

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

1. STUDENT ACCESS TO INSTRUCTIONAL MATERIALS (SARC)

All textbooks are from the most recent adoption (SARC data collected August 2016).
All students are issued their own textbooks in classes that require them.

1. FACILITIES IN "GOOD REPAIR" (SARC)

Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
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 this tool addressed much of the work the Professional Learning Communities (PLC’s) do, 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). The survey response choices to questions on alignment to standards were as follows:

- 1= Initial Awareness
- 2= Developing Awareness
- 3= Full Awareness
- 4= Student Awareness
- 5= Full Implementation

The PCHS PLC Coordinator analyzed the data to share with PLC’s, Administrators, the Academic Accountability governing committee and the School Board.

RESULTS: Sixty percent of PCHS teachers reported either Developing Awareness or Fully Aware of the *ELA/ELD Standards*, with particular confidence in the work on Formative and Summative Assessments. PCHS 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 reporting that they are only Initially Aware. This perception is mostly due to teachers' not relating "math" to what they are doing in their classrooms. More professional development emphasizing Math Practices and critical thinking could be planned. When the Math teachers' results were filtered from the rest of the teaching population, fifty percent of Math teachers reported that they are engaging in Full Implementation of content standards. PCHS Math PLC's meet weekly; have streamlined and vertically aligned core standards, pacing, assessments, performance tasks; and are working on common formative assessments. Additionally, these outcomes are similar to the progress of the PCHS English PLCs.

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.

Other content area average survey scores were:

Career and Technical Education, score 2

Health, score 5

Physical Education, score 2.5

Visual and Performing Arts, score 4

World Language, score 5

3. PARENT ENGAGEMENT SUMMARY

The Academic Accountability committee chose to measure this indicator with **option two** recommended by the state. This metric included summarizing parent engagement in two areas:

A. Seeking Parental Input in School Decision Making and

B. Promoting Participation in Programs

A. Seeking Parental Input in School Decision Making

PCHS seeks parental input in school decisions by electing parents to decision making seats on the school board, governance committees, and administrative committees. Currently, PCHS has three parent trustee seats on the Board of Directors, parent seats

on the PCHS Board Subcommittee on Budget, and a parent seats on the PCHS Board Subcommittee on Academic Accountability. PCHS has unlimited parent seats on the Long-term Strategic Planning Committee (LTSP). Parents serve on this Committee in the Family and Community, Budget, Academics, and Facilities subgroups. Additionally, PCHS Administrators and administrative staff serve on parent coalition groups: The Village Nation, Fuerza Unida, Parent Institute on Quality Education and the Bilingual Advisory Council. Parents are also involved in decision-making through the English Learner Advisory Committee (ELAC), the Pali Parent Special Education Council (PPSEC), LTSP and the PCHS Booster Club. All of these committees meet monthly, except for PPSEC which meets quarterly.

The Village Nation and Fuerza Unida gather parental resources and feedback to support students of color. This feedback is used when setting priorities on the Local Control Accountability Plan (LCAP). The Parent Institute on Quality Education meets with the Executive Director and Principal annually to dialogue and provide feedback to inform the leaders of the school when setting school goals. The Learner Advisory Committee is 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.