



PALISADES CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting March 16, 2021

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

PCHS Schoolwide Goals:

Schoolwide Goal: PCHS will improve consistency in instructional curriculum, policies, and practices to increase student-centered learning.

Schoolwide Goal: PCHS will commit to equitable policies and practices to ensure PCHS's diverse student population has access to academic opportunities.

Schoolwide Goal: PCHS will utilize communication systems currently in place to convey PCHS's strengths, needs, data, and opportunities for participation so that all stakeholders are well-informed and understood.

Return to School Site Progress Report – Spring Semester 2021 ONLY Guidance from LA County Department of Public Health for secondary schools:

As LA County begins to move from the Purple Tier to the Red Tier, PCHS is preparing for a gradual return to campus. It is anticipated that LA County will be placed in the Red Tier no later than Wednesday, March 17, at which time the State will permit all schools to reopen for all grades TK – 12, as long as the school complies with all safety requirements in State guidance and County protocols. PCHS also has the additional mandate of meeting the return to campus requirements of LAUSD, our charter authorizer, which exceed state and county requirements. While we do not have a definitive date at the time of this memo for providing broader on-campus options, PCHS is working diligently to submit the required reopening plans to be ready to provide expanded on-campus opportunities for students, possibly as soon as or shortly after returning from Spring Break. PCHS also plans to continue providing 100% eLearning for those families that prefer that option.

Stakeholder Surveys

Stakeholder groups were surveyed in March to gather preliminary information about preferences for Second Semester 2021 options. As we learn more about anticipated 2021-22 health and safety developments, a second round of surveys will be offered to guide planning for the upcoming school year.

UTLA-PCHS Survey Results- <https://www.surveymonkey.com/stories/SM-8ZS2ZN52/>



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Parent Survey Results -

<https://docs.google.com/forms/d/1RcRxo2ecvBGp3E4pPOO2twkbAGkWILeesRYoEr9B6Rc/viewanalytics>

Student Survey Results – Pending/Students will share

Initial on campus offerings – Support for highest needs students and athletic conditioning

Support programs for highest needs students opened on campus the week of March 8th.

- Two parent meetings were held to share information with parents
- Per the agreement with UTLA-PCHS and PESPU, special education teachers and paraprofessionals may provide on-site student support on a voluntary basis.
 - 5 teachers agreed to come on site two days per week.
 - 4 paraprofessionals agreed to come on site to support students (2 paraprofessionals come 4 days/week (for J110) and 2 paraprofessionals come 2 days/week to support students in the afternoon.
- Two sessions (AM & PM) are offered Monday – Friday: AM - 8:30-12noon & PM - 12:30pm-3:00pm
- Meals (lunch & breakfast) are provided to every student daily.
- Students / teachers are assigned to specific stable cohorts.
- Students were prioritized to participate based on failure to earn credit in 3 or more classes during Fall Semester or placement in alternate curriculum program.
 - 27 students were identified as highest need with parent agreeing to send student to school.
 - 9 students attended this week, more are expected next week.
- Program is expanding beginning March 15 to include additional students recommended by Case Carrier.
- PCHS is exploring related services on site, such as speech, occupational therapy, adapted PE and counseling.

Safety protocols in place include:

- Symptom /temperature checks for all who enter campus
- Masks and social distancing required
- Face shields are available for all staff
- Handwashing stations
- Assigned cohorts – colored wristbands identify cohort groups
- Weekly COVID testing (required by district)

Phase 1 (assessment) has been underway during the 2020-21 school year when school closure was not mandated due to the COVID case surge from November - mid February. The individuals with Disabilities Act requires assessments be completed within specific timelines, so this has been required. Our assessment teams (school psychologist, special education teacher and school nurse) have been conducting initial assessments on site. **Safety measures** include use of PPE (masks, gloves, plexiglass partition, disinfection/cleaning of all test materials) and testing in well ventilated areas.



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Interscholastic athletes also returned to campus for conditioning on March 8. Season 1 outdoor sports that have resumed are Football, Cross-Country, and Water Polo. No indoor sports are allowed at this time. Participants for each sport enter campus from a different direction and at a different time to ensure physical space is sufficient to meet safety protocols.

Season 2 outdoor sports scheduled to begin on March 15 are Tennis, Soccer, Lacrosse, Swim & Dive, Track & Field, Baseball, Softball, and Golf. No indoor sports are allowed at this time.

We are currently waiting for additional guidance, and are anticipating a possible return after Spring Break for Season 1: Girls Volleyball and Season 2: Boys Volleyball, Basketball, Wrestling.

ANNUAL SPRING ASSESSMENT UPDATES

Annual State Testing – CAASPP (<https://ca-toms-help.ets.org/spring-21-parents-guardians/background/>)

Each year, California students take several statewide tests as part of the California Assessment of Student Performance and Progress (CAASPP). These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready in English, mathematics, and science.

Some students take the English Language Proficiency Assessments for California (ELPAC). The ELPAC consists of two separate English language proficiency assessments.

- The Initial ELPAC is used to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the support they need to do well in school while receiving instruction in all school subjects.
- The Summative ELPAC is used to measure progress toward English proficiency and to help determine if a student is ready to be reclassified fluent English proficient. This is important to ensure that students continue to receive the support they need to do well in school.

Statewide summative assessments are required under the federal Every Student Succeeds Act (ESSA) to help provide consistent measures of student progress. These assessments are essential components of an equitable, valid, and balanced assessment system. More than ever, assessments are critical in providing student-level data to inform potential learning loss due to the disruption caused by the COVID-19 pandemic. They help provide actionable data for informing teaching and learning.



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- **CA Assessment of Student Performance and Progress (CAASPP)** testing at PCHS is scheduled for April 12th - May 14th.
- **IAB Interim Formative Assessments are administered in math and English classes.** These assessments provide preliminary data and an indication of student academic performance this year.

Advanced Placement Testing is scheduled from May 4 - May 14. See informational letter and schedule [HERE](#).

Annual LAUSD Charter Office Compliance Audit

March 26 – All Materials due

April 8 – LAUSD Charter School Division visit (interviews and classroom visits)

*Separate Fiscal Materials and Facilities Audit

Western Association of Schools and Colleges (WASC) Midterm Report

PCHS earned a six-year accreditation, the highest rating possible, from the 2018 WASC accreditation process. A mid-term progress report will be filed this spring. The [WASC Action Plan for Equity](#) is a guiding document that is aligned with the Local Control Accountability Plan (LCAP), a state requirement for funding. *The PCHS Long Term Strategic Planning (LTSP) Committee monitors the school's progress toward the WASC and LCAP goals. LTSP meets monthly with the next meeting scheduled for March 24 at 3:30pm. All stakeholders are invited to attend and provide input. The LTSP groups are currently defining school funding goals for the upcoming report.*

PARENT EDUCATION

PCHS offers parent education through the [Factor](#) program. This week marks the culmination of the program for this year. **Factor** provides practical courses focusing on the social, emotional and physical development of the student. Factor workshops incorporate useful academic information and 21st Century skills. The Factor research-based curriculum aims to improve students' academic achievement, and parent engagement in K-12 schools.

Factor meetings are held on five Saturdays with 62 Spanish speaking and 24 English speaking participants. The topics covered include:

- Socioemotional Learning (SEL)
- Socioemotional Problems and Prevention
- The Technology Era
- STEM and its importance
- Educational Technology