Palisades Charter High School

Educational Technology Needs Assessment

Datalink Networks - Fall 2022
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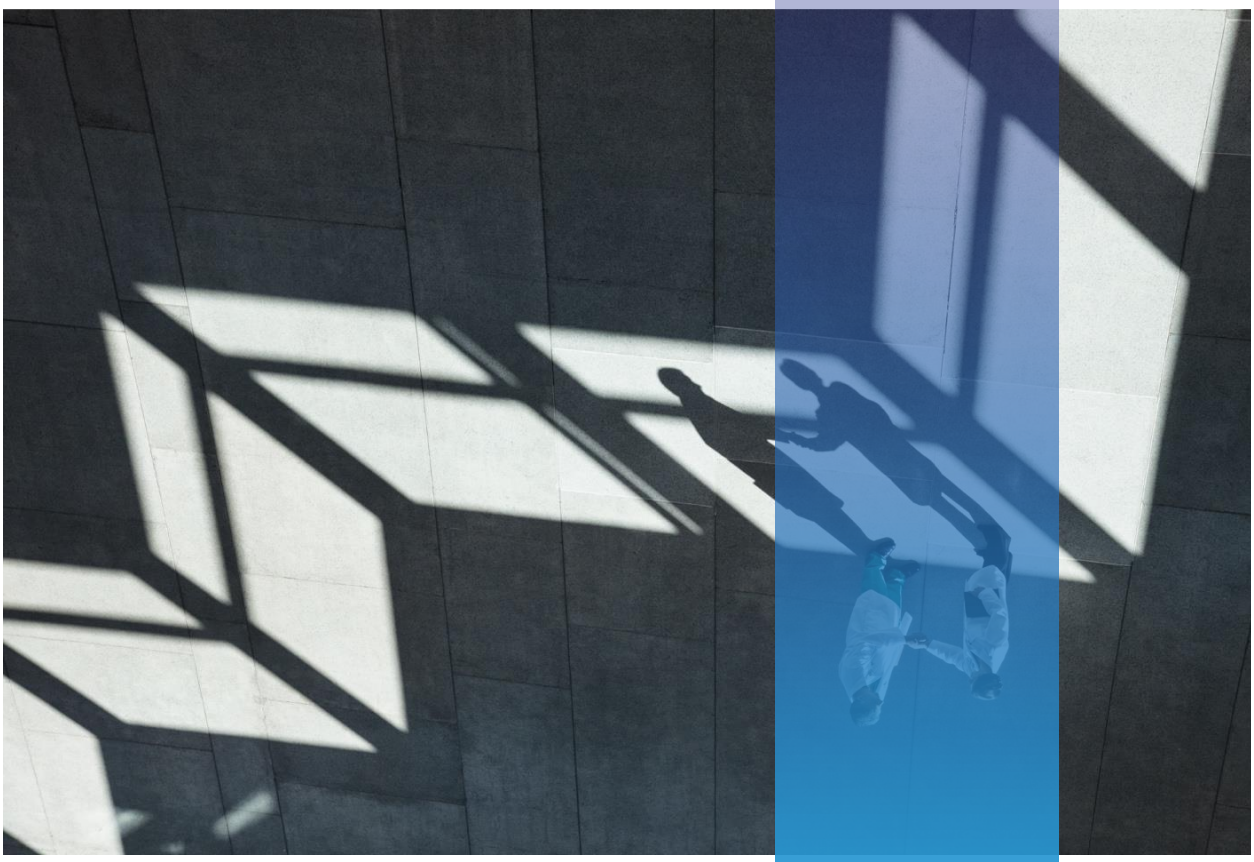

Introduction

Palisades Charter High School is a high achieving independent charter high school serving a diverse student body in grades 9-12. Palisades provides educational excellence for all students, especially those from underrepresented backgrounds. Supporting a high quality instructional program through clear priorities, transparency, strong 2-way communication, and sustainable operations is of the utmost importance to the Pali community.

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Executive Summary of Findings

Datalink Networks was asked to provide immediate assistance with database management and analytics reporting to fill existing gaps in personnel. To ensure this support would be sustainable and lead to Palisades' being more self-reliant, we conducted a comprehensive needs assessment to identify the school's specific technology needs. This involved an investigation into the school's technology infrastructure for both the Student Information System (SIS), Infinite Campus, and the Learning Management System (LMS), Schoology. Datalink Networks was also tasked with identifying the specific needs related to educational technology for both assessment and instructional technology software platforms. Ultimately, this analysis would assist Palisades to invest resources efficiently and become a 1:1 device school.

With the goal of increasing capacity among the faculty and staff, we commenced work to identify the needs and make recommendations to improve the overall operations and workflow for school personnel. First, we reviewed the school's guiding documents (Charter, WASC, LCAP, annual budget) and internal operations and procedures to understand how Palisades is organized as a school and what areas of instruction required specific technology support and further training. We did a deep dive into committee minutes, past surveys, past professional development and conducted a recent technology survey among faculty.

We have consolidated our findings into this report which explains the specific areas of need and Datalink Networks's recommendations to improve overall capacity with the existing technology infrastructure and components of educational technology. Our findings are as follows:

- Too many initiatives and activities dilute effective operations
- There are no systems for consistent onboarding, training and off boarding
- A lack of clear, consistent communication limits efficiency
- Redundancies waste precious resources and limit options for future technology investment

Enterprise Applications: SIS and LMS

Palisades uses Infinite Campus as its Student Information System (SIS) and Schoology as its Learning Management System (LMS).

These two tools are integral for the smooth operations of the educational program. Infinite Campus manages all student information, including grades, demographics, student assessment scores, locker, and bus route information. It allows for robust reporting and custom reporting which Palisades uses in daily operations. School leadership identified the need to be self-sufficient by increasing capacity among staff to understand and execute the custom reporting and database management for Infinite Campus. Palisades needs to increase the number of individuals on staff who have the knowledge and expertise to navigate Infinite Campus and run needed reports. To address this need, two things are required:

1) a commitment to set time aside for training
2) a willingness to learn among Pali staff

On the Educational Technology side, all instruction and information related to courses exists in Schoology. Faculty have varying levels of expertise with Schoology and operate with a high level of autonomy to design and operate their courses. School personnel communicate using Schoology boards which convert to email notifications for all faculty. Teachers have been using the existing assessment tool, *AMP*, for internal and periodic assessments, however, the tool is being discontinued. Pali needs an alternative platform for internal formative and summative assessments.

Infinite Campus and Schoology have potential for strong data integration. For the most part, data such as enrollment and grades pass back and forth seamlessly; however, with variance in procedures, data input and settings, such as grading scales, information does not integrate seamlessly, causing an increased burden on personnel to identify the root cause of a problem and then fix it. Training and adherence to standard classroom settings in Schoology would resolve most data problems, increase transparency, and establish clear communication between faculty, students, and families. To address this need, leadership and faculty must arrive at consensus to prioritize standardization in the use of these tools for data input.

There is a history of high dependence upon custom programming work to address processes that might be handled by trained staff in their areas of educational and technical expertise. On a small scale, this reliance creates a time savings for individuals. On a large scale, the same has created an environment of dependence upon the line programmer familiar with those processes, and a single point of vulnerability.

For Infinite Campus and Schoology, we concluded the following:

- Uniform settings and procedures will improve SIS-LMS integration
- Robust training resources and existing reports are available

- Frequent version updates are necessary to improve operations
- Capacity building with SIS-LMS tools will benefit all Pali staff
- Responsibility for custom-programmed procedures being placed back in the hands of staff can build ownership for those responsibilities

SWOT Analysis of Enterprise Applications

SIS-LMS Strengths

Palisades has a broad team of staff who engage deeply with Infinite Campus (IC). Reporting is integral to many of the daily operations of the school facilities, student schedules, class balancing for enrollment, and development and implementation of the master schedule. The school's head of operations and facilities uses IC to identify locker vacancies and assign new combinations and lockers to students who need them. IC also provides updated information and reporting for bus routes for the many students who attend Pali via busing.

Frequent grade progress reports and attendance reports are used by the counseling department and school administration to guide decisions about course enrollment and facilitate communication with teachers, students, and families. Other users access reports to comply with legal requirements and send school information to the authorizing district, the county office of education and the state.

In addition to the departments who use IC reporting tools, Pali has several technology leaders who serve as trainers to help other faculty develop capacity with both Infinite Campus and Schoology. There are also several faculty members who are out of the classroom for one or more periods serving as coordinators for special programs. These roles can be leveraged to provide broader training for Pali personnel and establish uniform practices school wide.

School leaders are clear about the support needed with accessing reporting tools in IC. In some cases, leaders have a general idea of reporting windows and can provide detailed lists of needed reports well in advance of deadlines to provide ample time for staff to complete. There is strong integration between the SIS and LMS which makes data pass-back seamless once uniformity is established. For both platforms, there is familiarity with existing platforms and a basic comfort level for users, which can

facilitate a positive environment for training and professional development. Each platform has a strong suite of resources to build capacity and implement uniform best practices, including expert personnel on-site with robust experience. These are all strengths that support strong implementation potential for the existing technology infrastructure at Pali.

While the existing technology infrastructure has several strengths, there are some challenges that make a transition to a different SIS or LMS in the future worth consideration.

SIS-LMS Growth Areas

Need for Uniformity

Palisades affords faculty and staff a considerable amount of autonomy regarding course set up and settings within Schoology. Therefore, there is little uniformity in practice. The onboarding and training for using the SIS and LMS have depended on the availability of technology coordinators who have tremendous expertise, but limited time outside of a full teaching schedule. We did not observe a regular training calendar or onboarding instructions for either SIS nor the LMS; however, on the Ed Tech page for Pali, there are links to various resources for staff to set up Infinite Campus and Schoology accounts. There are written instructions and YouTube videos that show viewers how to navigate various features of both.

While these are excellent starting points, we did not observe any existing and streamlined process to onboard and train faculty and staff with the SIS and LMS, nor to off board personnel who leave. A comprehensive onboarding process would provide training for account set up, proficiency standards and competencies, instructions for locating all existing tools and training materials to implement the tools as well as an updated calendar of training events. A clear and comprehensive onboarding process would ensure uniformity with the implementation of tools. Without uniform set up, several problems arise in the SIS management and integration of data. Pali relies on a significant number of custom reports in order to operate. These reports cannot be generated with reliability or 100% accuracy when data input is inconsistent. Without a strong process for onboarding all faculty and staff to use best practices in the SIS and LMS, Pali will continue to face frequent reporting errors and expend unnecessary resources of time and funding to identify the root causes of those errors and fix them. For example, a recent request for parent address and phone numbers was stifled when we encountered numerous students with more than two (legal) guardians listed in the SIS, and in some cases individual guardians having two addresses.

Implementing uniform data input parameters would also increase transparency across the organization since there would be a correct way to manage data and everyone could develop mastery toward common standards of operation for the SIS and LMS.

Transparency and uniformity of expectations and operational procedures is something the faculty are requesting as evidenced by the following quote from the Pali Faculty Survey issued in Fall 2022.

[We need] "standardization of the technology-oriented learning environment (devices and software) and more help to infuse it all more universally into all curriculum" - Pali Faculty member

One example of an immediate fix that would increase efficiency and generate positive returns for Pali's resources is to consolidate all existing grading scales into three or fewer. There are currently ten different grading scales being used in Schoology. This creates problems for data syncing between Infinite Campus and Schoology and interferes with smooth reporting during grading periods. Multiple grading scales also limit transparency and equity across course sections for students and families. If all faculty could agree and align their evaluation methods to a points-based system, there would be greater uniformity, clarity, and transparency for their students and within their departments. This would also remove any errors due to misunderstanding of grade weighting and how it impacts students' overall grades.

The existence of multiple grading scales results in technical challenges during reporting periods. Should teachers inadvertently create the gradebook rules differently between the LMS and the SIS, the grade synchronization process will result in inaccurate or missing scores for students. Troubleshooting these issues, a task that consumes dozens of hours from internal and external staff, is compounded by the multitude of grading scales that are available. This creates a dependence upon custom solutions. Currently, Pali must rely on an individual who can write SQL program code in order to navigate the complexities of the SIS and fix data problems on the back end.

The challenges are further exacerbated by the extremely limited technical support provided by Schoology and its parent company, PowerSchool. In the short term, there are enough faculty with basic proficiency to manage the technical challenges when they arise. However, a long term solution to some of the limitations of Schoology would be to adopt a different LMS. A strong LMS provides robust technical support and training to establish the needed proficiency levels for all faculty and administration.

Table A – List of Existing Grading Scales and Courses in Schoology

Grading Scale	Count
Advanced Placement	52
College Prep - Econ & Gov	4
College Prep - US & WHist	10
Honors - WHist	2
Honors 2 - Econ & Gov	4
missingGradingTasks	3
Pass / Fail 60%	14
Standard	625
UC/CSU APPROVED H - English	5
UC/CSU APPROVED H - US Hist	5
UC/CSU APPROVED H (Extra Pt)	22

Inconsistent grading scales create ripple effect challenges such as students opting for one teacher over another due to the perception of one section being "harder" or "easier." Parents and students also lack clarity when grading scales and practices are non-uniform.

Non-Optimized Solutions

Non-uniform settings result in immediate and concrete barriers to optimal operations and data integration. There are other ramifications for the educational program, the cost of which is less obvious, but no less important to address.

Software and hardware adoptions are not optimized for functionality with SIS/LMS. In other words, because there is no uniformity of process and practice, there is no systematic process for adopting software platforms and licenses. Rather than select tools that integrate well with the foundational technology underpinning school operations, individuals select instructional and other tools that may or may not integrate well with existing infrastructure. When the integration doesn't work smoothly, Pali has to contract with a specialist to make a fix and ensure the different systems talk to each other. Without weighing this cost up front, more resources are expended unnecessarily when choosing a more compatible solution would prevent such issues from the outset. Starting with streamlined and uniform best practices will allow Pali to better focus energy and resources toward meeting the academic goals integral to its mission.

Adopt Systematic Internal Processes

Palisades technology staff manage all aspects of the IT infrastructure, including management of access to hardware and software, the school's technology networks, and security. With the vast amount of technology to manage and oversee, personnel have little bandwidth to establish a systematic process to onboard and maintain the integrity of the technology infrastructure with regular checks and updates. Furthermore, it has been challenging to evaluate the effectiveness of solutions to stated needs because there has not been a regular or recent queue or analysis of support requests related to the SIS or LMS to identify ongoing needs and gauge a timeline for completion of requests. Lastly, there is a knowledge and information gap when personnel leave, creating a vulnerability that uniformity best practices could alleviate.

Infinite Campus requires regular version updates every four weeks. Upon our review, the most recent update occurred several months ago. Adopting recent versions will ensure better internal processes and operations because the updates are specifically built to resolve known issues, such as:

- Transportation fee refunds
- California state reporting tools
- California Assessment tools
- CALPADS Upload process

Having established internal processes that are set up in advance would greatly improve workflow and communication related to SIS and LMS operations. This would also help improve communication among administration and enable all staff to anticipate requests and busy periods so that ongoing needs can be scheduled accordingly.

SIS-LMS Opportunities

The growth areas above lead to opportunities for a shift to solutions that will positively impact the back-end technology operations vis a vis Pali's SIS and LMS platforms.

By increasing the capacity of school personnel to use best practices with SIS and LMS set up and operation, the school benefits in a number of ways:

- Data syncing and integration are optimized and up to date.
- There will be less need to wait on fixes because more on-site personnel can provide needed technical expertise
- Morale increases with upskilled technical coaches and support personnel through collaborative problem-solving. Faculty and staff receive intrinsic benefit with improved capacity and technical knowledge.
- Uniformity of procedures allows for clear expectations for students and families across the instructional program.
- Streamlined processes and uniform implementation does not detract from instructional autonomy; rather resources can be allocated to instructional priorities rather than reactive trouble-shooting.
- With a smaller list of tools and practices/procedures to master, everyone wins. A clear target reduces misunderstanding and confusion about how-to use core technology tools and allows everyone to be on the same page.
- A shift from "me thinking" to "we thinking" allows staff to be more self-reliant by training them to operate according to best practices and use innovations in instructional delivery rather than on varied procedures that harm the educational program

SIS-LMS Threats

While some shifts to new procedures can appear daunting, failing to address the needs identified will result in negative outcomes for the school. The SIS and LMS could fall victim to the following threats if not addressed:

- Falling behind on version updates can leave the products vulnerable to security breaches.
- Enrollment can decline with frustrated families exiting when a school does not have clear data or procedures such as streamlined and consistent grading scales. Ensuring that Pali High offers state-of-the-art SIS and LMS can help continue to attract students
- Pali relies heavily on custom processes and individuals who have expertise to write custom report scripts in the SIS. While these custom processes can address immediate needs, the reliance upon them creates a vulnerability and a single point of failure should programming staff be unavailable.

Educational Technology

In addition to supporting the overall technology infrastructure, Datalink Networks was asked to provide support addressing Educational Technology needs at Pali. This encompasses everything from current and future instructional software, best practices for public-facing technology integration tools, academic assessment platforms, strategic support for implementing 1:1 device adoption, and faculty and staff training and implementation support for all of the above.

With such widespread areas to support, it was necessary to as identify critical and immediate needs for Educational Technology. In light of the recent vacancy in the Ed Tech Coordinator position, we also wanted to evaluate the specific role an Educational Technology Coordinator would fulfill if the role were to be replaced. We wanted to make sure we honored Pali's desire to build capacity among staff internally, leverage existing resources and lessen dependence on one person. Therefore, our approach centered around cataloguing existing resources, evaluating data that would reveal the instructional and operational needs of the school and school personnel, and then aligning recommended actions with those needs. From the beginning, it has been the intent of Datalink Networks to support Pali in becoming more independent through streamlined and sustainable best practices that provide greater flexibility for resource deployment for future needs.

Stated needs for Educational Technology support included:

- Assistance with adoption and roll out of assessment and analytics software
- Inventory and review of existing resources including software and hardware
- Training and PD for technology resources
- Strategy to transition out of Bring Your Own Device (BYOD) and move to 1:1 device school-wide

Initially, the most critical Ed Tech need was for immediate help with adopting a new interim assessment platform software and a means by which to capture the analytics through quality presentation software. This adoption would require training faculty to practice using the platform in order to prepare and administer the assessment exams, collect and review achievement data reports. Ideally, the chosen resource would integrate well with the current SIS, Infinite Campus.

Beyond adopting a new assessment platform, additional Educational Technology needs included housing all material and training resources—created by and for teachers—internally within Pali's own network. This would support Pali becoming independent from outsourced support resources and free up funding toward 1:1 device adoption. Our needs assessment reviewed existing tools – both hardware and software – to identify actual usage, redundancies, and misalignment. As a result of this evidence-based analysis and our own observations, we provide recommended actions to address Pali's Educational Technology needs.

Assessment Platforms and Analytics

In 2019, the State of California passed AB1505, which requires all independent charter schools to utilize approved vendors to assess student achievement with "verified assessment data" showing students' academic growth. This data will guide whether or not a charter authorizer grants a renewal to an independent charter school. Pali has been using the assessment platform within the Schoology LMS, *AMP*, however it will be discontinued by the end of this school year. Therefore, a replacement software for formative and summative assessment is necessary. Last year, Pali completed an initial review of assessment platforms and analytics presentation software and concluded that the NWEA Map Growth platform would be a viable option for the required assessments. Performance Matters would provide the dashboard analytics for student achievement. Unfortunately, Performance Matters is owned by PowerSchool, the parent company of Schoology, and they did not respond to multiple requests for support or information on Performance Matters. In fact, at the time of this report, the Performance Matters website shows an error message, and there is no posted information about the current operation or future roll out of Performance Matters.

Existing Software and Hardware

One factor that sets Pali apart in the Educational Technology arena, is its breadth with abundant existing software and hardware. While its options are vast and provide many opportunities for differentiated instruction, few Pali faculty are actually using all of the available software; many licenses costing several thousand dollars are only being used by a few individuals. With a stronger adoption process that requires stricter vetting and training, Pali can be more selective and free up fiscal resources. Moreover, fewer tools are easier to manage, and overall proficiency among teachers is likely to increase with fewer tools to learn. To better allocate resources to Educational Technology priorities, we needed to do a thorough inventory of which resources (personnel, software and hardware) were available to Pali and then align them with instructional or operational priorities, and then, remove the excess.

SWOT Analysis of Educational Technology Program

Educational Technology – Strengths

"Goal 4: Modernization, which includes investments in education technology, in-classroom modernization, developing new/modern curriculum and also modernizing facilities."
Pali 2022-23 LCAP

Quality Integration

"Develop a funding plan to support technology equity and access" – from the 2022 Ed Tech Plan and School-wide Goals

One of Pali's strengths with regard to Educational Technology is the commitment to providing an exceptional educational program through strong technology integration. This is reflected in a number of core documents that drive the school's educational program.

The Local Control Accountability Plan (LCAP) encapsulates a school's goals, the actions to achieve the goal, and the resources that are budgeted accordingly. Goal 4 in Pali's LCAP is: "modernization, which includes investments in education technology, in-classroom modernization, developing new/modern curriculum and also modernizing facilities." Providing modern technology and access to 21st century resources is a primary focus for Pali. The school has a thorough process to bring forth initiatives for consideration and make sure all parties have the opportunity to provide feedback. Pali is thoughtful and focused on embedding updated technology resources throughout their educational program and operations. Ongoing discussions, meeting minutes, committee actions and budget decisions reflect this goal as a priority.

A similar foundational goal demonstrating the commitment to improved educational technology is shown in the School-wide Goals for 22-23: "By June 2022, develop a funding plan to support technology equity and access (Ed Tech Plan). While Pali did not achieve the goal, they continue discussions and consensus-building with educational partners to arrive at a solid Educational Technology funding plan. Lastly, the school's most recent WASC Action plan from 2018 incorporates technology training as a primary topic for professional development (p.1-2). This commitment to effective technology integration is evident in the language and documentation woven throughout the school.

Pali provides an exceptional educational program through high quality instruction and faculty who are eager to use popular and engaging instructional technology tools to support student content mastery. In addition to a staff that is eager to learn, Pali has three highly qualified Technology Coaches who provide technology support before and after school. There is strong rapport between the faculty and the tech coaches and there are existing training resources available through the school's website to avail introductory level instruction for LMS and SIS set up.

Pali faculty also have a deep respect for expertise within their ranks, and they keep high achievement and access to a competitive and rigorous academic program at the forefront of all they do. This commitment to excellence is reflected in a highly engaged faculty and school leadership who desire to provide 21st century learning experiences in innovative and groundbreaking ways. Strengths in this area include: innovative schedules through the Pali Period weekly flex period, the full implementation of the Pali Virtual Academy, the ongoing solicitation for ideas and applications for mini-grants to further develop faculty professionally, and the commitment to providing high quality industry-standard hardware in the form of Promethean boards for over 60 classrooms and shared spaces. The Pali culture celebrates quality technology integration; the significant investment in and availability of resources testifies to this.

Pali also has a highly qualified team of technology support providers including a staff of highly competent IT personnel and expert instructors who serve as Technology Coaches for the staff. Coupled with a management team that is willing to invest in innovative software and hardware solutions, Pali is well poised to achieved their LCAP goal of modernization by providing an educational program that integrates 21st century technology well.

Ed Tech Investment

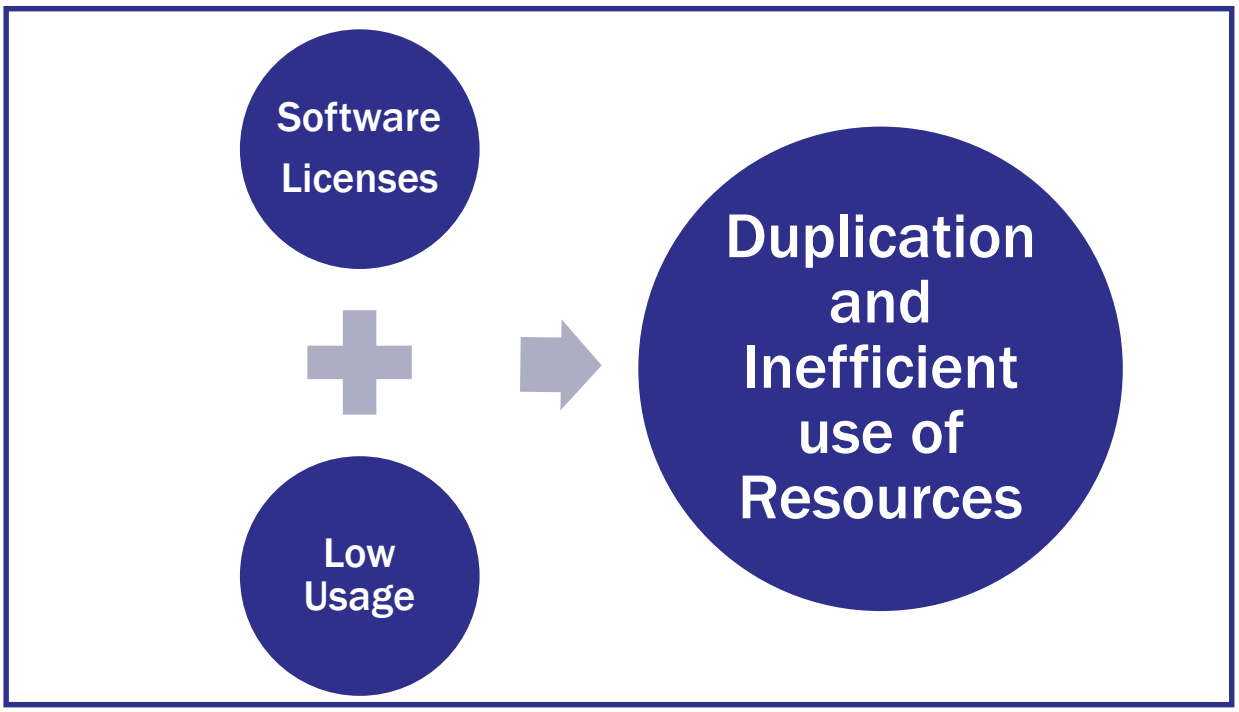
IT and Tech Infrastructure	Personnel	Vendors and Software
• 4 IT support companies • Promethean Boards in 60+ rooms • CTE and CARES Funding for upgrades	• 3 Tech Coaches • NBTC Faculty to train • 6 math PLC reps • 11 science PLC reps • 7 social science PLC reps • DN - website mgt and custom support	• 39 apps for operations • 4+ for IT solutions • 3 for Point of Sale • 12 Curriculum • 26 Enrichment Tools • 5 Instructional Tools

Faculty also have developed strong and positive adoptions and associations with the LMS, Schoology, to deliver instructional content via engaging delivery tools. Even in the aftermath of Covid and largescale shifts to virtual and distance learning, some schools do not use a formal LMS. Pali, however, provides greater access for all students by using Schoology to house course content. This aligns well with the school's goal to increase access and equity to technology for all students, especially those who are underserved. Pali's implementation of Professional Learning Communities (PLCs) that meet regularly in focused small group provides a strong structure to provide needed training and professional development for teachers. PLCs can be leveraged to foster higher levels of proficiency in available technology tools which will benefit student learning and engagement across the board.

Educational Technology - Growth Areas

Pali has some significant strengths and is well-positioned to rise to a higher level of execution because the tools are available; however too many tools can create barriers to successful and efficient implementation of a strong Educational Technology program. In short, Pali has too many software licenses that are draining resources from other priorities. Software adoptions are duplicative, costly, and underutilized. Part of the challenge stems from the vacancy for an Educational Technology Coordinator who previously managed instructional software and tech tools. Currently, there is no one maintaining a list of available tools nor monitoring usage. Therefore, what transpires is a faculty member discovers a tool to try out, the school purchases the tool, but then the onboarding, training and roll out is not universal nor ever widely adopted by a majority of staff. This makes software selections haphazard and reactive rather than rooted in specific academic/instructional needs.

Just one example of this occurring is with the instructional presentation software Nearpod and Peardeck. These platforms are very similar. Usage data reports from both show a total user count for the past quarter of 13 and 14 users respectively. With over 120 teachers having access to a school-wide license, both platforms deserve better usage for the investment. Together, these two software licenses cost Pali $15,560 for one year. Consolidating down to one presentation software could save over $10,000 annually, which could then be redirected for the purchase of 1:1 devices for students. In concrete terms, eliminating these two licenses alone could fund the purchase of nearly 40 computers that students could use every day.



Lack of Clear Procedures

The duplication with software resources can be traced back to the lack of a clear system to manage existing tools. Not only do procedures need to be clearly defined and communicated, but Pali must implement a clear process for adopting tools. Once that process is defined, it must be communicated and adhered to. There is no streamlined process for identifying which teachers have proficiency with which software nor a calendar for training. The PLCs also do not have a clear meeting schedule which would facilitate this training within departments.

“$548,000 budgeted for software licenses and subscriptions for 22-23”

- Pali Budget Packet

We need] "better planning and technology for support"

- Pali Faculty Tech Survey

Educational Technology – Opportunities

The areas of growth mentioned above provide distinct opportunities for Pali to build a culture of strong technology integrations consistent with their mission to be an exceptional educational program.

First, developing standardized approaches to technology adoption will allow all educational partners to share in the ownership of schoolwide instructional goals. To require an individual or department to ask specific questions about the need for a purchase will force thinking and reflection regarding priorities. This will ultimately allow for greater investment for all staff to carefully consider their requests and use of available resources. With everyone rowing in the same direction, Pali begins to establish a culture of “we” rather than “me”. The good of the organization as a whole comes before the needs of an individual.

To facilitate the transition to clear expectations and operational procedures related to all things technology, Pali can begin using a ticketing system to standardize support requests and establish Service Level Agreements (SLAs). This will make all expected outcomes clear and enable training and onboarding to be more clearly bound by procedures that address specific needs. Requests for specific reports or website updates can be streamlined and anticipated so that needs are fulfilled more efficiently and with shorter turnaround time.

As streamlined procedures increase the efficiency of work flow and resource allocation, more funding and support personnel are freed up for higher level training and purchase of priority technology (e.g. 1:1 devices). Out of the classroom Tech Coaches, individual PLC representatives, and various coordinators can all be trained in standard modus operandi for hardware and specific software platforms. Moving toward uniformity allows for best practices in onboarding and troubleshooting and will assist with increased communication and transparency throughout school culture.

More confident faculty who all have fair and equal access to available instructional tools and professional development will have greater levels of engagement with proficiency in technology tools. The natural result has a high likelihood of building school-wide capacity in fundamental technology for all constituents.

Communication

Another opportunity arising from the challenges observed is to improve communication. This goal is embedded in Pali’s long term strategic planning as a long term aspirational goal:

“PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS’s relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.” (21-22 School-wide Goals updated June 2022)

With relentless duties and responsibilities, it can be difficult and overwhelming to ensure all members of the school community remain in the loop. And with multiple communication platforms being utilized (email, Schoology posts, school website), it seems counterintuitive that the school community feels like there is a lack of communication. In fact, almost half of respondents on the Pali Faculty Technology Survey from this fall 2022 reported that Lack of communication among school personnel is a significant barrier to providing the best instruction. The problem is that there is no clear protocols or clear calendar or expectations regarding communication. As a result, information is communicated inconsistently and via a variety of platforms, so without a streamlined approach, all of the messages are lumped together creating a cacophony of noise that folks tune out. The information is being communicated, but it cannot be heard.

Another barrier to instruction resulted from challenges filling positions or retaining staff. 50% of respondents on the Faculty Technology Survey indicated not having the right staff or being able to retain staff posed challenges to instruction. Between the high cost of living and geographical barriers of working at Pali due to longer commute times, it is essential to ensure a positive working environment in order to retain staff. Therefore, having clear communication and input from all community members is critical. Developing strong systems of communication by adopting best practices and actions as well as leveraging excellent technology tools (e.g. ParentSquare) will improve communication and the overall morale of school employees. Consolidating resources, action item #3 from the visiting WASC committee's list of recommendations, will also result in freed up funding and personnel to allocate to higher priority needs. With fewer platforms and tools to manage, personnel will be less overloaded with options to train on and master, and overall faculty proficiency with the necessary tools will increase.

Assessment Platform and Institutional Knowledge Capture

Pali's critical priority to adopt a new assessment platform provides the opportunity to begin implementing strong onboarding practices for available technology tools. The impending loss of *AMP* and all teacher-created content therein underscores the need for an on-site/in-house clearinghouse for data and institutional knowledge. Indeed, this need was reiterated in the Academic Achievement Committee meeting discussions and minutes from the Pali School-wide Goals meeting:

> "AA team members and NBC teachers will collaborate with systems administrators to create an infrastructure for storing assessment data and protocol training for data analysis to increase responsiveness to school data. Team meetings will be scheduled to build folders in Infinite Campus and an assessment dashboard in PowerBi. (Fall meetings and data analysis in spring.) [updated note]: The committee has chosen Performance Matters for data storage and analysis."

As observed in a number of other areas related to technology, Pali has many options currently in play to house their data; however, too many options means none is the go to or fully adopted option. Migrating to a new internal assessment platform this spring will give Pali the opportunity to implement uniform processes for collecting, storing and

analyzing student data. The loss of the Ed Tech coordinator also resulted in a loss of someone overseeing the day-to-day professional development training tools for various technology. The Tech Coordinators provide excellent instruction and support for faculty school-wide, but none of them is managing the Ed Tech site for Pali and ensuring resources are updated and communicated clearly.

This need provides the opportunity to establish clear procedures for collecting student assessment data, training materials for teachers, student data reports and how to request access and help with available technology tools. Establishing and following these guidelines will further increase transparency, clarity of expectations and outcomes for all Pali community members.

Educational Technology – Threats

The threats that exist for Pali are known. While Pali is committed to raising the level of strong technology integration, there has been no streamlined approach to do so. Without clear procedures adopted universally and a commitment to establish uniformity within the school culture, the same challenges surface over and over.

The biggest threat to Pali's long term success as an Educational Technology powerhouse is a lack of a singular focus to drive all decision-making and tech adoptions. Without a commitment to both identify and act upon clear priorities for the organization, Pali will not reach its potential to remain an excellent and competitive educational organization.

In short, too many priorities make none a priority or focus. Without a clear focus, activities, adoptions, actions take place randomly or reactively. This results in a lack of clarity for decision making, both among decision makers and school leaders and community members who are watching. The lack of systems overall implicates the lack of systems for selecting and onboarding technology resources, and ultimately, resources are underutilized, difficult to monitor for impact. Consequently, funding and personnel are depleted and burned out, and community members are frustrated.

It is essential to create a proactive—rather than reactive—adoption process for resources. Once these systems are established, and a clearing house for Pali data is utilized to retain institutional knowledge, many of the existing threats to Pali's educational program will be neutralized.

Summary of Findings

Pali is on the right track toward ensuring technology resources are optimized for the well-being of all students. The caring community of professionals that comprise Pali are busy creating an exceptional educational experience. For the betterment of all parties, Pali leadership and faculty need to refocus on two primary goals underpinning all areas of school technology operations:

1) Providing a strong academic program for all students
2) Improving and streamlining communication

These two goals will best be accomplished as Pali develops clear and uniform systems and procedures for onboarding, training, using and evaluating the quality and impact of available resources. Ensuring all resources are impactful and necessary will allow Pali to focus on highest academic priorities (e.g. SPED math and literacy rates within content courses.) Consistently practicing firm adherence to clearly established procedures will improve school culture, clarify expectations, improve transparency, and provide the needed path forward for ongoing and future technology needs.

Recommended Actions

Simplify.

Once Pali establishes clear priorities, energy should be focused on training and universal adoption of uniform procedures aligned to those priorities. Specific recommendations for technology usage include: creating strict set up procedures for all faculty using Schoology and Infinite Campus with no variance to settings. For example, for fall semester, consolidate all grading scales to use only the standard values.

Furthermore, training staff to correctly enter student records (e.g. grades and special statuses) and to build or utilize Infinite Campus' Ad Hoc reporting (rather than custom reports) can return the power to the professionals decreed with those responsibilities. This will also break the very high dependence upon custom programming (i.e., SQL back-end processes) upon which many staff members have become accustomed. Some faculty may feel this detracts from one's professional autonomy to conduct instruction as desired. On the contrary, autonomy can be established through instructional delivery as well as point values assigned by a teacher. Uniformity in practice such as by following these actions allows for clear and manageable expectations for faculty, staff, students and families.

For improved operations within the technology infrastructure, time must be set aside for creating onboarding procedures for SIS and LMS as well as training faculty and staff to establish minimum proficiency levels with each. A longer term action through spring is to create a thorough inventory for all existing software licenses and subscriptions paired with proficient staff who have proficiency and can provide training to others. As a school that is highly focused on consensus building and ensuring input from all interested parties, we recommend adding a filter to the purchase *or renewal* of *all* educational technology tools that examines engagement and usage data as part of the decision making process.

Finally, continue to evaluate all decisions through the filter of the school's goals. Clear communication is key. Too much noise or activity detracts from the message and it cannot be heard, nevermind be acted upon. We recommend silencing unnecessary noise by limiting faculty all messages to Pali's Executive Director, Dr. Magee. She is

the compass and the one who sets the tone for the school community. Her voice and priorities should be heard above all else.

Where We Are Now

The initial needs assessment and findings were shared with Pali leadership in October. In response to our presentation, leadership agreed that a follow up strategy meeting was necessary to begin implementing recommended actions. We met again to identify the key priorities for all work related to technology implementation and operations at Pali:

1) Providing a strong academic instructional progam for all students
2) Improve communication to increase transparency and improve school culture

We have continued meeting regularly with leadership to provide support to implement actions that reflect these two priorities and establish clear procedures and operational systems that will benefit Pali's independence and sustainable educational program over the long term.

With regard to Pali's SIS and LMS, we have identified a schedule of required reports and we are in the process of training key staff to learn how to access those reports in the SIS. The most recent version update for Infinite Campus was conducted over the Thanksgiving week break and will deter technical vulnerabilities from outdated versions. Future version updates have already been planned every four weeks going forward. We are also meeting with key instructional departments to begin work toward adopting a uniform grading scale and data entry processes.

In the past few weeks, we have met with representatives from NWEA to get an updated quote and plan for spring roll out. This directly supports the need for an assessment platform in compliance with AB 1505 for charter renewal requirements.

We have also negotiated a pilot agreement with ParentSquare for three months to streamline communication across all platforms for all constituent groups. Upon budget committee approval, we will initiate the pilot license for onboarding Pali SIS integration and train on-campus staff during the upcoming winter break. ParentSquare is a robust tool that is easy to learn and may provide additional opportunities to consolidate resources and save on the fiscal side.

We continue to pull usage data from different software platforms to evaluate the need for each tool and ensure it is properly aligned to the school's academic and instructional needs. With the near term goal of transitioning to a 1:1 device school for Fall 2023, we have acquired quotes for the best devices that would best serve Pali's student body. We are actively looking for ways to limit fiscal waste in order to fund 1:1 devices for students on a loaner basis each year.

Spring semester will provide options to implement recommended actions such as:

1) Migrating school data and institutional knowledge within Sharepoint and Pali's MS 365 network.
2) Consolidating grading scales schoolwide into one standard version for seamless data transfer between the LMS and SIS
3) Developing and implementing a clear training calendar for Educational Technology resources to build broad capacity among staff
4) Developing and adhering to best communication practices including a communications calendar

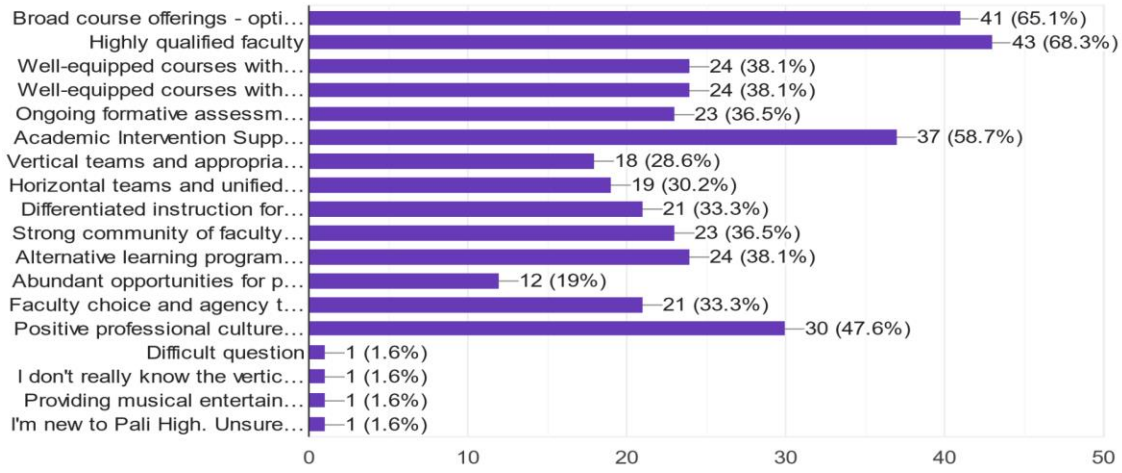
Appendices

Pali Faculty Technology Survey
Software Licenses from 2022-2023 Approved Budget
Excerpts from Pali WASC Action Plan
Minutes from Pali 22-23 School-Wide Goals Retreat
Usage Data: Peardeck, Nearpod, Albert.io
List of Current PLCs

Responses from Pali Faculty Technology Survey

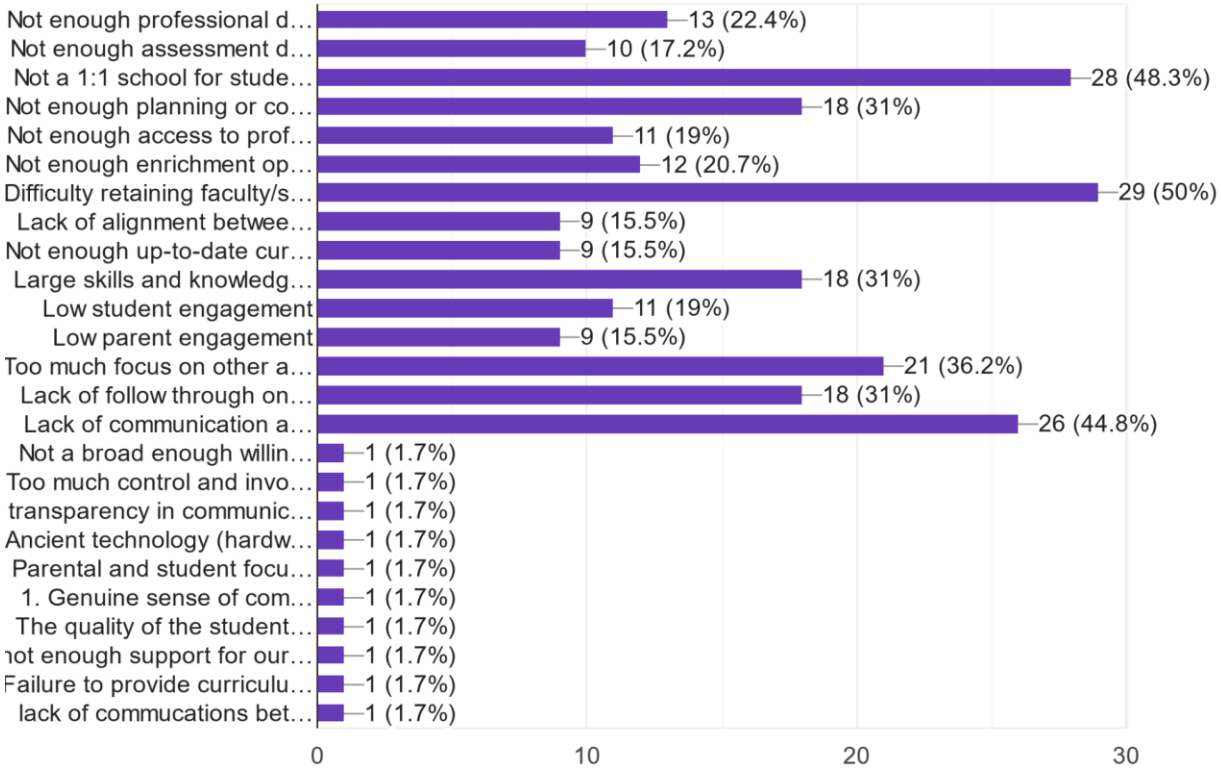
1. What is Pali doing well with regard to academic programs and instruction? Check all that apply.

63 responses



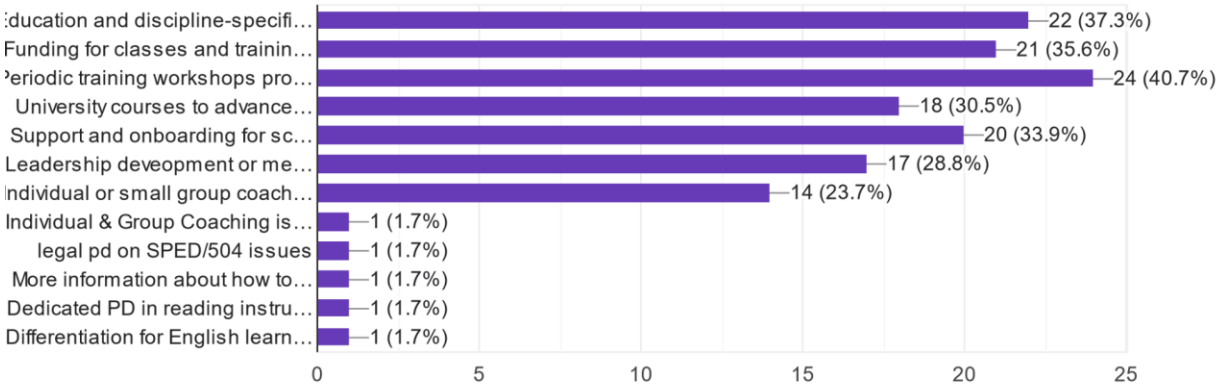
2. What are some challenges or barriers to providing the best instruction? Check all that apply.

58 responses



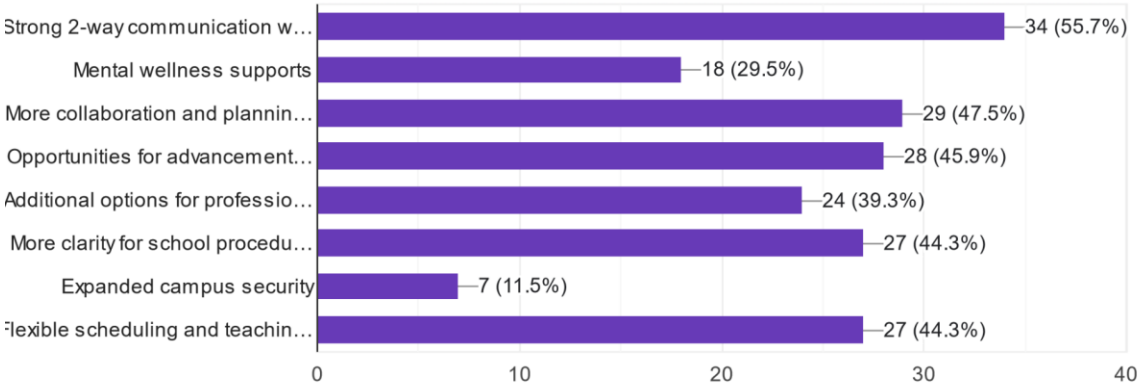
3. What type of professional development or training would you like to have available? Check all that apply.

59 responses



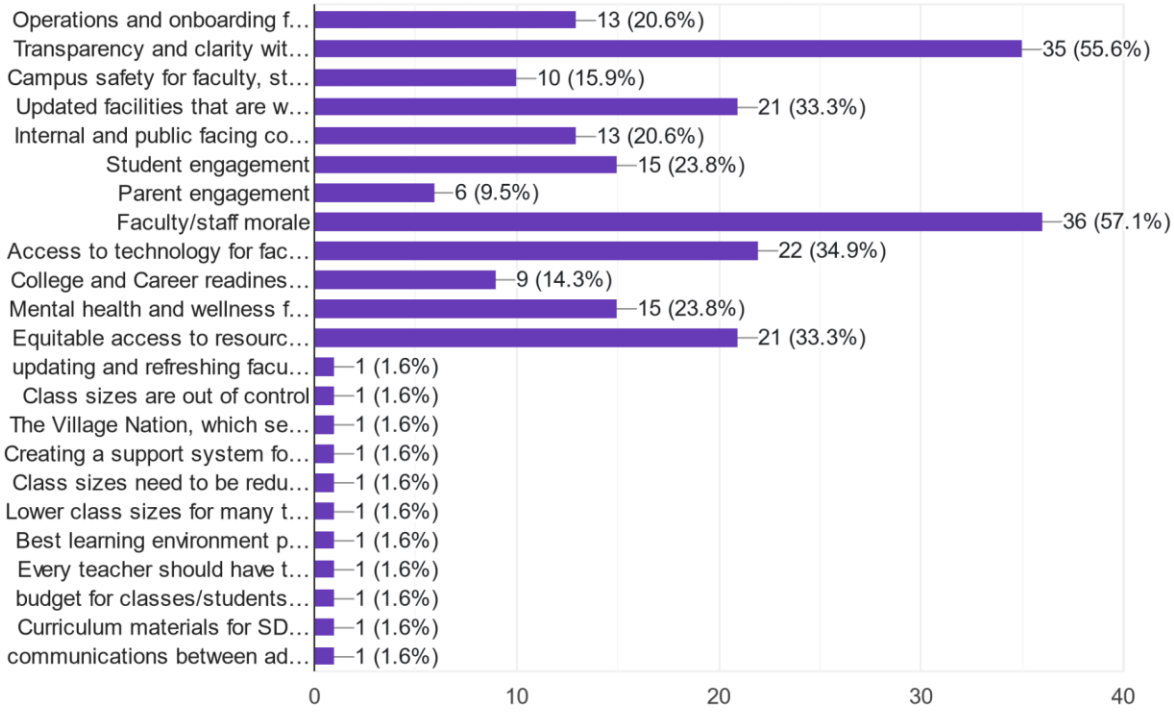
4. Which support resources would you like to have available? Check all that apply.

61 responses



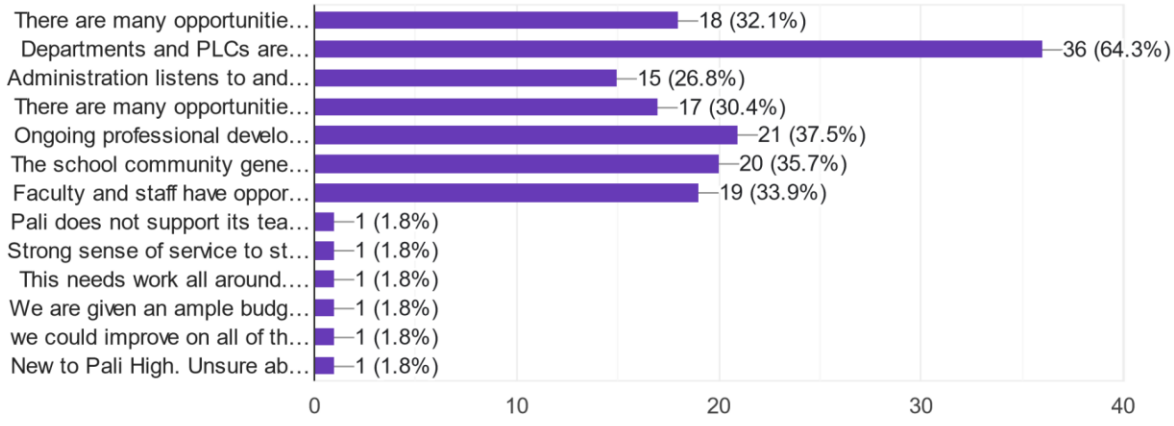
5. What concerns in the school need to be addressed?

63 responses



6. Please identify the ways Pali supports a professional, collaborative and collegial culture among faculty and staff?

56 responses



7. What curriculum or software/equipment tools are you interested in having available for your department? 36 responses

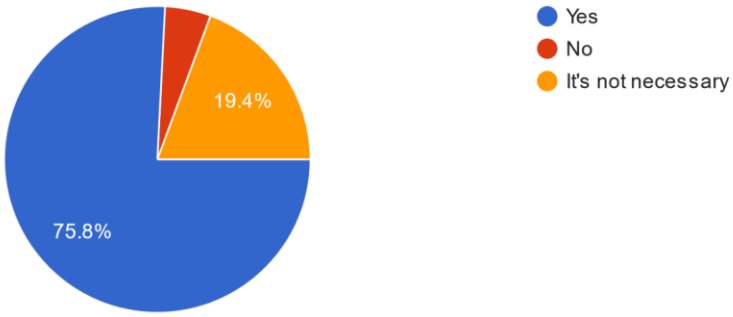
1. **I'd like everyone to access to Promethian boards like I do.**

2. More content specific testing software
3. More regularly scheduled replacements to laptops and labs, would like every 3-4 years instead of the often 6-7 years
4. Various support online/tech tools per PLC
5. color printers
6. I'm just learning the digital whiteboard-that's enough for now
7. Quizlet premium
8. A MacBook so I don't have to keep using my own device. The school-issued ThinkPad is OLD and clunky and SLOW.
9. smart boards
10. Chromebooks
11. One-to-one computer program; more apple computers for faculty
12. Just becoming a one-on-one school would be sufficient.
13. The infrastructure for 1 to 1 devices would be great but that takes a lot (getting devices, having extras, enough power outlets, strong enough wifi)
14. Subscriptions
15. Gizmos, mastering biology, Albert.io, AP readiness
16. Students need to be 1-1 with Pali provided computers. There is too much inequity and the playing field needs to be leveled. I would like time to investigate curriculum and software for my department.
17. Kritik
18. Training and implementation of Microsoft systems
19. Integrated Assessment platform
20. Have everything I need - facilities and technical support are great
21. Smart Board
22. None
23. Singular LMS and SMS so we do not need to rig a pass back that is inaccurate and otherwise problematic.
24. Virtual reality headsets!
25. I have all the curriculum and equipment that I need!!!
26. Prometheon Smart Screen
27. Not sure.
28. I would like to have a curriculum template in place to base lesson planning.
29. Overhead projector
30. devices for all students that are working and in good condition.

31. Ceiling mounted projectors would make the room less crowed.
32. None at this time
33. a screenwriting software for media
34. I would like to experiment with smart board before committing to one
35. SDP ELA, History, ALgebra I and II curriculum
36. Changing a pdf to a word doc

8. Would you like to have a way to provide ideas, suggestions for improvement, feedback and comments to school leadership on a regular basis?

62 responses



Software Licenses from 2022-2023 Approved Budget

Palisades Charter High School
2022-2023 Subscriptions Licenses

Row Labels	Sum of 21/22 Budgeted	Sum of 21/22 YTD (5/21/22)	22/23 Proposed	Description of License	Application
Child Nutrition:School Program					
INFINITE CAMPUS	$ 7,408.80	$ 7,408.80	$ 7,408.80	cafeteria POS	schoolwide
Child Nutrition:School Program Total	**$ 7,408.80**	**$ 7,408.80**	**$ 7,408.80**		
Civic Center Permit					
NEON ONE LLC	$ 750.00	$ 600.00	$ 600.00	pool payment platform	pool
Civic Center Permit Total	**$ 750.00**	**$ 600.00**	**$ 600.00**		
CTE Grant					
CELTEX	$ 3,000.00	$ -			
Knowledge Matters	$ 5,390.00	$ -			
MAKEMUSIC INC	$ 2,360.00	$ -			
PATRICIA KUPER	$ -	$ 750.00			
SPIRITUS MUNDI, LLC	$ -	$ 300.03			
CTE Grant Total	**$ 10,750.00**	**$ 1,050.03**	$ -		
Ed Foundation					
ALBERT IO	$ 15,975.00	$ 7,687.50	$ 15,975.00	AP Programs	school-wide
ALMABASE, INC.	$ 9,129.00	$ 2,500.00	$ 9,129.00	Alumni donors database	PCHS fund
SOFTERWARE	$ 9,129.00	$ 11,024.79	$ 9,129.00	PCHS fund donation platform	PCHS fund
Ed Foundation Total	**$ 34,233.00**	**$ 21,212.29**	**$ 34,233.00**		
ESSER II Fund					
iLAND INTERNET SOLUTIONS CORP	$ -	$ 4,310.04	$ 4,800.00	off site data backup services	tech
ESSER II Fund Total	**$ -**	**$ 4,310.04**	**$ 4,800.00**		
Exp Learning Opportunities Grt					
NEARPOD INC	$ -	$ 10,800.00	$ 10,800.00	Distance learning	school-wide
Exp Learning Opportunities Grt Total	**$ -**	**$ 10,800.00**	**$ 10,800.00**		
LCAP Expenses					
ACHIEVE 3000	$ 8,425.00	$ 2,390.00	$ 2,390.00	ELL/Literacy Program	EL program
ENCONIUM PUBLICAITONS	$ 179.80	$ -		ESL Subscription	EL program
GALE CENGAGE LEARNING	$ -	$ 981.75	$ 1,000.00		
Houghton Mifflin	$ 220.00	$ 4,484.00	$ 5,000.00	Reading inventory annual license - SCHOLASTIC	EL program
INTERNATIONAL ACADEMY OF SCIENCE	$ 44,450.00	$ 21,000.00	$ 60,000.00	Acellus - Curriculum software	Pali academy
NEWSELA	$ 750.00	$ -		School-wide news subscription	EL program
LCAP Expenses Total	**$ 54,024.80**	**$ 28,855.75**	**$ 68,390.00**		
Special Education					
N2Y	$ 781.92	$ 860.11	$ 860.11	Special Ed	SpEd
PRO-ED	$ 79.94	$ 209.00	$ 209.00	CAS-2 Report & Screening	SpEd
STARFALL EDUCATION FOUNDATION	$ -	$ 70.00	$ 70.00		
Special Education Total	**$ 861.86**	**$ 1,139.11**	**$ 1,139.11**		
State Lottery Revenue					
AKINS IT, INC.	$ 36,000.00	$ 36,060.42	$ 29,446.00	Software licensing (network, spam, antivirus, cloud service)	Tech
AMAZON	$ 141.26	$ 196.01	$ 196.01	Amazon.com prime membership for school	school-wide
ASBWORKS	$ 1,694.00	$ 1,694.00	$ 1,694.00	ASB POS/Online Payment System	school-wide
BOARD ON TRACK	$ 5,000.00	$ 5,000.00	$ 5,000.00	Board meeting agenda/minutes/archive software	school-wide
BRIGHT BYTES INC.	$ 5,000.00	$ 8,000.00	$ 5,565.00	Tool to get survey on ISTE standards	school-wide

Palisades Charter High School
2022-2023 Subscriptions Licenses

Row Labels	Sum of 21/22 Budgeted	Sum of 21/22 YTD (5/21/22)	22/23 Proposed	Description of License	Application
CDW GOVERNMENT, INC.	$ 38,000.00	$ 35,100.00	$ 38,520.00	Software licensing (Adobe CS, Baracuda)	Tech
CONJUGEMOS	$ -	$ 115.00		Spanish	World Languages
DELTA MATH SOLUTIONS, LLC	$ 1,250.00	$ 1,710.00	$ 1,200.00	LCAP - underperforming math (classroom)	Math
DESIGN SCIENCE INC.	$ 675.00	$ 607.50	$ 607.50	Math type/equation software	Math
DROPBOX	$ 199.00	$ 199.00	$ 199.00	File Management	Main office
EDPUZZLE, INC	$ 1,440.00	$ 1,550.00	$ 2,850.00	assesment generator	school-wide
EDUCATIONAL NETWORKS	$ 3,570.00	$ 3,570.00	$ 4,600.00	School website	Tech
ELEAD	$ -	$ (1,254.45)			
FOLLETT SCHOOL SOLUTIONS INC.	$ 1,377.15	$ 1,377.15	$ 1,423.00	Library	library
FRONTLINE TECHNOLOGIES GROUP LLC	$ 5,445.71	$ 5,445.71	$ 5,445.71	AESOP system (time/attednance keeping for employees)	HR
GALE CENGAGE LEARNING	$ 14,804.77	$ 15,545.01	$ 15,545.00	Library	library
GIZMOS	$ 9,703.00	$ 9,703.00	$ 10,000.00	math/science simulations (e-learn)	Math/Science
IMPERO SOLUTIONS INC	$ 4,726.58	$ 4,726.58	$ 6,800.00	Device monitoring	tech
INFINITE CAMPUS	$ 46,583.05	$ 46,583.05	$ 49,282.20	SIS System	school-wide
INFOBASE HOLDINGS INC.	$ -	$ 1,815.11	$ 1,906.00	e-learning & pd	
IXL LEARNING	$ 12,656.00	$ 12,656.00	$ 12,656.00	Math learning software (homework)	Math
JAMF SOFTWARE	$ 8,736.00	$ 8,380.00	$ 9,218.00	Apple device management system	tech
JSTOR	$ 2,600.00	$ 2,600.00	$ 3,200.00	Library database	library
KAHOOT! AS	$ 5,130.00	$ 5,130.00	$ 5,643.00	E-Learning	Schoolwide
KRITIK EDUCATION CORPORATION	$ -	$ 6,000.00	$ 31,500.00	Aleks - algebra 1/geometry support, virtual curriculum	Schoolwide
KUTA SOFTWARE	$ 406.66	$ 807.34	$ 807.34	Math learning software	Math
MAILCHIMP	$ 1,055.88	$ 805.93	$ 1,050.00	E-Mail blast	main office
MCGRAW-HILL SCHOOL EDUCATION HOLDING LLC	$ -	$ 2,419.95	$ 2,419.25		
MOCHAHOST	$ -	$ 199.13	$ 300.00		
NAVIANCE, INC.	$ 7,959.00	$ 7,959.00	$ 7,959.00	College readiness license	college center
OXFORD UNIVERSITY PRESS	$ 835.00	$ 851.70	$ 851.70	Library database	library
PEAR DECK, INC	$ 4,760.00	$ 4,760.00	$ 4,760.00	Interactive student engagement software	ed tech
POWERSCHOOL GROUP LLC (SCHOOLOGY)	$ 49,320.00	$ 49,770.00	$ 52,000.00	Learning Management System (LMS), 3 modules	school-wide
QUIZLET	$ 4,309.20	$ 287.92	$ 4,309.00	Online quizzes	ed tech
RESPONDUS	$ 3,745.00	$ 3,745.00	$ 4,045.00	Lockdown browser	tech
SAVVAS LEARNING COMPANY LLC	$ 2,900.00	$ 2,900.00	$ 2,900.00	Mastering Biology	Science
SCIRRA LIMITED	$ 824.75	$ 824.75		Game Deign	tech ed
SHOUTPOINT INC	$ 3,795.00	$ 3,795.00	$ 3,795.00	Infinite campus robocall	school-wide
SOUNDTRAP	$ 480.00	$ 488.50		music software	music
STEM FUSE SD, LLC	$ 2,000.00	$ 2,000.00		GAMEIT	tech ed
TOUCHLINE SOFTWARE, INC.	$ 365.00	$ 385.00		Work experience permits	career center
TRACKMYSUBS	$ -	$ 134.80			
TURNITIN, LLC	$ 11,762.00	$ 11,762.00	$ 11,762.00	Plagiarism software	school-wide
U S GAMES	$ 348.00	$ 199.00	$ 199.00	Fitness Gram	school-wide
WEBIDCARD, INC.	$ 1,199.00	$ 1,199.00	$ 1,319.00	Attendance office late student processing (SWIPEK12)	Attendance office
WEVIDEO INC	$ 4,125.00	$ 4,250.00	$ 4,463.00	online video editor	school-wide
ZAMBOMBAZO	$ 540.00	$ 83.99	$ 83.99	Italian learning	World Langauges
ZOOM VIDEO COMMUNICATIONS, INC	$ 11,300.00	$ 11,423.20	$ 11,004.00	video/webinar conferencing	school-wide
State Lottery Revenue Total	**$ 316,761.01**	**$ 323,560.30**	**$ 356,523.70**		
Unrestricted Resources					

Palisades Charter High School
2022-2023 Subscriptions Licenses

Row Labels	Sum of 21/22 Budgeted	Sum of 21/22 YTD (5/21/22)	22/23 Proposed	Description of License	Application
ACCREDITING COMMISSION FOR SCHOOLS	$ 1,070.00	$ 1,100.00	$ 1,100.00	WASC	school-wide
ASSOC. OF CA SCHOOL ADMINISTRATORS	$ 755.40	$ -		Membership for administration association	school-wide
BOOKLIST	$ 169.50	$ -			
California Charter Schools Association	$ 30,282.00	$ 30,210.00	$ 30,250.00	Charter school association membership	school-wide
CANLENDY	$ 576.00	$ -		Scheduling/calendar software	school-wide
CENTER FOR EDUCATION AND EMPLOYMENT LAW	$ 338.00	$ 517.00	$ 517.00	Legal/safety updates	HR
EBOOKS.COM	$ 154.75	$ -			
EDUCATION WEEK	$ -	$ 79.00	$ 79.00		
GIMKIT	$ 250.00	$ -			
HOME CAMPUS	$ 595.00	$ 595.00	$ 595.00	Athletics	Athletics
HOONUIT, INC	$ 1,745.30	$ -		Professional Development learning licenses	school-wide
INTELTEK, INC.	$ 147.00	$ -			
PALISADES CHAMBER OF COMMERCE	$ 225.00	$ -		Chamber membership	school-wide
RAPTOR	$ 832.50	$ -	$ 1,047.00	School entrance/background check software	school-wide
REBRANDLY	$ 190.00	$ -	$ 220.00	Domain hosting	school-wide
STUDENTMAGS	$ 200.00	$ 154.30	$ 200.00		
THOMSON REUTERS WEST	$ 62.42	$ 151.11	$ 151.11	Library	Library
Unrestricted Resources Total	**$ 37,592.87**	**$ 32,806.41**	**$ 34,159.11**		
Grand Total	**$ 462,382.34**	**$ 431,742.73**	**$ 518,053.72**		

Total budgeted as of 2nd Interim	$ 510,462.00	
Amount Remaining	$ 78,719.27	
Projected Total 21/22	$ 432,092.00	
New Subscription Requests for 22/23		
eHallPass	$ 8,600.00	
FMX	$ 7,000.00	facilities scheduling and management ($2300 one time start up costs) ops/permits
NWEA Testing battery	$ 15,200.00	to measure academic growth - required relief funds
Total 22/23	**$ 548,853.72**	

Pages from 2018 WASC Action Plan

REVISED WASC ACTION PLAN FOR EQUITY

PALISADES CHARTER HIGH SCHOOL

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

The key issues identified by the WASC visiting team were:

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

11. Professional Development continuation to include:

a) technology

b) data analysis

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

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

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

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

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

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

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

Excerpt from Pali School Wide Goals Retreat Minutes

- Diagnostics (Literacy 9th grade, MDTP departmental math tests)
- AA team members and NBC teachers will collaborate with systems administrators to create an infrastructure for storing assessment data and protocol training for data analysis to increase responsiveness to school data. Team meetings will be scheduled to build folders in Infinite Campus and an assessment dashboard in PowerBi. (Fall meetings and data analysis in spring.) The committee has chosen Performance Matters for data storage and analysis.

Communication

Long Term Aspirational Goal

PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.

In order to make school-wide updates more accessible and convenient, PCHS will group weekly updates in specific categories across the multiple PCHS platforms.

Action Items:

- Weekly Wednesday Newsletter: Admin will have the announcements/information by the Monday Admin Meeting. Information will be disseminated through PCHS's campus website and Infinite Campus. The tentative start date is scheduled for November 2021.

- PARENTS/COMMUNITY
  -Academics

-Arts & Activities
-Athletics
-Culture
-Covid
-Transportation
-Week at a Glance
Implemented in December 2021

- Student Leadership will develop their own categories and manner of dissemination.
  -Bi-monthly video updates posted on Schoology and in the weekly Newsletter.
  -Weekly summaries of student events are posted on Schoology and in the Newsletter.

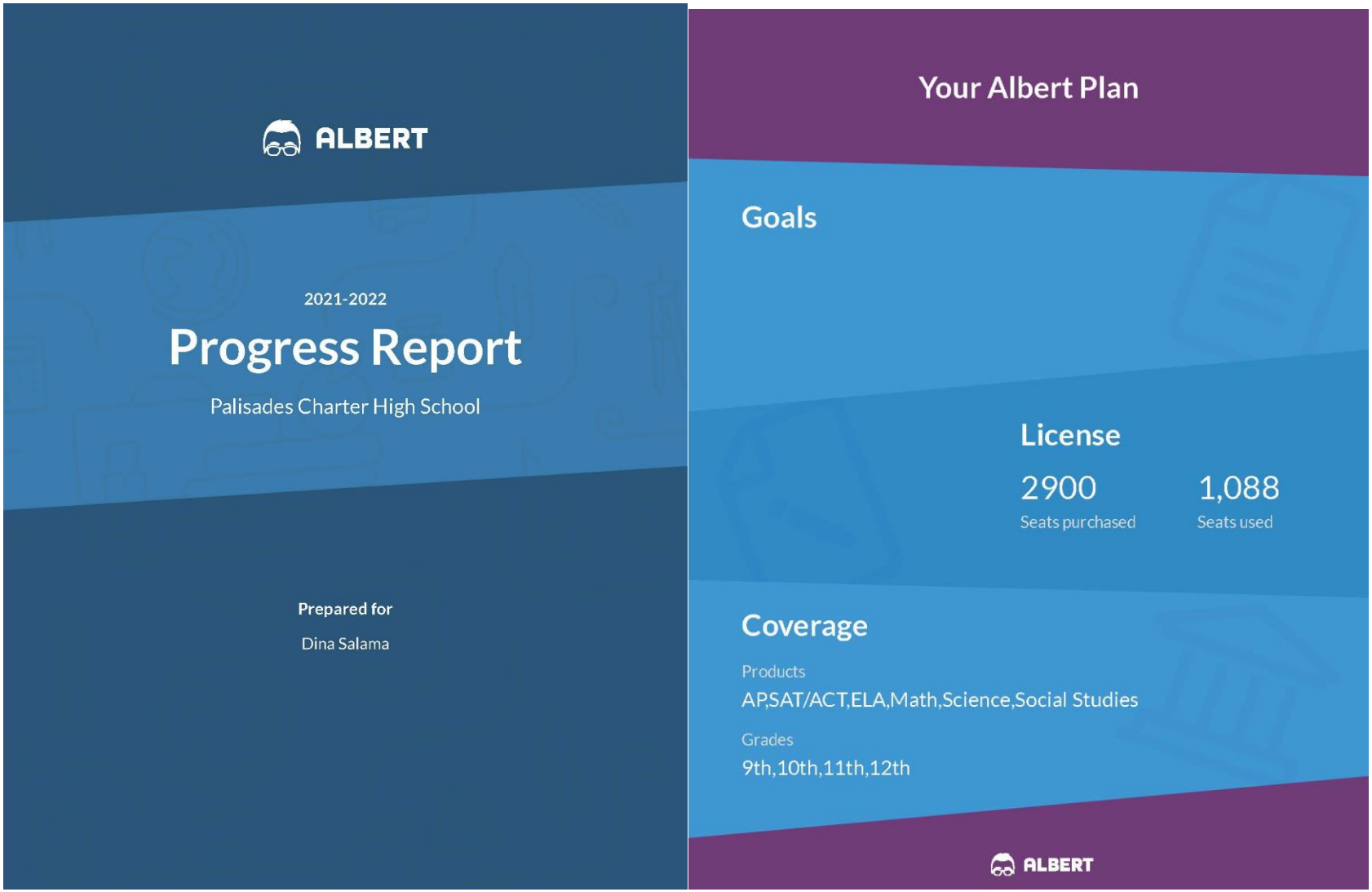
Usage Data – Nearpod

District: PALISAD	22-Sep		22-Oct		22-Nov		total	
Teacher	#sessions	#students	#sessions	#students	#sessions	#students	#sessions	#students
Gregg Strouse	7	188	11	588	5	211	23	987
Phillip Hoag	-	-	13	1662	6	729	19	2391
Malia Jakus	14	387	-	-	1	28	15	415
Christina Bieber	6	29	2	10	2	6	10	45
Vita Sturich	4	97	4	69	-	-	8	166
Kyle Thomas	2	19	3	35	1	5	6	59
Jessica Elisha	1	21	3	71	-	-	4	92
Maggie Nance	2	80	-	-	-	-	2	80
Stephen Berger	2	56	-	-	-	-	2	56
Matt Golad	2	58	-	-	-	-	2	58
Cheryl Onoye	1	30	-	-	-	-	1	30
John Rauschube	1	151	-	-	-	-	1	151
Sarah Cromptor	-	-	1	25	-	-	1	25
Carole Smith	1	96	-	-	-	-	1	96

Usage Data – Peardeck & Albert.io

• Total # of Presentations (this year & of all time): Number of times an individual has launched a new Pear Deck presentatio slide/the number of times a student doesn't have to raise their hand to let their voice be heard in the classroom
• # of Students Responding to this Presenter: Captures the number of unique logins to this individual's presentations

Display Name	Last Presented	Presentation	Responding	Engagement	Presentations	Responding	Engagement
Shannon Skelly	Nov 18, 2022, 8:2	137	178	7400	137	178	7400
Keshila Jones	Nov 17, 2022, 5:5	59	63	1619	59	63	1619
Peter Ye	Nov 15, 2022, 7:0	23	46	2375	23	46	2375
Maggie Nance	Nov 10, 2022, 7:5	12	110	1794	161	832	41271
Sarah Rosenthal	Nov 1, 2022, 6:43	12	133	2659	113	710	21709
Scarlett Rojas	Oct 24, 2022, 8:35	9	144	1938	26	203	4800
Gregg Strouse	Aug 31, 2022, 3:5	9	116	240	88	571	5280
Sarah Crompton	Nov 18, 2022, 5:2	9	24	935	58	422	7839
Christina Bieber	Nov 15, 2022, 7:5	4	19	130	49	121	2187
Stephen Berger	Nov 2, 2022, 8:32	2	51	507	63	528	19651
Noah Hundley	Nov 7, 2022, 9:29	2	61	567	2	61	567
Alex Van Name	Nov 18, 2022, 8:5	1	14	69	96	849	23404
Joel Jimenez	Nov 15, 2022, 7:2	1	30	650	144	342	8762


ALBERT
2021-2022
Progress Report
Palisades Charter High School
Prepared for
Dina Salama
Your Albert Plan
Goals
License
2900
Seats purchased
1,088
Seats used
Coverage
Products
AP,SAT/ACT,ELA,Math,Science,Social Studies
Grades
9th,10th,11th,12th
ALBERT

Student Engagement

1,088
Students enrolled

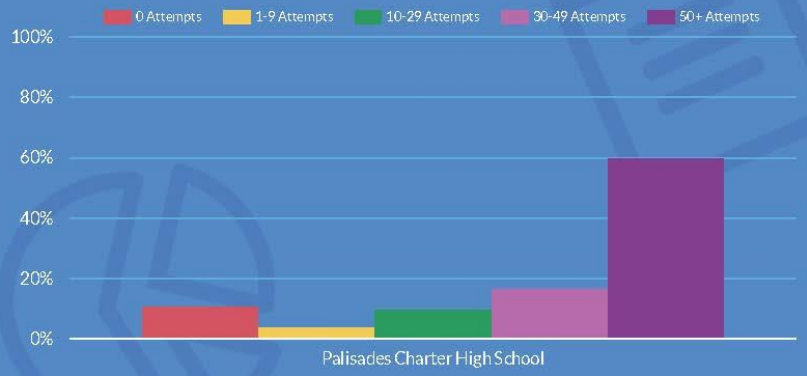
652
Students had 50 or more attempts

Student Attempts

244,385
Total student attempts

231,129
Attempts made in assignments

Levels of Engagement



ALBERT

Teacher Enrollment

117
Teachers with accounts

27
Teachers with classrooms

Teacher Engagement

14%
Of approved teachers engaged

59%
Of classroom teachers with assignments

Assigned Work

422
Assignments

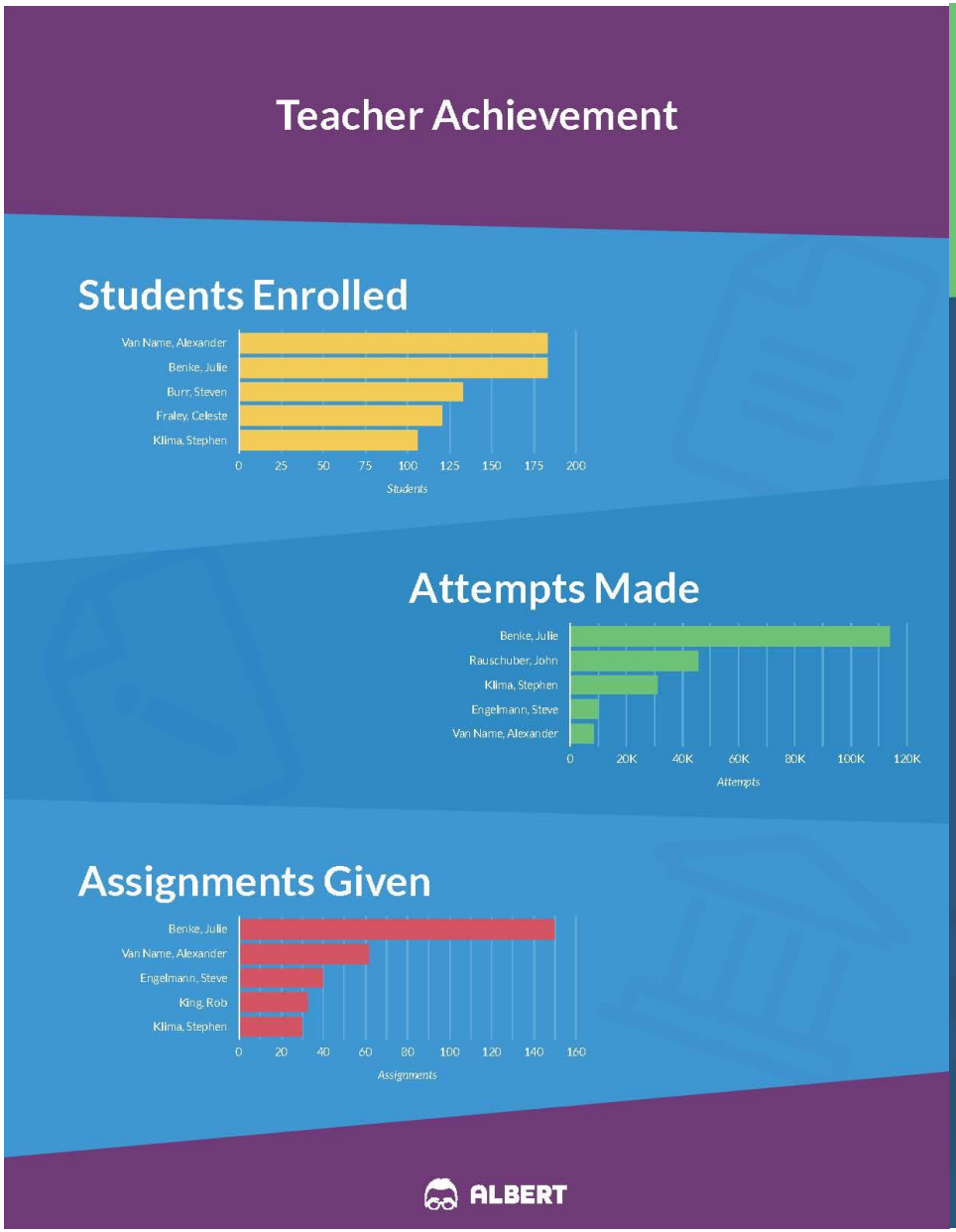
6,017
Questions assigned

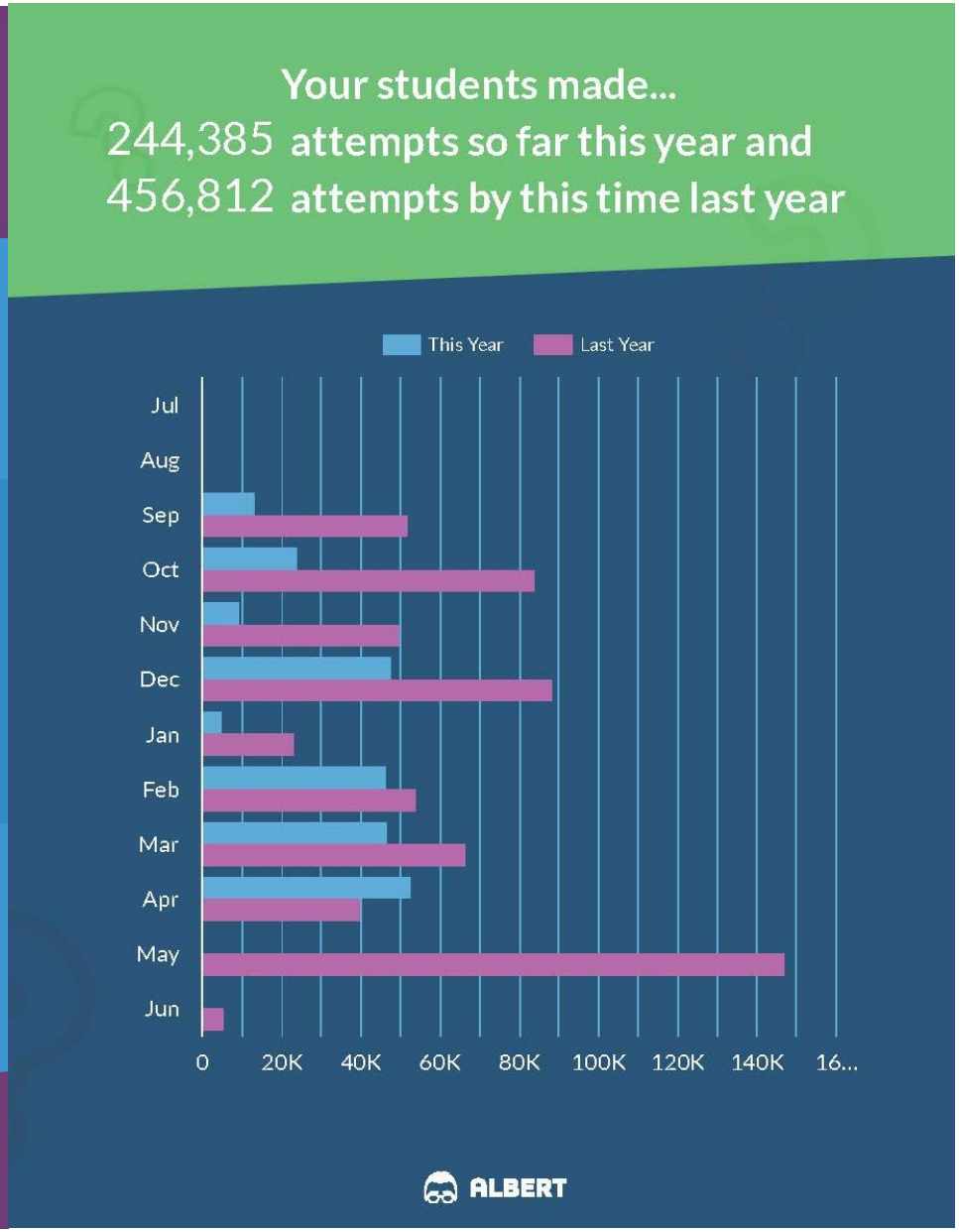
Professional Development

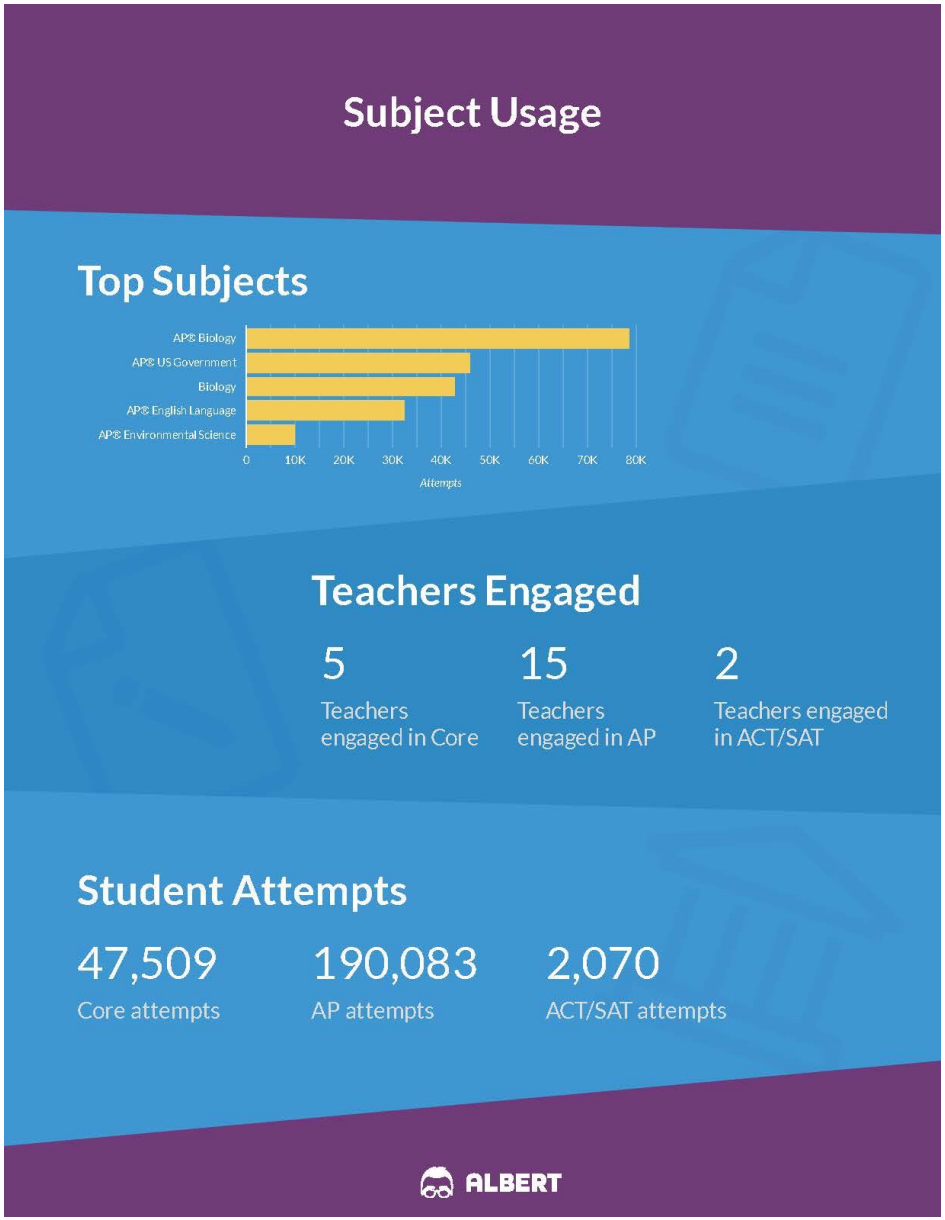
0
Hours purchased

2
Hours remaining

ALBERT


Teacher Achievement
Students Enrolled
Van Name, Alexander
Benke, Julie
Burr, Steven
Fraley, Celeste
Klima, Stephen
0 25 50 75 100 125 150 175 200
Students
Attempts Made
Benke, Julie
Rauschuber, John
Klima, Stephen
Engelmann, Steve
Van Name, Alexander
0 20K 40K 60K 80K 100K 120K
Attempts
Assignments Given
Benke, Julie
Van Name, Alexander
Engelmann, Steve
King, Rob
Klima, Stephen
0 20 40 60 80 100 120 140 160
Assignments
ALBERT


Your students made...
244,385 attempts so far this year and
456,812 attempts by this time last year
This Year
Last Year
Jul
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
0 20K 40K 60K 80K 100K 120K 140K 16...
ALBERT


Subject Usage
Top Subjects
AP® Biology
AP® US Government
Biology
AP® English Language
AP® Environmental Science
0
10K
20K
30K
40K
50K
60K
70K
80K
Attempts
Teachers Engaged
5
Teachers engaged in Core
15
Teachers engaged in AP
2
Teachers engaged in ACT/SAT
Student Attempts
47,509
Core attempts
190,083
AP attempts
2,070
ACT/SAT attempts
ALBERT

List of Current PLCS in Math, Science, and Social Science

Algebra I		**Geometry**		**Algebra II**
Larry Wiener				***Stephen Matthews (H***
Raymund Mundo		Yakun James		Emily Yook
Perisha Bellinger		Larry Wiener		Yeon Hee Kim (H)
Kesheila Jones		Andy Merlos		Kevin Oliva
		Chris Latorzo		Larry Wiener
ALEKS Alg/Geo/Alg.2		**Honor Geometry**		**Virtual Math**
Dana Liss		***Cheryl Onoye***		Michael Friedman

Math Analysis		**HS Calc**		**AP Calculus**
Cheryl Rivin		Minh Ha Ngo		Minh Ha Ngo
Kevin Oliva (1 section)		Kevin Oliva		Yeon Hee Kim
Minh Ha Ngo (1 section)				
Boris Tsap-Honors				
Pali Academy Math		**Advanced Math Concepts**		**AP Stats**
Stephanie Chew		Andres Merlos		Dina Hataishi

Global Science		**Biology**		**Chemistry**
Jessica Elisha		***Julie Benke (H)***		Jane Curren
Jane Curren		Celeste Fraley		Gregg Strouse
Eco Pod		Alex Van Name		Kevin Kung
Alice Kim		Shana Sharfi		Carole Smith
		Rick Woodward (H)		Richard Patterson (H)
Science of Mindfulness				No leader noted.
Sarah Crompton		Note: New Textbook		
		PLC 10/18 and 10/19		
Health		**Marine Biology**		**Virtual Academy Scien**
Susan Ackerman		Karyn Newbill		Kevin Kung
		Shana Sharfi		Alice Kim
Neuroscience				
Rick Woodward		**AP Biology**		**Pali Academy Science**
		Julie Benke		Sarah Crompton

Physics
Dave Schalek-H/AP
Human Anatomy
Karen Perkins-CP/H

Sociology		**World History**		**US History**	
David Pickard		Amir Osterweil		***Katie Pawlik***	
Peyman Nazarian		Audree Clarke		April Schoellnast	
Kyle Thomas		Nick Albonico		Dana Garrison- AA	
Vita Sturich		***Kyle Thomas***		David Carini	
Dana Garrison		Christiana Beiber		David Pickard	
Nick Albonico		Justin Knoll			
Justin Knoll					
Philosophy		**AP World History**		**AP US History**	
John Rauschuber		Steve Burr		***Rob King***	
				Vita Sturich	
				Stephanie Moore	
		AP European History		**VA History**	
		Amir Osterweil		Dave Carini	
				Pali Academy History	
				Stephanie Moore	

Gov/Econ		**AP Psychology**
Peyman Nazarian		David Pickard
Audree Clarke		
Dave Suarez		
John Rauschuber		
AP Gov/Econ		**AP Human Geography**
John Rauschuber		April Schoellnast
AP MacroEcon	**APCon**	
Katie Pawlik		