



# PALISADES CHARTER HIGH SCHOOL

## **Executive Director/Principal Report Board of Trustees Meeting April 18, 2023**

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

### *Schoolwide Goals – Academic Growth and Achievement/Professional Development/Communication/Student Socioemotional Well-being/Diversity & Equity*

#### **2023 PCHS EdTech Plan: A 21<sup>st</sup> Century Education for Every Student**

PCHS and Datalink Networks continue to collaborate to finalize the updated 2023 PCHS EdTech Plan. The plan will be reviewed by the Budget and Finance Committee and is included in the 4/18/2023 Board of Trustees meeting materials for review before discussion and vote at the May 16<sup>th</sup> meeting. A key component of the plan is a call for a 1:1 device plan for all students.

The EdTech Plan addresses the urgent need for universal, streamlined and standardized technology solutions that provide the highest quality learning experiences for all PCHS students in a technology ecosystem that works for everyone. *This EdTech strategic plan is particularly necessary as PCHS shifts from traditional paper and pencil tests, and scantron use, to next generation digital assessments that enable more flexibility, responsiveness, and contextualization. Ensuring uniform access to hardware, software and reliable internet will enhance PCHS's use of ongoing, formative, and embedded assessments that are less disruptive and more useful for improving learning. These advances also ensure that all students have the best opportunity to demonstrate their knowledge and skills on statewide assessments that increasingly focus on real-world skills and complex demonstrations of understanding. The PCHS mission and vision statements underscore the need to complete the transition to high quality and uniform technology solutions that are better aligned with our educational purpose.* From the PCHS EdTech Plan introduction

**PCHS Summative Assessment Schedule** – The following schedule reflects mandated spring assessments.

- California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) – Now through May
- NWEA Math and English - April 14-24
- Advanced Placement – May 1-5 and May 8-12
- Internal Summative Assessments – May 23-June 7

**Northwest Evaluation Association (NWEA)** is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all students. NWEA partners with more than 2,200 school districts representing more than three million students. NWEA is



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one of the LAUSD Charter School Division approved assessment programs. As a result of NWEA tests, educators can make informed decisions to promote students' academic growth.

NWEA assessments are designed **to target a student's academic performance in mathematics, reading, language usage, and science**. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows and can do. The scale used to measure progress is called the RIT scale (Rasch unIT). The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart academic growth from year to year.

### **Community Lesson: Call to Action – Schoolwide Letter Writing Campaign Wednesday, April 19**

During Thursday's Community Period, all PCHS students will have the opportunity to be part of a letter writing campaign. Students will receive an exemplar letter and graphic organizer to reference. Letters will be collected at the end of the activity to be mailed to the various organizations. This activity aligns with the PCHS 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.

Why a letter writing campaign? A letter-writing campaign provides students with the opportunity to voice their concerns and take action on a shared cause. PCHS EAST students highlight three causes from which students can choose. However, students also have an open option to write their own letter. This means that students may conduct research on their own environmental issues and formulate a persuasive letter to any person (or people) of influence with the aim of affecting change. Students may write to a school board representative, city mayor, or corporate leader to name a few. Through this lesson, students will learn about the relationship between environmental issues and civic action.

### **PCHS/PTSA Safety Presentation Thursday, April 20 at 8:45am in Gilbert Hall**

Members of the PCHS Safety Committee including the School Police Officer will present information about the school safety plan, schoolwide training/preparedness, and communication.

### **Policy review**

PCHS continues to review school policies, practices, and systems through an equity lens to make revisions as needed. The **Math Placement Policy** included in the 4/18/2023 meeting materials has been reviewed by the Math Department and Math Task Force. Academic departments are currently having conversations about grading scales and consistent practices recommended in *Grading for Equity* by researcher and educator Joe Feldman for the purpose of determining which practices will be adopted schoolwide for the coming school year.



**Math Task Force**

The PCHS Math Task Force comprised of parents, staff and teachers meets monthly to provide support for the department and ongoing equitable systems, policy and practice review. We are very fortunate to have members of the Paul Revere Middle School Math Department as part of the group. In addition to vetting the Math Placement Policy, student focus groups are being coordinated to better understand student perspectives about preparation and preparedness for upper-level math courses at PCHS. Ongoing articulation and summer training with the PRMS Math Department is being developed to ensure a consistent, equitable pathway for math success for all students.

**Equity Team and Professional Development: Weekly Museum of Tolerance excursions**

- Four of eight trips to the museum have been completed as of April 18.
- 80 staff attended so far to reach Pali’s goal of 100% staff participation.
- The day-long excursions have been specially curated for PCHS to reflect the staff’s requests and needs. The focus is cultural competency and anti-bias practices training for educators, caregivers, and administrators on an intercultural awareness journey.
- There will be a schoolwide debrief on May 30 with Sara Wicht, consultant with the Museum of Tolerance who is leading our weekly training sessions.
- PCHS will continue collaborating with the Museum of Tolerance in August during the Back-to-School Professional Development.

**LAUSD Charter School Division Authorization/Compliance Visit April 27 and 28**

**Agenda: Day 1-April 27, 2023 (Via Zoom)**

Item	Tentative Time
1. Fiscal (via Zoom) <i>NOTE: Fiscal review items, if needed, will be/have been communicated with you directly by Allan Villamor, Fiscal Oversight Administrator</i>	9:00-12:00 pm <i>Specific times for designated staff to be determined in collaboration with Allan Villamor, Fiscal Oversight Administrator</i>
2. Special Education (via Zoom)	2:00-2:30 pm
3. Digital Binder #3A – ESSA Grid (via Zoom)	2:45-3:15 pm

**Agenda: Day 2-April 28, 2023 (In-Person)**

Item	Tentative Time
4. Opening Meeting (Discussion with School Leadership) <i>(CSD support team member will begin Digital Binder review during this time)</i>	9:00-10:00 am
5. Pre-Classroom Observation Discussion	10:00-10:15 am



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<p><i>(In advance, the school leader will help identify school-wide instructional goals and strategies that are a focus this year that are grounded in the <u>Charter School's Petition</u>. These 2-3 focus areas will support the classroom visits.)</i></p>	
<p>6. Classroom Observation (5-7 classrooms)</p>	<p>10:15-11:30 am</p>
<p>7. Post-Classroom Observation Discussion</p>	<p>11:30-11:45 am</p>
<p>8. Working Lunch</p>	<p>11:45-12:15 pm</p>
<p>9. Digital Binder Review          #1 – Governance          #2 – Student Achievement          #3 – Organizational Management          #3A – ESSA Grid</p>	<p>12:15-2:15 pm</p>
<p>10. Visit Debrief</p>	<p>2:15-2:45 pm</p>

A description of the visit activities:

- **Opening Meeting:** Please review the attached guiding and special education questions to ensure that the school's leadership team is prepared to participate in the opening meeting. Board members (as long as the number of members present does not reach quorum) are welcome to participate in this meeting, as well as the other activities of the visit.
- **Classroom Observations:** The CSD requests that the school leader(s) accompany the CSD Team members on the classroom observations. During the opening meeting, we will determine the classrooms to observe.
- **Special Education Program Review:** The CSD Team member conducting this review will request the school principal and/or SPED personnel engage in a discussion about the school's systems and procedures for ensuring compliance with special education requirements, including a review of the Welligent 200 and 300 reports.
- **Document Review:** Throughout the day the CSD Team will review the school's document digital binders. It is critical that the principal and/or other leadership staff remain available to answer questions or address concerns that may arise. Please ensure that the digital binders are prepared in accordance with the APBOV Preparation Guide.
- **Visit Debrief:** At the end of the visit day, the CSD Team will meet with the school's leadership team in order to debrief the events of the day and identify follow-up items, as applicable.

### Student Assemblies May 18 and 19

PCHS has been afforded an incredible opportunity for outreach that targets our 9th and 10th grade students. Jonathan Cristall, a City of Los Angeles prosecutor and the author of the award-winning book, *What They Don't Teach Teens*, will be conducting workshops for Pali students in



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May. This workshop will help sensitize and clarify the many complicated, delicate situations that students face and empower them to make good choices. He will also be conducting a **presentation for parents on the morning of May 18** to share information about both topics, too. More information about each session can be found on the following write-up from Mr. Cristall.

### **WHAT THEY DON'T TEACH TEENS WORKSHOP**

Young people coming of age today face new risks, expectations, and laws that simply didn't exist when their teachers, parents, and guardians were young. Jonathan Cristall, a City of Los Angeles prosecutor and the author of the award-winning book, *What They Don't Teach Teens*, conducts workshops to sensitize and clarify the many complicated, delicate situations that young people face, both in and out of school, and provides ways parents and educators can empower them to make good choices.

#### **WORKSHOP: *What They Don't Teach Teens* Book Overview and Critical Lessons, including:**

- This workshop provides an overview of the book's three parts (1) Street Safety and Safer Police Interactions (2) Sexual Violence and Misconduct (3) Digital Pitfalls & Best Practices
- This is an excellent choice for parents and educators.
- It is highly recommended that participants are provided with a copy of the book in advance of the workshop (at the time of the workshop is fine).
- Prospective lesson plans are discussed (for educators).

#### **WORKSHOP: *Digital Pitfalls & Best Practices*, including:**

- How to protect and enhance one's digital footprint (focusing on what employers and college administrators want to see/not see in a candidate's footprint)
- Digital citizenship
- Cyberbullying
- Potential pitfalls of smartphone cameras (focus on laws/consequences of underage sexting, sextortion, and revenge porn)
- Protecting one's digital privacy from bad actors
- The importance of finding a trusted person when support is needed

#### **WORKSHOP: *Healthy Intimate Relationships & Connections*, including:**

- Sexual consent (what it is, what it is not, how to ask for it, circumstances in which consent cannot be obtained)
- Dating violence (what it is, how to identify, how to safely seek help for yourself or a loved one)
- Sextortion, aka, online sexual blackmail (what it is and how to best protect yourself)



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- Sexual harassment in a school environment (what it is, how to identify, how to combat, how to safely seek help)
- The importance of and how to find a trusted person to talk to if one might be a victim of sexual violence

### **Jonathan Cristall's Bio:**

Jonathan Cristall, Esq., spent his own teen years taking unnecessary risks and getting into avoidable trouble. Now a veteran prosecutor for the City of Los Angeles, he went from disregarding laws to enforcing them. Cristall, a certified sexual violence prevention instructor, teaches physical, digital, emotional, and legal life safety skills. His award-winning book, *What They Don't Teach Teens*, is available on Amazon.com and other places where books are sold. More info at [WTDTT.com](http://WTDTT.com).

### **Special Education Training**

LRP National Institute on Legal Issues of Educating Individuals with Disabilities will be held in New Orleans, LA April 16-19, 2023. A team of PCHS Special Education and Counseling personnel are attending to bring back important information for PCHS and Charter Operated Programs Option 3 (COP3) that provided a \$3000 grant per participant.

This comprehensive program focuses on the most effective ways to serve students with disabilities while maintaining compliance with special education and disability laws. With 40 relevant and timely sessions spanning 6 dedicated tracks including administration, behavior, ethics, IDEA, Section 504, and Special Ed Connection Users Group.

*Administration* - Geared toward special education leaders who develop systems, programs, processes and policies that strengthen the working environment, support student achievement, optimize resources and enhance organizational outcomes. Sessions are on point for state and local special education directors, superintendents and assistant superintendents, Section 504 coordinators, principals and assistant principals, directors of private schools, and regional coordinators.

*Behavior* - Effectively addressing student behavior may be the most pressing issue in schools today. Special education directors, directors of school mental health and behavioral services, school psychologists, behavior specialists, clinical services coordinators, and trauma trainers will get the latest strategies to approach discipline dilemmas and student mental health under federal laws.

*Ethics* - To earn continuing legal education credits, or CLEs, attorneys can attend one or both sessions based on application of the ABA Model Rules of Professional Conduct in the special education context.



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*IDEA* - With sessions for every role in special education, this track includes comprehensive coverage of schools' obligations to provide all children with disabilities with a free appropriate public education. School attorneys share insights on the most significant cases and common procedural missteps, and experts outline best practices and resources.

*Section 504* - Building a better understanding of how to avoid discrimination claims and provide all students an equal opportunity is the goal of each session in this track. Section 504 coordinators, administrators, social workers, counselors and service providers will receive unparalleled professional development while learning how to make defensible disability and 504 plan determinations. Sessions cover new laws and regulations.

*Special Ed Connection Users Group* - Supercharge your Special Ed Connection subscription with insider tips straight from the legal editors, experts and trainers who are behind this innovative online resource. Whether it's identifying best practices, keeping up with the latest court decisions, or modeling a sample form or policy, you'll see how this professional development tool can advance staff knowledge and skills.

### **Career Technical Education (CTE) – from CTE Coordinator Tyler Farrell**

During the month of March, all CTE teachers collaborated with the Director of Academic Achievement and the CTE Coordinator to review and assess our current curriculum and standards. All current CTE pathways have updated Scope and Sequence documents mapping our course content to the CA CTE standards, as well as the CA English, Math, and Science standards.

This year we focused on program reflection, identifying the needs of the CTE program, and curriculum mapping to state CTE standards. The big area of focus for the 2023-24 school year is going to be centered around our industry partners and our advisory committee.

As we work together to enhance and grow our programs, we need the help and support of folks in the industry. CTE teachers will curate and maintain contact with industry partners and involve them in the various aspects of the program (curriculum development, guest speaking, evaluating student work, mentorships, etc.).

### CTE Goals for 2023-24 SY:

1. Every CTE teacher has 3-5 industry partners involved in their pathways.
  - a. Details of the agreed partnership clearly written out & documented.
  - b. At least 1 of each teacher's industry partners should serve on the CTE Advisory Committee
2. Regular communication between teachers & partners (formal or informal)
3. Two meetings of the CTE Advisory Committee (fall & spring)



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### April Pali Positives: Erin O'Connor and Jacoby Herring



We are just as happy to recognize **Erin O'Connor** as this month's Pali Positive faculty member, as her students are thrilled to have Erin as their teacher. Erin is an extremely popular part of our amazing Physical Education Department and offers her students engaging and impactful choices of curriculum. Above and beyond this, Erin has taken a lead in summative testing by managing the Fitness Gram which had to be administered to all of our Pali 9<sup>th</sup> graders. Erin has handled all of these challenges with the kind of grace and positivity that has certainly not gone unnoticed by so many of us. It is such a pleasure to let Erin know how much we appreciate her.

**Jacoby Herring** is a multi-talented aid in the Special Education Department. He is in high demand and supports in many disciplines including VAPA and math – Jacoby is simply indispensable. Jacoby is a professional level athlete who also works with our student athletes in the football program. Students and staff alike value their time with Jacoby.

### Western Association of Schools and Colleges (WASC) Accreditation Update

- The PCHS WASC visit is scheduled for **Sunday, March 17 through Wednesday, March 20, 2024.**
- The WASC report will be due six weeks prior to the visit on **February 05, 2024.**
- Long Term Strategic Planning (LTSP) Committees meet on April 26, 2024. LTSP will organize into WASC Category Groups:

**A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

Finance/Budget - Resources

**B. Curriculum:**

Department Chairs/Curriculum (Need a Meeting)

**C. Learning and Teaching and D. Assessment and Accountability:**





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Academic Innovation and Learning and Technology

### **E. School Culture & Support for Student Personal, Social-Emotional, & Academic Growth**

Community

- WASC writers will complete final drafts of Chapters 1-3 by May 17, 2023.
- PLCs will comment on the chapters for their PLC notebooks, and LTSP will comment on the chapters on May 31.
- **LTSP on May 31, 2023 Chapters 1-3**
- **Mid-July due date for Chapters 4 and 5.**