



2016-2017 LCAP Goals & Updates – 17/18 to be updated by current document + LCAP Survey

Table with 2 columns: Goals/Need and Actions/Services. It lists four goals (#1-#4) regarding teacher credentials, student materials, school facilities, and teacher professional development, each with associated actions and needs.



Goals/Need	Actions/Services
<p>#5- School will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership and informational sessions</p> <p>Need: Parent involvement in schools has been shown to improve student achievement and outcomes. Involvement by all stakeholders is required through PCHS charter.</p>	<ul style="list-style-type: none">- English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually- Low income youth: Outreach and Title I Parent Meetings held at least twice annually- Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed- Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually- English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic counselors tracks performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth- Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE)- Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement- Foster Youth: Counseling services as provided by additional counseling consultant- Students with Disabilities: Transition program- School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology)- Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.



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<p>#6- School will administer interim assessments in ELA and Math.</p> <p>Need: School will deliver formative assessments to improve instruction.</p>	<ul style="list-style-type: none"> - Administer the state produced interim assessments (CAASP)
<p>#7- Students are on track for college and career preparation as identified in each student's 4 year plan; PCHS will develop and maintain partnerships with colleges and will develop a Career Center to improve post school success.</p> <p>Need: All students are on track to be college and career ready.</p>	<ul style="list-style-type: none"> - Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. - Established partnerships and programs results, level of students involvement and success rate. - 16-17 2- ADDITIONAL teaching period to support Career Readiness and related consulting. - Provide college and career readiness classes in cooperation with the community colleges. - Develop and implement a system to measure post-secondary school success (continuation/completion/career)
<p>#8- 70% of EL students will demonstrate one year's growth in English Language Development each academic year as measured by the CELDT</p> <p>Need: Historically, English learners have not demonstrated one year's growth in English language development annually as measured by the CELDT.</p>	<ul style="list-style-type: none"> - EL Coordinator - PIQE Program - ELAC - EL Teacher - EL Assistant - Tutoring - MESA/SHPE - Curricular Materials & PD
<p>#9- High needs student enrollment in AP / Honors classes will increase by 5% annually.</p> <p>Need: High needs students have historically been underrepresented in honors and AP classes.</p>	<ul style="list-style-type: none"> - Provide student support including tutoring, AP support classes, test preparation.
<p>#10- Increase by 5% the number of graduating seniors who meet A-G requirements by adding foreign language course(s) and expand credit recovery options.</p> <p>Need: Increasing the number of high school graduates demonstrating college readiness has been a target in the</p>	<ul style="list-style-type: none"> - Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida, Tutoring Program. - Add additional foreign language course and expand credit recovery / credit attainment options.



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<p>Los Angeles area most notable for high needs students.</p>	
<p>#11- School will maintain high ADA (at 96.1% or above) by decreasing absenteeism.</p>	<ul style="list-style-type: none"> - Attendance Personnel/training. Intervention counseling for students with attendance concerns. - Attendance records - Intervention participation and success rate
<p>#12- Maintain graduation rate at or above 95% across all student groups</p> <p>Need: School will meet or exceed the 90% graduation rate established by CDE</p>	<ul style="list-style-type: none"> - Providing access to online courses and alternative high school programs such as Virtual Academy, Independent Studies, credit recovery options including Acellus and Temescal Academy - Increase participation and completion rates of alternative programs - Student participation in counseling programs Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS) -
<p>#13- School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.</p> <p>Need: Suspension rate data from School and District Student Information Systems.</p>	<ul style="list-style-type: none"> - Discipline Deans staffing. - Discipline and expulsion records - Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. - Counseling participation rates, Improved completion and drop-out rates
<p>#14- Continue and/ or increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs, including parent education in technology</p> <p>Need: Students, families, and school community will increase connection to school through use of student information system, participation in school programs and stakeholder involvement in committees and stakeholder meetings</p>	<ul style="list-style-type: none"> - Pupil Outcomes: Senior Letters, counseling office distributes Four-year plans for students to guide parents and students on how to meet A-G requirements. - Parent and Pupil Engagement: Multiple parent orientation opportunities for new and returning students that include translation, Input from site level advisory groups including multiple committees with participation from students, faculty, staff, parents and stakeholders. PTSA group and meetings, Monthly Long Term Strategic Planning meetings with multiple times and dates to accommodate parents - Locally Identified priority: Increased positive feedback on school stakeholder surveys through support for website development



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	<p>and outreach. School will use the website, Infinite Campus, and Schoology to distribute information to students, parents, and stakeholders. PCHS will make use of Survey Monkey, Constant Contact, and the Columbia School Satisfaction Survey to measure community and stakeholder climate. PCHS will make use of Internal Customer Service Feedback Forms throughout the year. The school will continue to educate parents with parent training on use of School Info Systems. PCHS will continue to assign personnel dedicated to all forms of parent and stakeholder services including website, on-site parent liaison, community, and development outreach</p>
<p>#15- Students including all student subgroups will have access to academic and educational programs as outlined in the school's charter and diversity will be increased in Honors and AP classes.</p> <p>Need: All students will have 100% access to a broad course of study</p>	<ul style="list-style-type: none"> - Additional Math, Engineering, Science Achievement (MESA) classes - Expansion of STEAM classes/STEAMshop Master schedule - Course rosters/student enrollment - Reduction in class size in targeted, priority classes (ELA and Math) - Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives - Continue 1:1 iPad program provides personal device for each 9th grader to promote critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of technology for 10th-11th-12th grades for instruction and student access. - Low income youth: Continued support and increased Transportation scholarships provided to students in need of financial assistance.
<p>#16- Incoming student participation in Dolphin Leadership Academy for intervention and enrichment</p> <p>Need: Entering 9th graders identified as high need, at- risk, or those with leadership potential through placement assessments, standardized scores, and teacher/counselor</p>	<ul style="list-style-type: none"> - Provide summer bridge program with goal of 90% attendance rate. - 95% of enrolled students completing of summer reading assignment. - Focus on technology competence measured by 95% of enrolled students completing a



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<p>recommendations will participate in the Dolphin Leadership Academy summer transition program</p>	<p>technology project.</p> <ul style="list-style-type: none"> - Dolphin Academy summer bridge program - Study Center - Intervention Team - SST Coordinator - Identify needs & recommend intervention
<p>#17- Expand opportunities provided for students who need to retake course for high school completion or college entrance</p> <p>Need: Intervention and support for students with credit deficiencies is needed to meet or exceed graduation rate.</p>	<ul style="list-style-type: none"> - Provide summer school option for credit recovery. - Student participation and course completion.
<p>#18- Students will be placed correctly in ELA courses and access support and intervention early in the school year</p> <p>Need: All students will have access to ELA intervention</p>	<ul style="list-style-type: none"> - Administer ELA placement exam for incoming 9th graders - Provide literacy classes with support from academic coach - Additional summer hours for EL Coordinator - Expand and promote tutoring options/Study Center and 7th period adult tutors. - CAHSEE, CAASP ELA, ELA GRADE, CELDT, SCHOLASTIC LITERACY - Course rosters - Grade reports 3 - 4 times per semester - Study Center tutoring schedule (expanded hours) - English Learners and Reclassified Learners: EL Coordinator determines intervention needed including tutoring, support classes, and credit recovery options - Low income youth: Counselors determine intervention needed including tutoring, support classes and credit recovery options - Foster youth: Counselor to assess and coordinate tutoring, support classes, and program assistance for credit recovery - Students with disabilities: Case carrier assesses intervention needs including but not limited to tutoring, support classes and credit recovery options
<p>#19- Students will be placed correctly in math courses and access support and intervention early in the school year to reduce fails in math.</p> <p>Need: 40% of students receive a grade of D or F in algebra &</p>	<ul style="list-style-type: none"> - Administer math placement exam for incoming 9th graders - Offer redesigned algebra course with built-in support



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<p>geometry classes</p>	<ul style="list-style-type: none"> - Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. - Placement test results - Course rosters - Grade reports three to four times per semester
<p>#20 School will explore additional funding to reduce transportation costs to parents and/or increase scholarships</p> <p>Need: PCHS students travel from 105+ zip codes in the Los Angeles area covering approximately 400 square miles. Currently, parents who choose to have their children ride a school bus to school pay an optional monthly fee. High needs parents may receive full or partial transportation scholarships.</p>	<ul style="list-style-type: none"> - Hire Development Director; explore lower cost local transportation options; explore partnerships with local school to lower transportation costs. - Provide scholarships to High Needs students.
<p>#21. PCHS will analyze effective class sizes and work to reduce class size in impacted areas.</p> <p>Need: PCHS has strategically reduced class sizes in high needs areas such as Algebra and literacy. The charter is now working on reducing class sizes in other programs.</p>	<ul style="list-style-type: none"> - Create two new classrooms by dividing large rooms - Add additional English teacher to provide more diverse H and AP classes - Lowered enrollment from current 2015-16 levels by 5 ADA. - Added Online Learning Coordinator position to provide credit recovery alternatives other than the traditional classroom - 2 class period. - Facility capacity study to determine most effective class sizes and to provide a basis for grant applications