PALISADES CHARTER HIGH SCHOOL
ACS WASC/CDE
MID-CYCLE PROGRESS REPORT

15777 Bowdoin Street

Pacific Palisades, CA 90272

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

Include the following:

- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
    - **An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.**

Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.

A. General Background and History

1. *Community*

a. Brief description of the community served by the school

Palisades Charter High prides itself on its mission to serve a diverse school population. In fact, its commitment to maintain a diverse school population was demonstrated during the school's recent charter renewal. During its WASC review in 2018, PCHS documented a decline in diverse enrollment. Not only was there a decline in the enrollment of Black/African American and Latino students, there was a marked decrease in geographical diversity among Black/African American and Latino students. There were several factors that have influenced this change.

1. At that time, there was an overall increase in the number of affluent white students attending PCHS. Reasons for this increase include the following:
    a. an increase in attendance from PCHS's home areas. This leads to fewer spots available through the lottery.
    b. an increase in the number of affluent, white students from nearby Westside areas that are outside of PCHS's home areas, applying through the lottery. This further decreases the number of lottery spots that are available to other students.
2. Prior to 2010, LAUSD funded transportation to PCHS for the purposes of desegregation. Between 2010 and 2013, this funding was phased out. This has resulted in fewer students from some of the original 12 LAUSD-designated sending areas with whom PCHS formerly had a relationship.
3. LAUSD-set transportation patterns to Paul Revere Middle School, PCHS's primary feeder, from certain middle school areas, are now more limited than the original 12 sending areas.
4. There has been an increase in the number of charter and non-charter high-school options in many areas of Los Angeles. This has led to drops in attendance from those areas to which PCHS might be too distant and inconvenient.

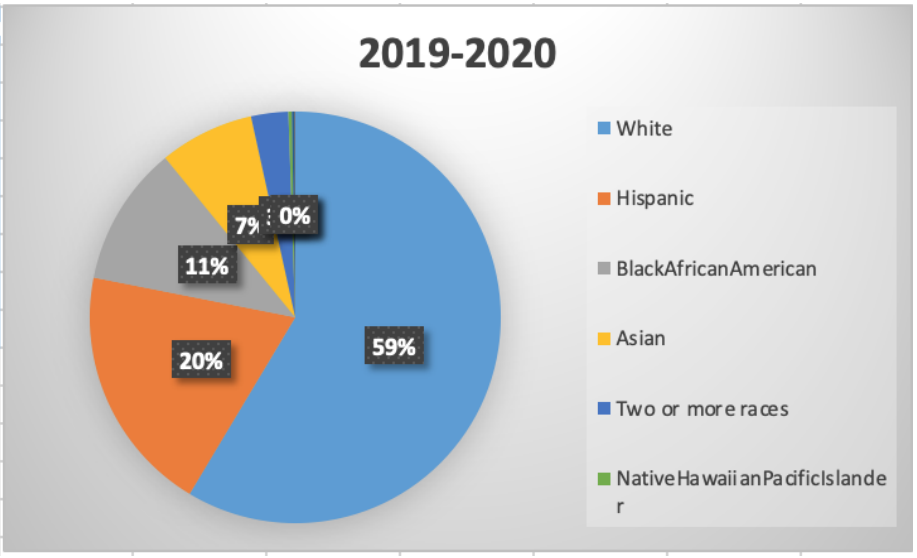
5. There has been a drop in attendance from areas that lack convenient freeway access.

Consequently, in 2019, PCHS changed its admissions policy to give a preference order to free and reduced lunch families, in order to guarantee a diverse pool of school applications. Furthermore, PCHS has articulated with its major feeder school, Paul Revere Charter Middle School, to plan for Paul Revere feeder applicants to come from a more diverse applicant pool. PCHS is tracking enrollment data to measure the impact of the charter admissions preference change. Looking at the charts below, PCHS is demonstrating growth in its Latinx student population.

Demographics: Student Population Disaggregated by Race

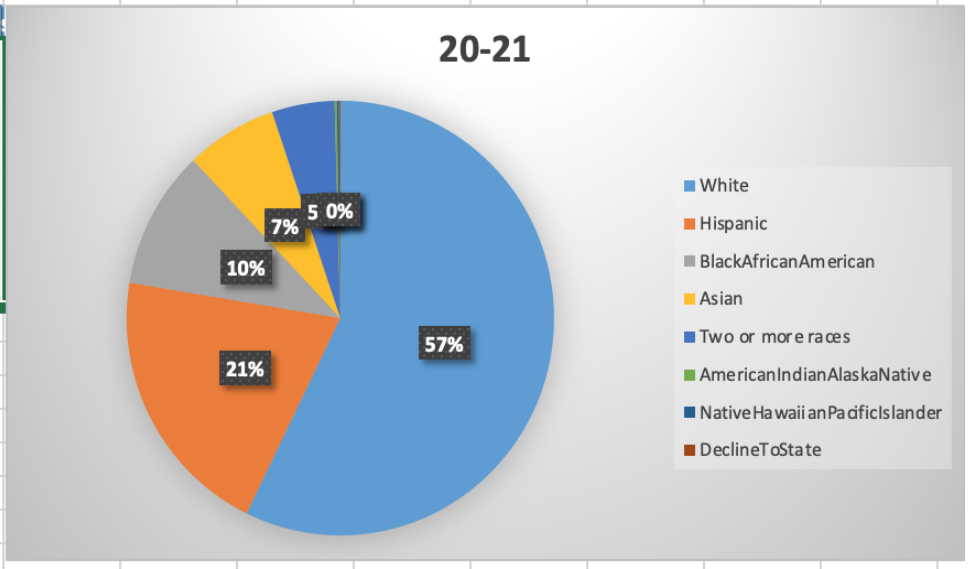
2019-2020

Race	%GT Count of
White	0.585940128
Hispanic	0.195089136
BlackAfrica	0.109989909
Asian	0.074335688
Two or mor	0.02926337
NativeHaw	0.002690885
AmericanIr	0.002354524
DeclineToS	0.000336361



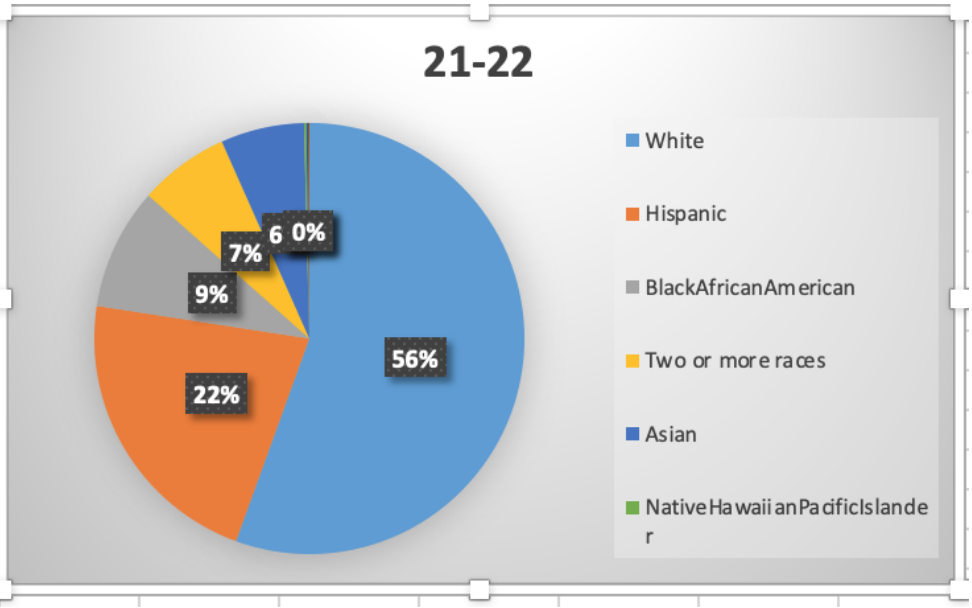
2020-2021

Race	%GT Count of
White	0.572281167
Hispanic	0.203912467
BlackAfrica	0.103116711
Asian	0.068965517
Two or mor	0.047413793
AmericanIr	0.001657825
NativeHaw	0.001657825
DeclineToS	0.000994695

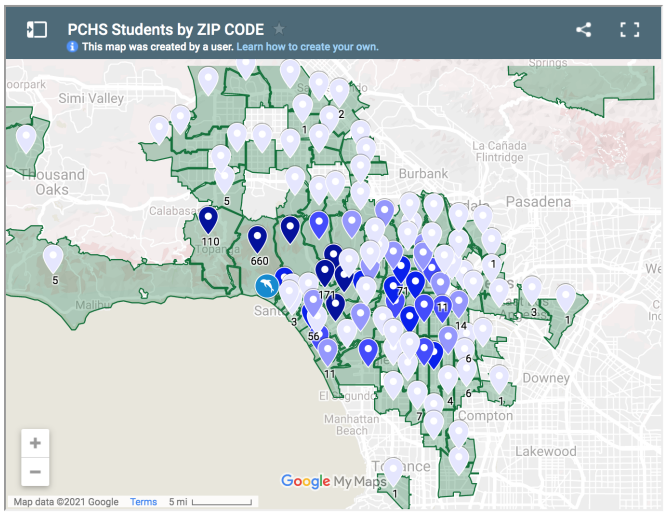


Projected 2021-2022

Race	%GT Co
White	0.555445
Hispanic	0.218792
BlackAfrica	0.091301
Two or mo	0.067729
Asian	0.062749
NativeHaw	0.00166
DeclineToS	0.001328
AmericanIr	0.000996



Current ZipCode Map



b. *Family and community trends*

COVID 19 has greatly impacted recent trends for PCHS stakeholders. Generally, the school had an increase in enrollment of over 3000; the demographics of the school has changed incrementally with the local largely white population remaining relatively stable with a slight decline as local students moved to private institutions during distanced learning. However, Latinx population has recovered during this time and shown a gradual annual increase of 1%.

c. and d. Parent and Community Organizations/Programs

As part of the PCHS mission to develop community contributors, the school engages with a plethora of parent and community groups that work with the school in a variety of ways.

American Legion	Throughout its 75-year history, Post 283 has continually participated in community improvement projects, youth programs and a strong veteran service program. In all these activities, Auxiliary Unit 283, to whom we are greatly and deeply grateful, has supported PCHS through donations and service projects.
Bianca Foundation	The Bianca Foundation's mission is to educate and empower teens by providing them tools to gain confidence and become successful in all areas of their lives.
Booster Club	The Booster Club raises approximately $500,000 a year through various fundraisers and supports both academic and extracurricular programming with funding.
Chamber of Commerce	The chamber actively promotes a successful business atmosphere in Pacific Palisades. It is the result of dedicated businesses and residents working together. If there are problems affecting the business environment and the community, the Chamber and the City work together to solve these problems. The PCHS CBO is a member of the chamber.
FACTOR: Families Acting Together For Results	FACTOR provides practical courses focusing on the social, emotional and physical development of the student.

	Furthermore, the workshops incorporate useful academic information and 21st century skills. FACTOR's research-based curriculum aims to improve students' academic achievement and parent engagement in K-12 schools. The school contracts with FACTOR to engage Latinx families in navigating through high school to college.
Optimist International	The Optimist Club of Pacific Palisades is a member of Zone 7 of the Pacific Southwest District of Optimist International. The club meets the first four Tuesdays of each month at Aldersgate Retreat Center at 7:30 a.m. for breakfast, fellowship, and an informative program.
Pali Cares	Because Palisades High School is a diverse and extraordinary community where every member supports every family in our Pali High community, Pali Cares is an anonymous support program discreetly assisting students and their families who are in need.
Pacific Palisades Lions Club	This community organization empowers volunteers to serve their communities, meet humanitarian needs, encourage peace, and promote international understanding.
Pali Parent Special Education Committee (PPSEC)	This parent group meets quarterly to offer parent education, networking and information about Pali's programs.
Palisades-Malibu YMCA	The YMCA has permits to utilize PCHS facilities to assist in the running and hosting of their programs. At the

	beginning of this school year, the YMCA began developing and coordinating the school's community service program. They also give PCHS students the opportunity to participate in Youth in Government.
Pali Education Fund	Through the Pali Education Fund, the organization fulfills the most acute and impactful strategic needs as identified by the Executive Director, the administrative team and the Board of Trustees, relying on the school's long term strategic plan.
Parent Teacher Students Association	The PTSA raises money through a membership drive and uses the funds to hold parent and staff meetings on campus. PTSA has hosted various staff meetings and appreciation events.The PTSA organizes the Reflections Contest which awards student talent in both writing and the arts.
Quarterback Club	Every football player's parent has an important role to play to make a successful season. All team parents are members of the Pali Quarterback Club and support the football program with at least 5 hours of Club service. Parents organize programs, merchandise, food sales, and team meals.
Riviera Masonic Lodge #780	The Masonic chapter of the Pacific Palisades donates money to PCHS every year for scholarships for outstanding graduates.

Rotary Club	The Rotary Club does a Student of the Month and several organizations work with the college center to provide scholarships.
Santa Monica College & West LA College	Dual-Enrollment Courses at PCHS, 2017-18: Graphic Design 18, Graphic Design 64, Photography 1, Computer Science 15, Media 1, Media 2. Field trips offered to "Cash for College" event, Hackathon event, Bridge event. American Sign Language 1 and 2, Psychology 1, Psychology 41. Business and Entrepreneurship.
Toastmasters International	This organization provides a supportive and positive learning experience in which students are mentored by members to empower them by developing both communication and leadership skills, resulting in greater self-confidence and personal growth for PCHS students.
TVN and Fuerza Unida	Parents & community members are two important stakeholders in PCHS school coalitions that support the growth and achievement of Black and Lation students. These stakeholders collaborate alongside teachers, students, and administrators to shine a light on the intellect and talent of our BIPOC!
Junior Women's Club (JWC)	The JWC of the Pacific Palisades holds an annual Home Tour, which raises in excess of $100,000.This money is directed to local public schools.

e. School/business relationships.

The PCHS CTE Board, PCHS Work Experience Program, PCHS Business Program, Alumni Networkand PCHS Entrepreneurship Pod, and Santa Monica and West LA Community Colleges have extended many business contacts with the school. PCHS has designed the Pali Start program. Pali->START is an educational model that aligns secondary and postsecondary education to labor market demands and provides students with the technical, academic and employability knowledge and skills they need for success. Our students must now prove to be college ready and career ready. PCHS currently offers pathway courses in Arts, Media & Entertainment, Business & Finance and Information and Communication Technologies (which includes Amazon Cloud Computing training) where students earn college credit and an industry approved certification. PCHS business contacts related to these programs include: Amazon, UCLA Business School, UCLA Curtis Center, Reel FX, William C. Bannerman Foundation, and the Mara W. Breech Foundation, and Lewis A. Kingsley Foundation among others.

2. Staff Description: Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services. Provide data on the gender and ethnicity of the staff**.**

PCHS has 138 certificated staff and 67 classified staff. The school staff also includes 8 full-time counselors (an additional full-time counselor will be hired for the 2021-2022 school year), 3 college counselors, and 2 full-time nurses. Other pupil support personnel include a librarian, Social Workers, Psychologist, Transition Counselor, Intervention Coordinator, PLC coordinator, Testing Coordinator, Education Technology Coordinator, and English Learner Learner Coordinator. The school utilizes a preferred substitute teacher list of roughly XX substitute teachers that work exclusively with the school, but also utilizes Teachers on Reserve for substitutes when necessary.

Classified (including classified Admin)
White:25;Latinx : 20; Asian/Pacific Islander : 4; African American :18

Certificated (including certificated Admin)
White: 103; Hispanic : 14; Asian/Pacific Islander : 9; African American : 12

3. School Purpose and ACS WASC accreditation history for school

A. School Purpose: beliefs, vision, and mission, and schoolwide learner outcomes

The Palisades Charter High School vision and mission statement were developed in a series of stakeholder meetings that included input from students, parents, teachers, administrators, and others. This collaborative process sought to be student-centered with a focus on community and social change.

Purpose:

To identify overall standard values for all PCHS stakeholders.
Promote a positive campus climate and culture
Unify stakeholders
Help visitors and new stakeholders understand and connect to school standards quickly

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.

Vision:

PCHS envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. Through shared responsibility, a student-centered curricular and a co-curricular program, a standards-based and aligned curriculum, inclusive classes, and an extensive use of technology, the overarching goal is to create a highly enriched comprehensive secondary school. PCHS will educate all students to reach their intellectual, physical, psychological, and social potential in a safe, cooperative, and supportive environment. The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning, and postsecondary career fields.

Values:

In the summer of 2018, PCHS stakeholders developed an acronym to encapsulate the values of the school.

PCHS's - PALI Acronym or The Pali Way

P A L I

Positivity - Maintaining a positive attitude and assuming positive intentions in others
Aspiration - Adopting a growth mindset, and setting short and long term goals
Learning - Improving through mistakes and support
Integrity - Doing the right thing consistently, even when no one is watching

Positivity

PCHS is dedicated to being a positive environment that encourages all it's stakeholders to acknowledge and show mutual respect for one another, for the purpose of collaboration and educating students. All stakeholders should assume positive and

professional intentions regarding one another, and resort to asking clarifying questions, first, to resolve any sort of conflict or confusion.

POSITIVITY School/Classroom Climate Examples	
STUDENTS are more likely to be seen and heard ● Using appropriate language ● Following directions ● Experiencing academic success ● Handling problems and conflicts calmly and effectively ● Expressing feelings and emotions appropriately ● Asking for assistance ● Listening and following along with instruction ● Problem-solving, conflict resolution ● Picking up after themselves during nutrition and lunch ● Having school pride ● Respecting others and themselves	EDUCATORS are more likely to be seen and heard ● Giving positive and informative feedback ● Teaching and reinforcing important classroom routines ● Expressing high academic and behavioral expectations of their students ● Maximizing their use of instructional time with high rates of opportunities to respond ● Modeling expected social skills ● Handling problem behaviors and rule violations calmly and consistently ● Positively, actively, and continuously supervising ● Having school pride and professionalism ● Respecting others and themselves

Aspiration

PCHS is dedicated to raising the bar by setting higher goals for its departments, staff, and students. Time and resources are dedicated to increasing these efforts for its diverse community towards educational excellence, civic responsibility and personal growth. For this purpose, Pali will continually re-evaluate its departments' efforts and seek out ways to inspire and engage its students to do the same, by helping them set personal, educational, and future goals.

ASPIRATION School/Classroom Climate Examples	
STUDENTS are more likely to be seen and heard • Participating and engaging in class lessons • Applying for leadership positions • Using technology, the library, learning center, and tutoring resources • Visiting the college center • Enrolled in rigorous courses • Troubleshooting technology issues to ensure academic success • Creating and setting high, medium, and low-level goals for themselves	EDUCATORS are more likely to be seen and heard • Seeking ways to improve teaching methods and smart goals, to reach diverse students • Showing examples of how lessons relate to life experience • Helping students overcome their challenges in the classroom • Becoming familiar w/ students goals and aspirations • Seeking professional development • Being active participants in PLC's, SLC's, and department POD's, sharing strengths and struggles

Learning

PCHS is dedicated to being a safe and inclusive environment for students to learn and develop, above all else. Students should be engaged in classes and not allowed to escape instruction by sleeping in class or not turning in work. Students are also encouraged to ask questions, make mistakes, and to be proactive about seeking out answers to the questions and concerns they may have. PCHS ensures that all students have the educational opportunity to find the help they need, by providing teacher office hours, access to the library and study center for tutoring, in class math paraprofessionals for extra help, and online coaching materials to help keep students stay on track with course goals. Students' social/emotional needs are also supported by mental health professionals to help manage students' anxiety and advocate for more adult support in other challenges that a student is facing. Stakeholders are also encouraged and engaged

in opportunities to learn about each other as individuals, discovering the value in PCHS' diverse community.

LEARNING School/Classroom Climate Examples	
STUDENTS are more likely to be seen and heard ● Having fun! Engaged in class lessons, listening and following along with instruction ● Experiencing small wins in the classroom, academic success ● Helping peers overcome their educational challenges ● Expressing positive feedback ● Taking on academic challenges ● Understanding that failure and support is the process of learning	EDUCATORS are more likely to be seen and heard ● Engaging students in the class lessons ● Spending extra time w/ students to explain what students don't understand ● Expressing high academic and behavioral expectations of their students ● Maximizing their use of instructional time with high rates of opportunities for students to respond ● Student focused learning ● Having fun!

Integrity

PCHS is dedicated to maintaining, truthful and consistent actions, values, methods, measures, principles, expectations, and outcomes for all its community. Pali encourages its stakeholders to take care, and show personal responsibility in keeping communicated goals and actions moving forward, and to be honest and sincere concerning strengths and limitations in order to ensure an equitable environment.

INTEGRITY School/Classroom Climate Examples

STUDENTS are more likely to be seen and heard	EDUCATORS are more likely to be seen and heard
• Being consistent in improvement, positive words and actions • Accepting responsibility and consequences for their own actions • Not escaping challenges • Holding peers accountable • Seeking accountability • Listening and following along with instruction • Problem solving, conflict resolution • Being true to their commitments	• Being consistent in improvement and building rapport with students and faculty • Responsible for the impact they are having on others • Teaching and reinforcing important classroom routines • Expressing high academic and behavioral expectations of their students • Handling problem behaviors and rule violations calmly and consistently

The focus of the school's core activities are on pupil learning and achievement and the development of positive values and goals. The faculty holds an ongoing belief in Professional Learning Communities (PLC) collaboration in order to achieve student learning goals as well as promote adult professional growth. PCHS staff hold an expectation that all pupils will master the same rigorous academic content in standards based curricula and will be prepared for postsecondary opportunities. PCHS staff believe in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language. The staff holds their commitment to provide a safe and secure learning environment. The faculty recognizes that communication and knowledge acquisition require maximizing use of technology. The staff serves students by personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

As a Professional Learning Community, staff use the following guiding questions:

1. What do we expect our students to learn (know and be able to do)?

   Goals/Expectations

2. How will we know they are learning? Formative and Summative Assessments

3. How will we respond when they don't learn? Intervention

4. How will we respond when they already know it? Enrichment

B. ACS WASC Accreditation History

Palisades Charter High School is honored to have received a six-year accreditation from the Western Association of Schools and Colleges (WASC) in March, 2017-18. The WASC Accrediting Commission for Schools granted PCHS full accreditation for a period of six years with a midterm report. This six-year grant has remained consistent, affirming that PCHS has continued to meet the criteria for full accreditation. PCHS' strong accreditation history is evidence of high-quality leadership, curriculum and instruction, and educational programs that can be sustained into the school's foreseeable future.

4. LCAP identified needs and description of goals, actions, and services that apply to the school:

a. Describe how the parents and community gave input to the process

Parents and community give input to the LCAP during the Long Term Strategic Planning (LTSP) Committee. LTSP meetings are open to all PCHS stakeholders (community, parents, staff, and students). The LTSP Committee is composed of five groups representing the sections of the strategic plan: Academic Achievement and Innovation, Facilities, Family and Community, Fundraising/Development, and Technology.
A critical role of LTSP is developing and monitoring the school's Local Control Accountability Plan which addresses state and school priorities. LTSP also monitors the Schoolwide Goals and WASC Action Plan for Equity. LTSP stakeholder teams prioritize schoolwide and LCAP goals, review progress in the plan to attain the goals, make recommendations, and develop budget proposals both for short and long-range planning.

b. State the identified needs and goals taken from the district LCAP that apply to the school and the metrics that will measure progress and goals.

- Continue to increase math and English pass rates for targeted subgroups: Black students and Latinx students, as well as Special Ed students in math.
- Decrease the suspension rate for the following subgroups: Black students, Latinx students, and Special Education students.
- Close Achievement Gaps
- For English: Black & Special Ed Students. LEA will also monitor Latinx students, although the gap isn't as large. For Math: LEA to target Black, Latinx students, Special Education, and RFEP students. LEA will work with English and math PLC's, English and math departments, Curriculum Council, Math Success task force, and the Academic Achievement team to address these gaps.

B. School Program Data — Description of Programs

1. Briefly describe the general education program of study that all students experience.

PCHS' foundation for success is a strong, interdisciplinary, Standards-based academic program that focuses on the belief that all students can learn and that intelligence is not fixed. All students, which include students at or below grade level, English Language Learners, and students in Special Education participate in a rigorous, four-year, UC/CSU A-G college preparatory curriculum with access to a wide variety of academic programs and pathways.

Programs Offered to Students

The PCHS academic program is designed for students who want the most flexibility in course selection. PCHS provides access to honors and AP courses to all students in order to meet the school's goal of equity and inclusion for all students. In 2021, a very challenging academic year, PCHS increased students who tested in AP from

In ninth grade, students have the opportunity to select an interest based strand in small learning communities known as **Dolphin Pods**: Entrepreneurship, Art, Music, Social Justice, Drama, Make and Fabricate, and Science.

Virtual Academy

The hybrid program, Virtual Academy, provides a formal online educational program that:

- allows flexibility regarding time and place;
- combines online and brick-and-mortar instruction in academic seminars;
- allows for the option of taking both online and brick-and-mortar courses;
- is UC/CSU- and NCAA-approved;
- includes Honors and Advanced Placement (AP) courses;
- aligns with PCHS's PLC and departmental goals and assessments;
- aligns with the CAASPP assessments; and
- is approved by the International Association for K-12 Online Learning, replacing CLRN certification.

In order to comply with the attendance requirements in the California Ed Code, students in the off-site Virtual Academy are required to take four classes online and to attend academic seminars and labs associated with each course. Students away from the site on, for example, a sports or acting trip, must attend via video link. Students also meet once a week with an advisor who monitors overall individual student progress.

Virtual Academy accommodates students with 504 plans with an on-site version of Virtual Academy that allows students

- to work in small learning environments;
- to enroll in both online and brick-and-mortar courses;
- to participate in counseling either in groups or individually; and
- to take Visual and Performing Arts courses on campus.

Summer School

A blended, online-brick-and-mortar summer school emerged from the Virtual Academy program in 2013, allowing students who had failed a course to recover credits during two four-week summer sessions. Students in this program are required to meet with an advisor once a week, but most also access additional tutoring support provided by a PCHS certificated teacher who also proctors unit exams. The summer school program currently uses Acellus, which is NCAA-compliant. This program currently serves approximately 700 students who are attempting to recover credits for at least one class.

Pali Academy and Credit Recovery have been previously described.

New Course Expansions

In the past three years some notable course offerings have been expanded including options in World Languages (students can pursue studies in American Sign Language, French, Italian, Hebrew, and Spanish), modifications to CTE offerings (students can pursue studies in Business and Entrepreneurship), and expanded offerings in Computer Science classes and Video Game Design.

Recent Acknowledgements

The 2021 year brought acknowledgments of our educational program's success. PCHS has also been recognized at the state and national level in the news. Niche.com released Public K-12 School Rankings and honored PCHS as the one of the Best High Schools in California. It ranked PCHS as #5 charters in the Los Angeles area. In 2021, US News and World Report listed PCHS as 118 out of 17,800 high schools across the nation.

2. Preparing students for college and careers is a major goal of education in California. Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable.

PCHS offers a comprehensive curriculum to meet the a-g requirements of the UC/CSU System. Counselors monitor to ensure that those students seeking to continue on to

college, including those in our credit recovery program of Pali Academy, are on path to meet these requirements. All 11th and 12th grade students meet the College Center counselors and receive information on their post secondary opportunities and the application processes, necessities, and requirements.

PCHS has expanded its dual enrollment course offering with its community college partners for students to earn both School and college credits. Enrollment and offerings have increased, as well as opportunities to earn additional certification for future employment opportunities.

PCHS increased its course offerings that target college and career. During distance learning students could take courses on College & Career Readiness, as well as Entrepreneurship and Sports and Entertainment Marketing. In these classes, students virtually met with industry experts to better hone their skills during high school. PCHS continues to refine its CTE Pathways and explore future opportunities. Several faculty members are in the process of earning their CTE certification. Possible area of CTE expansions include makerspace, web design, online and digital video production and game design.

3. Address the types of online instruction and programs provided for the students. These will be evaluated as an integral part of the school's program using the ACS WASC/CDE criteria and indicators.

Virtual Academy- In 2013, our Board began a pilot program to meet the needs of PCHS students who needed an alternative to the traditional education models. We joined leaders across the nation in providing an individualized, one-to-one virtual learning education.

This diverse group of students work to achieve mastery through a combination of online curriculum and seminar-based teacher instruction adhering to the best educational research conducted over the past several decades. With an unwavering commitment to our students' academic achievement, our PCHS educators and staff ensure all students have the opportunity to achieve their academic goals and maximize their potential.

Our mission is to provide Palisades Charter High students with a progressive alternative to the traditional classroom within the PCHS framework. All courses offered are Common Core State Standard and A-G UC aligned. Students work independently to access the curriculum while adhering to the PCHS calendar and the PCHS Virtual Academy policies and guidelines.

This program serves all learners who need to independently access the curriculum. These students may be, but are not limited to, those working, pursuing a professional athletic or art career, accruing excessive on-site attendance concerns, those with scheduling problems or individual learning styles not met in the traditional classroom and those working to make up deficient credits. Students follow the California State Education Code Attendance Policy for Independent Study students.

ENROLLMENT PROCESS:

- Enrollment in the Virtual Academy begins by contacting a student's Counselor.

- Enrollment opens each semester and extends through the new semester schedule change week.

Pali Academy- This small learning community adjacent to the main Palisades Charter High School campus. With an enrollment between 60-75 students, Pali Academy is dedicated to helping students overcome obstacles, recover academic credit, graduate and receive a diploma. Pali Academy students have been referred by PCHS counselors, deans, and administrators. We also serve students with IEP's and Section 504 plans.

Pali Academy offers students, who have good attendance and work habits, the chance to earn credits at an accelerated rate, using hybrid teaching. With a dedicated faculty specifically in tune with the needs of each of the students, Pali Academy students use both online and in-person instruction to recover credits or earn credits at an accelerated rate. Students who come to Pali Academy a semester or year behind in academic credit have the opportunity to take extra classes, receive work experience credits, and to earn bonus credits. Students who take advantage of Pali Academy's program are able to transfer back to Pali to graduate or stay at Pali Academy and graduate on time or even early.

Pali Academy's mission is to educate our diverse student population by developing their skills and talents to help them make positive contributions to our global society. We do this by providing a high-quality education to all our students through collaborative instruction that focuses on the development of academic and social skills necessary for the optimal development of the students' potential. It is paramount that at Pali Academy Academy we create an academically stimulating, safe and nurturing environment for our students. We strongly promote academic achievement and challenge our students to strive for success. We encourage our students to be responsible citizens who are culturally sensitive and equipped to meet the challenges presented to them in a changing and technological and diverse world.

Students are required to participate in an intake meeting with the Coordinator of Pali Academy prior to being enrolled.

Credit Recovery- Students that need to recover credits have the opportunity to do so throughout the academic school year by taking online courses. After meeting with their counselor to discuss credit needs, the Credit Recovery enrolls the students in their required courses. Under the oversight of the Credit Recovery coordinator, the students work at their own pace using the online Acellus program and curriculum. Students working effectively have the opportunity to make up three classes during the academic school year to get them on track for both graduation and to meet college requirements.

PCHS eLearning Programs-
https://drive.google.com/file/d/14Ep9zmLjlxUcA3NeB6VsiFO4xog5K3wX/view?usp=sharing

PCHS iFLI (In-Person Faculty Led Instruction) Program- Students who opt to return to

campus will continue to follow their current eLearning class schedule.

- As much as is possible, students will meet in classrooms with their current teachers.
- In this model, teachers will be conducting both in-person and on-line instructions simultaneously (simulcasting/web-casting).
- Students will also have breaks between periods as per the current bell schedule during which they can stretch and use the restroom.
- All forms of on-campus/in-person interaction will require students to show proof of a negative PCR COVID-19 Test before returning to campus initially and then on a weekly basis (i.e. take a new PCR COVID-19 Test every Tuesday).
- All students and PCHS staff are required to follow health protocols, which include physical distancing, proper use of face masks, and passing the 3-Part PCHS Health Check (Symptoms, Temperature and COVID Test) each day they come to campus.

4. Provide a succinct summary of the support programs, actions and services funded with supplemental and concentration funds, federal Title 1 (SED), Title II (PD), and Title III (EL) and other federal funds.

Dolphin Leadership Academy: Summer Bridge Program for incoming 8th and rising 9th graders.

ELL Program: The EL program provides services to help students who do not speak, read, write or understand English well as a result of English not being their home language. The overall goal of the program is to improve the English language skills of English Learner students, Immigrant students, Migratory students and provide a partnership with parents/guardians so that students have needed support services. The ultimate goal of the program is to reclassify students into mainstream classes when students demonstrate English language proficiency.

Saturday Success School: PCHS teachers, math paraprofessionals, and writing paraprofessionals are available on Saturdays during the hours of 9:00 AM - 3:00 PM for personalized tutoring for grades 9-12 in English, Math, English Language Development, and Government & Economics classes.

Study Skills Program: Students are assigned to small class settings with a PCHS teacher and peer tutors to develop executive functioning skills, growth mindset, organizational skills, and socioemotional safety to encourage course assignment completion and higher turnin rates .

Literacy Program: Students are given a small class setting to improve their reading and writing skills. Additionally, they have time in this program to work on English assignments.

Math Lab: Math paraprofessionals are available after school, Monday through Friday for free math tutoring.

Virtual Library and Tutoring: Pali's virtual tutoring center has surged in popularity,

doubling its outreach since its opening in August of 2020.The tutoring center, formerly on campus, went completely virtual after COVID-19 disrupted the school year. The revamped tutoring center is available in the format of a Virtual Library. The Virtual Library offers both drop-in tutoring for unscheduled English and Math sessions and pre-scheduled tutoring for planned sessions in any subject. Drop-in tutoring is available from 1 p.m. until 2 p.m. and pre-scheduled tutoring is available from 2p.m. until 4 p.m. every Monday through Friday free of charge. The Virtual Library currently hosts an average of 100 students per week for tutoring.

Pali Academy. Formerly Temescal Academy, Pali Academy emerged after PCHS absorbed LAUSD's neighboring continuation school in 2010. LAUSD stipulated that as an independent charter PCHS could not maintain a continuation school and thus would need to absorb the Academy into its existing program. Pali Academy maintains an enrollment of between 60 to 75 students who are typically at least one semester behind in credits. Pali Academy provides students with a small learning community that features flexible class schedules, self-paced academic work and a blended learning environment that provides students with a range of credit-recovery options not available in the traditional PCHS program. Staff closely monitor -- and mentor -- students, showing them ways to overcome obstacles, recover academic credit, and earn a diploma. Some students graduate from Pali Academy, and others choose to re-enter PCHS during their junior or senior year. Graduation rates at Pali Academy improved between 2015-16 and 2016-17. In 2016, 76.3 percent of Pali Academy seniors, or 45 of 59, either graduated from Pali Academy's alternative program, graduated from the traditional PCHS program, or passed the California High School Proficiency Exam; 13 transferred to other schools before graduation, and one student who returned to the traditional program did not graduate. By 2017, the graduation rate for Academy students had improved to 81.16 percent. These rates compare to an overall PCHS graduation rate of 99 percent. Although there is no benchmark for comparison with other similar alternative programs, PCHS is encouraged by what appears to be a high and improving graduation rate for its most at-risk students.

Describe how the district LCAP and the schoolwide action plan/SPSA are aligned for high need students: English Learner, low income, and foster youth students.

Comment on how Title I and/or Title II funds provide supplemental support and are cross-referenced in the schoolwide action plan/SPSA.

PCHS allocated $63,316 of Title II funds according to program requirements. The uses of funds were targeted to(1) improve teacher and principal quality through professional development and other activities, and (2) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

- $33,870.19 of Title II Federal Revenues were spent in support of the ELD program

and PD for teachers of EL students.
- $18,333.91 - Federal Revenues - Title II - Conferences and Professional Development
- $11,111.90 - Federal Revenues - Title II - Certificated Salaries - Teacher Sub Time - Release time

a. English Learners – describe the school's programs, actions and services for integrated ELD instructional strategies in general education classrooms and how the school provides designated ELD instruction. Describe how the school considers student ELPAC levels and reclassification priorities for program placement and support and how the English Learner Indicator data from the California School Dashboard helps inform program decisions. Comment on how Title III funds provide supplemental support.

PCHS has a structured English language development curriculum that guides the high school education of all students identified as English Learners. Students are initially identified based on their home language survey and the English Language Proficiency Assessments for California (ELPAC) Initial Exam is administered to any student new to the school from another country, state, or private institution whose home language is one other than English. These test results are utilized for proper placement. Students in Levels 1 and 2 use the current ELD curriculum as well as Achieve 3000 and Scholastic Reading Inventory along with authentic and other ancillary materials to acquire Basic Interpersonal and Communication Skills (BICS) and transition to Cognitive Academic Language Proficiency (CALPS). Instructional technology and SDAIE strategies are used to deliver content and support language learning. All English Learners have access to an A-G curriculum. The school utilizes research-based methodology to instruct English Learners. Students are evaluated on a regular basis - assessments included in class assessments, common benchmark assessments, and annual ELPAC data. The school maintains a parent organization for English Learners, the Multilingual Parent Advisory Committee (formerly known as ELAC), which meets regularly during each semester. The meetings are facilitated by the EL teacher, the EL paraprofessional and the EL coordinator and administrator who all focus on curriculum taught in school, skills required for success, tips on how parents can help their students, college and career readiness, college access, and college applications.

All English Learners have the opportunity to reclassify having met three criteria:

1. Pass the ELPAC
2. C or better in English Language Arts Classes
3. Meet standards on Internal Assessments

All students have access to a teaching staff qualified in second language pedagogy, Saturday Success School, EL Bootcamp, and summer program with a strong literacy and language focus. The school funds a full-time bilingual paraprofessional in the classroom to assist English Learner's in English acquisition lessons and assessments.

b. Low income/socio-economically disadvantaged students – describe the school's

actions and services principally directed to meet the needs of low income students and how the data from the California School Dashboard helps inform program and support decisions.

Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. PCHS uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as Smarter Balanced IABs, CAASPP, AP, and PLC Benchmark Assessments at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often require supplemental assistance for teachers and staff, the school employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported by bilingual aides and paraprofessionals. Parents and students also have access to math, literacy, college, and testing courses and workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff provide outreach to ensure that students are aware of these supports. Further, all students, including socioeconomically disadvantaged students, have access to mental health counseling, and free tutoring.

c. Foster Youth – describe the coordinated actions and services provided to foster youth.

PCHS enrolls Foster Youth and at any time the sub-group can vary in size from about 5-15 students. These students often deal with emotional challenges, issues with stability, and challenges with adhering to the discipline policies on campus. To address these challenges and in response to the unique needs of this population, PCHS maintains a transition classroom for foster youth that provides them with a place to study with support and take some courses online, which allows them to finish courses in a timeline that works according to their placement length. About two-thirds of a student's courses are in the traditional program, while online classes allow students to complete remedial courses, electives, and recover other credits needed for graduation. The results of the transition classroom and online program have been positive as students are able to complete credits more quickly, helping them move closer to their graduation goals. The curriculum used for many of the online courses is Acellus, which allows for the flexibility and individualized instruction needed for these students. Also, depending on a student's age and status, he/she may be able to complete high school requirements with a lower credit plan as determined by guidelines spelled out in AB167.

d. Describe other local support programs, e.g., Migrant Education, Homeless education, and Indian education.

PCHS ensures that each homeless youth has equal access to the same free, appropriate public education and programs as other students at the school site. Homeless youths have access to the educational and related services that they need to enable them to meet the same CA academic standards to which all students are held. In addition, homeless students are not separated from the mainstream school environment. PCHS reviews and undertakes steps to revise practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless youths. PCHS adheres to the McKinney-Vento Act with respect to

1. Identification of homeless youths;

2. Collaboration and coordination with other service providers, including public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities;

3. Provision of professional development and technical assistance at both the State and local levels;

4. Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;

5. Ensuring school stability and the provision of transportation until the end of the school year, even if a student becomes permanently housed;

6. Privacy of student records, including information about a homeless child or youth's living situation; and

7. A dispute resolution process.

Pali Cares Program

All vulnerable student populations have access to the PCHS Pali Cares Program.

The mission of the Pali Cares Program is as follows: Palisades High School is a diverse and extraordinary community where every member supports every family in our Pali High community. Pali Cares is an anonymous support program discreetly assisting students in need. The goal of the program is to support students' most basic needs so they can focus on learning and participating with the Palisades Charter High School community. Pali Cares provides items that students and families may not always have the financial means to acquire.

Pali Cares Provisions

- Food: Students won't succeed if they are hungry. The growing number of families participating in the free and reduced lunch program is over 30% at Pali. Food gift cards are distributed over holiday breaks when school meals are not available. Pali Cares provides granola bars on campus for "starving" students.
- Personal Care: Five personal care stations have been set up on campus to support students who need basic hygiene supplies. Toothbrushes to deodorant are available to any student- No forms! No questions!
- School Supplies: Pali Cares knows that school supplies are vital to a student's success. From pencils to graphing calculators, referred students will have access to school supplies.

Pali Cares is under the umbrella of the PCHS Booster Club, a 501C3 non- profit organization. 100% of what Boosters raise goes back to students. Boosters run solely on donations and grants. People donate by purchasing their own gift cards of any value *(Subway, Target, Starbucks, Ralphs, Costco, Visa etc.)* and drop the cards off in a sealed envelope at the PCHS Library or Main Office. Monetary donations are accepted at the Library or Main Office.

5. Programs and services available for students designated with special learning needs.

PCHS provides a comprehensive program for students with disabilities. The PCHS Special Education Program is grounded in the philosophy that all students can learn. A specific program is customized for every student with a disability, and a particular disability category does not automatically qualify a student for a program placement. Most students enjoy a combination of a variety of programs. In addition to the fully customizable continuum of services, all students have access to all academic programs, athletics, and activities. School services and programs have been designed to meet a variety of students' educational and social-emotional needs that include the following:

Resource Program/Learning Center Model: allows students to take general education courses with support, which can include one or two periods of resource and/or skills support classes each day.

Special Day Classes and Co-Teaching: PCHS is unique in that some Special Day Classes are taught using a co-teaching model. Co-taught classes offer students the most inclusive experience with the support of two teachers. The school continues to meet the changing needs of different subgroups of students with disabilities by providing them with quality targeted instruction in their areas of highest need – literacy, social, and behavioral skills – in the Least Restrictive Environment.

Deaf and Hard of Hearing students are fully mainstreamed in the continuum of programs with support (sign language interpreter or aide). PCHS participates in the Charter Schools' SELPA to provide contracted support for specific disabilities.

Severe/Moderate/Mild Program: Students in this program require the highest level of support. This is an academic and life skills based curriculum. The students are given opportunities for campus work experiences in the Cafeteria, School Offices, and the Student Store. Electives are taken with non-disabled peers.

C. Schoolwide Learner Outcomes/Graduate Profile

1. Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes. Note: Additional data may be added after the work of the Home and Focus Groups is completed.

School Code: 052327

PROFILE 2020-2021

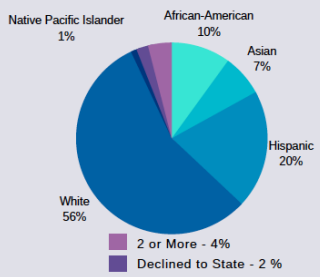
PCHS SCHOOL PROFILE

Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA90272
(310) 230-6643 / collegecenter@palihigh.org

PCHS AT A GLANCE - Palisades Charter High School is a financially independent comprehensive four-year public high school. In 1993 a Charter was approved by the Los Angeles Unified School District and the California State Department of Education, which specified accountability for higher levels of student achievement. In 2003, all school stakeholder groups unanimously supported the transition to financial independence and accountability. Palisades Charter High School is a California nonprofit public benefit corporation governed by an elected Board of Trustees, and is a California Distinguished School.

Palisades Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC) until 2024. The school year includes two semesters of 20 weeks each. Periods 1 through 6 meet every other day for approximately 100 minutes each. Periods 0 and 7 are optional and meet daily for 55 minutes. These periods are used for students who would like to take additional electives such as; AP Computer Science Principles, language courses, drama and orchestra courses. Effective as of March 12, 2020, all PCHS students transitioned to eLearning.

STUDENT BODY



Total Enrollment: 3000 Students
Graduation Rate: 98.9%
Geographic Diversity: 113 ZIP Codes

CURRICULUM

AP Courses offered:
Art – Drawing
Art – 2D & 3D
*Art History
Biology
Calculus AB & BC
Chemistry
Comp Principles
Computer Science
English Language
Environmental Science
European History
French Language
Government & Politics US
Italian Language
Macroeconomics
Music Theory
Physics (E&M/M)
Statistics
*Spanish Language
US History
World History
*not offered 2020

UC-Approved Honors Level Courses offered:
African American Lit
American Literature
Anatomy
California Literature
CCC War Lit
Chemistry
Chicano/a Lit
Contemporary Comp
Environmental Science
French 4
Math Analysis
Neuroscience
Physics
Physiology
Spanish 3
U.S. History

Other Honors Level Courses offered:
Adv. Composition
Algebra 2
Biology
Economics
English 10
French 3
Geometry
Marine Biology
Spanish 2
Spanish for Native Speakers 2
Principles of American Democracy
World History
World Literature

GRADUATION REQUIREMENTS

Total credits required: 230 (5 credits = 1 semester class)

English	40 Credits	Physical Education	20 Credits
Social Science	30 Credits	Visual/Performing Arts	10 Credits
Science	20 Credits	Applied Technology	10 Credits
Mathematics	20 Credits	Electives	75 Credits
Health	5 Credits		

Students earn elective credits for college eligibility by completing additional math, science, and foreign language courses. Students are required to take 5 credits of Computer Science. Students must complete ten hours of community service per year. (Waived during COVID)

Class of 2020 GPA/CLASS RANK - Effective August 1, 2020 PCHS will no longer use ranking. Grades are calculated on a 4.0 scale based on all grades earned in the 9th, 10th and 11th grades. If classes are repeated, both grades are included. Only AP grades are weighted in computing GPA (unweighted GPA is augmented .025 point per AP per semester). The grading system is A-B-C-D-F; D is a passing grade for high school graduation purposes. Courses completed outside of Palisades Charter High School are included on the transcript only if the course or the credits are required for graduation.

Effective as of the 2020-2021 school year, Palisades Charter High School will no longer rank our students. This decision was approved by our Board of Directors in efforts to more accurately depict our student's individual academic performance. Palisades Charter High School offers an extremely rigorous program including college level AP courses, very demanding honors level courses alongside a very strong high school curriculum.

TEST SCORES

In May 2020, 2,043 AP exams were administered in 23 subjects, with 31% of the students scoring 5, 31% scoring 4, and 24% scoring 3, for an overall pass rate of 86%. Pass rates for AP courses:

Biology	84%	Comp Princ	92%	Human Geo	85%	Spanish Lang	98%	US Gov	84%
Calculus AB	74%	English Lang	81%	Italian	100%	Statistics	82%	US History	90%
Calculus BC	92%	English Lit	81%	Music Theory	56%	Studio Drawing	94%	World History	90%
Chemistry	88%	Envir Science	84%	Physics CEM	55%	Studio 2D	98%		
Computer Sci	91%	Euro History	88%	Physics CM	90%	Studio 3D	100%		

Class of 2020
7 National Merit Finalists
8 National Hispanic Recognition Program Participants
26 NMSQT Commended Students
3 National Hispanic Scholars

Class of 2019
4 National Merit Finalists
24 NMSQT Commended Students
8 National Hispanic Recognition Program Participants

Mean SAT (2019)
EWR: 543
Math: 567
Total: 1110

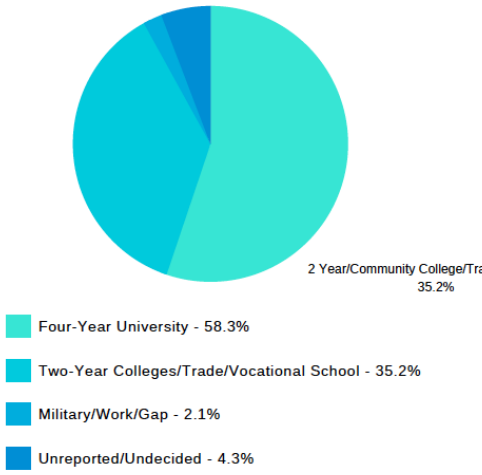
Mean ACT (2018)
Composite: 26.5

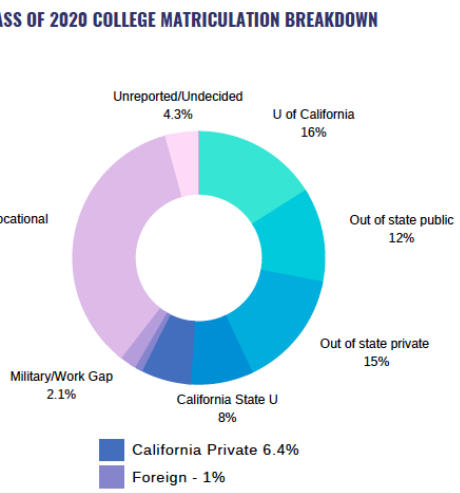
Mean ACT (2019)
Not enough data to report

IMPORTANT TRANSCRIPT INFORMATION

The GPA reported on a transcript is listed as "Unweighted GPA (w/ Bonus Points);" please see GPA description above. Our GPA calculations are unchanged from previous years.

2020 COLLEGE MATRICULATIONS





Palisades Charter High graduates of 2018 to 2020 enrolled in the following colleges and universities:
University of California – all campuses; California State University – 16 of 23 campuses

Alabama State University	Colorado State University	Kenyon College	Pratt Institute	U of Puget Sound
AMDA	Columbia College Chicago	Knox College	Princeton University	United States Air Force
American U of Paris	Columbia University	Leeds College of Art & Design	Purdue University	Academy
American University	Connecticut College	Lehigh University	Rensselaer Polytechnic Institute	United States Military Academy
Arizona State	Cornell University	Lewis & Clark College	RISD	U of Denver
Art Center College of Design	Dartmouth College	Loyola Chicago	Roosevelt University	U of Pennsylvania
Auburn Univ	Denison University	Loyola Marymount U	Rowan University	U of Edinburgh
Azusa Pacific University	DePaul University	Manhattan S, of Music	SAI Chicago	U of Illinois
Babson College	Dickinson College	Marist College	Santa Clara University	U of Iowa
Bard College	Drexel University	MIT	Sarah Lawrence	U of Kentucky
Barnard College	Duke University	Miami University	Seton Hall University	U of La Verne
Bates College	Durham University	Middlebury College	Sewanne University	U of London
Belmont Univ	Eastern Michigan University	Montana State University	Soka Univ	U of Oregon
Berklee Col of Music	Elon University	Morehouse College	Sophia University	U of Pisa
Berlin U of the Arts	Emerson College	Mt. Holyoke College	Southern Methodist University	U of Pittsburgh
Berlin University of the Arts	Emory Univ	Mt. St. Mary's Univ	Southern University	U of Rochester
Boston University	Endicott College	New York University	Southern Utah University	UNLV
Brigham Young University	Fordham University	Northeastern University	Spelman College	UNR
Brown University	George Washington University	Northern Arizona U	Stanford University	Vassar College
Bucknell University	Georgetown University	Northwest Lineman College	Stony Brook University	Washington State University
Butler University	Georgia Tech	Northwestern Univ	Suffolk University	Wellesley College
Butte College	Gonzaga University	Oberlin College	Syracuse University	Xavier University of Louisiana
Cal Lutheran Univ	Hartwich College	Occidental College	Texas A & M University	Yale University
Cal Poly SLO	Harvard University	Ohio State University	The Evergreen State	
California College of the Arts	Hobart & William Smith	Ohio Wesleyan University	The New School	.. and more!
Calvin College	Hofsta University	Oregon State	Trinity College	
Carnegie Mellon University	Howard University	Otis College of A & D	U Mass Amherst	
Chapman University	IE University - Madrid	Pace University	U of Arizona	
Clark Atlanta University	Indiana University	Penn State	U of CO Boulder	
CO School of Mines	Jackson State University	Pepperdine University	U of Hawaii Manoa	
Colgate College	Johns Hopkins Univ	Pitzer College	U of Michigan	
College of Idaho	Johnson & Wales University	Point Loma Nazarene	U of Montana	
Colorado College	Kalamazoo College	Prairie View A&M Univ	U of Notre Dame	

D. Demographic Data: Comment on findings, including trends or patterns for the data areas.

1. Socioeconomic status of the school according to the district data collections

a. Parent education level

b. Percent of eligible Free and Reduced Lunch students

644 free students and 112 reduced students

2. Student Enrollment

a. Grade level

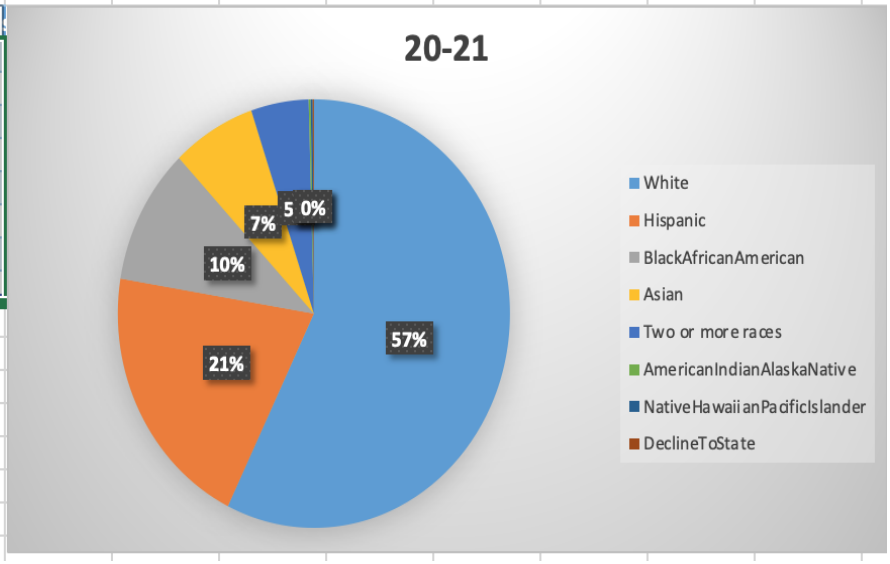
Grade 9	795
Grade 10	788
Grade 11	703
Grade 12	730

b. Gender

Male	1529
Female	1486

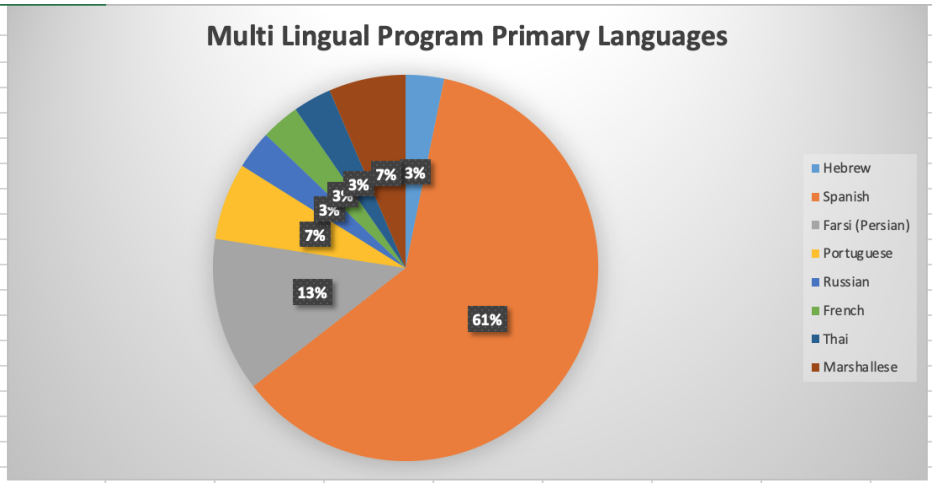
c. Ethnicity 2020-2021

Race	%GT Count of
White	0.572281167
Hispanic	0.203912467
BlackAfrica	0.103116711
Asian	0.068965517
Two or mor	0.047413793
AmericanIr	0.001657825
NativeHaw	0.001657825
DeclineToS	0.000994695



d. Predominate primary languages other than English are

Primary Language	
Hebrew	1
Spanish	19
Farsi (Persian)	4
Portuguese	2
Russian	1
French	1
Thai	1
Marshallese	2



Predominate primary languages other than English are Spanish and Farsi (Persian)

e. Title I

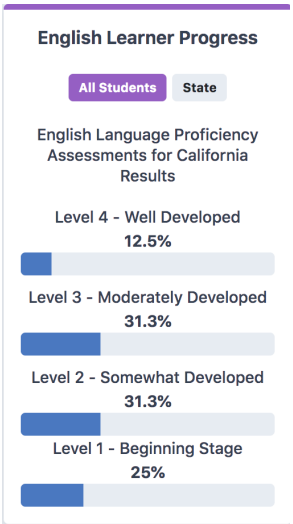
f. Special needs and other focused programs (e.g., online instruction, college- and career-readiness, IB, AP, Honors, AVID, GATE).

Virtual Academy	The Virtual Academy Program currently has 68 students enrolled.
Study Seminar/Therapeutic Classroom	In 2019, PCHS created Study Seminar classes specifically for students that may have socioemotional needs. Over 60 students are enrolled in these classes.
AP	All students have the opportunity to take an AP class should they meet any course prerequisites. Over 40% of PCHS students take at least one AP class each year.
Honors	Honors classes are offered to all of our

	students in a variety of subjects. Over 80% of PCHS students take at least one Honors class before they graduate PCHS, especially in the English, Social Science, and World Language Departments.
MESA	28 students are enrolled in this math & science enrichment class.
College and Career Readiness	50 students took this course this year.

3. Language Proficiency Numbers for the following:

a. English learners (EL): 31 students. Amended as of 5.27.21 26 students



2019-2020 English Learner Progress

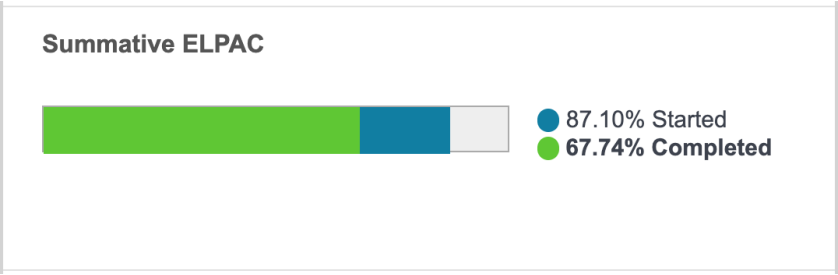
b. Fluent — English proficient (FEP):

c. Redesignated FEP (R-FEP): 304 students

d. English Language Proficiency Assessments for California (ELPAC):

PCHS has had no initial ELPAC tests this year.

PCHS is currently testing 25 EL students. The tests are 87% started and 68% completed.



II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Like all California public schools, PCHS faced the many challenges brought on by the worldwide Covid 19 pandemic. This led to many iterations of distance learning programs and schedules as well as new instructional deliveries and platforms. Some key components and significant changes brought about from these programs include:

- Implementation of a No Credit grade to replace a Fail grade (established spring 2020 through spring 2021.
- Reduction of graduation credits required for the class of 2021 in order to address the realities of the many challenges the students encounter due to the realities of Covid 19. (From 230 credits to 210 credits)
- Implementation of an Academic Coordination of Success Team (ACOST) to offer academic support, intervention, and monitoring for struggling students
- Waived attendance and community service requirements
- Implementation of facility-wide Covid 19 safety procedures and requirements
- Creation of Special Education programs to give on-campus academic and socio-emotional support to high needs students
- Creation of Saturday Success School for students who needed individualized academic supports
- Creation of the Back To Campus Program to provide in-person academic and socioemotional enrichment and support
- Creation of On Campus In Person Program for any students who needed in-person academic supports oncampus while participating in the online program
- Creation of the iFLI program to provide in-person academic courses for all students who wanted to return to the classroom.
- Expanded support services from the PCHS mental health team
- Increased use of digital platforms to perform schoolwide programs including state testing, class registration, schoolwide meetings, and family information events.
- Expansion of credit-recovery and summer school programs/options
- Abridged athletics programs
- Expanded intervention with increased Student Success Team (SST) meetings, the addition of another counselor, and additional auxiliary support from teacher-coordinators of the Academic Achievement Team.
- Expansion of Summer School, Dolphin Leadership Academy, and Student Grade Level Orientations

These programs have been created largely to support the unforeseen needs the students

have. The use of digital platforms and online sources have had a variety of results. Many meetings and events have flourished and even seen an increase in stakeholder participation. The Counseling Department has streamlined many practices with relative success and will use them once PCHS returns to in-person instructions. However consistent communication will still need to be essential in order to familiarize students and their families with these practices. While many students have adjusted well to the online format of distance learning, PCHS is well aware that there is a significant number of students that have had a variety of challenges. PCHS has made adjustments as needed, as seen with changes with grading, graduation, and attendance policies. However, some students continue to struggle. An expansion of credit recovery and summer school opportunities, as well as a summer bridge program (Dolphin Leadership Academy) that will focus on the socioemotional needs of the students, will continue to address these challenges and the needed support. The Administrative team and stakeholder groups are monitoring grade data to continue to implement needed interventions

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
  - **How were stakeholders involved in developing the schoolwide action plan/SPSA?**

Long Term Strategic Planning Meetings
PCHS involved stakeholder groups representing our administrative leadership team, faculty, parents, students, and school community. Stakeholders have been informed of and involved in the LTSP planning process through email blasts, monthly newsletters, telephone calls home, special surveys, website postings, and large parent forums such as Open House, as well as smaller parents meetings such as PTSA, English Language Learner Parent Advisory Committee and Families Acting Towards Results (FACTOR) composed of parents of primarily high needs Latino students. The LCAP development has been discussed monthly at the PCHS Board of Trustees meetings since the beginning of the school year. The school's Long Term Strategic Planning Committees, which are made up of parents, staff, community members and students meet monthly to monitor the school's progress toward schoolwide long range goals established during the WASC accreditation process. The LTSP recommended school budget priorities based on the five-year plan. These recommendations were shared with the larger stakeholder groups to get additional feedback to develop the LCAP. The LCAP was incorporated into the budget planning calendar, materials, and proposal approved by the Board of Trustees. PCHS used the following data for the goal setting process: ELA and Math proficiency rates, English Learner reclassification rate, Long Term English Learner rate, attendance rate, suspension rate, expulsion rate, course enrollment and completion data, graduation rate, A-G progress and completion rate, facility inspection/safety plan data, and stakeholder survey data.

The PCHS Board of Trustees and Board committees, composed of all stakeholder groups play a vital role in monitoring and shaping the schoolwide action plan. Each year, the Board holds a special meeting to specifically review, assess, analyze and add any additional goals. The PCHS stakeholder community is invited to participate in this event. Of note, the PCHS student body participates greatly in this process.

The past two years specifically targeted the very urgent equity needs caused by the elearning environment of the pandemic. The school leadership team created opportunities to engage all stakeholders in shaping action plans. The COVID Task Force is comprised of union representatives, parents, classified, administration, and students. This Task Force developed safety, budgetary, and academic goals in response to the pandemic. Additionally, stakeholders were regularly surveyed to garner feedback to address the needs during distance learning.

At the school level, a variety of stakeholder groups regularly met to develop goals.

Department chairs collaborated with the administration during the Curriculum Council meetings to discuss academic needs, such as the development of the eLearning schedules and roll out and grade modifications. Weekly meetings of the COST and ACOST team, the Academic Counselors, and Academic Achievement Team (all comprised of PCHS faculty and staff) assessed data to shape academic goals including socioemotional resources and outreach plans, graduation requirement modifications, summer school opportunities, and technology needs.

- **How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?**

  Stakeholder groups meet regularly to review and evaluate progress toward the steps outlined in the schoolwide action plan. The primary standing groups focused on this work are:

  1) The Long Term Strategic Planning Committee - Monthly meetings
  2) Academic Accountability Committee - Monthly meetings
  3) PCHS Board of Trustees - Monthly Meetings
  4) The PCHS COVID-19 Safety and School Reopening Task Force - Weekly meetings
  5) Academic Achievement Team - Weekly meetings
  6) Coordinated Services Team (COST) - Weekly meetings
  7) Academic Coordinated Services Team (ACOST) - Weekly meetings
  8) Curriculum Council - Quarterly meetings

- **How were stakeholders involved in the preparation of the progress report?**

  PCHS continues to regularly involve its stakeholders in developing and monitoring the schoolwide action plan. PCHS holds monthly Long Term Strategic Planning (LTSP) meetings for its stakeholders. During the monthly LTSP meetings, the stakeholders meet to review the schoolwide action plan and goals and evaluate their progress. From these meetings', the stakeholder groups then offer next steps and courses of action. The LTSP meetings regularly get a wide range of stakeholders' input, especially students. During this period of distance-learning, LTSP has met over Zoom and has had large participation. Other stakeholder groups also participate in reviewing, assessing, and developing the schoolwide action plan and goals, including the teachers who comprise the Curriculum Council and the all-stakeholder Board of Trustees Academic Accountability committee. Additionally, the Board of Trustees regularly reviews components of the schoolwide action plan. The Administrative team garners the collaborative feedback to ultimately develop and implement the plan. The Administrative team will then share the action plan and progress report with the PCHS stakeholders using various meetings and communication platforms.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

Schoolwide CAASPP data for the 2018-19 school year is reflected below:

Four of the PCHS's six numerically significant subgroups (Black or African American, Latino, and Socioeconomically Disadvantaged, and Students with Disabilities) have "Status/DFS" scores (**D**istance **f**rom **S**tandard) below the statewide averages in Math. The Black or African American subgroup has "Status/DFS" score of -99.7 which is lower than the statewide average of -87.9; the Latino subgroup has a "Status/DFS" score of - 80.9 which is lower than the statewide average of -62.2; the Socioeconomically Disadvantaged subgroup has a "Status/DFS" score of -68.1 which is lower than the statewide average of –63.7; and the Students with Disabilities subgroup has a "Status/DFS" score of -160.5 which is lower than the statewide average of –119.4.

In order to address subgroup performance in Math, the school leadership shared the following: Implementation of collaborative classes in Algebra I, Geometry, and Algebra II by Fall of 2021, increase of two paraprofessional for math support in Spring of 2021, Math Lab, Saturday Success School for remediation, virtual tutoring, CAASPP and IAB staff training in March 2021, and UCLA Curtis Center Teacher expansion from Algebra II to Algebra I and Geometry by Spring 2021.

Currently, PCHS reclassifies English Learners at a rate lower than the state average. The 2019-2020 reclassification rate is 8.3% compared to the state of 13.8%. Due to COVID-19 and school closures in 2019-2020, EL students did not participate in the Summative ELPAC. The school plans to more closely monitor students who may qualify to participate in the alternative ELPAC, identify Long-term English Learners and their learning targets, increase ELPAC practice exams, and offer all EL students ELPAC boot camp. PCHS completed the ELPAC bootcamp during Saturday Success School and on May 18.

Palisades Charter High adheres to the LAUSD EL reclassification criteria. Graduation Requirement: Completion of 210 units and meet California proficiency standards. The school's At-Risk rate of 0.7% and LTEL rate of 3.6% is lower than the state. PCHS houses verified data and internal assessments including California Assessment of Student Performance and Progress (CAASPP), CAASPP Interim Assessment Blocks (IABs) in English and Math, English Language Proficiency Assessments for California (ELPAC), Reading Inventory by Houghton Mifflin Harcourt, and SAT Suite by College Board. At this time, submission of verified data will serve for informational purposes only. The California Dashboard shows

the school's 2019 ELPAC participation rate of 61% did not meet the 95% threshold and the English Learner subgroups did not meet the participation threshold of 95% in ELA and Math, 93% and 93% respectively. In order to increase ELPAC participation, the school leadership shared improved protocols for testing and reclassification by providing reclassification training for EL and Special Education teachers and coordinators, training for a new testing coordinator who will work closely with the ELL and Special Education departments.

At this time, PCHS has verified data that will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, measurements and metrics related to WASC goals will have to be reassessed. PCHS has set a goal to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in Math and as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. However, due to the lack of 2019-2020 CAASPP (SBAC), there are not updates to the benchmark.

In the 2019-2020 school year PCHS was greatly impacted in the fall by school closures due to mega fires in the Brentwood area, resulting in many of our families being displaced from their homes. The following semester, on March 16, 2020 school was closed due to the COVID-19 pandemic. These monumental educational disruptions greatly impacted our ability to assess progress.

Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.

Identified Student Learner Needs in the WASC report were subject to additional challenges with the move from in person instruction to virtual. Priorities shifted from instructional support to access for our students within low socioeconomic status, foster, African American and Latinex subgroups, English learners, and students with disabilities, many of whom lack stable internet access or devices. Internet access and devices were provided to students in need. Funds were reallocated to purchase additional student devices and internet hotspots.

Bell schedules were changed to reduce screen time and student fatigue. Instruction moved from in person to virtual within one week of school closure. Grading scales for the 2019-20 Spring Semester were altered to facilitate student success and credit attainment.

To address new challenges, PCHS increased intervention efforts to focus on engaging students in virtual learning. Identification and outreach was implemented through the formation of an Academic Coordination of Service Team (A-COST) with personnel

assigned to contact students who were not participating in virtual learning. Interventions included phone calls, emails to parent and student followed by tracking of student progress and continued outreach.

Virtual instruction due to school closure and the ongoing COVID pandemic through the 2020-21 school year. PCHS continued supports for our targeted groups, tutoring programs were redesigned and provided virtually including the Math Lab. Additionally, a mandatory Saturday School was added to increase student success in English, Math, ELD and Gov/Econ classes.

Services for students with disabilities were provided virtually and, when permitted, in person. When permitted, students with disabilities were invited to participate in on campus support for morning or afternoon sessions. Instruction for students on the alternate curriculum was provided in person as well as virtually based on parent choice.

- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**

In the 2019- 2020 PCHS has seen an increase in intervention and outreach across all fronts to students with special needs, ELL families, and students who are socioeconomically disadvantaged. With the increase in communication and intervention programs, the school has seen incremental gains in ELPAC test participation (see page 28). Our state data is not yet complete because the school is still in the process of testing after a year of known testing. Data analysis of 2018-19 data is on page 31. The ongoing COVID-19 pandemic has had a significant impact on the way the PCHS was able to measure school performance and student achievement for the 2019-2020 and 2020-21 school performance reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. PCHS also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. PCHS acknowledges that it is critical to use available data along with other information collected directly within our school and stakeholder surveys to start conversations, identify gaps in learning, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need in the coming school year.

Currently, we can review the following data to assess 2020-2021 Academic Gains:
Statewide assessment participation and performance (ELPAC for ELLS and CA Interim Comprehensive Assessments for Junior Class)

- Progress toward English language proficiency (Scholastic Reading Inventory, Achieve 3000)
- Grade Distribution
- Chronic absenteeism rates and ADA rates

- PLC formative and summative assessment (internal assessments)
- AP Participation
- Intervention Data
- Stakeholder Surveys (Socioemotional, Mental Health)
- Enrollment and Participation rates in both virtual and specialized programs: Remote Learning, Back to Campus Program (B2C), Onsite Instruction, iFli in Person Participation, Summer School, and Bridge Program

Snapshot on these metrics are below:

CA Interim Comprehensive Assessments (junior class)	Math ICA are completed with a 69.4% participation rate. English ICA are completed at a 61% participation rate. Makeups will be held on May 21.
ELPAC (31 ELL students)	ELPAC Listening tests have begun. As of 5/14, 18 students have been tested. ELPAC Listening, Reading and Writing Bootcamp will be held on May 18 hosted by the Multilingual department and Special Ed department. 31 will be taking the test.
Grade Distribution Highlights	In a comparison from Fall to Spring Progress 2 grades, No Credit grades have gone down in the following departments: Math and Science A nod must go to World Language for maintaining the lowest NC rate of approximately 6%
Chronic Absenteeism: This calculation is calculated counting student minutes of participation for half or whole days. Chronic is defined as absent more than10% of the school days.	Chronic absenteeism has gone up since Distance Learning 15.88%

Average Daily Attendance	Currently down by 2% compared to last year at 90.17%
PLC and SLC assessments	Ongoing. PLC and SLC will be submitting notebooks at the end of the semester.
AP Participation	Last year, in May 2043 AP exams were administered. This year, testing begins both virtually and in-person on May 1188 students have registered to take these 2322 AP tests.
Intervention Data	The PCHS ACOST team has managed a caseload of 9-11grade students who have 3NCs or more. These caseloads number 283-375 since fall. Attendance Intervention case loads have been 353 since fall. Multilingual intervention case loads have numbered 48 students (ELL and RFEP). 9th grade pod intervention logs have recorded on average 45 intervention caseloads per pod per semester.

Relevant Evidence:

1. **PLC Notebooks/Internal Assessments Evidence**
   PLCs were focussed on intervention and student outreach.
   https://docs.google.com/document/d/1RRA50dg89AXgttmAsLx7cQ3fZXs5JOFuIc7DqmF566k/edit?usp=sharing

2. **Longitudinal Achievement Gap Study:**
   https://docs.google.com/spreadsheets/d/1keo2rqe4-xZRKayE43aA1D15rSPEyaWBIXQwmwYh_6w/edit#gid=0

3. Longitudinal CAASPP Data

Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

1. *Continuously narrow the achievement gap between white and Asian students and African American and Latino students.*

Narrowing the achievement gap continues to be a priority for PCHS. The school continues to commit to its already long-standing programs, such as The Village Nation, Fuerza Unida, and FACTOR to work collaboratively

PCHS did an extensive review of grade data to examine the progress of narrowing the achievement gap betweenWhite/Asian students and Black/Latino students. The Leadership disaggregated grade data across multiple years, races, departments, and grade-levels to examine trends in the narrowing the achievement gap.

Schoolwide, Departments and PLCs spearheaded intentional curricular plans to address this goal. PCHS committed to introducing social justice curriculum early in the 9th grade in order to start important conversations and put equity goals into practice at the onset of students' academic journey at PCHS. Of note, the English Department incorporated Brendan Kiely and Jason Reynolds' acclaimed novel All American Boys into all of their 9th grade classes to lead to necessary discussions on race relations and their effects. Similarly, the 9th grade social science classes adopted social justice curriculum previously created by PCHS teachers Evelyn Rivera and Jeanne Saiza, the 2021 recipient of the Daughters of the American Revolution National History Teacher of the Year. In 2019, the Science Department removed grade and class completion prerequisites in many courses such as Biology for more students to have access to the curriculum.

Beyond the classroom, PCHS made instituted programs and created groups to target this equity goal. Under the Campus Unification Director, the student unity leadership group became the Justice Union and to focus on social justice issues. The Black Men's group held focus groups and discussions with its student leaders to garner feedback on areas of concern. From this feedback, the Counseling Office for example revamped its 9th grade information program to stress the importance and differences between graduation requirements and college/a-g requirements.

While the gap still exists, PCHS has seen progress at various grade levels and various departments. Overall, the achievement gap narrowed as students progressed through the grades. Almost all departments saw between a 6-32% narrowing in the achievement in the upper 11th and 12th grades. The English Department saw improvements in narrowing the achievement gap at EVERY grade level. Additionally, the math fail rates have significantly declined.

Distanced-learning to result in some areas in concern regarding the achievement gap. Most notably, Black and Latino students struggled in Physical Education on the online platform. Additionally, 9th grade students OVERALL across all races appeared to struggle more than other grades as they transitioned from middle school to high school in a distance learning environment.

2. Continuously diversify and personalize PCHS staff Professional Development.

The PCHS Personalized Professional Development (PPD) takes the practice of individualized instruction for students and applies it to the development of teachers. PPD for teachers can have many facets, such as developing effective classroom routines and procedures to using differentiated instruction and assessments. PDD expands a teacher's professional knowledge and skills based on assessment of individual strengths and areas for growth. With this type of research in mind, PCHS has shifted to a multitier school-wide PPD model: Personal PD, PLC PD, and School-wide PD.

Educational Technology PD Initiatives

The success of technology within the instructional program hinges on a comprehensive and relevant professional development program to prepare and assist educators in effectively integrating equipment and resources into the learning process with emphasis in reading, language arts and mathematics. Administrators, teachers and instructional support staff will have the basic computer skills and knowledge of curriculum integration to foster student centered open structured learning style encouraged by today's technology. Students will have tools for effective communication, personal productivity and lifelong learning. PCHS professional development opportunities will be based on the following principles:

- Activities will be aligned with the goals stated within its Charter
- Activities will have the power to make meaningful differences in student learning
- Activities will focus on student test data, student work and legitimate lessons learned in the classroom
- Activities will be long term and include opportunities for continuous inquiry and reflection
- Activities will focus on expanding the pedagogical repertoire of teachers, support staff and administrators
- Activities will include the use of teacher learning teams
- Activities will be aligned with the program and professional development goals of the district.

General PD Resources

General resources are those resources that are widely available to the educator community. Representative resources are highlighted below. *Online self-paced technology courses* are offered through several venues, including:

- Institute for Computer Technology (www.ict.org)
- International Society for Technology in Education (ISTE) onsite workshop opportunities (www.iste.org/profdev/)
- My eCoach Online is an online learning and for educators (www.myecoach.com)
- InfoBase Learning Cloud is an analytics and professional learning provider to

schools and districts.

Workshops

Workshops covering a wide range of topics from basic skill acquisition to technology integration are also available through the county offices of education. Commercial opportunities are also available, and can be located via web search.

Conferences

Teachers will be encouraged to attend technology related conferences. Annual Computer Using Educators Conference (CUE) www.cue.org

- Annual NECC Conference www.iste.org/necc Professional organizations offer opportunities for networking with other educators, technology related publications, exposure to current technology best practices and conferences.
- International Society for Technology in Education (ISTE) www.iste.org

Specific Resources

Specific resources are those resources that are specific to the school site, and take into consideration the school's available technologies and skill levels of staff and students.

- Identify specific expertise among the staff and establish a Peer Assistant program in which these local experts can provide technology help to their peers. People with the necessary skills and inclinations often emerge as technology leaders naturally, and the school must take advantage of this phenomenon.
- The Technology Coordinator will provide individual and small group support to teachers on specific targeted topics as needs arise.
- Mini-seminars and workshops to provide an opportunity for teachers to learn about a specific topic in a relaxed and collegial atmosphere. These work best when the topics are narrow and specifically targeted, the computers are hands-on, and the trainer is informal and familiar.

Other successful PD supports:

1. PLC Ed Tech Support : Provide teachers with the support needed to meet the ISTE Standards for Educators by helping PLCs establish and achieve individualized edtech goals, and fostering the development of Personal Learning Networks among the staff that bolster edtech awareness.
2. Pre-service Days and Summer Mini Grant PD

   PCHS offers pre-service training days for its staff to help support the school wide rollouts of G suite, Office 365, Schoology, Chromebooks, PLC support, and more.
3. Physical Coach's Corner in the AA room

   PCHS has established a physical "home base" with a bulletin board, handouts and tech coach available for teachers to "walk-in" and receive immediate support throughout the year. The obvious choice for this space would be in the AA room

4 . Individualized Ongoing Support for Staff

PD must represent a personal trainer not a spin class. Coaches must meet the

teachers in the classrooms on their time and on their terms in order to maximize tech integration. Workshops highlighting new tech tools are ineffective. We should meet with teachers to find out what their teaching and learning goals are through consultations within their PLC meetings rather that showcase new tech tools that surface.

5. Active Learning within Curriculum-Based PD

   Tech PD aims to address the needs of the individual teacher and what they are trying to achieve and should be rooted in their curriculum. PD is best served at the PLC level where coherence is strong and collaboration will be easiest to implement. Tech integration should focus on content knowledge and never the tech tool itself.

6. Celebrate/Foster Tech Leaders

   Part of establishing teacher buy in for tech PD is knowing who teacher leaders are and fostering those relationships. Being a tech leader should not be based on a teacher's level of tech proficiency but rather on their disposition towards edtech in the classroom and their potential to influence others. Building positive relationships with these individuals and showcasing their accomplishments in front of the faculty is key.

Evidence of teacher technology production here:
https://padlet.com/miannessa1/dv3fk3bmnyfcsa6w

3. Develop a system of centralized, expedient external and internal data collection, analysis,and communication.

   Internal Data Collection

   PCHS teachers use various methodologies for assessing students that are effective in helping both teachers and students identify strengths and areas of growth. Numerous methods of formative assessment provide immediate feedback for students. Teachers use online formative quizzing programs like Socrative, Kahoot, Quizlet, and Google Classroom. For extended work teachers are able to provide digital feedback through the commenting capabilities of the Google Drive Suite and through Schoology. Summative assessments are linked to rubrics which guide teacher feedback and allow students to reflect on their own performance and identify areas for growth in relation to academic standards. PCHS teachers provide an array of assessment strategies which are appropriate in the level of challenge they provide to students as well as in the information they provide to teachers. Students may be assessed for skills and understanding through traditional tests, daily questions, projects, or presentations. Students receive feedback both orally, in writing, digitally, and from peers. Examples of assessment

strategies vary from class to class. Students are often asked to prepare oral and visual presentations in multiple subjects including presentations on current events in specific countries or demonstrating multiple methods for solving a problem. In music, a concert may be the final summative presentation, while formative learning may be demonstrated as students master specific pieces or play parts with their sections. In economics, students are asked to complete projects such as developing and presenting a personal budget.

Due to distance learning, many teachers now rely on the Schoology LMS to assess student learning. Additionally, they use integrated educational technology tools.

Internal Assessment Course Measurements

- Schoology Tests and Assessment Management Platform
- EdPuzzle (integrated into the Schoology Gradebook)
- Kritic Reports
- Kahoot Reports
- Quizlet Reports
- Google Suite
- Student Work Samples.

Assessment occurs at a regular and appropriate frequency in all classes. Informal, formative assessments are done regularly as students are asked to demonstrate their understanding and learning on a daily basis. Summative assessments are given every 2-4 weeks (depending on the content area. Teachers meet with their departments to discuss frequency of assessment strategies and methods of both formative and summative assessment. Individual teachers report giving formal quizzes, tests, or assessments as frequently as once per week and with a maximum space between summative assessments of one per month. Additionally, teachers understand the necessity of assessing student understanding on a daily basis by asking students to respond to daily focus questions, successfully complete warm-up problems, and show that they are engaged and practicing. Teachers also frequently use collaborative learning models of grouping students to ensure that students learn from one another. All assessments are accessible on Schoology. Currently, the school is piloting a Schoology-Infinite Campus passback feature in the summer to hold all assessments in the Student Information System, Infinite Campus.

External Assessments

Although state testing was waived in the spring of 2020, the following external assessments have been given throughout the pandemic:

English Language Proficiency Assessment of California (ELPAC)

English Language Arts Interim Assessment Blocks (IABs)

Mathematics Interim Assessment Blocks IABs

Comprehensive Interim Assessment Blocks in Math and English for 2021

PCHS is building out an individual assessment tab for each student in the Student Information System to see academic growth overtime and to house the data in one centralized place. By the end of the next school year, PCHS will have more schoolwide reports and dashboards elements specific to academic assessments.

Infinite Campus Assessment Report:

Student Number:	09200447988	Total State Tests:	1
Gender:	M	Total District Tests:	1
Birthdate:	09/20/2004	Total:	2

Grade 6-8 SBAC ()
Date: 05/01/2018
Date: 05/01/2017
Date: 05/01/2016

2019 Physical Fitness Test (PFT)
Raw Score: Result: PASS - 5

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

PCHS's Technology Department pivoted very quickly and comprehensively to transition PCHS from a primarily on-campus/in-person school to be a 100% Remote/Online eLearning school within a week. PCHS had a well-established Virtual Academy Program that already provided a small number of students a primarily online learning opportunity. Between leveraging the VAP model and platform we already had, and supplementing that with additional mobile computing devices (Laptops, Chromebooks, Mobile Hotspots, etc.), PCHS converted to a virtual school very quickly.

Extensive outreach to students/families to identify anyone that needed Internet Services assistance, whether establishing access, improving access, or troubleshooting access issues, as well as making sure all our students knew how to access our platforms remotely.

For those students/families that needed financial assistance with connectivity, we

researched and provided information and assistance to many lower-cost programs from vendors and educational based organizations, as well as shipping out Hotspots to those that could not even afford these lower-cost services.

Equally as important, and impressive by our Technology Team, was the transformation via Professional Development and significant Technical Support of our Faculty to be able to provide quality Remote Learning curriculum. The Faculty itself also rallied and created Functional Learning Groups centered around combinations of Online System/Resources and Online Software/Tools centered around various Departmental Curriculum. The combination of Faculty Self-Help, Functional Learning Groups, extraordinary efforts by our Technology Team, and the Administrations determinations to accelerate a re-start of daily classes, PCHS pivoted very quickly to re-engage our students despite the very dispersed geographic range over 100 zip-codes of our study population.

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

   PCHS has sponsored donation campaigns that have raised varying amounts of funds depending on many factors. A few years back as much as $42,000 was raised in this method to subsidize student/family busing costs, and in other years, and more recently due to focus on pandemic oriented fundraising, donations targeted to busing have been significantly less.

   PCHS has applied for several busing grants via our Development Office though unfortunately we have not been awarded any of those grants.

   The PCHS Transportation Department has worked diligently to keep the PCHS Funded Scholarships at as high a level as PCHS could afford via its annual budgeting process.

   We have also made strong partnerships with Metro LA in having on-campus Mobile Customer Centers to help students apply for and reload their TAP cards for lower-cost public transportation alternatives. PCHS has also partnered with the Big Blue Bus company to have a Pali Express service directly without stops between PCHS and the Santa Monica Metro Train Station so students can get to/from PCHS and the train without time consuming stops and with fewer non-student passengers from getting on the bus.

   Additionally, PCHS has extensively promoted car-pooling and ride-sharing to assist families in getting to PCHS.

5. Develop and maintain a positive and equitable school climate and culture. PCHS continuously seeks to build and maintain a positive and equitable climate and culture. Steps taken include:
    - Schoolwide Equity Self-Study
    - Focused professional development on topics such as unconscious bias, courageous conversations, opening doors for all students, and equitable grading practices
    - Human Resources audit of recruitment and hiring practices
    - Campus Unification Program and Director
    - Justice Union formed by leaders of campus student organizations
    - Student Concern mediation process
    - Complaint process reviewed and disseminated
    - Dolphin Leadership Academy Academy and Link Crew programs in place for new student support
    - Restorative Justice, Peer Mediation, and Circles training and implementation for students and staff
    - *Grading for Equity* book study group with author Joe Feldman and pilot programs in PLCs and departments
    - Ethnic Studies Book Club for the Pali community
    - Curriculum review to develop inclusive and responsive curriculum including the adoption of *All American Boys* as a required novel in the English Department and Social Science focus on curriculum through a social justice lens
    - Parent engagement and education increased through targeted programs such as FACTOR, The Village Nation, and PTSA
    - Online meetings promoting and increasing stakeholder engagement
    - Stakeholder task force created to guide decision making during the COVID-19 pandemic
    - Frequent surveys to gauge stakeholder engagement and preferences
    - Use of short videos to convey up to date information to stakeholders.

6. Expand and continuously improve PCHS's systemic student support.

    The COVID-19 pandemic has had a negative impact on the entire Palisades Charter High School community, as it has had on the rest of the nation and the world. The negative effects of closed schools will be profound and generational. “Economists reviewed the loss of earnings from school disruptions during World War II in Austria and Germany. They found that missing a year of school means 9.4 percent to 16.2 percent lower earnings for up to 40 years, with bigger losses for children with less educated parents. More recent estimates from 139 countries indicate a year of schooling increases earnings by 9 percent. Even brief school closures, such as the 1916 polio pandemic, lowered levels of educational

attainment." (city-journal.org) 2020 has been a rough year for everyone, but teens are among those hit hardest by mental health concerns. A recent CDC report of 5,400 people found that 25% of respondents between the age of 18-24 had contemplated suicide in the previous 30 days. Active Minds, a nonprofit advocacy group supporting mental health education for students, has also reported some concerning statistics this year. A recent survey found that 80% of students have experienced some negative impact to their mental health due to the pandemic. 20% say their mental health has significantly worsened. Chief Program Officer Laura Horne explains that this is part of a larger trend showing an increase in depression and anxiety among young people in recent years.The driving force to address and shift the negative impact from this pandemic on schools has been focusing on students. Fortunately, the PCHS community has come together to create a positive, inclusive, learning environment for our students. PCHS' responses have had to be inclusive of all stakeholder groups, including parents, teachers, students, and the surrounding community. In response to the COVID crisis, PCHS expanded its academic interventions, technology access, health services, and mental health interventions.

PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its Learning Continuity Plan with the main goal to expand interventions and accommodations during the pandemic.

During the consultation and stakeholder feedback process regarding the development of the Learning Continuity Plan, PCHS communicated remotely with pupils, families, educators, and other stakeholders who do not have internet access, or speak languages other than English. PCHS offered information to all students/families regarding low-cost resources for Home Internet Access, and for those families that still could not get Internet Services from Home were/are provided Hotspots at no cost to them. PCHS also has provided Student Internet Access such as (but not limited to) Chromebooks to students that requested them. PCHS has additional Hotspots and Student Access Devices for those that need them. Specifically, our school solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan, by eliciting feedback on stakeholder surveys, stakeholder budget meetings, and summer/fall school site meetings.

Students: Students specifically mentioned that they would like additional time for school activities and student engagement. Students offered a variety of feedback concerning online face-to-face time per department. From this, the administrators contacted the departments that needed additional support which guided much of the summer professional development, as well as the eventual eLearning schedule. Students also provided feedback on accessibility. Overall, most students had some sort of access, however they could not always have access during the daily schedule. This also led to having flexibility in our eLearning plan.

Parents: Two parents surveys were conducted. Overall, the parents appreciated the effort the PCHS faculty had made during eLearning. The key concern that the parents brought up was the desire for face-to-face online time. Some parents worried that there would be too much screen time, while others desired more time. We also sought feedback from parents regarding their feelings of safety returning back to campus. Around 25% stated that they would not feel safe returning until a vaccine had been developed and safely tested. Thus any hybrid models will need to have eLearning options for such students.

Teachers and staff: The faculty were surveyed at the end of the spring semester and throughout the summer (summer surveys were facilitated by Administration Google Forms and Checkout Surveys, UTLA Survey Monkey Surveys, and the Operations/Technology Department Surveys. Feedback was solicited regarding professional development and technology needs. PCHS was able to buy educational subscriptions, technology equipment, and provide personalized technology coaching and workshops through surveys and meetings. Meetings with department chairs gave feedback on eLearning proposals. From this, more time was created in the eLearning schedule for professional development, intervention, office hours, and PLC planning.

Administrators: Administrators gave feedback concerning policies that would ensure educational equity at the school site. To maintain equity for all students, attendance policies, grade policies, student technology budget, and additional student services were the focus of the feedback.

Bargaining Units: UTLA and PESPU: UTLA conducted staff surveys on grading scales and teacher expectations of elearning. Multiple surveys were conducted to identify professional development interests and availability. Additionally, technical needs of staff were identified through surveys.

Two student surveys: one in Summer 2020 (following the close of the school's first distance learning semester which began in May) and another student survey conducted at the beginning of the school year.

From this plan, academic interventions in the form of targeted interventions were carried out by the Academic Coordination of Services Team (A-COST).

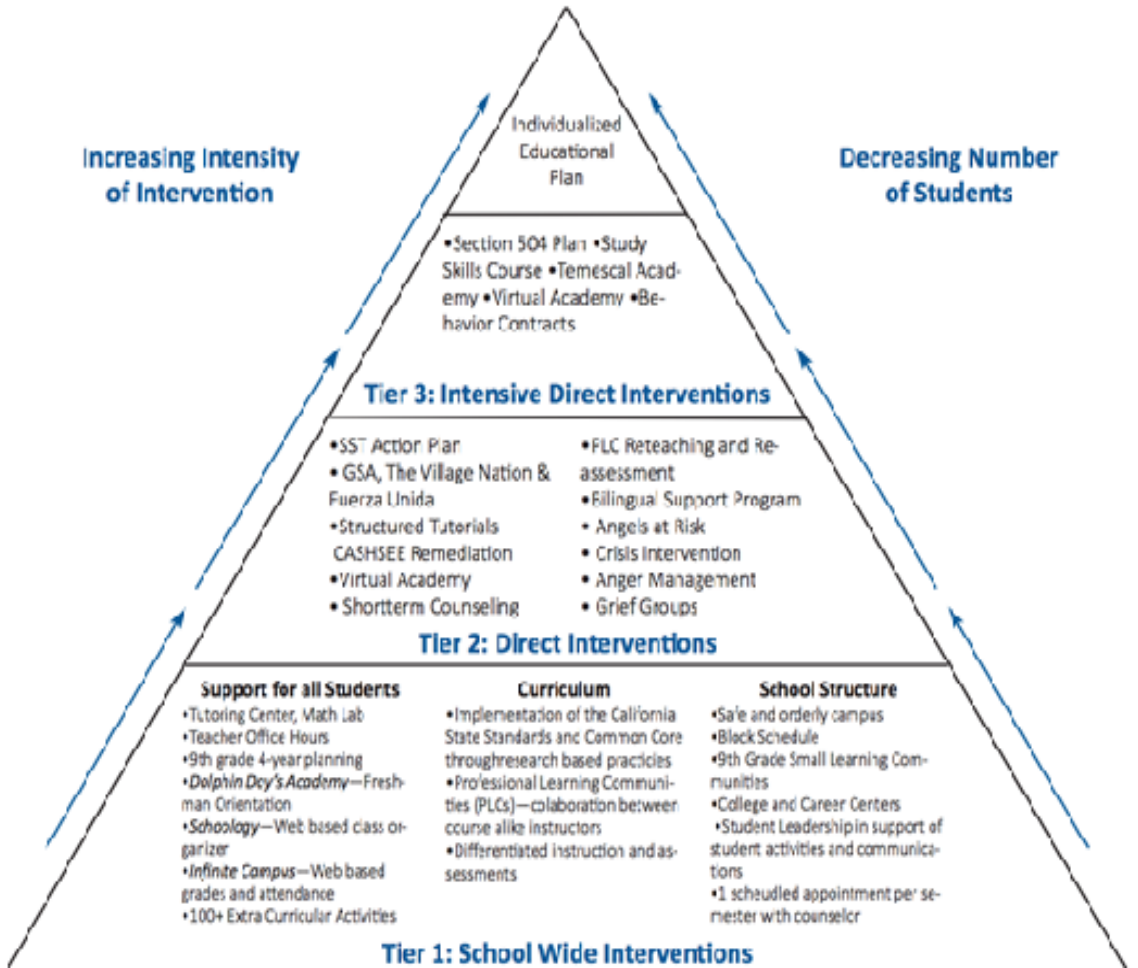
TARGETED RE-ENGAGEMENT STRATEGIES

Academic-Coordination Of Services Team (A-COST)

Students will be referred to A-Cost if not participating in either Synchronous or Asynchronous Instruction or who are not demonstrating progress in courses. The A-COST is comprised of:

Director of Academic Achievement
Special Ed Department Rep
Pali Academy Counselor
Technology Department Rep
Intervention Coordinator
Parent Liaison
SLC Coordinator
PLC Coordinator
Attendance Office Rep(s)
ELL Coordinator

For the purposes of tiered re-engagement, the A-COST will design specific outreach and intervention plans for each student/family on their caseload to include verification of current contact information for each enrolled pupil, daily notification to parents/guardians of absences, and a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and when feasible, transitioning the pupil to full time in-person instruction. Targeted re-engagement strategies will include the PCHS Distance Learning Pyramid of Interventions.



ACADEMIC INTERVENTION: LEVELS OF SUPPORT

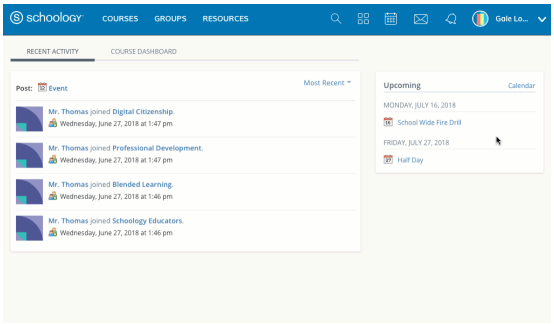
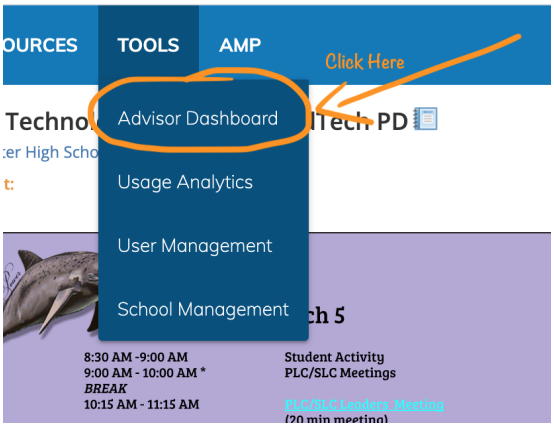
Level 1 School-wide & Classroom	Level 2 Direct Interventions	Level 3 Intensive Direct Interventions

Support for all Students • Teacher Office Hours* • Study Center • Math Lab • Ongoing communication between school, student and parents/guardians • 9th-grade 4-year planning • Dolphin Leadership Academy • Freshman orientation • Schoology (web-based organizer) • Infinite campus (web based grades and attendance) • 100+ extra-curricular activities • Attendance intervention (students missing 3 consecutive classes will be referred to the Academic COST team for support) Parents will be notified via Infinite Campus robocalls when students are absent. **Instruction** • CCS and Common Core research-based practices • Instructor collaboration in PLCs • Differentiated instruction and	• PLC and SLC targeted intervention by teachers • A-COST Team* • SST action plan • Virtual Academy • Paraprofessional targeted tutoring • Math Lab • Study Skills classes • Peer tutoring • GSA and Trans Awareness • The Village Nation • Fuerza Unida • Behavior management plans • Restorative Justice seminars • Health education • Short-term counseling • Bilingual Support Program • Language Appraisal Team • Crisis intervention • Anger management • Grief groups • Counseling • Ongoing grade-data Review Added: Saturday School	• Section 504 plan • Pali Academy • Credit Recovery courses • Summer School • Behavior Contracts • Special Ed Assessment

assessment • Reteach and reassess **School structure** • Safe and orderly campus		

• Block schedule • 9th-grade SLCs (Pods) • Link Crew • College and Career Centers • Student Leadership in support of activities and communications • 1 scheduled appointment with assigned academic counselor • Schoology Parent Email Digest and Overdue Notifications		

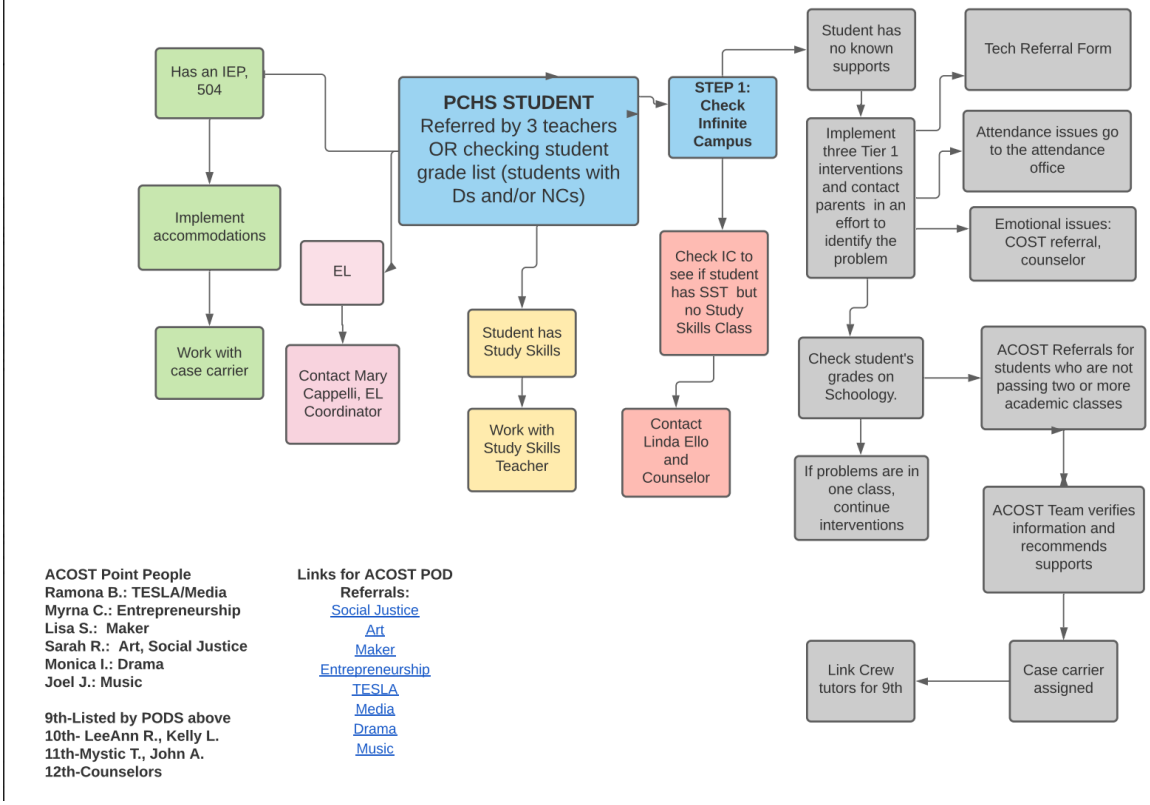
OUTSIDE INTERVENTIONS	**Notes and Links**
Teacher Office Hour Appointment	Successful attendance has occurred when the appointment is made with the parent's knowledge.
Counselor Appointment	Email the student's counselor about your concerns.
Math Lab: Adult math paraprofessionals tutor and teach students.	Numeros aqui link.

Virtual Library: Adult writing coaches and peer tutors in all subjects.	Share this link.
Schoology Parent Notification	This is a feature in settings that parents can activate. 
Schoology Advisor Dashboard	

RFEP Support	Contact EL coordinator Mary Cappelli at Mcappelli@palihigh.org
ELL Support & Mentorship on Fridays	Is your student in the Bilingual program? Contact Lucia Pereyra. She has an open Zoom room every Friday to give them guidance and tutoring during their asynchronous day. Contact her at lpereyra@palihigh.org
PCHS Mental Health Team	Share this link
PCHS Health Office	Are you concerned about the health of your student? Contact Stephanie Boyd at sboyd@palihigh.org
Tech Support	Is your student telling you they can't participate in your class due to technical issues? Fill out this form.
Mindfulness Group with Lupita Gutierrez, School Psychologist	Share this link.
Homework Haven: Sponsored by the Mental Health Team	Mondays 1:30pm-2:45pm https://palihigh-org.zoom.us/j/86145112141?pwd=dGFpcGIrbjd2VXczcUNJeGNkSUNGZz09
Family Support Group: Sponsored by the Mental Health Team	Share the link, which includes information about this group.
Student Social Hours	Our mental health team offers a social hour for students to play games together on Thursdays at 2:30 p.m.! Here is the link.
Free Reading Books for students	Use Pali's link to the Los Angeles Public Library without a library card- you don't need to live in LA area- open to all Pali students. Go to https://go.palihigh.org/eLibrary

	Sora Open a world of reading. Try Sora, the new reading app for students, by OverDrive. go.palihigh.org Sign on using your Pali single sign-on, like Infinite Campus. If you have any questions, contact aking@palihigh.org
Ready-Set-Go For socioemotional needs.	Tuesday/Thursday 7:45 a.m.-8:30 a.m. wake-up with Gio and Ms. I and get ready for your day. All students receive a Zoom link in their Schoology Updates.
Saturday Success School	Currently, we are sending invites to families with freshmen who have 3NCs or more and seniors who are failing English, Math, or Gov./Econ. Contact rhoward@palihigh.org for more information.
Credit Recovery	This program is made for students who need to make up credits for a class while in school. Courses are finished online through the Acellus curriculum. Students are referred by the counseling office. The coordinator is Dave Suarez.
Link Crew mentorship	Use this link to learn more about Campus Unification Programs and Link Crew.
The Village Nation mentorship for Black Students	Contact Crystal Adams at cadams@palihigh.org
Fuerza Unida mentorship for Latinx	Contact Laura Bachrach at

students	lbachrach@palihigh.org
Intervention Coordinator	Need guidance through the intervention process? Ask Myrna Cervantes, the Intervention Coordinator. Contact her at mcervantes@palihigh.org
Summer School Programs	Randy Tenansnow is the summer school coordinator. You can contact her at rtenansnow@palihgih.org.
Pali Academy	This is a small learning community for students who are very credit deficient and are suffering from hardship. Students are referred by their counselors. Kim Theard is the coordinator of the program.
Pali Cares	Do you know of a family in crisis that needs immediate support? Contact Kim Theard at ktheard@palihigh.org or Andrea King at aking@palihigh.org . They send care packages and set up assistance.
ACOST form to identify students who have 3 NCs and a D or 4 or more NCs. This team does outreach and coordinates services.	Here's a link to the ACOST form.
How to make the Schoology Calendar into a digital planner.	This video adds assignment due dates for all classes onto a calendar, which the student can add on their smartphone: https://www.youtube.com/watch?v=M7-W1X7AU9M



Evidence of intervention outreach:
A-COST and COST student intervention logs.

The LTSP Academic Achievement and Interventions Committee met to discuss the intervention progress this year pertaining to the WASC goal of "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.

Committee Feedback Example:

Distanced learning: Reduction of block periods to 1 hour for more effective use of time
Asynchronous and Synchronous time balanced throughout the schedule to allow for flexibility of learning
Learning Modalities: Project-based, experiential learning are being used, final projects
Student feedback: Technology has allowed for individualized learning, Gov Projects, Book reports, History Projects, "On Your Own" Accessible Assignments,
English: Distanced learning has shifted the department's focus to skills
Project-based learning is inconsistent between departments
Prerecorded lectures and Edpuzzles used to communicate class content

Intervention for all students: The bell-schedule now has built-in office hours for intervention
Supports are available for students: Tutoring, Math Lab, and Mental Health support is more accessible. Built-in support time within the bell schedule is NOT present and this could be improved.
Math Lab: students take a longer time to learn in a distanced learning environment so Math Lab is important to extend support and time
Stakeholders stated that the following essential questions should be addressed after the school year ends:
To what extent is the distanced curriculum rigorous?
To what extent are we falling short when it comes to the availability of services?

V: Schoolwide Action Plan/SPSA Refinements

Based on the findings of the current progress report, PCHS further refined the schoolwide action plan/SPSA as needed and the links are included to the most recent schoolwide action plan/SPSA.

1. **Extended Learning Opportunities Plan**

https://docs.google.com/document/d/1WvZPyr6ZV4U3C7tWJyGLBOKLyFzqpNTl2dB066uqQQI/edit?usp=sharing

2. **Revised WASC Action Plan**

https://docs.google.com/document/d/1NuOuSCxDM1a9-_QBVOwsZtkUUCHqpvqxW-2GLr32woY/edit?usp=sharing

3. **LCAP Plan Link**