



PALISADES CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting October 17, 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.

2023-2024 Schoolwide Goals - The PCHS Board of Trustees, administrators, and student representatives from Pali Ambassadors, ASB Leadership, and Justice League met on Saturday, September 9 to review and provide feedback on the schoolwide goals for the coming year. This annual exercise included a summary of the guiding plans that are currently in place including the Local Control and Accountability Plan/Learning Continuity and Attendance Plan (2021-2024), Western Association of Schools and Colleges Action Plan (2017-2023), LAUSD Charter Authorization (2020-2026), and Annual LAUSD Charter School Division Compliance Review. Each of these plans requires feedback from and vetting with educational partners (*See attached material*). PCHS has established a clear vision and focus in each of these plans by layering common goals. Each plan reinforces the others by addressing similar areas which include academic achievement, communication, diversity, budget/development, and socioemotional well-being.

***Schoolwide Diversity Goal:** PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.*

***Schoolwide Academic Achievement Goal:** PCHS will focus on its educational program by reevaluating and updating existing courses and instructional practices to include innovative and relevant content. PCHS's curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will explore the expansion of courses to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.*

Equity Task Force - The PCHS Equity Task Force formed in 2018 is a volunteer group of teachers, staff, and administrators committed to identifying and addressing school equity needs. The group meets most Wednesdays during 7th period. The Equity Task Force welcomes new members with a goal of having representation from every academic department. Areas of focus include but are not limited to professional development, policy and procedures, and student voices.

Professional Development: Prioritized areas have been professional development for teachers such as last year's identity work with the **Museum of Tolerance**. During the Spring 2023 semester all faculty and staff participated in a full day small cohort experience at the Museum of Tolerance. Groups of approximately 20 staff members visited the museum



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weekly. The culminating meeting was facilitated on the PCHS campus and resulted in recommendations for 2023-2024 training addressing culturally relevant curriculum. **Dr. Terrance Roberts**, one of the Little Rock Nine, launched the school year with his presentation during a Back-to-School professional development workshop. Ongoing training will be both schoolwide and department specific. The **Math Department** is leading the way with ongoing articulation with the Paul Revere Middle School Math Department led by **Dr. Socorro Orozco** initiated in August 2023. The **Special Education Department** brought **Disability Justice in Schools** training to their group and shared information with the Equity Team and Faculty (*see slides in this report*). Training for parents and students is also being developed.

Student voices/Justice League Solidarity Reports from student groups: Representatives from Asian Student Union, Black Student Union, Jewish Student Coalition, Latino Student Union, Queer Student Union, and Trans Awareness Club gave presentations to school leadership addressing student needs and requests for support. The Equity Task Force and PCHS Administrators are addressing these proposals. All initiatives will be reviewed for implementation. The two initiatives currently under consideration are the endorsement of **The International Holocaust Remembrance Alliance Definition of Antisemitism** proposed by the **Jewish Student Coalition** and the **Name Change Policy** proposed by **Queer Student Union and Trans Awareness Club**.

1. **The International Holocaust Remembrance Alliance Definition of Antisemitism** (*included in meeting materials with letter from JSC*) - Path to Endorsement. The Equity Task Force identified the following steps to fully vet this proposal before presenting to the PCHS Board of Trustees.
 - Solidarity Report Presentation May 17, 2023
 - Discussed by Equity Task Force, path for endorsement developed September 21 and October 5
 - Initiative shared in Faculty Meeting October 10
 - Discussed with Curriculum Council October 12 (To be discussed in upcoming Department Meetings)
 - Equity Task Force Schoolwide Open Discussion - October 18
 - Presentation to PCHS Board of Trustees - November 14
2. **Name Change Policy** - Student provided rationale: Many Transgender and Gender Non-Conforming students have different chosen names in order to better accommodate their identity. Seeing their deadname, or previous name, can be incredibly disruptive to students' academic success and mental health. There are many benefits of changing a student's name in the system as well as limitations. Overall, it takes little effort by the family or student in order to ensure one more aspect of a student's life is safe.

Administrators are contacting other school districts to determine what procedures and policies have been implemented. The proposed policy is also being reviewed by legal



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counsel. Next steps are to finalize a policy, review with educational partners, and implement second semester.

Online Learning Options PCHS is in the process of reviewing online learning platforms. The systems being considered are Acellus, Accelerate, and Apex. The systems were most recently reviewed by Curriculum Council. Department Chairs will preview the systems to make recommendations for next steps. *The Online Learning Platform Comparison chart is included in the meeting materials.*

September Accomplishments

- Niche recognition – National score of 99.64/100
- CAASPP Results – Latino students improved by +8% !
Supports provided:
 - Diversified curriculum & course offerings
 - Continued *Fuerza Unida* outreach and support
 - English Department Grading for Equity practices
- Disability Justice Equity Focus





1

Ascription of intelligence

Definition

Making assumptions about a student's intellectual ability, competencies and capabilities because of their disability status.

Examples

- Speaking slowly and loudly to a student with disability.
- Speaking in a sing, song voice to a student with disability.
- Speaking to the assistant or teacher about the student, rather than to the student.
- Setting low standards or substituting life skills for academic skills automatically or without consultation.

<https://inclusiveschoolcommunities.org.au/resources/toolkit/disability-microaggressions-education>

2

Using Ableist Language

Definition

Using language that is derogatory, abusive or negative about disability, often without the intention of doing harm.

Examples

- Using disability as an insult or euphemism e.g. 'You're so OCD about being on time.'
- Not allowing/ respecting students and their families to choose their own self identifying language (e.g. insisting on saying 'student with autism' rather than the student's preferred language of 'autistic student'.)
- Choosing books that contain ableist language (e.g. The popular text Wonder by R.J. Palacio uses the word 'retard') without providing time or space within the curriculum to reflect and challenge this choice of language.

<https://inclusiveschoolcommunities.org.au/resources/toolkit/disability-microaggressions-education>

3

Setting Being Without a Disability as the Default

Definition

Expecting people with disabilities to conform to the dominant (non-disabled) cultural norms

Examples

- Insisting that students behave in ways such as making eye contact, or using oral forms of communication over sign language.
- Being offended when students with disability attempt to address breaches of human rights.
- Setting policy (such as expectations around masking or selecting curriculum) based on the needs and typical outcomes of non-disabled people.

<https://inclusiveschoolcommunities.org.au/resources/toolkit/disability-microaggressions-education>



4

Myth of Meritocracy

Definition

Assuming that students with disability can make progress if they try harder in the absence of appropriate support.

Believing the student should change, not the environment.

Examples

- Misusing pedagogical approaches such as 'growth mindset' by assuming that students will succeed through more effort, even in the absence of environmental and attitudinal change.
- Using 'inspirational' memes, graphics or posts to show students with disability they can succeed if they try harder.
- Claiming that students with disability receive unfair advantages because of their disability or accommodations.

<https://inclusiveschoolcommunities.org.au/resources/toolkit/disability-microaggressions-education>

Schoology Intervention Courses for PCHS Faculty

PCHS Intervention: 2023 -2024

Palisades Charter High School

Course Options

Materials

- Updates
- Gradebook
- Grade Setup
- Mastery
- Badges
- Attendance
- Members
- Analytics
- Workload Planning

All Materials

- Stand Against Vaping (8)
- Stand Against Bullying (2)
- Understanding Substance Abuse (5)
- Understanding Diversity & Inclusion (2)
- How Social Media Can Be Harmful (1)
- Education For Teens And Alcohol (1)

E-hallpass - PCHS has implemented e-hallpass for all passes out of class to ensure the wellbeing and safety of all students,. E-hallpass is a tool that allows us to ensure students remain safe and accounted for while on campus. E-hallpass is a browser-based online system that is used to manage all pass situations and replaces antiquated methods of administering hall passes. The system enhances school security and helps to simplify classroom management. Teachers log into their system dashboard to monitor and approve passes, as well as access reporting. Students request passes through the same system. There is no tracking of student devices or locations



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through the system as implemented at PCHS. The system does allow the Deans' Office to identify students who overuse hall pass requests.

Detention has moved from lunchtime to after school. Detention is now held from 3:00-3:30 PM in room U118. Saturday School will begin soon.

Safety – International ShakeOut Day is Thursday, October 19. Pali Period has been moved to Thursday. Teachers will lead the “Drop, Cover, Hold” exercise and evacuation. PCHS practices regularly to be prepared to react quickly in the event of a real earthquake emergency situation.