

PALISADES CHARTER HIGH SCHOOL LOCAL MEASURES



REPORT BY THE AA TEAM AND THE ACADEMIC ACCOUNTABILITY COMMITTEE

RECOMMENDATION TO THE BOARD TO APPROVE THE FOLLOWING INDICATORS.

INDICATOR	MEASURE	METRIC	RESULT
1: SAFE, CLEAN, AND FUNCTIONAL	APPROPRIATELY ASSIGNED TEACHERS	School Accountability Report Card (SARC)	MET
1: SAFE, CLEAN, AND FUNCTIONAL	STUDENT ACCESS TO INSTRUCTIONAL MATERIALS	School Accountability Report Card (SARC)	MET
1: SAFE, CLEAN, AND FUNCTIONAL	FACILITIES IN "GOOD REPAIR"	School Accountability Report Card (SARC)	MET
2: IMPLEMENTATION OF STATE ACADEMIC STANDARDS	STANDARDS-SURVEY OF FACULTY	Narrative Summary of Survey of Teachers' Perceptions	MET
3: PARENT ENGAGEMENT	LOCAL MEASURES- <i>DECISION-MAKING</i>	Narrative Summary of Local Measures	MET
3: PARENT ENGAGEMENT	LOCAL MEASURES- <i>PARTICIPATION</i>	Narrative Summary of Local Measures	MET
6: SCHOOL CLIMATE	TEACHER'S COLLEGE COLUMBIA SURVEY ON STAFF, PARENT, AND STUDENT SATISFACTION	Narrative Summary and Analysis of Columbia Survey	MET

1. APPROPRIATELY ASSIGNED TEACHERS:

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	121	132	131	139
Without Full Credential	2	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Overall Rating

Good

2. STANDARDS-SURVEY OF FACULTY

PCHS surveyed our teachers at a Faculty Meeting using the Butte County Office of Education's *CA State Standards Implementation Metric for ELA/ELD Across the Curriculum, Math Practices Across the Curriculum, and Content-Specific Standards* (ELA, Math, NGSS, Social Science, CTE, VAPA, PE, World Languages, Health). Eighty-five percent of our faculty responded, 110 of 130 teachers.

This metric was recommended by Los Angeles County Office of Education, and we found that this tool addressed much of the work we do in our Professional Learning Communities (PLC's), particularly in terms of the PLC driving questions, "What do we want our students to be able to know and do?" (awareness and implementation of standards, common planning), and "How do we know they know it?" (instruction, formative and summative assessment). Our PLC Coordinator analyzed the data to share with PLC's, Administrators, and our School Board.

RESULTS: Sixty percent of PCHS teachers believe they are either Developing Awareness or Fully Aware of the *ELA/ELD Standards*, with particular confidence in our work on Formative and Summative Assessments. Our PLC's are stressing Writing across the Curriculum, with Performance Tasks in every PLC, and stressing critical thinking and reflection across the disciplines, particularly in English, Social Science, and Science classes.

PCHS teachers have less confidence in the *Math Practices Across the Curriculum*, with fifty-six percent of teachers perceiving that they are only Initially Aware. This perception is mostly due to teachers' not relating "math" to what they are doing in their classrooms, although the Math Practices are more about, again, critical thinking. When our Math teachers are separated out from the rest of the teaching population, their confidence shoots up, with fifty percent of Math teachers believing that they are engaging in Full Implementation of content standards. Our math PLC's meet weekly; have streamlined and vertically aligned core standards, pacing, assessments, performance tasks; and are working on common formative assessments (which is also true of our English teachers).

Since both Science and Social Science have new State Standards, these PLC's have taken a step back in their PLC progress; even so, each Social Science PLC has implemented common performance tasks called Document-based Question (DBQ) essays, and Science is focusing on Next Generation Science Standards (NGSS)-recommended Claim-Evidence-Reasoning thinking and writing.

comprised of a parent board and parent membership. This committee contributes to the annual evaluation of programs and services for English Learners. Additionally, this parent committee reviews the LCAP report and prioritizes budgetary needs that will support the academic achievement of English Language Learners.

B. Promoting Participation in Programs

The PCHS administration and staff regularly attend the aforementioned PCHS parent organizations to promote participation in school initiatives. Promotion of participation in parental programs is promulgated through Parent Orientation Night, Parent Orientation, PTSA meetings and Information Meetings, Parent Tours, Back-to-School Night, and Showcase Night. Information and agenda items are regularly promoted through the school's website, learning management system, information system, robocalls, parent newsletters, and parent email updates. These communiques are translated into different languages.

C. Explanation of why selected measures were chosen:

Since the Teacher's College Columbia Survey on Staff, Parent, and Student Satisfaction that PCHS uses to collect Stakeholder input does not ask parents about their engagement, we have not collected this parent-perception data. Therefore, PCHS used Option 2 as our measure of parent engagement. Parent Engagement is a PCHS Priority on our LACP (Goal 5 and Goal 14).

6. SCHOOL CLIMATE: COLUMBIA SURVEY SUMMARY

PCHS Stakeholders have taken the Teacher's College Columbia Survey on Staff, Parent, and Student Satisfaction for the past three years. In 2016-17, over 1400 students completed the Survey. Students on the PCHS Academic Accountability Board Sub-Committee analyzed the Student Survey Results, and highlighted the responses most aligned to school goals.

Student responses:

- I feel safe at my school = 90% Agree/Strongly Agree
- I am encouraged to participate in extracurricular activities = 82% Agree/Strongly Agree
- Students at my school are treated equally regardless of their racial/ethnic background = 73% Agree/Strongly Agree
- I often see an administrator at important school events and activities = 76% Agree/Strongly Agree
- Teacher Helpfulness = 97% Somewhat or Very Helpful

The Columbia Survey results are not disaggregated into student groups; overall, our students feel safe and connected at PCHS.