

**SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Palisades Charter High School

**15777 Bowdoin St.
Pacific Palisades, California 90272
Los Angeles Unified School District**

March 18-20, 2024

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Introduction

Palisades Charter High School (PCHS) is a comprehensive high school, serving approximately 3,000 diverse students from over 110 zip codes in the Los Angeles area, according to their website. Established as a charter school in 2003, it holds the distinction of being one of the earliest high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS boasts several accolades, including being recognized as a California Gold Ribbon School, a California Distinguished High School, and receiving accolades from Newsweek, U.S. News and World Report, and LA Magazine. With independent charter status, PCHS enjoys autonomy in decision-making concerning instruction, budgeting, and policy.

PCHS reports that they have significantly expanded their academic offerings over recent years, providing access to Honors and Advanced Placement programs alongside Career Technical Education pathways. The school has invested in various initiatives, including a schoolwide intervention system, new bell schedules featuring a Pali Period, and a comprehensive Technology Plan. PCHS offers a diverse range of academic programs, such as Pali Academy, Virtual Academy Independent Study Program, Special Education, Multilingual Education, College Preparatory courses, Computer and Tech Programs, Dolphin Leadership Academy, Credit Recovery, Summer School, Literacy programs, Study Skills/Seminars, 9th-grade Small Learning Communities (Pali Pods), Dual Enrollment opportunities, Advanced Placement courses, Therapeutic Classrooms, and Visual and Performing Arts programs. Additionally, PCHS has refined its Multilingual Program to meet the evolving needs of English Learner students and has integrated Social Emotional Learning, mental health services, and intervention time within its Pali Periods. Outside the classroom, the school fosters student engagement through a strong commitment to student clubs, athletics, ASB Leadership activities, and various school-wide initiatives, contributing to a vibrant campus life.

Diversity Statement:

PCHS has implemented a comprehensive array of diversity initiatives aimed at fostering equity and inclusion within its program. These efforts encompass various aspects, including recruitment strategies for diverse school admissions, the establishment of resources like the Math Lab and Study Center, and Culture Talks to promote understanding. The school also prioritizes community engagement through student-led orientations and the Pali Transportation Program. Educational programs such as the Justice League Solidarity Presentations, The Village Nation Program, and the Fuerza Unida Program focus on fostering student leadership, identity, and community involvement. Additionally, initiatives like Inclusive Restrooms, Restorative Justice through Circles, and Equity Task Force Action Plans underscore the school's commitment to fairness and inclusivity. Faculty professional development, LGBTQI+ student panels, and a culturally relevant curriculum contribute to creating an inclusive learning environment. Further efforts include Title IX enforcement, the Take Ten Breakfast Program, Pali Cares Program, and Club Days, all aimed at promoting student well-being and engagement. Peer mediation, Link Crew Activities, and student surveys are additional initiatives aimed at fostering community-building and amplifying student voice within the school.

Process for completing Self-Study:

PCHS's process for completing the self-study began with a thorough self-study, where PCHS assessed its programs, practices, and policies against WASC criteria and standards. Subcommittees within the Long-term Strategic Planning Committee were formed to measure progress and write action plans during this

self-study phase. Data from various sources, including student achievement data, surveys, and classroom observations, were collected and analyzed to identify strengths and areas for improvement. Based on these findings, PCHS collaboratively prepared a self-study report documenting its strengths, challenges, and plans for improvement.

Throughout the self-study process, PCHS actively engaged its key educational partners, including faculty, staff, students, and parents. Committees and focus groups were established to examine progress towards schoolwide learner outcomes, identify areas for improvement, and develop action plans. A teacher WASC Coordinator oversaw the process, attending virtual WASC training and coordinating compliance with WASC expectations. Focus groups, composed of members from various school committees and departments, collaborated to respond to prompts and track progress using Google Suite tools. Additionally, educational partners participated in meetings, surveys, and discussions to provide insights and contribute to the development of the school's action plan, ensuring a comprehensive and inclusive self-study process.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Most of the school's instructional staff and stakeholders actively participated in reviewing data, analyzing effectiveness, and identifying areas for improvement. Their collaboration in the self-study process, including assessing learner needs and evaluating programs against WASC criteria, fostered a culture of continuous improvement and rigorous analysis.

Chapter 1: Progress Report

The COVID-19 pandemic prompted PCHS to transition to virtual learning in March 2020, with asynchronous distance learning for the remainder of the Spring 2020 semester and an optional hybrid learning program introduced for the Fall 2020 semester. In April 2021, PCHS implemented a Back to Campus program, allowing students to engage in differentiated activities on campus. Despite challenges, PCHS began the 2021-2022 school year with in-person learning. Post-COVID, PCHS expanded its Virtual Academy independent study program, seeing a significant increase in enrollment to 247 students, largely driven by the heightened demand for mental health support.

Transitioning out of the pandemic, PCHS faced challenges in re-emphasizing expected behavioral norms and saw a rise in suspensions as in-person learning resumed. Analysis of campus culture data highlighted shifts in instructional strategies to enhance classroom engagement. Some teachers observed student disengagement from in-person learning, with a focus on grades rather than the learning process. To address this, teachers are incorporating more face-to-face engagement activities and leveraging technology intentionally for educational purposes. Over the past three years, significant developments at PCHS include the implementation of 1:1 technology, increased mental health services, and efforts toward equity and inclusion as highlighted by educational partner surveys.

Since the last WASC visit, PCHS has revised its WASC Action Plan based on feedback from visiting teams, refining systems and structures to align school-wide goals across various committees for a more efficient process. The administrative leadership team collaborated with the Board of Trustees to establish and

track progress on multi-year goals, in line with both LCAP and WASC action plans. Progress reports and student achievement data are regularly submitted for board review. Committee membership was strategically staffed with diverse educational partners, fostering cross-pollination of ideas and communication among committees and task forces to advance school initiatives.

The following updates reflect the school's progress on their previous Action Plan, with further descriptions of impact:

Goal 1: Continuously narrow the educational achievement opportunity gap between white and Asian students and African American and Latino students.

Progress: Eliminating tracking in Honors and College Prep courses, enhancing outreach to Black and Brown students for AP courses, offering literacy support, diversifying course content, integrating culturally relevant curriculum and professional development, expanding credit recovery options, providing training on CASSPP IEP accommodations, introducing specialized programs like Pali Academy and Virtual Academy, restructuring the English Language Development program, establishing study skills and therapeutic classrooms, conducting anti-bias and math cultural competency training for teachers, and organizing counseling webinars for course selection guidance.

Impact: The school's focus on academic achievement has led to increased diversity in enrollment in honors classes, with Latino students comprising 26% of Honors English and 20% of Honors/AP History classes. African-American students, though representing 9% of the enrollment, account for 10% in honors History classes. Collaborative efforts between academic departments, student support groups like Fuerza Unida, and counseling have facilitated access to advanced and dual-enrollment courses, fostering a college-going culture and enhancing academic achievement, particularly among Latinx students. Additionally, the expansion of the Credit Recovery program has contributed to increased graduation rates at PCHS. As noted during the visit at Pali Academy, several students were able to transfer back to the comprehensive high school for the second semester.

Goal 2: Continuously diversify and personalize PCHS staff Professional Development.

Progress: The school revamped the teacher conference request process, implementing a multi-year professional development plan encompassing diversity, equity, and inclusion training, technology training, and cultural competency training. The initiative also involved sustaining teacher coaches and the Academic Achievement Team, mandating online training modules for staff, funding PLC pull-out days and department summer mini grants, renegotiating and revising the evaluation process, designing a more robust new staff onboarding process, conducting staff surveys for professional development interests, and providing onsite induction program staff for probationary teachers.

Impact: This advancement has had a beneficial effect on the school's culture and has led to the development of fairer departmental grading policies and teacher practices, as well as providing teachers with a deeper understanding of DEI practices in the classrooms..

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

Progress: Initiatives such as the re-design of online registration (OLR), adoption of Parent Square for unified communication, and continued training in Infinite Campus. Partnerships with Data Links

Network and investigations into Power School/Performance Matters demonstrate efforts to address SIS and data management needs, contributing to the on-going review of a more streamlined and efficient system.

Impact: Basic learner information, including accommodations, standardized test scores, and student achievement, is readily accessible to both staff and guardians, through the redesigned OLR. Additionally, the adoption of the ParentSquare platform enables efficient and multilingual communication with families and students.

Goal 4: Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources to increase student achievement.

Progress: The Ed Tech Coordinator revised the Technology Plan, followed by a collaborative effort involving the LTSP Technology SubCommittee, PCHS Administration, School Board Budget Committee, and Data Links Network, ultimately leading to the implementation of the 1-1 Technology Program.

Impact: Enhanced student learning with expanded classroom differentiation capacity to ensure equitable access to technical education tools and course materials for all PCHS students.

Goal 5: Pursue available funding to subsidize transportation for PCHS

families who can least afford it and provide alternative transportation options to sustain PCHS's diversity.

Progress: Various transportation initiatives have been enacted, including a scholarship fund for Yellow School Bus transportation, a partnership with Santa Monica Blue Bus for the Pali Express route, providing free student Metro cards through a collaboration with LA Metro, and ongoing efforts to procure a school bus transportation vendor for future years.

Impact: PCHS maintains diversity through its transportation programs, including partnerships with public buses and a scholarship fund for yellow school bus transportation, with scholarship expenses reflecting fluctuating trends over time, emphasizing the importance of prudent budget management.

Goal 6: Develop and maintain a positive and equitable school climate and culture.

Progress: PCHS has implemented a revised safety plan along with a new school-specific Schoology safety course for students and staff, complemented by interventions and positive behavior curriculum. Additionally, initiatives like Link Crew, Justice League, and Culture Chats.

Impact: With the integration of equity and inclusion curriculum, student clubs, and extracurricular activities, underscoring the school's commitment to safety, inclusivity, and student engagement, students feel safe at PCHS.

Goal 7: Expand and continuously improve PCHS's systemic student support.

Progress: Expanded support infrastructure with additional academic counselors, interventionist positions, and math paraprofessionals, alongside revamps of programs like the Multilingual Program,

Deans Office Intervention Response, and the Pali 9th grade pod program. Peer Conflict Mediation, Restorative Circles, and the Credit Recovery Program demonstrate the school's commitment to holistic student support and academic success, further bolstered by efforts like the mental health team outreach and community partner expansion for addressing vape and drug addiction issues during the Pali Period Intervention.

Impact: Maintaining a high four-year graduation rate of approximately 95% and consistently high pass rates of 91% and above for high school graduation courses, alongside a 20% decrease in counseling caseloads due to additional staffing, has been paralleled by a significant 31.3% increase in Multilingual Program/ELL reclassification rates.

Goal 8 (WASC add): Continue to work with LAUSD to maintain a clean facility in good repair.

Progress: Consultation with LAUSD's Complex Project Manager (CPM) resulting in additional fencing for security and safety, alongside infrastructure support for academic programs and technology initiatives.

Impact: Upgraded facilities provide a better experience for students and staff to focus on learning.

Goal 9 (WASC add): Alignment of initiatives to work as efficiently as possible.

Progress: The Board annually reviews WASC action plans, LCAP plans, and school-wide data. A systematic approach that involves communication among school leaders and the Curriculum Council and Equity Task Force provide monitoring efforts for initiative alignment.

Impact: Student learning needs are addressed effectively, and their success is assessed based on the attainment of student outcomes aligned with school goals.

Goal 10 (WASC add): Single data profile accessible to all stakeholders.

Progress: Piloting Schoolzilla, designing Power BI dashboards, increasing schoolwide training and use of Schoology for academic progress data, exploring Performance Matters, enhancing Infinite Campus training, and revamping the Infinite Campus Student Information System with Datalinks Network for student IC profile tabs.

Impact: Students, staff, and parents have easy access to fundamental student data, yet there's a necessity for further improvement in accessing detailed, disaggregated data to adequately tackle student learning needs and achieve school objectives.

Goal 11: Maximize instructional time and student engagement.

Progress: Implementation of 1:1 Laptop Program, adoption of a new e-Hallpass system, continued refinement of bell schedules, introduction of the First/Last 15 Minute Policy, and emphasis on Culturally Relevant Instruction Professional Development and curriculum and adoption of a biology curriculum aligned with Next Generation Science Standards by the Science Department.

Impact: More holistic support for students aimed at increased access to resources, support services,

and structured learning opportunities, to develop academic success and cultural competency.

The progress at PCHS towards its initial 8 goals as well as the additional three added by the last WASC Visiting Committee (totaling 11 goals) has been significant, with impactful initiatives implemented across different areas. The shift to distance learning in spring 2020 presented significant challenges for PCHS, leading to learning setbacks and social-emotional difficulties stemming from inequitable access to online resources and health concerns. Moving forward, critical areas for consideration include addressing learning loss, widening achievement gaps, overcoming attendance challenges, reintegrating students into a safe in-person learning environment, and fostering an inclusive and positive school climate. These areas are outlined in the new PCHS WASC Action Plan for follow-up and improvement.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The school's culture prioritizes continuous improvement, engaging all stakeholders in annual reviews of student profile data, achievement, and demographics alongside progress on the schoolwide action plan, shared with the entire community. Evidence suggests ongoing analysis of how action plan progress influences student learning and addresses major learner needs, leading to updates to the schoolwide action plan as necessary, with formal progress reports disseminated to all stakeholders.

Chapter 2: School and Student Profile and Supporting Data

Palisades Charter High School is an Independent charter located in Pacific Palisades, CA. While the student population consists of students from a vast variety of greater Los Angeles zip codes the location zip code of 90727 has an average individual income of \$131,278.4. In 2005, Pali High became independent from LAUSD Palisades Charter High School (PCHS). PCHS serves 3,000 students from kindergarten through 12th grades. PCHS continues to serve a majority of White and Latinx students. The school's Student Survey Identity Data (January 2024) shows that out of 1925 response, 26.4% of students identify as Latino/a/e/x or Hispanic, 12.2% of students identify as Black/African American, 15.6% identify as Asian or Pacific Islander, 2.4% identify as American Indian or Indigenous, 16.2% identify as Persian, Arab, or Middle Eastern, and 52.6% identify as White. Since there currently is no identifier for Persian, Middle Eastern, and Arab students, the school was able to see more diversification by 17% of students who identify as Persian but are normally considered White. This is an increase in students identifying as two or more races. The percentage of students in socio-economically disadvantaged and students with disabilities subgroups has remained steadily at 30% of the student population. Currently, students participate in a variety of programs at PCHS including Pali Academy, Virtual Academy Independent Study Program, CTE courses, Multilingual Education, Honors and College Preparatory classes, Dolphin Leadership Academy, Credit Recovery, Summer School, Literacy, Study Skills/Seminars, 9th Grades Small Learning Communities (Pali Pods), Dual Enrollment, Pali Periods, AP, Therapeutic Classrooms, and VAPA. PCHS has also promoted schoolwide strategies promoting diversity, equity, and Inclusion with initiatives that include diverse school admissions recruitment, Title IX study and enforcement, and faculty professional development.

Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.

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

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

PCHS School-wide Learning Objectives (From PCHS Charter):

Core Learning: Students will meet or exceed state content standards in all disciplines

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within the school and in the greater community.

Student Learner Needs:

1. Of the students who are earning Ds and Fs, 38% are chronically absent; therefore, PCHS will need to establish a systemic outreach beyond phone calls and emails. Additionally, intervention plans for the families of chronically absent students will need to be developed. Similarly, Black and Latinx students continue to have higher D/F rates than their White/Asian counterparts, especially in the 9th and 10th grades.
2. PCHS students need more support to learn math and science. Students need reinforcement of math practices across the curriculum as well as additional exposure to content-specific standards, including math concepts and procedures, problem-solving, modeling, data analysis, and communicating reasoning. Special Education students, African American, Latinx, SED, and ELL students are students with high needs in this content area.
3. PCHS students need more support in ELA skills which include writing and researching. Special Education, SED, Black/African American, Latinx, and ELL students are students with high needs in this content area.

Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

CA Dashboard School Performance Overview Data:

2023: 94.6% of students graduated from Pali High.

65.6% of students are college and career ready

41.9% of students are “above standard” in ELA

38.2% of students are “below standard” in math

2% of students were suspended for at least one day. Which is an increase of .4%

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: At PCHS, the consistent alignment of student progress with defined learner outcomes and academic standards ensures that many students make acceptable progress toward meeting major learner needs. Stakeholders' acknowledgment of the need for continual improvement in Math, Science, suspension rate, and ELA further supports the school's effectiveness. Additionally, multiple measures indicate that growth targets are achieved for certain student subgroups, emphasizing the importance of ongoing improvement in preparing students with essential 21st-century skills.

Chapter 3: Quality of the School’s Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students’ needs, and current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Visiting Committee Comments

PCHS's mission states, "PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure Education Excellence, Civic Responsibility, and Personal Growth." Their Charter also clearly outlines a vision and purpose, including action steps to align goals with research and ever-changing student needs. PCHS emphasizes equity and inclusion, aiming to ensure all students can learn and achieve. PCHS demonstrates effective processes for involving stakeholders in the development and review of its vision and mission. Collaboration with educational partners and the Equity Task Force indicates a commitment to inclusive decision-making. The school has established processes, campus postings, and online resources for effectively communicating its vision, purpose, and learner goals to stakeholders.

Utilizing platforms like Schoology for data tracking and communication fosters transparency and engagement. While there are mechanisms for involvement, ongoing engagement of stakeholders should be prioritized to ensure diverse perspectives are considered in shaping the school's direction.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner goals and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS has established and communicated a clear vision and purpose aligned with educational research, its charter, and ongoing tracking of student demographics and needs, with a notable emphasis on equity and inclusion. They are dedicated to ongoing refinement, inclusive decision-making, and targeted communication strategies, which they acknowledge are vital for furthering their effectiveness in this area, particularly in addressing challenges related to equitable access, student perceptions of belonging, and student achievement. All members of the Pali community we talked to echoed and demonstrated these core values and a heartfelt commitment to them. Ensuring that communication strategies cater to diverse audiences and that feedback mechanisms are in place to gauge stakeholder understanding and alignment is crucial for sustained support.

A2: Governance

To what extent is the school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data-driven decisions with the aim of preparing students

for college and career readiness?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Visiting Committee Comments

PCHS’s Board of Trustees has a robust procedure that allows full transparency with all stakeholders. The website provides meeting agenda, election processes, and board code of conduct. PCHS has an Academic Accountability Committee that reviews both qualitative and quantitative student data at minimum annually to ensure that the school is fulfilling its mission and addressing concerns brought on by the board and also includes potential goals to be considered by the board.

PCHS has a well-developed system for evaluating the school's effectiveness in achieving its mission. The Board in partnership with PCHS utilizes specific subcommittees to evaluate effectiveness for all aspects of the school including but not limited to: academic accountability, budget and finance, elections, and charter matters. The Governing Board complies with the Brown Act and holds monthly open meetings with public participation opportunities. Meeting agendas and minutes are posted on the school site and website. The board ensures due process for students, employees, parents, and the public through various policies and procedures outlined in documents such as board meeting agendas, the Parent-Student Handbook, Uniform Complaint Policy (UCP), and employee handbooks. The board regularly considers school performance data, input from educational partners, and other relevant information to make informed decisions such as approving action plans, allocating resources, and setting evaluation criteria. Board members receive governance training to understand their roles, responsibilities, legal obligations, and ethical standards, including avoiding conflicts of interest.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS’s vision and purpose are clearly articulated, emphasizing students' needs, educational practices, diversity, equity, inclusion, and the belief in every student's ability to succeed. Stakeholder involvement is systematically integrated into the development, review, and refinement of the vision, purpose, and schoolwide learner goals/graduate profile. Communication strategies are established and assessed to promote understanding of the school's vision, purpose, and learner goals among all stakeholders

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Visiting Committee Comments

PCHS leadership, faculty, staff, and parents/community work together to address the needs and achievements of all students using a wide array of data sets, including assessments, grades, attendance, standardized test scores, financial information, behavior records, and more. At PCHS, the Long Term Strategic Planning Committee (LTSP), comprising students, teachers, administrators, parents, and board members, convenes monthly. This committee serves as a vital link between students and the board, dedicated to analyzing student performance and data. The LTSP and the Governing Board regularly evaluate this data, aligning it with the LCAP and SPSA to identify student needs and shape school plans and programs. These efforts are monitored through various institutionalized meetings, such as annual school board retreats, academic accountability committee meetings, LAUSD charter performance oversight visits, and others. The school employs assessments like the NWEA MAP Test and CAASPP data to gauge student performance and adjust teaching strategies accordingly. Most PLC teams conduct ongoing analysis of assessment data, while administrators actively engage in committees and task forces to ensure alignment with school objectives. Furthermore, community input and diverse data sources inform the development of the LCAP to address school and student learning needs. Despite the LTSP's significant involvement at PCHS, numerous other committees and groups also review data and student needs. This highlights an opportunity for the school to consider how they may streamline the communication flow to its multiple committees and advisory groups to facilitate better information sharing, ensuring these groups collaborate effectively. Finally, as the school continues to evolve with more initiatives, programming and support for students, the leadership team is also likely to grow - ensuring a fully staffed leadership team will continue to benefit the entire school. This highly effective and dynamic team consists of wildly talented individuals, (including Pali alumni), and as thus, having enough members on the team will continue to provide the right support to the school (and each other), as they carry out their essential duties.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective_ Somewhat Effective Ineffective

Narrative Rationale: The school's leadership leads the faculty, staff, and parent/community through the analysis of multiple forms of data, to identify student needs, implement strategies, and track their impact on learning. There is a process in place for shared decision-making, responsibility, and accountability for goal implementation as it relates to LCAP. The action plan is driven by student achievement analysis and aligned with school goals.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

PCHS demonstrates a strong commitment to supporting its staff through various initiatives aimed at professional development and growth.

Structured Beginning of Semester: At the start of each semester, all staff members engage in community-building activities and professional development sessions alongside peer coaches, coordinators, and administrators. This sets a collaborative tone and ensures alignment with school goals.

New Teacher Support: First and second-year teachers receive targeted support through monthly training meetings and mentorship from experienced peers. This induction program helps new teachers acclimate to their roles and fosters a sense of belonging within the school community.

Feedback Mechanisms: Regular surveys, such as the check-out survey at the end of each semester, allow teachers to provide valuable feedback on professional development, PLC development, and classroom needs. This feedback informs administrative decision-making and ensures continuous improvement.

Teacher Evaluation and Growth: PCHS has revamped its evaluation model to focus on promoting continuous growth among staff members. The process involves collaboration between teachers and administrators, with an emphasis on setting and achieving professional growth goals. Support is provided to teachers who may need assistance or remediation.

Professional Learning Opportunities: Professional development at PCHS is tailored to meet the diverse needs and interests of teachers. Opportunities for job-embedded learning, personalized development plans, and participation in conferences are provided. Additionally, PLCs are supported with substitute coverage to facilitate collaboration and skill transfer.

Targeted School-Wide Initiatives: PCHS implements targeted professional development initiatives to address specific needs, such as trauma-informed teaching and cultural proficiency. This ensures that staff members are equipped with the necessary skills and knowledge to support all students effectively.

Overall, PCHS's comprehensive approach to staff support and professional development reflects a commitment to excellence and continuous improvement in service of student success.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: PCHS's tiered approach to professional development underscores its dedication to fostering teacher growth, promoting collaboration, and meeting the diverse needs of students comprehensively. By prioritizing both individual and school-wide goals, PCHS consistently improves the teaching and learning experience for all stakeholders.

A5: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Visiting Committee Comments

The PCHS leadership and staff regularly meet to assess academic goals, plan resource allocation, and maintain instructional materials. PCHS has a Chief Business Officer who sits on various committees and oversees all the financial decisions made at PCHS. This involves collaboration at various levels, including PLC meetings, CTE teacher meetings, Department meetings, Department Chair meetings, Administrative Team meetings, Long Term Strategic Planning meetings, Town Hall meetings, and Board-Level meetings. The annual budget process engages the entire community, with departments, ASB, librarians, and management teams contributing to setting academic and facilities goals. Yearly audits and assessments are conducted, and the results are shared at Board Meetings. The school has a robust staff dedicated to facilities and IT which can be seen on the organizational leadership chart. Facilities are well maintained and safe for all students and staff. PCHS introduced a 1-1 technology policy at the beginning of the 2023 school year, guaranteeing computer access for all students. However, this initiative has highlighted challenges due to outdated infrastructure struggling to accommodate the increased demand for internet access and functioning computers. While PCHS established a tech center for student support, there is a disparity between needs and available support staff, and internet connectivity remains a barrier for many students.

Resources that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS leadership and staff regularly meet to assess academic goals, allocate resources, and manage instructional materials. Collaboration occurs at various levels through

committees like PLC, CTE, Department, Administrative Team, and more. The Chief Business Officer oversees financial decisions, engaging the community in budget processes and sharing results at Board Meetings. The school ensures facilities' maintenance and safety through a dedicated staff, although challenges persist in technology access due to outdated infrastructure and limited support staff at the tech center.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- PCHS ensures clarity and appropriateness of vision and purpose statements
- PCHS Board is actively engaged and involved in the mission and vision of the organization
- PCHS Board is made up of multiple stakeholders including current students, faculty, and parents
- Demonstrates strong commitment to diversity, equity, and inclusion initiatives and continued student-focused improvements
- Utilizes various avenues and committees to gather feedback and foster partnerships with stakeholders at PCHS.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Implementing structured Professional Development sessions that would include but not limited to: Development of Engaging Teacher Practices, Student Centered math curriculum (ie, Illustrative Math), culturally responsive classroom management, and integration of technology; within the bell schedule or school calendar, complete with a defined scope and sequence for staff's continuous professional growth
- Developing a streamlined process for multiple committees (such as PLC, Academic Achievement Committee, and LTSP) to collaborate and share updates collectively
- Enhance support services at the tech center, increasing support staff capacity, and improving internet connectivity to ensure equitable access for all students

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- PCHS Mission Statement is clear and directly tied into the schools LCAP Goals and Action Plan
- The PCHS Charter is accessible on their website and is referred to through Board Meetings, LAUSD Oversight meetings
- A PCHS Governance Structure Flow Chart can be found on the schools website which outlines the roles and responsibilities of the Leadership team at PCHS
- PCHS Board Meeting Minutes and Agenda are easily accessible from the schools website under the Governance section.

- Visuals of PCHSs Missions Statement and Student Learner Outcomes visible in multiple classrooms
- Staff and students reported multiple avenues of involvement in various governance committees
- PCHS created a Justice League organization which is representative of all advocacy clubs on campus to meet with Leadership and bring up concerns of equality and accessibility
- Despite every department having a PLC notebook, there was a noticeable lack of scope and sequence and consistency within department PLC notebooks and PD opportunities
- Focus groups with students and teachers revealed many challenges that have been brought to light from the 1-1 Technology initiative

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college- and career-readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

B1.1 Current Educational Research and Thinking

Palisades Charter High School (PCHS) prioritizes a robust curriculum grounded in current educational research. Through regular meetings of the Curriculum Council and efforts led by department chairs, the

school ensures curriculum responsiveness to student needs and educational trends. PCHS emphasizes inclusivity and diversity, particularly in English and social sciences, expanding course offerings to include diverse voices and perspectives such as Latino Literature and African American History, reflecting its commitment to a culturally responsive education.

B1.2 Congruence with Schoolwide Student Goals

PCHS demonstrates strong congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness indicators. The Curriculum Council plays a pivotal role in ensuring alignment by evaluating curriculum and instructional practices regularly, with a focus on preparing students for success beyond high school. Professional learning communities (PLCs) are at the heart of the curriculum development at PCHS. PLCs provide dedicated time for teachers to collaborate and analyze data, ensuring that curricular decisions are informed by student performance and needs. Overall, PCHS's efforts to diversify course offerings, incorporate Schoolwide Learner Outcomes (SLOs) into instruction, and involve student voice and choice in decision-making processes contribute to the strong alignment between concepts, skills, goals, standards, and indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators

PCHS focuses on college and career readiness through diverse course offerings including computer science, VEI, dual enrollment, and CTE courses, emphasizing real-world applications and cross-disciplinary thinking. Interdisciplinary collaboration among teacher teams enhances understanding and critical thinking skills, while hands-on experiences and practical skills integration reinforce academic learning. The school prioritizes core competencies like communication and critical thinking, but could improve by implementing metrics to measure attainment and evaluate program effectiveness, ensuring continuous improvement in preparing students for post-high school success.

B1.4 Curricular Integration

Teachers at PCHS implement integration between areas of study, academic standards, and college- and career-readiness indicators through their diverse and rigorous course offerings. This integration extends into core academic classes, where students analyze real-world data and phenomena in math and science, while English teachers prioritize culturally inclusive texts to ensure all students feel represented and connected to the curriculum. Additionally, interdisciplinary collaboration among teacher teams in 9th-grade SLC pods fosters a holistic understanding of themes and topics, promoting critical thinking and problem-solving abilities essential for college and career success.

B 1.5 Community Resources and Articulation and Follow-up Studies

PCHS works to maintain a high level of engagement with community partners and resources, as well as regular articulation with feeder schools, local colleges and universities, and technical schools. The PCHS College Center serves as a comprehensive resource hub for students navigating the college application process and planning for post-secondary education. Additionally, the PCHS Career Technical Education (CTE) Advisory Board plays a pivotal role in overseeing and guiding the development, implementation, and effectiveness of the CTE program.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS provides a diverse and relevant curriculum tailored to student achievement and college and career readiness. They prioritize current educational research, ensure congruence with schoolwide learner goals and academic standards, offer diverse course offerings for college and career readiness, practice curricular integration, and maintain strong community engagement with feeder schools and partners. These efforts are reflected in the school's commitment to inclusivity, diversity, and student success beyond high school.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Visiting Committee Comments

B2.1 Variety of Programs — Full Range of Choices: PCHS is committed to providing equal opportunities for all students to access the curriculum. The school offers a diverse range of courses, extra-curricular activities, and support programs for students with varied interests and needs. The school emphasizes personalized exploration and preparation for career and college pathways both within and beyond the school. The College Center and 9th-grade Pods provide personalized support to students. Programs like the Equity Task Force and specialized intervention services help foster an inclusive learning environment. However, the school recognizes that ongoing assessment and adaptation of programs are essential to meet the evolving needs of students and to ensure equitable access to educational opportunities.

B2.2 Access to Curriculum, Including Real-World Experiences, by All Students: PCHS offers a rigorous and flexible curriculum, including CP, honors, and AP courses, as well as intervention services and programs like the Multilingual Program. The school integrates safety curriculum and equity initiatives

into its offerings to provide a holistic education that addresses real-world challenges. PCHS promotes equity in access to Honors and AP courses, enhances cultural relevance in the core curriculum, and fosters inclusive learning environments. Continuous evaluation and improvement of strategies to support diverse learners is also a critical aspect of the school's approach.

B2.3 Student-Parent-Staff Collaboration: Palisades Charter High School (PCHS) is committed to fostering a sense of belonging and collaboration among parents, students, and staff in developing and monitoring students' personal learning plans. Regular meetings held by the Special Education department, 504 program, and Student Success Team (SST) ensure ongoing monitoring of student progress and emotional well-being, with counselors actively involved in developing 4-year plans for all 9th graders to ensure college readiness. PCHS also prioritizes effective parent communication through platforms like ParentSquare, Schoology, and traditional mailings, ensuring that parents are informed about academic progress, events, and policies.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Palisades Charter High School provides equal access to education for all students through a diverse range of courses, extra-curricular activities, and support programs. PCHS promotes equity in access to Honors and AP courses, enhances cultural relevance in the core curriculum, and fosters inclusive learning environments. The school fosters collaboration among parents, students, and staff, prioritizes effective parent communication, and continuously evaluates and improves strategies to support diverse learners. The implementation of these approaches ensures that all students have equal access to education, are adequately prepared for their future endeavors, and have access to challenging courses and a diverse range of perspectives.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- PCHS offers a robust course offering, with a selection of levels that meet students' needs.
- There is an open willingness from leadership and SLCs to modify and add curriculum based on student input.
- There are ample student opportunities for inquiry, collaboration, and problem-solving within the classroom.
- 9th-grade Pods are effective in providing students with access to the curriculum through enhanced engagement and in allowing students to find a peer group aligned with their interests.

Growth Areas for Continuous Improvement for Curriculum:

- Additional strategies to help support Special Education students, African American, Latinx, SED, and ELL students, especially in the STEM content area.
- Clarify expectations and performance criteria for CP and Honors level distinctions in regard to

differentiation in the combined courses.

- Continue to find avenues to support African American, Latinx, and ELL students by adding opportunities for culturally relevant course offerings and curriculum within all courses.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- PCHS Course Catalog demonstrates the diversity and breadth of PCHS course offerings
- SLC Notebooks show a clear scope and sequence for English Department Courses' curriculum
- SLC Notebooks for other departments are varied in their completeness of curriculum.
- Policy of student choice in taking CP, Honors, and AP level courses
- Percentages of ethnicities of students enrolled in CP, honors, and AP course align with percentages of total campus enrollment.
- PCHS offers a large selection of classes. Both AP courses and CTE courses offer students multiple opportunities for learning through various modalities.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

The mission of PCHS emphasizes educational excellence and making positive contributions to the global community. Professional Learning Communities (PLCs) and Student Learning Communities (SLCs) meetings are structured for teachers to collaborate on instruction, focusing on challenging and relevant work such as research-based teaching methods, differentiation, and student engagement strategies.

Each semester, digital notebooks are provided containing meeting minutes, assessment materials, student samples, and other relevant data for review by coordinators and administration. PCHS teachers incorporate diverse cultural backgrounds into class activities, establish clear participation expectations, and utilize varied learning experiences like Socratic seminars, performances, labs, outdoor activities, TED talks, and more. Academic paraprofessionals support learning through tutoring and mentoring, while departments often allow revisions and retakes of assessments to reinforce concepts. Teachers adjust lesson plans based on formative assessments to maximize classroom success.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

At PCHS, students are familiar with course standards and performance expectations, with college and career readiness integrated into course designs. Teachers provide syllabi/course outlines at the start of each course, often requiring student and parent/guardian acknowledgment of expectations. Daily agendas are posted, and materials are organized using Schoology. Collaborative PLCs design assessments to provide feedback on student progress, informing instruction. Rubrics and grading standards are established for common assessments, with students often involved in peer editing and self-assessment. Student work samples demonstrate application of knowledge across content areas through tasks like performance tasks in math, essays and discussions in English, DBQs and Socratic seminars in social science, lab analysis in science, cultural presentations in world language, critiques in visual and performing arts, project-making in technology, and fitness journals in physical education.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS effectively engages students in challenging and relevant learning experiences, fostering inventiveness and communication of knowledge. With access to 1:1 devices and internet resources, students can analyze information and explore multimedia platforms. The school library and Schoology digital library offer a wealth of educational resources. Through department, PLC, and SLC meetings, teachers collaborate to create equity-centered learning environments and refine instructional strategies based on assessment results. Digital notebooks facilitate continuous improvement and accountability. Teachers prioritize clarity in learning expectations, aligning curriculum, instruction, and assessments within PLCs. Pacing plans and posted objectives enhance transparency for students. Feedback loops are integral, with teachers reflecting on assessment results and students providing feedback through various means. Diverse literature and cultural awareness promote global citizenship and empathy.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Visiting Committee Comments

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

At PCHS, teachers employ evidence-based instructional methodologies to promote student learning and encourage agency. Strategies like scaffolding, utilizing graphic organizers, and flexible grouping cater to diverse student needs. Teachers offer varied resources such as texts, multimedia, and manipulatives to accommodate different learning preferences. Technology, integral to PCHS's approach, enhances learning through interactive and personalized assignments facilitated by being a 1:1 device school. Schoology serves as a platform for electronic assignments, assessments, and discussions, providing immediate feedback to students. While technology enhances engagement and accountability, concerns about academic integrity persist, prompting the need for strategies to ensure responsible media usage.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

At PCHS, students are actively involved in the learning process both inside and outside the classroom. Teachers utilize differentiated learning strategies to accommodate diverse student needs, with support from the academic administrative team and teacher coaches. Students participate in research-based projects focused on school improvement and serve on academic committees like the LTSP and Board Committees. ASB Student Government addresses academic concerns through the Student Concerns Committee. Academic counselors offer information sessions and webinars to empower students in decision-making. PCHS emphasizes career preparation through a growing CTE program, aligning 9th-

grade PODS with CTE pathways and offering guidance on career and college plans. Assignments in various classes promote real-life skills, and over 100 student clubs cater to interests in careers and community service. The CTE Coordinator collaborates with West Los Angeles Community College for Work Experience coursework and educational opportunities.

Student-centered instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS prioritizes student-centered learning both inside and outside traditional classrooms, fostering active student participation. Teachers receive support from the academic administrative team and coaches to create student-centered classrooms, yet ongoing support is necessary for full student engagement. Research-based projects encourage critical thinking and collaboration, but teachers need additional assistance with differentiation strategies. Student committees like LTSP and ASB ensure student concerns are addressed. Academic counseling and career preparation services guide students, with CTE pathways integrated into the 9th-grade curriculum. Real-life skill assignments bridge academic learning with practical application. Over 100 student clubs enrich educational experiences and foster personal growth. By integrating academic and extracurricular activities, PCHS aims to empower students academically and professionally, promoting a culture of student-centered instruction through various strategies and resources. Further professional development can focus on standardized, equitable grading policies campus-wide.

CATEGORY C: LEARNING AND TEACHING

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Areas of Strength:

- Most classroom observations showed teachers employing diverse instructional and grading strategies, teaching methods, and technology-integrated curricula, ensuring accessibility for all students.
- PLCs at PCH emphasize collaborative learning, continuous improvement, shared goals, supportive environments, data-driven decisions, professional development, accountability, and positive school culture.
- The 1:1 Technology program implementation ensures equal access to technology and proficiency levels among students, thereby reducing educational inequalities for disadvantaged students.
- The dedication to nurturing positive relationships at PCH is evident, especially with the evolving student population, necessitating continued efforts. Students, teachers, and staff alike feel valued, respected, and trusted within the school community. This trust fosters a comfortable environment for individuals to express themselves, take risks, and collaborate, as highlighted in our meetings with student, staff, and leadership focus groups.

- PCH embraces diversity, celebrating the unique backgrounds, cultures, and identities of all community members. Through fostering an inclusive environment that respects and values diversity, PCH creates opportunities for learning, growth, and mutual understanding among both students and staff.

Areas of Growth:

- PCH leadership should persist in equipping staff with the essential skills to effectively interpret and analyze Special Education/Welligent data as well as NWEA/MAP testing data.
- PCH can further offer professional development opportunities focused on implementing standardized, equitable grading policies across all departments campus-wide.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Visiting Committee Comments

Palisades Charter High School (PCHS), utilizes various methods of assessment such as state-mandated

assessments, PLC common assessments, teacher-created tests, and informal checks for understanding. PCHS are also planning new policies and structures, including a testing week calendar and bell schedule, to cultivate a positive testing culture. In spring 2023, PCHS implemented NWEA testing for K-12 students to track progress and inform data-driven decisions, meeting California's evaluation mandates. These computerized tests adapt difficulty based on performance for accurate and personalized assessments, albeit in early stages without long-term progress data.

The school leverages technology, including Infinite Campus and Schoology, to collect, analyze, and communicate student performance data, ensuring transparency for parents and guardians. Assessment data is a focal point of discussion at monthly meetings and presentations to various committees, including the Board of Trustees and the Academic Accountability Committee. Additionally, teachers collaborate to maintain consistency in performance expectations across disciplines and grade levels, with initiatives like the Grading for Equity PLC leading professional development efforts and piloting equitable grading practices. Despite the unique charter structure, PCHS leaders remain responsive, regularly assessing academic programs and student growth expectations for effectiveness. Each month, the Academic Accountability Committee reviews presentations from departments, PLCs, and academic programs detailing the collection, analysis, and application of assessment data to drive continuous improvement.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS ensures equitable assessment practices by collecting, analyzing, and making accessible student performance data with stakeholders. However, grading and performance criteria may lack consistency across grade levels and subjects. PCHS utilizes assessment outcomes to drive program changes, professional development, frequency of collaboration and resource allocation for continuous improvement.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

At Palisades Charter High School (PCHS), teachers employ a variety of formative and summative assessment strategies to gauge student progress and tailor instruction to meet student needs. These assessments encompass classroom activities, projects, and informal checks for understanding facilitated by tools like Jamboards, Nearpod, Kahoots, and Quizlets. Student performance and grades are recorded in Schoology, allowing stakeholders such as students, parents, counselors, and other teachers to monitor progress.

PCHS is working on a feedback policy that will add Academic counselors to provide personalized attention to students throughout the year, tracking progress toward individual goals and graduation requirements. English Language Learners take the Summative ELPAC annually to assess proficiency levels, guiding placement in Academic Language Development classes. Similarly, students in Special Education track achievement through progress on Individualized Education Program (IEP) goals and academic core content. PCHS's Professional Learning Communities (PLC) prioritize student interventions, analyzing common assessment data to identify students in need of support, who may then be referred to the Coordination of Services Team (COST) or the Student Success Team (SST) for further assistance.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: At PCHS many teachers actively engage in determining and monitoring all students' growth and progress toward meeting schoolwide learner goals, academic standards, and college and career readiness expectations. PCHS has made it a goal for teachers to provide timely, specific, and descriptive feedback to support students in achieving their learning goals. Additionally, teachers utilize student feedback and dialogue to monitor progress and assess the relevance and effectiveness of learning experiences in preparing students for college and careers. Furthermore, the analysis of formative and summative assessments guides most teachers in modifying and adjusting curricular and instructional approaches. These practices collectively demonstrate a commitment to using student assessment strategies effectively to support high achievement for all students at PCHS.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Palisades Charter High School (PCHS) employs a diverse array of formative and summative assessment strategies, ranging from state-mandated assessments to PLC common assessments and teacher tests, ensuring a comprehensive grasp of student progress.
- PCHS increased access to technology through 1:1 Chrome books. Additional integrating technology into assessment practices, using platforms like Schoology to record and monitor

student performance while enhancing engagement through various digital tools for informal checks for understanding.

- PCHS fosters a collaborative culture among faculty, promoting regular collaboration within departments, PLCs, and with administrators, ensuring consistency in performance expectations and effective use of assessment data to guide instruction.
- PCHS emphasizes data-informed decision-making, with assessment data being thoroughly discussed and analyzed at multiple levels, including monthly meetings and presentations to the Board of Trustees and the Academic Accountability Committee.
- PCHS demonstrates a strong commitment to student support and intervention through initiatives like the Coordination of Services Team (COST) and the Student Success Team (SST), utilizing common assessment data to identify and provide targeted support for students in need. These strengths collectively contribute to a robust assessment and accountability framework at PCHS, underlining its dedication to fostering student success and continuous improvement.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Streamline assessment platforms and grading practices to ensure consistency across departments and PLCs
- Furthering efforts to expand the use of Equitable grading and instruction practices in all classrooms.
- Enhancing individualized student monitoring, particularly for English Language Learners and students in Special Education, could bolster support and intervention strategies.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence from the self-study and visit at Palisades Charter High School indicates effective assessment practices and student support initiatives. Teachers employ diverse assessment strategies, including formative and summative assessments, alongside informal checks for understanding using tools like Jamboards and Kahoots. Student progress is monitored through Schoology, and interventions are identified through PLC analysis, with students referred to support teams as needed. Additionally, English Language Learners' proficiency levels are assessed with the Summative ELPAC, and students in Special Education demonstrate achievement through progress on IEP goals and core content. Analysis of assessment data within PLCs informs instructional adjustments for continuous improvement, however timely modification of curriculum and strategies within the classroom is not consistent within classrooms. Teachers provide clear expectations through syllabi and offer feedback via various platforms like Schoology and ParentSquare.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families and the community, valuing the identities of all individuals..

Visiting Committee Comments

E1.1: PCHS has effectively established a variety of opportunities and systems for the regular involvement of the family, business, industry, and the community. These stakeholders contribute to the various PCHS has a specific LTSP group that creates pathways for parents and community members to provide additional academic support and opportunities for students. Pali Period has dedicated time to bolster and create a culture to best support academic excellence for all PCHS students with a focus on safety, mental health and socio-emotional learning.

E1.2: School leadership works with department chairs to offer courses relevant to and reflective of the diverse student body including Black, Latino, and Chicano literature classes, US History through an African-American lens, and a world language curriculum that focuses on culture and customs. Although efforts are being made to offer courses relevant and reflective of the diverse student body, stakeholder input has revealed that there needs to be consistent training for teacher on DEI/culturally responsive instruction and how to identify and resolve potential issues that may arise in the classroom. The VAPA department conducts an annual showcase where students display various forms of medium including photography, illustrations, music, and dance.

E1.3: PCHS develops reciprocal relationships with its families by ensuring the use of standard two-way communication strategies like Parent Square and Schoology and family-teacher collaboration. PCHS welcomes families onto campus through Back-to School Nights, Family Orientations, and various campus engagement activities. PCHS ensures communications and school documents, such as Emergency Forms and Orientation Information, are also made available in Spanish, its second largest home language. PCHS serves over 115 zip codes and is making a proactive effort to hold virtual meetings in order to reach more families. As a result of stakeholder meetings, there needs to be continued effort in reaching out directly to some of the most prominent zipcodes outside of their immediate attendance area.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS staff employs culturally sensitive strategies and inclusive processes to engage families and communities in the learning and teaching of diverse students. The school

community appreciates the cultures of students and adults through several inclusive practices that utilize cultural understanding to support learning. School leadership builds strong rapport and trust with students, staff, families, and the community, honoring individual identities.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

E2.1 Policies and Resources

PCHS prioritizes a safe and orderly learning environment through policies, on-site security, and resources like the 24-hour StopIt anonymous tip hotline. Collaboration among teams and departments prioritizes student well-being and safety, including mental health support and online safety monitoring. Despite these efforts, student feedback suggests areas for improvement, such as equitable discipline practices and promoting respectful interactions among peers, highlighting the importance of ongoing support for school culture and climate.

E 2.2 Trust, Respect, and Equity

PCHS is deeply committed to fostering a supportive school culture that values individual differences and addresses social-emotional needs. Through policies and resources like on-site security and the StopIt anonymous tip hotline, the school prioritizes student safety. Collaboration among various teams ensures students receive academic and emotional support. Despite some concerns about disciplinary fairness and peer respect, PCHS remains dedicated to addressing these issues through ongoing initiatives. With over 150 clubs and partnerships, including with the Museum of Tolerance, PCHS provides inclusive spaces for students to express themselves. Overall, PCHS maintains a proactive approach to student well-being and inclusivity, creating a positive learning environment where all students feel valued.

E2.3 School Culture

PCHS shows dedication to inclusivity and diversity with over 150 clubs representing various cultural backgrounds, ensuring every student's voice is valued. The school prioritizes professional development for staff to create a culturally responsive environment. While PCHS has made significant strides in promoting student safety and inclusivity, there are still areas for improvement. Student survey data highlights concerns about discipline fairness and respectful treatment. Despite having over 150 clubs on campus, providing numerous opportunities for students to connect with like-minded peers, there's feedback indicating a desire for greater integration among clubs. Students suggest that more effort could be made to create opportunities for collaboration and interaction between different clubs.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: School leadership excels at implementing policies, regulations, and resources to ensure a safe and clean environment that nurtures learning for students. Leadership has created a learning environment that honors individual differences, social-emotional needs, and is conducive to learning.

E3: Academic, Social-Emotional, and Multi-tiered Supports

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

E3.1: There are 1.5 intervention counselors for academic counseling and mental health referrals. The

Mental Health Team houses 2 psychiatric social workers and two full-time psychologists. These counselors meet with students individually or in small groups. College Center has three full-time advisors and offers services such as assistance with college admissions, PSAT, AP proctoring. PCHS employs RN to administer medications, monitor glucose levels, and support other health needs. The Dean's Office offers a variety of Tier 2 interventions to provide alternatives to suspension such as restorative practices talks, collaboration with counseling offices to ensure students are receiving proper services, substance abuse counseling referrals, etc.

E3.2: Coordination of Services Team (COST) was created to support more critical forms of intervention. Team identifies, engages, and provides options for students no longer attending school with potential of becoming graduation cohort dropouts. Based on staff concern for an increase in students facing socio-emotional and academic challenges, the intervention team created a "one-stop" referral form for teachers to complete with their concerns. SST meetings help identify students before they need additional remediation, referral to alternative education, and/or drop out of school.

E3.3: There are other non-academic opportunities including athletic teams, Link Crew, ASB Student Leadership, DECA, and Mock Trial. Over 90% of students agree that there are many opportunities to get involved in school. There are over 150 clubs that focus on areas like culture, careers, unity on campus, and other contemporary life events. Students are also encouraged to create and organize any club that does not exist on campus.

E3.4: The Justice League is composed of student organizations, such as Black Student Union, Queer Student Union, and the Jewish Student Coalition to address and promote unity on campus. Students are empowered to create and organize any club that does not currently exist. ASB produces leadership show videos every month to keep students informed on news and activities happening on campus. They also administer surveys to the students and keep administration informed on ASB-sponsored events such as Homecoming, Prom, etc. It is recommended that PCHS staff ensure that all students are aware of various ways to be involved at PCHS, to advocate for themselves, and feel a sense of belonging.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The school team ensures comprehensive support for student success, encompassing academic, social-emotional, and multi-tiered approaches. Students with special talents and/or needs access personalized services both within and beyond the school. Staff actively implement and assess tailored academic support methods. Leadership and staff continually refine personalized approaches to meet academic standards and career goals. Students boost self-efficacy, fostering valuable personal and community ties to advocate for their needs.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- The Dean's Office offers a variety of alternatives to suspension/expulsion such as restorative

practices, substance abuse referrals and collaboration with the counseling department.

- The 504 classroom provides a safe and supportive environment for students who seek extra social-emotional assistance. It fosters a welcoming atmosphere where students can develop and put into practice academic skills and self-advocacy.
- The Multilingual Room offers a space for current and reclassified English learners to come together and form a community. A map displayed on the wall allows students to show where they're from, fostering connections among peers. Staff act as intermediaries between students, families, and teachers, bridging the gap between school, students, and their families. Additionally, they provide teachers with strategies to support students effectively in their classrooms.
- School safety and security is strong, and relationships between security staff and students add to a culture of inclusion and respect.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- PCHS should maintain ongoing training sessions for teachers focused on diversity, equity, and inclusion (DEI)/culturally responsive instruction. These sessions should help teachers identify and effectively address any potential issues that may arise in the classroom, providing them with strategies for resolution.
- Improve the process of guaranteeing that all students are aware of various ways to be involved at PCHS, to advocate for themselves, and feel a sense of belonging.
- Ensure that all teachers at PCHS are consistently accessible and linked to the multiple support programs on campus. This confirms a supportive and safe classroom environment for students.
- PHCS staff can work with students to find opportunities for clubs to collaborate and build relationships with other clubs on campus.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Focus group interviews, document reviews, meetings with directors, classroom observations, 1:1 discussions with teachers, website review.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

Stakeholder Engagement and Partnership:

- There is broad stakeholder engagement and partnership that ensures clarity and promotion of PCHS mission and vision, participation in decision-making processes, utilization of various

avenues for gathering feedback, and fostering partnerships, all while nurturing positive relationships and creating a trusting and inclusive environment.

A diverse campus that celebrates its students:

- The school demonstrates a strong commitment to Diversity, Equity, and Inclusion (DEI) initiatives for students by actively celebrating diversity, fostering an inclusive environment, and providing support for diverse student populations, thus celebrating unique identities within the school community.

Academic Excellence and Support:

- The school prioritizes academic excellence and support through its robust course offerings, flexible curriculum, and evolving assessment strategies driven by data-informed decision-making.

Student support programs:

- There is a wide array of student-informed support and intervention programs aimed at fostering success for all learners.

Implementation of 1:1 technology:

- The school's implementation of a 1:1 technology program ensures equal access for all students, with technology integrated into assessment practices and instruction, fostering a collaborative culture among faculty members to effectively utilize technology in education.

Safe and Supportive Environment:

- The school promotes a restorative approach, offering alternatives to suspension/expulsion through restorative practices, providing specialized support environments such as the 504 classroom and the Multilingual Room, and emphasizing school safety and security to cultivate a culture of inclusion and respect within the community.

Schoolwide Growth Areas for Continuous Improvement

Professional Development and Curriculum Enhancement:

- Implement structured Professional Development sessions encompassing Engaging Teacher Practices, Student-Centered math curriculum, culturally responsive classroom management, and technology integration, with a defined scope and sequence for continuous professional growth.

Committee Collaboration and Communication:

- Develop a streamlined process for committee collaboration, including PLC, Academic Achievement Committee, and LTSP, to facilitate collective sharing of updates and collaboration.

Technology and Support Services:

- Enhance support services at the tech center to increase staff capacity and improve internet

connectivity, ensuring equitable access for all students.

Student Support and Curriculum Adaptation:

- Implement additional strategies to support Special Education, African American, Latinx, SED, and ELL students, especially in STEM areas, and clarify expectations and performance criteria for CP and Honors level students in combined courses.

Data Analysis and Grading Policies:

- Provide consistent training for staff on interpreting Special Education/Welligent data and NWEA/MAP testing data, and offer professional development opportunities focused on implementing standardized, equitable grading policies campus-wide.

Assessment and Monitoring

- Streamline assessment platforms and grading practices across departments and PLCs, expand the use of equitable grading and instruction practices, and enhance individualized student monitoring, particularly for English Language Learners and students in Special Education.

Diversity, Equity, and Inclusion (DEI) Initiatives:

- Offer consistent training for teachers on DEI/culturally responsive instruction and ensure the availability of all support programs to maintain a supportive and safe environment for students.

Student Engagement and Empowerment:

- Collaborate with students to find opportunities for club collaboration and relationship-building on campus, and ensure students are aware of various ways to be involved at PCHS, fostering a sense of belonging and empowerment.

The visiting committee concurs *overall* with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. However, the school's individual growth areas for continuous improvement as they are written below (from the original Schoolwide Action Plan) may be too broadly written to meaningfully inform the school as to its progress on targeted growth areas.

GOAL #1: School Culture: Improve PCHS climate and culture by increasing student academic outcomes and self-efficacy by increasing resources designed to support and foster regular attendance, academic integrity, mental health, and positive interpersonal relationships.

GOAL #2: Academic Support: Ensure that all students are making adequate academic progress by using data to identify or to improve appropriate intervention programs, in-class supports, IEP and 504 accommodations, and Pali Period offerings. Current data suggests that focused attention be directed at better-aligning curriculum content in mathematics and science with state standards and test blueprints.

In order to create more focused and measurable goals, the Visiting Committee is recommending that PCHS may consider breaking down the existing broad goals into smaller, more specific objectives that address individual aspects of school improvement. Furthermore assigning "owners" and projected completion dates for each goal and subgoal, may assist the school with tracking progress.

The Visiting Committee's suggested refinement of the school's original Action Plan goals are as follows:

Goal #1: School Culture: Establish steps and initiatives that support a diverse school culture and engaged climate which fosters positive student peer relationships and prioritizes mental wellness initiatives, as evidenced by improved student attendance rates, enhanced self-efficacy, increased sense of belonging and broader participation and collaboration among student clubs.

The Visiting Committee recommends adding a sub-goal to Goal 1 that would help the school to create a deliberate check-in and response to student perspectives regarding school culture.

Goal #2: Student Academic Progress: Provide academic support for all students through utilization of relevant student academic data to identify, implement and enhance intervention programs as measured by improved student academic progress and outcomes

Goal #3: Curriculum Development: Create pathways for advanced course enrollment in Math and Science through aligning math curriculum with state standards and blueprints, and aligning Science Curriculum with NGSS Standards and CAST blueprint, enhancing the curriculum with engaging, real-world relevance.

Goal 4: Professional Development: Provide consistent and embedded professional development scheduled throughout the year, that addresses an evolving and diverse school culture by implementing further culturally responsive teaching protocols, supports student academic needs, and regularly engages teachers in the school curricular and technological updates.

Chapter 5: Ongoing School Improvement

PCHS's schoolwide Action Plan focuses on two main "umbrella" areas under which the school has identified growth opportunities. Each goal has several sub-goals that will support the school's ability to initiate change based on the identified areas of growth within the self-study. The first goal is designed to enhance the school's climate and culture, aiming to boost student academic achievement and self-efficacy through increased resources dedicated to promoting regular attendance, academic integrity, mental health, and positive interpersonal relationships. Additionally, the school is committed to providing academic support to ensure all students make sufficient progress, utilizing data to identify and enhance intervention programs, in-class supports, and accommodations like IEP and 504 plans, as well as optimizing offerings during the Pali Period. Current data highlights the need for targeted efforts to align curriculum content in mathematics and science with state standards and test blueprints.

The school is committed to enhancing student well-being and academic success. Efforts include improving attendance rates, fostering positive relationships, teaching life skills and media literacy, and ensuring academic integrity. There's also a focus on enhancing math and science education, aligning accommodations with student needs, and implementing cohesive data systems for effective intervention and measurement of success.

The follow-up process outlined by PCHS for implementing and monitoring the schoolwide action plan appears comprehensive and structured. Weekly administration meetings, attendance updates, and quarterly curriculum council meetings provide regular opportunities for reviewing progress and addressing issues. Additionally, the utilization of CAASPP data review, Ed-Partner Surveys, and involvement of various committees demonstrate a multi-faceted approach to monitoring and accountability. Involvement of the Board of Trustees ensures oversight and resource allocation alignment with school goals. However, to ensure effectiveness, it would be essential to ensure that these processes are consistently implemented and that data gathered is utilized for informed decision-making and adjustments to the action plan as necessary. Regular evaluation of the follow-up process

itself would also be beneficial to identify areas for improvement and ensure ongoing effectiveness in achieving the school's objectives.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS has a very thorough, and well-thought out plan that is broad and encompasses the many identified student learning needs, and student outcomes. The plan is comprehensive in nature and provides an appropriate and ambitious long-range vision for where the school wants to go. The school is encouraged to review the plan, and determine if there are any further opportunities to create refined goals that may provide the school with better tracking of outcomes and progress.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS has a very dedicated staff that is highly committed to ensuring that all students succeed. The school administration is well-versed and professionally equipped to carry out the school's schoolwide action plan, while engaging the width of broad stakeholder support. Given the school's resources, leadership and committed staff, students and parents, the school is highly capable of carrying out the schoolwide action plan.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	X			
Acceptable progress by all students		X		
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)		X		
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		

Multi-tiered Personal, Social-emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA	X			