Palisades Charter High School

Special Board Meeting - Annual Board Retreat

Date and Time

Saturday September 15, 2018 at 9:00 AM PDT

Location

St. Matthews Church and School, 1031 Bienveneda Ave, 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:
Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

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

C. Public Comment

"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. ***Govern Code*** § 54954.3(b)(2).

II. Governance Training

Governance

A. Welcome & Introductions

B. Review LCAP (Local Control Accountability Plan)

C. Review PCHS WASC Action Plan & Equity Report

(Western Association of Schools & Colleges)

D. Review LAUSD Annual Performance Report from 2017-2018

E. Review Columbia Survey Results

F. Budget Overview - Areas for possible budget reductions

G. Description of Board Roles & Responsibilities

H. Review 2017 Goals

I. Identify Goals for Focus Areas (2018 - 2021)

J. Develop/Write Goals for (2018-2021) School-wide Goal

III. New Business / Announcements

A. Announcements / New Business

- Date of next Board Meeting is Tuesday, September 25, 2018

IV. Closing Items

A. Adjourn Meeting

Coversheet

Review LCAP (Local Control Accountability Plan)

Section: II. Governance Training
Item: B. Review LCAP (Local Control Accountability Plan)
Purpose: Discuss
Submitted by:
Related Material: LCAP goals & updates 17-18_3 page summary.pdf

PALISADES CHARTER HIGH SCHOOL
More Than 50 Years of Innovation and Excellence

2017-2018 LCAP Goals & Updates

Goals/Need	Actions/Services
#1- Teachers are required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught. **Need: Teachers must be highly qualified in content areas taught to meet standards for the California Standards for the Teaching Profession.**	• Will continue staffing of instructional program and review of all teacher credentials per the master schedule • English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization
#2- All students will have access to standards aligned materials. **Need: Based on records review of student economic status and stakeholder survey results, need was established for student access to technology given the school plan to increase technology based instruction.**	• Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials. • Teachers will participate in CCSS professional development, conferences, and training • Release time for PLC/SCL curriculum planning • Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks • Workshop and conference agendas, PLC/departmental share-outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching. • School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.
#3- All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance. **Need: All school facilities are maintained and in good repair to ensure a safe and healthy educational environment.**	• Repair/install restroom, classroom facilitates • Replace lighting with energy efficient blubs through Prop 39 program • Continue renovations through CapEx budget • Continue to maintain custodial staff day and night to clean facilities • Continue to service/clean facilities in compliance with SARC • Continue to refresh classrooms to be complainant with SARC
#4- School will provide opportunities for parent involvement in school decisions through parent volunteer	• Hold outreach meetings for 2x/year for ELAC parents, disability parents, foster youth

Goals/Need	Actions/Services
opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs. **Need: To provide stakeholder input in order to increase student achievement.**	• Release time for PLC/SCL curriculum planning • Reclassify EL learners • Continue to track performance data in EL, math, and literacy • Provide support and counseling for students not meeting adequate growth • Transition program for youth with disabilities • Continue to provide training for parents on school technology systems • Continue to hold minimum 3 outreach meetings per semester to encourage parents participation • Use surveys to record temperature and climate on campus
#5- PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve Post-secondary success. **Need: Students need to be prepared for more than just college but also for potential careers.**	• Develop partnerships through development director to enhance services and expose students to college course and alternative opportunities • Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers
#6- 70% of EL students will demonstrate one year's growth in English Language Development each academic year as measured by the CELDT **Need: 75% will show growth in CELDT scores and 30% will be classified as RFEP.**	• EL coordinator, PIQE, ELAC, EL Teacher/Assistant, Tutoring, MESA/SHPE to provide services to EL students and families
#7- Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate. **Need: To be successful in either college or career students need the preparation that A-G and/or CTE courses provide.**	• Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses. • Increase student participation in Honors and AP courses. Formerly Goal #9. • Increase student participation in Dolphin Leadership Academy. Formerly Goal #16. • Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17. • Proper placement of incoming 9th grade students in English and math support courses

Goals/Need	Actions/Services
	• Reduce class sizes to increase support and pass rates in support classes
#8- School will maintain a high ADA- as close to 96% as possible. **Need: High attendance leads to higher student achievement.**	• Attendance Personnel/training. • Continue with high levels of communication with various media/formats. • Continue with providing positive incentives and reinforcements for perfect attendance. • Intervention & counseling for students with attendance concerns. • Monitor ADA, as well as modes of transportation.
#9- School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate. **Need: Some students are suspended for more than 2 days in a year and lose instruction**	• Discipline Deans staffing • Discipline and expulsion records • Provide counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. • Increase counseling participation rates, • Continue to improve completion and decrease drop-out rates • Link students with behavior challenges to adult mentors to develop positive behaviors
#10- School will explore additional funding to reduce expenses & costs focused High Needs Students & Families. Funding will also address low performing students in all categories **Need: Identify and obtain revenue outside of State Funding to reduce reliance on annual State Budget.**	• School will dedicate funding efforts to address transportation costs and alternative methods • Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students • Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.
#11- Improve student achievement in math for lowest achieving subgroups. **Need: Not all subgroups are performing equally well in math standardized testing.**	• Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. • Provide target interventions. • Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.

Coversheet

Review PCHS WASC Action Plan & Equity Report

Section: II. Governance Training
Item: C. Review PCHS WASC Action Plan & Equity Report
Purpose: Discuss
Submitted by:
Related Material:
PCHS Revised WASC Action Plan_2018_50 pages.pdf
Palisades Charter High School Collaborative School Equity Review Report .pdf

REVISED WASC ACTION PLAN FOR EQUITY

PALISADES CHARTER HIGH SCHOOL

After perusal of the WASC Self-Study Visiting Team Report, the Palisades Charter High School Administrative team has amended elements of the plan to address key issues and critical areas identified by the visiting team.

The key issues identified by the WASC visiting team were:

1. Utilization of time to effectively engage students in their learning during the instructional day in order to ensure equitable access to rigorous curriculum and academic interventions/supports for all students
2. Design of a cohesive reporting document that tells the story of PCHS and can be used as a single report to address elements in the LCAP, LTSP, WASC, and LAUSD Charter Office Reports
3. Consolidation of technology platforms and tools
4. Consolidation of an internal Data Management System to be used for lesson planning, program evaluation, resource allocation, tracking academic achievement across subgroups by ethnicity, geography, and special learning needs
5. Expansion of quality curriculum through cultural relevance and real world applications
6. More integration of Common Core mathematical practices and concepts into math courses
7. More integration of student speaking, listening, critical reading, and writing
8. As funding allows, expansion of the Career Technical Education programs and expansion of the Career Center
9. Continued development of Professional Learning Communities, including:
    a) Lesson study and design
    b) State standard alignment in curriculum and assessments
    c) Data Analysis of formative and summative assessments to inform instructional plans
10. Increase communication and understanding of Schoolwide Learner Outcomes to and by stakeholders

11. Professional Development continuation to include:

a) technology

b) data analysis

c) bell-to-bell lesson design which would include strategies for engaging students actively in classrooms for the duration of the scheduled block period

12. Improve effective engagement of PCHS parents, particularly those of African American and non-English speaking parents.

The WASC visiting team report identified three critical areas for follow-up that need to be addressed:

1. Alignment of initiatives to work efficiently as possible
2. Development of a single data profile accessible to all stakeholders
3. Instruction that maximizes instructional time and student engagement

The twelve key issues have been embedded in the action plan tasks. To address critical areas, the PCHS Long-term Strategic Planning Committee and the Administrative team have revised the WASC action plan. Both original tasks and additional tasks impacting critical areas 1-3 are indicated by blue font.

GOAL 1: Continuously narrow the educational opportunity gap between white, Asian American students and African American and Latino students through increasing capacity by:

- Expanding both quantity and quality of academic learning time in classrooms;
- Expanding differentiated instruction to meet the wide variety of student learning needs;
- Improving lesson designs to include more frequent Checks for Understanding and increased student to student academic discourse;
- Increasing lesson components of critical reading, listening, problem-solving, and mathematical strategies across the curriculum in order to support higher-order critical and creative thinking;
- Increasing lesson components with integrated state standards for mathematical practice across the curriculum;
- Providing curriculum that includes more real-world application and connection to students' lives;

- Increasing interdisciplinary learning and multimodal demonstration of learning through technology or other means, in order to reinforce core competencies, increase student engagement, and develop higher-order critical, creative, and collaborative thinking;
- Expanding and refining the Pali Online Program (POP) to increase the percentage of students meeting UC/CSU a-g requirements;
- Furthering PLC development of curriculum, instruction, and assessment; and
- Investigating alternative bell schedules that will increase intervention opportunities during the block schedule as well as advisories for socio-emotional learning and college- and career-readiness;
- Increase use of Socio-emotional Learning strategies in classrooms

RATIONALE:

PCHS continually strives for improvement, especially when it comes to providing academic support for at-risk students. For the past three years, the challenges to meet their needs were hampered by the transition to common core standards in both curriculum and assessments. Students, parents, staff and administrators have worked tirelessly on making this transition successful. PCHS continues to provide support to Latino and African-American population in the areas of College and Career Readiness. School goals must continue to address the need for math support for all students. From the self-study of academic data, there are significant achievement gaps and downward trends predominantly in math for African American Students/Lower Socioeconomic Status, IFEP students, and higher socioeconomic white students. A majority of African American and Latino students are also commuting from over 100 zip codes to attend school. Because of the overarching goal of school equity and access for PCHS diverse students, PCHS administrators and school program leaders have been studying research that can help formulate a successful school achievement plan.

The research below establishes the rationale as to why PCHS should establish goals connected to supporting all students in academic content and the development of academic skills, focusing on strengthening math skills, using relevance and rigor, and relationship. Some of the predominant research the administration is and will be using are:

Research: Aiming Higher Together, Strategizing Better Educational Outcomes for Boys and Young Men of Color by Ronald F. Ferguson Malcolm Wiener Center for Social Policy at The Harvard Kennedy School, (May 2016.)

In his article, “Aiming Higher” Ronald Fergusons states, “There is plenty of evidence that narrowing gaps between boys and young men of color and white males of skills measured by standardized tests would help equalize other life outcomes (Fryer 2011). However, it seems important to first acknowledge that standardized test scores are controversial. People of color have historically been excluded from opportunities or labeled as genetically inferior based on standardized test scores (Kevles 2004).” Additionally, the article cites, “The Bill & Melinda Gates Foundation Project on Measures of Effective Teaching found that an orderly, on-task classroom is among the strongest predictors of annual learning gains. Differential access to orderly classrooms is among the greatest disparities in educational opportunity.” Due to the experience of PCHS teachers, students have access to organized and orderly classrooms. However, teachers in classrooms need to continually refine lessons so that they interesting, clear, and appropriately challenging for the students in their classrooms.

Research: Learning Time in Pursuit of Educational Equity, edited by Marisa Saunders, Jorge Ruiz De Velasco, Jeannie Oakes

In the book, **Time for Social Change**, researchers concluded that educational equity can be achieved in school through expanded quality learning time. Academic Learning Time (ALT) is defined as the amount of time during which students are actively, successfully, and productively engaged in learning. Research has shown that ALT is a strong determinant of academic achievement. Educational Equity can be increased by teachers devoting class time to guided, critical, and interactive approaches to learning about their students’ own neighborhoods and/or racial or ethnic communities. The research promotes lessons that provide time for students to tackle complex problems that they care about with one another, with more experienced peers, and with supportive adults. The article recommends that teachers build in opportunities for students to apply academic skills to real-world problems into their course units.

Research: Mathematical Mindsets, Unleashing Students’ Potential through Creative Math, Inspiring Messages and Innovative Teaching by Jo Boaler.

Dr. Jo Boaler is a Professor of Mathematics Education at Stanford University, and the co-founder of youcubed. She recently formed www.youcubed.org to give teachers, parents and student the resources and ideas they need to inspire and excite students about mathematics. Jo Boaler writes, “As teachers, we need to free our young people from the crippling idea that they must not fail, that they cannot mess up, that only some students can be good at math, and that success should be easy and not involve effort. We need

to introduce students to creative, beautiful mathematics that allows them to ask questions that have not been asked, and to think of ideas that go beyond traditional and imaginary boundaries."

Research: Unfinished Business, Closing the Racial Achievement Gap in Our Schools by Pedro A. Noguera and Jean Yonemura. (2006)

In the book, **Unfinished Business**, researchers explain, "The racial achievement gap, as measured by course-taking trajectories and grades, does not level off after the ninth grade but grows wider over time." This research reinforces the reasoning that if a minority student isn't successful in passing their classes specifically, math, in the 9th grade; they automatically become part of a cycle of students who fall further behind. "Racial segregation in classes began in math and spread year-by-year to nearly every academic subject area." Also, researchers explain that according to school discipline policies nationwide, they "disproportionately punish the neediest students by denying them the opportunity to learn, and it does so even though there is no evidence that it succeeds at either changing student behavior or improving the climate for learning." The achievement gap and the discipline gap are similar to one another regarding how white, Asian and Black, Latino students may be over or under represented.

CRITICAL NEED: Equity and Access in Education

SUPPORTING DATA:

PCHS longitudinal CAASPP data (2015-17) demonstrates that prominent opportunity gaps exist for African American, particularly lower socio-economic African American students in Math and English. Additionally, PCHS families with parents who do not have high school diplomas are struggling in both Math and English. Surprisingly, gaps exist for higher socio-economic white students and IFEP students in Math (problem-solving, modeling and data analysis, communicating and reasoning). Comparing PCHS data to similar schools (Santa Monica High School, Culver City High School), these gaps are not uncommon gaps for high-achieving schools; however, the higher socioeconomic white students lack of achievement is unique to PCHS.

1. School-wide math grade data indicates an increase of 4.91% of students earning a C or better from the 2016-17 school year to the fall semester of 2017-18.

2. A-G Course Completion Data disaggregated (Disability Status, Economic Status, English Language Fluency, Ethnicity, and Ethnicity for Economically Disadvantaged, Gender, and Parent Education)

3. Fail Data by grade level and disaggregated data (Disability Status, Economic Status, English Language Fluency, Ethnicity, and Ethnicity for Economically Disadvantaged, Gender, and Parent Education)

4. Disaggregated PCHS 2015-17 11th grade CAASPP data

GROWTH TARGETS:

1. Increase 5% of African American students who meet or exceed standards in Math. 2018-2020
2. Increase by 3% of PCHS students passing math courses with a C or better. 2018-2019
3. Increase 10% of students who have parents w/o high school diplomas meet or exceed standards in English Language Arts. 2018-2020
4. Increase 10% of students passing PLC Common Assessments/Performance Tasks in Algebra I. 2018-2020

.

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

There will be a direct impact to the rate of progress on student learning of the academic standards & SLOs. These actions will impact a higher percentage of passing courses successfully, especially in math and will raise the percentage of students meeting A-G requirements.

Monitor Progress Tools

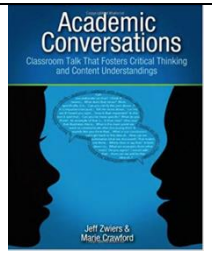
Report Progress

• Infinite Campus • Mastery Manager • Interim Block Assessments • Internal PLC Assessments • Online data warehouse	Long-term Strategic Plan Meetings Academic Accountability Committee Administrative Meetings Curriculum Council Meetings PLC Leader Meetings

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Increase Quality Learning Time in all lessons to increase active learning engagement in all classes.	ED/P and Administration AA Team Department Chairs PLC Leaders	Professional Development and Observation Analysis on lesson design which would include: critical thinking, student engagement, checking for understanding, student discourse, bell-to-bell planning	Pass Rates Assessment Data Student Surveys Observation Data	Fall 2018 and ongoing	PLC Leaders

Formation of a Math Success Task Force, consisting of different school stakeholders and math department members to develop a plan to increase math achievement	ED/P and Administration	Jo Boaler research and training on Mathematical Mindsets Longitudinal Math Data- Placement Test Data, grade data, PLC common assessment data, IAB data, CAASPP scores, SAT scores, ACT scores	Math Interim Block Assessment Data Math Common Assessment Data Math Pass Rates Course Placement for students who need to repeat math Math Classroom Climate Student Surveys	Spring 2018 Summer 2018 Implementation Fall 2018 and ongoing	PLC Leaders Math Department Chairs Math Administrator Curriculum and Instruction Administrator Curriculum Council LTSP
Explore math curricula and math lessons	Administrative Team Math Success Task Force Curriculum Director	Jean Yonemura Pedro A. Noguera Joaquin Noguera Jo Boaler	Longitudinal Math Data- Placement Test Data, grade data, PLC common assessment data, IAB data, CAASPP scores, SAT	Spring 2018 Summer 2018 Incremental Implementation Fall 2019-2021	Math Department Chairs Math Administrator Math Task Force

	Entrepreneurship SLC members Department Chairs Math Department TVN and FuN LTSP		scores, ACT scores		Curriculum Council LTSP Administration
Include state mathematical practice lesson components across the curriculum	PLC members Math Administrator Department chairs AA Team	Jo Boaler research and training on **Mathematical Mindsets**	Formative Assessments Math Interim Block Assessment Data Math Common Assessment Data Math Pass Rates	Fall 2018 Fall 2018 Implementation Fall 2018- ongoing	PLC members Math Department Chairs Math Administrator Curriculum and Instruction Administrator Curriculum Council

Increase Checking for Understanding strategies within daily lessons Structured skill-based formative assessments and common formatives across the curriculum	PLC's Department Administrators PLC Coordinator Testing Coordinator	AlbertIO Schoology Quizzes CAASPP PLC Common Formative Checking for Understanding Strategies	English and Math Interim Block Assessment data All Department Common Assessment Data All course Pass Rates	Spring 2018 Summer 2018 Implementation Fall 2018-ongoing	All PLC members All Department Chairs All Administrators Curriculum and Instruction Administrator Curriculum Council
Increase student academic discourse across curriculum to increase communicating and reasoning skills	PLC's Pod Courses Department Chairs Curriculum and Instruction Administrator	 AA Team Director of Academic Achievement	AlbertIO Schoology Quizzes CAASPP data-Listening and Speaking PLC Notebooks Assignment Grades Student exit tickets	Spring 2018 Summer 2018 Implementation Fall 2018- ongoing	All PLC members All Department Chairs All Administrators Curriculum and Instruction Administrator Curriculum Council

Examining student needs for academic and personal support and developing bell schedule alternatives to meet those needs.	Administration Curriculum Council LTSP Committees Stakeholders participating in Design Days (TBA) Academic Accountability Committee Board of Trustees UTLA	PCHS student achievement and demographic data. Research/data on impact of comprehensive programs for student academic and personal support.	Disaggregated external and internal assessment scores Fail and D rates Attendance data PCHS demographic data	2018-2021	Administration Board UTLA
Increase socio-emotional learning strategies (Hello!, Council, Mindfulness, Mediation, Character development, Resilience Strategies)	AA Team Campus Unification Director Special Education Department Chair	Counseling Department Mental Health Providers Greater Good Science Center Potential Project	Administrative classroom observations Lesson Plans Student Surveys Discipline Data	2018-19 ongoing	Campus Unification Director Director of Academic Achievement

These strategies will be embedded in resource class routines and shared out to other departments	Curriculum Council LTSP				
Continue revising the PCHS Grading Policy and PCHS Grading Practices	Administration Curriculum Council LTSP Academic Accountability Board of Trustees	Continued research of Guskey and Marzano and other related researchers	Grade Data Course Syllabus Departmental Policy Infinite Campus Audits	2018-19 to 2020-2021	Administration Board of Trustees
Support for students who come from households/parents w/o his diplomas and IFEPs	Administration Counseling Office EL Department Curriculum Council LTSP Academic Accountability	Case Management Identification and Tracking	Grade Data Attendance Rates Counseling Appts.	2018-2020	Counseling department Administration

GOAL 2: Continuously diversify and personalize PCHS staff Professional Development to include training in the following areas:

- UCLA Center for the Transformation of Schools/School Improvement Network;
- Lesson Design
- Adaptive Schools training;
- Academic Achievement team training;
- PLC Professional Development time;
- School Equity Professional Development;
- School culture and climate time;
- Diversity training;
- Differentiation training;
- Technology training;
- Socioemotional training;
- project-based learning;
- portfolio assessment training;
- effective grading systems;
- developments in math curriculum and instruction to engage and retain more students;
- critical reading and writing; and
- academic conversations.

RATIONALE:

In order to meet the learning needs of PCHS students and develop strategies to increase academic learning time and achievement, PCHS will continue to develop its staff in the following areas:

a. UCLA Center for the Transformation/School Improvement Network: school equity study
b. Academic Achievement Team Training: the on-the-job training team for PCHS faculty needs to keep abreast of all the new assessment and instructional strategies that are both current and cutting edge.

c. Adaptive Schools Training: This coaching gives productive and effective strategies provide a way for school teams to communicate, collaborate, and plan to achieve PLC and school-wide goals
d. PLC Professional Development Time: According to PCHS faculty feedback, PLC school day collaboration time has proven very successful. The AA team will be expanding training during this time, with a focus on lesson building
e. School Culture and Climate Development: continued planning from the Campus Unification Director
f. Diversity Training: Staff survey data has indicated that more training is still needed in this area
g. Intervention Training: Teachers need a refresh on emotional first aid training and how to access school supports for students
h. Differentiation Training: The number of teachers who are incorporating differentiation in instruction and assessments is increasing, therefore more of Carol Tomlinson's research and training will be accessible
i. Technology Training: Instructional Software, Student Data Systems, and communication software
j. Socio-emotional Training and Mindfulness Training
k. Portfolio Assessment Training: The idea of a school-wide 4-year student digital portfolio has been discussed in Curriculum Council as a way to prepare students for college and career and meet the technical credit requirement for the school.
l. Effective Grading Systems: Marzano and Guskey and other research can be disseminated and reflected on. The Academic Achievement Team will play a role in dispersing this research within the PLC structure and Infinite Campus gradebook trainings
m. Developments in Math Curriculum and Instruction to engage students of color in math application
n. Critical Reading and Writing Across the Curriculum: Students benefiting from: lower Socioeconomic, RFEPs and IFEPs
o. Increase use of Checking for Understanding strategies within daily lesson plans
p. Formative Assessment and Analysis Training: models for developing and analyzing common formative assessments will further the development of PLC re-teaching and reassessing strategies. Additionally, it will create a systemic response to student data in the form of lesson plans, built in interventions, and redesigned assessments.
q. Academic Conversations: This professional development training will be continued in a workshop format to increase listening and speaking skills of students; a demonstrated need from CAASPP assessment data. Academic conversation increase student engagement and heighten a positive school climate.

CRITICAL NEED:

Closing the achievement gap by raising CAASPP scores in 11th grade in math by 3% of students meeting or exceeding standards in math

- Increasing academic equity in classrooms
- Increasing Learning Time in block period classrooms

SUPPORTING DATA:

- Student Surveys, Focus Groups and Presentations
- Student Bill of Rights concern sheets
- Teacher Surveys
- Teacher developed professional smart goals
- Professional Development Calendar
- Professional Development Surveys
- Faculty Evaluation Reflections

GROWTH TARGETS:

- 100% faculty turn-in rate for Individualized Professional Development Plans, annually
- 80% faculty turn-in rate for midterm and final goal reflection sheets, 2018-19 to 95% 2019-20
- 100% PLCs receive in house PD time
- 3% increase in students meeting or exceeding standards in math
- Decrease students having to repeat courses by 10%

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

Research shows that quality, job embedded professional development will have a direct correlation to student achievement and positive classroom climates.

Monitor Progress Tools	Report Progress
• PD sign in Sheets • PD calendar • Faculty SMART goal sheets and Professional Development plans • Student Feedback Surveys • Student Focus Group Feedback	Director of Instruction Reports to Curriculum Council and Department Chairs Administration Meetings Academic Achievement Meetings Executive Director/ Principal Reports to Board

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Funding for AA team training: Lesson Design Educational Equity Positive Behavioral Intervention in the Classroom Differentiated Instruction Technology Data Driven Schools/Data Analysis	Administrative Team AA Team	See Professional Development Chart	100% faculty turn-in rate for Individualized Professional Development Plans 80% faculty turn-in rate for midterm and final goal reflection sheets 100% PLCs receive in house PD time 3% increase in students meeting or exceeding standards in math 5% increase in students meeting or exceeding English	Annually	Director of Academic Achievement Executive Director/ Principal

Critical Reading Response to Intervention Math Mindsets Building math connections for AA and Latino students Social Emotional Learning					
Funding for: Summer Mini Grants Technology training PLC Work	Administrative Team AA Team Budget/Finance Committee	Educator Effectiveness Grant	Faculty Outcome Faculty Survey	Annually	Director of Academic Achievement
PD Day Schedule to include 3 days before 2018-19 school year for	Administrative Team	UTLA contract School Calendar	Faculty Attendance Faculty Survey	Annually	Director of Academic Achievement

Department Retreats Equity Training Culture and Climate and Room Prep	AA Team UTLA				
Funding and Schedule of PLC training during the school year	Administrative Team AA Team	Educator Effectiveness Grant	PLC Notebooks PLC Leader Survey	Annually	Director of Academic Achievement PLC Coordinator
Schedule of technology training during the school year	Administrative Team AA Team Technology Team	Calendar Meeting	Faculty Survey	Annually	Director of Academic Achievement Education Technology Coordinator
AA Team retreat to collect data on attendance, surveys, and reflect on program strengths and needed supports	Administrative Team AA Team	Retreat time Professional rate payment	AA Team Report AA Team 2019-20 PD Plan	Bi-annually	AA Team

AA Team reflection and report included in annual Board retreat	Administrative Team AA Team	AA team inclusion	AA Team Report AA Team 2019-20 PD Plan	Annually	AA Team

GOAL 3: Develop a system of centralized, expedient, external and internal data collection, analysis, and communication in order to:

a) continuously improve student achievement in all subgroups;

b) inform instruction and differentiation;

c) determine appropriate and effective student placement, support, and enrichment;

d) determine the differentiated needs of subgroups so appropriate student support and enrichment opportunities can be embedded in the master schedule; and

e) identify trends in student achievement that allow the school to allocate resources in order to maximize student achievement.

RATIONALE:

As a charter school we have acquired many data collection tools since leaving LAUSD at both a schoolwide and classroom level. Many of these tools run reports separate from each other and access to this data may not be accessible from one place by those who need it. Additionally, the school data collection tools would work more effectively if they were integrated and automatically updated regularly.

CRITICAL NEED:

Interoperability of systems that allow data to be managed under one hosted data warehouse with customizable dashboards to help school and district leaders make data-driven decisions.

SUPPORTING DATA:

PCHS had a Charter Office Review in the spring in which the need for accessing and disaggregating internal school data was highlighted. Furthermore, PCHS administrators determined that school staff could work more effectively if access to a centralized system was utilized.

GROWTH TARGETS:

- Integrate a single online data warehouse, such as Schoolzilla or Power BI, that will allow us to provide our stakeholder community with relevant schoolwide data
- Prioritize the types and sources of data that will provide analytical insight in order to achieve school goals.
- Take a self-inventory of how we are collecting data and from which tools

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

Timely and appropriate responses to reliable and centralized student data will increase academic achievement.

Monitor Progress Tools	**Report Progress**
• Office 356 Project Management Tool	• Technology Task Force • Technology LTSP Committee

Tasks	**Responsible Person(s) Involved**	**Professional Development/ Resources**	Means to Assess Improvement	Timeline	Reporting
Determine the department specific benchmark data that would reflect student progress and achievement of standards and achievement metrics	Department Chairs PLCs AA Team Administration	As needed	Centralized listing of departmental key benchmark assessments	Fall 2018	Curriculum Council Administration
Identify the data collection software or tools used to store each departments' assessment results and identify the most useful integrated systems. Research comparable tools that work best for PCHS.	Department Chairs PLCs Data Management System Coordinators Educational Technology Coordinator	As needed	Collection is audited as complete	Fall 2018	Curriculum Council Administration

	Administration				
Online data warehouse Integration of SAT scores, CTE courses, Dual Enrollment Data, PLC Common Assessments, Interim Block Assessment Data, AP Test Scores	AA Team Technology Task Force NBC Teachers PLC Leaders Administration	As needed.	Online data warehouse testing	2018-19	Technology Task Force
Increase Schoology use as a Learning Management System and ensure nightly migration to Infinite Campus for storage	PLC Leaders PLC Members Administration	As needed.	Schoology Analytics	School year 2019-2020	Technology Task Force AA Team Administration
Mastery Manager or Mastery Connect interconnectivity with Schoology, Infinite Campus and online data warehouse	Technology Coordinator Technology Task Force Administration	As needed.	Software Analytics Data Integrity testing	School year 2019- 2020	Technology Task Force AA Team Administration
Training for all staff in proper data use and integrity of system (FERPA and HIPPA)	AA Team Administration	As needed.	Certification of Staff	2018- 2019	Technology Task Force AA Team

					Human Resources and Administration
Pilot roll out of dashboards	Educational Technology Coordinator Technology Task Force Administration	As needed.	Certification of Staff	2018- 2019 2020- 2021	Technology Task Force AA Team Administration
Fully integration of Data System	SIS Coordinators Technology Task Force Educational Technology Coordinator Administration	As needed.	Data System Testing	2021- 2022	Educational Technology Coordinator Technology Team/Task Force Information Technology Director LTSP Technology Committee

Create a calendar of scheduled reports for all stakeholders	SIS Coordinators Technology Task Force Educational Technology Coordinator Data Coordinator Administration AA team Curriculum Council LTSP	As needed.	Approval of Calendar	2021- 2022	Educational Technology Coordinator Technology Team/Task Force Information Technology Director
Schedule data reflection and design or response to the data within the school committees calendars	Technology Task Force Educational Technology Coordinator Data Coordinator Administration AA team Curriculum Council LTSP	As needed.	Digital Library	2021- 2022	Educational Technology Coordinator Technology Team/Task Force Information Technology Director

GOAL 4: Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.

RATIONALE: CRITICAL NEED:

The last adopted technology plan for PCHS was for 2011-2014 (click HERE for link to 2011-14 PCHS tech plan). As we move to provide all students access to our network and other educational technologies, it is vital that we have a vision and plan to base all technology decisions. Even though PCHS has continued to increase its investment in technology, the school must develop a clear plan regarding the specific purposes of technology and how to accomplish stated purposes.

SUPPORTING DATA:

- PCHS Technology Plan 2011-2014
- Budget Committee meetings
- LCAP Survey Data
- LTSP Meeting
- Faculty Technology Survey

GROWTH TARGETS:

1. Budget “Access First” blended BYOD/Loaner program for remaining grades 11-12th by end of 2020-21 school year
2. Submit an new 3 year PCHS Tech Plan to LACOE by the end of 2018-19

SLO’s ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

Monitor Progress Tools	**Report Progress**
• Long-term Strategic Plan Technology Committee • Stakeholder surveys • Google Docs: PCHS Tech Plan Document	Monthly Technology Report to Executive Director/ Principal Monthly Technology Task Force Meetings LACOE online technology plan builder

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Meet with PLCs and individual tutors to incorporate edtech into curriculum through SMART Goals	PLC Leaders PLC Coordinator Educational Technology Coordinator Ed Tech Coaches Teachers	Tech Coaching, AA Room, PLC pull out days	Walk-throughs, Teacher and Student Surveys, PLC Binders with student work	2018-2021	Administration Educational Technology Coordinator AA Team
Have each PLC attach either ISTE or CCSS tech standards to current curriculum and projects	PLC Leaders Teachers Educational Technology Coordinator	ISTE and CCSS standards, Tech Conferences, Tech Coaching, AA Room	Linked curriculum maps with CCSS tech standards per course	End of 2019	Administration Educational Technology Coordinator AA Team
Inventory all PCHS owned technology meant for student use and designate which will remain in carts and which will be reallocated for continued rollout of the “Access First” blended BYOD/Loaner program to the 11th and 12th grades	Tech Director and team Educational Technology Coordinator Department Chairs Administration	Asset management reports	Balanced budget that provides 9th - 12th grade student access to devices	End of 2017-18 school year	Educational Technology Coordinator Technology Team

					Information Technology Director LTSP Technology Committee Administration
Designate a Tech Task Force that will meet throughout the year, research best practices, and survey all necessary stakeholders in order to gather the input needed to develop the tech plan.	Educational Technology Coordinator Administration Data Coordinator	Google Form Survey, Google Docs, EdTech Conferences	Task Force formed with one member representing each department	Fall of 2018	Educational Technology Coordinator Technology Team Information Technology Director LTSP Technology Committee
Attend key edtech conferences and report latest edtech trends	Tech Task Force	Google Docs, ISTE/CUE Conferences	Notes from Conference sessions, one	Spring of 2019	Educational Technology Coordinator

to stakeholders through department/PLC meetings	Educational Technology Coordinator Departmental & PLC Tech Leaders Administration	Faculty Presentations	presentation per department		Technology Team Information Technology Director LTSP Technology Committee Administration
Using the CA K-12 Technology Plan Template, Criteria and Guiding Questions create a rough outline of the PCHS Tech plan for 2019-22	Educational Technology Coordinator Information Technology Director Technology Task Force Administration	CA Office of Ed K-12 Technology Plan Template, Criteria and Guiding Questions Document version 1.10	Completed Google Doc	Spring of 2019	Educational Technology Coordinator Technology Team Information Technology Director LTSP Technology Committee

					Administration
Create the PCHS Tech Plan document using the LACOE online Technology Plan builder tool	Information Technology Director Educational Technology Coordinator Administration	LACOE online Technology Plan Builder, Completed K-12 Technology Plan Template	Completed 3 year Technology Plan submitted to LACOE	End of 2018-19 school year	Educational Technology Coordinator Technology Team Information Technology Director LTSP Technology Committee Administration

GOAL 5: Transportation

Pursue available funding to subsidize transportation for PCHS families who can least afford it, and provide alternative transportation options in order to sustain PCHS' diversity.

RATIONALE:

PCHS prides itself on educating a racially, ethnically, geographically, academically, culturally, and socio-economically diverse mix of students, which enriches the education of all students at PCHS. Palisades Charter High School (PCHS) has promoted diversity since the inception of its' Charter in 2003-2004 by using state-funded transportation to provide the opportunity for students in underserved neighborhoods to attend PCHS. During the downturn in the California Economy starting in 2008-2009, PCHS stopped receiving state-funded transportation. As a result, in order to continue supporting the 100+ zip codes attending PCHS, PCHS used state funding and parent funding to support home-to-school transportation. PCHS recognizes the economic challenges that this presents for some of our most financially needy families. To this end, we have created a Scholarship program which provides either free or subsidized transportation.

CRITICAL NEED: Sustainability of a diversified student body to educate.

SUPPORTING DATA:

In the 2017-2018 School Year, PCHS utilizes 16 Regular Education, 2 Special Education and multiple Athletic, Club and field trip buses. On a daily basis, a total of 817 students are registered and riding these buses. Of this total, 379 students (over 46%) receive some form of subsidy (206 students receive full scholarships, 104 receive scholarships amounting to 67% of the monthly cost, 51 receive scholarships amounting to 60% of the monthly cost and 22 receive scholarships amounting to 46% of the monthly cost). In 2016-2017 PCHS granted a total of 324 transportation scholarships. The associated cost of this transportation benefit has risen as the cost of transportation has increased due to fuel & labor costs. In one year, our transportation costs have increased 28%. These PCHS additional expenses amount to approximately $600,000 for 2017-2018. In addition to this funding need, supporting Special Education transportation has also been impacted by the cost per Special Education bus increases. In 2016-2017, our one Special Education bus cost an average of $10,000 per month. In the first semester of 2017-2018, our two Special Education buses (being reduced to one bus in the second semester) cost an average of $30,000 per month. The current projection is for an additional $150,000 transportation costs related to Special Education Transportation. In summary, a total of $750,000 in Transportation costs are being funded by Palisades Charter High School.

GROWTH TARGETS:

Increase number of students utilizing car-pool and diversify public transportation options by 5%. Double the amount of fundraising specifically targeted or allocated to transportation.

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

Monitor Progress Tools

- Transportation Contract
- PCHS school-wide Budgets
- Ridership Rolls Committee
- Parent Feedback
- LTSP

Report Progress

- Administrative Team
- Director of Operations
- Budget and Finance
- Development Director
- Transportation Office

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Community Awareness & Donations: General population Local Businesses Mission Aligned Organizations	Director of Development	Community donations Advertising and Publishing Resources	Development Office Financial Reports	Ongoing	Board of Trustees Budget & Finance Committee Development Office
Further Development of Ridesharing Options: PTSA or other carpooling programs	Director of Operations	PTSA Booster Club	Ridership Rolls Carpool Analytics	On-going	Transportation Office Board of Trustees Budget & Finance Committee

		Carpool Apps			
Increase Public Transportation Utilization: Grades 8 thru 12 inclusive (TAP cards)	Director of Operations		Parent Surveys Student Surveys Collection of ridership numbers	2017-2018 2nd Semester	Transportation Office Director of Operations Board of Trustees Budget & Finance Committee
Direct bus line services (primarily Metro)	Director of Operations	MTA Santa Monica Blue Bus		2017-18 2nd Semester	Board of Trustees Budget & Finance Committee

GOAL 6: Develop and maintain a positive and equitable school climate and culture by:

a. encouraging every teacher and classmate to acknowledge each other and have a meaningful exchange in the pursuit of disrupting inequity and breaking down self-segregation;
b. supporting students in understanding and accessing the Student Bill of Rights and Responsibilities (SBRR) as well as the SBRR Concern Form;
c. redesigning school discipline by incorporating timely reentry into classrooms for the purpose of increasing student access to instruction;
d. developing and expanding the Peer Mediation Program;
e. developing and expanding the Link Crew Program;
f. maintaining access to mental health providers;
g. continuing to develop curriculum for Community Days; and

h. increasing staff Professional Development time for the purpose of examining and improving equity, climate, and culture.

RATIONALE: CRITICAL NEED:

By virtue of the PCHS mission and vision, the school commits to social justice for all by creating an environment to maximize learning and respect. PCHS strives to maintain a safe environment where students feel secure and comfortable regardless of race, gender, religion, ability, socioeconomic or sexual orientation. In this environment, students will feel encouraged to ask for help, especially when struggling. In responding to student needs we also want to help our teachers to feel supported and motivated in the same way.

SUPPORTING DATA:

Research: Unfinished Business, Closing the Racial Achievement Gap in Our Schools by Pedro A. Noguera and Jean Yonemura. (2006)

In the book, **Unfinished Business**, researchers explain "The racial achievement gap, as measured by course-taking trajectories and grades, does not level off after the ninth grade but grows wider over time." Insinuating that if a minority student isn't successful in passing their classes specifically, math, in the 9th grade, they automatically become part of a cycle of students that fall further behind. "Racial segregation in classes began in math and spread year by year to nearly every academic subject area." Also, researchers explain that according to school discipline policies nationwide, "it disproportionately punishes its neediest students by denying them the opportunity to learn, and it does so even though there is no evidence that it succeeds at either changing student behavior or improving the climate for learning." The Achievement gap and the Discipline gap are similar to one another regarding to how white, Asian and black, Latino students may be over or under represented.

Research: Disrupting Inequity, Let's Talk about Racism in Schools by Rick Wormeli (2016)

In the magazine, **Disrupting Inequity**, author Rick Wormeli explains that successful teachers confront hard issues, stating, “Talk to students about what you believe about race and equity. Successful teachers aren’t afraid of teaching a community’s values.” The more we communicate our schools values in diversity and creating an equitable environment the more those values become ingrained in our schools climate and culture. “To build a climate where such discussions bear fruit, we should immerse students and ourselves in learning experiences that will positively inform conversations about race.

Discipline reports including suspension and peer mediation

Human Rights Task Force (Measure the Human Rights Temperature of Your School) Student Surveys

Columbia Stakeholder Survey responses

1 to 4 - HELLO

1 to 4 - UNITE

Justice League

Student Bill of Rights Responsibilities (SBRR)

SBRR Concern Form

TVN

Fuerza Unida

GROWTH TARGETS:

Track SBRR Concern forms to collect baseline data on student resolutions and student satisfaction

Track Mediation Resolution Forms to collect baseline data on progress and conflict resolution

Establish baseline data to measure the quality of teacher-to-student and student-to-student relationships through survey data (California Healthy Kids Survey, Hello Survey)

Establish baseline data to measure students' feelings of safety and security (California Healthy Kids Survey)

Decrease the number of students leaving the classroom for discipline reasons by 10%

Increase 9th grade success seminars from once a year to twice a year

Early information and engagement regarding college preparation to freshman (TVN, FUN)

Hello Activities will be done in every classroom by fall 2018.

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

Research shows that when students feel safe, secure, and cared for; they are able to succeed in the classroom.

Monitor Progress Tools **Report Progress**

• Student and Teacher Surveys • Student and Teachers Questionnaires • Student/Student Group Interviews	• Student Senate • ASB Leadership • Justice League • Human Rights Student Task Force

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1. Build on the objectives established in 2017-18 (unity/community and intentions/personal care) to develop an understanding among staff regarding the needs of students which includes interventions to support their achievement.	ED/P Administration SLC Coordinator CUDirector	"Disrupting Inequity" Tools for Tolerance Organizing for Intention Teaching for Diversity and Social Justice Readings for Diversity and Social Justice *Unfinished Business* Professional Development	Healthy Kids Survey Museum of Tolerance Professional Development Days Link Crew Training	2017- 18 or going	Executive Director/Principal CUDirector Administration

		training with Joaquin Noguera			
2. 9th grade accountability - not allowing students to fail through effective strategies and programs that ensure success. We want our 9th graders to WIN!	CU Director Executive Director/Principal Assistant Principal of Discipline Math Department Paraeducators Coaches	*Unfinished Business* Culture and Climate study	Progress reports	2018-19 on going	Link Crew Math Department Director of Student Support Services Assistant Principal of Discipline
Campus Unification Director (CUD) Position was created to develop, organize and facilitate events, activities and programs that help unify our diverse school community.	Administration Board of Trustees	Disrupting Inequity *Unfinished Business* *The Art of Effective Facilitation* Teaching for Diversity and Social Justice Reading for Diversity and Social Justice Link Crew Training	Job evaluation Board review	2017-18	Executive Director/Principal Board of Trustees

1 to 4 HELLO	CUDirector Faculty	HELLO guide Professional Development training CUDirector	Mid-Semester Check in feedback Student questionnaire Student interviews HELLO! Reports	2017-18 on going	HELLO report CUDirector Executive Director/Principal
1 to 4 UNITE	CUDirector ASB Leadership Adviser Justice League Students		Student questionnaire	2017-18	UNITE participation questionnaires CUDirector
Justice League Student club, members represent the leadership of our social cultural clubs here on campus. Who organize month activities and initiatives for our diverse campus?	CUDirector ASB Leadership Adviser	CUDirector Club Sponsor	Student feedback questionnaire Staff feedback and review meeting	2017-18 on going	CUDirector Teacher Sponsor
Professional Development Day A day of organizing and staff outreach	Administration CUDirector Culture and Climate facilitators	Adaptive Schools Tools for Tolerance	Professional Development Surveys	Annual	Executive Director/Principal Administrators

					Department Coordinators
Tools for Tolerance at the Museum of Tolerance	CUDirector Administration	Museum of Tolerance Tools for Tolerance curriculum	Tools for Tolerance staff CUDirector	2017-18	Executive Director/Principal CUDirector
Campus Security greeting	Assistant Principal of Discipline CUDirector Security Staff Director of Operations	Develop and training on school protocol to welcome students and visitors	Welcoming protocol	2018-19 on going	Assistant Principal of Discipline Director of Operations Executive Director/Principal CUDirector
Systems of Operation and Communication, Master Calendar	Human Resources Administration Security	Safe Schools Active Shooter Online training	Staff Interviews Surveys Culture and Climate meeting PLC's Administration Meetings	Annual	Administration Full Staff and Faculty
Diversity Film Festival	Administration CUDirector	Relevant films	Survey Monkey	2017-18 on going	Director of Academic Achievement

Group and Team Teaching providing more support for helping large classes and ensuring every student has a chance for instruction	Math Department Physical Education Department Paraeducators	Professional Development days	Student grades Department Evaluations	2017-18 on going	Director of Student Support Services
Unity and Community	Campus Wide	Community Days Community Assembly Justice League HELLO UNITE Tools for Tolerance	Campus culture and climate	2017-18 on going	Executive Director/Principal Administration CUDirector Culture and Climate Consultants
Intention and Personal Care	Administration CUDirector Faculty Students	Student Bill of Rights Responsibility SBRR Concern Form Personal Health information	Campus culture and climate	2017-18 ongoing	Executive Director/Principal Administration CUDirector
Staff Commitment to Social Justice	All Staff	Tools for Tolerance Courageous Conversation Disruption Inequity	Student Bill of Rights and Responsibilities (SBRR)Concern Form Reports	2017-18 on going	Executive Director/Principal Administration CUDirector

		School Policies SBRR and Concern Forms HELLO UNITE Justice League Culture and Climate Reports Community and Parent Meetings Board Reviews			Full Staff and Faculty
Link Crew	Director of Admissions and Attendance CUDirector	Link Crew training	Student and Parent Feedback	2017-18 on going	Director of Admissions and Attendance CUDirector
PLC Meetings	All Departments	Department Coordinators	Students grades Department Surveys Parent Surveys	Annual	Director of Academic Achievement
Customer Service Training	Classified	Customer Service Training	Columbia Survey	Annual	Administration Director of Human Resources

GOAL 7: Expand and continuously improve PCHS's systemic student support by:

a. developing short-term, medium-term, and long-term strategies to improve the student support system, given that potential school-wide changes (e.g., to the bell schedule or master schedule, addition of curriculum or support resources) require lead time to discuss, develop, plan, and implement;
b. expanding access to support programs for students who do not currently have access to them because of transportation issues;
c. increasing peer academic and socioemotional support through programs such as Hello!, SBRR Student Concern Form and Resolution Process, Link Crew, Peer Tutoring, Peer Mediation, Teen Court, Dolphin Leadership Academy, and placement of peer tutors/mentors in academic classes, as well as classes such as 9th-grade Literacy, Study Skills, and Resource Study Curriculum;
d. strengthening student support referral system;
e. add aides, paraprofessionals, and Resource teachers to General Ed classes as needed to help support all students;
f. continuing to develop and implement the CTE college- and career-pathway program;
g. developing parental and family support for student achievement through expansion of programs such as PIQE; and
h. exploring options for adjusting the school schedule to accommodate real-time student learning needs (tutoring, study time in school, enrichment, socioemotional support);
i. systemic support programs such as an expanded Study Center, the Math Lab, and a Writing Center; and coursework supporting recognized student needs including differentiated literacy instruction; coaching in writing and math; career, college, cultural, current event, and personal awareness; anti-bias/tolerance/peer mediation instruction; experience in collaborative group inquiry/tutorials; technological proficiency; and digital citizenship.

RATIONALE:

PCHS stakeholders will need to collaboratively and strategically plan how to manage and allocate time as a resource, based on real-time data and information, to promote learning; equity; academic, personal and professional growth; and physical, emotional, and social health and well-being.

CRITICAL NEED:

More refinement and real-time response to data to support student achievement.

SUPPORTING DATA:

Achievement Gap Data

Formative and Summative assessment data in PLCs

GROWTH TARGETS:

1. Increase by 5% African American students who meet or exceed standards in Math.
2. Increase by 3% PCHS students passing math courses with a C or better.
3. Increase by 10% students who have parents w/o high school diplomas that meet or exceed standards in English Language Arts
4. Increase by 10% students passing PLC Common Assessments/Performance Tasks in Algebra I

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively while using speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS:

The aim of a highly effective intervention system is to increase student achievement on a daily basis. Timely and effective intervention will have a direct impact on students learning of academic standards.

Monitor Progress Tools	Report Progress
• Online data warehouse • Schoology • Infinite Campus	• Intervention Coordinator to LTSP, Academic Accountability Committee, Administrative Team

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Develop short-term, mid-term, and long-term strategies to improve the student support system, given that potential school-wide changes (e.g., the bell schedule or master schedule, addition of curriculum or support resources) require lead time to discuss, develop, plan, and implement.	LTSP Curriculum Council Administrators	Adaptive Schools	Have short, mid and long term strategies listed. Number of strategies in each category	2018-2019	Chairs share with department members

Given that access to support programs is often limited to period seven which can be problematic for some traveling students, with some exceptions: 9th-grade Literacy, ELL support, Study Skills, Sheltered, SpEd/GenEd Collaboratives, Resource classes, 504 room, POP, Pali Academy; PCHS will expand access to support programs for students who do not currently have access to them because of transportation demands	Administrators AA Team Paraprofessionals Curriculum Council LTSP	EL training Funding for paraprofessionals	Number of supports offered periods 1-6	2017-2019	Info to students and parents- Schoology, e blasts, handbook
Increase peer academic and socioemotional support through these programs: Hello Link Crew, Peer Tutoring	Administrators Study Center Coordinator Counselors	Link Crew training Adaptive Schools	Increase number of sessions Increase number of tutors	2018-2021	Curriculum Council LTSP Administrative Team

Peer Mediation Dolphin Leadership Academy Peer tutors/mentors in classes (9th-grade Literacy, Study Skills, and Resource Study Skills).	Teachers				Academic Accountability
Strengthen student support referral system, including expanding the 9th-grade POD/SLC referral system to grades 10-12	SLC Coordinator Administrators Teachers	SLC training	Formation of SLCs in upper grades	2018-2020	SLC Coordinator SST Coordinator Counseling
Add aides, paraprofessionals, and Resource teachers to General Ed classes as needed to help support all students.	Administrators	Additional funding for staff	Increase number of paraprofessionals on staff	2019-2020	Curriculum Council AA Team Administrative Team Budget/Finance Committee
Continue expansion of the CTE college- and career -pathway program.	Administrators Teachers Career Coordinator	CTE training workshops and symposiums	Increase number of CTE-certified teachers Increase number of pathways	2016-2021	Info to counselors, pod teachers, 9th grade students
Develop parental and family support for	Administrators	Funding for parent programs	Increase membership in PIQE	2018-2021	PIQE parent rosters

student achievement through expansion of programs such as PIQE.	PTSA PIQE Coordinator				and parent participation
Explore changes in the school bell schedule to accommodate real-time student learning needs (tutoring, study time in school, enrichment, socio-emotional support); systemic support programs such as an expanded Study Center, the Math Lab, and a Writing Center; and coursework supporting recognized student needs including differentiated literacy instruction; coaching in writing and math; career, college, cultural, current events, and personal awareness; anti-bias/tolerance; Peer mediation instruction; experience in collaborative group inquiry/tutorials;	Administrators Curriculum Council LTSP Academic Accountability Study Center Coordinator Faculty UTLA	Research on different bell schedule options	Develop bell schedule options with pros and cons for each	2018-2021	Executive Director/Principal Board of Trustees

technological proficiency; and digital citizenship.					
SST- Collection of grade progress data, HW completion, etc. and determine student need for extra support- communicate between teachers and family	SST Coordinator, Intervention Counselor, Academic Counselor, Teachers, Parent/Guardian	Meeting location, Timely grade information (progress 1 and 2, In Progress grades)	Reduced number/percentage of students receiving D or F grades, Off track to graduate, In grade/Credit recovery programs (POP, PA) Baseline Data established to create a longitudinal study.	2018-2021	SST Coordinator Counseling Department Executive Director/ Principal
Dolphin Leadership Academy- data from middle school determines who would best benefit from program- Change their outlook on education and their ability to thrive	DLA teachers DLA Coordinator Intervention Coordinator	Additional Funding for summer program	Pass rate in 9th grade courses Hold target at above 80%	2018-2021	DLA Coordinator LTSP Administrative Team
Placement testing for incoming 9th graders- Determine appropriate math placement based on objective data not	Math teachers, English teachers, Academic Counselors	Funding for proctors, funding for counselors to return early from summer break,	Improved pass rate in 9th grade English and Math courses		Math and English Department Chair(s)

just course completion and middle school grade. Determine English interventions needed (Literacy supports)		Funding for Math Placement Coordinator			Testing Coordinator
Middle school math data, in conjunction with student preferences, determine best candidates for Entrepreneurship pod and its math interventions	Contact at Middle School feeder, SLC Coordinator, EN pod Math teacher, Director of Academic Planning/Guidance Services SLC Coordinator	Middle School counseling department articulation	Better pass rate for EN Pod Alg 1 compared to other Alg 1 courses in 17-18 Comparison should establish a baseline to set measurable targets for the following year.	2017-2018 baseline data 2018-2020 data tracking for trends	Math Department Chair(s) PCHS Counseling Department SLC Coordinator
Social Studies Department assessment of 10th grade students- Recommendations for Writing Lab	Social Studies teachers and Chairs	Department meeting discussions Curriculum Council LTSP	Improved participation rate in Social Studies AP courses and increased AP pass rate in Social Studies AP courses (Need to establish trends as the combined courses started in 2016-17)	Spring 2018 establish trend data and set measurable targets for participation rates and AP pass rates	Social Studies Department Chairs and Administration
PLCs use common assessment data as starting point for collaboration around	PLC teachers, PLC Coordinator	Dufour Articles Adaptive School Protocols	PLC Notebooks Reteaching and Reassessing Plans	ongoing	PLC Coordinator

improving instructional practices					Director of Student Achievement

GOAL 8: PCHS will continue to work with LAUSD to maintain a clean facility in good repair (space and aging infrastructure):

RATIONALE:

Since 2012, PCHS has made major improvements to its facilities. PCHS has secured funding to improve the Maggie Gilbert Aquatic Center, Mercer Hall, Gilbert Hall, The Stadium by the Sea, and the J building (Learning Center, STEAM shops). PCHS plans to continue this momentum by securing state, district, school, and community funding to implement facility improvements to address the need for more instructional spaces, interior climate control, and modernization.

CRITICAL NEED:

Student Achievement, Facility State and Federal Compliance

SUPPORTING DATA:

Facilities upgrades: Surveys, polls and questionnaires; Progress logs to chart facilities changes and upgrades; LTSP Facilities Committee minutes and Director of Operations reports to the PCHS Board

GROWTH TARGETS:

To increase access to community funding for facility improvements by 8%

SLO's ADDRESSED:

Core Learning: Students will meet or exceed state content standards in all disciplines.

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills.

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within school and in the greater community.

Monitor Progress Tools **Report Progress**

• Student Interviews • LTSP Facilities Committee • Student and Parent Surveys • Student and Parent Polls • Stakeholder Questionnaires • Faculty and Staff Feedback • LAUSD Inspection Data	• Progress logs to chart facilities changes and upgrades; LTSP Facilities Committee minutes and Director of Operations reports to the PCHS Board

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Continue Consultation with LAUSD Complex Project Manager (CPM)	Director of Operations	Further experience working with LAUSD	Annual Inspections by LAUSD	Ongoing. Monthly LTSP and meet as needed.	Director of Operations
Improve Security & Safety - Additional Fencing, Intrusion Detection System, 24x7-365 Security, Safety Awareness, Training & Drills, etc.	Director of Operations, HR Director, Department Chairs, and Executive Director/ Principal	Ongoing training on latest methods and policy, process and procedure. Regular Safety Committee Meetings	Post-event Assessment Reports	Ongoing Monthly drills, meetings, etc.	Tracking Logs, Drill Schedules, Reports to Board

Infrastructure Support for All Academic Programs and Technology Initiatives	Director of Operations, Director of IT, Educational Technology Coordinator, Department Chairs, and Executive Director/ Principal	Funding and ongoing training on latest methods and policy, process and procedure.	Faculty, Student and Family Surveys	Ongoing as Needs, Initiatives & Programs Occur	Director of Operations Director of IT Educational Technology Coordinator
Continue to investigate how to: Replace Trailer classrooms with a new building of classrooms Add additional buildings for additional classrooms, office space, group spaces, VAPA, Science, etc. Modernization, or Infrastructure improvements, of existing buildings and core systems (heat, plumbing, electrical, etc.) that are 55+ years old Installation of Air-Conditioning in all Classrooms, student use spaces, and work spaces Create a dedicated softball field on campus	Director of Operations Executive Director/ Principal Development Director PCHS Board of Directors	Funding and Contractors for Bidding Process	If they happen, all will know	1-5 Years	Director of Operations, Executive Director/ Principal Development Director

Create a competition capable set of tennis courts on campus Synthetic turf the Baseball Field for maximum utilization Upgrades to the Stadium for Bleachers, Lighting, Bathrooms, Press Box etc. Additional Parking (ideally underground) associated with new buildings Removal of a Public Road intersecting the campus Mitigation of an underground Aquifer causing swamp-like conditions Investigate possible upgrades to Cafeteria and outdoor eating areas					

Palisades Charter High School

Collaborative School Equity Review Report

Palisades Charter High School

1577 Bowdoin Street
Pacific Palisades, California
90272

Executive Director/Principal: Dr. Pamela Magee

Dates of review: April 3 – 5, 2018

Lead Reviewer: Joaquin Noguera

Small Axe Group (LLC)

Content of the Report

Part 1: The Collaborative School Equity Review

Part 2: School Profile

Part 3: Overview

Part 4: Main Findings and Recommendations

Part 5: Scoring Summary

Collaborative School Equity Review

A School Equity Review (SER) is a systematic examination of the systems, structures, practices and processes that shape student experiences and outcomes in a school setting that is intended to clarify the context and starting points of school development and improvement efforts through the lens of educational equity. Review results guide the development of a meaningful school plan and suggests benchmarks for evaluation. Schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

External reviews are helpful to schools for a wide range of reasons, however, it is also critical that schools develop mechanisms and the capacity to self-assess and take account of what is working well and what requires development/improvement if the school is to be responsive to the needs of its stakeholders. The process of training school staff and community members to conduct their own SER is called a Collaborative School Equity Review (CSER). The Collaborative School Equity Review is not an evaluation of individuals. Instead, it attempts to holistically examine the intentions, impact and outcomes of the school's work through four domains: 1) School Culture, 2) Leadership, Management and Accountability, 3) Teaching, Learning and Assessment, and 4) Partnerships with Families and the Community.

The Collaborative School Equity Review process includes:

1. Training for school staff in the School Equity Review process
2. Training for school staff in understanding equity in education
3. Collaborative development of a customized rubric to measure the effectiveness of various aspects of the school during the review, to develop shared language and understandings of the school, and to guide recommendations
4. Observations of student learning during classroom lessons and conversations with students about the work they are engaged in
5. Focus group interviews with teachers, administrators and other school staff, students, and family members
6. Analysis of available student and school data
7. Group analysis and prioritization of review findings and recommendations for the development and improvement of the school

The CSER builds participants' capacity by providing them with the opportunity to deepen understandings of equity and their own schools' needs, while also serving to mobilize community stakeholders to make collective decisions about and commit to actions that support equity. It is our hope that this document will be used to support decisions regarding the strategic development and improvement of services for underserved populations of students and families that make up the Palisades Charter High School Community, while retaining and building upon the many strengths of the school.

Understanding Equity in Education

The American Library Association (ALA) takes up the issue of clarifying the difference between *equity* and *equality*, terms that are often misused by being used interchangeably, since both related to fairness. Yet, these similar terms come with important distinctions and carry different implications. According to the ALA, fairness "…demands remedies to redress historic injustices that have prevented or diminished access in the first place: for just as there can be no fairness without equality, there can be none without justice… in order to maximize opportunities for access experienced by certain groups, a good society commits resources in order to level the playing field". *Equality*, on the other hand, can relate to uniform distribution and the same level of access, which is complicated when a society is "stratified into poles of advantage and disadvantage, with the inevitable consequence of privilege and exclusion" (Kranich, 2007).

Corson (2001) argues that equity is associated with 'fairness' or 'justice with fairness', meaning 'justice in the provision of education', and takes individual circumstances into consideration, while 'equality' connotes sameness in treatment by asserting the fundamental or natural equality of all persons (Espinoza, 2007). Discussing the importance of making distinctions between equity and equality, Espinoza (2007) provides historical and political context for understanding equity in education by affirming the role of education as a reproductive mechanism in society, "Indeed, critical theory affirms that educational systems in capitalist societies are involved in the reproduction and change of class relationships and cannot be understood by simply 'adding up' the effects of schooling on each individual to arrive at a sense of social impact (Bowles & Gintis, 1976)… in all those societies with a 'free' market economy a primary function of education is to reproduce the social relations of capitalist societies…" (Espinoza, 2007, p. 344). Her citing of Bowles & Gintis (1976) is a reminder that education is the main factor in upward mobility but also the main cause of the reproduction of social status from generation to generation, making education a social justice issue. Centralizing equity as a priority in education, therefore, comes with both long-term and immediate goals, commitments and implications, given the deep roots of existing social, cultural and economic inequity in our society.

Mingat and Tan (1985) explain two complementary approaches to assessing equity. The first focuses mainly on the question of who gets into school, taking into consideration characteristics of the enrolled population (sex, socioeconomic background, ethnic origin, etc.) and those of the reference population in the country. This form of analysis often leads to examination of the reasons for differences in access, such as prerequisites to admission, examinations, and promotion, and how they affect social selectivity. Considerations of who succeeds in school and why is expanded to include questions of how students with different social backgrounds perform and achievement is examined based on personal and social characteristics as well as access to school resources, availability of books, teacher qualifications, class size, etc. The second approach to analyzing educational equity starts by making explicit the gains associated with access to a particular level of education, viewed through the accumulation of human capital and the appropriation of public resources used to enable education. This is one 'long-term' view of educational benefits and attainment that considered outcomes and returns, or overall resources accrued as well as contributions made to overall government revenue (Mingat and Tan, 1985, p. 298-299). So, while the immediate goals and implications of equity work in education may have to do with understanding the range, difference and specifics of the needs of individual as well as groups of students, long-term implications and goals relate to life outcomes.

Discussing the difficulty of defining equity in education, Jordan (2010) points out that equity is a complex social phenomenon and equalizing opportunities and equalizing outcomes are vastly different endeavors. "What is equitable and fair can be better understood in relationship to other

things and from within a given context… problems in measuring and defining learning using 'objective' standards versus cultural knowledge or multiple ways of knowing complicated attempts to define equity" (p. 147). He goes on to argue that equity is not about providing the same to all students regardless of difference, but because of increasing cultural and linguistic diversity, it is important to define equity in terms of providing knowledge, skills, and worldviews that enable social mobility, meaning context must shape views of equity and it will take on different meaning in different populations. In fact, definitions of educational equity have changed meaning over time as discourse on inequity has evolved (Milem, Umbach, & Ting, 2004; Mohr & lee, 2000). Educational equity in a global society is about providing transformative learning experiences for students who require such experiences for social mobility, as well as social and cultural reproduction for students already on top" (p. 151). Nieto (1999) frames equity in terms of either equality of opportunity or equal outcomes, including the contexts in which students participate in educational experiences and the extent to which those experiences enable their academic growth (Valenzuela et al., 2006).

Equity is a priority in education largely as a result of recognition that how we educate, who we educate, and how well that education serves future generations is a social justice issue that directly impacts the health and wellbeing of the nation as well as the individuals that make up the communities we serve. Schools are uniquely positioned to respond to the social and cultural forces at work in society and, as such, both research and practices aligned with equity goals recognize the need to draw from various disciplines to address the complex issues that manifest in education and schooling as a result of social, cultural and economic inequity (Carter & Reardon, 2014). For these reasons, equity in education requires a critical pedagogical approach and critical understandings of educational issues, making the following critical equity themes central to equity for teacher mindset in planning and the creation of *content* as well as learning and teaching *practices*, *processes*, and *outcomes*: 1) Power 2) Oppression 3) Inequity 4) Positionality 5) Agency (J. Duncan-Andrade, 2009; J. M. R. Duncan-Andrade & Morrell, 2008).

School Profile

Palisades Charter High School (PCHS) is a secondary charter school located in the Pacific Palisades with a long history of being recognized as an academically successful institution. Originally established as a traditional public high school in 1961, the school decided to become a dependent charter school in 1993 when it was threatened with closure due to low enrollment. As a charter, the school expanded the reach of the students it enrolled, intentionally targeting diverse communities throughout the Los Angeles Area and successfully increasing the student population. In 2003, it became an independent charter school.[1]

PCHS serves 2,982 students in grades 9-12. 54.3% of the students are identified as White, 21.3% are Latino, 13.9% are African American/Black, 8.3% are Asian, 0.5% Native Hawaiian or Pacific Islander, 0.8% Filipino, 0.4% American Indian or Alaska Native, and 0.4% identify with two or more races. 1,976 of the students attending the school come from more than 113 zip codes, making the student body population one of the most ethnically diverse schools in Los Angeles. More than 25 different languages are spoken among this diverse population of students. 8.9% of the students are identified as special education students, 1.8% are English Learners and 30.9% are socioeconomically disadvantaged.

California Assessment of Student Performance and Progress (CAASPP) data indicate 77% of students in the 11th grad met or exceeded the State Standards in English language arts (ELA) and 50% in mathematics, compared to 40% (ELA) and 30% (math) for the district average and 48% (ELA) and 37% (math) for the State average. 76.66% of all 11th grade students have met or exceeded the standards for ELA, yet when disaggregated this means that 51.9% of African American/Black students, 92.31% of Asian students, 65.48% of Latino students, and 84.35% of White students meet or exceed the standards. 40% of students with disabilities meet those same standards. For math, 50.22% of students meet or exceed the standards in the 11th grade, which breaks down to 22.78% African American/Black, 78.85% Asian, 29% Latino, 61.5% White, and 15.94% for students with disabilities. When it comes to 11th grade students who are considered socioeconomically disadvantaged, 64.35% are meeting or exceeding the standards in ELA and 31.28% meet or exceed the standards in math. The percentage of students who complete Palisades Charter high School graduation requirements is 87.1%. African American/Black, American Indian or Alaska Native, Latino, Native Hawaiian and Pacific Islanders, Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, and Foster Youth all complete the graduation requirements at a rate lower than the percentage calculated for all students.

The data shows that despite the well-deserved recognition for providing high quality, innovative programming and maintaining high academic outcomes for the majority of students, Palisades Charter High School struggles to meet the needs of African American/Black and Latino students, as well as English learners, Socioeconomically disadvantaged students, students of parents with lower parental education levels, and students with disabilities. The school's leadership recognized the unfinished work of addressing the opportunity gaps at Palisades Charter High School and decided to partner with Small Axe Group LLC to begin the work of intentionally addressing equity.

[1] The data represented in this section of the report has drawn from the 2016-17 School Accountability Report Card (SARC) and the 2018 Western Association of Schools and Colleges (WASC) report.

Overview

Collaborative School Equity Review Methodology:

The CSQR team was comprised of Palisades school staff working alongside Small Axe Group team members. The school staff members selected to participate in Palisade's first CSER included: Jamie Agius (Science), Myrna Cervantes (ELL Coordinator), Monica Iannessa (Assistant Principal), Yakun James (Math), Jeanne Saiza (Social Studies), Giovanni Stewart (School Culture), and Todd Wilkinson.

The review took place over the course of three days[2]. During the three-day review, the CSER team observed 69 classroom lessons for 10-20 minutes each, facilitated 30-60-minute interviews/focus groups with Palisades teachers (25 participants), students (83 participants), coordinators (3 participants), department chairs (10 participants), the school's leadership team (5 participants), school counselors (10 participants), classified staff (8 participants), and spoke with counselors in the college center. On April 30, 2018, our team met with a small group of parents (8 participants), predominantly parents of English learners. Despite organizing a follow-up meeting with parents, the population of parents that were engaged was extremely limited and the team concluded that the information gleaned from those focus groups was insufficient to draw conclusions about the systems, structures, practices and processes used by the school to support strong parent and community partnerships, although some findings did support existing findings related to teaching and learning.

Overview of strengths and focus areas for growth:

What the school does well to support equity:

- The school has established shared leadership structures that keep senior leaders informed and enables responsive decision-making and resource allocation based on analysis of school data and trends
- The school has done well to incorporate important resources and personnel to support the social-emotional needs of students and has become increasingly intentional about cultivating a school culture that embraces diversity and inclusion, while working to establish conditions that allow all members of the community to flourish
- There have been discussions and strategic planning to expand access to Honors courses in an attempt to diversify those classes
- In classes where high levels of student engagement were observed, it resulted from structured student collaboration and effective use of real-world connections and students' prior knowledge, making clear that those teachers had established a healthy rapport with students and made effective use of instructional time
- A wide array of student engagement programs have been developed to build community and make sure students feel connected to the school

To more effectively address equity on campus, the school must:

- Follow through with the charges of the revised 2018 WASC Action Plan for Equity.

[2] Parent focus groups were organized for a later date, after the three-day review.

- Make more effective use of time in class:
    - increase active engagement of students in lessons
    - regularly check for understanding and utilize formative assessment to provide appropriate rigor and support for students
    - Support students to generate knowledge based on prior learnings, lived experiences and real-world connections in relation to course content
- Utilize strategies that strengthen students' self-efficacy:
    - improve the quantity and quality of feedback provided to students on the progress of their learning and how they can improve (success criteria)
    - improve communication with community stakeholders regarding programmatic and support opportunities on campus
- Deepen teachers' understandings of equity and diversity so they can recognize equity related issues that surface in classes and make informed decisions when responding
- Create a bell schedule that allows for meaningful collaboration among staff and teachers and to allow more traveling students to take advantage of the many resources on campus, particularly those that begin at the start and end of the school day
- Build teacher capacity of what is necessary to support high quality learning for all students through the PLC structure in order to address issues like inconsistencies in grading policies, understandings of how to differentiate based on student needs, understandings of the necessary components of a lesson to support student learning, assessment needs, etc.
- Make better use of monitoring systems to ensure that trends in teaching and learning are known, but also to uphold expected standards for learning
- Empower leaders of learning and teaching to develop ways of understanding trends in teaching and learning within their departments, and provide non-evaluative support and feedback/collaboration on student learning and how (or for whom) it might be improved
- Improve the engagement and supports available to English learners
- Address the barriers to entry and success in AP classes for underrepresented students

Main Findings and Recommendations

Overall Evaluation

Equity is now the central focus of many schools and districts throughout the country. For those who have been working on equity issues for many years, this is a welcome development, but of course it is also reasonable to ask what took so long? Palisades Charter High School has maintained high academic results for the majority of its students for much of its institutional history and enjoys a strong and healthy reputation in the local and surrounding community. The decision to make equity a priority by the school's leaders should be commended as a forward thinking and restorative effort to move an already distinguished school from good to great. Yet, a focus on equity must not be trivialized, since it is a call to reexamine the institutional and social norms that have enabled inequity to thrive alongside the school's generally high academically achieving majority. In essence, a focus on equity brings the need to establish clearer expectations for the implementation of the school's systems and structures, and teaching and learning practices and processes, driven by the school's vision for student success and what is necessary to achieve that vision. The recent WASC study highlights the need to more intentionally support traditionally underserved populations of students, and specifically describes a need for capacity building in instruction, support and college- and career-readiness pathways for all students. The Collaborative School Equity Review team concurs with those recommendations, but also recognizes the need for greater attention on the part of leadership at various levels of the school to become more intentional and strategic in the development of monitoring systems and strategies that enable community responsiveness - to providing support and accountability as needed - and capacity building for stakeholders at all levels. Although accountability may require leadership to drive the initial focus on equity, eventually the high functioning community will need to shift away from top-down to mutual forms of accountability, by developing more inclusive ways of knowing about the context of the school and drawing from the knowledge and experiences of marginalized populations on campus. If the pursuit of equity is truly going to be more than a clever slogan for reform, it will be necessary to make changes in policies and practices, to deepen staff understandings of social, cultural and economic inequity in society and how such inequity manifests in schools, and to develop greater clarity of what educators at Palisades can and must do to interrupt those trends.

Domain 1: School Culture for Learning

The quality of the school's culture for learning requires support in targeted areas.

- The school building is well organized, clean and appropriately set up to enhance learning experiences for all students. The school generally runs smoothly on a daily basis, and there are effective systems in place to ensure that occasional challenges are managed appropriately and effectively.
- The school promotes a collective responsibility among staff, parents and students, and has made efforts to support students to develop positive attitudes, be motivated to work hard and believe they can succeed. Many staff uphold these expectations and goals, yet these efforts are inconsistent. On numerous occasions, staff expressed and demonstrated a lack of buy-in or lack of clarity as to the ways in which school staff do or should support and address students' and colleague's attitudes, perceptions and practices that influence motivation and persistence.
- In most classes, we observed positive rapport between teachers and students, with few disruptions from students that distracted from the work of teachers or other students. However, passive engagement in learning is very common in classrooms, even in support classes intended to accelerate learning and growth, with teacher-centered

lessons dominating the use of class time and a lack of structures used to ensure students who are known to require support receive the help they need. Most staff commit to a collective responsibility for student success by seeking to identify and remove barriers to learning, however, this is not accepted by all.

- Relationships between teachers and students are mostly pleasant, but do not demonstrate sufficient challenge or high expectations for the achievement of all students, but especially underperforming students, English learners and students with IEPs.
- Numerous teachers spoke about a lack of clear expectations for teaching and learning, and a lack of oversight, which many enjoy, but that no clear expectations regarding differentiation and support strategies for students results in only those who choose to provide support or targeted teaching doing so.
- There is inconsistent commitment to and clarity about the school's vision and mission. Too many staff and other stakeholders do not know that the main priorities are for the school and staff do not fully understand how their daily work must align to the vision and mission of the school.
- Policies and procedures are in place to support academic and behavior expectations, but not all students or other stakeholder know them or implement them consistently. As a result, standards and application of policy vary.
- Some students and families are aware of their rights and opportunities to take initiative in classrooms and across the school to influence the quality of stakeholder's experiences, but these opportunities are unevenly known across student and family demographic groups or perceived to be uninviting. The result is that despite the many high-quality programs and learning/development opportunities, involvement in those programs has not sufficiently generated a greater sense of community or empowerment among students who would most benefit from being more connected to the school.

Recommendations:

1. *Building on the learnings and findings of the Collaborative School Equity Review team, develop an Equity Task Force that will guide the focus on equity at Palisades Charter High School by: a) deepening understandings of inequity in education, generally, before investing in deep understandings of inequity at Palisades; b) identifying high-leverage practices capable of addressing the equity issues across Palisades classrooms and provide differentiated support and feedback for teachers to improve the quality of learning across the school (leveraging tier 1 in-class instructional practices and interventions); c) participating in strategic development and improvement planning to ensure equity goals and strategies are embedded in all aspects of the school's growth; d) regularly reviewing the systems, structures, practices and processes that shape learning experiences and the gaps between school-wide intentions and impact of efforts to meet students' short-term goals (i.e. attendance, engagement, skill and knowledge acquisition) and long-term goals (i.e. college, career, health and wellbeing).*
2. *Intentionally target and engage minoritized populations of students and families in support of a more inclusive campus, to improve general communication and engagement with those stakeholders, and to ensure that they feel empowered to contribute to the growth of the school.*
3. *Train and support all staff, including college center staff, to ensure that the school is both perceived and experienced by first generation, low-income, traveling students, students of color and their families as a welcoming and supportive space that is capable of addressing their specific needs.*

Domain 2: Learning, Teaching and Assessment

The quality of learning, teaching and assessment requires support in targeted areas.

- Across the 69 classrooms we observed, teachers regularly communicate agendas and activities students will be expected to participate in during the period, however the new knowledge and skills that students will learn are not always made explicit. Learning objectives and language objectives are not consistently made specific enough to support effective assessment of student progress and are not shared in ways that clearly give focus, purpose and relevance to learning.
- Many teachers use strategies and technology resources to drive lessons and learning, but not for the purpose of improving engagement and accelerating the learning of underperforming students. Students produce work but are not always clear about whether it is of high quality. Students who engage in off task behaviors, and who also struggle with course content, are too frequently able to distract themselves from learning without receiving support or redirects from teachers. The majority of the students who demonstrated blatant disengagement in lessons – either listening to music, sleeping or leaving class frequently – were of color, raising concerns about teacher's willingness and comfort with addressing off-task behaviors and utilizing interventions in teaching practices capable of interrupting these trends.
- In some classrooms, teachers make consistent effort to enable learning through group and partner work. However, this is not consistent throughout the school, and in most classes, lessons are teacher-centered, promoting passive engagement for students. Most teachers understand why these strategies are necessary for deepening understanding of content and for literacy skill development (writing, reading, listening and speaking), yet implementation in classroom lessons does not reflect this knowledge.
- As a result of a majority of classes being structured in a manner that promotes teacher-centered learning, the use of questions that encourage students to extend their use of new vocabulary or language construction is too infrequent. Observations and interviews with students and teachers suggest that teachers do not always plan questions and activities that meet the specific needs of the range of levels in most classes. Expectations of student use of new skills, vocabulary and strategies are inconsistent across classes, even in the same courses.
- The relationship between teacher practices and students feeling connected to school, being interested in course content, and being motivated to persist through difficulty in order to learn is inconsistent across departments. Students, families and many teachers named mathematics as a department where teaching practices are perceived as fixed, despite student needs. Many teachers we spoke with conveyed an interest in learning more about differentiation strategies and other in-class practices that can support them to meet the wide range of needs in their classes.
- In the majority of lessons, checking for understanding either did not take place or the efforts to check for understanding were insufficient for determining whether students completely understood and acquired newly introduced concepts.
- It was clear through observations that some teachers adjust plans for learning in response to assessment outcomes, but this practice was not a common feature in most lessons.
- Success criteria for the skills and knowledge students are expected to learn are utilized in only a minority of classes across the school. As a result, students are often unclear about what is required of them to be successful. Where rubrics are used, their use does

not always lead to the setting of individual targets or clear explanations about what the next steps might be to improve student work.
- Staff regularly record student progress from interim assessments and utilize school systems to make that data available to students and families, which students and parents describe as helpful and necessary for intentional engagement.
- There are inconsistent opportunities for students to listen, speak, read and write across classrooms, particularly in subjects other than English language arts. Teachers provide some, but infrequent ongoing feedback to guide individuals and groups. Far too many students are reticent to speak and are not sufficiently supported to build confidence in their use of new vocabulary and literacy skills.
- The use of programs, strategies and materials for literacy development is too infrequent across the school to meet students' language needs. There is little adjustment to meet the specific language needs of students, at initial implementation (during class) or in response to ongoing assessment information.

Recommendations:

1. *Continue to develop Professional Learning Communities across the campus to establish shared understandings of learning and teaching needs and expectations for addressing equity and areas for growth outlined in this report.*
2. *Incorporate aspects of the workshop model into pedagogical practices across the school to provide more modeling and feedback, to enhance use of formative assessment to adjust plans and strategies for learning, and to differentiate engagement and support for students.*
3. *Provide differentiated professional development and coaching for teachers on culturally responsive learning, teaching and planning strategies that address school equity goals, and make curricula more robust, accurate and representative, but also to support teachers to personalize learning based on understanding of each student as a person and a learner, and to identify and take action on need for intervention and support and increase the relevance of teaching.*

Domain 3: Leadership, Management and Accountability
The quality of leadership, management and accountability is effective.

- The school's mission statement is displayed in parts of the school and on the school's website, yet they are not integrated into the daily work of teachers, school leaders, and staff. It is not sufficiently utilized as a compass to guide the school's work in teams or for individuals, and not all teachers, leaders and staff understand their roles in minimizing distractions and removing barriers that hinder student progress.
- School leaders empower teachers to take initiative and make decisions that shape learning and teaching practices in the classroom in alignment with the school's priorities. Leaders demonstrate high levels of trust through shared leadership structures that enable teachers to make decisions for themselves and their PLCs based on school priorities and student needs, as evidenced by in-class experiences and student achievement data.
- Leaders make effective use of ongoing data to set goals and monitor progress. Teachers are generally aware of students' changing needs but would benefit from more specific feedback on classroom systems, structures, practices and processes that effectively support student learning and ways that student learning could be improved.

- Structures are in place to facilitate collaborative planning for teachers and teachers meet regularly, but there is insufficient focus on the needs of underperforming students and little or not enough impact on their progress as a result of meetings. Leaders ensure that meetings are happening, but do not participate or ensure that effective decisions are made, and actions carried out.
- Leaders visit some classrooms more consistently than others, but not necessarily as in response to there being greater need for support or accountability in those classes, which garners limited information on the effectiveness of learning and teaching for students struggling academically. Sometimes, leaders do not provide support because it is not the main priority, because they do not know how to, or because there will be resistant responses.
- Leaders offer professional development to all staff, but provision is not determined by explicit understanding of what individual staff need or desire to improve outcomes for all students, especially underperforming students. Inconsistent follow-through/implementation of newly acquired skills/strategies and best practices in classrooms has the greatest impact on the students who would benefit most from their use.
- The school's development path is guided by a commitment to the notion that nothing happens by chance. Improvements are managed through short-, mid-, and long term-stages and a wide range of stakeholders contribute to the creation of action plans, although there is still a need to involve more of underrepresented stakeholders and parents of students who live furthest from the school. Strategic planning aligns with identified student needs and makes good use of available finances, people, time, facilities and materials. The process for allocating resources includes effective focus on monitoring and evaluating the impact on student progress, including underperforming students. Leaders revise and adapt strategies in response to ongoing evaluation.
- The school's board of trustees has a system in place to stay knowledgeable of the concerns and needs of the diverse stakeholders served by the school. The board's agendas and minutes reflect the mission and vision of the school, emphasizing student achievement and reflect a commitment to excellence and equity. Board members have clear roles and responsibilities, when contributes to them working as a cohesive unit. Communication protocols are consistently used to ensure stakeholders are informed of change processes and school priorities.

Recommendations:

1. *Establish learning and teaching leaders (LTLs) across the school to support team learning for teachers, which may take place in grade-level, departmental teams, or PLCs, that use student learning as a barometer for teacher needs. Charge LTLs with the task of taking greater ownership of what is happening in and across classrooms so that they can work with colleagues to inform how teams will address school priorities, to reflect on individual student learning, for gathering advice, ideas, and supports, and to take the next instructional steps necessary to advance student learning. LTLs will need to collaborate with the Equity Task Force, and vice-versa, to ensure equity is embedded in collaborative work, planning and teaching across the school. Establish systems and protocols for non-evaluative observations and feedback to enable teachers to practice, grow and take risks in teams without fear of consequence and to support continuous growth.*
2. *Develop monitoring systems and strengthen leadership's "ways of knowing", so that leaders at various levels of the school have an accurate understanding of what is working well and what must be done to improve the quality of learning for students across all classrooms, but*

also to ensure that support and accountability is provided to uphold teaching expectations that meet the community's standards for learning.

3. *Engage school leaders at all levels in developing strong understandings of equity in education and equity issues at PCHS so that they understand how and where leadership is needed to support a school-wide focus on and commitment to equity.*

Domain 4: Partnerships with Families and the Community

Although a group of parents were engaged in focus groups with our team during an April 30th gathering, we do not believe the group was large enough to be considered a representative sample. Therefore, the CSER is unable to make judgements about the quality of family and community partnerships. We suggest a parent liaison or committees that work to engage and represent parents contribute to a targeted review of parent and community partnerships through an equity lens to determine strengths, growth and priority areas.

Scoring Summary

Grade	Descriptor	Definition
1	Requires School-Wide Support	There are insufficient guidelines, policies or practice in place to ensure that provision is of an appropriate quality to support student learning.
2	Requires Support in Targeted Areas	There are pockets of suitable work being done, or practices in place that could be built upon to improve the overall provision, but inconsistencies are apparent and the plan to embed the work is not solidly implemented to ensure that all students learn effectively.
3	Effective	The work is supported by consistently implemented policy, leading to consistency in practice, so that the majority of students make good rates of progress.
4	Exemplary	The work is of an exceptional quality leading to better than expected rates of progress for all students

Domain 1 – CULTURE FOR LEARNING		1	2	3	4
The extent to which:			x		
1.1	The school promotes a collective responsibility among staff, parents and students, ensuring all students develop positive attitudes, are motivated to work hard and believe that they can succeed.		x		
1.2	Staff members and other stakeholders have high expectations of the achievement and conduct of all students, demonstrate deep commitment, believe that students can succeed, set challenging goals, and maintain a common, consistent school-wide approach.		x		
1.3	Staff and other stakeholders are committed to the school's vision and mission and to doing what is necessary to ensure all students reach their potential.		x		
1.4	Stakeholders share mutually respectful and positive relationships, with staff who model and maintain high expectations for professional behavior. Equality of opportunity, understanding of cultural diversity and an appreciation of personal dignity support all students' continual improvement. All students and families feel safe and welcome.				NA
1.5	The school personnel consistently implement policies and procedures that address academics, attendance and expectations for behavior in order to establish clear and consistent routines that support a positive, academically stimulating, student-centered learning environment. The school is effective in communicating these policies and ensuring all stakeholders understand them.		x		
1.6	Students and adults feel empowered to make decisions, show initiative and take on responsibility that add value to the school and the wider community.		x		
1.7	Leaders and staff understand that a safe, clean, collaborative and well-ordered work environment can play a positive role in the culture of the school and develop a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.			x	
	Overall score:			x	

Domain 2 – QUALITY OF LEARNING AND TEACHING		1	2	3	4
The extent to which			X		
2.1	All students clearly understand the learning target and know why they are relevant. Teachers set content and language objectives that are specific.		x		

	Learning targets have clear success criteria. Teachers share learning targets with students and reference them often in lessons.				
2.2	All students are challenged to new learning levels. Teachers use specific strategies, including technology, which motivate students' interest and encourage high levels of engagement and productivity.		x		
2.3	Students demonstrate progress towards standards-based learning targets through opportunities to work collaboratively, share ideas, solve problems, think critically and practice new language and content skills and knowledge.		x		
2.4	Students practice analytical skills and use strategies that promote better understanding, enabling practice and development of listening and speaking skills.	x			
2.5	Teachers make regular checks for understanding during lessons. By the close of the lesson, teachers know which students have and have not met the objective for learning.	x			
2.6	Multiple forms of data inform plans for teaching and learning. Learning activities are appropriately challenging and matched to the learning needs of all students.		x		
2.7	All students reflect on and analyze their own work to set individual targets.	x			
2.8	Teachers record and share ongoing assessment data to monitor the progress of all students.			x	
2.9	Students experience a rigorous, balanced, engaging and culturally relevant curriculum that emphasizes the development of speaking, listening, reading and writing across all content areas.		x		
2.10	The school implements programs and strategies and uses materials specifically designed to support English language development for all students.	x			
2.11	Real-world experiences and relevant links across subjects increase engagement and accelerate learning.		x		
	Overall score:		x		

Domain 3 – LEADERSHIP AND ACCOUNTABILITY		1	2	3	4
The extent to which				x	
3.1	The school has a clear and relevant vision for the success of students.		x		
3.2	School leaders model commitment to the school's mission and lead by example, demonstrating depth of commitment, tenacity to achieve the school's vision, and high expectations for the performance of staff and students.			x	
3.3	School leaders monitor the progress made by students in meeting their interim targets, develop an improvement plan to ensure the realization of the communities' values and beliefs, as well as the achievement of long and short-term benchmarks to ensure continuous improvement.			x	
3.4	School leaders recruit and hire effective staff that are developed and retained through differentiated professional development. School leaders guide and monitor the use of structured teacher planning time/PLCs to ensure it is used effectively and results in continuous progress for students.		x		
3.5	School leaders measure the effectiveness of teaching and learning across the school. They provide constructive feedback and set goals to improve practice.		x		
3.6	School leaders provide relevant support and professional development to improve teaching for all students.		x		
3.7	School leaders align resources for all students with strategic plans and goals to meet identified priorities for development and improvement.			x	
3.8	School governance provides proper oversight to ensure adherence to the mission and vision of the school as laid out in its charter.				x
	Overall score:			x	

Domain 4 – PARTNERSHIPS WITH FAMILIES AND COMMUNITY					
The extent to which					
4.1	School leaders and teachers place a high priority on regularly communicating with parents and guardians to build collaborative relationships and engage them as partners in their child's learning. Home languages are used to ensure all families are engaged.				
4.2	Information for parents and guardians on the academic and social progress of students, expectations of standards, areas for improvement and potential pathways to college and career is shared regularly and in response to the school's growing awareness of the needs of families.				
4.3	The school encourages parents, guardians and families to participate in the decision-making processes within the school.				
4.4	The school creates opportunities to celebrate academic achievement with parents. The social and cultural diversity are recognized as integral components of the school community.				
4.5	The school creates collaborative partnerships with external agencies and community groups to support the academic and personal development of students.				
	Overall score:				NA

Appendix A

After discussing learning and teaching, we agree that good teaching consists of:

- Checking for understanding
- Clear learning objectives and clear expectations – academic and behavioral
- Modeling
- Independent practice time
- Check-ins for prior knowledge and retention of previously introduced knowledge/skill
- Good use of formative assessment
- Interpersonal support/mutual respect/relationship building
- Providing quality feedback
- Providing opportunities for revision and the development of mastery
- Clear routines established to facilitate learning
- Students tracking their own progress
- Being responsive to the energy and feelings of students/the room
- Sharing success criteria with students
- Responding to, enabling and encouraging the development of multiple intelligences/learning styles
- Scaffolding and ensuring quality plans for intervention
- Validating prior knowledge

Appendix B

Team concerns after review of school data:

1. Do we have access to disaggregated data on students with special needs in our school?
2. What resources are committed to supporting disadvantaged students?
    a. How are diagnostic assessments used?
    b. What kind of interventions exist? What are they for?
    c. Do we incentivize preparation and support for CAASPP?
3. What has changed about mathematics that has shaped student achievement trends (downward or “leveling off”)? Why are all students struggling with problem solving and data analysis?
4. Do students who have to travel long distances face additional challenges at Pali?
5. What are we doing to assess and reassess reading?
6. How do students perceive discipline at the school? How is race/ethnicity significant in perceptions and experiences with discipline?
7. What are relationships like between administrators and teachers?
8. What annual evaluations and adjustments do we use or plan for?
9. What can we do in our curriculum to better support/engage for African American, Latinos, RFEPs, and students coming from homes with less educated parents?

Appendix C

Articles on Palisades HS for historical context:

- Los Angeles Magazine (1998), (p. 52):

URL: https://books.google.com/books?id=510EAAAAMBAJ&pg=PA52#v=onepage&q&f=false

- *Driven to Learn: Minority Students endure long days to be bused to westside schools, but sometimes they get blamed for campus problems* (1994):

URL: http://articles.latimes.com/1994-06-19/news/we-5997_1_westside-schools

- *LAUSD Proposes ending PaliHi Buses* (2010):

URL:https://archive.is/20120911090952/http://www.palisadespost.com/news/content.php?id=5529

Coversheet

Review LAUSD Annual Performance Report from 2017-2018

Section: II. Governance Training
Item: D. Review LAUSD Annual Performance Report from 2017-2018
Purpose: Discuss
Submitted by:
Related Material: FINAL_LAUSD_CSD_PCHS_Annual Performance_08_28_18.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT
2017-2018 SCHOOL YEAR
FOR

PALISADES CHARTER HIGH SCHOOL/8798

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

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

The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) based on performance based criteria. Based on discussions with school leadership and review of documentation provided in Binder 1 during the oversight visit, the school provided evidence of a current and complete organization chart, current Governing Board bylaws and a current roster of Governing Board members with contact information. In addition, the school provide evidence of SSC and ELAC committee(s), including agendas and sign-ins, and a system of evaluation for the chief executive and school administrator(s).

- **G2: BROWN ACT**

The Governing Board complies with all material provisions of the Brown Act. Based on discussions with school leadership and review of documentation provided in Binder 1 during the oversight visit, the school provided evidence of Board meeting agendas and minutes to include but not limited to the following dates and topics: June 19, 2017/Public comments, organizational reports from students and the Executive Director, stakeholder Board level committee reports (post-retirement healthcare benefits), academic excellence, governance (recap of board legal and governance training, Contract for Director of Operations,), facilities and operations (track and football field repair, student transportation contract, etc.), finance (updated school wide fundraising policies and procedures approval); July 18, 2017/Public comments, organizational reports from students, parents, classified, faculty, HR Director, the Executive Director, etc., stakeholder Board level committee reports (post-retirement healthcare benefits), academic excellence (WASC update), governance , facilities and operations , finance (track and field loan update); other dates to include September 26, 2017, October 17, 2017, November 7, 2017, December 12, 2017, January 23, 2018, etc.. Evidence of Brown Act training for Governing Board members were held on August 26, 2017 with an agenda, minutes, and PowerPoint.

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on discussions with school leadership and review of documentation provided in Binder 1, evidence was provided of a clear and transparent concern/complaint process, protocol and forms to address issues as they arise. ; and a clearly outlined Uniform Complaint Policy which provides clear procedures and notification of whom a complainant would send the complaint to posted on their website, civil law remedies, a Uniform Complaint Form in English and in Spanish**.**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

- **G4: STAFFING**

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

- **G5: DATA-BASED DECISION-MAKING**

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

Areas Noted for Further Growth and/or Improvement

Corrective Action Required

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

Notes:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils, including but not limited to those mandated by laws or regulations
- evaluation of school's executive level leadership

	Rubric	Sources of Evidence
Performance	☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) ☐ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	☒ Organization chart **(B1: 1)** ☒ Bylaws **(B1: 2)** ☒ Board member roster **(B1: 3)** ☒ Board meeting agendas and minutes **(B1: 4)** ☒ Observation of Governing Board meeting ☒ Evidence of committee/council calendars and agendas ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1: 7)** ☒ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence

Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas and minutes **(B1: 4)** ☒ Board meeting calendar **(B1: 5)** ☒ Brown Act training documentation **(B1: 8)** ☒ Documentation of the school's agenda posting procedures **(B1: 9)** ☒ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The Governing Board has a system in place to ensure:

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

	Rubric	Sources of Evidence
Performance	☒ The Governing Board regularly monitors school performance and other internal data to inform decision-making ☐ The Governing Board monitors school performance and other internal data to inform decision-making ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data **(B1: 4)** ☒ Other evidence of system for Board review and analysis of internal school data to inform decision-making **(B1: 14)** ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak and net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1: 4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1: 15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

Areas of Demonstrated Strength and/or Progress

- **A1: SBAC SUBGROUP ELA**
  All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 (six numerically significant subgroups demonstrated growth to include: Asian students with an increase of +0.31 percentage points from 92.00% to 92.31%, African American students with an increase of +9.90 percentage points from 42.00% to 51.90%, Latino students with an increase of +5.48 percentage points from 60.00% to 65.48%, Socioeconomically Disadvantaged students with an increase of + 10.19 percentage points from 54.00% to 64.10%, Students with Disabilities remained the same at 40.00 percentage points, and White students with an increase of +3.35 percentage points from 81.00% to 84.00%).

- **A2: SBAC SUBGROUP MATH**
  Some subgroups demonstrated growth in CAASPP MATH performance from 2015/16 to 2016/17 (three numerically significant subgroups demonstrated growth to include: Latino students with an increase of +1.09 percentage points from 28.00% to 29.09%, Socioeconomically Disadvantaged students with an increase of +2.95 percentage points from 28.00% to 30.95%, and Students with Disabilities an increase of +0.94 percentage points from 15.00% to 15.94%.

- **A3: SBAC SCHOOLWIDE ELA**
  The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (76.66% compared to 43.22%).

- **A4: SBAC SCHOOLWIDE MATH**
  The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median (50.22% compared to 14.80%);

- **A5: ENGLISH LEARNER RECLASSIFICATION**
  The school reclassifies English Learners at a rate higher than the District average (22.5% compared to 16.8%).

- **A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS)**
  The school's percentage of "At Risk" English Learners is at a rate lower than the District average (0.9% compared to 5.9%).

- **A7: LONG TERM ENGLISH LEARNERS (LTELs)**
  The school's percentage of LTELs is at rate lower than the District average (3.6% compared to 8.3%).

- **A8: FOUR-YEAR COHORT GRADUATION RATE**
  The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average **(96.1% compared to 77.0%)**

- **A9: INTERNAL ASSESSMENT in ELA (Grades 9, 10)**
  The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA for some subgroups and grade-levels. It was reported by the Leadership team that Palisades Charter High School uses Interim Block Assessments in 9th and 10 grades. And provides formative assessments that pinpoint those students who require interventions to support academic success. Additionally, English courses for grades 9-11 have a common persuasive/essay that is graded with a common rubric, and students are assessed on skills determining mastery of common literary analysis. While History classes have DBQ assessments, Humanities courses assess mastery on essay writing for 9th grade. Team leaders shared that teachers look at results together and then determine appropriate interventions providing opportunities for students and provide for additional supports through a Literature Success class for 9th graders if they do not demonstrate mastery.

- **A9: INTERNAL ASSESSMENT in MATH (Grades 9, 10)**
  The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in Math for some subgroups and grade-levels Palisades Charter High School's use internal assessments in Math created by PLCs, aligned to state standards. They utilize Common Assessments (formative assessments, unit tests, standards tests, and final exams) to ensure implementation of Common Core Standards & Practices, shifting to Common Core Standards, assessments while linking standards. Leadership teams reported that making longitudinal comparisons are difficult, yet the internal common assessments in Math show improved subgroup performance from 2016 to 2017, as indicated in the Spring Final Exams. Lastly, leadership reports that the internal assessment findings noted significant improvements from 2015-16 with about a 10% increase in students exceeding standards and subsequently, more RFEPs were placed in the higher-level math classes in 2016-17 than in 2015-16.

Areas Noted for Further Growth and/or Improvement

- **A2: SBAC SUBGROUP MATH**
  Although three of six numerically significant subgroups demonstrated growth, three other numerically significant subgroups declined in CAASPP Math performance from 2015/16 to 2016/17 to include Asian students with a decline of -0.15 percentage points from 79% to 78.85%, African American students with a decline of -3.22 percentage points from 26.00% to 22.78%, and White students with a decline of -0.50 percentage points from 62.00% to 61.50%).

Corrective Action Required

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

Notes:

- **A2: SBAC SUBGROUP MATH**
  In response to the declines in progress in the area of mathematics for some numerically significant subgroups, leadership reported that the school increased workshops in financial literacy within The Village Nation. The purpose is to inspire more mathematical thinking and practices for students of color, adding an Entrepreneurship Pod that targets students with low algebra skills in an integrated curriculum, ⅕of whom are African- American students The school has also increased hours that students can receive math support in both the Math Lab and Study Center.
- The Equity Study of Student Learning involved increases in classroom observations in 2018; teachers will work on Lesson Plans/Lesson Study and peer observations in 2018-19, developing math accessible curriculum for 2017-18 that was implemented in STEAM labs, Tech Education, and within the Pod curriculum. Further reported by leadership: the PCHS Math Task Force was formed in the Fall of 2017 to design a Schoolwide Action Plan and to take deeper dives into data for analysis including schoolwide equity and the development of supportive strategies for struggling students;

  Currently there are four paraprofessionals (with two new hires for the2018-2019 school year to provide differentiation to students individually and in small groups within the classroom. for targeted Algebra and Geometry classes ,and in the Math Lab.. Math PLCs now meet weekly to collaborate on pacing, formative and summative assessments, planning for the implementation of instruction and supports during Professional Development (based on Jo Boaler's work, *Mathematical Mindsets*, which had been shared with administrators and math department chairs in 2017-18 and to be shared with math teachers in 2018-19 in an effort to explore differentiated learning and teaching methods that allow for all students to demonstrate mastery);

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

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

NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

	Rubric	Sources of Evidence
Performance	☒ All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 ☐ The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 ☐ Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 ☐ None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2: 1.1)** ☐ Other: (Specify)

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

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

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

	Rubric	Sources of Evidence
Performance	☐ All subgroups demonstrated growth in CAASPP Math performance from2015/16 to 2016/17 ☐ The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 ☒ Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 ☐ None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 ☐ No assessment of performance for this indicator	☐ SBAC report (CDE) **(B2: 1.2)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

- Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2: 1.3)** X☐ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

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

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

- Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☒ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2: 1.4)** X☐ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

- English Learner reclassification rate for 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	☒ The school reclassifies English Learners at a rate higher than the District average ☐ The school reclassifies English Learners at a rate equal to the District average ☐ The school reclassifies English Learners at a rate lower than the District average ☐ The school does not reclassify English Learners ☐ No assessment of performance for this indicator	☒ Reclassification report (CDE) **(B2: 1.5)** ☐ CELDT Criterion reports (CDE) **(B2: 1.5.1)** ☐ School internal reclassification data ☐ Other: (Specify)

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

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

- Providing supports for At-Risk English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	☒ The school's percentage of "At Risk" English Learners is at rate lower than the District average ☐ The school's percentage of "At Risk" English Learners is at a rate equal to the District average ☐ The school's percentage of "At Risk" English Learners is at a rate higher than the District average ☐ The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the District average ☐ No assessment of performance for this indicator	☒ "At-Risk" by Grade report (CDE): 2016-2017 **(B2: 1.6)**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

- Providing supports for Long Term English Learners 2016-2017 (CDE)

	Rubric	Sources of Evidence
Performance	☒ The school's percentage of LTELs is at rate lower than the District average ☐ The school's percentage of LTELs is at a rate equal to the District average ☐ The school's percentage of LTELs is at a rate higher than the District average ☐ The school's percentage of LTELs is at a rate that is substantially higher than the District average ☐ No assessment of performance for this indicator	☒ Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) **(B2: 1.6)**

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

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

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

	Rubric	Sources of Evidence
Performance	☒ The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average ☐ The school's Four-Year Cohort Graduation Rate is at a rate equal to the District average ☐ The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average ☐ The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the District average ☐ No assessment of performance for this indicator	☒ Four-Year Cohort Graduation Rate (CDE) **(B2: 3.1)** ☐ Other: (Specify) **List of the school's A-G requirements (CSD internal use only)**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

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

Blue ***Green*** ***Yellow*** ***Orange*** ***Red***

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

The school has achieved the performance level of _____

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

The school has achieved the performance level of _____

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

The school has achieved the performance level of _____

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

The school has achieved the performance level of _____
this indicator will be available Fall 2018

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

The school has achieved the performance level of _____

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of _____

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

HIGH SCHOOLS ONLY:
A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts **The school has achieved the following status 70.2 points above level 3 and change +14.6 pts**
A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics **The school has achieved the following status 7.8 points above level 3 and change +1.6 pts**
A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator **The school has achieved the performance level of BLUE/96.1/+1.8%**
A19: Priority7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator **The school has achieved the following status N/A 59.9%** ***this indicator will be available Fall 2017***
NOTES:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

- **O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES**
  The school has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on interviews with the school's leadership, classroom observations and binder review, the school provided the evidence of a comprehensive emergency plan with drills scheduled throughout the school year on 8/15/17, 8/22/17, 8/2317, 9/25/17, 10/6/17, 10/16/17, 10/19/17, 11/3/17, 11/7/17,11/8/17, 11/11/17, 11/27/17, 12/12/17, 1/7/18, 2/4/18, 3/22/18, and 4/15/18 along with evidence of a Visitor's policy posted in the main office, with evidence that all school staff and other mandated reporters receive child abuse awareness, bloodborne pathogens training and a comprehensive suicide prevention policy.

- **O2: HEALTH AND SAFETY**
  The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, to include comprehensive storage of emergency supplies, immunization, health screenings and emergency epi-pens. Evidence of the Sole Occupancy Agreement (SOA 2010-2015 and the SOA Amendment 2015-2020) made and entered into by LAUSD and the Charter School was viewed during binder review. Based on interviews with the school's leadership, school observations and binder review, the school provided the following evidence: student immunization and health screenings, and onsite storage of epi-pen including training of volunteer staff member(s) dated from 7/26/17 through 1/17/18.

- **O3: STANDARDS–BASED INSTRUCTION**
  The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS with evidence noted during leadership discussion and observation of the Board of Trustees meeting on May 15, 2018 that PCHS recently received WASC accreditation for another six years through June 30, 2024. The school has implemented a system to monitor student progress toward and the completion of graduation and A-G requirements and has received UC/CSU approval of courses (UC Doorways). It was also notable that during leadership discussion the math department administrators identified that the school made an investment of almost a quarter of a million dollars in Algebra 1, Geometry, and Algebra 2 textbooks that align with Common Core to support the delivery of standards-based instruction in a meaningful way to students.

- **O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**
  The school has substantially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Based on classroom observations and interviews with the school's leadership, CSD found evidence of differentiated instruction, access to online resources, the provision of teacher office hours and Study Center tutorial availability to students, flexible seating arrangements (such as pods), student academic engagement structures such as think pair share, group work.

- **O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**
  The school has fully implemented the key features of the educational program described in the charter as evidenced during stakeholder interviews, leadership discussion and observation. The school has developed pod-themed projects to include: the Art Pod; the Digital Media Pod; the Drama Pod; the Entrepreneurship Pod; the Social Justice Pod; and the Environmental Studies of Los Angeles Pod. The school also has delineated Professional Learning Communities and protocols to inform the instructional program, social justice implementation, professional growth, equity practices, data analysis practices and accountability. The school also provides for schoology intervention, the TipLine, Digital Curriculum, the Fuerza Unida Program, the Logic Model, the Village Nation Program, the Dolphin Leadership Academy, the Virtual Academy and the Temescal Academy. Additionally, the school has invested in enrichment programs and clubs, such as Science Technology Engineering Art and Math (STEAM) clubs, Society of Hispanic Professional Engineers (SHPE) and Math Engineering Science Achievement (MESA). PCHS has also advanced the technological access to 21st Century tools to assist the successful navigation into career and college for students.

- **O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE**
  The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Based on leadership discussion, classroom observation and binder review, it is evident that the school's implementation of restorative justice practices and reward programs contribute to positive attendance, behavior, culture and climate where motivational and accountable student reflection, negotiation, accountability and ownership are reflected in the observable actions and social consciousness exhibited in programs such as "Teen Court Peer Mediation" Mental Health providers, peer mediation practices, schoolwide positive behavior support systems;
- PCHS has established a positon titled, The Campus Unification Director to create a more formalized approach to community building, achieved through a combination of Professional Development, school-wide activities, and in-classroom instruction to diminish the affective filter in classrooms and to promote self-awareness of how students can learn to communicate both in person and through social media.

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

- **O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT**
  The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, and sharing information. CSD noted the school provides a clear written process for stakeholder complaint procedures(s) for complaints outside the scope of the UCP easily accessible via its documents available both manually, electronically and on its website.

- **O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY**
  The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website

Areas Noted for Further Growth and/or Improvement

- **O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**
  Although the school has substantially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, assessment data continues to identify that some students, although showing growth, continue to struggle in math. The school has reported and provided evidence of the creation of the Math Task Force where the formulation of different plans to discuss issues, math placement data, ways of looking at support for math teachers, and the provision of ongoing professional development while allowing stakeholders to take deeper dives into data for analysis is supporting the consistent implementation of instructionally sound strategies. The school is also training teachers and implementing curriculum for both ELA and Math to support skill acquisition, including Achieve 3000, StudySync, Readtheory, Peardeck, monitoring and tracking students on a daily basis, monitoring rosters of EL students, and matching ELD instructional programs carefully to the needs of EL students. Newly hired math paraprofessionals have joined their current team of assistants targeting Algebra 1 and Geometry classes in order to reach a majority of struggling students taking math. Village Nation has increased workshops in financial literacy to inspire more mathematical thinking and practices; the school has added an Entrepreneurship Pod that targets students with low algebra skills in an integrated curriculum; and has increased available student

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

Corrective Action Required

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

Notes:

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

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

- **O4: MEETING THE NEEDS OF ALL STUDENTS**
  Evidence from leadership discussion, binder review and observation of additional interventions currently implemented at PCHS are of noteworthy mention to include:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The school has a system in place to ensure that:

- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens
- the school has a Visitor's policy and it's visible in the main office
- a Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1: 10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3: 1.2)** ☒ Evacuation route maps **(B3: 1.2)** ☒ Documentation of emergency drills and training **(B3: 1.3)** ☒ Evidence of provision and location of onsite emergency supplies **(B3: 1.4)** X☐ Evidence of AB 2246 implementation (grades 7-12) **(B3: 1.6)** ☒ Child abuse mandated reporter training documentation **(B3: 1.5 and B3A:4)** ☒ Bloodborne pathogens training documentation **(B3: 1.7 and B3A:4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* ("ESSA Grid") **(B3A)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The school has:

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3: 3.1)** ☒ LCAP **(B3: 3.2)** ☒ Professional development documentation **(B3: 3.7)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3: 3.8)** ☒ Implementation of the school's English Learner Master Plan **(B3: 3.8)** ☒ Evidence of implementation of data analysis system program ☒ School Internal Assessment Data Report, or equivalent ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The school has implemented the key features components of the educational program described in the school's charter

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented the key features of the educational program described in the charter ☐ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3: 3.7)** ☒ Evidence of implementation of key features of educational program **(B3: 3.9)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	☒ Parent-Student Handbook(s) **(B1: 10)** ☒ Professional development documentation **(B3: 3.7)** ☒ Evidence of intervention and support for students with disabilities **(B3: 3.8)** ☒ Self-Review Checklist **(B3: 4.1)** ☒ Other special education documentation **(B3: 4.1)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other MCD documentation, including from the Division of Special Education ☒ Classroom observation **(B3: 4.1)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3: 3.2)** ☒ Professional development documentation **(B3: 3.7)** ☒ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

**required on website

Rubric	Sources of Evidence
☒ The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3:4.4)** for: • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evidence of staff evaluation system **(B3: 4.5)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form ("ESSA Grid") **(B3A: 1.1)** ☒ Staff rosters and school master schedule **B3A: 1.2 – 1.4)** ☒ Custodian(s) of Records documentation **(B3A: 1.5)** ☒ Criminal Background Clearance Certifications **(B3A: 2 & 3)** ☒ Teaching credential/authorization documentation **(B3A)** ☒ Vendor certifications **(B3A: 4)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A: 5)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

8798	2014-15					2015-16					2016-17				
Palisades Charter High	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents		9,080,000	8,312,300	8,659,720	1,674,645		9,177,896	9,077,896	8,848,229	1,084,191		9,448,229	9,877,613	10,006,165	10,445,172
Current Assets		10,020,000	9,912,300	9,235,381	9,596,126		9,653,557	9,453,557	9,807,960	10,107,020		10,482,959	10,909,113	10,846,978	11,370,352
Fixed and Other Assets		7,119,000	6,600,098	6,877,393	6,877,394		7,362,969	7,362,969	7,054,986	7,054,987		7,193,444	6,750,232	7,134,639	7,134,639
Total Assets		17,139,000	16,512,398	16,112,774	16,473,520		17,016,526	16,816,526	16,862,946	17,162,007		17,676,403	17,659,345	17,981,617	18,504,991
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,992,545	2,774,111	3,101,873	3,677,015		2,424,459	2,703,935	2,939,959	3,436,631		2,536,933	2,686,500	3,466,304	4,310,417
Long Term Liabilities		3,801,000	3,631,300	3,706,685	3,483,278		4,123,807	4,123,806	4,006,458	3,786,343		4,406,458	4,406,458	75,607	17,032,371
Total Liabilities		6,793,545	6,405,411	6,808,558	7,160,293		6,548,266	6,827,741	6,946,417	7,222,974		6,943,391	7,092,958	8,035,926	21,342,788
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	4,494,015	0
Net Assets		**10,345,455**	**10,106,987**	**9,304,216**	**9,313,227**		**10,468,260**	**9,988,785**	**9,916,529**	**9,939,033**		**10,733,011**	**10,566,387**	**9,945,692**	**(2,837,797)**
Total Revenues	25,741,819	27,641,716	27,340,316	27,352,766	28,920,068	28,581,789	30,732,432	29,899,182	31,621,098	32,829,154	30,200,450	32,046,865	31,801,669	32,203,686	34,197,784
Total Expenditures	26,135,225	27,439,495	27,368,580	28,183,801	29,750,927	28,517,381	29,568,389	29,214,612	31,008,784	32,203,348	30,197,228	31,230,382	31,151,809	32,174,522	34,916,776
Net Income / (Loss)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806	3,222	816,483	649,860	29,165	(718,992)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806	3,222	816,483	649,860	29,165	(718,992)
Net Assets, Beginning	10,815,583	10,143,234	10,143,234	10,143,234	10,144,086	10,106,987	9,304,217	9,304,216	9,304,217	9,313,227	9,988,785	9,916,528	9,916,528	9,916,528	9,939,033
Adj. for restatement / Prior Yr Adj	0	0	(7,983)	(7,983)	0	0	0	(1)	(2)	0	0	0	(1)	(1)	(12,057,838)
Net Assets, Beginning, Adjusted	10,815,583	10,143,234	10,135,251	10,135,251	10,144,086	10,106,987	9,304,217	9,304,215	9,304,215	9,313,227	9,988,785	9,916,528	9,916,527	9,916,527	(2,118,805)
Net Assets, End	**10,422,177**	**10,345,455**	**10,106,987**	**9,304,216**	**9,313,227**	**10,171,395**	**10,468,260**	**9,988,785**	**9,916,529**	**9,939,033**	**9,992,007**	**10,733,011**	**10,566,387**	**9,945,692**	**(2,837,797)**

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient. **Other circumstances and information could influence the rating and are noted in this evaluation.**	3

Palisades Charter High School's (PCHS) fiscal condition is strong and the school has had positive operational net assets for the past four years (i.e., Fiscal Years 2013-2014, 2014-2015, 2015-2016 and 2016-2017). According to the 2016-2017 independent audit report, the school had negative net assets of ($2,837,797) and a net loss of ($718,992) when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of $10,457,043 and net income of $518,010. The 2017-2018 First Interim projects negative net assets of ($2,686,782), including the accrued OPEB obligation and related expenses, and net income of $151,015 (excluding OPEB). When excluding the OPEB liability and related expenses, the school projects positive operational net assets of $10,608,058 and net income of $151,015.

Areas of Demonstrated Strength and/or Progress:

a. The school's fiscal condition is strong.

	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	$10,144,086	$9,313,227	$9,939,033	$10,457,043*	$10,608,058
Net Income/Loss	($255,021)	($830,859)	$625,806	$518,010	$151,015
Transfers In/Out					
OPEB/Prior Year Adjustment(s)		($10,840,155)	($1,217,683)	($1,237,002)	

*According to the 2016-2017 independent audit report, as of June 30, 2017, the school's accumulated post-retirement benefit obligation is estimated at $17,032,371. Per the Financial Accounting Standards Board (FASB, ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning Fiscal Year 2014-2015). Per the 2016-2017 independent audit report, the school's accrued OPEB expense for Fiscal Year 2016-2017 was $1,237,002.

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

Areas Noted for Further Growth and/or Improvement:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

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

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

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

August 2017	December 2017
$996.29	$996.29

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

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

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

Corrective Action Required:
None noted that require immediate action to remedy concerns noted in this report.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

Notes:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

Fiscal Operations Rubrics

Existing School *– a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School *– a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	***An existing school would be assessed as Unsatisfactory based on the statements below:***
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school's website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;	***Existing Schools (based on the most current audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	***An existing school would be assessed as Unsatisfactory based on the statements below:***
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. **Current** audit shows no material weaknesses, deficiencies and/or findings; *7.* Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school's budget; and 9. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/15/2018**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	***A new school would be assessed as Unsatisfactory based on the statements below:***
New Schools: ***REQUIRED CRITERIA*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school's website, if applicable. Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	***New Schools:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity. Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

Review Columbia Survey Results

Section: II. Governance Training
Item: E. Review Columbia Survey Results
Purpose: Discuss
Submitted by:
Related Material: Columbia Results_08_28_2018.pdf

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Survey Research Initiative

PALISADES CHARTER HIGH SCHOOL

Staff, Parent, and Student Satisfaction Survey Results

August 3, 2018

Leslie Woolley, Board of Trustees Vice Chair
Palisades Charter High School

Submitted By:

Priscilla Wohlstetter, Ph.D.
Director, Survey Research Initiative
Teachers College, Columbia University

Elizabeth Huffaker
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

Laura Petty
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

For information, contact:
sri@tc.columbia.edu

Table of Contents

Introduction 3

Overall School Ratings 5

Staff Survey Results 7

School Culture 7
Working Conditions 10
Administrator Effectiveness 12
Academic Program 14

Parent Survey Results 19

School Environment, Culture, & Safety 19
Administrator Effectiveness 23
Academic Program 25
School Support Services 27
Teacher Effectiveness 31

Student Survey Results 36

My School 36
Teacher Effectiveness 37
Administrative Effectiveness 49

Bus Services 51

School Support Services 53

Philanthropy 54

Staff Professional Development 56

Open-Ended Responses: Strengths 57

Staff 57
Parents 59

Open-Ended Responses: Improvements 61

Parents 61

Open Ended: Satisfaction with School Functioning 63

Staff 63

Open Ended: My Child's Experiences 65

Parents 65

Conclusion: Comparing Stakeholder Responses 68

Appendix: Respondent Demographics 73

Introduction

Palisades Charter High School is located in Los Angeles, California and was founded in 1961 as a traditional public school. In 1993, the school converted to charter status, serving students in 9th through 12th grades. Palisades' mission focuses on empowering their diverse student body to make positive contributions to the global community by dedicating its resources to the development of educational excellence, civic responsibility, and personal growth.

This is the sixth year Palisades Charter High School has collaborated with the Survey Research Initiative at Teachers College, Columbia University. In this report, staff, parent and student responses from three previous academic years, 2015, 2016, and 2017, are compared to this year's survey results.

Design of the Survey

In collaboration with Palisades Charter High School, the Survey Research Initiative created surveys for staff and parents to gather information on the school's performance. Survey questions sought information about satisfaction with the academic program, school environment, working conditions, and the effectiveness of the school's teachers and administrators. The surveys were created online through Qualtrics in English and Spanish.

The staff survey contained 40 survey items and three open-ended questions; the parent survey had 50 survey items and six open-ended questions. The parent survey was conducted in two rounds to shorten the time required to take the surveys and boost response rates among families. Surveys were available online to staff and parents for four weeks.

In addition, Palisades conducted their own student surveys, one for 9th grade students and one for 10th-12th grade students. The results of these two surveys are included in this report. The 9th grade survey included 60 survey items and eight open-ended questions. The 10th-12th grade survey included 50 survey items and six open-ended questions.

Facts, Figures, & Generalizability

	2015	2016	2017	2018	
Staff	75	79	175	173	(88%)
Parents	361	294	292	586	(23%)
Students	282	311	2,133	2,080	(70%)

With the high response rate among staff and students, seen in parentheses, survey results are generalizable to these stakeholder groups. While the response rate for parents did increase from previous years, the rate was still too small to generalize to the total population. Therefore, results from the parent surveys should be only viewed as suggestive.

	Parent Survey 1	Parent Survey 2
Total Respondents	586 (23%)	407 (16%)

Though the response rates varied between the first and second parent survey, the respondents to the two surveys were similar enough demographically that responses can be generalized between the two surveys.

	9th Grade Survey	10th-12th Grade Survey
Total Respondents	629 (85%)	1,451 (65%)

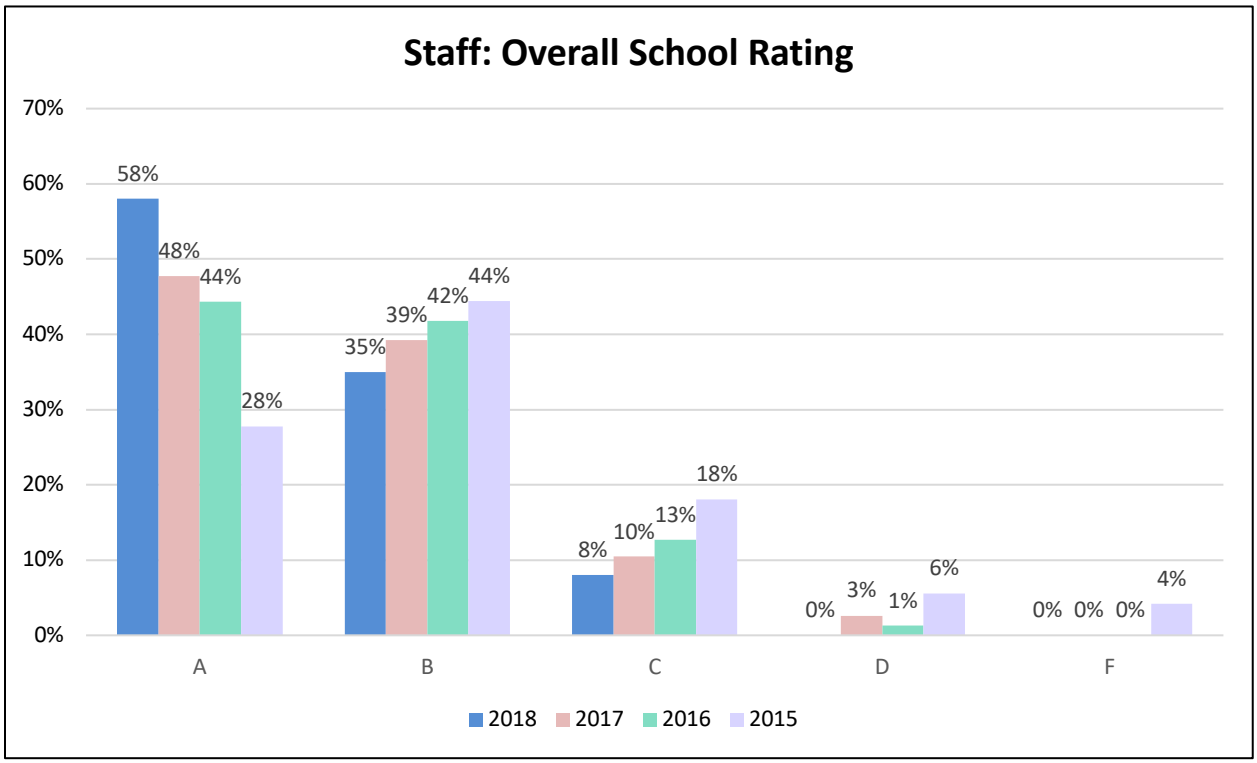
A substantial proportion of 9th grade students responded to the survey (85%) while a smaller proportion of upper-classmen responded to the 10th-12th grade survey (65%). Both response rates were sufficiently high, however, for responses from both surveys to be considered generalizable to all students.

Demographic data for staff and parents (see appendix) indicate that the community of respondents has been relatively stable across the four years included in this report. This demographic similarity suggests that comparing responses across these four years is valid. The student surveys, on the other hand, did not include the same questions as in previous years, so a comparison was not possible and only student data from 2018 is included in this report.

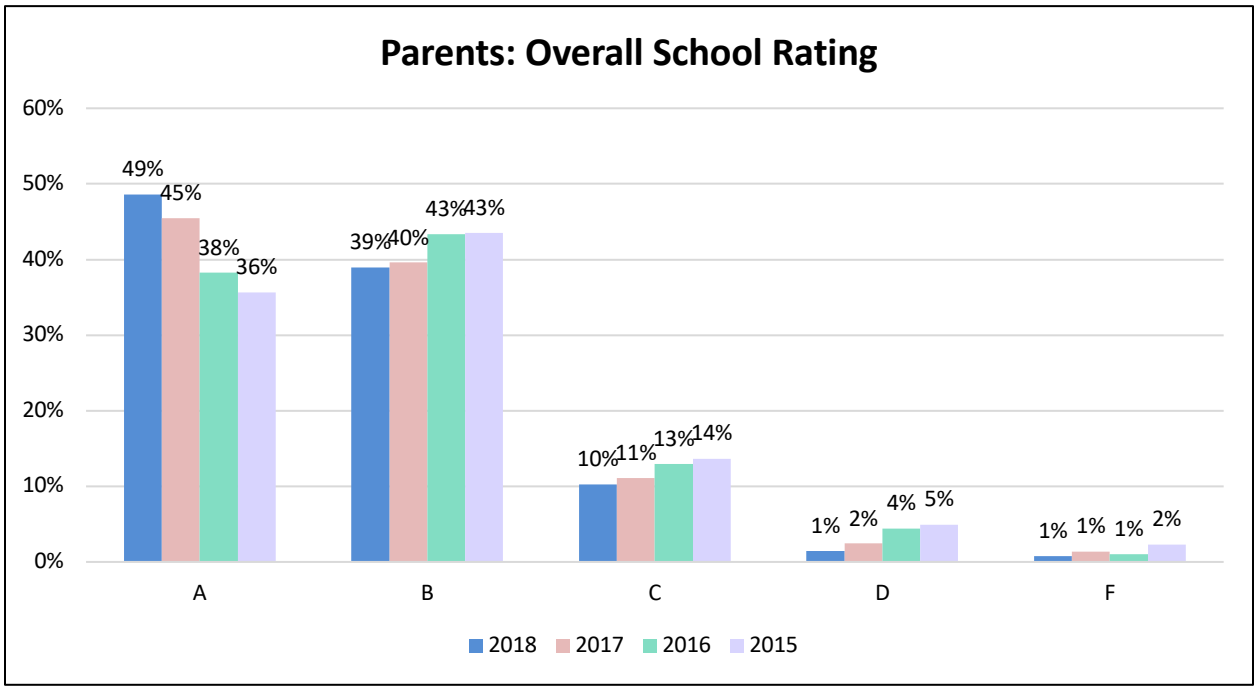
Organization of the Report

We have organized this report into fourteen different sections. The Likert Scale items, along with the open-ended responses from staff, parents and students, are summarized in nine sections. Open-ended questions offered participants an opportunity to comment on both Palisades Charter High School's areas of strength, and opportunities for improvement. Staff also responded to an open-ended question concerning school functioning, and parents responded to a question regarding their children's experiences at PCHS. In addition, results concerning bus services, parental support, and staff professional development are included in individual sections. In the conclusion, we discuss overall trends and provide recommendations for addressing key areas for improvement. Finally, the appendix presents demographic characteristics of the respondents over the course of the four years compared in this report.

Overall School Ratings



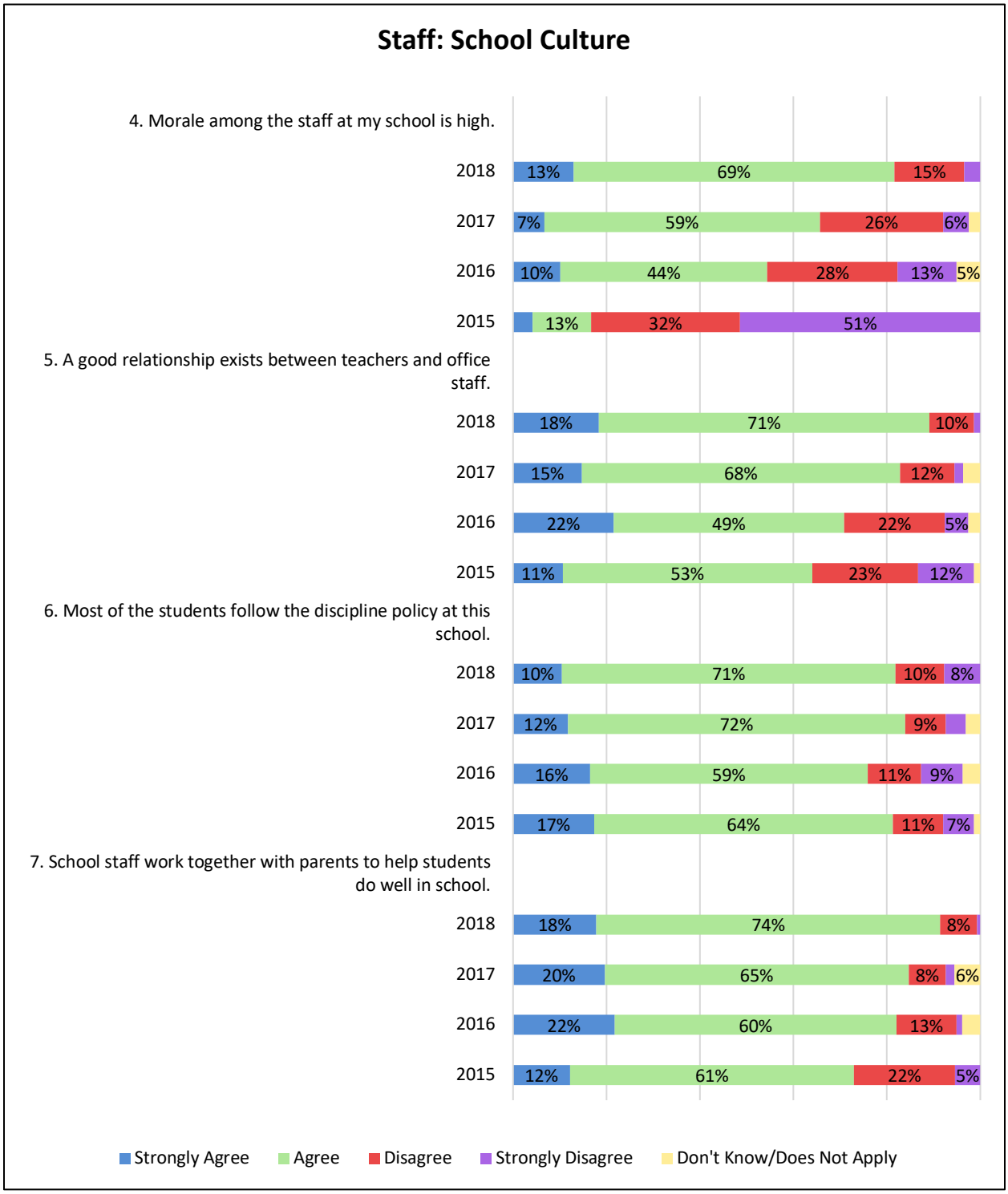
Overall school ratings among Palisades staff have increased since 2015. Fifty-eight percent of staff gave Palisades an "A" rating in 2018 (84 responses), compared to 48% in 2017 (73 responses), 44% percent in 2016 (35 responses), and 28% in 2015 (20 responses). The percentage of "B," "C," "D," and "F" ratings also decreased since 2015: "B" ratings decreased from 44% (32 responses) in 2015 to 35% (51 responses) in 2018. "C" ratings decreased from 18% (13 responses) in 2015 to 8% (11 responses) in 2018 and "D" ratings decreased from 6% (4 responses) in 2015 to 0% in 2018.

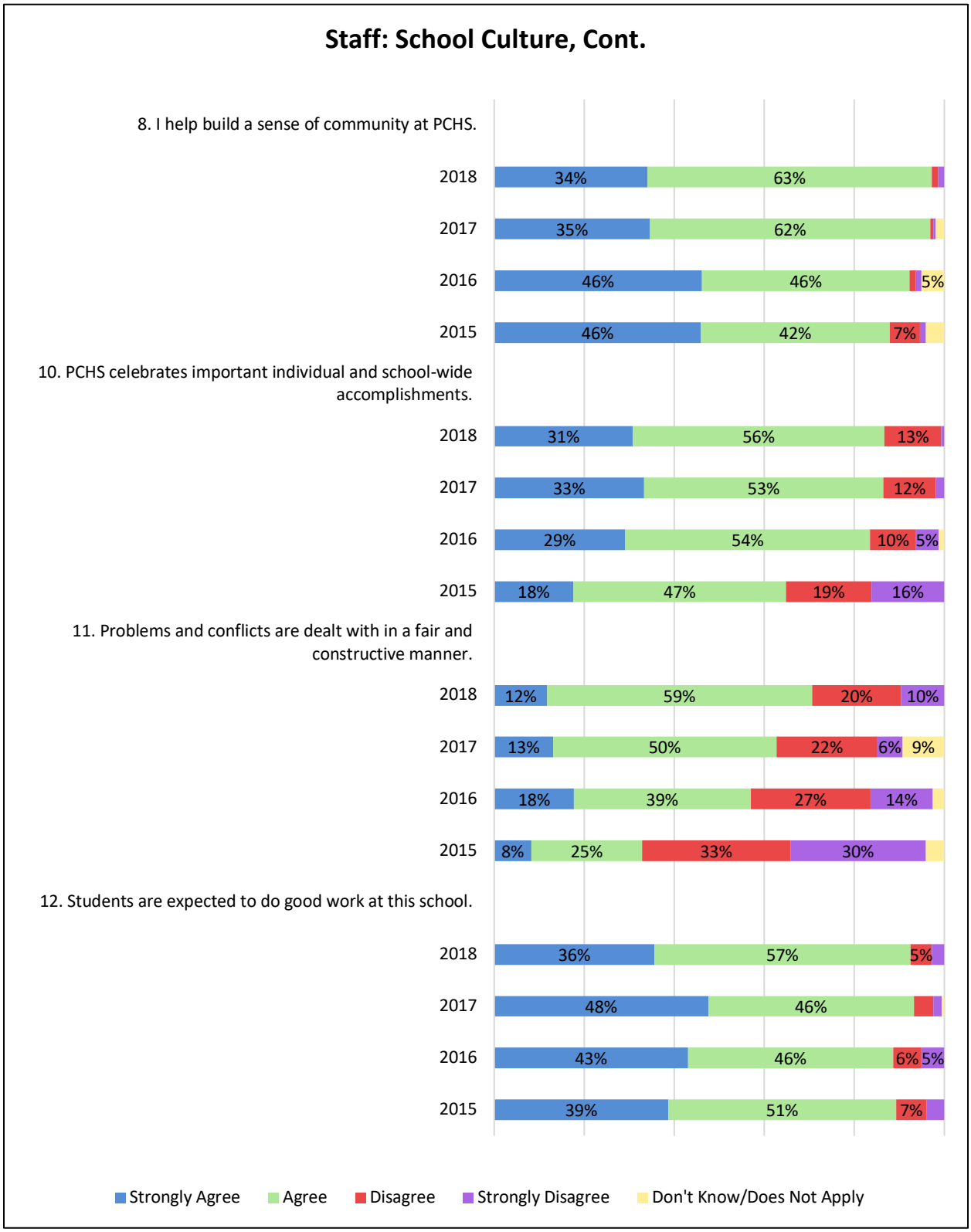


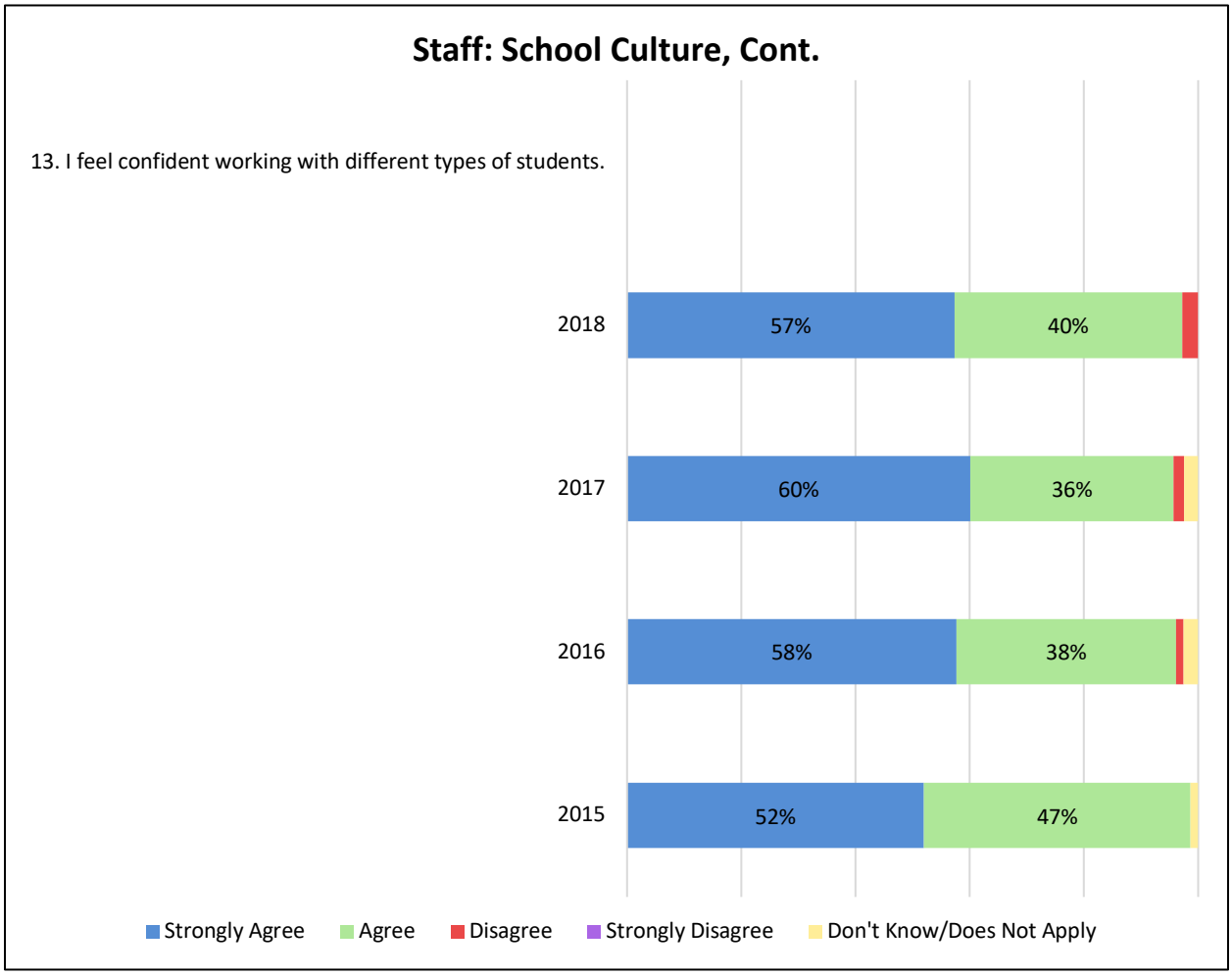
Parents rated Palisades overall very highly, as well as slightly more positively, on average, than in 2015 through 2017. Nearly half of parents gave the school an "A" in 2018 (49% / 266 responses), up from 45% (130 responses) in 2017. Thirty-nine percent of parents (213 responses) gave PCHS a "B" and 10% (56 responses) assigned it a "C". Only 12 parents (2%) gave PCHS a "D" or "F".

Staff Survey Results

School Culture

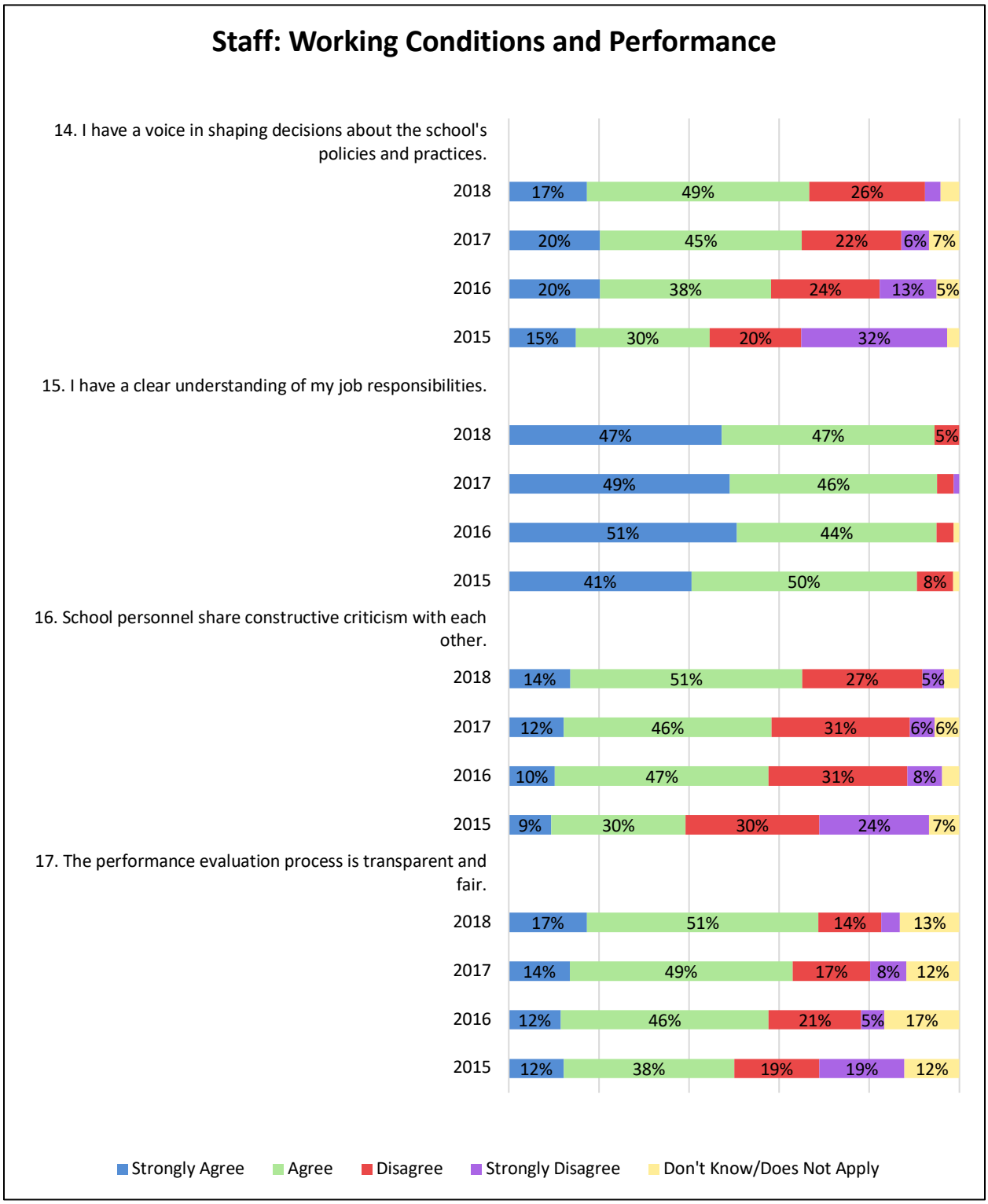


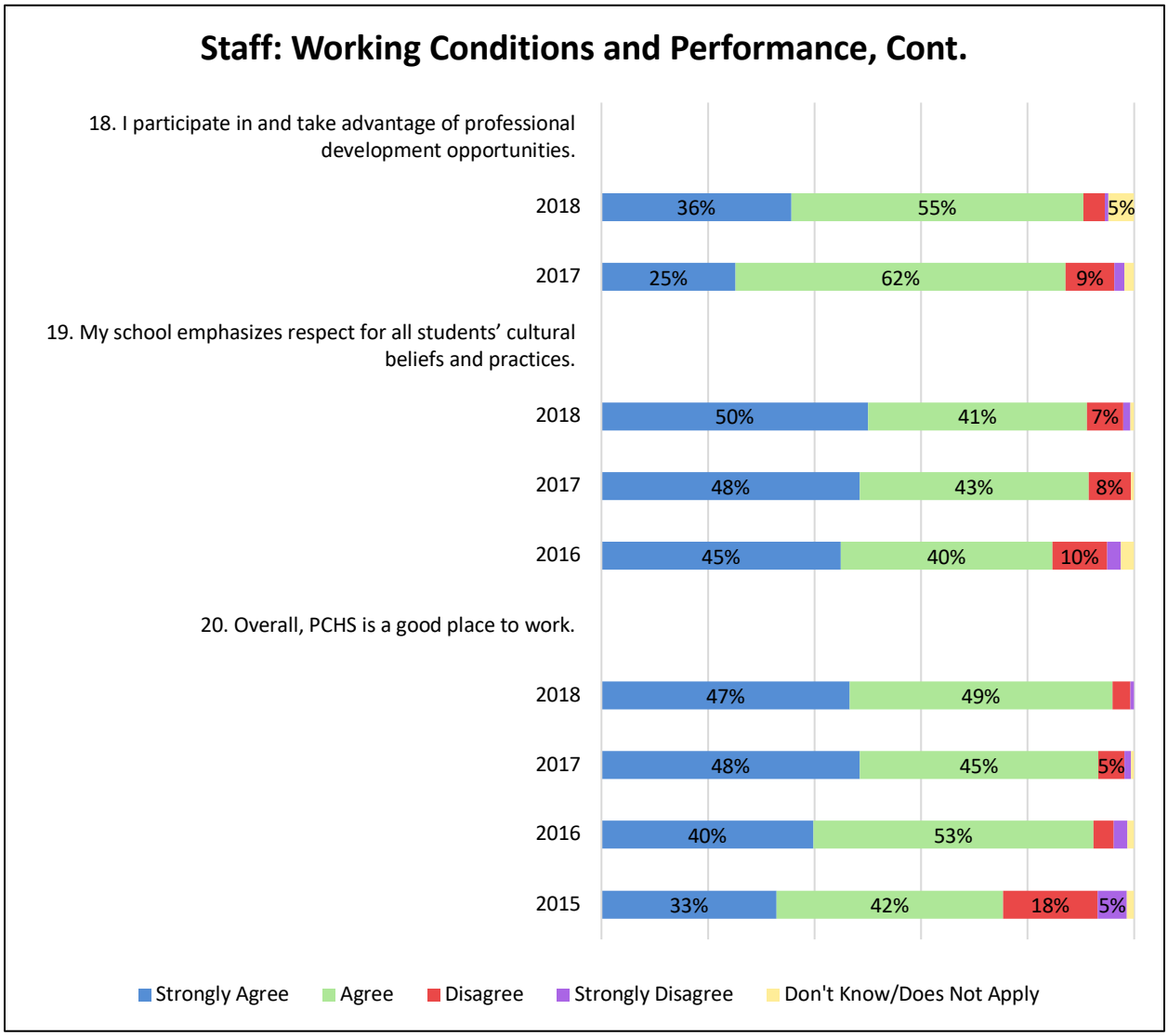

Staff: School Culture, Cont.
8. I help build a sense of community at PCHS.
2018 34% 63%
2017 35% 62%
2016 46% 46% 5%
2015 46% 42% 7%
10. PCHS celebrates important individual and school-wide accomplishments.
2018 31% 56% 13%
2017 33% 53% 12%
2016 29% 54% 10% 5%
2015 18% 47% 19% 16%
11. Problems and conflicts are dealt with in a fair and constructive manner.
2018 12% 59% 20% 10%
2017 13% 50% 22% 6% 9%
2016 18% 39% 27% 14%
2015 8% 25% 33% 30%
12. Students are expected to do good work at this school.
2018 36% 57% 5%
2017 48% 46%
2016 43% 46% 6% 5%
2015 39% 51% 7%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know/Does Not Apply



Generally, staff perceptions of school culture at Palisades have become more positive or remained consistently high over the past four years. Most notably, the percentage of staff respondents who agreed that staff morale was high increased from 17% (12 responses) in 2015 to 82% (120 responses) in 2018. The proportion of staff who agreed that a good relationship existed between the staff and office (89% / 128 responses), that staff worked together with parents (92% / 131 responses), that problems and conflicts were dealt with in a constructive manner (71% / 102 responses), and that they helped build a sense of community at PCHS (97% / 139 responses) all increased from 2015 to 2018. Staff have remained consistently positive between 2015 and 2018 when asked if most students followed the school's discipline policies (81% / 117 responses), if PCHS celebrated individual and school-wide accomplishments (87% / 124 responses), if students were expected to do good work (93% / 135 responses), and if they felt confident working with different types of students (97% / 139 responses).

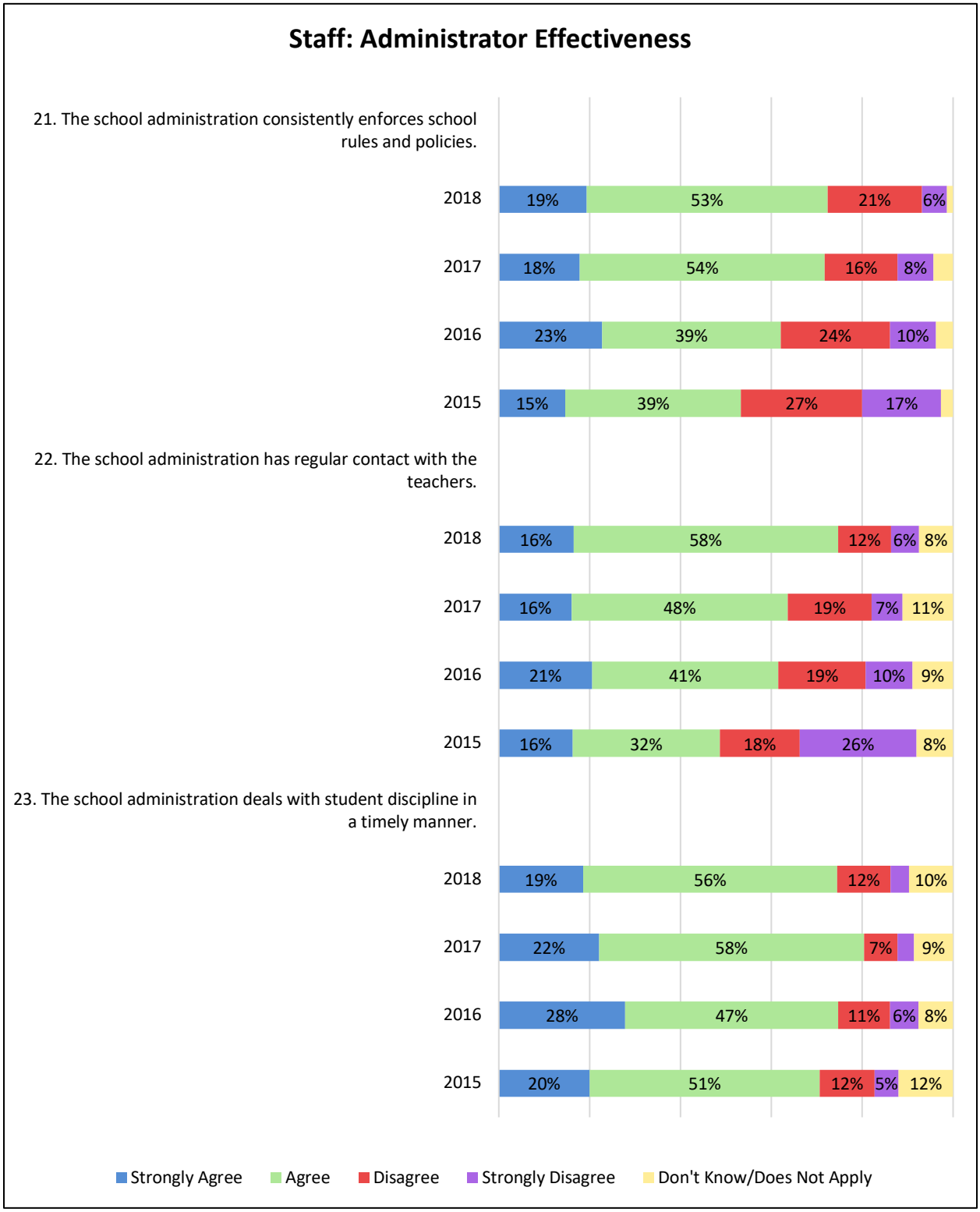
Working Conditions

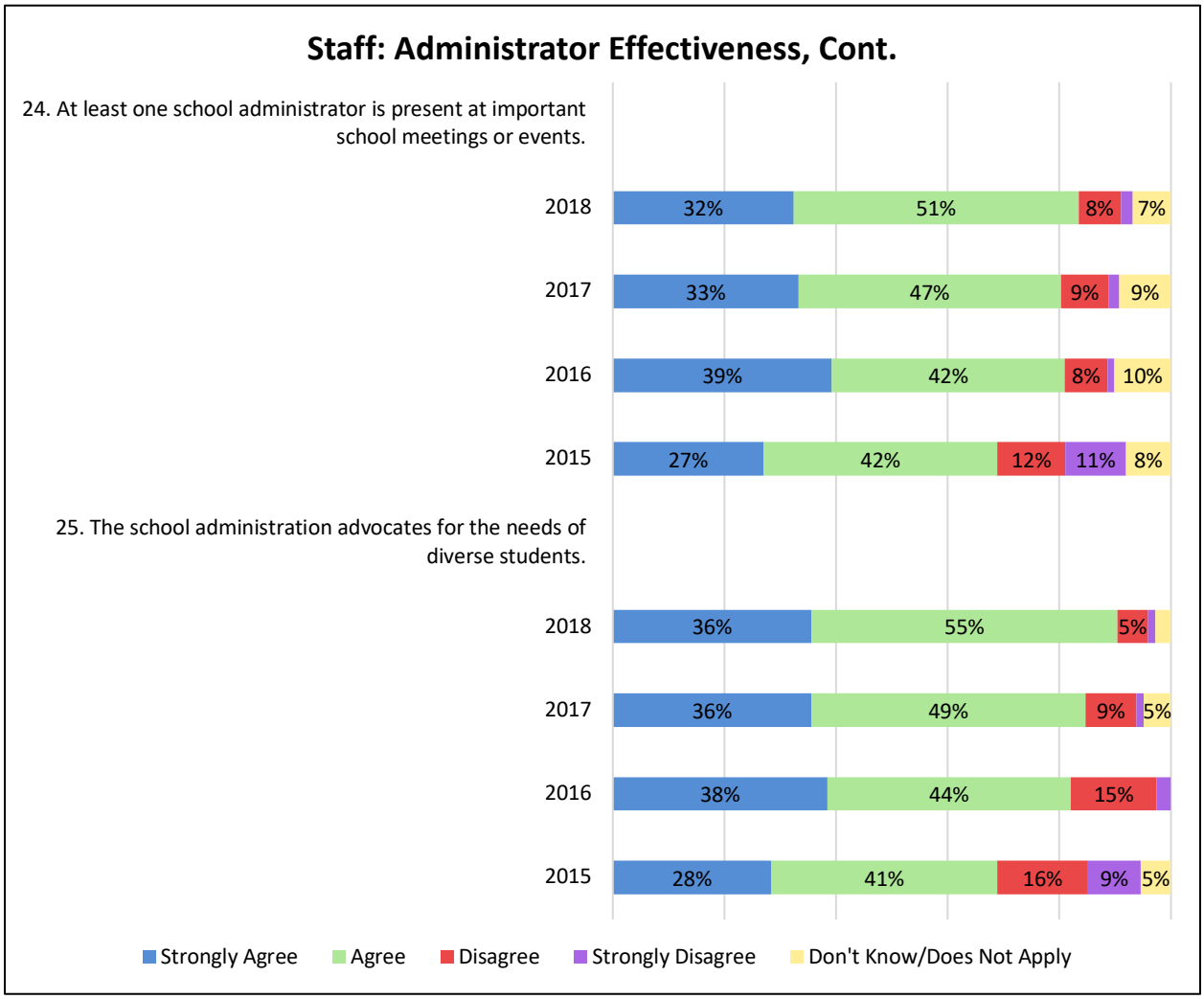




Overall, staff responses to statements concerning working conditions improved between 2015 and 2018. In particular, the vast majority of staff responded consistently that they had a clear understanding of their job responsibilities (94% / 138 responses) and that overall, PCHS was a good place to work (96% / 140 responses). Staff feedback on working conditions also improved significantly in several areas. In 2018, 68% of respondents (99 responses) said that performance evaluations were fair, compared with 50% (37 responses) in 2015. Further, three quarters of respondents (95 responses) said that school personnel shared constructive criticism with each other, compared with 39% of 2015 respondents (29 responses) agreeing with that statement. Despite these improvements from 2015 to 2018, the percentage of staff respondents who felt that they had a voice in shaping decisions about school policies and practices (66% / 96 responses) remained lower than those of other working conditions-related indicators. When asked whether they participated in and took advantage of professional development opportunities, a larger share of staff responded affirmatively in 2018 (91% / 132 responses) than did in 2017 (87% / 142 responses). The percentage of staff who felt that PCHS emphasized respect for all students' cultural beliefs and practices also increased in 2018 (91% / 133 responses) when compared with responses 2016, when the question was introduced to the survey.

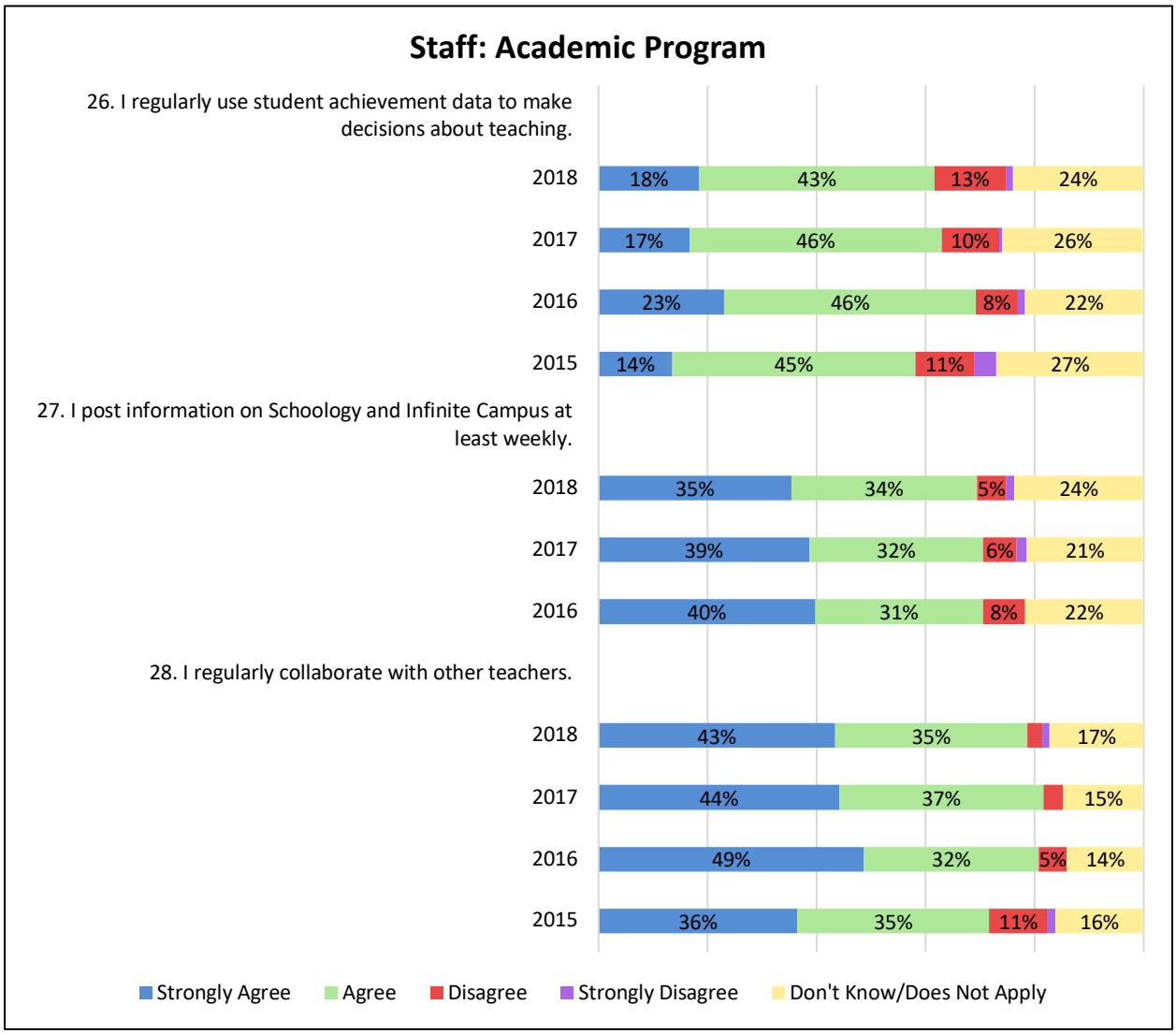
Administrator Effectiveness



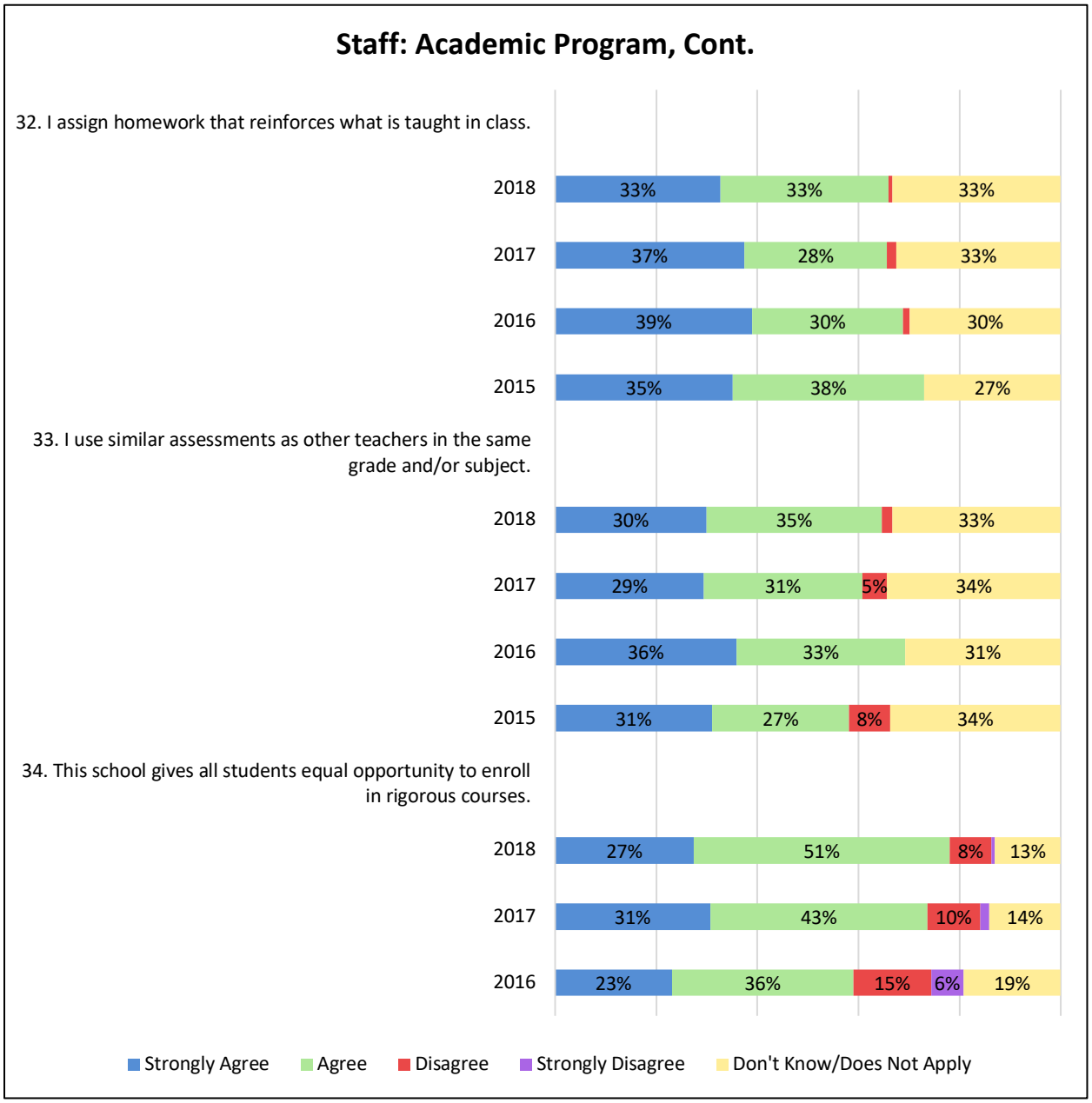


Staff perception of administrator effectiveness at PCHS improved between 2015 and 2018. Staff indicate a perception that administrators have made significant progress on advocating for the needs of diverse students. 91% of staff (132 responses) responded positively to that indicator in 2018, compared to only 69% (51 responses) agreeing with it in 2015. According to staff, administrators also made progress in communication with 74% of staff (129 responses) agreed that administrators made regular contact with teachers in 2018, compared to 48% (36 responses) in 2015. Although staff perception of the administration's consistency in enforcing school rules improved between 2015 and 2018, responses for this indicator remained more mixed than for others. While 72% of staff (105 responses) agreed in 2018 that administrators consistently reinforced school rules and policies, 27% of respondents (38 responses) disagreed. Finally, staff perception of administrators' timeliness in dealing with student discipline worsened slightly in 2018 (75% / 108 responses) when compared to 2017 (80% / 131 responses).

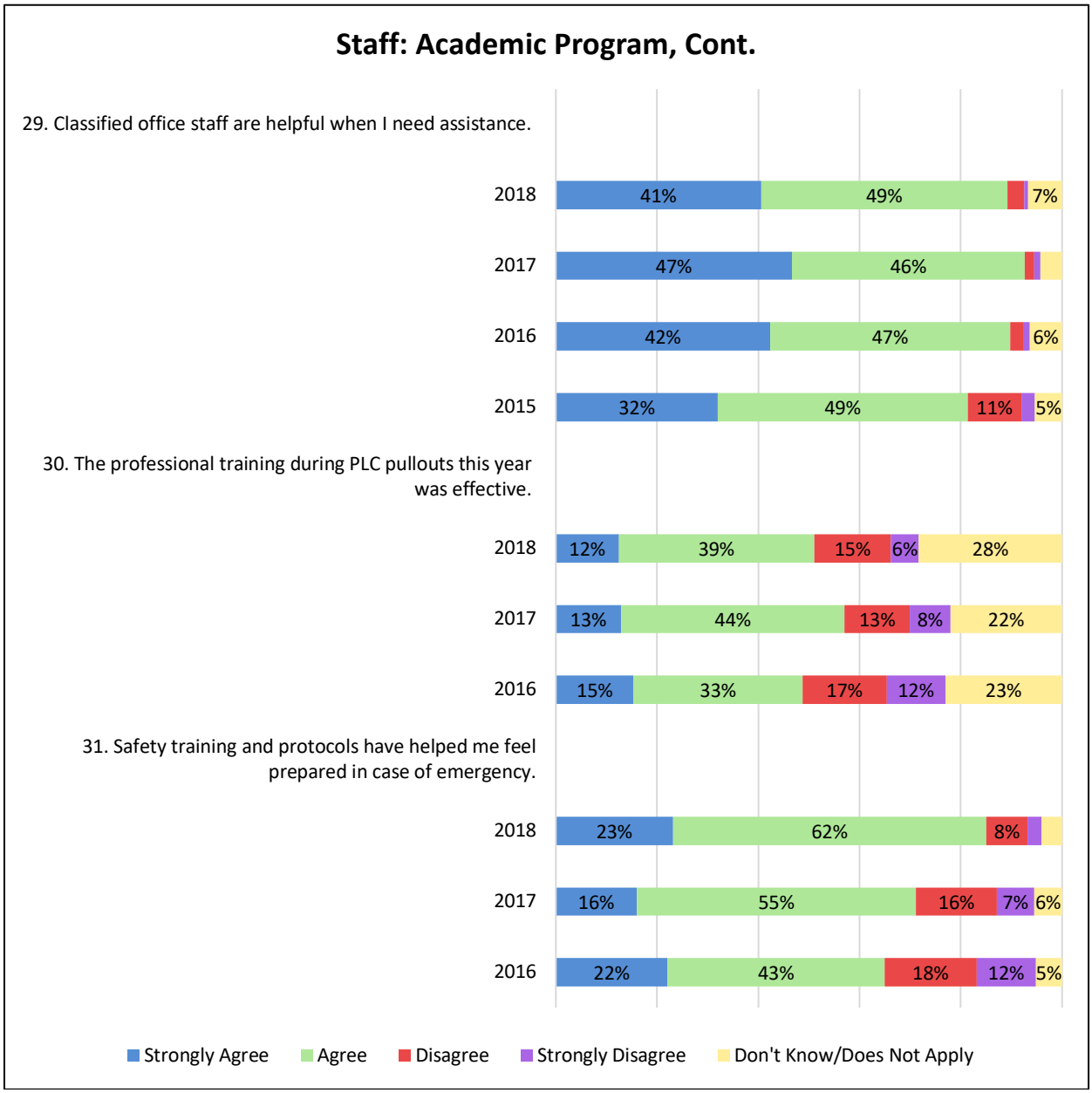
Academic Program



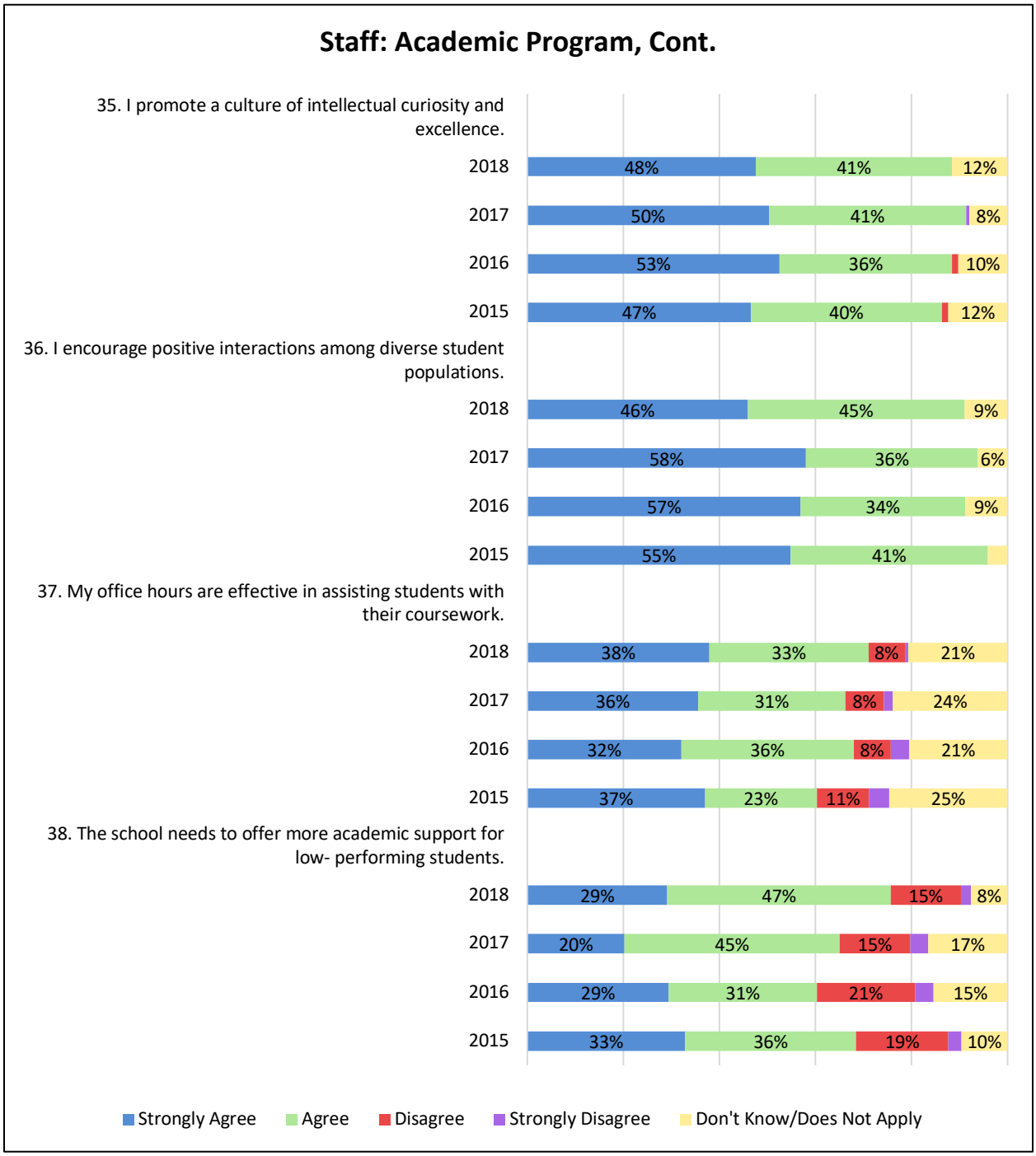
When asked to consider their own teaching practices, teachers responded relatively consistently across the four years compared in this report. The use of student achievement data remains an area for potential improvement with 14% of staff (21 responses) surveyed in 2018 *not* agreeing and nearly a quarter of staff (36 responses) not knowing if they regularly used student achievement data to make decisions about teaching. As in previous years, 69% of staff (102 responses) reported posting at least weekly on Schoology and Infinite Campus in 2018. Additionally, 78% of staff respondents (114 responses) indicated that they regularly collaborated with other teachers.



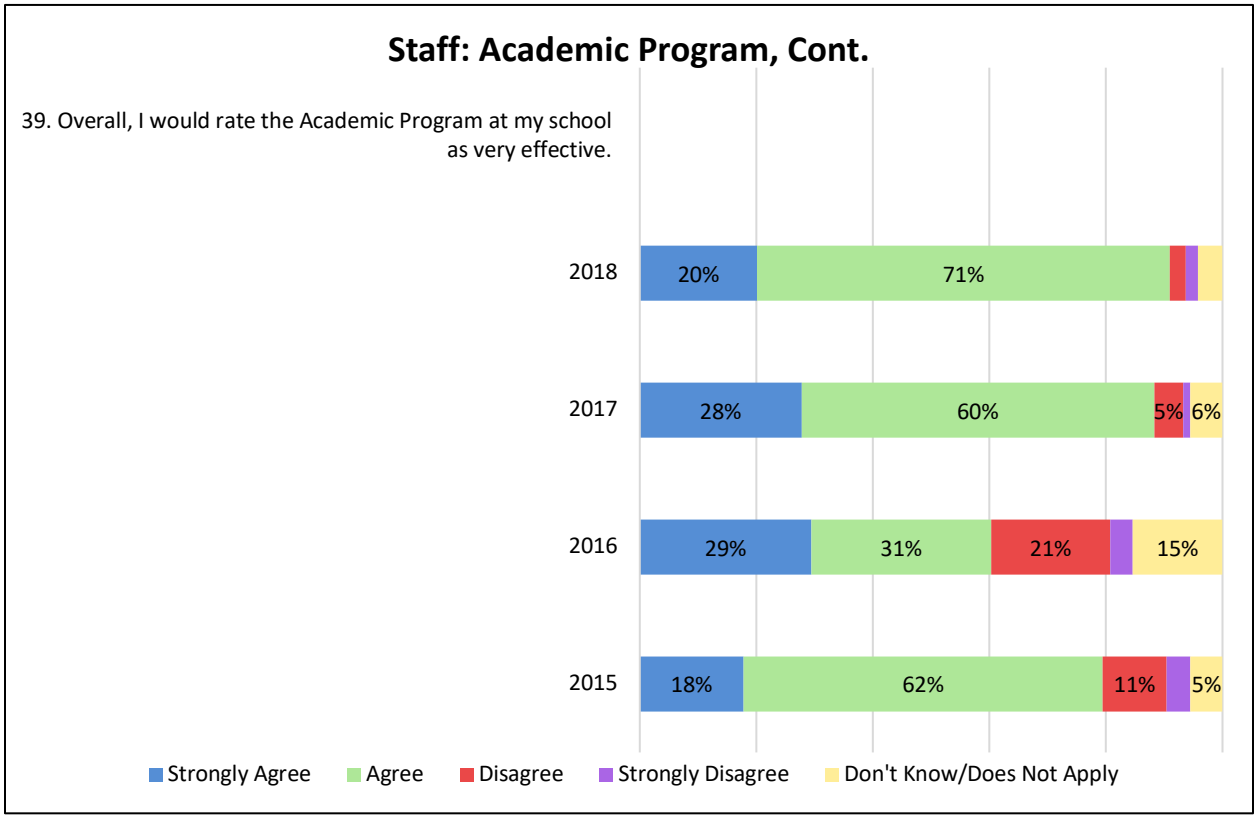
(Cont.) In 2018, only one teacher *disagreed* they assigned homework that reinforced what was taught in class and only three teachers *did not* use assessments similar to those of other teachers in the same grades or subjects. More staff also felt that PCHS gives all students equal opportunities to enroll in rigorous courses in 2018 (79% / 114 responses), compared to in 2017 (74% / 120 responses) and 2016 (59% / 46 responses).



(Cont.) Staff responses were slightly more varied over time in terms of the supports offered to them by PCHS. The share of staff who felt that safety trainings and protocols helped them feel prepared in case of emergency increased in 2018 (85% / 125 responses), compared to responses to a similar statement in 2016 (65% / 50 responses) and 2017 (71% / 116 responses). Similar shares of staff surveyed found PLC pullouts ineffective across comparison years: in 2018, twenty-one percent of staff surveyed (30 responses) disagreed that professional training during PLC pullouts was effective, compared to twenty-one percent (34 responses) in 2017 and twenty-nine percent (23 responses) in 2016.



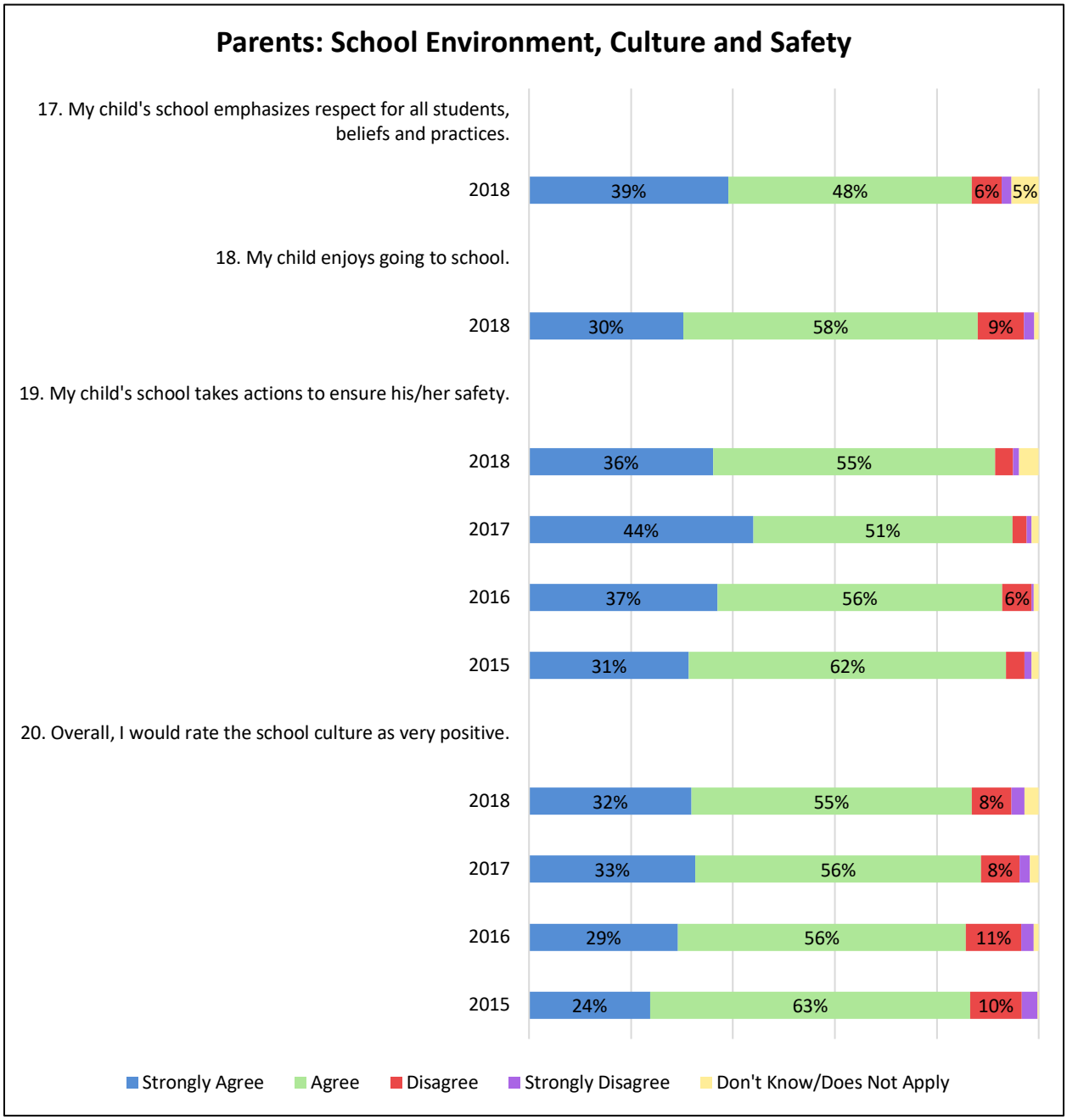
(Cont.) Staff feedback about classroom and school culture also remained relatively consistent across years. In 2018, 89% of staff surveyed (130 responses) agreed they promoted a culture of intellectual curiosity and excellence. Across all comparison years, nearly all teachers felt they encouraged positive interactions among diverse student populations with 91% of respondents (133 responses) agreeing with this indicator in 2018. The percentage of staff respondents who felt that PCHS needed to offer more academic support to low-performing students increased this year, from 65% (50 responses) in 2017 to 76% (109 responses) in 2018. Finally, similarly to previous years, only 9% of staff surveyed *did not* think their office hours were effective in assisting students with their coursework.



(Cont.) Promisingly, the overall staff ratings of the academic program at PCHS have improved across the four years compared in this report. In 2018, 91% (131 responses) of staff agreed they would rate the academic program at their school as very effective, compared with 88% (143 responses) in 2017, and 60% (67 responses) in 2016.

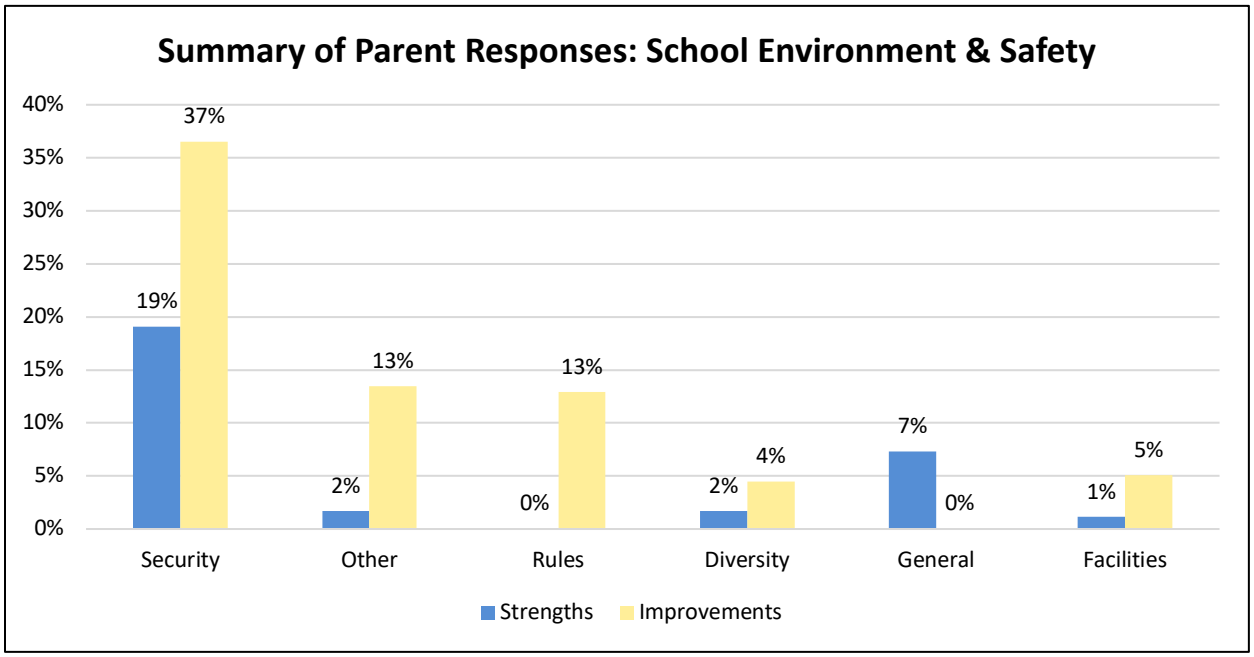
Parent Survey Results

School Environment, Culture, & Safety



As in prior years, parents expressed a very high opinion of the school environment, culture and safety at PCHS. Eighty-seven percent of parents (504 responses) agreed that PCHS emphasized respect for all students, beliefs and practices, and 88% (510 responses) indicated that their child enjoyed attending school. Continuing trends from 2015 through 2017, the vast majority of parents believed the school took action to ensure the safety of their child (91% / 527 responses) and that the overall school culture was very positive (87% / 502 responses).

Overview of Open-Ended Responses: School Environment, Culture & Safety



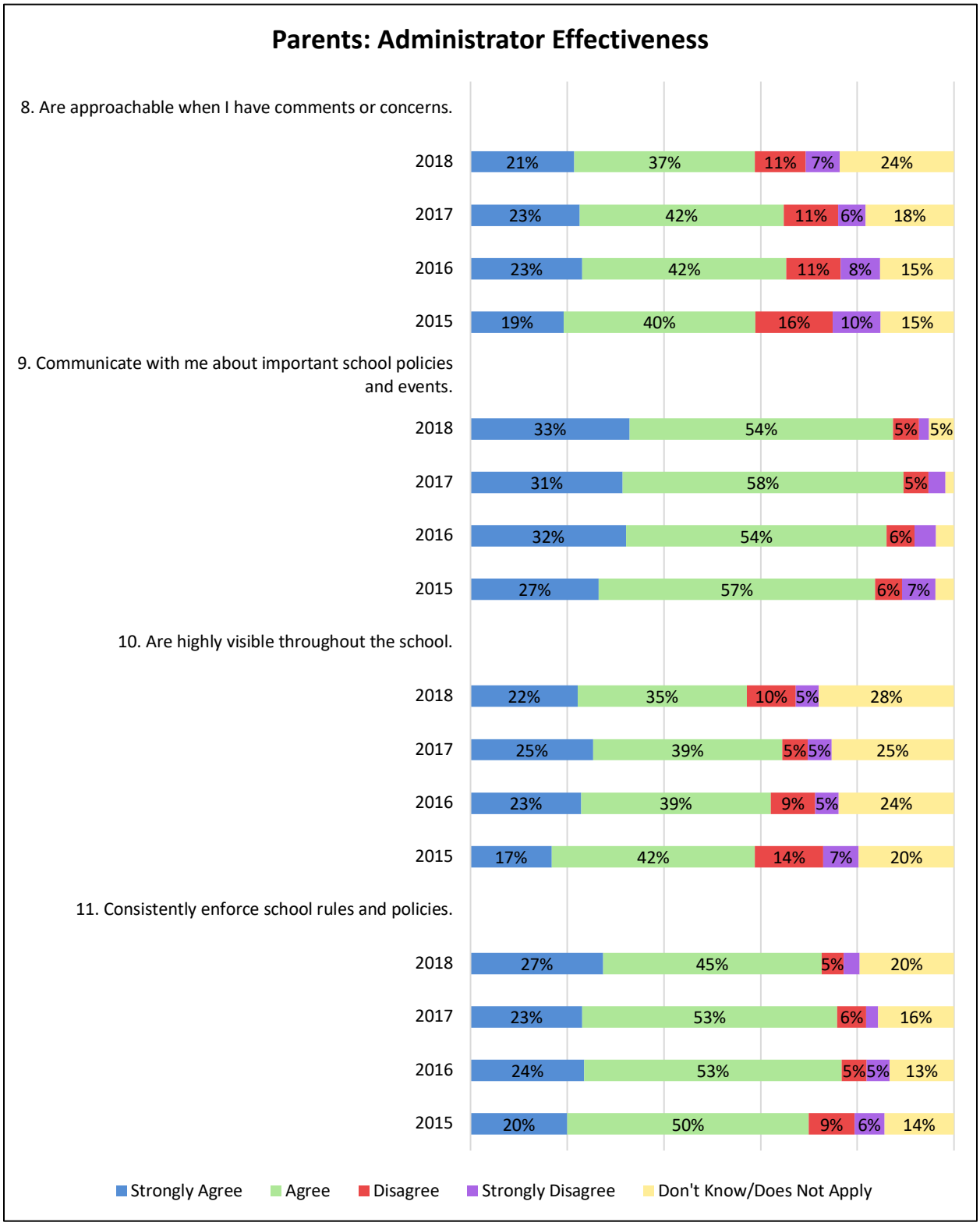
The above chart categorizes parent comments about the school environment, culture and safety at PCHS by topic and indicates whether the comment was identifying a school strength or offering a suggestion for improvement. Parent comments most frequently discussed school safety and security (56% / 99 responses), with 19% (34 responses) of parents praising current school security and 37% (65 responses) providing suggestions for improving security at PCHS. Fifteen percent of comments (27 responses) discussed 'other' topics, with three parents noting miscellaneous strengths and 24 parents addressing areas for improvement. Thirteen percent of parents (23 responses) articulated concerns about enforcement of school rules and discipline. Eleven comments (6%) discussed diversity and inclusion at PCHS. Three parents cited it as a strength and eight parents provided suggestions for improving inclusivity of PCHS. Seven percent of comments (13 responses) expressed general positivity about the environment, culture and safety at PCHS. Finally, 6% of comments discussed the facilities and physical environment, with two comments identifying strengths and nine comments providing recommendations for improvement.

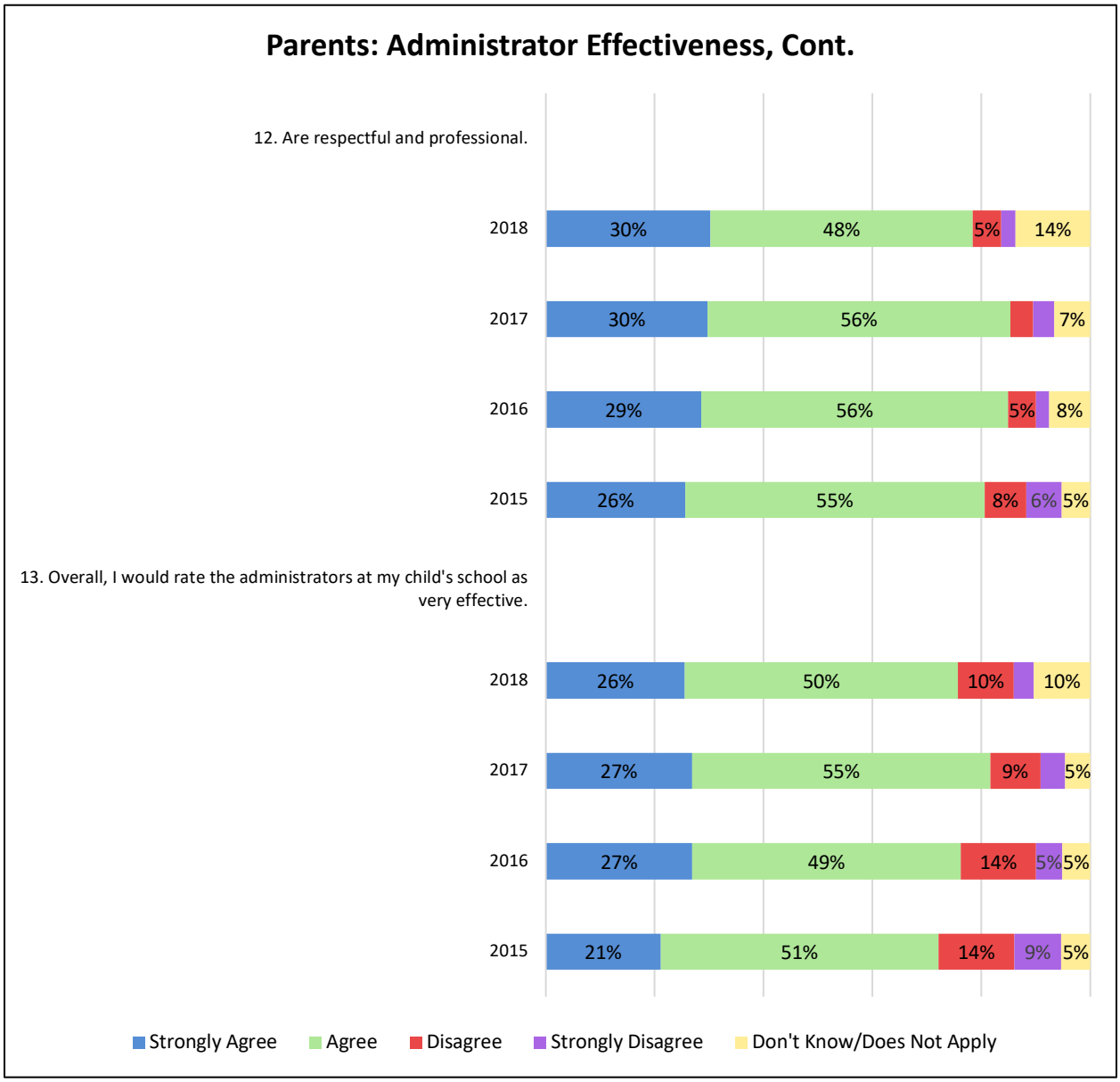
Parents: Do you have any additional comments about your child's experiences related to the school environment and safety? *Parent responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.*
School Security & Safety (99 responses: 34 strengths, 65 improvements)
I appreciate you taking the current environment in the nation with respect to gun violence very seriously and working with faculty and students on safe practices.
I am amazed at how the school provides excellent security with an open campus. Great Job!

School safety is fairly addressed, and I feel like the administration makes sure to share information so that parents are aware of what is happening. However, I feel like the school environment could be warmer and more welcoming.
The beautiful clean campus is treated with pride. The presence of police cruisers is a welcome sight but by no means dominating or aggressive. They just keep the campus safe before during and after school.
I believe necessary steps are being taken. A stronger guard presence would always be helpful. Greater mental health awareness is always needed.
I do not like the idea of closing the campus with chain fences. Students should be trusted and be able to attend a school that doesn't look like a prison.
My kids really dislike having the fence around the school. They feel that not only is it unsightly, but they feel less safe thinking that because a shooter would most likely be a student who can walk in anyway the fence will just hinder escape.
The school needs to be secured by walls or fences and have a gate keeper 24/7.
Anybody can get on campus through the flow of students entering in the morning.
I strongly oppose the militarization/walling-off of our school campus in the name of safety.
Security should be more visible.
Other (27 responses: 3 strengths, 24 improvements)
I like that there is an adult stationed just inside campus to question and direct visitors on campus.
I believe the school responds promptly to problems and then communicates them to parents.
I wish there were more mental health clinics/forums for students.
I cannot believe how many times the new bus company, which started after spring break, has been late with no calls or attempts to explain.
I find some of the administrative people to be less than friendly. It's like they have been dealing with teens for too long and are "over it."
Rules/Discipline (23 responses: 0 strengths, 23 improvements)
The prevalence of drugs is overwhelming to my child.
I hear stories about fights at school and kids doing drugs in the bathroom.
There are too many kids vaping in school.
My son reports that there is a lot of drug use by students that he does his best to stay away from.
General (13 responses: 13 strengths, 0 improvements)
Great neighborhood, great kids, and great staff.
Welcoming, pleasant and safe environment where all students and parents are encouraged to participate and contribute.
Pali is a wonderful school and has very friendly personnel, who are always ready to help.
Facilities/Physical Environment (11 responses: 2 strengths, 9 improvements)
The location near the ocean is very peaceful.
We find that the galvanized fence erected around the school is silly, easy to broach, and looks horrible.
The school needs water bottle refill/filter water stations, clean, working bathrooms, and a/c and heat in every classroom.
Refurbishment of classrooms would be great.
Diversity/Inclusion (11 responses: 3 strengths, 8 improvements)
It's remarkable how the students from so many different backgrounds get along and respect each other.
It would be comforting to see women of color and men on campus rather than only in security and catering departments. All ethnicities are not represented fairly on campus in faculty or administration.

We need to be careful about Islamophobia. The media and some family homes don't help so this is not on the school only, but we're not as proactive about dealing with the negativity directed toward Islam and Muslims as we are with prejudices against other faiths or even LGBT people. The school should be proactive about educating against ALL prejudice.
The cheer leaders and the dance team are unrepresentative of the school population. There should be an attempt to diversify.

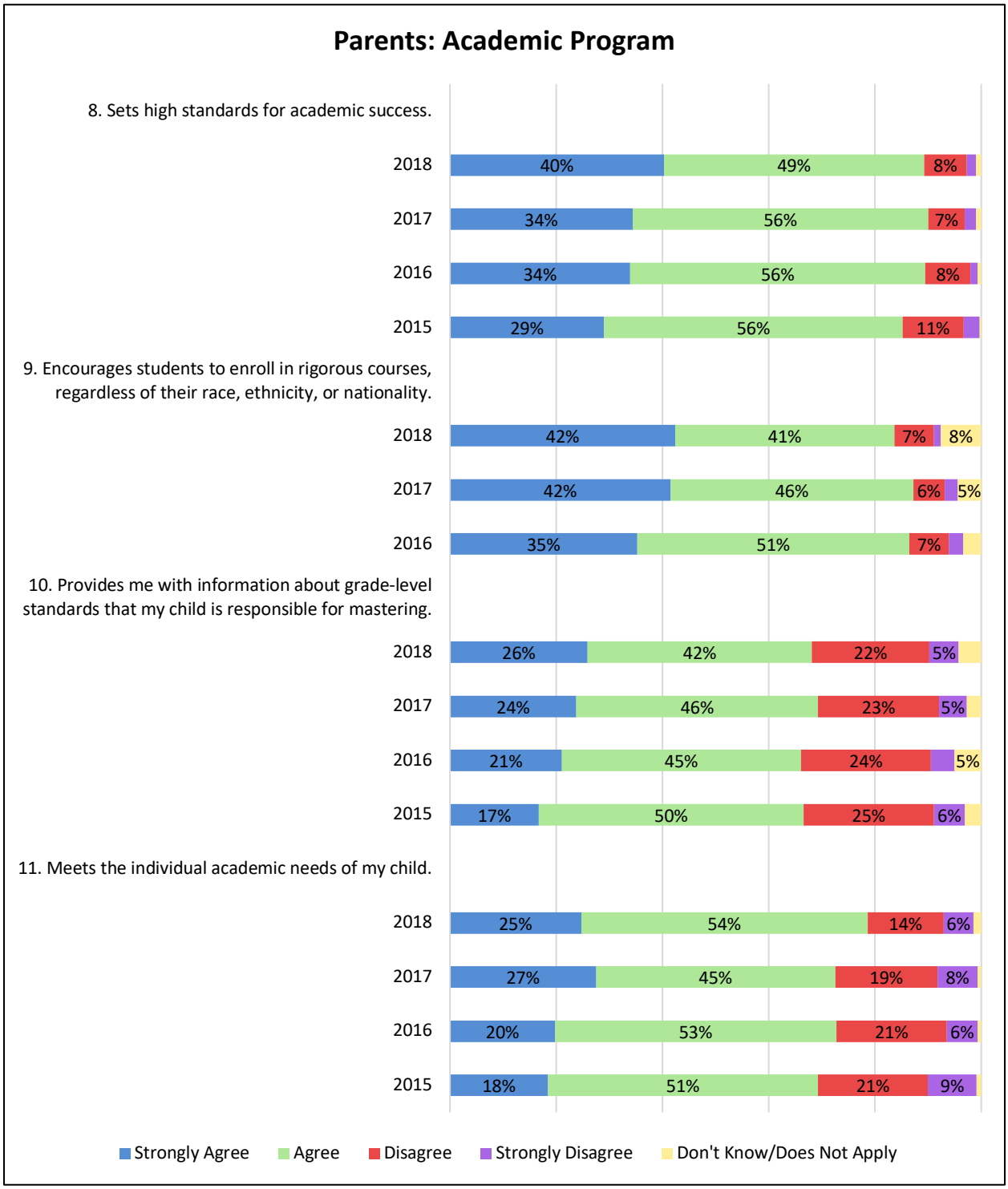
Administrator Effectiveness

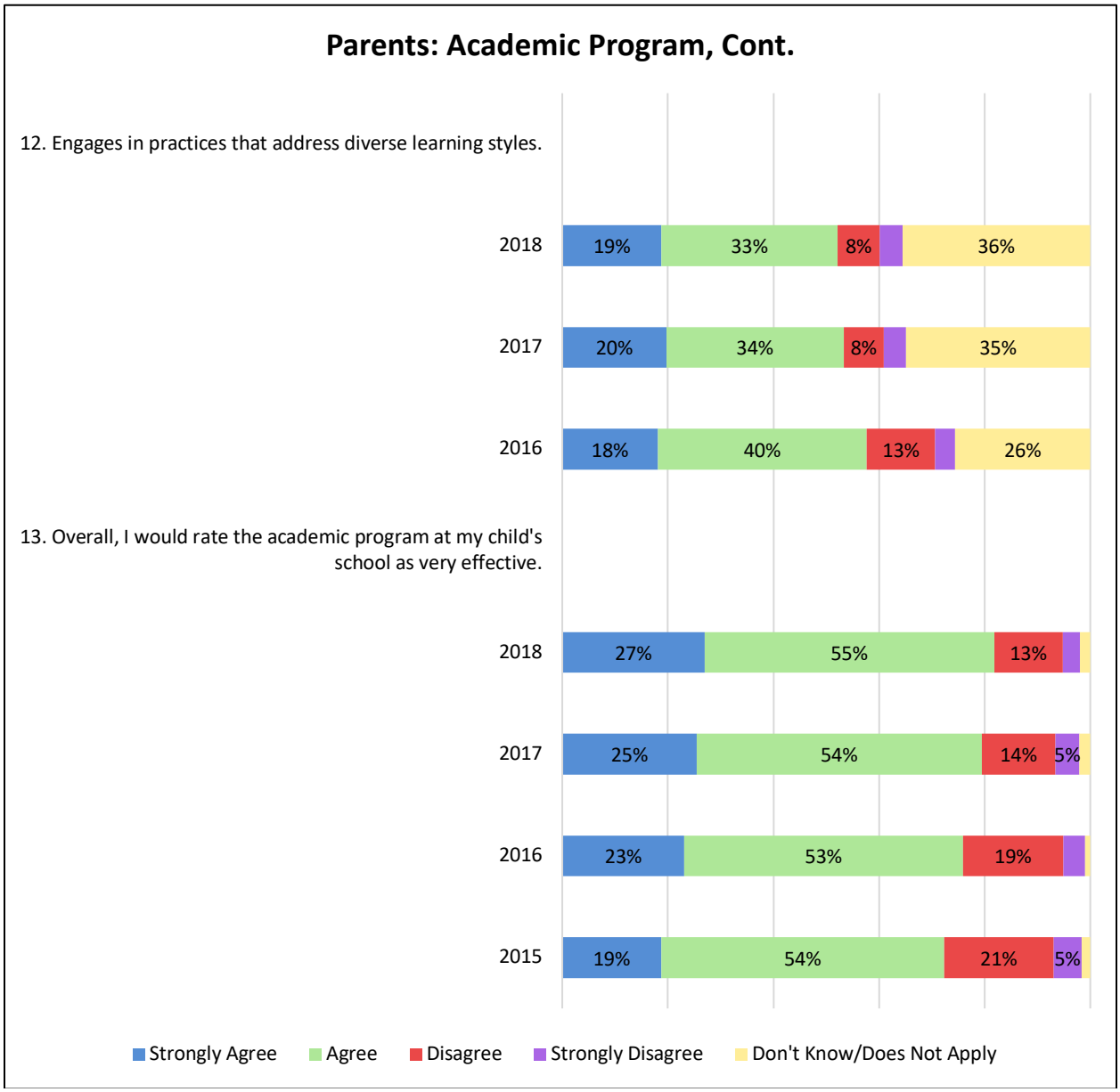




In general, parents reported favorable views about the administration at PCHS, although responses across all indicators were slightly less positive in 2018 than in 2017. As in previous years, most parents agreed the school communicated with parents about important school policies and events (87% / 504 responses), that school rules and policies were consistently enforced (73% / 416 responses), and that administrators were respectful and professional (78% / 451 responses). Some indicators, however, point to potential areas for growth in administrator effectiveness. Only 58% (340 responses) of parents felt the administration was approachable if they had comments or concerns, and only 57% (325 responses) felt that the administration was highly visible around the school. Overall, as in 2017, approximately three-quarters of parent respondents (76% / 436 responses) in 2018 agreed that the administrators at PCHS were very effective.

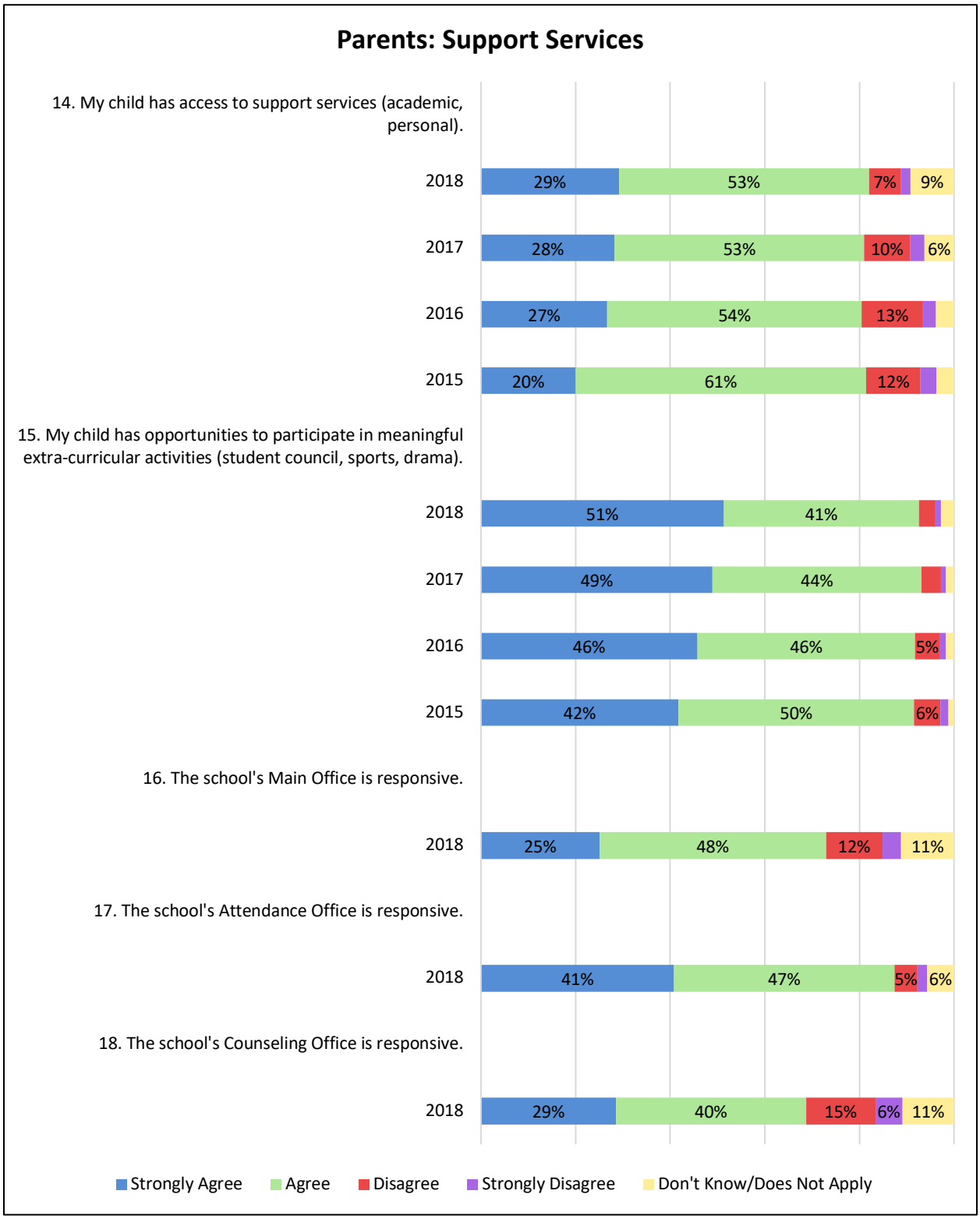
Academic Program

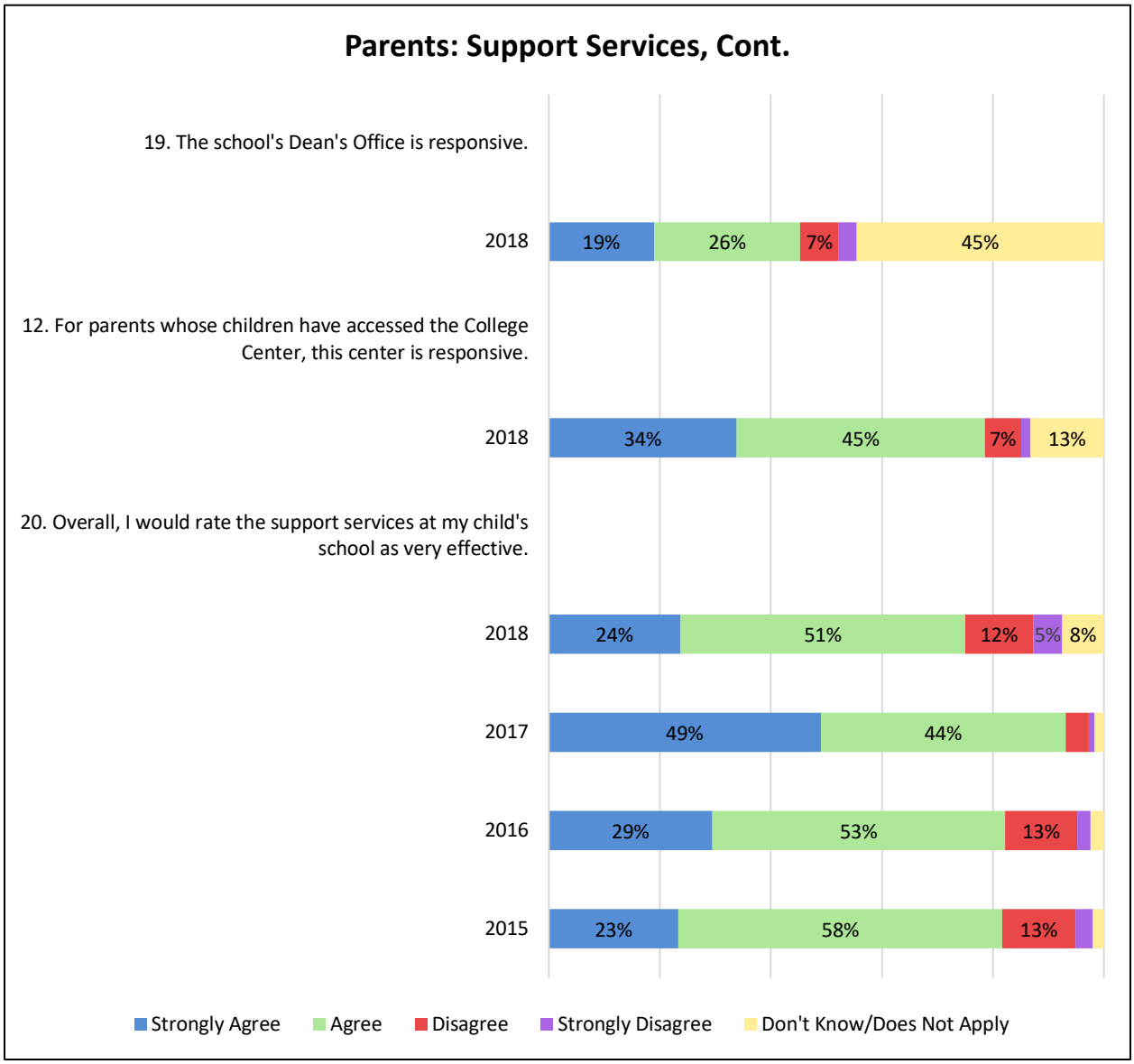




Parent feedback about the academic program at PCHS was generally positive, although some areas for improvement are indicated in their responses. Overall, 82% of parent respondents (328 responses) rated the academic program as very effective, the highest overall approval over the four-years of survey administration. Parents also mostly agreed that the school set high standards for academic success (89% / 357 responses) and that it encouraged students to enroll in rigorous courses regardless of their race, ethnicity, or nationality (83% / 337 responses). Further, slightly *more* parents believed that PCHS met the academic needs of their child in 2018 (79% / 312 responses), than in 2017 (73%). However, one-quarter of parents (111 responses) *did not* agree that they were provided with information about their child's grade-level standards and only 52% of parents (208 responses) *agreed* that PCHS engaged in teaching practices across diverse learning styles. These indices suggest room for improvement in communication to parents of both the goals and methods of instruction practiced at PCHS.

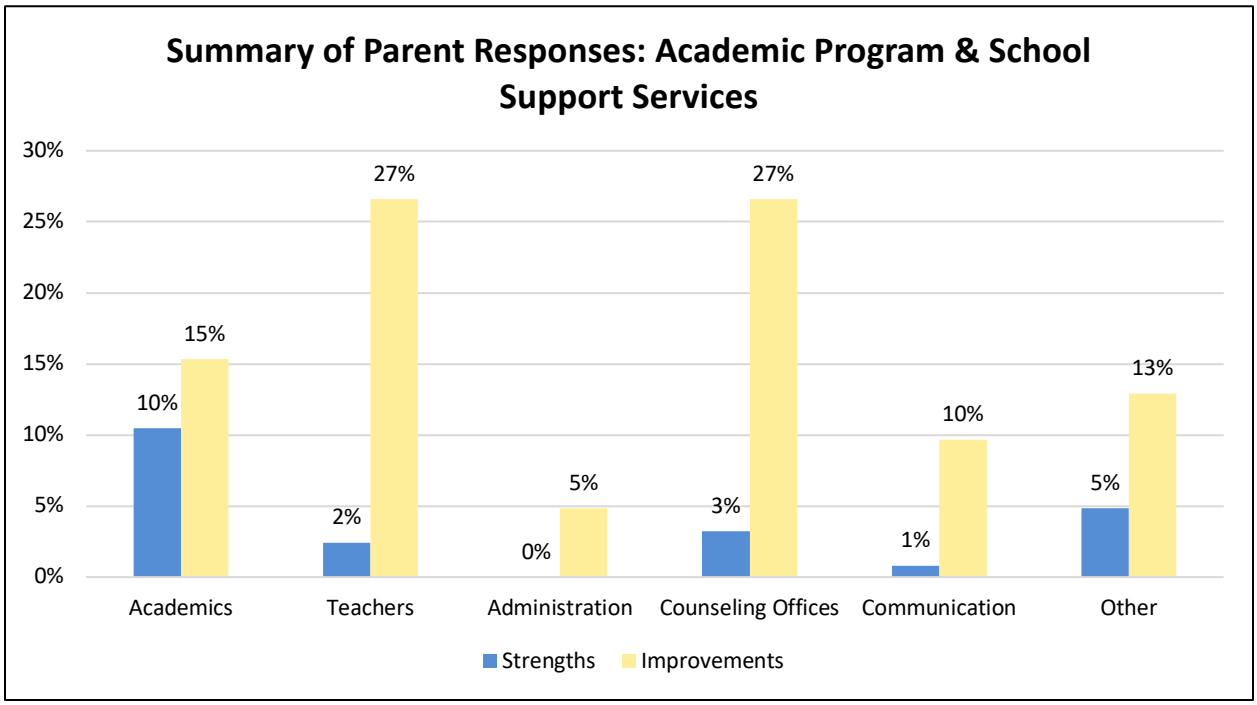
School Support Services





Parents indicated generally positive feelings about the support services offered at PCHS, although responses to some indicators suggested that communication with parents by support-service providers could be improved. Three-quarters of parents (300 responses) agreed that overall, they would rate the support services at PCHS as very effective, down from 93% of parents feeling the same way in 2017, though in line with responses from 2015 and 2016. As in 2015 through 2017 most parents felt their child had access to academic and personal support services (82% / 329 responses) and opportunities to participate in meaningful extracurricular activities (92% / 373 responses). The offices that parents agreed were very responsive included the attendance office (88% / 353 responses) and the college center (79% / 317 responses). Seventy-three percent of parents (294 responses) agreed that the main office was responsive, although 16% of parents (64 responses) *did not* agree with that statement. Finally, 21% of parents (82 responses) *did not* agree the school's counselling office was responsive. Only 45% of parents (179 responses) felt the Dean's Office was responsive, although the high proportion of "don't know" responses (45% / 176 responses) to that indicator suggests that many parents had never attempted to communicate with the Dean's office.

Overview of Open-Ended Responses: Academic Program & School Support Services



The above chart categorizes parent comments about the academic program and support services offered at PCHS by topic and indicates whether the comment was identifying a school strength or offering a suggestion for improvement. Parent comments most frequently discussed the counselling offices (30% / 37 responses), with 4 parents praising counselling services at Palisades and 33 parents offering suggestions for improvement. The second most frequently discussed topic was the teaching staff (29% / 36 responses), with 3 parents identifying strengths and 33 commenting on areas for improvement. Parents most frequently praised the academics at PCHS (10% / 13 responses), although 15% of comments (19 responses) still identified areas for growth in the academic program. Eighteen percent of comments discussed 'other' topics (5% / 6 responses identifying strengths; 11% / 16 responses giving suggestions). One parent identified school communication as a strength while 12 comments (10%) offered suggestions for improvement in that area. Finally, six parent comments (5%) identified concerns with the school administration.

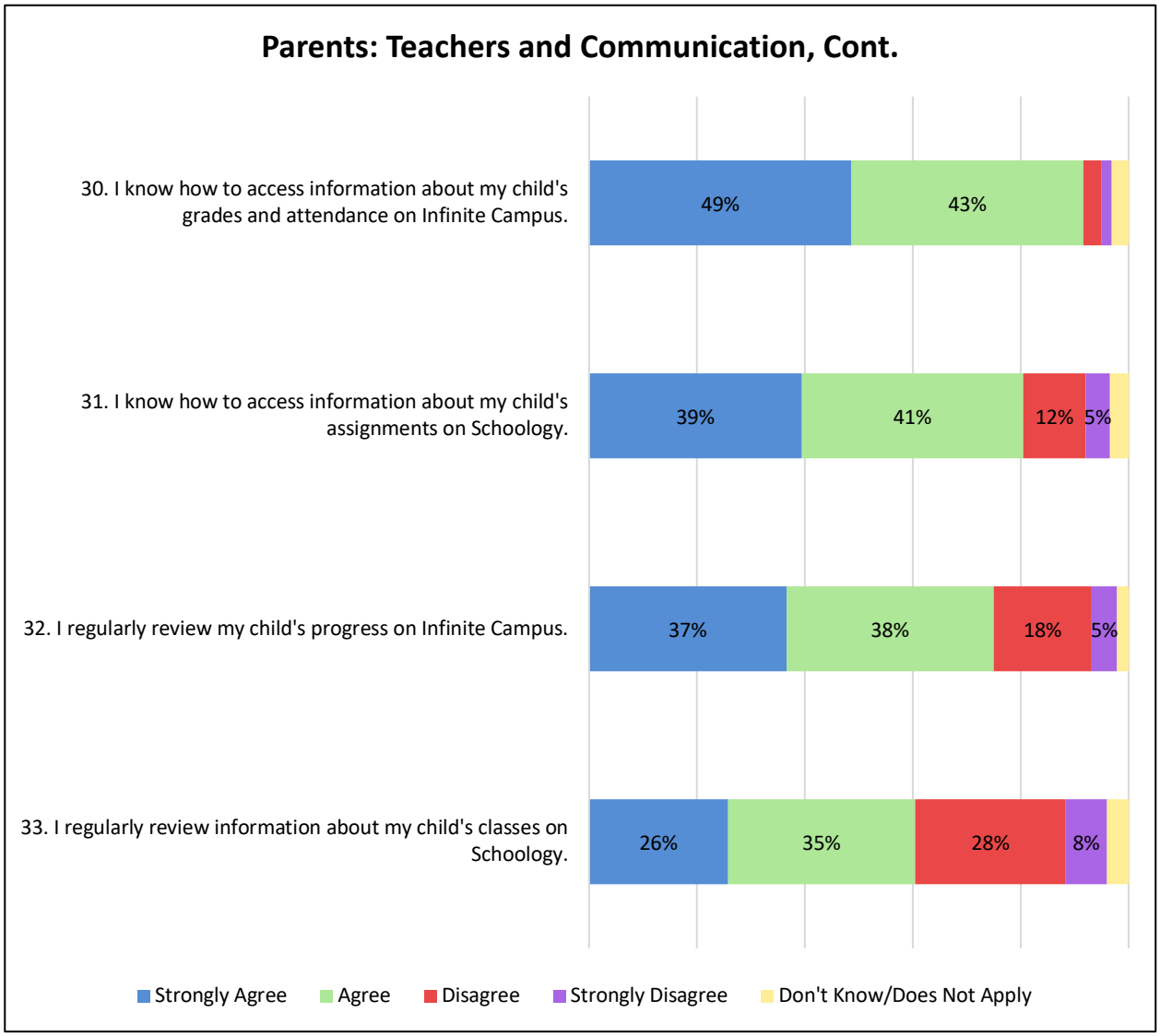
Parents: Do you have any additional comments about your child's experiences related to the academic program and school support services.

Parent responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

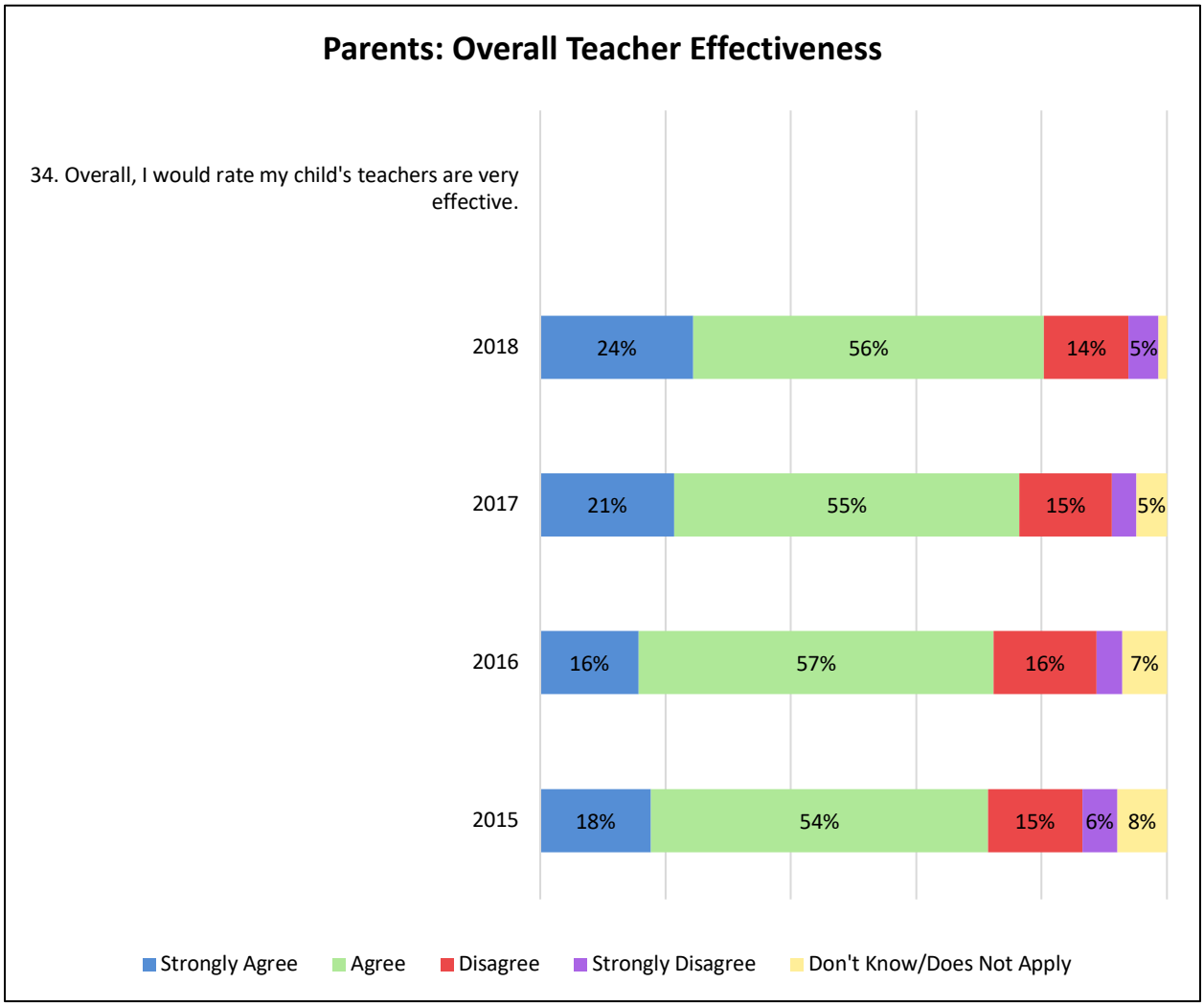
Counselling Offices (37 responses: 4 strengths, 33 improvements)
The College Center is amazing!
In general, I don't believe the school counseling office pushes students to excel. Rather it is the families and some of the teachers that must do so.

The College Center is behind in updating my child's record, which makes it difficult to use the college search tools effectively as they are in part based on grades and test scores that still have not been entered in my child's record.
The College Center cannot possibly accommodate the needs of 700 students with the number of counselors they have.
Emotional counseling was not effective for my child and there is no follow through. Academic counseling is seemingly too busy and difficult to access.
If I could wave a magic wand I wish the counselors had more time to call the students in to their offices to get to know them and help them reach out. Sometimes kids are very shy at this age, and we know the counselors are overloaded. By senior year, the college counselors do a wonderful job in helping students launch their college adventures.
Teachers (36 responses: 3 strengths, 33 improvements)
The teachers are so kind and caring. They are always there for my child.
I feel the math program at the school has challenges in the quality of teachers and in their support for students. My son has struggled to be successful in the math courses at Pali and has had to turn to outside sources to meet his math needs.
Teachers seem more concerned with getting through the curriculum than with helping students understand and learn. My son is an honors student, straight 'A's all his life, and when he needs to hear parts of a lesson explained, the teachers are not willing to help. I fear for kids who are really struggling.
We have a terrible math department even though is a significant subject. The head of the math department is extremely defensive and closed to criticism while the teachers are careless, unprofessional and not qualified.
Academics (25 responses: 13 strengths, 19 improvements)
We feel fortunate to be able to attend public school of this caliber.
All I can say is that our child is incredibly motivated, and is taking a lot of AP classes, and is quite happy here!
The math program at Pali needs to be looked at. My child receives very little or poor instruction.
I feel the great majority of classes, apart from AP classes, do not properly prepare the students for the rigor of college.
Other (21 responses: 6 strengths, 16 improvements)
It a great school and has a very good athletics programs for the students.
I recommend this school for its equal treatment toward all student who enter with an open mind for higher education.
More attention/resources should be allocated to both the psychological and physical health of all students.
There needs to be more understanding of African American male students.
My child has special needs and prone to forgetting things or losing things. However, the school is too strict with their "no drop-offs" policy and this often hinders his academic success.
There should be more college visit days for Juniors and Seniors in the Fall.
Communication (13 responses: 1 strength, 12 improvements)
For the most part, everyone at Pali has been responsive when we've e-mailed or called the school about various issues. I think my daughter feels comfortable with what is available to her and with talking to the administration and staff if she needs anything.
My student's communication with her counselor, as well as the Athletic Director, has been less than ideal.
While there are resources on campus, the accessibility to teachers and their support of individual student needs varies widely.
Administration (6 responses: 0 strengths, 6 improvements)
All front office staff, deans, and counselors at Pali aren't helpful. There's no support.
The dean is not very responsive.

Teacher Effectiveness

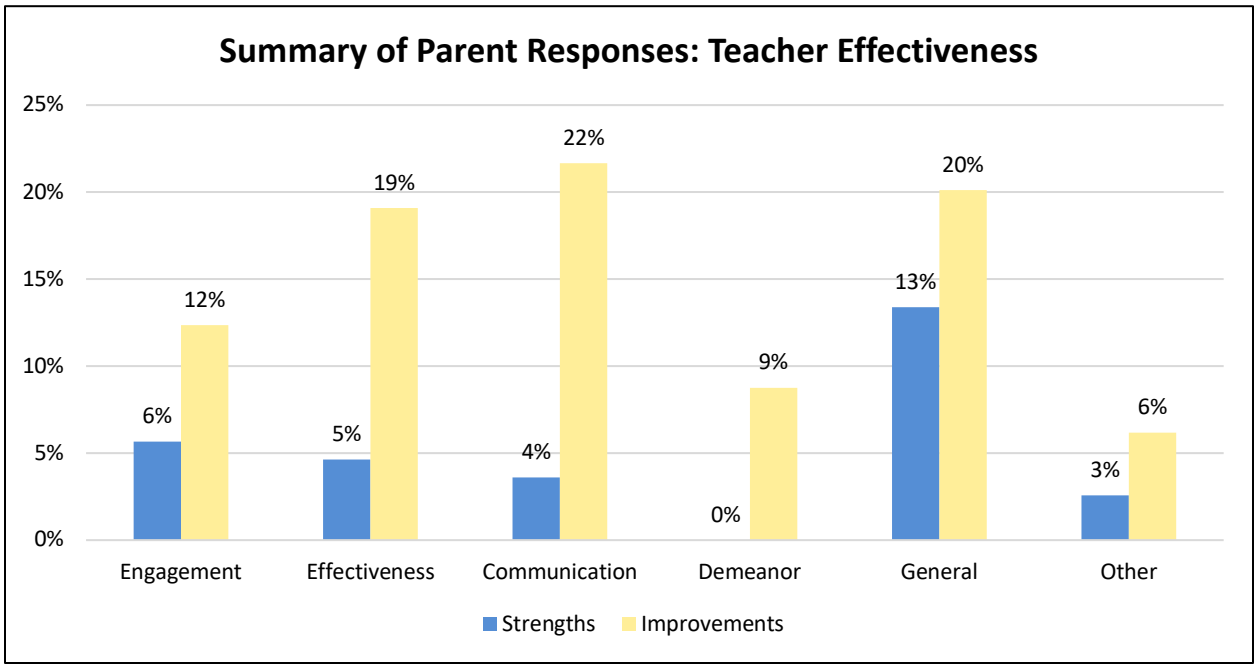


Parent responses indicated a high level of awareness and a moderate level of usage of online platforms for communication about their child's academic progress. Parents mostly agreed with that timely information about their child's progress was available to them via Infinite Campus, Schoology or other means for their child's English class (87% / 334 responses), science class (86% / 329 responses), history class (85% / 324 responses), math class (77% / 292 responses) and foreign language class (74% / 282 responses). A smaller proportion of parents agreed with that statement for their child's physical education class (64% / 242 responses), and visual and performing arts class (62% / 233 responses). Nearly all parents knew how to access information about their child's grades and attendance on Infinite Campus (92% / 348 responses), though only 75% of parents (285 responses) said that they regularly did so. Finally, 80% of parents (304 responses) indicated knowing how to access information about their child's assignments on Schoology and 61% (228 responses) stated that they regularly did so.



Parent responses on overall teacher effectiveness have remained consistently positive over the past four years. In 2018, 80% of parents (303 responses) agreed that, on the whole, their child's teachers were very effective, a slight increase from the 76% (218 responses) of parents who expressed the same belief in 2017. As in 2017, 19% of parent respondents (69 responses) *did not* agree that their child's teachers were very effective.

Overview of Open-Ended Responses: Teacher Effectiveness



The above chart categorizes parent comments about the effectiveness of their child's teachers by topic and indicates whether the comment was identifying a school strength or offering a suggestion for improvement. A third of all comments were general (65 responses), with 26 parents commending teachers as a strength of PCHS and 39 offering suggestions for improvement. Parents also frequently commented on communication, with 19% of comments (49 responses) indicating it as an area needing improvement. Seven parents (4%), however, commended teacher communication as a strength. Nineteen percent of parents (37 responses) stated that teacher effectiveness could be improved while 5% of comments (9 responses) felt that teacher effectiveness was already a strength. Further 6% of parents (11 responses) stated that teachers *were* engaged with students, while 12% of comments (24 responses) expressed a concern that teachers were not invested enough in their students. Finally, 17 respondents (9%) discussed 'other' aspects of teacher effectiveness and identified teacher demeanor as an area for improvement.

Parents: Do you have any additional comments about your child's experiences related to the effectiveness of their teachers?

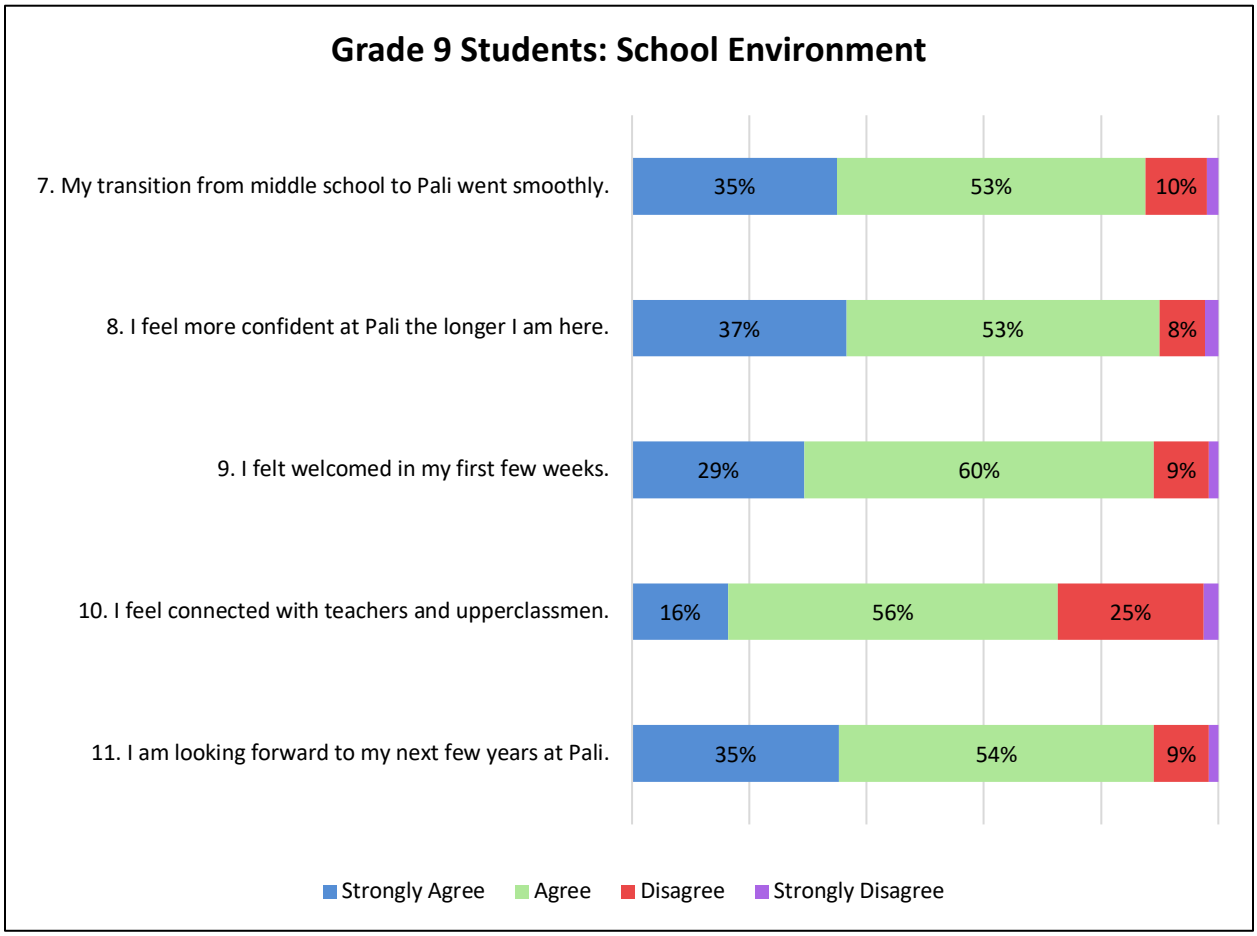
Parent responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

General (65 responses: 26 strengths, 39 improvements)
Teachers are the heart - and best part! - of Pali.
There are some absolutely wonderful teachers, but unfortunately far too many who are totally ineffective, uninterested, and uninspiring.
The teachers are a mixed bag as usual. It really depends upon the class. English/history are great. Extensive writing should be done at ALL grades with good teaches who specialize in writing and who return papers timely. Again

math/foreign language needs work. The homework load needs to be more evenly distributed. Sometimes it is really heavy for a few weeks and then none, then heavy again, then none.
The math and foreign language departments are terrible and need to be improved. The quality of the instruction is subpar.
As we had heard prior to beginning at Pali, my daughter's math instructor has been the weakest instructor
Communication (49 responses: 7 strengths, 42 improvements)
I wish teachers made clear on one of the school websites what the class schedule is ahead of time and when assignments are due to help with planning.
Some teachers do not respond to emails.
Grades are never updated so looking at Infinite Campus causes great anxiety because it is never current.
At times, especially the first semester, my son has done very poorly with absolutely no communication from his teachers. There was not one comment on his report card regrading anything, at all. Additionally, there is very little feedback given on assignments. Sometimes you can learn from your mistakes, but he never learns from his returned work what his mistakes were. I find this absurd in supposedly such a good school.
Effectiveness (46 responses: 9 strengths, 37 improvements)
What my child has learned in English and in media has been life changing for him this year.
Teachers provide good support and are willing to help students master their subject.
The math teacher gives very little instruction, sends homework with no lesson, and only teaches after they struggle with the homework.
The mathematics teachers are very ineffective in teaching kids. Please hire a strong mathematics faculty - it is a very important subject for everything that comes after high school.
My child doesn't feel they're all equally effective teachers. He has a very high opinion of his math teacher and low opinion of his Spanish teacher but seems to do fine regardless.
Engagement (35 responses: 11 strengths, 24 improvements)
My child has had good experiences with all his teachers this year. They have been energetic and caring.
The teachers are incredible, helpful and love teaching, and we enjoy the school. It's an honor sending our kids here.
Teachers have been supportive and accessible, going above and beyond even to write recommendation letters.
We have had a very mixed experience. Some teachers are engaged and inspiring, but a fair percentage are neither.
Many teachers do not put in a lot of effort. There seem to be a lot of substitutes and my students report watching movies.
Other (17 responses: 5 strengths, 12 improvements)
Virtual academy is amazing.
Music has been phenomenal including marching band, drum line, concert band and wind ensemble.
Why does Pali High use both Infinite Campus AND Schoology?
Infinite Campus/Schoology grade and assignment info lags and is incomplete.
Demeanor (17 responses: 0 strengths, 17 improvements)
Some teachers are engaged and invested in teaching. Other teachers are belittling and shaming. Some teachers are not organized, and class time is spent with kids watching movies on their computers.
It seems that a few teachers tend to be negative and angry with their class/students. Not sure if this is due to class sizes being too large, teacher burn out, teaching loads being too heavy or personal issues.

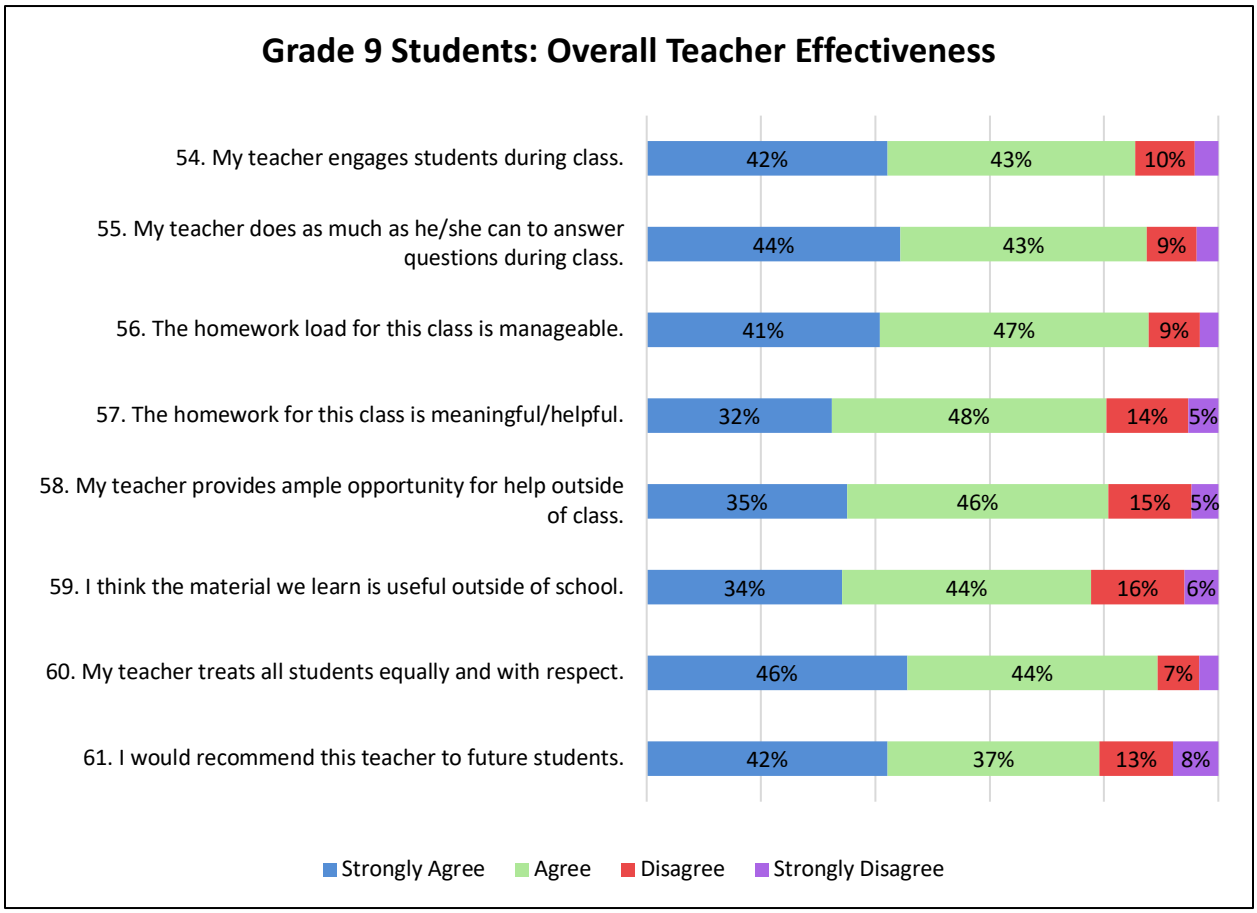
Student Survey Results

My School

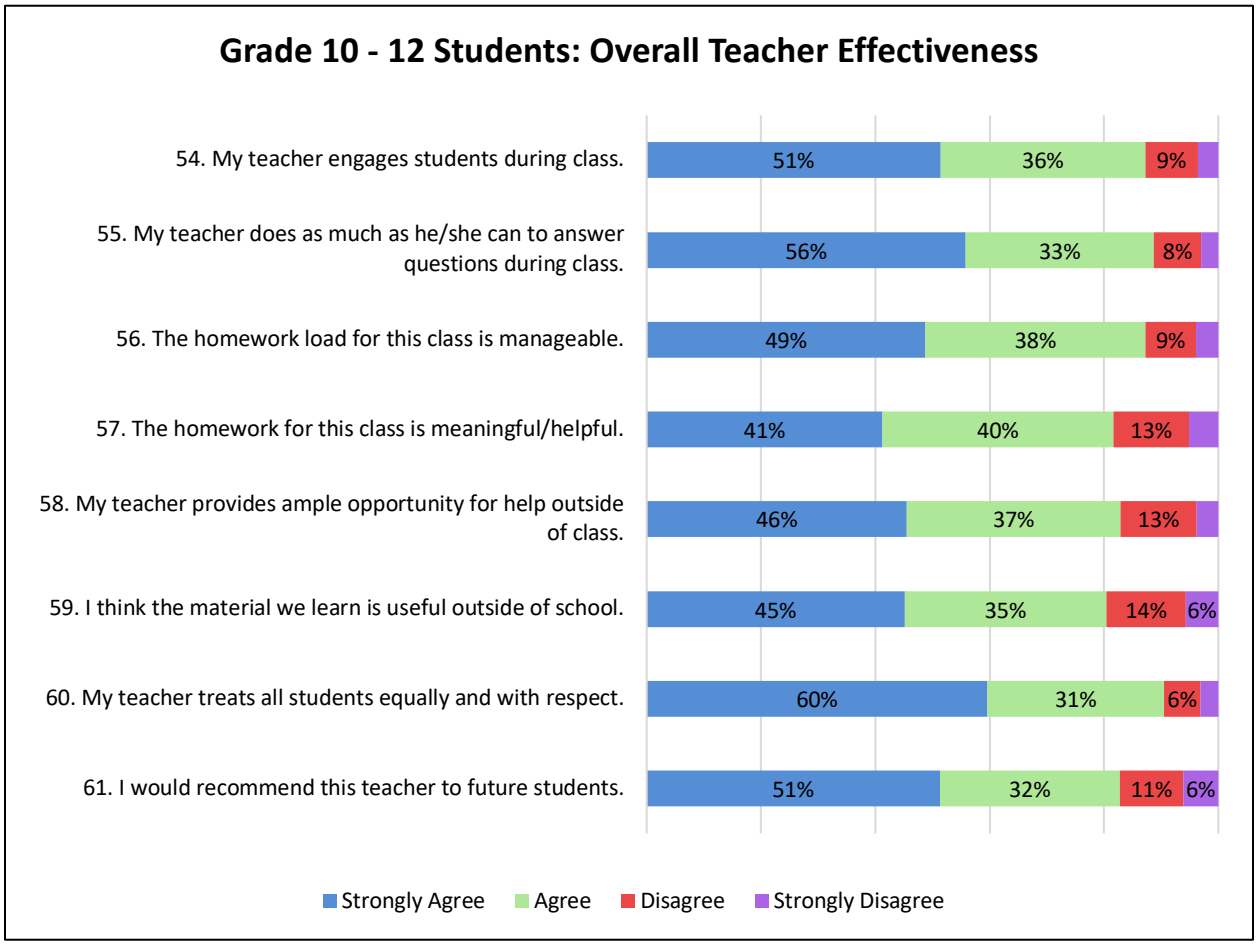


Grade 9 students expressed very positive views of the PCHS environment and of their transition into the school. The overwhelming majority of 9th grade students felt their transition from middle school to PCHS went smoothly (88% / 551 responses), that they felt welcomed in their first few weeks (89% / 560 responses) and their they felt more confident the longer they were at PCHS (90% / 566 responses). Overall, 89% of respondents (560 responses) indicated they were looking forward to their next year at PCHS. The one area in which some 9th graders indicated need for improvement was in their connection to teachers and upperclassmen. Twenty eight percent of 9th graders (172 responses) did *not* feel they had built connections at the time at which they took the survey.

Overall Teacher Effectiveness

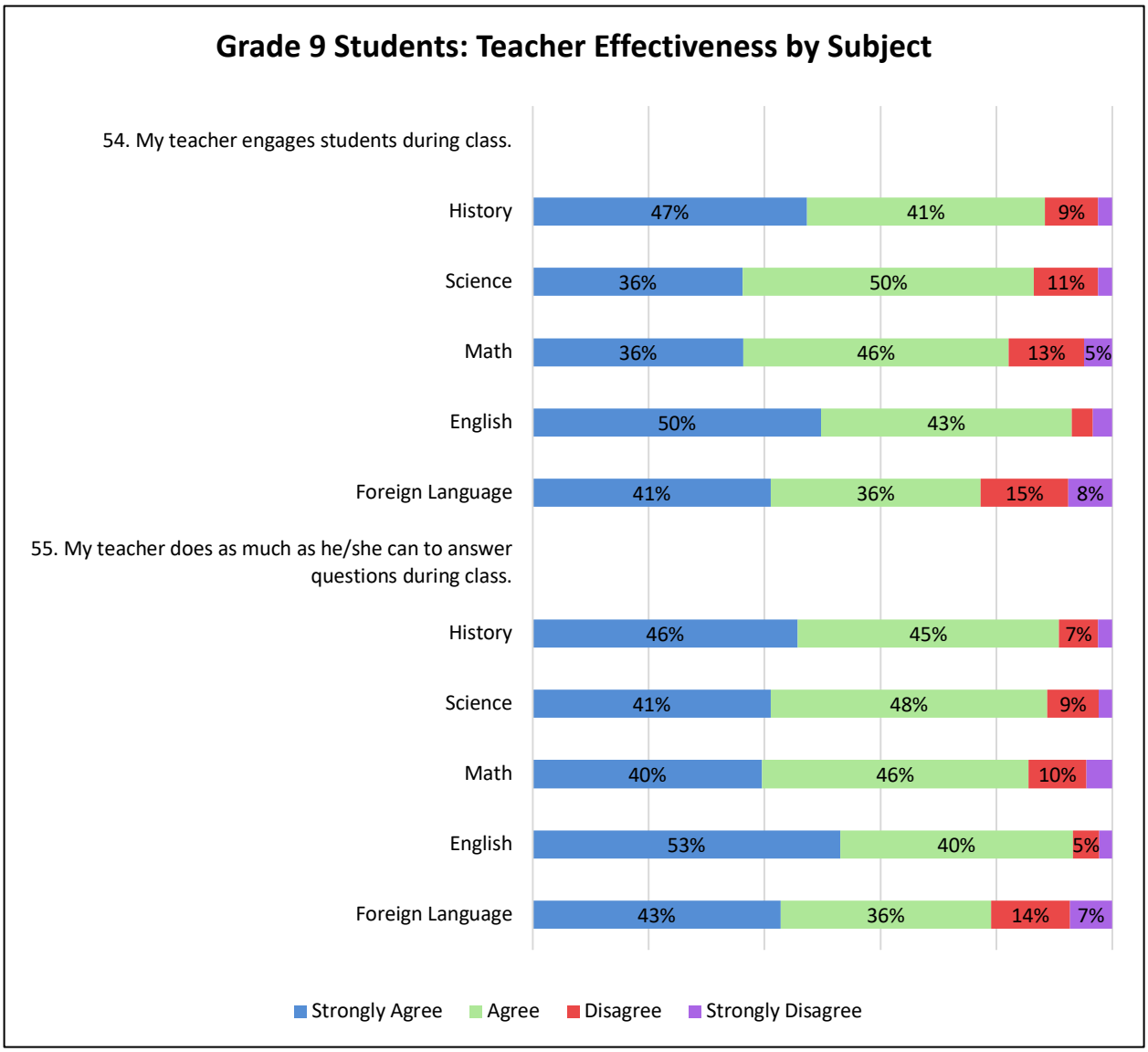


Ninth graders overall had a positive opinion of their teachers. Most students felt their teachers engaged students during class (85% / 427 responses), did as much as they could to answer questions in class (87% / 437 responses), treated all students equally and with respect (90% / 446 responses), and that the homework load for the class was manageable (88% / 436 responses). Slightly fewer respondents, however, felt that the homework was meaningful or helpful (80% / 403 responses). Further, 20% of students felt their teachers did *not* provide sufficient opportunity for help outside of class (95 responses) and 22% did *not* feel the material learned in class was useful outside of schools (112 responses). Overall, 79% of students (396 responses) would recommend their teacher to future students.

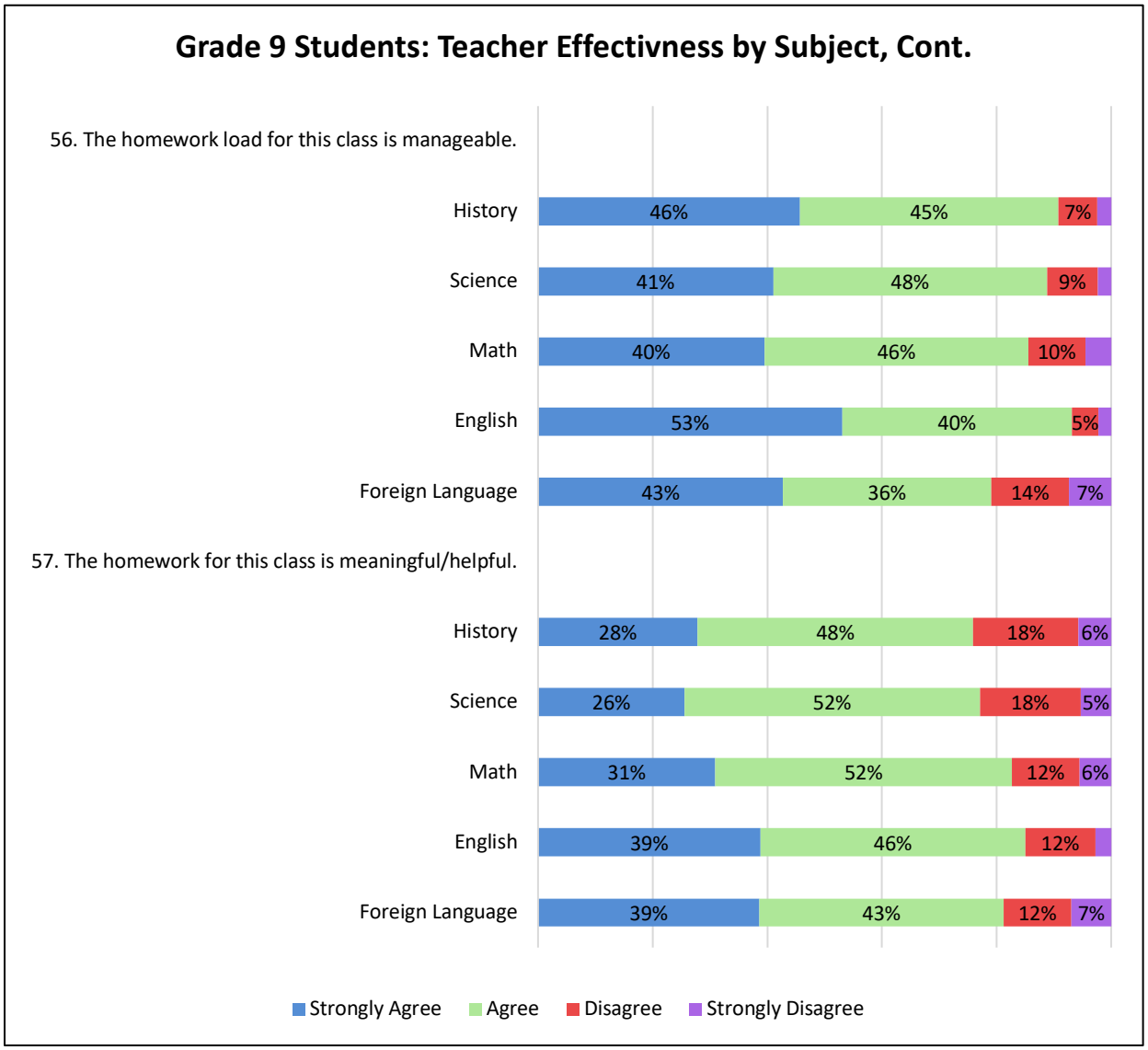


Tenth through 12th grade students, like the 9th grade students, had a positive opinion of their teachers. Most students felt their teachers engaged students during class (87% / 978 responses), that their teachers do as much as they can to answer questions in class (89% / 994 responses), that teachers treat all students equally and with respect (91% / 1,013 responses), that their teacher provided opportunities for help outside of class (83% / 926 responses), and that the homework load for the class is manageable (87% / 975 responses). Slightly fewer respondents, however, felt that the homework was meaningful or helpful (81% / 912 responses). Further, 20% of students did *not* feel the material learned in school was useful outside of school (210 responses). Overall, 83% of students (930 responses) would recommend their teachers to future students.

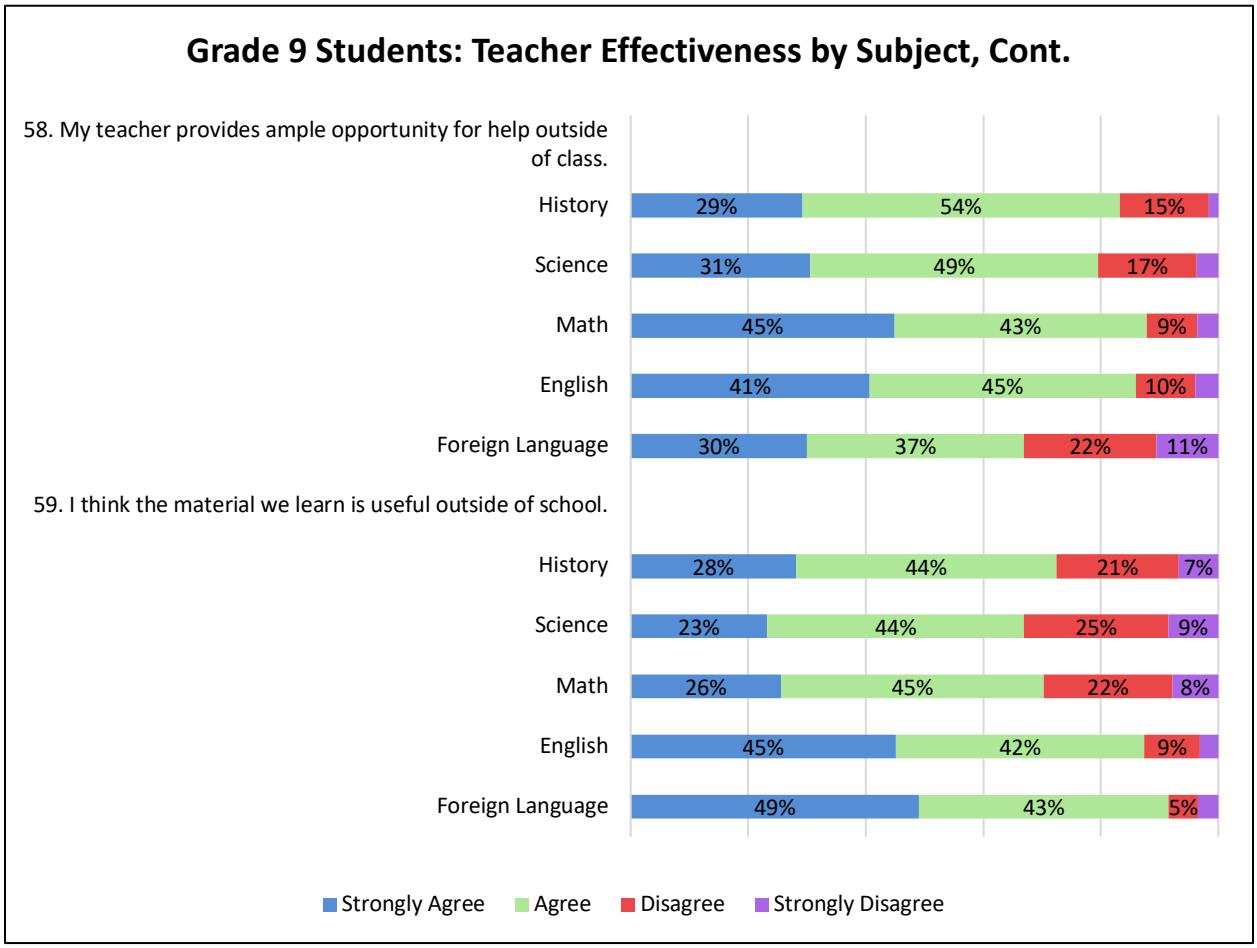
Teacher Effectiveness by Subject



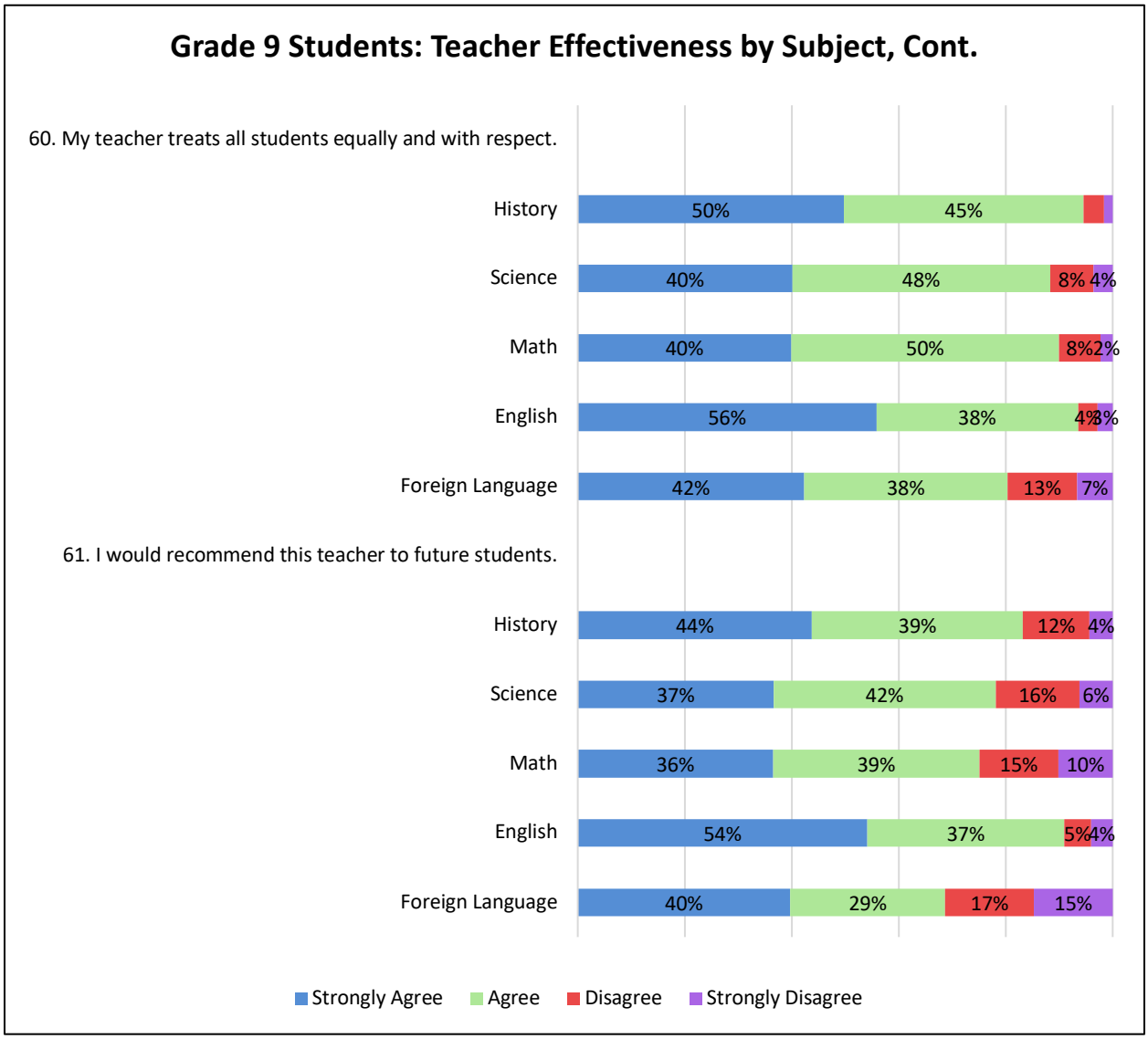
Ninth grade students felt especially positive about their English teachers; 93% of students (503 responses) felt their English teacher engaged students during class and did as much as they could do answer questions during class. Students indicated similar levels of satisfaction with teacher engagement in their history, science and math classes. However, they expressed slightly less positive sentiments about their foreign language teachers, with 23% of students (105 responses) *not* agreeing student engagement was strong or that their teachers did as much as they could to answer questions in class.



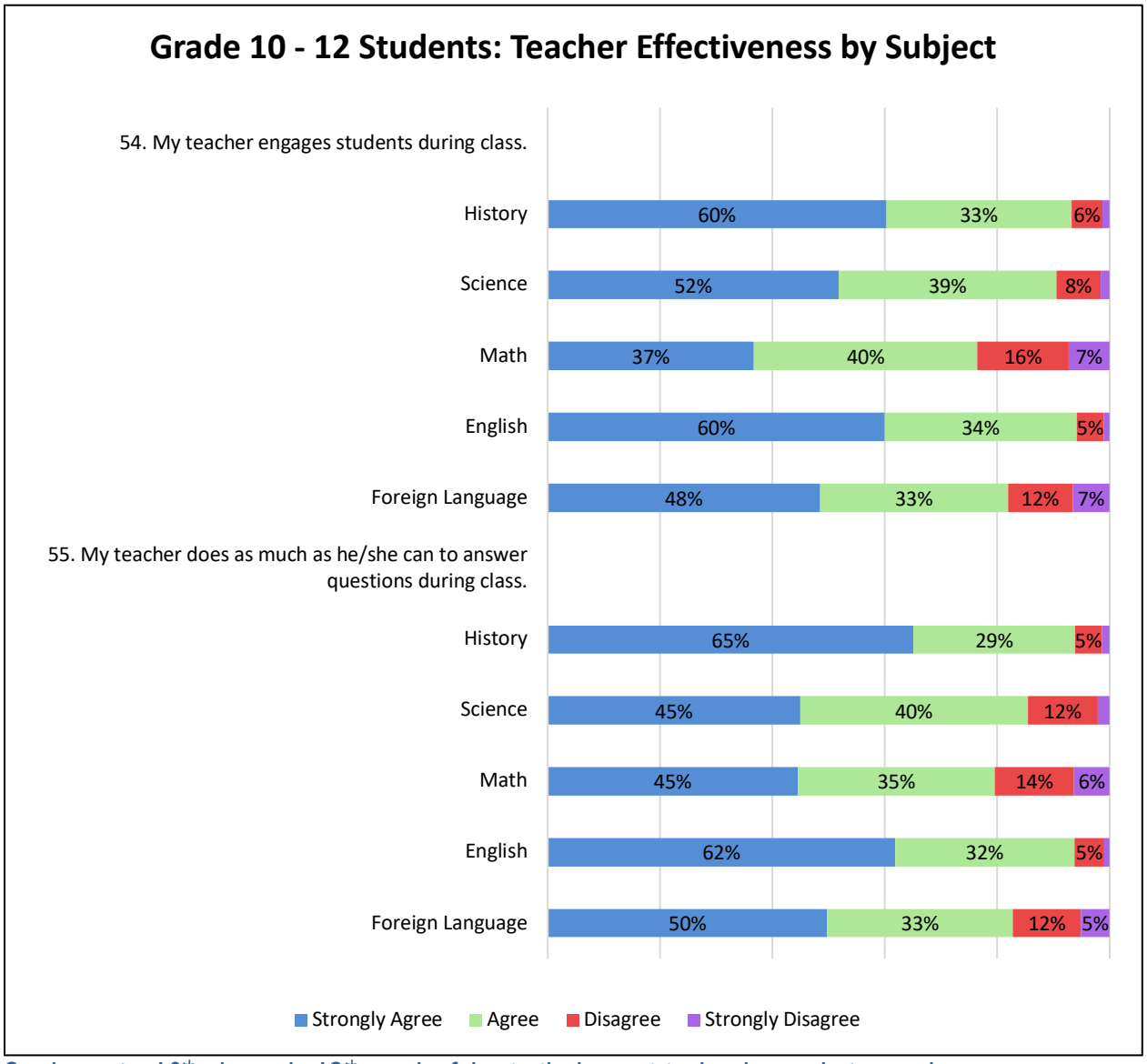
(Cont.) Most students across subject areas felt the homework loads for their classes were manageable, with the smallest proportion of students agreeing with this statement for their foreign language classes (79% / 412 responses) and the largest proportion of student agreeing with that statement for their English classes (93% / 466 responses). Students largely agreed, however, that the foreign language homework was meaningful/helpful (82% / 376 responses). Slightly fewer students agreed that homework was meaningful/helpful for their history (76% / 281 responses) and science (78% / 434 responses) classes.



(Cont.) Many students did *not* feel supported by their foreign language teachers outside of class (33% / 153 responses) but did feel that their math (93% / 491 responses) and English (86% / 465 responses) teachers provided ample opportunities for help outside of class. Students felt that the material they learned in their English (87% / 473 responses) and foreign language (92% / 424 responses) classes was most useful outside of school, and that the material learned in their science (67% / 377 responses) and math (71% / 393 responses) classes was somewhat less useful outside of school.

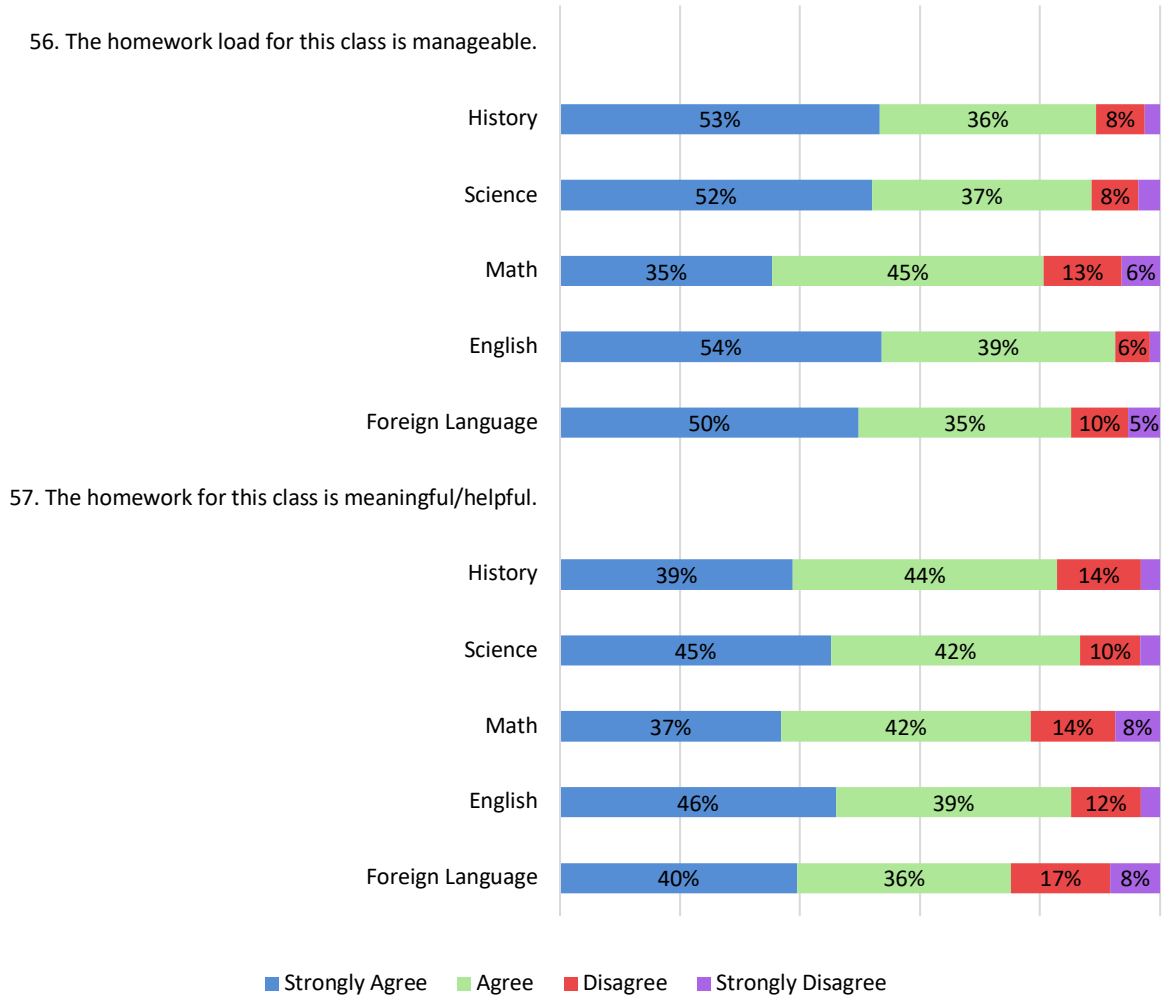


(Cont.) Across all subject areas nearly all students felt their teachers treated students equally and with respect, ranging from 95% of 9th grade respondents (350 responses) agreeing with this statement about their history teachers and 80% of students (372 responses) agreeing with this statement about their foreign language teachers. Overall, students felt most positively about their English teachers, with 91% of respondents (492 responses) agreeing they would recommend this teacher to future students. Eight-three percent of 9th graders (308 responses) would recommend their history teachers and 79% (440 responses) would recommend their science teachers. Somewhat fewer students would recommend their math (75% / 420 responses) or foreign language (69% / 318 responses) teachers to another students.



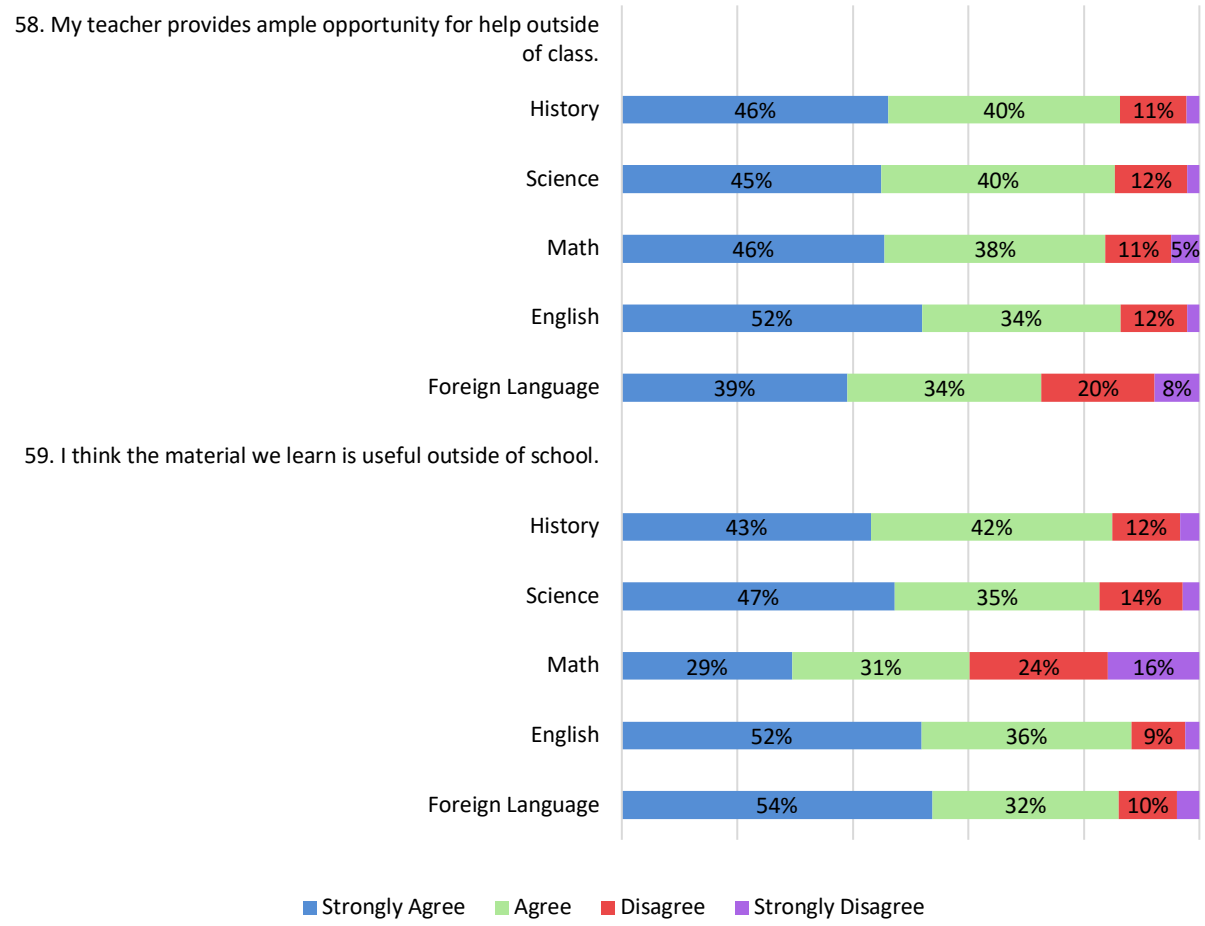
Students in 10th through 12th grade felt similarly positively about their teachers across most subject areas. For math and foreign language teachers, however, survey responses were somewhat more mixed. Only 77% and 81% of students, respectively, reported that their math (744 responses) and foreign language (818 responses) teachers engaged students during class, while nearly all students felt their history (93% / 1,177 responses) and English (94% / 1,166 responses) teachers did. Similarly, 94% of 10th through 12th grade respondents (1,185 responses) indicated that their history teachers did as much as they could to answer questions during class, while 80% of respondents (774 responses) felt similarly about their math teachers. Students expressed slightly less positive sentiments about their foreign language teachers, with 23% of students (181 responses) *not* agreeing their teachers engaged students in class or that their teachers do as much as they can to answer questions in class.

Grade 10 - 12 Students: Teacher Effectiveness by Subject, Cont.



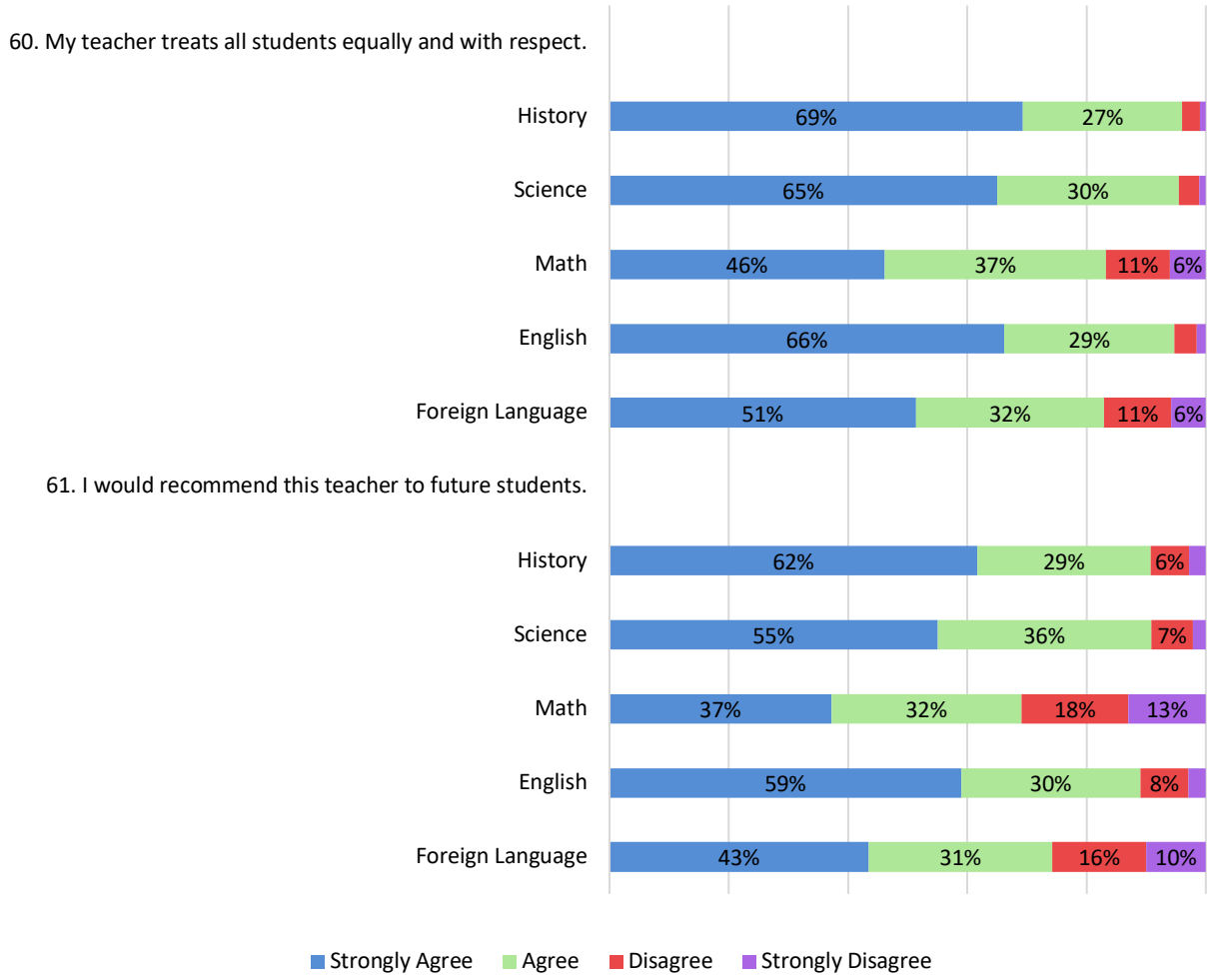
(Cont.) Most students (approximately 90%) across subject areas felt the homework loads for their classes were manageable, although slightly fewer agreed with this statement about their math classes (80% / 784 responses). Similarly, students were slightly less likely to agree that the homework for their math (79% / 763 responses) or foreign language (76% / 751 responses) classes was meaningful than for other subject areas.

Grade 10 - 12 Students: Teacher Effectiveness by Subject, Cont.



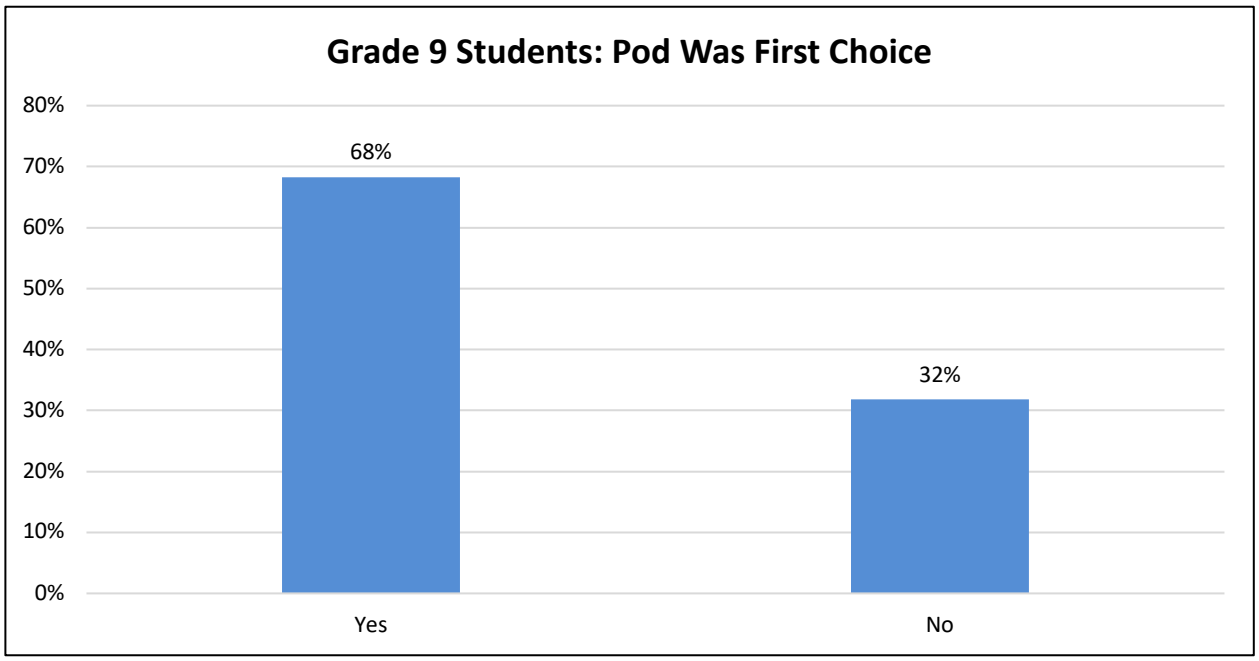
(Cont.) While some students did *not* feel supported by their foreign language teachers outside of class (28% / 273 responses), they otherwise indicated receiving ample opportunities for help outside of class from teachers in other subject areas, particularly English (86% / 1,070 responses). Students felt that the material they learned in their English (88% / 1,093 responses), foreign language (86% / 860 responses), history (85% / 1,073 responses) and science (82% / 901 responses) classes was useful outside of school. In math, however, 40% of students (387 responses) did *not* feel that what they learned in class was useful outside of school.

Grade 10 - 12 Students: Teacher Effectiveness by Subject, Cont.

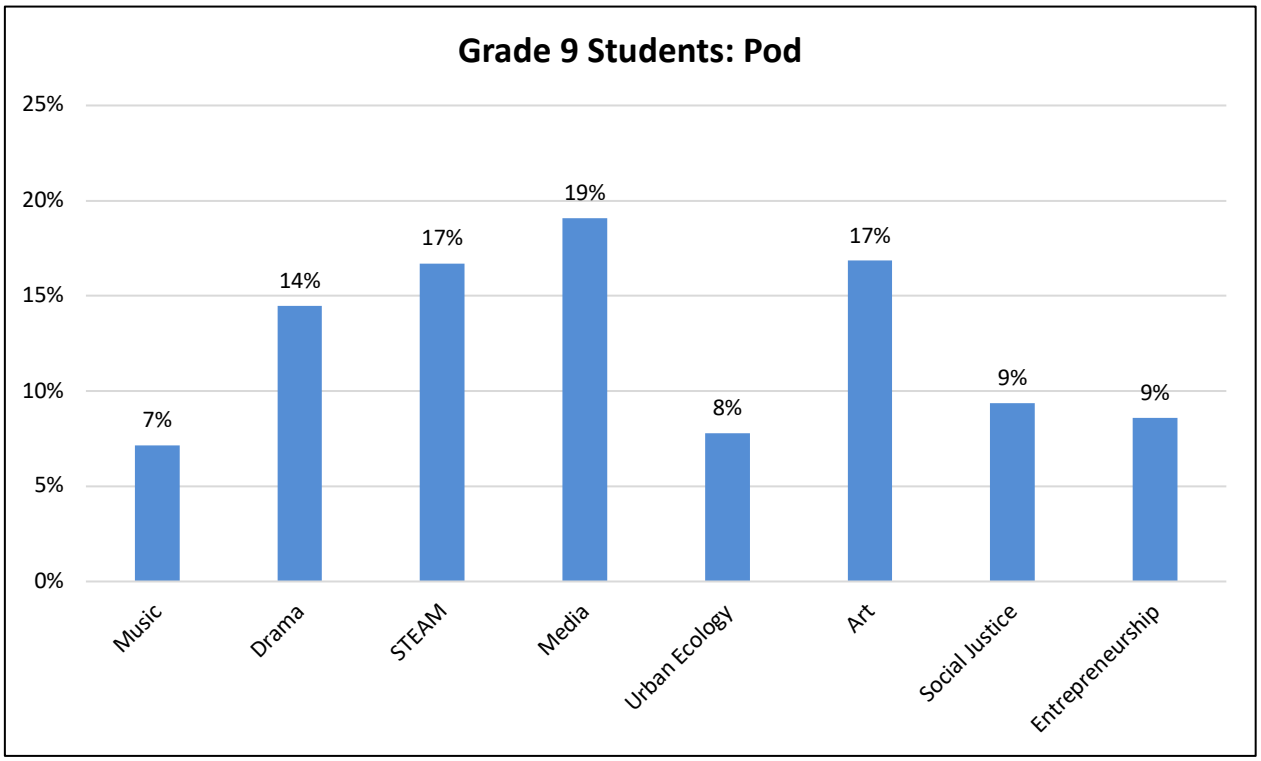


(Cont.) In history, science and English nearly all students felt their teachers treated students equally and with respect. For their math and foreign languages teachers, however, a group of students disagreed with this statement (17% / 163 responses). Overall, students felt most positively about their history, science and English teachers, with 91% of respondents (1,146 responses) agreeing they would recommend their science and history teachers to future students and 89% (1,103 responses) agreeing they would recommend their English teachers. Somewhat fewer students would recommend their math (69% / 672 responses) or foreign language (74% / 742 responses) teachers to future students.

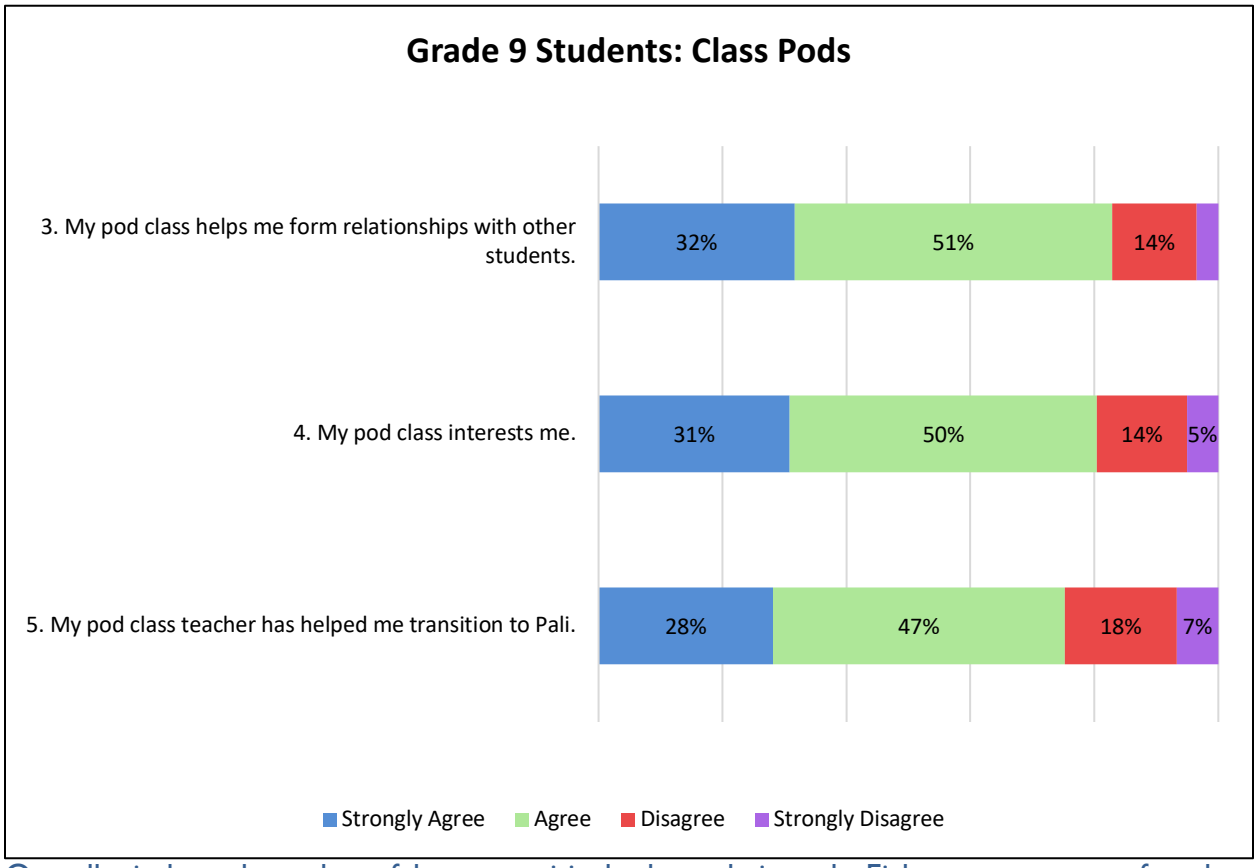
Grade 9 Pods



Over two-thirds of ninth grade respondents was placed in their first-choice pod group (68% / 429 responses).

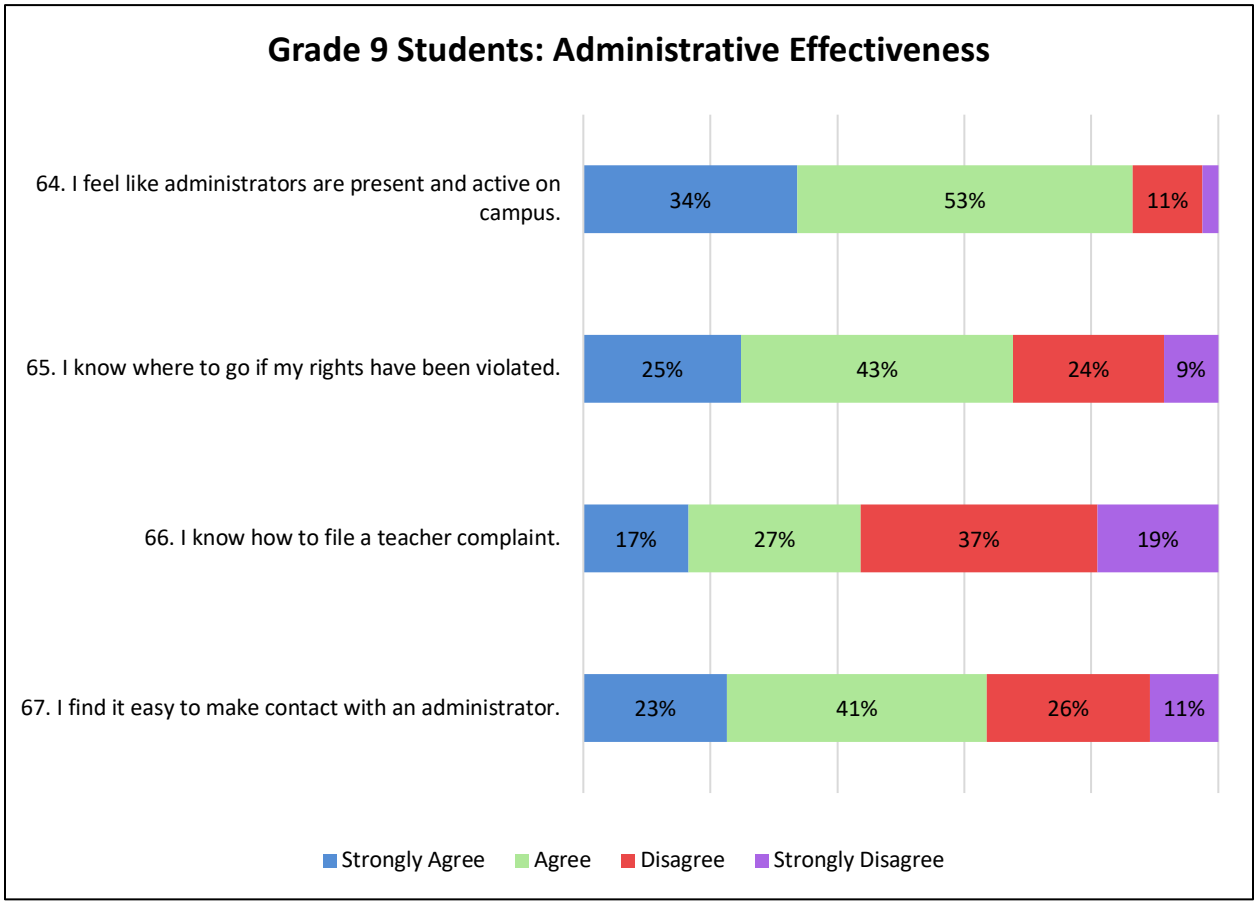


In this survey, the most represented pod groups were media (19% / 120 responses), STEAM (17% / 105 responses), and art (17% / 106 responses). The least represented pod groups were music (7% / 45 responses) and urban ecology (8% / 49 responses).



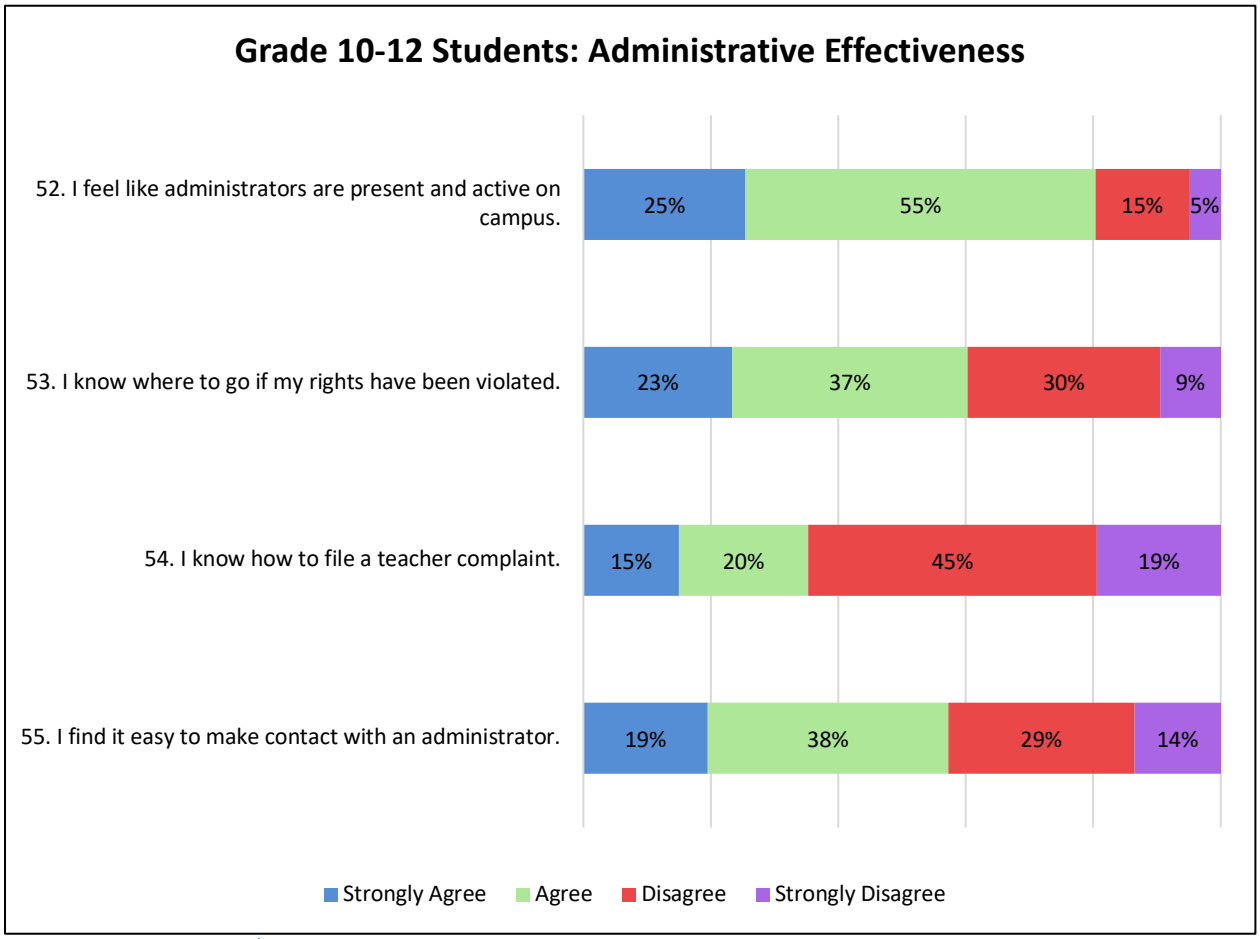
Overall, ninth grade students felt very positively about their pods. Eighty-two percent of student respondents felt their pod classes helped them form relationships with other students (521 responses), and 81% were interested in their course (506 responses). It should be noted, however, that one-quarter of student respondents *did not* feel their pod class teachers helped them transition to PCHS (25% / 156 responses).

Administrative Effectiveness



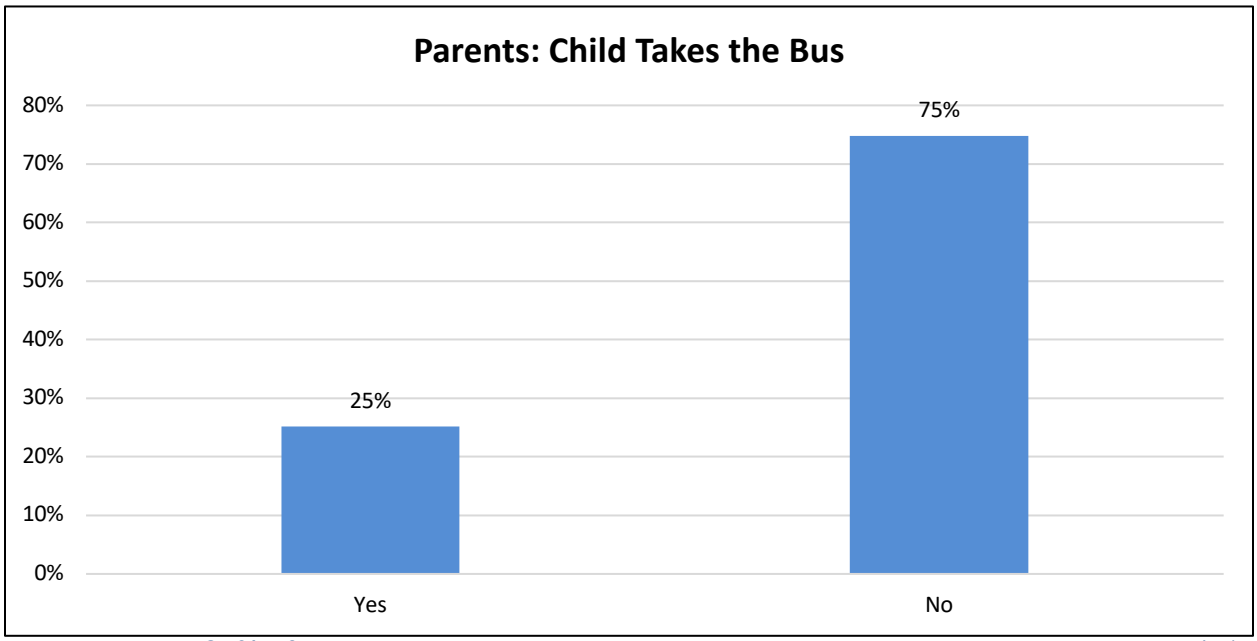
Ninth grade students provided mixed feedback about administrative effectiveness at Palisades. Positively, 87% (313 responses) of students felt administrators were present and active on campus. However, student responses indicated room for growth in communication between students and administrators. One-third of students (117 responses) did *not* know where to go if their rights were violated, 37% of 9th graders (132 responses) did *not* find it easy to contact an administrator and over half of 9th grader respondents (56% / 204 responses) did *not* know how to file a teacher complaint.

Powered by BoardOnTrack

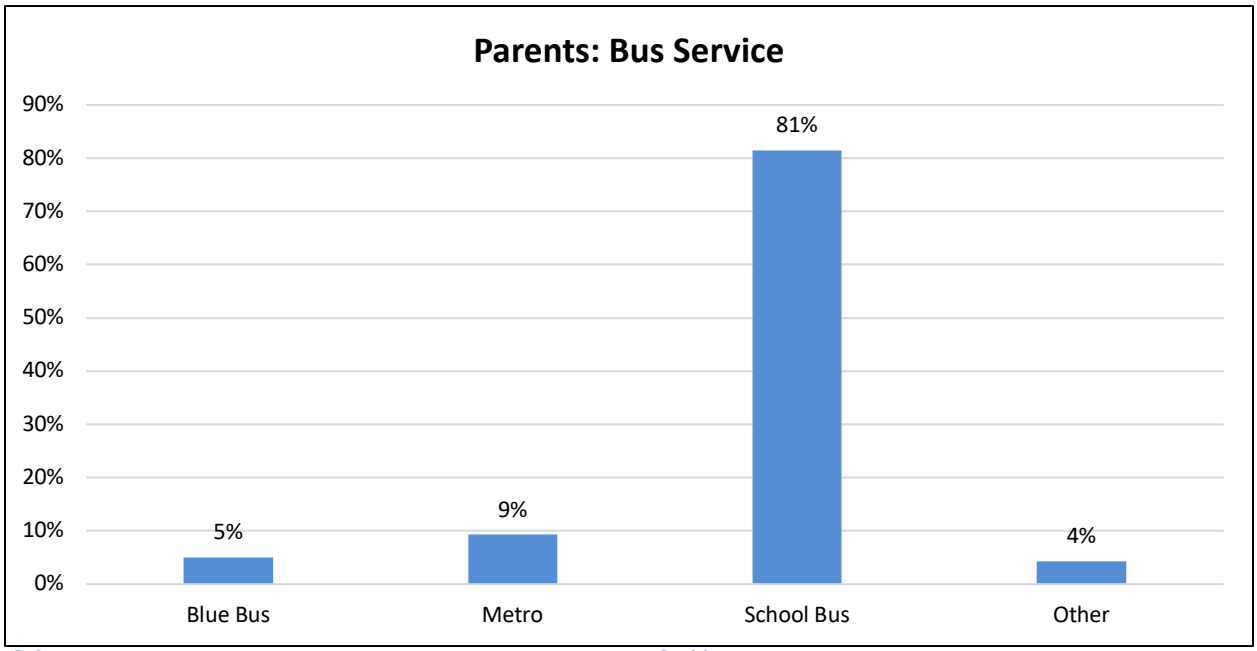


Tenth through 12th grade respondents were even less knowledgeable about administrative processes than the 9th grade respondents. Thirty-nine percent of respondents (381 responses) did *not* know where to go if their rights were violated, 43% of 10th through 12th graders (410 responses) did *not* find it easy to contact an administrator, and nearly two-thirds of students (64% / 621 responses) did *not* know how to file a teacher complaint. Eighty percent of 10th through 12th grade students (771 responses), however, did feel like administrators were present and active on campus.

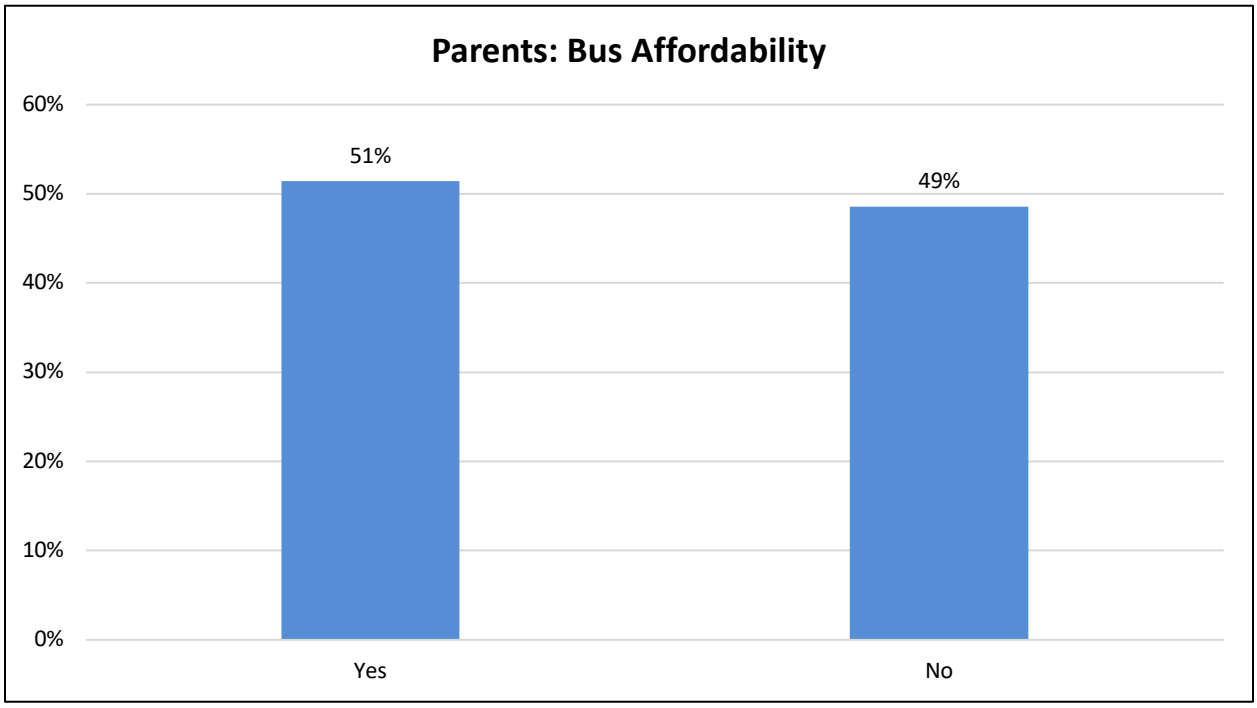
Bus Services



This year, only 25% of parent respondents indicated that their child took the bus to school (147 responses).



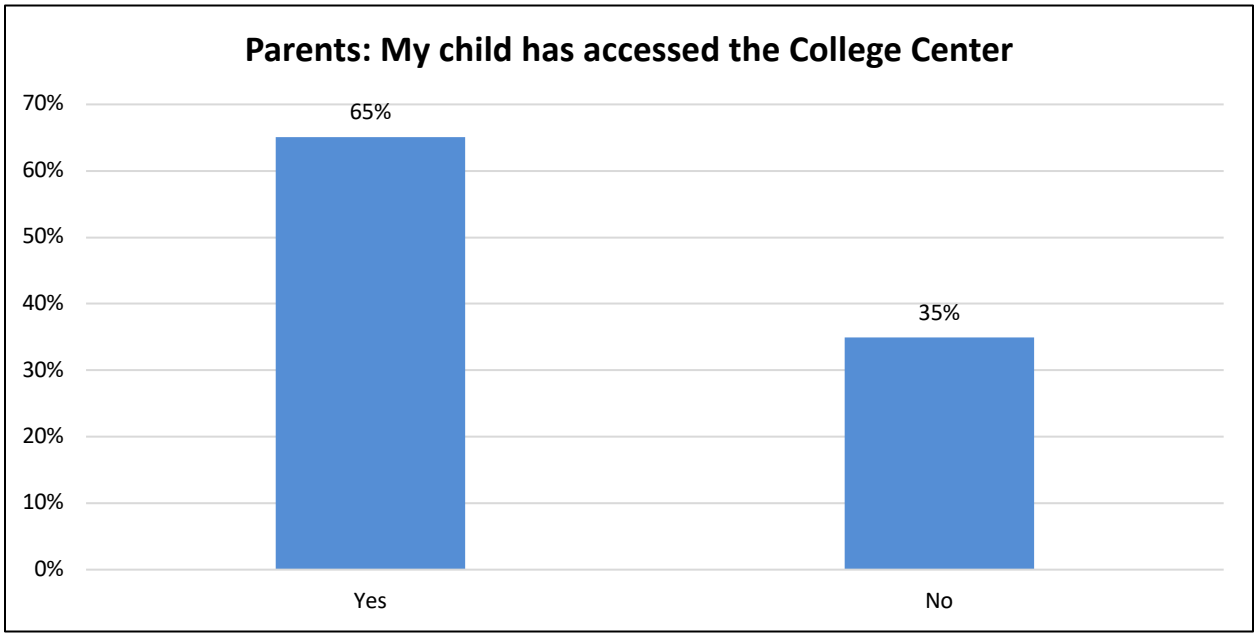
Of the parents whose child rode a bus to school, 81% indicated that their child rode the school bus (114 responses).



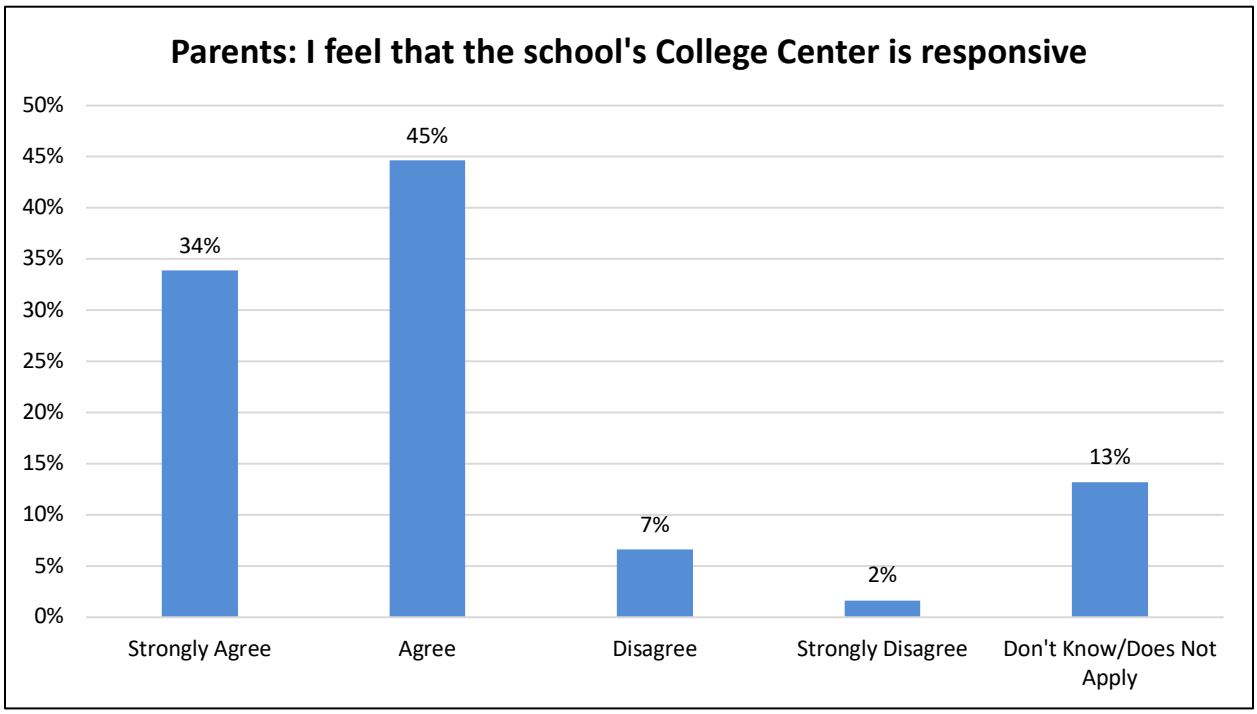
Roughly half of all families whose children rode the bus felt the buses were affordable (51% / 72 responses), but the other half *did not* agree that the buses were affordable (49% / 68 responses)

School Support Services

College Center

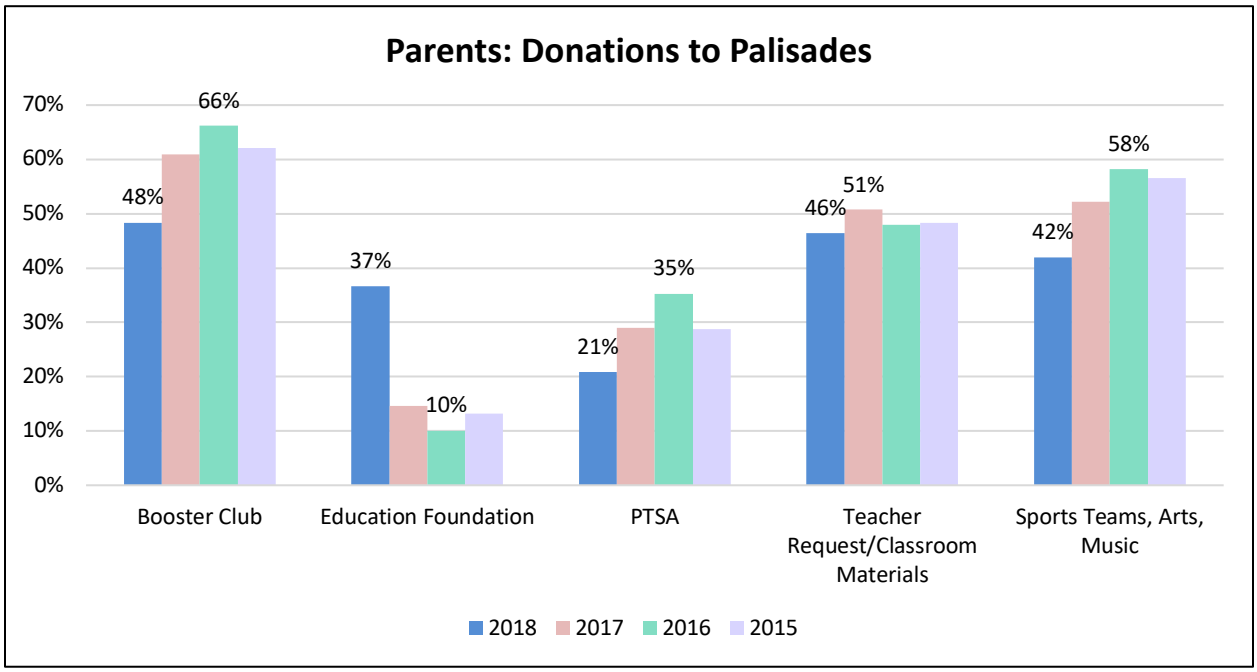


Roughly one-third of parent respondents indicated that their child had accessed the College Center at the time of the survey (65% / 263).

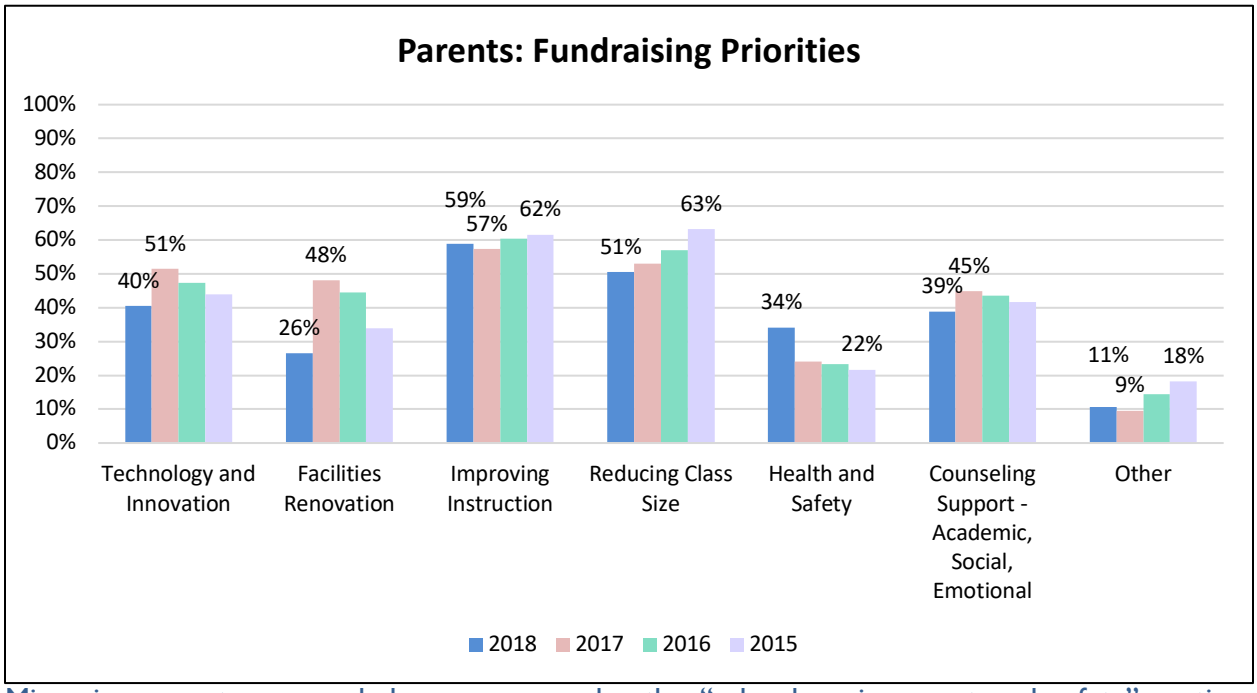


Of the parents whose children had accessed the College Center, 80% agreed that the College Center was responsive (190 responses).

Philanthropy

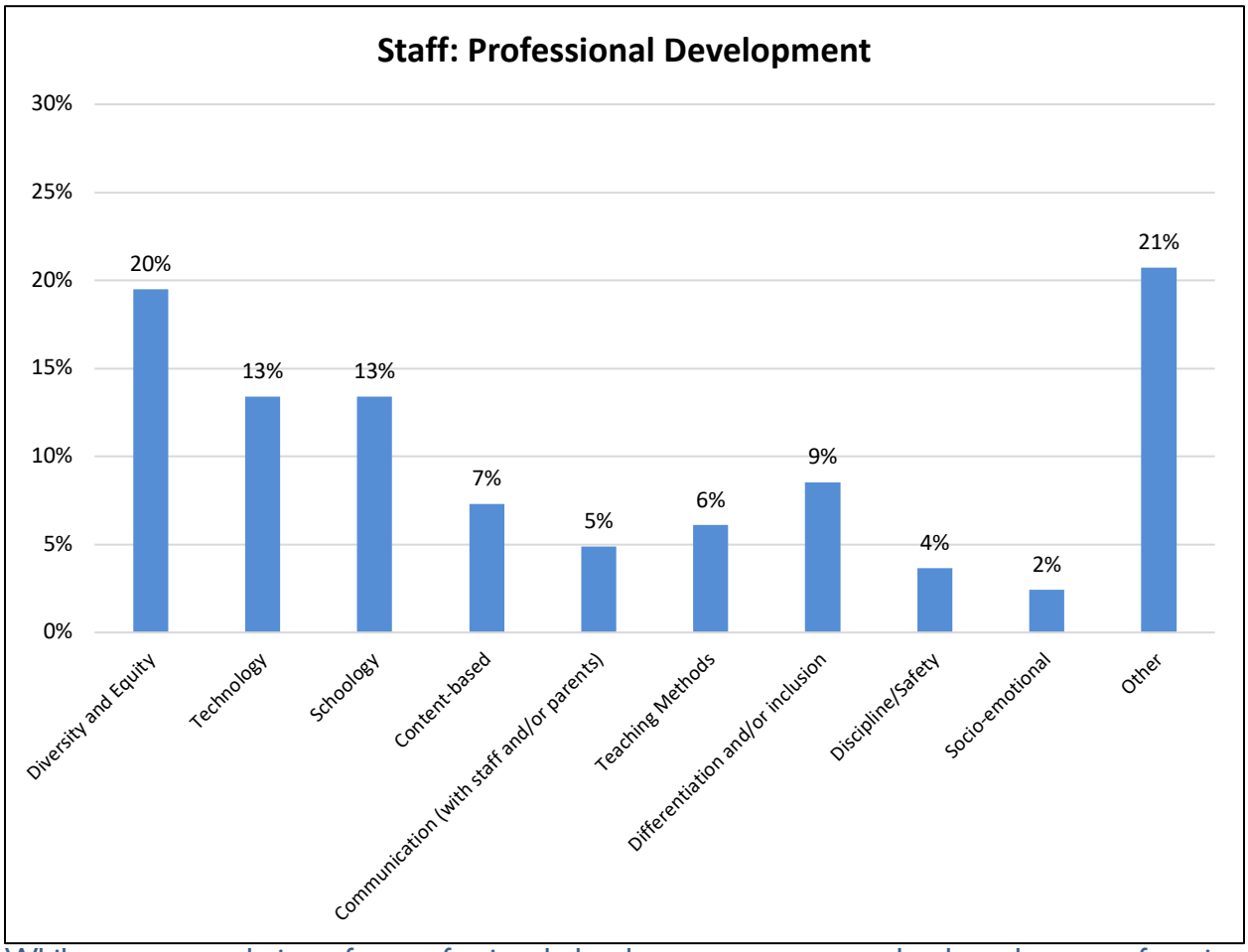


Parental donations to PCHS have remained fairly constant over the past four years, although parents appear to be shifting the allocation of their donations to the education foundation and away from other recipients in 2018. This year, fewer parent respondents indicated that they donated to the booster club (48% / 283 responses) as compared to in 2017 (61% / 162 responses). However, a notably larger proportion parents said they had donated to the education foundation in 2018 (37% / 215 responses) than in 2017 (15%). Slightly under half of the parents noted they donated both to individual teacher requests (46% / 272 responses) and to extra-curricular activities (42% / 246 responses). Continuing a trend from 2016 and 2017, fewer parents donated to PTSA than in the prior year (21% compared to 29%).



Mirroring parent open-ended responses under the "school environment and safety" section, parents were more concerned about fundraising for health and safety purposes in 2018 (34% / 200 responses) than in prior years. Parents in 2018 were also slightly more likely than in 2017 to prioritize fundraising for improving instruction (59% compared to 53%) and less concerned about fundraising for technology and innovation (40% compared to 51%) or facilities renovation (26% compared to 48%). The proportion of parents favoring fundraising for reducing class size (51% / 296 responses), and counselling support (39% / 228 responses) remained relatively stable when compared to 2017 results.

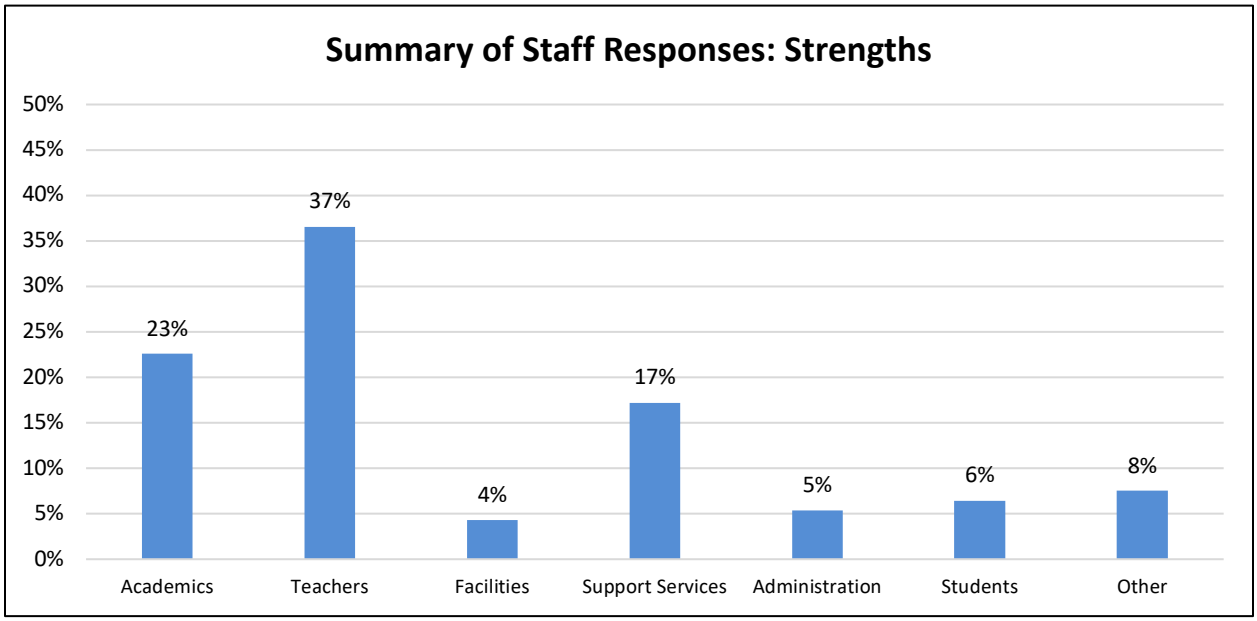
Staff Professional Development



While recommendations for professional development represented a broad range of topics, twenty percent of faculty respondents indicated an interest in professional development on diversity and equity (16 responses). These faculty members most commonly requested PDs on cultural awareness, equity, and supporting diverse student populations, among similar themes. Thirteen percent of staff surveyed (11 responses) requested more training on technology and an additional thirteen percent (11 responses) specifically requested additional trainings on using Schoology. Another nine percent (7 responses) of staff responses requested professional development on differentiated instruction and/or inclusion training, while seven percent (6 responses) asked for content-specific PD, including training on new science standards, curriculum alignment, and content-specific differentiation techniques. Other staff comments requested trainings on teaching methods (6% / 5 responses), communicating with staff and/or parents (5% / 3 responses), discipline and/or safety (4% / 3 responses), and addressing student socio-emotional concerns (2% / 2 responses). Feedback on professional development that did not fit into any broad categories often included feedback about how PDs could be organized: some mentioned that PD trainings should be tailored to the needs of multiple groups of teachers, while others asked that PD have a clear focus and build over the course of the year.

Open-Ended Responses: Strengths

Staff



PCHS staff members were most satisfied with their school's teachers (39% / 34 responses) and academics (23% / 21 responses). Additionally, 16 members of the staff selected school support services as a strength, 6 staff members selected students, five selected the administration, and four identified the facilities as a strength. The eight percent of staff who selected 'other' mentioned the services PCHS offered to students, discussed the school's commitment to improvement, or mentioned a combination of strengths.

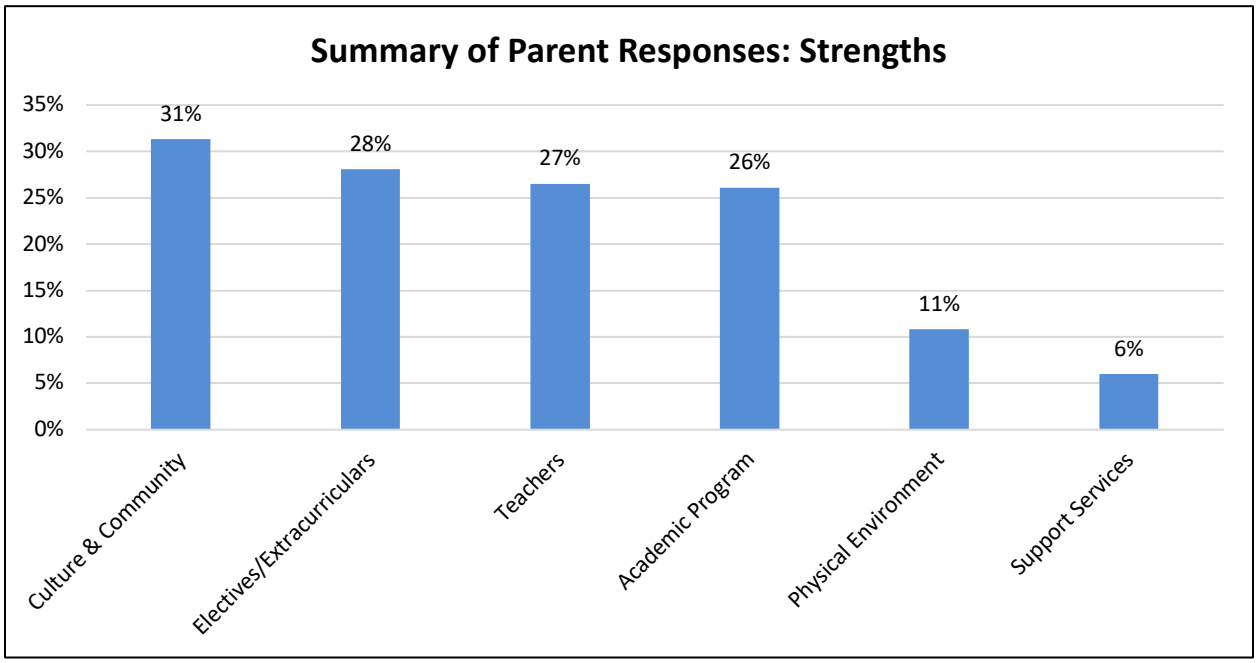
Staff: What do you like most about the school?

Staff responses fell into seven broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (34 responses)
The passion and dedication of all teachers on this campus is what makes Pali such a special and progressive campus.
The majority of the teachers are excellent in their subject, work hard, and truly care about their students.
This is the most talented social studies department that I have ever worked with.
The majority of our teachers do outstanding work to serve students in terms of delivering content and encouraging personal growth.
Teachers in my department (for the most part) seem to care about the achievement of students and their growth as people.
Academics (21 responses)
Honors classes are given first, then you can opt out
There is a college-going culture. Students learn a lot from the diversity on campus and this prepares them for life after Pali.

The quality of courses offered, and the academic counseling office give students generous opportunities to succeed.
The reason I came to Pali to teach is the academic rigor it requires.
We offer a wide variety of Honors/Advanced Placement classes, in addition to various elective classes that are in high demand with our students.
Administration (5 responses)
Chris Lee is an awesome administrator. He constantly shows his support and care for the teachers.
Tom Seyler is the most effective administrator I've worked with in 30 years!
I feel we have an excellent admin team. They have an open-door policy and even when they are extremely busy, admin is available to the staff.
Admin always has my back and always treats me with respect. I am never afraid to approach an admin for help or advice. I feel safe and supported here because a member of the admin team is always available to help me and/or approve and support my initiatives.
Facilities (4 responses)
I like the open space.
The facilities are state of the art.
Support Services (16 responses)
Mental health counselors have saved the students!
There are so many types of counselors, and mental and physical health providers. Many other schools just don't have the staff to this extent.
If students have special needs (emotional and academic), there is an effort to accommodate them---as well as identify needs.
Resource and Special Ed support is amazing
Students (6 responses)
Our students will always be our greatest strength. They are the reason we are here.
We serve a unique mix of students here at PCHS and they should be celebrated as such.
The athletic programs here are outstanding and should be talked about more. We should especially praise all the athletes who go to a 4-year college for athletics. Stipends need to be raised to keep the excellent head coaches in each sport.
Other (7 responses)
Our school ranks really high against other schools and that's because our executive director and supporting staff always work towards improvement and are open to conversations about said improvements.
None of the above standing solo is the top strength of PCHS. The ability to set goals which get us closer to the mission of educating every student to the best of their ability is what I call the strength of Pali. All staff members, teachers, admin, support personnel pulling on the same string when it comes to do the best for the pupils is what I consider the top strength of PCHS. Having a beautiful campus certainly helps. So please keep the vision and goals alive. With stakeholder input, we can move mountains.
All adults on campus care about the children.

Parents



Nearly a third of parents (31% / 78 responses) praised the culture and community of PCHS as its greatest strength. Parents also noted the elective and extracurricular opportunities offered at PCHS as strengths (28% / 70 responses). Twenty-seven percent of parent comments (66 responses) identified teachers and 26% (65 responses) identified the academics at PCHS as strengths. Further, 11% of parents (27 responses) positively commented on the physical environment and facilities while a final six percent of comments (15 responses) praised the support services offered to students.

Parents: I am most happy with the following aspects of my child's school.

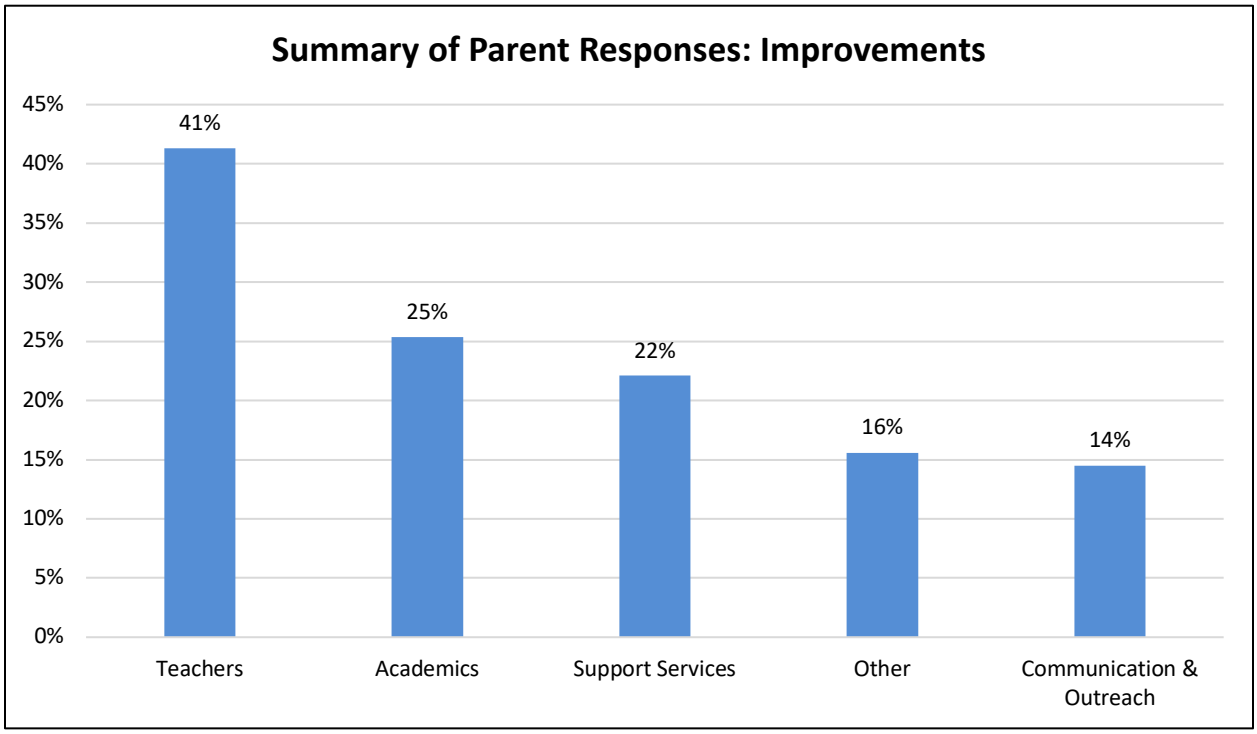
Parent responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

School Culture & Community (78 responses)
There is a strong, engaging sense of community and support, with a diverse range of many wonderful activities for students and parents to participate in (concerts, performances, musical shows).
I like the administration's ability to help promote a variety of cultures and backgrounds where kids can express their ideas and strengthen their foundation as they strive to be better people of this world.
I love how most of the students seem to respect and support each other.
I like the campus culture, open mindedness, security, and approachability with most teachers.
I am most happy with the diversity of the school, and how the administration is responsive to my communications with them, particularly teachers and counselors.
Elective & Extracurricular Opportunities (70 responses)
The music program is phenomenal.
There are lots of choices and ways for kids to participate.
There is a terrific choice of extracurricular activities.

The theater and arts programs are great.
Teachers (66 responses)
The teachers that love teaching make school worthwhile.
My child has always had strong language arts teachers.
Junior/senior teachers are mostly strong/excellent
12th grade teaching staff in advanced classes is excellent. Up to now, teacher quality has been mixed.
The really awesome teachers that clearly love what they do and make their students love learning. There are many of these gems at Pali.
Academic Program (65 responses)
We like that it offers challenging courses and is focused on preparing students for college. We appreciate access to homework help, but quality of help varies widely.
Diverse AP classes are available with engaged teachers
My child's social justice pod has been very eye-opening and enriching.
Pali High students that apply themselves and maintain good academic standing are prepared for college-level work.
There are high academic standards.
Physical Environment & Facilities (27 responses)
The campus is beautiful.
I feel the school is safe.
The school is clean.
I love the proximity to the ocean.
Support Services (15 responses)
The many resources here at Pali are amazing. I'm grateful for the tutoring offered as well as the homework rooms/study halls that are made available by the teachers.
I like the study center. The availability of tutoring help is amazing.
My child's counselor is helpful.
The 504 program is excellent.

Open-Ended Responses: Improvements

Parents



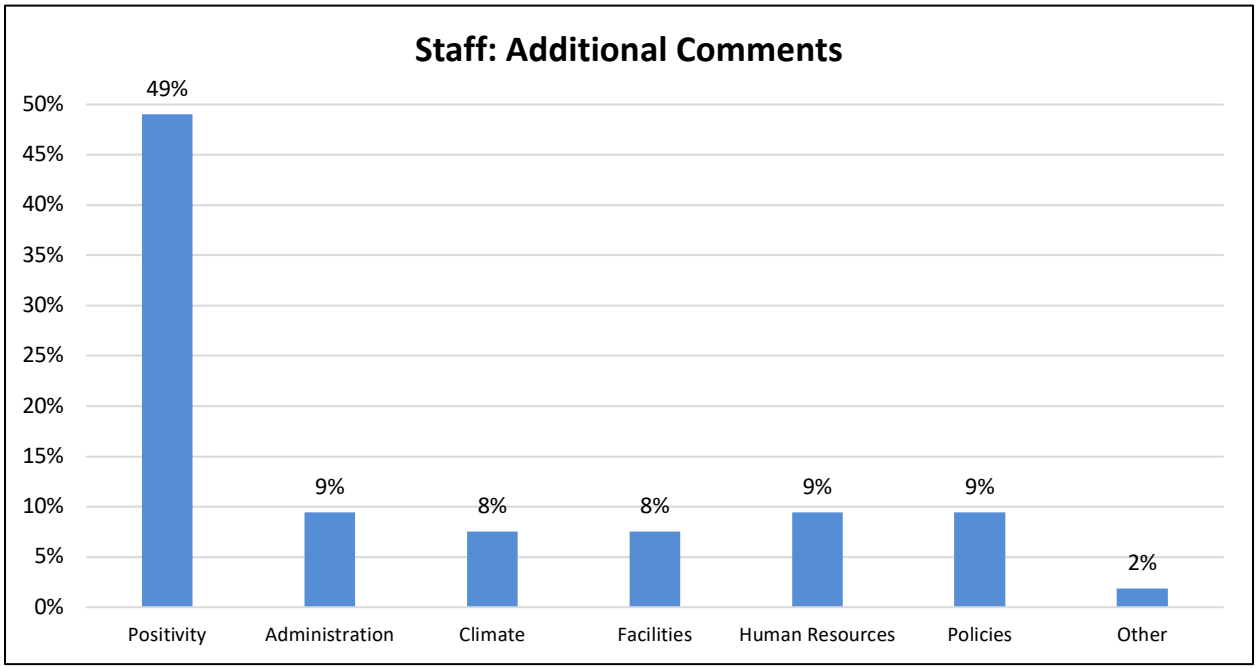
Regarding improvements to Palisades Charter High School, a plurality of parents (41% / 114 responses) felt that the teaching staff could be more effective. Thirty-seven percent of suggestions (70 responses) pertained to the academic program at PCHS and 22% (61 responses) to the support services offered. Fourteen percent of comments (40 responses) requested improvements in the quality of communication and outreach.

Parents: I feel that my child's school needs improvement in the following areas. *As noted above, parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.*
Teachers (114 responses)
Talk to teachers and heads of departments about teacher accountability and different learning styles.
Remove ineffective teachers, particularly in the math department. Everyone knows who they are. We are an independent charter, so I do not understand why these teachers are still at our school. They do not teach and as parents we are forced to find other options to teach our children the material.
Ensure hiring/retention standards are met. We've experienced a couple of teachers/IEP coordinators who are ineffective or worse.
Get better math teachers; that department has been terrible for years.
Get teachers that are passionate about teaching!
Academics (70 responses)

I think the school should consider the following: limit the number of AP classes a student can take in a single year. It might vary from year to year, with more possible by 12th grade and fewer possible as a freshman. I also think the school should have a strict policy that does NOT allow teachers to post homework assignments after 7pm. This year, some of my daughter's teachers posted homework at close to midnight. I find that to be unacceptable, especially since it creates more unnecessary stress and anxiety for students.
Make classes smaller so teachers can better understand each student's work personally and the student can feel that they're noticed.
There should be more hands-on activities and projects, smaller class sizes and more field trips.
Get rid of the 9th grade humanities pod program. Most of the kids I know hate it and would rather have a regular history class and actually learn something. The 8th grade curriculum at Revere is far more arduous than 9th grade at Pali as a result. Kids then get slammed in 10th grade, which creates tremendous stress.
Support Services (61 responses)
More college counselors and more communication from the College Center office are needed.
Have more counseling hours and more counsellors available.
More support for mental health and teenage challenges are needed.
Emphasize mental health and how important it is. Give a real office to the people who work for support services because giving them a trailer shows that you do not care, when in fact mental health is more important than anything else.
More attentive academic counseling is needed.
Other (43 responses)
The buses started out reasonable but get more expensive each year. Make the school bus more affordable to all.
Be more conscious of lower-income students.
Address the drug problem.
Have a later start time so kids can get appropriate sleep.
More real inclusiveness is needed, not just lip service.
More funding for music.
Communication & Outreach (40 total responses)
Ask students what they feel would help them and seriously take the suggestion to heart.
Get the community involved and get a school leader who visibly walks the campus and makes the students and community believe that she doesn't think she is too good for this school.
Listen to the students and parents, and not have everything be a top down decision.
Promote ALL sports and extracurricular events on campus so that students support school activities.
Ensure that all teachers use and communicate via Schoology or Infinite Campus, so parents can know what is happening in all classes.

Open Ended: Satisfaction with School Functioning

Staff



Of the comments provided by staff, almost half expressed positive feelings about PCHS (49% / 26 responses). Other comments revolved around potential areas of improvement for the school. Nine percent of staff respondents brought up administrative improvements (5 responses), while another 9% each did the same for human resources (5 responses) and other school policies (5 responses). Four staff members each discussed school facilities (8%) and school climate (8%).

Staff: Is there anything else you'd like to share about your experience at PCHS?

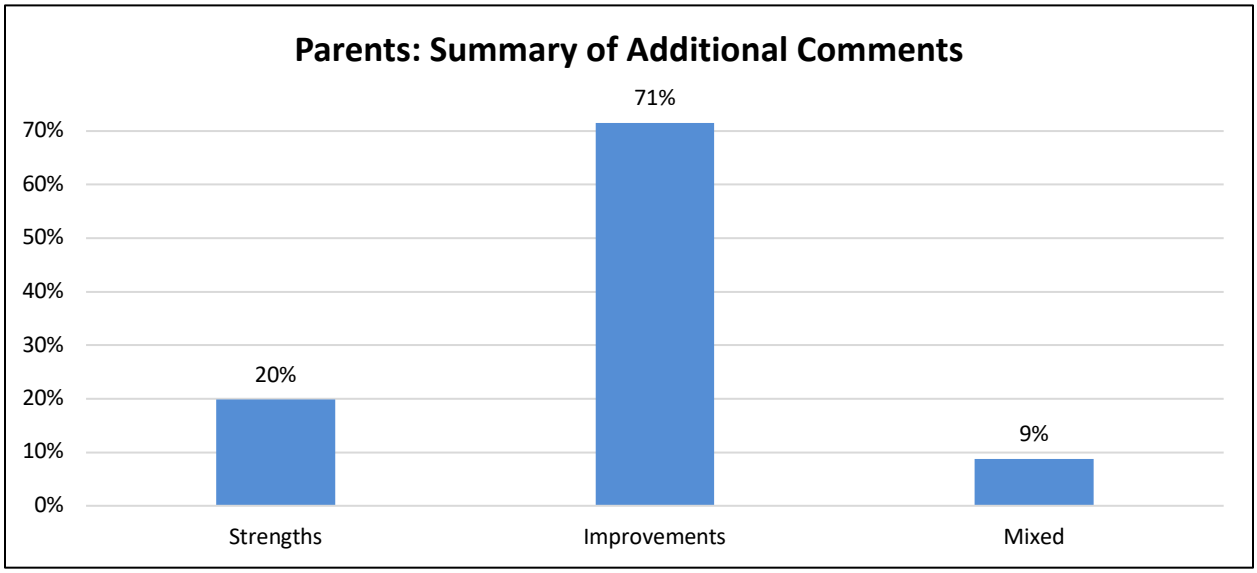
Staff responses fell into seven broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Positivity (26 responses)
I really love and admire the teachers I work with, the admin has been beyond understanding and supportive, and we teachers have all the resources necessary to do our jobs well.
I've felt genuinely welcomed, and when needed, capably assisted whenever I've asked! Tom Seyler is the most effective and caring administrator I've worked for in 30 years! Pali Academy teachers deal daily with students' varied academic, social, and emotional needs while helping students fulfill their graduation requirements (early or on-time.)
I have enjoyed my time at Pali as I work with a wonderful group of students and a wonderful admin team. It has not been a smooth ride in the College Center for me but I feel supported by the administrators as things are worked out.
I really enjoy the camaraderie I've developed with teachers and staff in all areas of the school. I think it is essential to staff morale to focus a lot of time and energy into integrating new teachers and staff members in a thoughtful way. That way they have support throughout the school, not just in their dept.
Administration (5 responses)

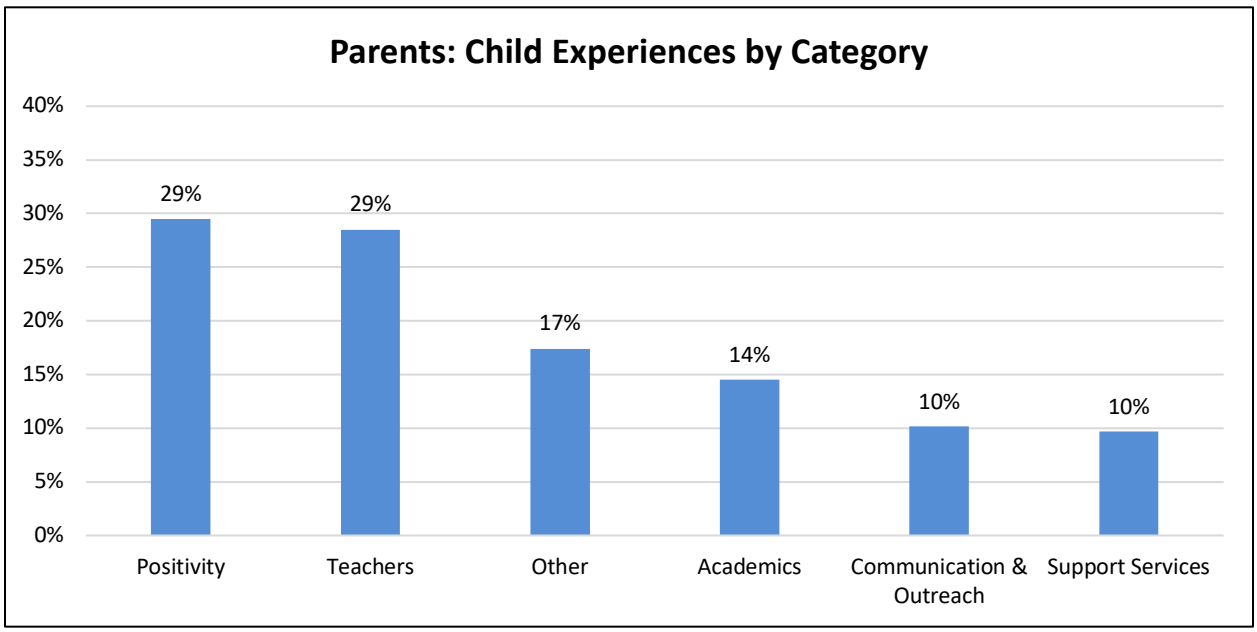
Although the principal's job is demanding and time consuming, Dr. Magee should interact more with teachers and students. She should be walking around campus during lunch time so she can get to know students and students know who is the principal.
I think some admin decisions are made without getting feedback from the staff that will be affected by their decision. These situations don't create a sense of partnership or help with morale.
I think the Executive Director needs to be more available to staff/teachers during non-teaching hours. It is very frustrating when 5-6 times a week I can't get a hold of her or she is unable to return e-mails. Granted she might have a huge number to return, but it is frustrating.
Climate (4 responses)
I have all good things to say about Pali, except that student academic performance has fallen. Grades and graduation rates are up, but only because there is so much pressure on teachers to lower their own standards. No one says, "lower your standards," but the counseling office pulls students out of classes when they are not doing well, rather than holding students accountable. Schoology is extremely destructive because it puts the onus on teachers rather than students to keep a planner. Students in regular classes don't know how to plan their lives. They constantly rely on input from teachers' emails and the "remind" texts, which take the accountability off students. These "supports" do not really teach; they are short term Band-Aids to get the kids through to graduation, but students will have trouble later. As one administrator once said to me, "Our job is not what they do when they leave here, it is getting them through to graduation." When that is the attitude from the A-building, students' academic abilities will falter. It's unfortunate. Not all technology is a good thing.
I'm astonished that the academic departments often seemed fractured & strong leadership is missing in matters such as problem math teachers. Although clearly the tolerance for poor teachers has been reversed in the past year.
Pali advocates the need for diversity, however, PCHS actions do not equal the talk. Pali needs follow-up meetings on diversity, not just a meeting when something occurs on campus. As a school community, we lack "follow-up" and "follow through" skills.
Facilities (3 responses)
We need a full functioning faculty cafeteria.
I really think all classrooms should have the same tech setup (mounted projectors and speakers, etc.)
Human Resources (5 responses)
I would like there to be more uniformity regarding protocol about the teacher absence policy.
I'm not complaining - really like our HR people - but I think revamping our hiring protocol - making it more transparent would help to eliminate some of the campus rumors.
I would like to see more transparent and consistent processes/procedures for hiring and for payroll.
Policies (5 responses)
Can we stop full-day PLC pull-outs?
The math department needs smaller classes with more individualized instruction. For the most part, teachers are excellent...with a few exceptions.
I think Pali should bring back student of the month, which promotes student success. Bring back AVID, which supports a diverse student population. Bring back the faculty cafeteria, which promotes faculty unity.

Open Ended: My Child's Experiences

Parents



Of the comments provided by parents on their child's experiences, 20% (41 responses) provided only positive feedback, while 71% (148 responses) offered suggestions for improvement. A final 9% (18 responses) of comments acknowledged both strengths and areas for growth.



When broken down into categories, 29% of comments (59 responses) expressed concerns about PCHS teachers, 14% (30 responses) about academics, and 10% each about communication and outreach (21 responses), and support services (20 responses). Of the comments addressing academics and teachers, over half explicitly mentioned the math department as an area for growth. An additional 17% of comments (36 responses) provided suggestions for improvements in 'other' areas and 29% of comments (61 responses) praised positive aspects of their child's experience at PCHS.

Parents: Is there anything else you'd like to share about your child's experience at PCHS?

Parent responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Positivity (61 responses)
So far, my son has had a stellar experience. We are very pleased with the school.
A very happy environment where students are put first, and teachers and staff are friendly, great educators and the many educational and extracurricular student led activities, as well as sports teams, are truly top notch!
It is a very positive, engaging and supportive environment with staff/teachers, particularly the music department (marching band, drumline, orchestra).
So far, our experience has been good, and I've received positive feedback when needed, as well as prompt assistance on urgent matters. We look forward to continuing through graduation!
Teachers (59 responses)
The quality of teachers that care about their students is not great. There has been a teacher who told my son to look up the answer on Google, instead of taking the time to make sure his students understood. This is just one example of several undesirable teacher experiences. Also, it would be nice for teachers to input grades for student work in a timely manner.
The math department is still an issue...I have had two students both 99% on SAT in math and both students had regular C's in math because the teachers do not explain concepts fully. Math must be explained properly and I think Pali should raise money to buy out one teacher a year and have them go elsewhere so we get a good math department. I love the administration's efforts for sure, but the math department is not good.
Different teachers seem to have different standards in giving grades. Some teachers are hard to get good grades and I heard kids are switching classes due to this.
I am very disappointed in the lack of best practices and instruction in the math and science departments. We have had to pay for private tutoring for two years because of the lack of instruction. I know that there are some effective teachers in each department, however, my child has not received the benefit yet. I am hopeful for her junior and senior year, but it's very frustrating to have to consistently go outside the school for my child to learn the subject matter.
Other (36 responses)
The environment is on the impersonal side, but then with almost 3000 students I guess that's to be expected.
Cell phone use during school hours should not be allowed. Teachers are too lax regarding this rule.
My child has experienced several teachers who have strongly forced their political opinions on students, numerous times, with the result that students with different opinions were silenced.
The after-school traffic is sometimes impossible. There should be a place for cars to wait.
Academics (30 responses)
The math department is sub-par, this is known by school management, yet year after year nothing changes.
It is disappointing how rampant cheating is and how teachers/admin choose to ignore the issue. I have two students who take pride in their work, to only have kids cheat and affect the curve, and integrity of the classroom. At the private school I sent my oldest, they had an honors council and took cheating very seriously.
There is too much homework and it counts too heavily on grades. Students are graded every moment they are in school. The class size is limited only by the number of chairs that can be crammed into a room.
Communication & Outreach (21 responses)
I feel completely disconnected from my child's education. More interaction with teachers would be nice.
It is difficult to get prompt responses from counselors.

The notifications are too frequent on general info and too complicated or not informative enough regarding classroom assignments and grades, with some teachers not using online resources at all.
I have reached out to school administrators twice in the past two years. In both cases, responses were either very delayed or non-existent.
Support Services (20 responses)
The school psychologist is booked for the entire year; we need more school psychologists.
Very good school but very big and too much for counselors to manage effectively.
The school does a terrible job of supporting the 504 plan regulations; it is a constant battle.
I think there needs to be more guidance when it comes to AP classes…how many to take, etc.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders expressed very positive views of Palisades Charter High School in 2018 and upward trends in stakeholder satisfaction from 2015 through 2018 were apparent for many indicators. All groups provided overall favorable reviews of the academic program, school environment, administrators, and teachers. However, each group had concerns in specific areas and gave suggestions for how PCHS could improve. Parents and students were displeased with certain academic departments. Parents also expressed some concerns about communication, counselling services and school security. It is useful to explore the questions and categories in which the school received less enthusiastic responses to identify potential areas for growth and improvement.

Academic Program

Overall, stakeholders had a very positive view of the academic program at Palisades Charter High School. In particular, parents and students praised the English and social studies departments, and the AP courses offered. Staff, parents, and students all agreed that rigorous classes were available to students regardless of their background, and that all students were held to high standards.

However, as in prior years, parent and student open-ended responses expressed deep concern with the PCHS math department and the foreign language department to a lesser extent. Parents and students felt that the math department was unresponsive to criticism and that issues with both faculty and instructional quality had persisted for years. Parents described feeling compelled to seek external tutoring because of the deficits they perceived in the quality of the math program at PCHS. It is important to note, however, that these critical comments in the open-ended responses, while representative of an important constituency of PCHS stakeholders, do not represent the majority of respondents. Most parents and students indicated positive feelings about the math and foreign language departments in response to Likert-Scaled questions. Further, in the open-ended responses some parents did single out AP and upper-level math courses as providing a satisfactory math education for their child.

That said, given how persistent the critiques of the math and foreign language departments have been over the years in which this survey has been administered, steps should be taken to address them. First, PCHS should consider administering student evaluation surveys of the math and foreign language department faculty to identify teachers whom students feel are providing inadequate academic support. Further, consider conducting more frequent informal observations of faculty in those areas. This could include both observations from administrators and "peer to peer" observations in which high-performing teachers can serve as models and peer coaches to those needing improvement. Currently, a notable proportion of staff respondents reported that school personnel did *not* share constructive criticism with each other. This practice could help counter this trend, and could even be inter-departmental, with math and foreign language teachers observing the well-regarded history faculty and vice versa. Building relationships and sharing practices *across* as well as *within* subjects could strengthen and diversify the pedagogical strategies of the teachers whom students and parents feel are disinterested or stagnant in their teaching practices. To incentivize buy-in, explore whether completing a certain amount of peer observations, debriefings and collaborative planning could be used to fulfill teacher professional development requirements.

Further, consider offering content specific professional development on how the math department could better engage its students. Given how critical success in math is for many post-secondary pathways, PCHS should be open to serious investment in improving the instructional quality of its math faculty, which may include financially sponsoring teachers to undertake summer professional development. As parents most commonly prioritized "improving instruction" when asked about where PCHS should concentrate its fundraising endeavors, it is likely they would be supportive of such an initiative. It is understandable that teachers in the subject areas singled out here may feel that their hard work is being diminished and become defensive about the critiques they have received over the years, so it is important that most conversations between teachers, administrators and instructional mentors prioritize an emphasis on growth in teaching rather than on punitive consequences.

Finally, some students indicated feeling they received inadequate supplemental academic assistance from teachers, particularly for their foreign language classes. Three quarters of the staff surveyed agreed that more academic support for low-performing students was necessary at PCHS. As such, consider standardizing the structure of tutoring school-wide so that academic assistance in each subject is evenly available before and after school and at lunch. The hours and locations of tutoring should be publicized widely. Departments can internally divide up office hours so that students know there is *always* an instructor they can seek out for help in the subject they need (even if is not their own), but no individual teachers feel they are having to dedicate unsustainable amounts of non-instructional work time to tutoring.

School Environment & Working Conditions

Staff, parents, and students at PCHS had positive opinions of the environment and culture. Parents and students felt that all students were treated equally, and staff reviews of their working conditions continued to improve. Staff felt that morale was higher than in previous years and that the administration was more likely to include them in important decision making for the school. Further, unlike in prior years, very few stakeholder respondents raised concerns about school facilities or cleanliness.

An issue that, in light of current events, received much more attention from parents in both Likert-Scaled and open-ended response questions in 2018 was that of campus safety. This is a challenging issue for administrators nationwide to grapple with, particularly because parent sentiment on how best to address the anxiety that families and students hold towards campus security is very mixed. At PCHS, many parents expressed positive views about the steps that have already taken to keep students safe from school-based violence. A contingent of parents at PCHS wished to see more visible security including more armed security and police officers, fewer entry points, and more substantial physical security measure like walls and fences. Other parents in the open-ended response section noted, however, that most school shootings are the results of individuals already inside the school and that instead of adding more security measures, the school should augment their provision of mental health services and counselling. Some parents on both sides of the debate indicated that their child had high levels of anxiety about violence in school. On the technical details of campus security PCHS should consult with expert firms on best practices. PCHS should also consider expanding its provision of counselling and

mental health services to provide students with outlets to process emotional struggles and the anxiety induced by a fear of school-based violence. Because of the understandable level of emotional investment from parents and students on this issue, thoughtful messaging and community engagement is critical. Consider holding an assembly or town hall at the beginning of the year to allow the community to express their opinions and for the school to explain its strategy for keeping students safe and ensuring students *feel* safe. Inviting an expert to explain your security procedures may also help maintain confidence in campus safety at PCHS.

An additional concern expressed in the open-ended response section by some parents was a perceived prevalence of on-campus drug use. Review both the National Institute on Drug Abuse for drug prevention suggestions and your existing campus policies. Then, hold professional development for staff and administration on following these guidelines and handling drug offenses when they occur. Ensure that enforcement of drug use policies is consistent for all students and increase surveillance of "problem" areas to deter drug use before it occurs. Consider forming a student committee to invite dialogue and peer-to-peer conversations about the harms and risks of on-campus drug use.

Teacher Effectiveness

All three stakeholder groups gave positive reviews of the teachers at PCHS. Staff identified the teaching faculty as the school's greatest strength and praised the comradery, dedication and caring attitudes of teachers. Parents noted how invested teachers were in their child's success and highlighted English and history faculty as well as teachers of older grade levels as highlights of the school. Further, students expressed the sense that their teachers genuinely cared about them, were passionate about teaching, and wanted them to succeed.

A consistent minority of parents again expressed concerns with the effectiveness of the math and foreign language teachers. In addition to considering the recommendations provided in the "Academic Program" section, the school should also make a concerted effort to show parents and students that they are actively listening to concerns about those departments. PCHS could, for example, hold listening sessions in which parents can discuss their child's experiences with their math or foreign language teachers and provide suggestions for improving academic outcomes in those subjects.

Another concern brought up again by parents in 2018 was the challenge of communication from teachers about their child's academic progress. While most parents knew how to use Infinite Campus and Schoology, some complained that these platforms were not updated frequently enough by teachers to be useful. Further, some said that teachers would upload assignments too late for students to have adequate time to complete them. To ensure that parents and students receive timely information the school should institute explicit policies on teacher engagement with these platforms. For instance, teachers may be expected to have all assignments uploaded by the beginning of a unit and update grades within a week of an assignment being collected. Considering the busy schedules of teachers, maintaining two different platforms to update parents on assignments and grades is a significant time investment, so try to provide additional time and support to teachers to complete these tasks. Allow for training and worktime for constructing

their course platforms and uploading assignments *before* the school year begins. If teachers have regular staff or departmental meetings set aside time for teachers to update their online gradebooks at those meetings. PCHS could also consider offering an incentive to the department who best meets these expectations for communication of student assignments and achievement.

Administrator Effectiveness & Support Services

The results of the 2018 survey show that opinions of the administration at PCHS have continued to improve. While some parents felt that administrators such as the dean were not approachable, and that some communication issues between PCHS teachers and parents persisted, most parent respondents provided positive feedback. Students of all grade levels indicated positive feelings about the administration but had a mixed understanding of how to report complaints to administrators. To counter this, make sure to cover the processes for student reporting of rights violations and other issues at beginning of the year assemblies, and post the complaint procedures in highly visible locations including in the administrative offices.

A frequent concern expressed by parents in open-ended responses was a perceived inadequacy of the current college counselling staff to effectively serve such a large student body. Some parents felt their child was not receiving enough individualized attention in terms of their college preparation and trajectory. PCHS should review the current case-loads and responsibilities for counselling staff to confirm if counsellors do indeed have adequate time available to serve all students, or if the hiring of additional staff should be considered. In the event that such hires are not feasible for budgetary reasons, consider bringing in external organizations like AVID to work with high-need sub-populations, Survey students on the areas in which they feel counselling is necessary and hold group information sessions wherever there is substantial overlap in student need, such as if many students are considering applying to the same schools, or a lot of students have questions about soliciting letters of recommendation. College students may also be willing to volunteer to work with students on writing college essays or preparing for the SAT/ACT, so consider reaching out to local post-secondary institutions, such as UCLA.

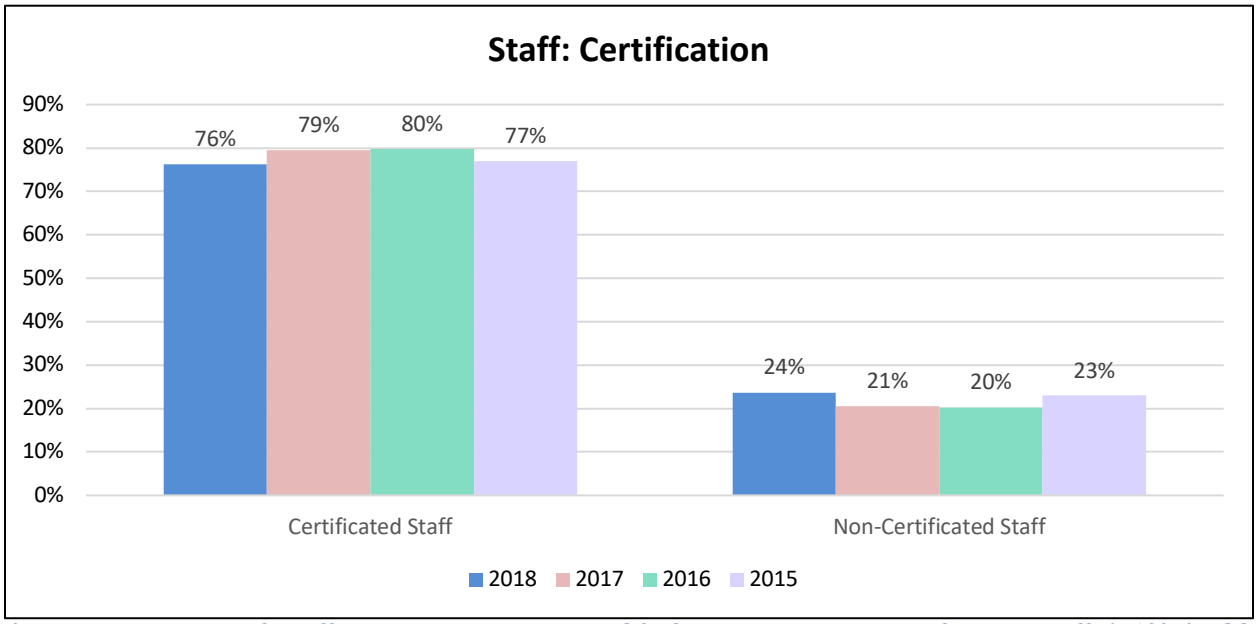
Staff perceptions of the administration continued to improve in 2018. Staff indicated feeling more recognized and appreciated for their work, but still expressed a belief that this could be improved. Many felt they had little role in shaping the school's policies and practices. Consider creating a joint teacher-administrative advisory committee including teachers in different subject areas and with varying levels of seniority, in which school policy is discussed and the faculty are provided with an opportunity to advance their perspective. Further, a substantial proportion of the staff felt that the teacher evaluation system did not provide constructive feedback and was not fair and transparent. Consider increasing the frequency of informal, formative evaluations so that teachers become used to being observed and provided with feedback. Ensure that teachers are substantive collaborators in their professional goal setting and that observations and debriefs are centered around aspects of instructional practice that teachers have themselves identified as important to their professional and pedagogical growth. This way, teachers will feel they are being set up for success on their formal, cumulative evaluations and that the standards on which they are being evaluated are meaningful to them.

Moving Forward

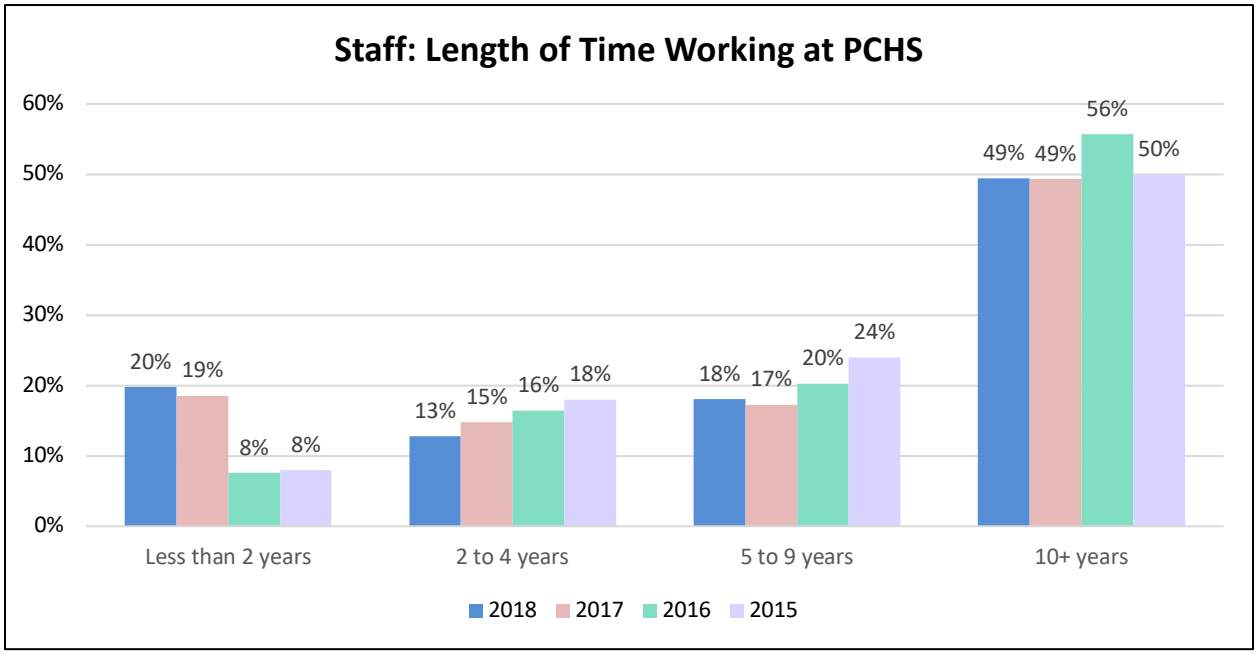
Consider adjusting the academic program section for the staff survey as the current items are not always getting specific responses. For instance, the survey could ask about staff as a whole instead of asking faculty to only evaluate themselves. Further, to follow up on the mixed parent views about campus security, consider asking more specific questions about school safety in 2019. Additionally, consider partnering with SRI to administer teacher evaluations for the math and foreign language departments, or to provide more specific instructionally focused questions to the faculty in those departments next year. This may allow for PCHS to address more specific issues with the math and foreign language departments instead of receiving repetitious general feedback.

Appendix: Respondent Demographics

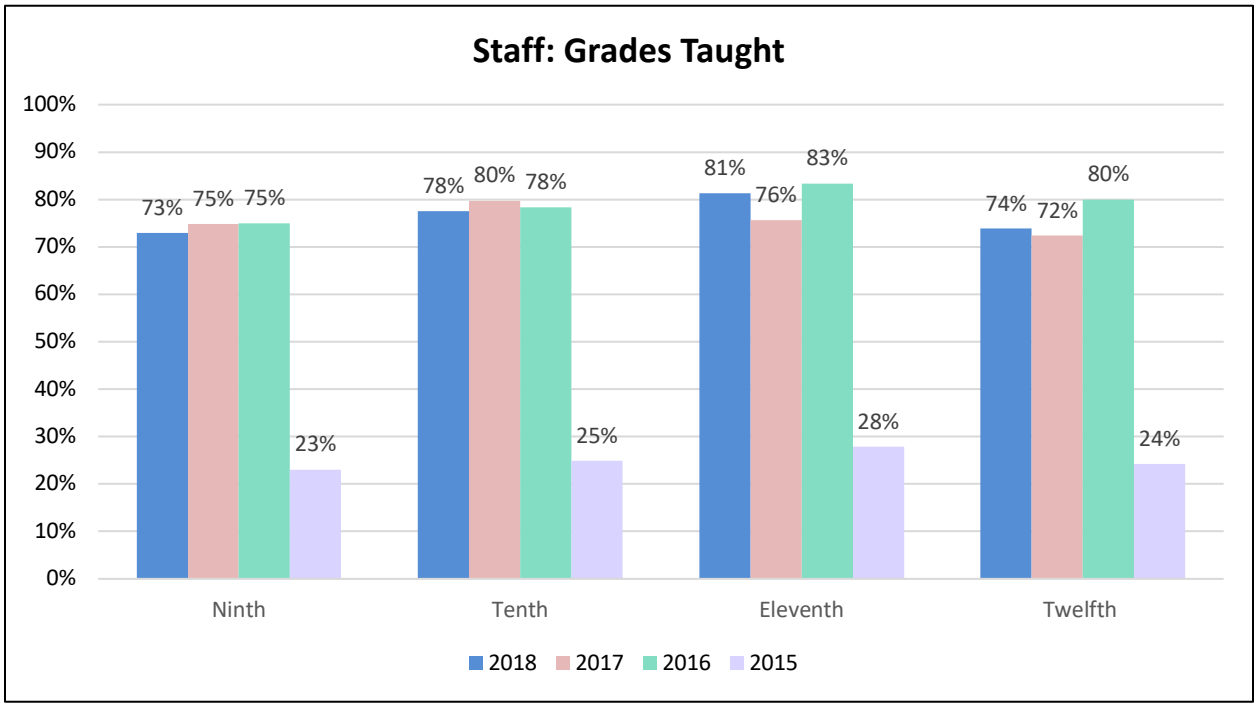
Staff



A clear majority of staff respondents to the 2018 survey were certificated staff (76% / 132 responses).

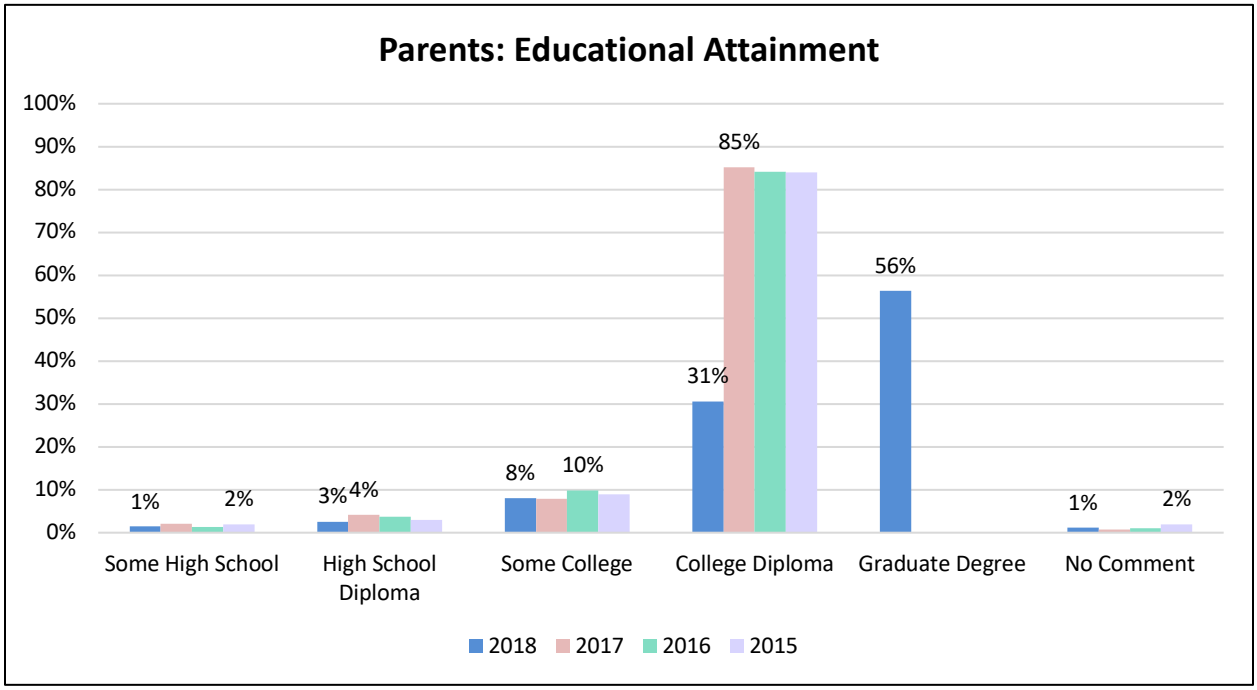


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 85 responses). One fifth of staff respondents (20% / 34 responses) have been working at PCHS for less than two years.

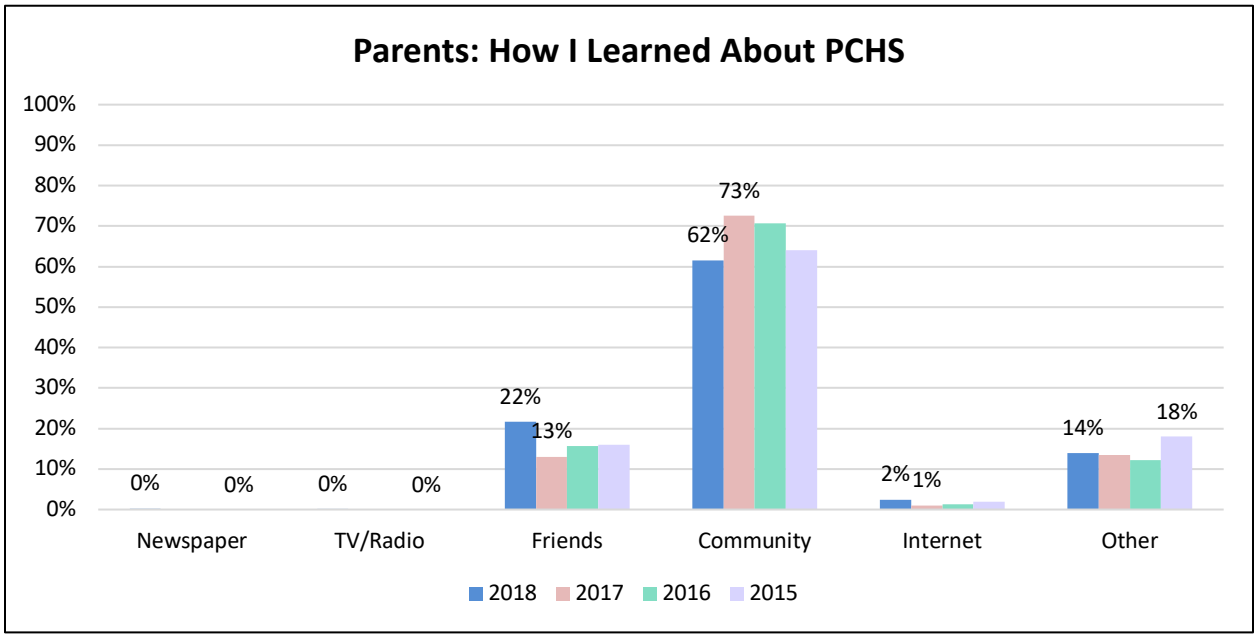


High school teachers were relatively evenly represented by grade, with eleventh grade teachers being slightly overrepresented (81% / 87 responses), and ninth grade teachers being slightly underrepresented (73% / 78 responses).

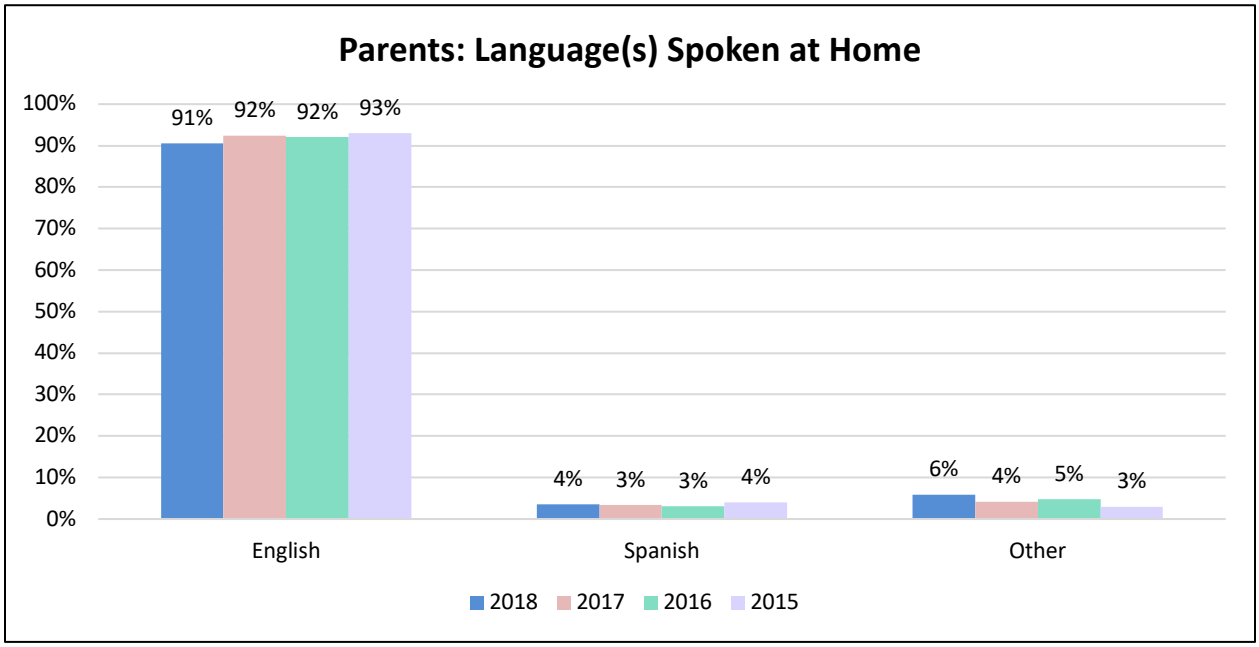
Parents



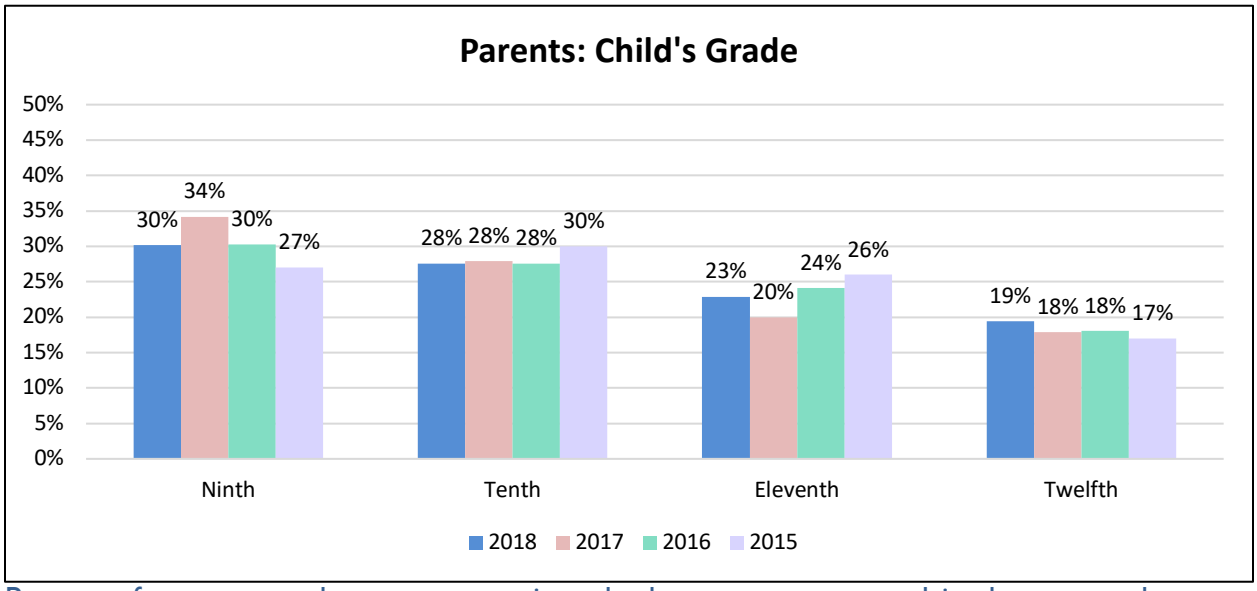
Just over half of parent respondents in 2018 had received a graduate degree (56% / 232 responses). Altogether, parent respondents who reported graduating college (including graduate degrees) increased slightly in 2018 (87% / 357 responses), compared to 2017 (85% / 248 responses). Other rates of educational attainment remained relatively consistent across years that data were collected. In 2018, twenty-three parents completed some college (8%), twelve received a high school diploma (4%) and six completed some high school (2%). Two parents chose not to respond (1%).



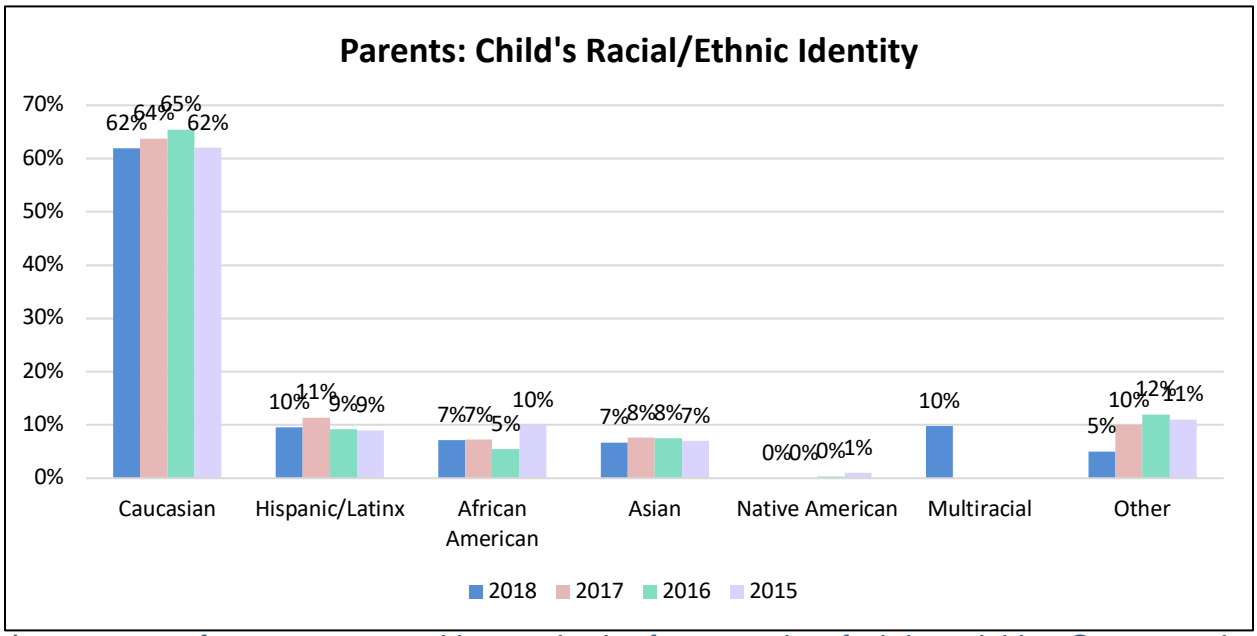
Across years that data were collected, most parents learned about Palisades Charter High School through their community. However, in 2018, an increased share of parent respondents reported learning about PCHS from friends (22% / 254 responses), compared to 2017 (13% / 38 responses). In 2018, twenty-nine parents learned of the school through the Internet (2%), compared to three parents (1%) in 2017. In 2018, fourteen percent (164 responses) of parent respondents reported learning about PCHS through other venues, a proportion relatively consistent with previous years.



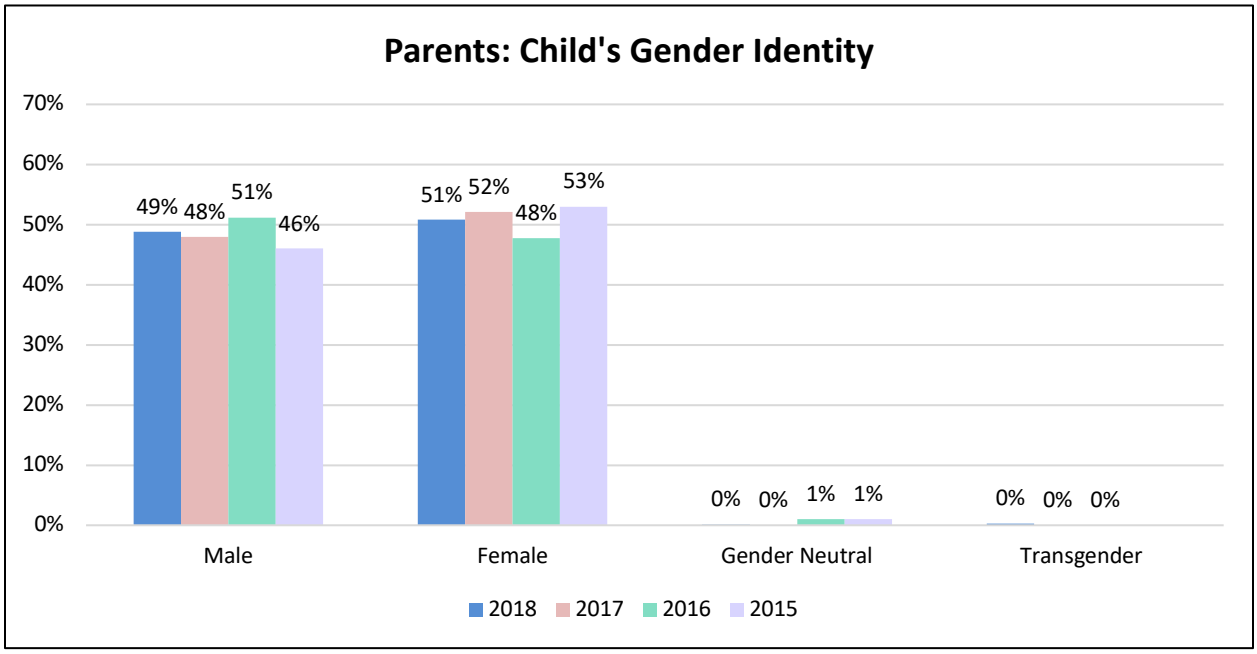
Across survey years, nearly every parent indicated English was the primary language spoken in their home. This portion decreased by one percentage point in 2018 (91% / 893 responses). Thirty-five parents stated that Spanish was their home language (4%) in 2018, and fifty-eight parents spoke a language other than English or Spanish at home (6%).



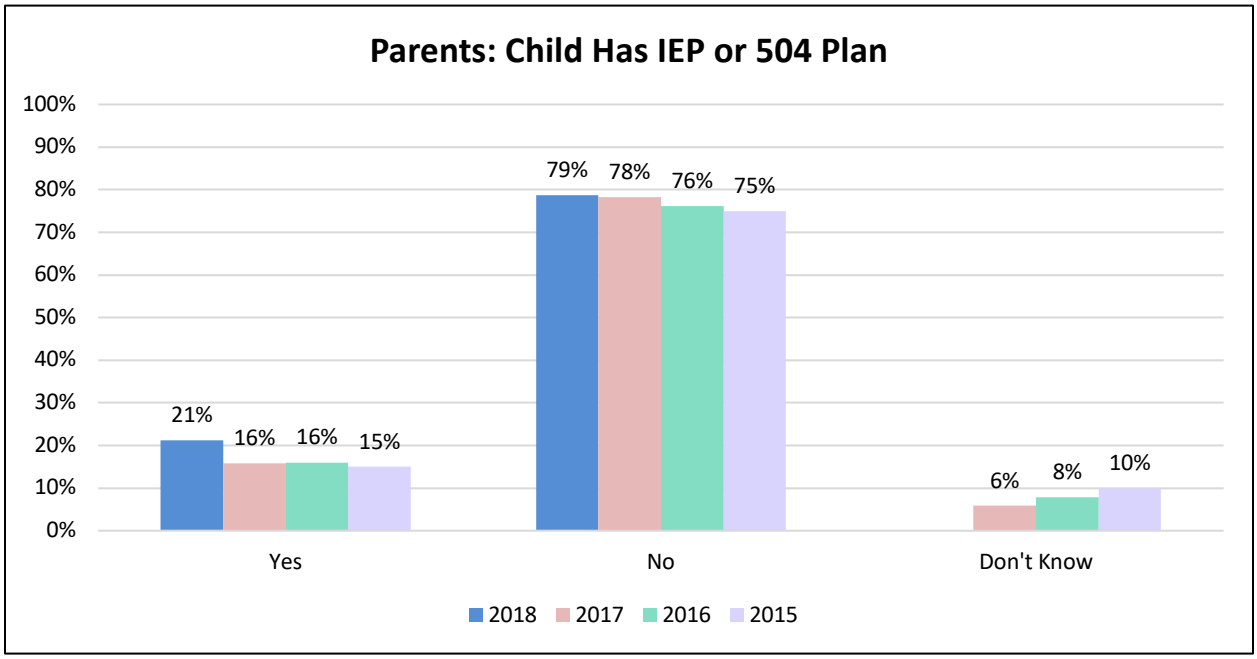
Parents of younger students were consistently the most represented in the surveys between 2015 and 2018. In 2018, 30% of parent respondents had children in ninth grade (99 responses), and 28% had children in the tenth grade (280 responses). Twenty-three percent of parents had children in eleventh grade (232 responses), and 19% were parents of twelfth-grade students (197 responses).



Across years of comparison, roughly two-thirds of parents identified their child as Caucasian; the portion decreased slightly in 2018 (62% / 610 responses). The percentages of parents who identified their children as Hispanic/Latinx, African American, and Asian also remained relatively consistent across comparison years, though there was a slight decrease in percentage of African American students in 2018 (7% / 70 responses) compared to 2015 (10% / 36 responses). Though there was a sharp decline in respondents who reported their children as other races in 2018 (5% / 49 responses), this may be explained by responses to the "multiracial" option added in 2018: ten percent of parents (96 responses) identified their children as identifying with this category.



Parents of male and female children were split almost evenly in half across years of comparison. Fifty-one percent of parents identified their child as female (501 responses) and forty-nine percent identified their child as male (481 responses) in 2018. While two parents (1%) in 2015 and three parents in 2016 (1%) identified their children as gender neutral, no parents did so in 2017 or 2018.



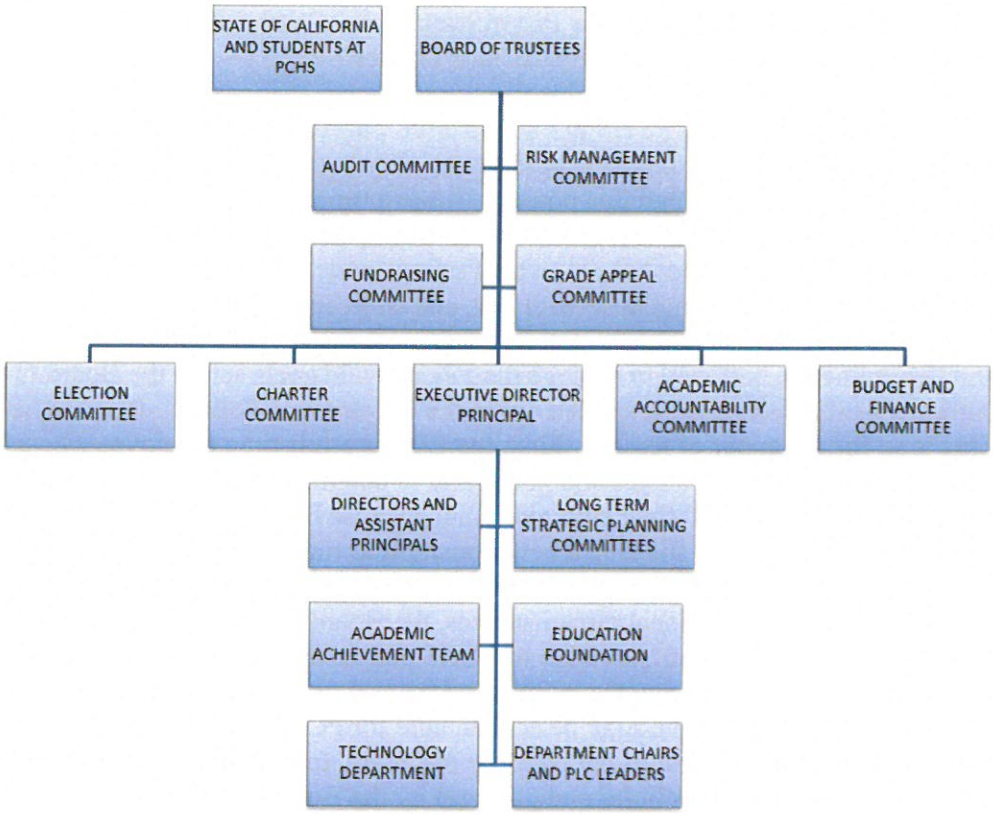
The percentage of parents whose children had an IEP or 504 Plans increased in 2018, when compared to the previous survey years. In 2018, twenty-one percent of parents reported their child as having an IEP or 504 Plans, compared to sixteen percent in 2017 (46 responses) and 2016 (47 responses), and fifteen percent in 2015 (52 responses).

Coversheet

Description of Board Roles & Responsibilities

Section: II. Governance Training
Item: G. Description of Board Roles & Responsibilities
Purpose: Discuss
Submitted by:
Related Material: Board Responsibilities_Part 2.pdf
Board Responsibilities_Part 1.pdf

GOVERNANCE STRUCTURE



Board Roles, Responsibilities, and Purpose

The goal of PCHS Governance is to give voice and effect to the notion of local control of PCHS by the stakeholders directly affected by PCHS. This includes the students, faculty, parents, classified staff, and administration. In addition, PCHS Governance is designed to ensure that all voices are heard; that decisions by the governing Board are made in a transparent way, visible to the public; that consensus is achieved when possible; and that there is strong accountability for the decisions that are made. More particularly, the Board of Trustees is charged with ensuring that PCHS achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter. Finally, it is important for pupils to witness, engage with, and participate in a democratic, transparent system of governance and shared decision-making.

To this end, the PCHS Board of Trustees is elected by the different stakeholder groups, specifically the faculty, parents, classified staff, administrative staff, and students, with various different groups having the ability to elect certain members of the Board of Trustees as described below. By allowing Trustees to be directly elected by stakeholder groups, the ability of those groups to be heard in a meaningful way is enhanced. At the same time, however, the Board of Trustees, and each of its members, must always be

cognizant of the fact that in their capacity as a Trustee, he or she does not "represent" the stakeholder group that elected him or her. Rather, each Trustee is obligated to "represent" the stakeholders as a whole. Accordingly, each Trustee must decide each question put to the Board based on what is best for PCHS overall, not simply what is best for the stakeholder group that elected that particular Trustee.

To best fulfill its Mission, PCHS has adopted the Carver/Carpenter model of governance. Under that model, while all governance power ultimately resides in the Board of Trustees, it is anticipated that this power will be routinely delegated to the Executive Director and Principal (EDP) as to the day-to-day operations of PCHS. In other words, the Board of Trustees' role is to set overall school-wide policies and goals, ensure fiscal responsibility, ensure compliance with law, and oversee the EDP. In contrast, the EDP's role is to oversee the school's operation, implement the policies approved by the Board, and determine the best way to achieve the school-wide goals set by the Board.(The current specific delegation is spelled out in the Governance Policies, attached hereto.) This is so for a number of reasons. First, the EDP is a full-time employee whose job is to implement the Board's policies and goals, and to determine the best method to do so. Because the EDP is a full time employee, and because he or she has direct control over the administration, he or she is in a better position to run the school on a day-to-day basis than would be a part-time Board of Trustees. Accordingly, good governance demands that, except under exceptional circumstances, the Board of Trustees not micro-manage the EDP's operational administration of PCHS and further that (again, absent exceptional circumstances) the EDP have the latitude to hire and fire senior managerial personnel. Second, it is critical that the EDP be accountable for PCHS's operations. This cannot be accomplished if the EDP does not have the discretion to choose the best methods by which to implement the policies and goals set by the Board of Trustees. Third, because of the manner in which the Board of Trustees is elected, it is critical that the EDP be given wide latitude in PCHS's operations.

While it is anticipated that operations and day-to-day governance will be delegated, the Board of Trustees remains directly responsible for setting PCHS's overall goals, priorities, and major policies. It is also directly responsible for ensuring that PCHS operates in a fiscally responsible manner. The Board is also responsible for directly overseeing and evaluating the EDP, and for being informed concerning the performance of PCHS's senior staff. Finally, the Board is directly responsible for ensuring that PCHS obey all applicable laws and regulations and operate in the highest ethical manner possible. Those responsibilities cannot be delegated to others, although all members of the PCHS community have a responsibility to work toward these ends as well.

To implement this governance philosophy, the Board of Trustees has adopted Governance Policies. Under those policies, the Board's role is to specify outcomes and ensure that those outcomes are achieved, but it is the EDP's duty to determine and, where appropriate, execute the means necessary to achieve those outcomes. Thus, the Board of Trustees' actions emphasize goals rather than means, encourage diversity in viewpoints, focus on governance rather than administrative detail, draw a clear distinction between the Board's role and the EDP's role, rely on collective rather than individual decision-

making, and strive to be proactive rather than reactive. Accordingly, the procedure to follow in registering a complaint or concern depends on the nature of the issue. Issues involving major school-wide policies, immediate risks to health and safety, or issues concerning alleged illegal or unethical conduct could be brought to the Board directly, while issues that are essentially operational in nature would be brought to the administration. To illustrate, were a parent to complain that their child's coach does not employ a constructive coaching philosophy, that complaint would be investigated and resolved by the administration rather than the Board. Similarly, if a faculty member complained that it took too long to respond to a problem with internet access, the complaint would be investigated and resolved at the administrative level, rather than the Board level. In contrast, were there a complaint that class sizes are too large, that would be considered a larger policy question and resolved, ultimately, by the Board through the budgeting process (although such a question would be dealt with initially by the Board's Budget and Finance Committee, which, along with the administration, would make a recommendation to the Board). In addition, some matters are properly Board concerns, but may be dealt with by the administration with Board oversight. For example, were a faculty member to complain of illegal conduct (not directly involving the EDP), the complaint would likely be investigated by the EDP, but the complaint and the resolution thereof would be monitored by the Board to assure that it is being handled and resolved in accordance with applicable law. Notwithstanding the foregoing, anyone is welcome to attend any Board meeting and is also welcome to bring anything to the Board's attention. This policy does not limit what can be brought up to the Board of Trustees, but rather defines what matters will be resolved at the Board level as opposed to the administrative level. In addition, the EDP's resolution of issues within his or her scope of authority is properly reviewed by the Board as part of the EDP's periodic review.

Because PCHS cannot fulfill its responsibilities without the aid of other stakeholders, the Board will have the benefit of the advice of certain Board-level committees comprised of stakeholders. It is anticipated that these committees can and will focus on particular aspects of PCHS with the aid of appropriate stakeholder members in order to advise the Board on Board-level issues. As set forth above, a "Board-level issue" is, for example, an issue of overarching policies and goals, fiscal responsibility, ensuring that the EDP is held accountable, and ensuring compliance with law.

In short, all governing authority at PCHS shall reside in the Board of Trustees, and nothing herein shall be construed as limiting the Board of Trustees' power except as may be required by law or as may occur by virtue of properly approved collective bargaining agreements or other proper contracts. Notwithstanding the foregoing, the Board of Trustees may, through governance policies or otherwise, delegate the day-to-day operations at PCHS to the EDP. It is anticipated that such delegation will occur as a matter of routine.

Stakeholder Board Level Committees

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members

who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. The areas in which the Board has principal responsibility are, as set forth above, setting overall school-wide policies and goals, ensuring fiscal responsibility, and exercising compliance with law. Accordingly, SBLC's are formed to advise the Board in these areas. In contrast, operational issues are the EDP's responsibility, and as such, he or she is advised by Long Term Strategic Planning Committees, discussed below. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Although the appointment power resides with the Board in the Board's discretion, it is expected that the Board will give great deference to nominees presented by the stakeholder group at issue, absent exceptional circumstances. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) While there can be no exhaustive list of "exceptional circumstances," examples might include the Board's rejection of a nominee who has demonstrated an inability in the past to devote adequate time to the committee. However, while it is anticipated that the Board will approve stakeholder nominees except in exceptional circumstances, nothing in this provision is intended to be a limit on the Board's ultimate discretion or authority to make appointments.

Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

Budget and Finance Committee

The purpose of the Palisades Charter High School (PCHS) Budget and Finance Committee is to ensure stakeholder participation (that is, faculty, parents, students,

administrators, and classified personnel) in decisions relating to revenues, expenditures, and fund balances. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

Because major priorities are often set and implemented through the budget process, it is critical that the Board be advised by a broad committee made up of different stakeholder groups. Therefore, the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee shall, with the advice of the Executive Director and Principal (EDP) and Chief Budget Officer (CBO), propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all stakeholders (as described above) of PCHS, with the proviso that teachers shall have the right to constitute 50 percent of the voting members. The other seats are reserved for parents and other members as set forth below. The committee shall be limited to 17 members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the committee representing that stakeholder group. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of a majority membership of the faculty stakeholder group, with the following composition:

- teachers, representing as many departments as possible
- parents
- student
- administrator
- classified employee
- community member, although it is not required that a community member serve on the committee
- a member representing the Booster Club and a member representing the Education Foundation – these may be either parent, community, or employee members.

Academic Accountability

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections

The Elections Committee shall be made up of one classified representative, two faculty representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested), none of whom are running for election to the Board of Trustees in the next coming election. (A "non-interested" Board member, for purposes of this Element, is a Board member who receives no compensation of any kind from PCHS, whether in the form of salary, wage, or stipend.) The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures were not followed or that some other impropriety existed calling the election into question. In the event that the Board, in its discretion, believes that there has been an impropriety, it will determine the outcome of the election in consultation with legal counsel if necessary. In making its determination, the Board will be guided by the need to ensure that the election is fair and that the objective manifestation of the will of the electorate is paramount. In making its determination, the Board may appoint an *ad hoc* committee of Board members, an *ad hoc* committee of persons that might include non-Board members, or such other process or procedure as is lawful and fair. No Board member running for a seat on the Board shall participate in the decision-making process to the extent it involves the seat for which he or she is running.

Charter

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation (The "right, but not the obligation" means that the faculty can seat a majority, but if it does not wish to do so, it does not have to do so), to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. For example, if there are 9 faculty members, 5 parent members, an administrator, a classified member, and a student (17 members in all), a proposal would need at least 5 faculty members, 3 parents, and 9 total votes to pass. Any

recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances. Unusual circumstances shall be determined by the Board in its discretion, and would include, but is not limited to, situations where facts and circumstances make it impractical due to time or the nature of the issue to refer the matter to the committee or await its response.

Other Committees

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed (but, as set forth above, it may not disband the Budget and Finance Committee). The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

Board Member Committees

The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

Audit

The Audit Committee shall be made up of a majority of non-interested Board members. The Associated Student Body (ASB) Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

Grade Appeal

The Grade Appeal Committee shall consist of one faculty member, one classified or

administrative member, and one community member. The Board of Trustees' authority to alter or change a grade given to a student at PCHS is delegated to the Grade Appeal Committee. In exercising its authority, the Grade Appeal Committee shall be bound by state law (Education Code 49066) with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. The Grade Appeal's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and no appeal to the full Board of Trustees shall be entertained.

Risk Management

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested Trustees. The Risk Management Committee shall meet regularly with the EDP to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, provide a mandatory instruction to the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. If the Risk Management Committee believes it appropriate to do so, it may seek to have the Board deal directly with any risk management matter or can request that the Board delegate authority to the committee to provide mandatory direction and instruction to the EDP.

Evaluation

The Evaluation Committee shall be made up solely of non-interested Trustees. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the EDP and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee

The Bargaining Committee shall be made up of all non-interested members of the Board of Trustees. The EDP shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements is delegated to the Bargaining Committee. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Bargaining Committee shall have the right to retain counsel to assist it.

Survey Committee

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper or detrimental (in the sense that it might involve statements about individuals or cause embarrassment or harm to individuals or the institution) and where it is lawful to withhold that information.

Other Committees

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board's next meeting.

Administrative Roles and Responsibilities

PCHS administrative roles are related directly to the daily operations of the school. PCHS Administration provides stewardship of the Charter's policies and procedures as well as pertinent school action plans. The Administration must ensure compliance with both federal and state mandates. The Administration provides guidance and proper resources in order to achieve the school-wide goals. Additionally, the administration manages, develops, and evaluates school employees.

The Administration will manage lawfully, observing the principles of good school leadership, with an emphasis on (a) the means necessary to achieve school outcomes; (b)

PALISADES CHARTER HIGH SCHOOL

PCHS BOARD MEMBER ROLES AND RESPONSIBILTIES

The purpose of the Board of Trustees of Palisades Charter High School is to act in the best interest of the residents of the State of California and PCHS's stakeholders and to ensure that PCHS:

a) Achieves appropriate results for its students in accordance with the PCHS Mission Statement and Charter (as specified in Board Goals Policies) &
b) Avoids unacceptable actions and situations (as prohibited in Board-Executive Limitation Policies).

The members of the Board of Trustees have legal and fiduciary responsibilities to the school. These include: Duty of Care, Duty of Loyalty, and Duty of Obedience. The Board is responsible for maintaining fiscal accountability and financial oversight.

Essential Duties:

1. Regularly attends Board meetings, Special Board Meetings, and important related meetings
2. Stays informed about PCHS matters
3. Prepares well for meetings, reviews and comments on minutes and reports
4. Actively participates on a standing committee (Board Committee, Long Term Strategic Planning Committee)
5. Is an active participant in the committee's annual evaluation and planning efforts
6. Volunteers for and willingly accepts assignments, including (but not limited to) committees, events, fundraising activities, and staff job interviews

Code of Conduct:

1. A Board member's first obligation is to be informed about the school's history, missions, and goals, legislation governing education and Charter schools, and current operations and concerns. Accordingly, each Board member will read the approved Charter application and familiarize themselves with a working understanding of all school policies and operating procedures.
2. A Board member must come to meetings prepared, having read proposals from Standing Committees that will be acted upon, having taken time before the public meeting to clarify concerns with the Chair and members of the Standing Committees, having read the minutes of previous meetings, and having prepared themselves with other pertinent materials. Each Board member will ensure that he/she understands an issue before voting.
3. Each Board member must act with care, loyalty, and obedience. Board members must exercise a level of care that a prudent person would exercise (avoid "zoning out" and avoid leaving the room when a discussion is taking place), they must show undivided allegiance (faithfulness) to the school and not to their self-interests, and they must remain obedient to the school's mission and the student body before their own interests.
4. An individual Board member will never seek to impose a personal agenda on the school's Executive Director.
5. A Board member must always respect the confidentiality of Closed Sessions.
6. A Board member must not attempt to deal with problems brought to their attention on an individual basis. A Board member who learns of a problem must bring that problem to the attention of the Executive Director or Board Chair.
7. A Board member will recommend that stakeholder concerns follow the PCHS complaint procedures to seek resolution.
8. Each Board member has a fiduciary responsibility for the funds entrusted to the school and for sound budgetary management.
9. Each Board member must in "good faith" make themselves available to all stakeholders (students, staff, parents, and community) for at least one hour per week.

I acknowledge that I have read and understand this information regarding the roles and responsibilities of PCHS Board Members.

_____ _____

Signature Print/Type Your Name

_____

Date

(310) 230 - 6623 15777 Bowdoin Street, Pacific Palisades, CA 90272 www.palihigh.org

Coversheet

Review 2017 Goals

Section: II. Governance Training
Item: H. Review 2017 Goals
Purpose: Discuss
Submitted by:
Related Material: Schoolwide Goals_2017_2018_APPROVED.pdf

PALISADES CHARTER HIGH SCHOOL

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 to 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**

- *Ensure transparent and regular communications regarding important school issues – Use multiple methods to communicate when possible*
- *Tailor communication to audience (students/Schoology; parents/email)*
- *Keep all stakeholders on the same page with content*
- *Streamline information on website and in newsletter*
- *Assess marketability: Accessibility and appeal*
- *Gather ongoing feedback regarding effectiveness of communication*
- *Increase levels of annual stakeholder survey participation*
- *Keep participants informed in the decision making process/steps*
- *Tell our charter story before someone does it for us (wider communities)*
- *Include a point person in all communications that go out from the school*
- *Provide translations in meetings and publications.*
  Provide training on communication and avenues for communication.

Goal 2: PCHS to 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 - across the school and PLCs*
- *Develop a multi-year curriculum alignment plan*
- *Map current grading policies to determine commonalities*
- *Develop a schoolwide grading policy that ensures fairness and consistency*

PALISADES CHARTER HIGH SCHOOL

- *Incorporate ongoing student feedback systems*
- *Identify resources needed to move further with goal – Where are we and where do we want to go?*
- *Provide more support for PLCs – (Math and World Language identified in Columbia Stakeholder Survey)*
- *PLC on the job training and curriculum alignment to standards and PLC content. Instructional support will be offered through coaches.*
- *Incorporate Every Student Succeeds Act (reauthorization of No Child Left Behand)*
- *Determine measurements and SMART goals (Academic Accountability Committee, LTSP, Curriculum Council, Departments, PLCs/SLCs)*
- *Align measurements to the PCHS Local Control Accountability Plan*

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

- *Continue to review and revise grading policies/classroom policies*
- *Encourage a growth mindset among all stakeholders*
- *Provide professional development designed to Increase positive student/teacher relationships*
- *Encourage differentiation at all levels and provide support for success*
- *Increase diversity in honors/AP classes and provide a continuum of rigor*
- *Collect data to monitor success*
- *Expand summer Dolphin Leadership Academy through broader outreach and early identification*
- *Summer reading – Incorporate inspirational, motivational books that promote positive self-image (Carol Dweck, John Wooden, etc.)*
- *Design, administer, and analyze the results of common assessments in all departments by the first progress report period (10weeks). Results will be analyzed by the PLC coordinator with Director of Academic Achievement with the Administrative Team.*

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.

- *Provide professional development for all employees regarding listening to and understanding student challenges/experiences, responding with compassion and respect*
- *Continue lessons/teaching for students regarding respect/compassion for others (fellow students & other stakeholders)*
- *Provide training for parents regarding school systems, ways to be involved*
- *Schedule meetings at alternate times to accommodate a variety of parent schedules*
- *Provide transportation to assist parents with attending evening and Saturday*

PALISADES CHARTER HIGH SCHOOL

- *meetings*
- *Educate all stakeholders on the Student Bill of Rights and Responsibilities and the impetus for creating it, emphasizing responsibilities along with rights*
- *Continue training with culture and climate facilitators as specified in the two-year plan*
- *Administer stakeholder surveys to assess progress. Work to increase participation in surveys to get a more accurate idea of true level of specific concerns and progress*
- *Promote campus-wide wellness pursuant to the PCHS Wellness Policy*
- *Inclusion of social emotional learning ideas in curriculum*
- *Provide easy access to information for parents about how to assist struggling students and who to contact with concerns*
- *Information sheet for parents regarding who they can contact to speak with someone who can communicate in their native language – Specify language spoken, name, and contact info*
- *Launch a mentor program for student and parents*
- *Analyze/address declining diversity*
- *Transportation access, scholarships, etc.*
- *Review admission process (charter preferences)*

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

- *Form a grant committee to research and develop grant opportunities*
- *Form a development committee – quarterly meetings*
- *Involve PCHS Alumni Association with fundraising campaigns*
- *Form CTE grant committee to maximize CTE opportunities*
- *Collaborate with Chamber of Commerce and other civic and philanthropic groups*
- *Increase amount of funds raised by 10% over the prior year*
- *Create a culture of giving involving students, staff, and parents*
- *Administer development survey to determine what appeals to potential donors*
- *Provide Annual Fundraising Report with mid-term update*
- *Monitor fundraising activities to ensure compliance with PCHS Fundraising Policy provisions*