLEDGE NECESSARY TO CORRECT AREA(S) FOR IMPROVEMENT:

Timeline for completing (no more than 60 days): _____

Date for follow-up evaluation for progress to remedy: _____

Employee Comments:

Signature of Employee _____ Date _____

Signature of Evaluator _____ Date _____



Palisades Charter High School Classified Evaluation Employee Name: _____

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Employee Comments:

Signature of Employee _____ Date _____ Signature of Evaluator _____ Date _____



Palisades Charter High School Classified Evaluation

Employee Name: _____

Permanent
 Probationary
 Mid Year
 End of year
 Department: _____
 Position Title: _____
 Supervisor: _____

Performance Dimensions: Check the phrases in each column that most nearly describes the employee's performance over the period covered by this evaluation.

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Comments: _____

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Palisades Charter High School Classified Evaluation

Employee Name: _____

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Comments: _____

Employee Goals: _____

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Comments: _____

Employee Goals: _____



Palisades Charter High School Classified Evaluation

Employee Name: _____

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- Courtesy and professional behavior were usually displayed; occasional confidentiality lapses were demonstrated
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- Was unwilling to work as an effective team member
- Passive

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Comments: _____

Employee Goals: _____

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Employee Goals: _____

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- Assigned equipment used carelessly or inappropriately

Comments: _____

9. SAFETY PRACTICES

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- Generally followed safe working procedures
- Did not follow safe working procedures
- Failure to follow safe working procedures resulted in injury



Palisades Charter High School Classified Evaluation

Employee Name: _____

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RECOMMENDATIONS AND COMMENDATIONS:

AREA FOR IMPROVEMENT/RECOMMENDATIONS (Include explanation of any rating other than the first or second boxes selected in any category. Use additional page, if necessary).

GOAL SETTING

EMPLOYEE COMMENTS

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Signature of Employee: _____ Date: _____

Signature of Supervisor/Administrator: _____ Date: _____

Determination of Objectives Date: _____ Evaluation Conference Date: _____



Palisades Charter High School Classified Evaluation

Employee Name: _____

IMPROVEMENT PLAN: (If applicable) *Areas for Improvement: Identify by Major Categories*

USE OF EQUIPMENT: For Safety or Sanitation Must be corrected within 10 working days

SPECIFIC SKILLS/KNOWLEDGE NECESSARY TO CORRECT AREA(S) FOR IMPROVEMENT: _____

Timeline for completing (no more than 60 days): _____

Date for follow-up evaluation for progress to remedy: _____

Employee Comments:

Signature of Employee

Date

Signature of Evaluator

Date



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018
 Mid Year Evaluation Final Evaluation

Job Title: Athletic Director Aquatics Director Facilities & Maintenance Supervisor
 Finance Manager Head College Advisor Information Technology Director

This evaluation is based on the Director or Manager's job description (Part A) and progress on goals (Part B).

Part A- Performance based on job description:

Criteria	On-going	Outstanding	Proficient	Needs Improvement
1. Focus and Planning a. Works with Executive Director/Principal to establish clear goals and keeps those goals in the forefront of the school's attention. b. Communicates and implements school wide vision ensuring support and understanding.				
2. Ideals/beliefs a. Is a strong student advocate. b. Communicates and operates from strong ideals and beliefs about schooling, and what is best for students.				
3. Culture Fosters a Culture of collegiality and Teamwork. a. Strives to promote cohesiveness and positive spirit with all stakeholders.				



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018

Criteria	On-going	Outstanding	Proficient	Needs Improvement
b. Fosters shared beliefs and a sense of community, team-building and cooperation.				
c. Promotes cooperation among administration, staff, and faculty.				
d. Develops shared understanding of purpose and core organizational values.				
4. Communication				
a. Establishes strong lines of communication with students, teachers, staff, parents, Board and community.				
b. Communicates openly, systematically, and timely with the Executive Director/Principal, personnel, and the community.				
5. Personnel Management				
a. Evaluates the staff to ensure educational excellence.				
b. Recommends for hire, discipline and dismissal of employees based on sound personnel practices.				
6. Monitor				
a. Evaluates effectiveness of school practices and their impact on student learning.				
b. Is current with research to meet changing needs of students.				



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018

Criteria	On-going	Outstanding	Proficient	Needs Improvement
<p>7. Resources</p> <p>a. Endeavors to provide teachers with materials and professional development necessary for the successful execution of their jobs.</p>				
<p>8. Budget and Fiscal Responsibility</p> <p>a. Develops and oversees a budget that is transparent, accountable and directs financial resources to fulfill the PCHS mission utilizing appropriate controls to ensure effective and efficient use of school resources.</p>				
<p>9. Intellectual Stimulation</p> <p>a. Continuously involves staff in reading articles and books about effective practices and current theories, and encourages follow-up discussions and potential implementation.</p> <p>b. Keeps informed of charter school legislation.</p> <p>c. Promotes a culture of intellectual curiosity and excellence.</p>				
<p>10. Order</p> <p>a. Establishes a set of standard operating structures, procedures and routines that employees understand and follow.</p> <p>b. Ensures compliance with legislation and reporting requirements.</p>				



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018

Criteria	On-going	Outstanding	Proficient	Needs Improvement
11. Curriculum, Instruction, Assessment a. Is knowledgeable and directly involved in the design and implementation of curriculum, instruction, and assessment practices.				
12. Affirmation and Contingent Rewards a. Recognizes, rewards, and celebrates individual and school-wide accomplishments, hard work, and results.				
13. Change Agent a. Is willing to and able challenge the status quo. b. Is able to solve problems creatively.				
14. Decision Making a. Illustrates good judgment, deep reflection, and incorporation of the appropriate level of input from others in the decision-making process.				
15. Flexibility a. Is able to adapt to changing environment. b. Is comfortable with dissent and able to respond without defensiveness. c. Encourages contrary opinions to those of authority. d. Can be directive or non-directive as the situation warrants. e. Tolerant of ambiguity but strives toward clarity with patience.				



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018

Criteria	On-going	Outstanding	Proficient	Needs Improvement
16. Integrity a. Maintains high standards of personal and institutional integrity in the determination and implementation of policies, procedures, and problem resolution.				
17. Insulation a. Effectively supports colleagues so as to encourage responsible decisions and actions, even when they are likely to invite criticism.				
18. Visibility and Public Relations				
a. Regularly attends student activities and events.				
b. Has consistent and quality contact and interactions with teachers, students, and parents.				
c. Builds relationships with community and industry partners.				
d. Represents the school admirably in day-to-day contact with parents, other citizens, community entities, and governmental agencies.				
19. School-wide Diversity				
a. Encourages and develops cultural sensitivity among all students and other stakeholders.				
b. Promotes tolerance, acceptance, and full integration of school's diverse population.				



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018

Criteria	Outstanding	Proficient	Needs Improvement
c. Evidences commitment to the core role of diversity in the school's mission.			

Rating Criteria:

1. Not Applicable: Not applicable to the administrator's area of responsibility.
2. Outstanding: Consistently exceeds expectations.
3. Proficient: Consistently good and sometimes exceed expectations.
4. Needs Improvement: Does not consistently meet expectations.

Part A- Performance based on job description:

Significant strength and/or area of contribution to students or organization (Narrative)

Areas that do not meet expectations/unsatisfactory.

1. State basis for concern
2. Describe possible evidence that unsatisfactory performance has improved.



Palisades Charter High School Classified Management Evaluation

Employee Name: _____ Date: _____ School Year: 2017/2018

Part B- Performance based on goals:

Goal Area	On-going	Outstanding	Proficient	Needs Improvement
1.				
2.				
3.				
4.				
5.				

Employee: The signing of this evaluation document is merely an acknowledgement of having seen and discussed the evaluation. Your signature does not necessary imply agreement with the conclusions of your supervisor. If you wish, you may attach an explanation.

Name	Title	Signature	Date



UTLA-PCHS STULL PROCESS

Our Mission:

PCHS will empower our diverse population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth

PALISADES CHARTER HIGH SCHOOL Evaluation of Instructional Personnel Timeline

See Procedures Manual for specifics of each step.

	Administrator/evaluator	Teacher
May of year before Notification COP	Initial meeting to inform teacher of process and timeline. Provides COP for self-reflection Provides current school goals.	Reflects on COP (appendix B) and completes self-evaluation on each of the standards.
Weeks 1-10 Initial observations	Assigned administrator completes 2+ unannounced walk-throughs of at least 20 minutes each.	Regular practice and job duties. Completes initial planning sheet
By week 10 Initial planning meeting Initial planning sheet due Standards of focus established	Identifies and discusses elements not observed in walk-throughs. Meets with teacher to debrief/reflect. Facilitates identification of areas/standards of focus. Finalize standards of focus.	Identifies areas of strength and areas needing growth. Submits the initial planning sheet to administrator. Meets with administrator to establish standards of focus.
Weeks 10-20 Observations	Additional 2+ walk-throughs (includes additional admin.).	Regular practice and job duties. Completes mid-year reflection sheet.
Second week of Spring Semester Informal mid-year meeting. Mid-year reflection sheet due at meeting.	Schedules and facilitates mid-term meeting with teacher. Facilitates reflection. Revisit areas of focus and identify areas of growth, development, and needs improvement. Establishes new focus standards, if necessary. Works with teacher to identify strategies to support teacher.	Submit mid-year reflection sheet Collaborate to establish continuing growth plan. Works with administrator to identify strategies for support.
Weeks 20-40 Observations	2-4 additional observations (walk-through and/or bell-to-bell). Schedules meetings with teacher, as needed.	Implements agreed upon strategies for meeting growth targets. Meets with administrator, as needed.
At least 30 days before end of school. Year-end meeting Year-end Reflection due	Meets with teacher for final reflection and evaluation	Completes year-end reflection and establishes continuing professional development plan.



A teacher is not required to specify an element for each standard. The following rubrics should be completed for ONLY the elements a teacher is selecting as a focus standard. The teacher should select areas in which they identify a need for growth and a desire for support to meet those needs.

During the initial planning meeting, the teacher and administrator will finalize the focus standards and identify the growth targets. They also identify strategies for meeting those growth targets.

Weeks 10-20

Observations

At least two additional administrators will observe the teacher for periods of 20+ minutes. The administrators will calibrate, collaborate and share information amongst themselves and the teacher.

Informal mid-year meeting

Teacher submits completed reflection sheet. Teacher and administrator use teacher reflection sheet and observations to determine progress and identify any necessary changes/additions to the standards of focus with the specific elements and to establish new growth targets.

Mid-year reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Identify new focus standards and/or growth targets, if necessary

Weeks 20-40

Observations

Two to four additional observations.

Year-end reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the given table. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Establish an ongoing professional growth plan for the following year(s) until subsequent evaluation.

Year-end meeting

Teacher and administrator meet to discuss year-end reflection sheet and final evaluation. They collaborate to establish final evaluation level on standards of focus and establish an ongoing professional development plan for the following year(s) until subsequent evaluation.

PALISADES CHARTER HIGH SCHOOL Evaluation of Instructional Personnel Initial Planning Sheet

Directions: Teacher uses the California Standards for the Teaching Profession Continuum of Teaching Practice (COP) and their self-evaluation to determine the standards of focus for the school year. The teacher should complete the planning sheet identifying the standards of focus (circle the standards) with the specific elements (record in the table under std.), their self-assessment of level of practice on the rubric, and their reflections and evidence to support their choices and assessment.

A teacher is not required to specify an element for each standard. The following rubrics should be completed for ONLY the elements a teacher is selecting as a focus standard. The teacher should select areas in which they identify a need for growth and a desire for support to meet those needs.

* During the initial planning meeting, the teacher and administrator will finalize the focus standards and identify the growth targets. They also identify strategies for meeting those growth targets.

Standard 1: Engaging and Supporting All Students in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating

Appendix C: Observation Form

PALISADES CHARTER HIGH SCHOOL

Evaluation of Instructional Personnel

PCHS Mission Statement: PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

To further this mission and support current school goals, the purposes of these procedures are to evaluate employee performance, continue to improve the quality of educational services provided by employees, and to provide assistance and remediation to employees whose performance is less than satisfactory.

The goal of teacher evaluation of PCHS is to promote continued growth through an ongoing process. The process includes specific years for completing the evaluation procedures, collaboration between the teacher and administrator, and continuing reflection by the teacher with respect to their teaching practices.

Frequency of Evaluation Table

Teacher Experience at PCHS	Evaluation Schedule	Evaluation Parameters
Probationary 1 & 2	Yearly	1 st year all standards and elements ✕ 2 nd year narrowed list of standards and elements for development as identified by teacher and administrator.
Years 4-9	Years 4, 6, and 8	At least 1 element per standard for development as identified by teacher and administrator.
Years 10+	5 Year Increments	At least 1 element selected by teacher AND 1 element selected by administrator

* The teacher may request more frequent evaluations.

** An unsatisfactory evaluation requires mandatory participation in the evaluation process the following year.

*** Teachers in the Years 10+ schedule can be subject to a Focused Improvement Plan (FIP) beginning in the 2nd year of the 5-year period, consistent with the following parameters:

- 1) The need for a FIP must be based on the direct observation of classroom teaching performance by an administrator, followed by an attempt to provide guidance and assistance;
- 2) After consultation with the teacher, the FIP will be developed regarding 1 element selected by the administrator, unless a 2nd element is deemed equally in need of improvement;
- 3) If the need for a FIP is determined to exist prior to January 31, the FIP will be implemented during the remainder of the same school year;
- 4) If the need for a FIP is determined to exist on or after February 1, the FIP will be developed prior to the end of the school year and may be implemented in the following school year;
- 5) No less than thirty (30) calendar days before the end of the school year during which the FIP is implemented, the administrator will determine whether sufficient improvement has been demonstrated, and: a) if sufficient improvement is demonstrated, the process is complete and the same 5-year cycle continues; or b) if sufficient improvement is not demonstrated, the teacher will be evaluated in the following school year.

A teacher is not required to specify an element for each standard. The following rubrics should be completed for ONLY the elements a teacher is selecting as a focus standard. The teacher should select areas in which they identify a need for growth and a desire for support to meet those needs.

During the initial planning meeting, the teacher and administrator will finalize the focus standards and identify the growth targets. They also identify strategies for meeting those growth targets.

Weeks 10-20

Observations

At least two additional administrators will observe the teacher for periods of 20+ minutes. The administrators will calibrate, collaborate and share information amongst themselves and the teacher.

Informal mid-year meeting

Teacher submits completed reflection sheet. Teacher and administrator use teacher reflection sheet and observations to determine progress and identify any necessary changes/additions to the standards of focus with the specific elements and to establish new growth targets.

Mid-year reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Identify new focus standards and/or growth targets, if necessary

Weeks 20-40

Observations

Two to four additional observations.

Year-end reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the given table. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Establish an ongoing professional growth plan for the following year(s) until subsequent evaluation.

Year-end meeting

Teacher and administrator meet to discuss year-end reflection sheet and final evaluation. They collaborate to establish final evaluation level on standards of focus and establish an ongoing professional development plan for the following year(s) until subsequent evaluation.

California Standards for the Teaching Practice

STANDARD ONE:

Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote students learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establish and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD THREE:

Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter academic content standards
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

Planning Instruction and Designing Learning Experiences for all Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

California Standards for the Teaching Practice

STANDARD ONE:

Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote students learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establish and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

Prob 1 = one element from each standard with one main focus

Prob 2 and all other faculty participating in a STILL evaluation =

Focus Standard (one or two only)

STANDARD THREE:

Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter academic content standards
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

Planning Instruction and Designing Learning Experiences for all Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

PALISADES CHARTER HIGH SCHOOL Evaluation Procedures Manual

Initial Meeting:

The administrator will provide the teacher with the following:

- The California Standards for the Teaching Practice Continuum of Teaching Practice (COP)
- Current school goals
- Procedures Manual and timeline
- Initial planning sheet

The administrator and teacher will discuss the process and how to complete the required forms.

To complete the self-evaluation on COP:

Teacher reads COP and circles their level of expertise for each element of each standard.

One or more elements is chose for growth for the school year. At least one element must be selected from standards 1-5.

Observations

One administrator will be the teacher's assigned instructional leader. This administrator will meet with you throughout the school year and will observe you several times during the school year. At least two additional administrators will observe you during the school year. At least four of these observations will be 20 minutes or longer. Teacher and administrator may agree to longer observation periods. The observations will not require additional planning on the part of the teacher and are meant to gather information and provide feedback regarding growth targets determined collaboratively by the teacher and administrator.

Weeks 1-10

Observations

Administrator will observe the teacher at least two times for a period of 20+ minutes per visit. The administrator will record observations (see appendix C) to be used in the initial planning meeting.

Initial planning sheet.

Teacher uses their self-evaluation on the California Standards for the Teaching Profession Continuum of Teaching Practice (COP) to determine the standards of focus for the school year. The teacher should complete the planning sheet identifying the standards of focus with the specific elements, their self-assessment of level of practice on the rubric, and their reflections and evidence to support their choices and assessment. Number of elements identified for focus is determined by Evaluation Frequency Table.

A teacher is not required to specify an element for each standard. The following rubrics should be completed for ONLY the elements a teacher is selecting as a focus standard. The teacher should select areas in which they identify a need for growth and a desire for support to meet those needs.

During the initial planning meeting, the teacher and administrator will finalize the focus standards and identify the growth targets. They also identify strategies for meeting those growth targets.

Weeks 10-20

Observations

At least two additional administrators will observe the teacher for periods of 20+ minutes. The administrators will calibrate, collaborate and share information amongst themselves and the teacher.

Informal mid-year meeting

Teacher submits completed reflection sheet. Teacher and administrator use teacher reflection sheet and observations to determine progress and identify any necessary changes/additions to the standards of focus with the specific elements and to establish new growth targets.

Mid-year reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below.
Use initial planning sheet, current levels, and observation evidence to reflect on progress.
Identify new focus standards and/or growth targets, if necessary

Weeks 20-40

Observations

Two to four additional observations.

Year-end reflection sheet

Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the given table.
Use initial planning sheet, current levels, and observation evidence to reflect on progress.
Establish an ongoing professional growth plan for the following year(s) until subsequent evaluation.

Year-end meeting

Teacher and administrator meet to discuss year-end reflection sheet and final evaluation. They collaborate to establish final evaluation level on standards of focus and establish an ongoing professional development plan for the following year(s) until subsequent evaluation.

Final Evaluation Report:

Not less than 30 calendar days before the last regularly scheduled school day of the employee's scheduled work year in which the evaluation takes place, the evaluator shall prepare and issue the Final Evaluation Report in which the employee's overall performance and progress toward growth targets is evaluated. Prior to the end of the school year the evaluator shall hold a conference with the employee to discuss its contents. When a Final Evaluation Report is marked "Did not display growth in Standards of Focus " the evaluator shall specifically describe in writing the area of below standard performance, together with recommendations for improvement, and the assistance given and to be given.

The administrator will provide commendations and recommendations to the teacher for the standards of focus. The teacher and administrator will determine elements for an on-going teacher professional development plan.

Appendix B: Continuum of Teaching Practice (COP)

Reflection and evidence.

Growth Targets and Strategies.

PALISADES CHARTER HIGH SCHOOL Evaluation of Instructional Personnel Reflection Sheet

Midterm _____ or Year-End _____

Directions:

Mid-year - Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Identify new focus standards and/or growth targets, if necessary.

Year-end - Teacher identifies current level on the rubric for each of the standards of focus established in the initial planning meeting. Check level of growth in the table below. Use initial planning sheet, current levels, and observation evidence to reflect on progress. Establish an ongoing professional growth plan for the following year(s) until subsequent evaluation.

Standard 1: Engaging and Supporting All Students in Learning

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating

Reflection and evidence.

New Standards of Focus and/or new Growth Targets (if necessary)

**PALISADES CHARTER HIGH SCHOOL
Evaluation of Instructional Personnel
Final Evaluation Record Sheet**

Name: _____ Date _____

Department:	Subject:	Grade:

Observation Dates:			

Conference Dates:			

PALISADES CHARTER HIGH SCHOOL Final Evaluation Report

Rating: () Displayed growth in Standards of Focus
() Did not display growth in Standards of Focus

COMMENDATIONS:

RECOMMENDATIONS:

ELEMENTS OF ON-GOING PROFESSIONAL GROWTH PLAN:

To be evaluated next year ___ yes ___ No Next evaluation year :

Evaluator Signature: _____

Title: _____

Date _____

Teacher Signature: _____

Reviewing Administrator Signature _____

PALISADES CHARTER HIGH SCHOOL

MIDTERM REFLECTION: GRAPHIC ORGANIZER

EVALUATION OF INSTRUCTION FOR _____ 1.25.17

Directions: The teacher refers to the Initial Planning Sheet and year SMART goal. Using these, the teacher reflects on the progress of selected teaching standards and indicates the level of growth in the table below. This reflection should include information from the initial planning sheet and observation feedback. With the administrator, the teacher can identify new focus standards and/or growth targets, if necessary.

SMART GOAL: _____

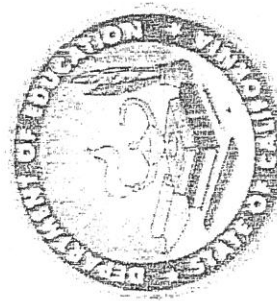
Consider all the state teaching standards connected to the SMART goal and check the boxes to reflect on your progress towards the SMART goal.

OVERALL GOAL PROGRESS	EMERGING	EXPLORING	APPLYING	INTEGRATING	INNOVATING
INITIAL					
MIDTERM					
YEAR-END					

REFLECTION AND EVIDENCE:

NEW STANDARDS OF FOCUS OR REVISED SMART GOAL CONNECTED TO GROWTH TARGETS:

Continuum of Teaching Practice



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



New
Teacher
Center

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Continuum of Teaching Practice
The *Continuum of Teaching Practice* is not designed for use as a stand-alone observation or evaluation instrument.
Developed in collaboration with the CCTC, CDE and New Teacher Center. Revised June 2012.

Introduction

Context and History

California Standards for the Teaching Profession

The *California Standards for the Teaching Profession (CSTP)* are intended to provide common language and a vision of the scope and complexity of the profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

The current version of the *CSTP* (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P-12 student population. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the *CSTP* also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The *CSTP* continue to set forth a vision for the teaching profession—one that is sustainable, engaging, and fulfilling for teachers in all stages of their careers.

Continuum of Teaching Practice

California's *Continuum of Teaching Practice* is based on foundational work of the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE) and the New Teacher Center (NTC) over the past 15 years. The 2010 *Continuum of Teaching Practice* is aligned with the *CSTP*, builds on California's pre-service Teaching Performance Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning.

The *Continuum of Teaching Practice* is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

Since 1992, Beginning Teacher Support and Assessment (BTSA) Induction Programs in CA have been using formative assessment to support and inform teachers about their professional practice as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning and is characterized by an inquiry cycle guiding teachers to Analyze Data and Reflect—Plan Instruction—Teach and Assess.

A formative assessment system has three essential components: standards, criteria and evidence of practice. Standards refer to the

California Standards for the Teaching Profession (CSTP) and are in alignment with the P-12 academic content standards. Criteria refer to indicators of teaching practice. Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the *Continuum of Teaching Practice*. The *Continuum of Teaching Practice* is one component of a comprehensive formative assessment system for teachers, based on the *California Standards for the Teaching Profession (CSTP)*.

The *Continuum of Teaching Practice* is aligned to the 2009 *California Standards for the Teaching Profession (CSTP)*:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

The *Continuum of Teaching Practice* is appropriately used with data collected over time and is not appropriate for use with evidence collected on a single occasion. While the *Continuum of Teaching Practice* may be used to assist teachers in setting professional goals and/or launching a cycle of inquiry, the *Continuum* is not designed for use as a stand-alone observation or evaluation instrument.

Continuum of Teaching Practice

The *Continuum of Teaching Practice* is not designed for use as a stand-alone observation or evaluation instrument. Developed in collaboration with the CCTC, CDE and New Teacher Center. Revised June 2012.

Rationale and Use

The *Continuum of Teaching Practice* was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers
- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development
- Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful

Structure and Organization

The *Continuum of Teaching Practice* is organized to describe five levels of development. Each level addresses what a teacher should know and be able to do in the six CSTP standards. In addition to the description of teaching in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, are what students would be doing at each level of practice.

The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that *CSTP* element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

Reading and Self-Assessing on the Continuum

The process of assessing on the *Continuum of Teaching Practice* can be done individually or collaboratively. Begin by reading the element and thinking of evidence of practice related to that element. Record evidence in the space provided underneath the element for the emerging level of practice. Using that evidence as a guidepost continue across the levels of the continuum noting additional evidence or areas to pursue. Using evidence as a determiner for assessing practice. For example, if you are a novice in regards to that element, you might find your practice by reading Level 1: Emerging, and then, read one or two levels to the right of that to assess practice. However, if you are experienced in a particular element, you might read and note evidence across to Level 3: Applying and beyond.

It is critical to begin on the left of the *Continuum* because any practice described to the left on the *Continuum* is carried across to those on the right **even if not explicitly stated**. Highlight the descriptions that best match current practice. Date the self-assessment. Subsequent self-assessments can be in a different color highlight, to show growth over time.

A teacher may be at Level 1 or 2 in some elements of the *CSTP* and Levels 3 and 4 in others, no matter how many years she or he has been in the profession. Because a teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in a teacher's career, such as new course content, grade level, school, or student demographics. In fact, it is not uncommon for teachers to self-assess and find they have moved from right to left on the *Continuum of Teaching Practice* in response to new teaching contexts, responsibilities, challenges, or even a deeper understanding of the work.

Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

<p>Level 1: Emerging Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i>. Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.</p>	<p>Level 2: Exploring Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i>. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.</p>	<p>Level 3: Applying Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of <i>CSTP</i> to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.</p>	<p>Level 4: Integrating Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i>. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.</p>	<p>Level 5: Innovating Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in learning communities focused on providing quality instruction and optimal learning for the full range of students.</p>
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Continuum of Teaching Practice

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Levels of Teacher Development Across the CSTP

	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Engaging and Supporting All Students in Learning	Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Understanding and Organizing Subject Matter for Student Learning	Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of CSTP to make connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.

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Levels of Teacher Development Across the CSTP

	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

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Glossary of Terms

The *Continuum* provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the *Continuum of Teaching Practice*.

Standard: one of six areas of teaching practice that comprise the *CA Standards for the Teaching Profession (CSTP)*.

Element: a sub-area or sub-domain of teaching practice within any of the six *CSTP* standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

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Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.1 Using knowledge of students to engage them in learning</p> <p><i>Evidence:</i></p>	<p>Learns about students through data provided by the school and/or through district assessments.</p> <p>Some students may engage in learning using instructional strategies focused on the class as a whole.</p>	<p>Gathers additional data to learn about individual students.</p> <p>Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.</p>	<p>Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.</p> <p>Students engage in learning through the use of adjustments in instruction to meet their needs.</p>	<p>Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.</p> <p>Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.</p>	<p>Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.</p> <p>Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
1.2 Connecting learning to students' prior knowledge, life experiences, backgrounds, life experiences, and interests <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 10px;"> Evidence: </div>	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students. Some students connect learning activities to their own lives.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning. Students participate in single lessons or sequence of lessons related to their interests and experiences.	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction. Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.	Uses extensive information regarding students and their communities systematically and flexibly throughout instruction. Students can articulate the relevance and impact of lessons on their lives and society.

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
1.3 Connecting subject matter to meaningful, real-life contexts*	Uses real-life connections during instruction as identified in curriculum.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
Evidence:	Some students relate subject matter to real-life.	Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Students utilize real-life connections regularly to develop understandings of subject matter.	Students actively engage in making and using real-life connections to subject matter to extend their understanding.	Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

* see Glossary

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p><i>Evidence:</i></p>	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p>
	<p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p><i>Evidence:</i></p>	<p>Asks questions that focus on factual knowledge and comprehension.</p> <p>Some students respond to questions regarding facts and comprehension.</p>	<p>Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.</p> <p>Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.</p>	<p>Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.</p> <p>Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.</p> <p>Students pose problems and construct questions of their own to support inquiries into content.</p>	<p>Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.</p> <p>Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
1.6 Monitoring student learning and adjusting instruction while teaching Evidence:	Implements lessons following curriculum guidelines. Some students receive individual assistance during instruction.	Seeks to clarify instructions and learning activities to support student understanding. Students receive assistance individually or in small groups during instruction.	Makes adjustments to instruction based on observation of student engagement and regular checks for understanding. Students successfully participate and stay engaged in learning activities.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge. Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively. Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p><i>Evidence:</i></p>	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<p>Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior.</p> <p>Seeks to understand cultural perceptions of caring community.</p> <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<p>Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.</p> <p>Incorporates cultural awareness to develop a positive classroom climate.</p> <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<p>Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.</p> <p>Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.</p> <p>Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.</p>	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <p>Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p><i>Evidence:</i></p>	<p>Is aware of the importance of the physical and/or virtual learning environments that support student learning.</p> <p>Is aware that structured interaction between students can support learning.</p>	<p>Experiments with adapting the physical and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p>	<p>Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p>	<p>Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p>	<p>Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.3</p> <p>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Adheres to policies and laws regarding safety that are required by the site, district, and state.</p> <p>Responds to behaviors that impact student safety as they arise.</p>	<p>Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p>	<p>Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.</p>	<p>Integrates support for students to take risks and offer respectful opinions about divergent viewpoints.</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p>	<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> <p>Students demonstrate resiliency in perseverance for academic achievement. Students share responsibility for intellectual and emotional safety for themselves and others in the classroom.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Expanding	Applying	Integrating	Innovating
<p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p><i>Evidence:</i></p>	<p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</p> <p>Is aware of the importance of maintaining high expectations for students.</p>	<p>Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.</p> <p>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.</p>	<p>Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.</p> <p>Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.</p>	<p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</p> <p>Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.</p>	<p>Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.</p> <p>Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.</p> <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>

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Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p><i>Evidence:</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Establishes expectations, rules, and consequences for individual and group behavior.</p> <p>Refers to standards for behavior and applies consequences as needed.</p> <p>Students are aware of classroom rules and consequences.</p>	<p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p> <p>Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.</p> <p>Students know expectations for behavior and consequences and respond to guidance in following them.</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work.</p> <p>Students follow behavior expectations, accept consequences and increase positive behaviors.</p>	<p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p> <p>Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.</p> <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation and are valued for their unique identities.</p>

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Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p><i>Evidence:</i></p>	<p>Establishes procedures, routines or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior.</p>	<p>Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p>	<p>Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.</p> <p>Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.</p>	<p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.7 Using instructional time to optimize learning</p> <p><i>Evidence:</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Paces instruction based on curriculum guidelines.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p>	<p>Paces instruction with adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.1 Demonstrating knowledge of subject matter* academic content standards</p> <p><i>Evidence:</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Has foundational knowledge of subject matter, related academic language, and academic content standards.</p>	<p>Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.</p>	<p>Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.</p>	<p>Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.</p>

*See glossary for a more complete definition of academic language

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Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p><i>Evidence:</i></p>	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p>	<p>Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p><i>Evidence:</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Follows organization of curriculum as provided by site and district to support student understanding of subject matter.</p>	<p>Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.</p>	<p>Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.</p>	<p>Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student comprehension and facilitates student articulation about what they do and don't understand.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p><i>Evidence:</i></p>	<p>Uses instructional strategies that are provided in the curriculum.</p>	<p>Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.</p>	<p>Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.</p>	<p>Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.</p>	<p>Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Mastering
<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>Evidence:</p>	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies.</p> <p>Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Expanding	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of <i>English Learners</i> and students with special needs* to provide equitable access to the content</p> <p>Evidence:</p>	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing.</p> <p>Uses multiple measures for assessing English learners' performance to identify gaps in English language development.</p> <p>Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p>

* Please see the additional Standard elements that are of particular importance in the effective instruction of English Learners:
 Standard Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
 Standard Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
 Standard Element 6.4 Working with families to support student learning

Continuum of Teaching Practice

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Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exhibiting	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of English Learners and <u>students with special needs</u>* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction.</p> <p>Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

* The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.

Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:

Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn. Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs.

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Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p> <p><i>Evidence:</i></p>	<p>Plans daily lessons using available curriculum and information from district and state required assessments.</p> <p>Is aware of the impact of bias on learning.</p>	<p>Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.</p> <p>Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p>	<p>Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development.</p> <p>Examines potential sources of bias and stereotyping when planning lessons.</p> <p>Uses culturally responsive pedagogy in planning.</p>	<p>Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p> <p>Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Establishing	Exploring	Applying	Integrating	Innovating
<p>4.2 Establishing and articulating goals for student learning</p> <p>Evidence:</p>	<p>Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.</p>	<p>Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.</p>	<p>Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.</p>	<p>Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.</p>	<p>Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	Uses available curriculum guidelines for daily, short-term and long-term plans.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.
Evidence:					

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p><i>Evidence:</i></p>	<p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p>	<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p>	<p>Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs.</p> <p>Considers strategies to provide support and challenge for students.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Ishhvevethg
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students. Evidence:	Implements lessons and uses materials from curriculum provided.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Expanding	Applying	Integrating	Innovating
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p><i>Evidence:</i></p>	<p>Is aware of the purposes and characteristics of formative and summative assessments.</p>	<p>Explores the use of different types of pre-assessment, formative and summative assessments.</p> <p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p>	<p>Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.</p> <p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.</p>	<p>Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.</p> <p>Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.</p>	<p>Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.</p> <p>Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.</p>	<p>Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.</p>	<p>Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>	<p>Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.</p>

Continuum of Teaching Practice

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Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>Evidence:</p>	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</p>	<p>Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.</p>

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Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p><i>Evidence:</i></p>	<p>Uses data from assessments provided by site and district to set learning goals for the class.</p> <p>Plans instruction using available curriculum guidelines.</p>	<p>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.</p> <p>Plans adjustments in instruction to address learning needs of individual students.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p>	<p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.</p>	<p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	EMERGING	EXPLORING	APPLYING	INTEGRATING	INNOVATING
<p>5.5 Involving all students in self-assessment, goal setting*, and monitoring progress</p> <p><i>Evidence:</i></p>	<p>Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.</p> <p>Monitors progress using available tools for recording.</p>	<p>Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises.</p> <p>Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.</p> <p>Guides students to monitor and reflect on progress on a regular basis.</p>	<p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.</p> <p>Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</p> <p>Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p>

** Consider the inclusion of English Language Development or Academic English goals along with content goals.*

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Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exhibiting	Applying	Integrating	Innovating
<p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p><i>Evidence:</i></p>	<p>Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.</p>	<p>Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	EMERGING	EXPLORING	APPLYING	INTEGRATING	INNOVATING
<p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <p>Evidence:</p>	<p>Provides students with feedback through assessed work and required summative assessments.</p> <p>Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.</p>	<p>Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.</p> <p>Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.</p>	<p>Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning.</p> <p>Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p>	<p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p> <p>Engages families in a variety of ongoing communications about individual student progress and ways to provide and monitor support.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.1 Reflecting on teaching practice in support of student learning</p> <p><i>Evidence:</i></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.</p>	<p>Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.</p> <p>Engages in and fosters reflection among colleagues for school wide impact on student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>Evidence:</p>	<p>Develops goals connected to the CSTP through required processes and local protocols.</p> <p>Attends required professional development.</p>	<p>Sets goals connected to the CSTP that take into account self-assessment of teaching practice.</p> <p>Expands knowledge and skills individually and with colleagues through available professional development.</p>	<p>Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment.</p> <p>Aligns personal goals with school and district goals, and focuses on improving student learning.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p>	<p>Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources.</p> <p>Engages in and contributes to professional development targeted on student achievement.</p> <p>Pursues a variety of additional opportunities to learn professionally.</p>	<p>Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom.</p> <p>Engages in ongoing inquiry into teacher practice for professional development.</p> <p>Contributes to professional organizations, and development opportunities to extend own teaching practice.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>Evidence:</p>	<p>Attends staff, grade level, department, and other required meetings and collaborations.</p> <p>Identifies student and teacher resources at the school and district level.</p>	<p>Consults with colleagues to consider how best to support teacher and student learning.</p> <p>Begins to identify how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p>	<p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p>	<p>Facilitates collaboration with colleagues.</p> <p>Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.</p>

Continuum of Teaching Practice

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Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.4 Working with families to support student learning</p> <p>Evidence:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Is aware of the role of the family in student learning and the need for interactions with families.</p>	<p>Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/school events.</p>	<p>Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.</p>	<p>Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.</p>	<p>Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
6.5 Engaging local communities in support of the instructional program <i>Evidence:</i>	Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons.	Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction.	Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? D) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs.</p>	<p>Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</p>	<p>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.</p>	<p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging-Exploring-Applying	Integrating-Innovating
<p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> <p>Evidence:</p>	<p>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.*</p> <p>* As follows:</p> <ul style="list-style-type: none"> • Takes responsibility for student academic learning outcomes. • Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. • Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs. • Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act. • Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. • Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior. • Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. • Models appropriate behavior for students, colleagues, and the profession. • Acts in accordance with ethical considerations for students. • Maintains professional conduct and integrity in the classroom and school community. 	<p>Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</p> <ul style="list-style-type: none"> • Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. • Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.

Continuum of Teaching Practice

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Continuum of Teaching Practice Writing Team (2009-10)

The *Continuum of Teaching Practice* was funded through the New Teacher Center with generous support from the Becky Morgan Family Foundation.

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California Commission on Teacher Credentialing

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 Charles Gahagan, Vice Chair—Teacher Representative
 Constance Baumgardt Blackburn—Teacher Representative
 Brenda-Victoria (B.V.) Castillo—Public Representative
 Dan Chernow—Public Representative
 Steven Dean—Teacher Representative
 Marlon Evans—Public Representative
 Leslie Littman—Designee, Superintendent of Public Instruction
 Carolyn McInerney—School Board Member
 Irene Oropeza-Enriquez—Administrative Services Representative

Ex Officio Representatives *

Shane Martin—Association of Independent California Colleges and Universities
 Janis Perry—California Postsecondary Education Commission
 Tine Sloan—University of California
 Beverly Young—California State University

Executive Officer
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Continuum of Teaching Practice

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California Department of Education

Members of the State Board of Education

Theodore R. Mitchell—Board President
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 Yvonne Chan
 Gregory W. Jones
 Johnathan Xavier Williams
 David P. Lopez
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California Standards for the Teaching Profession Advisory Panel (2008-09)

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Priscilla Cox	Elk Grove USD
Cindy Gappa	Tehama COE
Gail Kirby	St. Mary’s College
Eloise Lopez Metcalfe	University of California, Los Angeles
Theresa Montaño	California State University, Northridge
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Sue Westbrook	California Federation of Teachers
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Ira Lit	Stanford University
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Robert McClurg	Rescue USD
Betty McEady	Chapman University College
Cara Mendoza	Fairfield-Suisun USD
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Luis Rodriguez	Los Angeles USD
Jodie Schwartzfarb	New Haven USD
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Andrea Whittaker	San Jose State University
Ting Sun	Commission Liaison

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Coversheet

Certification of Board Elections & Information Regarding Mandatory Board Legal/Governance Training

Section: VI. Governance
Item: D. Certification of Board Elections & Information Regarding Mandatory Board Legal/Governance Training
Purpose: Vote
Submitted by:
Related Material: VI_D_Certification of Board Elections_05_15_18.pdf



PALISADES CHARTER HIGH SCHOOL

Elections Committee Report Presented at May 15th, 2018 Board Meeting

2018 Election Results

See Detailed Election Result in following materials.

At the April 17th, 2018 Elections Committee meeting, the Elections Committee made a recommendation to the PCHS Board of Trustees to approve the following candidates for the following seats:

Eligible Seat

Community Seat

Parent Seat

Parent Seat (Traveling Student)

Faculty Seat

Administration/Management Seat

Faculty Seat (Student Elected)

Projected Winner

Leslie Wooley

Reeve Chudd

Dara Williams

Larry Weiner

Brooke King

Susan Ackerman

The Elections Committee is requesting a vote by the PCHS Board of Trustees at the May 15th, 2018 Board Meeting to verify these results and seat the winners starting July 1st, 2018. All candidates will serve a two year term ending on June 30th, 2020 with the exception of the Student-Elected Faculty Seat whose Trustee will serve a one year term starting July 1st, 2018 and ending on June 30th, 2019.



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees 2018 Election Results

Seat Open	Candidate	# of Admin Votes	# of Classified Votes	# of Faculty Votes	# of Student Votes	# of Parent Votes	Total Number of Votes	Percent of Votes
Community Seat 2-Year Term All Stakeholder Elected	Leslie Woolley	2	2	19	0	2	26	73%
	Abstain	1	0	8	0	0	8	N/A
	Total Votes:	3	2	27	0	2	34	N/A
Winner: Leslie Wooley	Total Votes w/ Abstentions	3	0	19	0	0	22	100%
Parent Seat 2-Year Term Parent Elected	Reeve Chudd					1	1	50%
	Abstain					1	1	N/A
	Total Votes:					2	2	N/A
Winner: Reeve Chudd	Total Votes w/ Abstentions					1	1	100%
Parent of Traveling Student 2-Year Term Parent Elected	Dara Williams					2	2	100%
	Abstain					0	0	N/A
	Total Votes:					2	2	100%
Winner: Dara Williams	Total Votes w/ Abstentions					2	2	100%
Faculty Seat 2-Year Term Faculty Elected	Larry Weiner			24			24	89%
	Abstain			3			3	N/A
	Total Votes:			27			27	N/A
Winner: Larry Weiner	Total Votes w/ Abstentions			24			24	100%
Admin/Management Seat 2-Year Term Admin/Management Elected	Brooke King	3					3	100%
	Abstain	0					0	N/A
	Total Votes:	3					3	N/A
Winner: Brooke King	Total Votes w/ Abstentions	3					3	100%
Faculty Seat 1-Year Term Student Elected	Susan Ackerman				860			87%
	Abstain				124			N/A
	Total Votes:				984			N/A
Winner: Susan Ackerman	Total Votes w/ Abstentions				860			100%

Coversheet

Board Member Recusal Policy (Revised)

Section: VI. Governance
Item: E. Board Member Recusal Policy (Revised)
Purpose: Vote
Submitted by:
Related Material: VI_E_Revised Recusal Policy BOT_05_15_18.pdf

DRAFT**PALISADES CHARTER HIGH SCHOOL****RECUSAL POLICY**

It is the policy of the Board of Directors (“Board”) of Palisades Charter High School (“PCHS”), a California nonprofit public benefit corporation that operates a California public charter school, to maintain a Recusal Policy to avoid actual or perceived conflicts of interest and to ensure the highest degree of integrity in the decision- making process.

PURPOSE AND EFFECT

The purpose and effect of this policy is to supplement PCHS’s Conflict of Interest Code and to establish a clear process for when Board members with a conflict of interest or potential conflict of interest know how and when to disqualify/recuse themselves. This policy takes into consideration the requirements of the Political Reform Act of 1974, as well as the California Nonprofit Public Benefit Corporation Law. In the event that this Policy conflicts with federal or state laws or regulations, said laws or regulations will control, to the extent applicable to PCHS.

II. DISQUALIFICATION/RECUSAL**A. Non-Employee Board Members**

Non-employee Board members may not participate in open or closed session discussions of the Board involving any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her immediate family member as defined herein, has a material financial interest; or
- ii. Discussions or actions as to transactions or contracts in which the Board member’s adult child has a material financial interest.

B. Employee Board Members

No Board member of PCHS who is also concurrently a PCHS employee may participate in open or closed session discussions of the Board involving any of the following topics:

- i. Discussions or actions as to transactions or contracts in which the Board member, or his or her immediate family member, has a material financial interest; immediate family member is defined to include the Board member’s spouse and dependent children;
- ii. Discussions or actions as to transactions or contracts in which the Board member’s adult child has a material financial interest;
- iii. Discussions or meetings as to the appointment, employment, compensation, performance evaluation, discipline, or dismissal of a PCHS employee or classes of employees, especially including any such employee or employees who are responsible for supervising and/or evaluating the employee Board

DRAFT

member. This B.iii prohibition shall not apply to the administrative representative on the Board;

- iv. Hearing of complaints, claims or charges brought against a PCHS employee by another person or PCHS employee;
- v. Discussions or meetings with legal counsel concerning pending or ongoing legal proceedings, either before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator, in which a current or former PCHS employee is a party in his or her personal or official capacity;
- vi. Discussions or actions regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of PCHS's employees; or
- vii. Any discussions or meetings concerning negotiations with a collective bargaining unit or regarding the formation of a collective bargaining unit for PCHS's employees; or
- viii. Consideration of claims made against PCHS for money and/or damages where the claimant is a current or former PCHS employee.

III. MANNER OF DISQUALIFICATION/RECUSAL

If one or more Board members are disqualified under Section II of this Policy, the interested Board member(s) shall disclose the disqualifying interest at the meeting prior to the Board's consideration of the matter taking place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and final voting. Effective recusal also means that the Board member may not attempt (outside of a meeting) to influence Board members or other decision-makers.

In accordance with PCHS bylaws, if a Board member or members refuses to recuse himself or herself where the Board believes recusal is warranted, the Board may vote to cause involuntary recusal by majority vote, excluding the member or members with the perceived or actual conflict of interest.

ADOPTED:

AMENDED:

Coversheet

Approval of 2018-2019 Board Meeting Dates

Section: VI. Governance
Item: F. Approval of 2018-2019 Board Meeting Dates
Purpose: Vote
Submitted by:
Related Material: VI_F_Gov_Approval of 2018_19 Board Mtg Dates_05_15_18 DRAFT.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees 2018-2019 Meeting Dates

Governance Training - TBD (Possibly Saturday 6/23 or 6/30)

No July Regular Meeting

August 21, 2018

Board Retreat - September 15, 2018

September 25, 2018

October 16, 2018

November 6, 2018

December 11, 2018

January 15, 2019

February 12, 2019

March 19, 2019

April 30, 2019

May 21, 2019

June 4, 2019 (Budget)

June 18, 2019

Coversheet

Communications Policy - Review & Recommendations

Section: VI. Governance
Item: G. Communications Policy - Review & Recommendations
Purpose: Discuss
Submitted by:
Related Material: VI_G _Gov_ Communication Policy Approved.pdf

APPROVED PCHS COMMUNICATIONS POLICIES:

Acceptable Use Policy- PCHS Owns the computers and the computer systems used in all PCHS' operations and offices. As such, the computers and computer systems (Including the Internet and e-mail) are to be utilized for legitimate school related-business only in the course of the employee's assigned duties. In addition to the system hardware and software, all electronic files and electronic messages are the property of PCHS, whether composed, received, or sent by an employee. Consequently, employees do not have a reasonable expectation of privacy with respect to their usage of PCHS computers or computer systems. E-mail messages reflect directly on PCHS. All such messages should be composed in a professional manner that is similar to messages sent on PCHS letterheads. All e-mail messages and other electronic files constitute business records belonging to PCHS.

Use of PCHS computers and computer systems (including the internet and e-mail) is subject to PCHS's policy which prohibits the harassment of employees or using an inappropriate or offensive language.

PCHS reserves the right to monitor use of PCHS' the right to monitor use of PCHS' computer systems, including the e-mail system or the Internet, at any time. Employees should not consider data stored on their PCHS computer, their Internet usage or email communications to be private. Employees should be aware that deleted files may be retrieved and read by PCHS. PCHS reserves the right to retrieve, monitor, or review any messages, as well as Internet usage data, in PCHS' systems, and may disclose such messages or data for any seeking permission of person. Personal passwords are not assurance of confidentiality and the Internet itself is not secure. All passwords must be made known to PCHS, and passwords not known to PCHS may not be used.

Any software or other material downloaded into the PCHS' computers may be used only in way consistent with the licenses and copyrights of the vendors, authors, or owners of the material. Prior written authorization of the IT Coordinator is required before introducing any software into PCHS' computer system. Employees do not download software, games, or other software unrelated to their work.

Only authorized employees may communicate on the Internet on behalf of PCHS. Employees may not express opinions or personal views that may be misconstrued as being those of PCHS. Employees may not state their PCHS affiliation on the internet unless required as part of their assigned duties.

Do not disclose any information that is confidential or proprietary to PCHS or to any third party that has disclosed information to PCHS (see PCHS' Confidentiality Policy).

Uphold PCHS' value of respect for the individual and avoid making defamatory statements about PCHS students, employees, stakeholders, partners, affiliates and others. Use

appropriate, respectful language. Remember that you are a representative of Palisades Charter High School.

Electronic mail is not private. Electronic mail can be monitored to insure that it is appropriate and access can be canceled if guidelines are not followed. PCHS strives to ensure email communication channels are free from mass email blast. In the interest of a positive school climate PCHS encourages direct communication with individuals: copy as few people as necessary on an email and refrain from using "reply all".

Questions regarding the deletion of files should be addressed to the IT Coordinator.

Any violation of this policy may result in loss of computer Internet access and, if appropriate subject the employee to disciplinary action, up to and including termination.

Employees learning of any misuse of PCHS computer system, including e-mail or the Internet or violations of this policy, shall immediately notify their supervisor or the Human Resources Director.

Blogging and Social Media- Personal websites and web logs (blogs, social media accounts) and other online tools have become key component of open exchange and education and PCHS respects the rights of the employees to use blogs and social media as methods of self-expression. If using an external blog and an employee chooses to identify themselves as a PCHS employee on a website, blog, or social media account, the employee must adhere to the following guidelines:

- Make it clear to the readers that the views expressed are the employee's alone and that they do not necessarily reflect the views of PCHS.
- Do not disclose any information that is confidential or proprietary for PCHS or to any third party that has disclosed information to PCHS. Consult PCHS' Confidentiality Policy for guidance about what constitutes confidential information.
- Uphold PCHS' value of respect for the individual and avoid making defamatory statements about PCHS students, employees, stakeholders, partners, affiliates and others.
- If blogging, or posting activity is seen as compromising PCHS and interferes with the employee's ability to effectively perform their job duties at PCHS, PCHS may request a cessation of such commentary and the employee may be subject to disciplinary action, up to and including termination

For any questions about these guidelines or any matter related to personal website, blogs, or social media accounts, contact Human Resources.

Confidentiality Policy in the Employee Handbook- PCHS employees shall not disclose confidential information acquired by them in the course of their employment with the school, or use such information for speculation or personal gain.

Volunteers who are allowed to access to confidential information must first sign an acknowledgement and agreement form to not disclose such information to any unauthorized persons and to fully comply with all school rules and regulations with regard to such information.

Use of Phone System- PCHS maintains the telephone system for business purposes. Voicemail messages reflect directly on PCHS and all such messages should be composed in a professional manner that is similar to messages sent on PCHS letterhead. Use of the PCHS' voicemail message system is subject to PCHS' policy that prohibits the harassment of employees or using any inappropriate or offensive language.

Because all messages are the property of PCHS, employees should not expect that the message they send or receive are private. Employees should be aware that deleted messages may be retrieved by PCHS. PCHS reserves the right to retrieve, monitor, or review any messages in PCHS' systems, and may disclose such messages for any purpose without notice to the person sending or receiving the message and without seeking permission of the person. Passwords must be disclosed to the appropriate PCHS representative upon request.

Personal use of telephones to local calls is permitted during authorized breaks and lunch-time only. Except upon prior approval from the employee's supervisor, or in the case of an emergency, personal use of telephones for toll calls and at times other than authorized breaks and lunch-time is not permitted. Employees will be required to reimburse PCHS for any charges resulting from the unauthorized personal use of PCHS telephones. Friends and relatives should be discouraged from calling employees during working hours unless there is an emergency.

If PCHS determines that an individual is excessively using the telephone system for personal matters or otherwise abusing the privilege to use the telephone system, PCHS has the right to further restrict employee use of PCHS telephone system. Employees who violate PCHS rules regarding use of the telephone system are subject to discipline, up to and including termination of employment.

Use of Mobile/Cellular Phones- Out of respect to other employees, personal cellular phones should be changed to vibrate or silent mode when in the office or classrooms. Except in cases of emergency, employees are prohibited from making or receiving calls on their personal cellular phone during working hours, except during rest and meal periods. In addition, the use of the camera or camera-equipped cellular phones is restricted to PCHS-sponsored social events. Photos of students or employees should not be taken without their permission.

Employees are expected to comply with state laws regarding the use of cellular phones while driving on PCHS business.

Use of PCHS cell phones or personal cell phones in the office is subject to PCHS's policy that prohibits the harassment of employees or using any inappropriate or offensive language.

Mail- PCHS is not in a position to handle personal mail. Employees should ensure that all personal mail be sent to their homes. All mail sent to PCHS, regardless of whose name appears on the envelope, may be opened as official PCHS business mail.

Except upon prior approval, the use of PCHS-paid postage for personal correspondence is not permitted. Where prior approval is granted, the employee may be required to reimburse PCHS for the postal charges incurred.

Bulletin Boards and Newsletters- Administrative bulletins, week-at-a-glance emails, updates and newsletters contain important information relative to all PCHS employees. These are often sent via email to all employees. In addition, you should take time to review information posted on the bulletin board in the main office and check it for new information.

PROPOSED COMMUNICATIONS GUIDELINES

Press/Media- All communication with members of the Press and Media should be approved beforehand by the Communications Coordinator and the Executive Director. The Communications Coordinator should be notified if a member of the press, or media has reached out to you or your students regarding, or requesting information specific to PCHS. If you are hosting a school sponsored event and would like to invite members of the press, or media, please notify the Communications Coordinator. Confidential information may not be shared with the press, or media. Any information you share with members of the press, or media via PCHS email is not protected by privacy and can be reviewed (See Acceptable Use Policy). When members of the press/media are invited to campus, they will check in with the Main Office to get a visitor's badge, and escorted to the appropriate place by either the Communications Coordinator, or the administrator, or staff member facilitating the visit.

Schoology Guidelines- the purpose of schoology is to communicate important announcements, events, and opportunities to students, faculty, staff, and parents. Schoology posts are for in-school, or school sponsored opportunities and announcements only. Any announcements pertaining to outside events (such as fundraising) must be approved by the Communications Coordinator beforehand. All surveys must be approved by the Main Office/Communications Coordinator before being posted. All posts on Schoology must comply with legislation including, but not limited to, the Children's Internet Protection Act ([CIPA](#)), Children's Online Privacy Protection Act ([COPPA](#)) and Family Educational Rights and Privacy Act ([FERPA](#)).

Infinite Campus- Infinite Campus communication tools are only used for ROBO Calls to the community and Emergency Messaging. All messaging sent through Infinite Campus must be approved by an Administrator and the Communications Coordinator. Please keep ROBO calls to a minimum. Overloading the community with calls decreases the effectiveness of all communication PCHS sends out.

PCHS Communications Guidelines and Procedures for parents-

It is essential that each PCHS stakeholder form a communications plan at the beginning of the school year. This entails developing a specific timeline that takes into consideration what information you would like to communicate, what outlet(s) best serves that purpose, and what timing makes the most sense in terms of getting the information out to parents. Aside from advertising your event and bolstering attendance, you might also want to recruit volunteers, remind parents about upcoming deadlines, or provide a post–event thank you.

Securing Your Date & Location

Most events require a Facilities Use Request Form to secure the date and/or alert the Operations Liaison of specific setup needs. If your event is a new (not annually recurring) event which does not already appear on the school calendar and/or your event requires special setup from Facilities, you will need to fill out a Facilities Use Request Form as soon as possible. This form may be downloaded from the school website. Once submitted, Facilities will check to make sure there are no conflicts with other school events and will then enter it on the school's master calendar.

Sharing Your Communication Plan with the Communications Coordinator

Once you have created your timeline, share your communication plan with the Communications Coordinator. Specific content is not needed for the outline of your plan, just the date and communications outlet. In general, all electronic communication from you to parents should go directly to the Executive Director/Principal for approval.

PCHS eNewsletter & Website Guidelines

The PCHS eNewsletter is sent to parents in the form of a weekly email, distributed every Saturday. **This is the primary method stakeholders should use to communicate to parents.** Those who wish to include an item about their event in the weekly eNewsletter should send their write-up to the Communications Coordinator. He/She will then proofread and edit as needed and send all approved communications to the Communications Director.

It is important to submit your item at least 48 hours in advance and to carefully consider the timing of the eNewsletter which is weekly.

You should provide:

- Name of the event
- Date and time
- Location
- Who is it for\Title of the event
- A brief description
- RSVP if applicable with a valid email address

If there is additional information for your event (e.g. a volunteer sign-up sheet, photos, a longer description or event instructions), the item will direct parents to follow a link to a webpage to learn further details. **Please make sure your title is descriptive enough that people are**

inclined to click on the link. You may want to include a sentence or two in addition to the subject so that people get a sense of what your event is about before clicking the link.

Schoology Postings

All Schoology postings should be proofread before submission to the Communications Coordinator. Please include the audience you wish to direct your posting towards.

Stand-Alone Emails

Some committees or groups will have the opportunity to advertise their event through a stand-alone email that goes out to the appropriate parent group. To be respectful of parents' email boxes, only a limited number of stand-alone emails will be sent.

When deciding whether your event merits a stand-alone email, please consider the following:

- Can the information be better conveyed through the eNewsletter?
- Is this form of communication necessary to bolster attendance, communicate key information, or summarize a series of upcoming events?
- Is there enough content to warrant a stand-alone email?
- Is this event one in a series?

All requests for stand-alone emails must be approved by the Executive Director/Principal **at least 3 weeks ahead** of delivery. This allows sufficient time for proofreading and editing.

Events featuring speakers and/or authors should use the following guidelines for stand-alone emails:

- Event Title
- Description
 - Speaker bio (if applicable)
 - Essential questions: Consider what is new about what attendees are going to hear.
 - Key take-aways: What are the 3 – 5 important ideas/facts/insights attendees will take away?
 - Event timing
 - Location of event
 - Contact info
 - Food/Beverages?
 - RSVP Instructions

PCHS Facebook & Twitter Accounts

The PCHS Facebook and Twitter accounts are for the exclusive use for the school for school-related purposes. Any outside postings to these accounts must have the prior approval of the Executive Director/Principal.

Flyers and Banners

Flyers may be printed and posted around campus or used electronically as a website link. Once you have created your flyer, submit it to the Executive Director/Principal for approval **2 weeks in advance** of your event.

Vinyl banners (large events only) must follow PCHS brand guidelines. Banner designed must be submitted to the Executive Director/Principal **6 – 8 weeks in advance of your event**. Upon approval, arrangements must be made with the Operations Liaison for installation, especially on Temescal fencing.



Schoolology Code of Conduct

1. While on Schoolology, what I say and how I say it will be school appropriate.
2. I will use posts to discuss school-related content only.
3. I will use a respectful tone of voice when posting. All school rules and consequences related to harassment apply to Schoolology.
4. I will use appropriate grammar instead of texting language.
5. I will not reveal any personal information on Schoolology. This includes telephone numbers, addresses, emails, etc.

Posting & Replying to Messages or Comments

- Post a note to the whole group if your question is about something the whole group should know (assignments, instructions, due dates etc.)
- Send a note only to your teacher if you want to talk about something that doesn't relate to everyone.
- Don't post questions or comments about personal issues or topics. Keep private information private.
- Keep your conversations on topic.
- If you're not sure if a word, joke, or image is okay, then it's probably not. DO NOT write posts that tease, bully, annoy, spam, or gossip about any other person.

Inappropriate Content

- If you think there is something inappropriate posted on Schoolology, please tell your teacher immediately!

Punctuation & Grammar

- No txtng lingo. I am ur tcher...show me that u have lrnd how 2 spell.
- DO NOT PUT SENTENCES IN ALL CAPITAL LETTERS. This is considered shouting!
- Do not end sentences with more than one exclamation mark!!!!!!!!!!!!!! Or question mark??????????????
- Please please please do not repeat a word more than necessary.

By signing this and using Schoolology, you are agreeing to the terms listed above..

Name: _____ Signature: _____

Coversheet

SELPA (Special Education Local Plan Area) Exit Letter

Section: VI. Governance

Item: H. SELPA (Special Education Local Plan Area) Exit Letter

Purpose: Vote

Submitted by:

Related Material:

VI_H_Gov_SELPA Exit Letter_05_15_18_Part 1_Collective LAUSD COP3 Intent to Exit_2017 Final.pdf

VI_H_Gov_SELPA Exit Letter_05_15_18_Part 2_Collective LAUSD COP3 Intent to Exit_2018.pdf

June 1, 2017

Beth Kauffman
Associate Superintendent
Division on Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017
Beth.kauffman@lausd.net

Dear Dr. Kauffman,

Over the past several years, the partnership between the Los Angeles Unified School District ("LAUSD") and charter schools in the area of special education has become an extraordinary model in innovation and collaboration. On behalf of the charter schools participating in the Charter Operated Program, Option 3 ("COP3"), I am writing to express our gratitude for this ongoing collaboration.

Since its implementation, COP3 has led to the development of a local charter school special education infrastructure which has enabled participating charter schools to provide an expanded range of innovative and high-quality special education services and to increase the number and range of students with disabilities that they serve. The percentage of students with disabilities served by the 139 participating charter schools has increased over 40% since its inception (11.5% of total enrollment in 2016-17), and the relative proportion of students with low incidence disabilities has increased by over 90% since its inception (2.3% of total enrollment in 2016-17). This data demonstrates the strength in the partnership as well as supports the fact that increased autonomy leads to an increase in both the numbers and the range of disabilities represented.

Nevertheless, we recognize that special education arrangements within the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter schools and their students.

Please accept this letter as notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2018.

Please note that this notice is not binding upon the undersigned charter schools. If, in consideration of all options, the charter schools find that it is not in the best interest of their students to exit the SELPA, they will remain with the LAUSD SELPA for the 2018-19 fiscal year.

We look forward to ongoing engagement and collaboration.



Brian Bauer
Board President
LAUSD Charter Operated Program, Option 3
Executive Director, Granada Hills Charter High School

CC: Jose Cole-Gutierrez, Charter Schools Division, LAUSD
Members of the LAUSD Board of Education
Alexa Slater, California Department of Education
Gina Plate, CA Charter Schools Association



Charter Leader Signatures

Date: June 15, 2017

Signatures:

 <p>Johnathan Williams Co-Founder and CEO The Accelerated Schools</p>	 <p>Dan Katzir President & CEO Alliance College-Ready Public Schools</p>	 <p>Carolyn Hack Chief Executive Officer Aspire Public Schools</p>
 <p>Cesar Lopez, Director APEX Academy</p>	 <p>Glenda Aleman Executive Director Arts in Action</p>	 <p>Bill Parks Executive Officer / Principal Birmingham Community Charter High School</p>
 <p>Ana Ponce Executive Director Camino Nuevo Charter Academy</p>	 <p>Erin Studer Executive Director CHIME Institute</p>	 <p>Patricia Smith Founder and Director Crenshaw Arts/Tech Charter High (C.A.T.C.H.)</p>
 <p>Karen Smith, Ed. D. Principal Discovery Charter Preparatory School</p>	 <p>Oliver Sicat, CEO Ednovate/ USC Hybrid High</p>	 <p>Dave Fehte Executive Director El Camino Real Charter High School</p>

 <p>Michelle Jasso Co-Director, Academics & Culture Endeavor College Preparatory Charter School</p>	 <p>Malka Borrego Founder and CEO Equitas Academy</p>	 <p>Jim Kennedy CEO Extera Public Schools</p>
 <p>Irene Sumida Executive Director Fenton Charter Public Schools</p>	 <p>Liza Bercovici Executive Director Gabriella Charter School</p>	 <p>Brian Bauer Executive Director Granada Hills Charter High School</p>
 <p>Cristina de Jesus President and CEO Green Dot Public Schools: California</p>	 <p>Marsha Rybin Principal High Tech LA</p>	 <p>Parker Hudnut CEO ICEF Public Schools</p>
 <p>Caroline Wesley Executive Director Ivy Academia</p>	 <p>Michelle Pacifici Executive Director Ivy Bound</p>	 <p>David Langford Executive Director Ingenium</p>
 <p>Myranda S. Marsh, Ed.D. Executive Director/Founder James Jordan Middle School</p>	 <p>Marcia Aaron Executive Director KIPP LA Schools</p>	 <p>Arina Goldring Executive Director LA Leadership Academy</p>

 <p>Amy Held Executive Director Larchmont Charter School</p>	 <p>Yolanda Jiménez Los Angeles Academy of Arts and Enterprise</p>	 <p>Matt Albert Executive Director New Los Angeles Charter Schools</p>
 <p>Lynn Izakowitz Principal Our Community Charter School</p>	 <p>Caprice Young, Ed.D. CEO & Superintendent Magnolia Public Schools</p>	 <p>Gayle Nadler Executive Director Multicultural Learning Center</p>
 <p>Sylvia Fajardo Director Pacoima Charter School</p>	 <p>Pam Magee, Ed. D. Executive Director/Principal Palisades Charter High School</p>	 <p>Nik Orlando Regional Superintendent PUC Schools</p>
 <p>Meg Palisoc, Ed.D. Co-Founder and CEO Synergy Academies</p>	 <p>Anita Zepeda Executive Director Vaughn Next Century Learning Center</p>	 <p>Don Wilson Executive Director Vista Charter Schools</p>
 <p>Gene Fisher Board President Watts Learning Center</p>	 <p>Shawna Draxton Executive Director WISH</p>	 <p>Yvette King-Berg Executive Director YPI Charter Schools</p>

2016-17 Charter Operated Program 3 Member Schools			
LC	School	LC	School
2013	ACCELERATED ELEMENTARY (CHARTER)	8885	HIGH TECH LA (CHARTER)
5202	ALLIANCE COL RDY #12(CHARTER)	2126	ICEF DANTZLER (LOU) PREPARATORY EL (CHARTER)
7685	ALLIANCE COL RDY #16(CHARTER)	2125	ICEF Innovation Los Angeles Charter (CHARTER)
7623	ALLIANCE COL RDY #20(CHARTER)	2016	ICEF VIEW PK PREP ACC EL
5200	ALLIANCE COL RDY #8(CHARTER)	8653	ICEF VIEW PK PREP ACC HS(CHARTER)
5160	ALLIANCE COL RDY MA4(CHARTER)	8460	ICEF VIEW PK PREP ACC MS(CHARTER)
7686	Alliance COLLEGE READY HS #18(CHARTER)	2127	ICEF VISTA EL ACAD(CHARTER)
8647	ALLIANCE COLLINS HS	8004	ICEF VISTA MIDDLE ACADEMY(CHARTER)
5161	ALLIANCE CRMA #5(CHARTER)	5203	INGENIUM CH MS(CHARTER)
8823	ALLIANCE DR. OLGA MOHAN HS (CHARTER)	2133	INGENIUM CHT EL(CHARTER)
8215	Alliance ENVIRONMNTL SCI&TECH(CHARTER)	4672	IVY ACADEMIA (CHARTER)
8626	Alliance GERTZ-RESSLER ACAD HS(COLLEGE READY H.S.)(CHARTER)	8121	IVY BOUND AC MST MS(CHARTER)
8213	ALLIANCE HEALTH SERVICES ACADEMY HS(CHARTER)	5196	IVY BOUND AC MST MS2(CHARTER)
8646	ALLIANCE JUDY BURTON TECH HS (HERITAGE COL RDY)	8195	JAMES JORDAN MIDDLE SCHOOL (CHARTER)
5201	ALLIANCE LEADERSHIP MIDDLE ACADEMY(CHARTER)	8458	KIPP ACADEMY OF OPPORTUNITY (CHARTER)
7694	ALLIANCE LUSKIN ACAD(CHARTER)	2159	KIPP COMIENZA COM PR(CHARTER)
7591	ALLIANCE MARINE 6-12	2264	KIPP EL #5(CHARTER)
8824	ALLIANCE NEUWIRTH HS	2158	KIPP EMPOWER ACADEMY
8115	Alliance SKIRBALL MS(CHARTER)	2081	KIPP IGNITE ACAD
7684	ALLIANCE SMIDT TECH(CHARTER)	2261	KIPP ILUMINAR ACAD(CHARTER)
8826	ALLIANCE STERN(MARC & EVA) MATH/SCIENCE (CHARTER)	8457	KIPP LA COLLEGE PREP (CHARTER)
7760	ALLIANCE TENNENBAUM(CHARTER)	5197	KIPP MS #6(CHARTER)
8825	ALLIANCE WILLIAM & CAROL OUCHI HS (CHARTER)	5188	KIPP PHILOSOPHERS AC
5181	ANIMO CHARTER MS #3(CHARTER)	2080	KIPP PROMESA PREP
5180	ANIMO CHARTER MS #4(CHARTER)	2043	KIPP RAICES ACADEMY(CHARTER)
7693	ANIMO COLLEGE PREP(CHARTER)	5187	KIPP SCHOLAR ACADEMY(CHARTER)
8818	ANIMO JACKIE ROBINSON SENIOR HIGH (JEF#2)(CHARTER)	5189	KIPP SOL ACADEMY(CHARTER)
8087	ANIMO LOCKE HS #1(CHARTER)	8756	LA LEADERSHIP ACA CS
8504	ANIMO PAT BROWN HIGH SCHOOL (CHARTER)	2252	LA LEADERSHP PRIM AC(CHARTER)
8505	ANIMO SOUTH LOS ANGELES SENIOR HIGH (CHARTER)	4783	LARCHMONT CS
8822	ANIMO WATTS #2 (CHARTER)	8461	MAGNOLIA SCI ACAD #2(CHARTER)
8690	APEX ACADEMY(CHARTER)	8464	MAGNOLIA SCI ACAD #3(CHARTER)
2258	ARTS IN ACTION CC(CHARTER)	8011	MAGNOLIA SCI ACAD #4(CHARTER)
5194	ASPIRE CENTENNIAL CP	8012	MAGNOLIA SCI ACAD #5(CHARTER)
2161	ASPIRE FIRESTN ACAD(CHARTER)	8013	MAGNOLIA SCI ACAD #6(CHARTER)
2162	ASPIRE GATEWY ACAD(CHARTER)	8014	MAGNOLIA SCI ACAD #7(CHARTER)

2255	ASPIRE INSKEEP ACAD(CHARTER)	5166	MAGNOLIA SCI-BELL@SR(CHARTER)
7733	ASPIRE PACIFIC ACAD(CHARTER)	8454	MAGNOLIA SCIENCE ACADEMY (CHARTER)
2253	ASPIRE SLAUSON ACAD(CHARTER)	8214	MEDIA ARTS&ENTERTAIN(CHARTER)
2254	ASPIRE TATE ACAD EL	3550	MULTICULTURAL LEARNING CENTER (CHARTER)
8054	BERT CORONA CS	2023	NEW ACADEMY OF SCIENCE & ARTS (CHARTER)
8557	BIRMINGHAM SH(CHARTER)	8015	NEW LOS ANGELES CS
5987	CAMINO NUEVO ACAD #2(CHARTER)	5902	OUR COMMUNITY CS
2251	CAMINO NUEVO ACAD #4(CHARTER)	5973	PACOIMA ELEMENTARY (CHARTER)
2017	CAMINO NUEVO CA	8798	PALISADES CHS
2157	CAMINO NUEVO EL #3(CHARTER)	8154	PUC CALIF ACADEMY FOR LIBERAL STUDIES MS (CHARTER)
7624	CAMINO NUEVO HS #2(CHARTER)	2282	PUC COMM CEL
2257	CELERITY CARDINAL CS(CHARTER)	8453	PUC COMM CMS & CHS
2116	CELERITY DYAD CS	7687	PUC EARLY COLL ACAD(CHARTER)
2925	CELERITY NASCENT CS	5221	PUC INSPIRE CA
5985	CELERITY OCTAVIA CHT(CHARTER)	8212	PUC LAKEVIEW CA
5184	CELERITY PALMATI CHT(CHARTER)	7732	PUC LAKEVIEW CHS
2118	CELERITY TROIKA CS	5313	PUC MILAGRO CH EL
2020	CHIME SCHWARZENEGGER(CHARTER)	7779	PUC NUEVA ESPERANZA ACAD(CHARTER)
2279	CLEMENTE CS	7778	PUC SANTA ROSA CHT ACAD(CHARTER)
8654	CRENSHAW ARTS - TECHNOLOGY HIGH SCHOOL (CHARTER)	8426	PUC TRIUMPH ACADEMY (CHARTER)
8605	DISCOVERY CH PREP #2	8196	Romero
7595	EDNOVATE-USC ECP	6548	SANTA MONICA BLVD CO
8617	EL CAMINO REAL CH HS(CHARTER)	7029	SYNERGY CA
5163	ENDEAVOR COLL PREP(CHARTER)	8018	SYNERGY KINETIC ACAD(CHARTER)
2154	EQUITAS ACAD CHT SCH(CHARTER)	7692	SYNERGY QUANTUM ACAD(CHARTER)
5190	EQUITAS ACADEMY 2(CHARTER)	2015	THE ACCELERATED
2024	EXCEL ACADEMY (CHARTER)	7672	USC HYBRID HS
2256	EXTERA PUBLIC SCHOOL(CHARTER)	7452	VAUGHN NEXT CENTURY LEARNING CENTER (CHARTER)
2078	FENTON ACAD FOR SEL	5984	Vista MS
2079	FENTON ACAD STEM	8828	WALLIS ANNENBERG HIGH SCHOOL (CHARTER)
3747	FENTON AVENUE ELEMENTARY (CHARTER)	7620	WATTS LEARNING CENTER SCHOOL (CHARTER)
3746	FENTON PC(CHARTER)	7756	WESTSIDE INNOV SCH(CHARTER)
4034	GABRIELLA CS	7598	YPI CORONA CH
8681	GRANADA HILLS HIGH SCHOOL (CHARTER)		

June 1, 2018

Beth Kauffman
Associate Superintendent
Division on Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017
Beth.kauffman@lausd.net

Dear Ms. Kauffman,

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We look forward to ongoing engagement and collaboration.



Brian Bauer
Board President
LAUSD Charter Operated Program, Option 3
Executive Director, Granada Hills Charter High School

cc: Vivian Ekchian, Interim Superintendent
Jose Cole-Gutierrez, Charter Schools Division, LAUSD
Members of the LAUSD Board of Education
Alexa Slater, California Department of Education

Coversheet

Approval of Transportation Contract

Section: VII. Facilities / Operations
Item: D. Approval of Transportation Contract
Purpose: Vote
Submitted by:
Related Material:
VII_D_Part 1_SPCHS Contract with Mission for Special Ed Buses for 2018-19 as of 2018-05-11- Final.pdf



201 W. Sotello Street
Los Angeles, CA 90012
(323) 225-7000

April 26, 2018

Mr. Don Parcell, Director of Operations
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

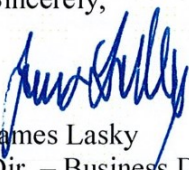
Dear Mr. Parcell,

We look forward to continuing our partnership with Palisades Charter High School as part of the Student Transportation of America family. Our current contract allows for four one year contract extensions by mutual consent. Mission School Transportation consents to extend the contract for one year with an approximate six percent (~6%) price increase. As you may know, the minimum wage will increase 10.4% on July 1, 2018 and that combined with a tight labor market in Los Angeles is putting profound upward pressure on our Driver wages. We are also anticipating a substantial increase in the price of fuel. The rate for 2018-19 with the six percent increase will be as follows:

Small wheelchair bus 4+3WC capacity		\$435.00 per bus per day
SafeStop mobile phone app.		\$ 1.50 per bus per day
Extracurricular trip pricing:		
48 or 56 passenger bus	\$435.00 for the first 5 hours	\$75.00 per hour thereafter
26 passenger bus	\$425.00 for the first 5 hours	\$75.00 per hour thereafter
14 passenger bus	\$415.00 for the first 5 hours	\$75.00 per hour thereafter

We appreciate the opportunity to continue our partnership with Palisades Charter High School. Please let me know if you have any questions. If the extension is acceptable, please sign below and return a copy. This extension offer is valid for thirty (30) days.

Sincerely,


James Lasky
Dir. – Business Development

Contract extension agreed to by:

Dr. Pamela Magee, Executive Dir. & Principal

Coversheet

Approval of Field Trips

Section: X. Consent Agenda 1: Non-Finance Items
Item: A. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: X_Field Trips_05_15_18.pdf

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: Field Trip School Journey Curricular Trip Athletic Trip
 Curricular Buss Tour OTHER (Describe) Cheer Camp

Name of School: Palisades Charter High School Employee: Cathye M. Estes M. A. Certified Non-Cert.
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER 9-12

1. Destination UC Irvine Are admission fees charged? Yes No
2. Dates of Trips 7/27-7/29 2018 3. Number of Students _____ Number of adults 2
4. Name and employee number of employee who will go on trip: Cathye M. Estes M.A./Cheer Coach, Amber Yarbrough Cheer Coach
5. Substitute required? Yes _____ No How Many? _____ Source of funds Fund Raising
6. Time schedule required by school: Leave School 8:00 AM Arrive destination 10:30 am
 Leave destination 1:00 pm Return school 4:00 pm
7. Duration of trip: Less than one day ___ One day _____ Overnight _____ (if overnight, how many days?) 4
8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile _____
 Public Carrier: airplane _____ boat _____ bus train _____ other _____ (explain) _____
9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will learn skills needed to better themselves as School Ambassadors as well as healthy eating, physical activity and communication skills. Lastly, this is a great way to rein problem solving, conflict resolution and improve communication skills.
10. Source of funds for trip _____

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes No
12. Have forms for parent's or guardian's permission been obtained? Yes _____ No They will be by 5/
13. If hiking or camping activity:
 - a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes No _____
 - b. Has the area been checked for potential hazards? Yes No _____
 - c. Has the School Police Department been notified of the trip? Yes No _____

APPROVALS:

Principal or Asst. Principal _____ Date: _____

Board of Trustees* _____ Date: _____

* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

Coversheet

Approval of reimbursements for Executive Director / Principal

Section: XI. Consent Agenda 2: Finance Items
Item: A. Approval of reimbursements for Executive Director / Principal
Purpose: Vote
Submitted by:
Related Material: XI_A_Approval Reimbursement EDP_05_15_18 Part 1.pdf
XI_A_Approval Reimbursement EDP_05_15_18 Part 2.pdf

