

PALISADES CHARTER HIGH SCHOOL
Staff, Parent, and Student Satisfaction
Survey Results

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Introduction

Palisades Charter High School is located in Los Angeles, California and was founded in 1961 as a traditional public school. In 1993, the school converted to charter status, serving students in 9th through 12th grades. Palisades' mission focuses on empowering their diverse student body to make positive contributions to the global community by dedicating its resources to the development of educational excellence, civic responsibility, and personal growth.

This is the fifth year Palisades Charter High School has collaborated with the Survey Research Initiative at Teachers College, Columbia University. In this report, staff, parent and student responses from the previous two academic years (2014-2015 and 2015-2016) are compared to this year's survey results.

Design of the Survey

In collaboration with Palisades Charter High School, the Survey Research Initiative created surveys for staff, parents and students to gather information on the school's performance. Survey questions sought information about satisfaction with the academic program, school environment, working conditions, and the effectiveness of the school's teachers and administrators. The surveys were created online through Qualtrics in English and Spanish.

The staff survey contained 41 survey items and three open-ended questions; the parent survey had 69 survey items and two open-ended questions; and the student survey included 103 survey items and two open-ended questions. Surveys were available online to all staff, parents, and students for four weeks.

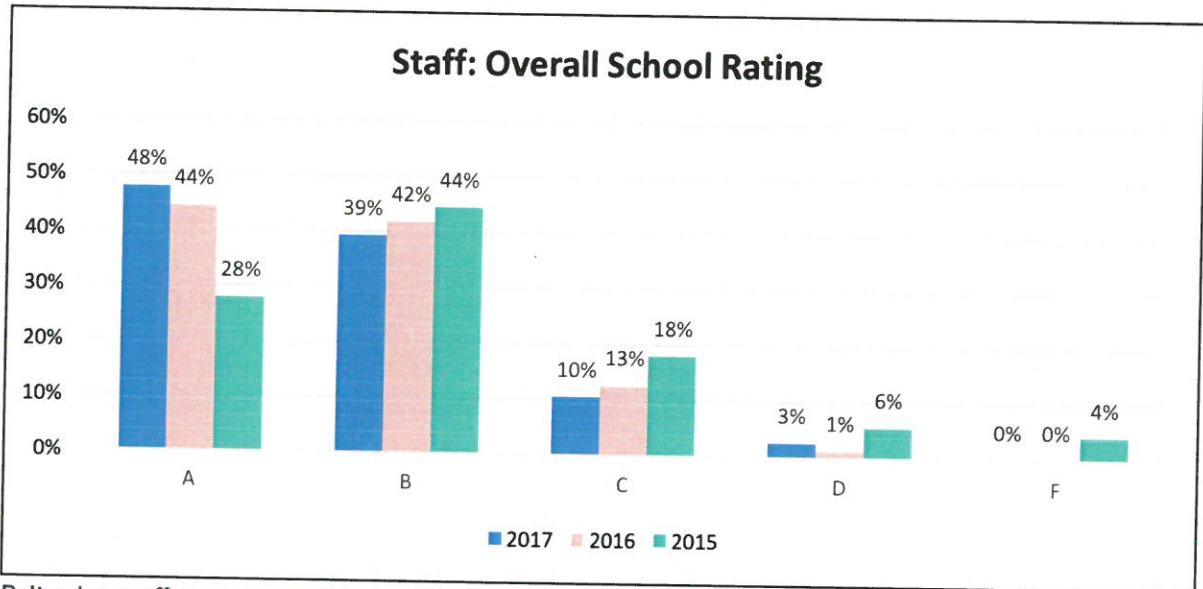
Stakeholder Responses			
	2015	2016	2017
Staff	74	79	175
Parents	360	294	292
Students	274	311	2,133

With the high response rate among staff and students, survey results are generalizable to these stakeholder groups. For parents, however, the response rate was too small to generalize to the total population. These data should only be viewed as descriptive.

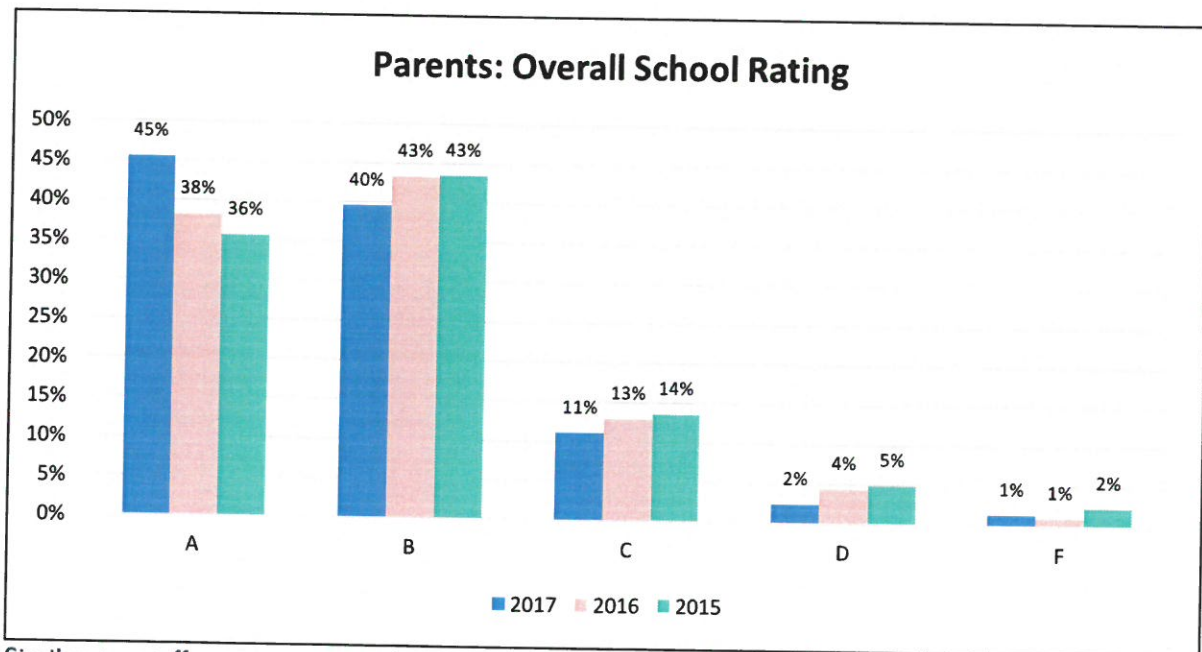
Organization of the Report

We have organized this report into twelve different sections. The Likert Scale items, along with the open-ended responses from staff, parents and students, are summarized in six sections. Open-ended questions offered participants an opportunity to comment on both Palisades Charter High School's areas of strength, and opportunities for improvement. In addition, results concerning bus services, parental support, and staff professional development are included in individual sections. In the conclusion, we discuss overall trends. Finally, the appendix presents demographic characteristics of the respondents.

Overall School Ratings



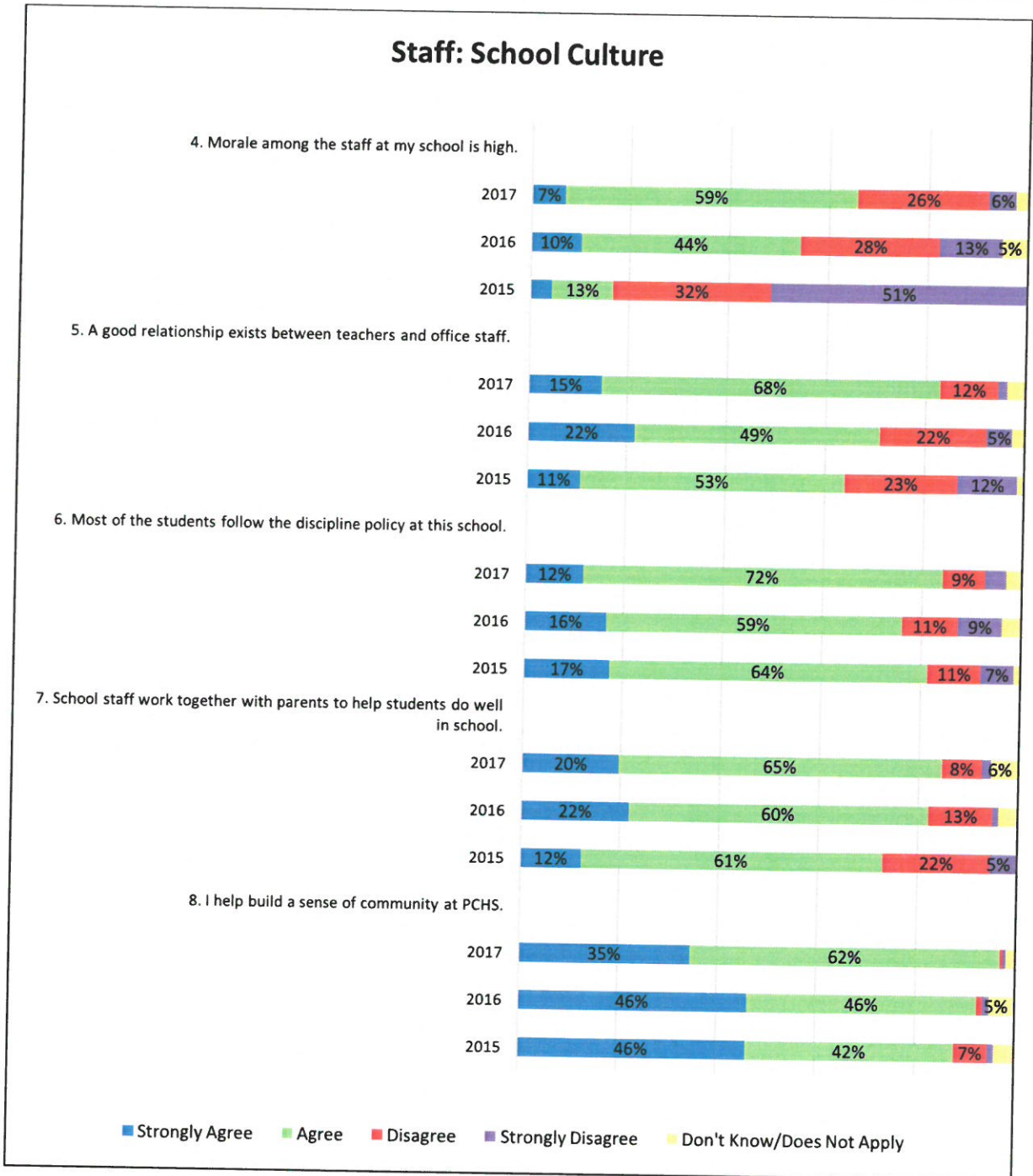
Palisades staff, in general, felt positively about their school. Nearly half of staff respondents gave the school an “A” rating (48% / 73 responses), and 39% gave the school a “B” rating (60 responses). This positive response is similar to that from 2016, but a significant increase from 2015 when only three-quarters of staff rated the school at a “B” or higher.

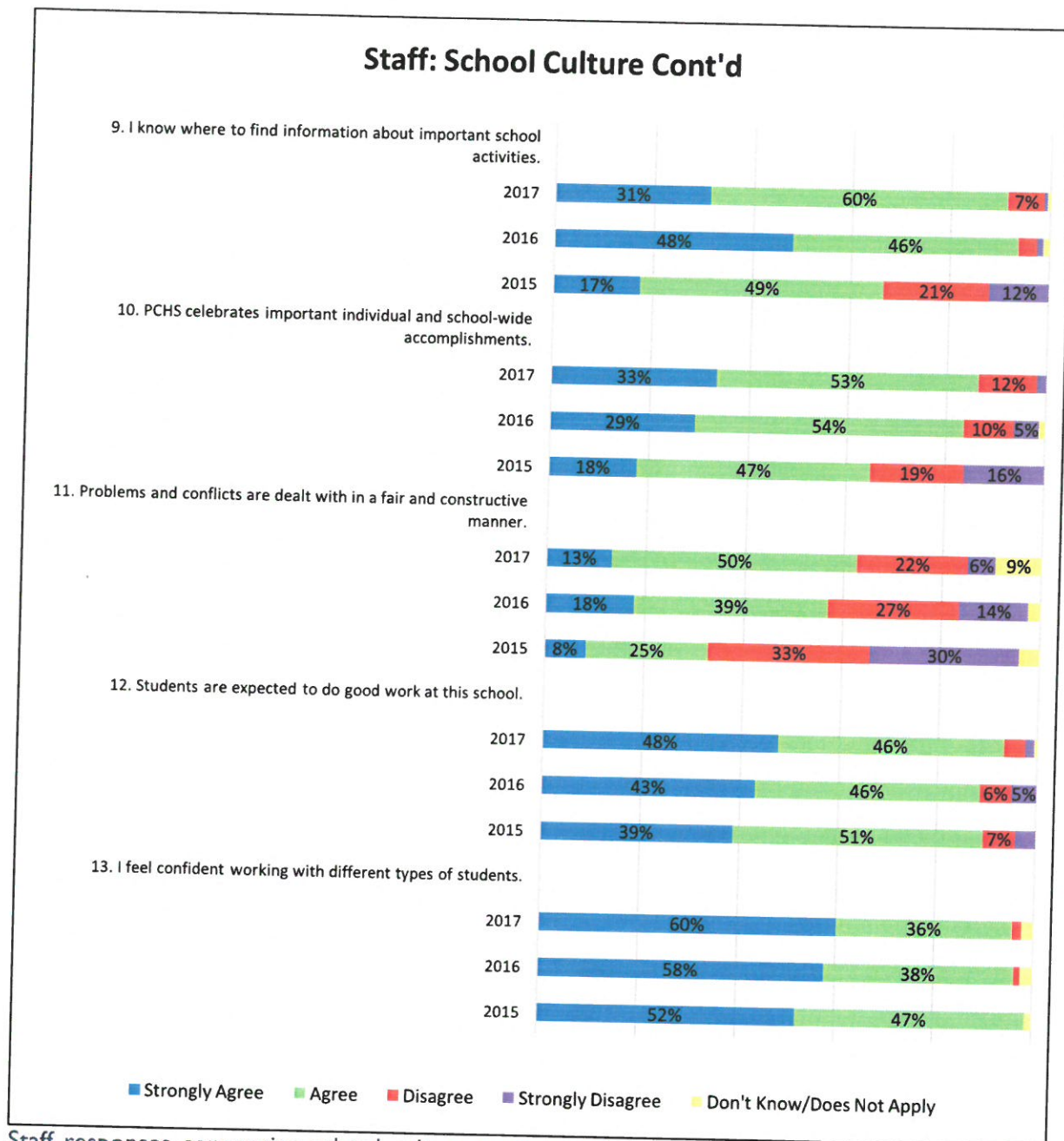


Similar to staff, parent respondents to the 2017 survey gave Palisades very high ratings. Most parents gave the school a “B” rating or higher (85% / 245 responses). This is a slight increase from 81% in 2016, and 79% in 2015.

Staff Survey Results

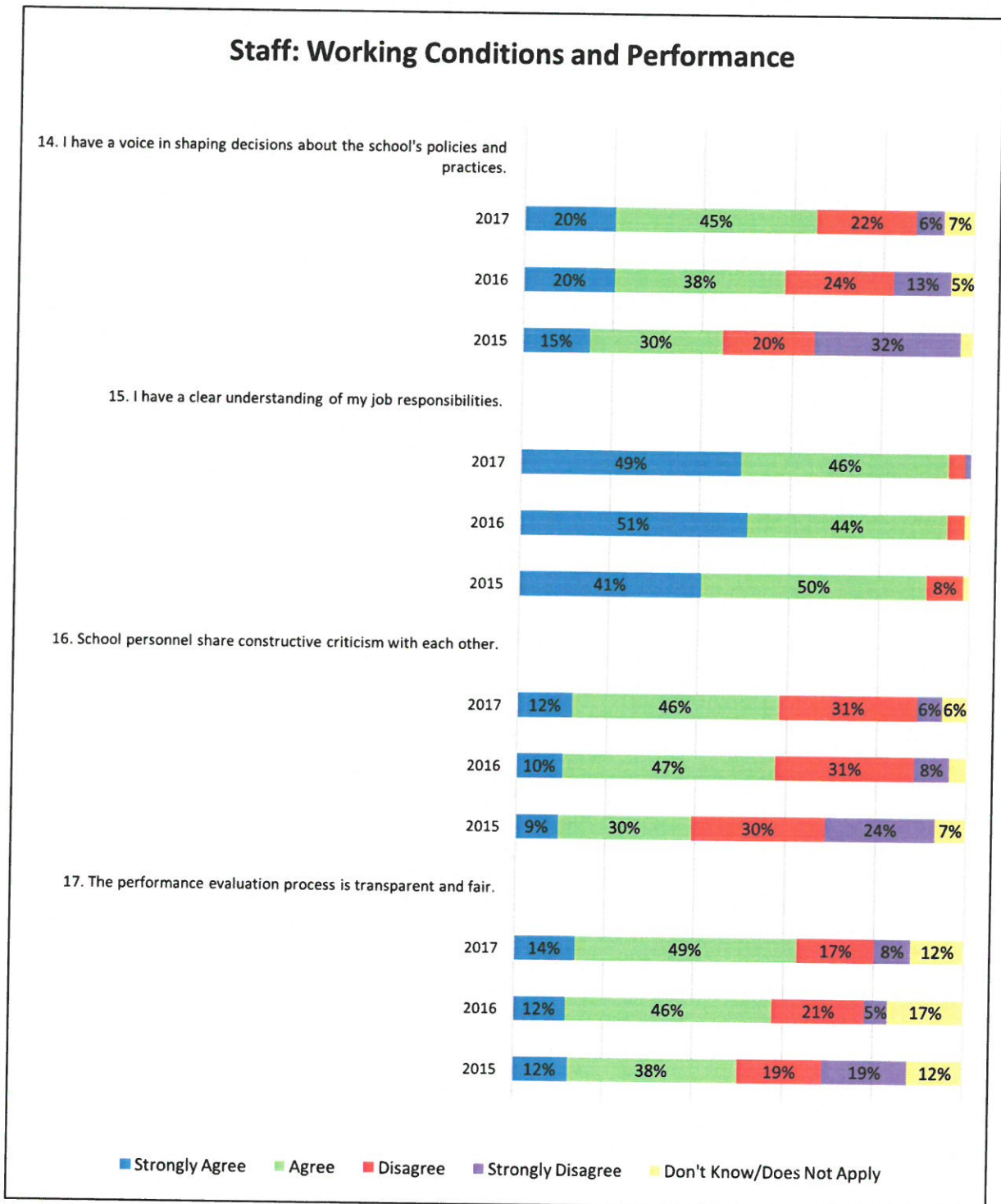
School Culture



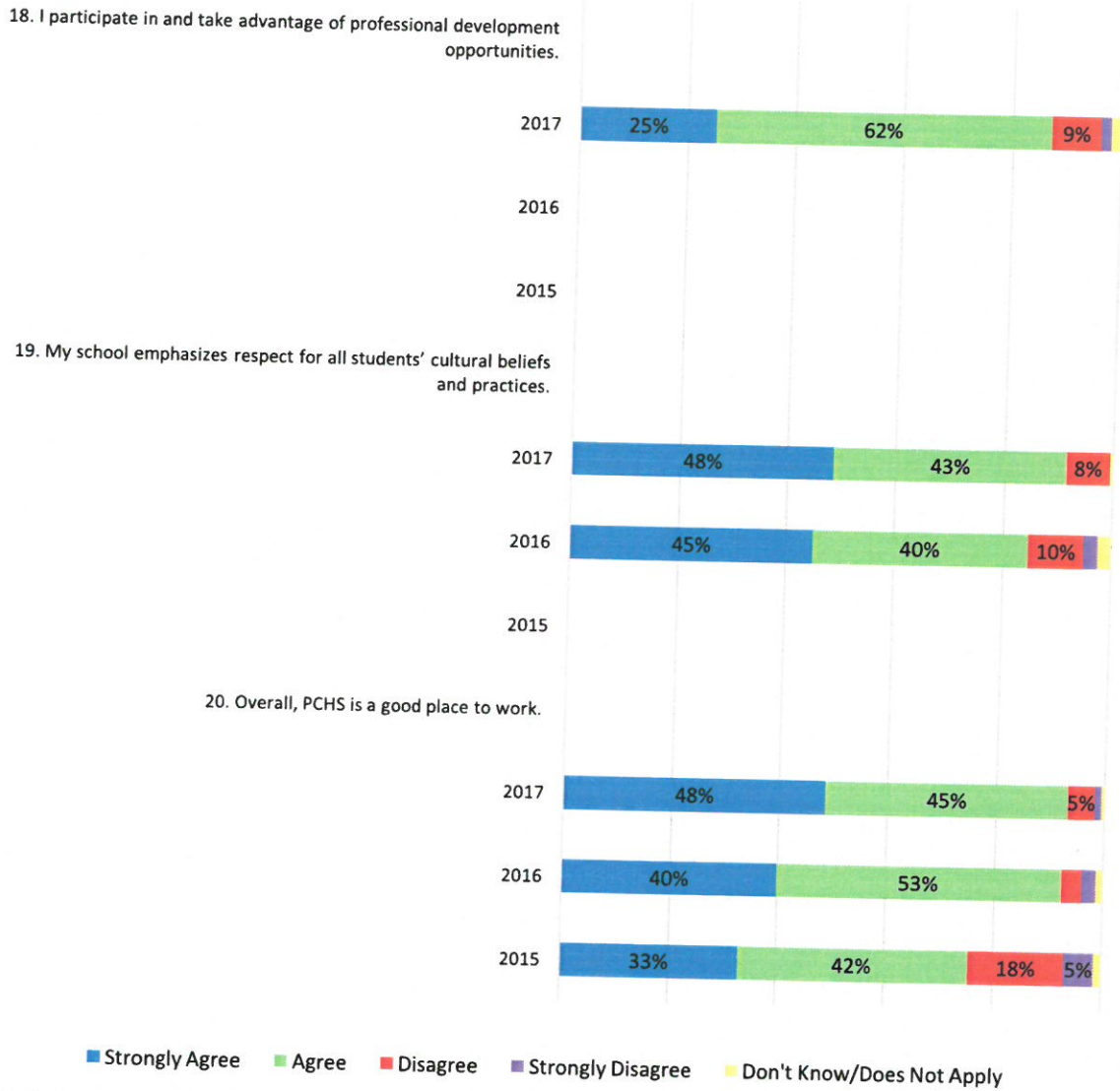


Staff responses concerning school culture were mixed, but have become increasingly positive since 2015. A comparison of staff responses show that, over the course of three years, morale has increased at PCHS. In 2017, 66% of staff respondents agreed morale was high (107 responses), compared with 54% in 2016 and 17% in 2015. Notably, 32% of staff still *did not* agree morale was high at Palisades Charter High School. Additionally, a higher percentage of staff in 2017 felt teachers and the office staff had better relationships than in previous years (83% compared to 71% in 2016). Finally, in 2017 staff were more likely to feel that problems and conflicts were dealt with in a fair and constructive manner (63%) than in 2016 (57%) and 2015 (33%).

Working Conditions

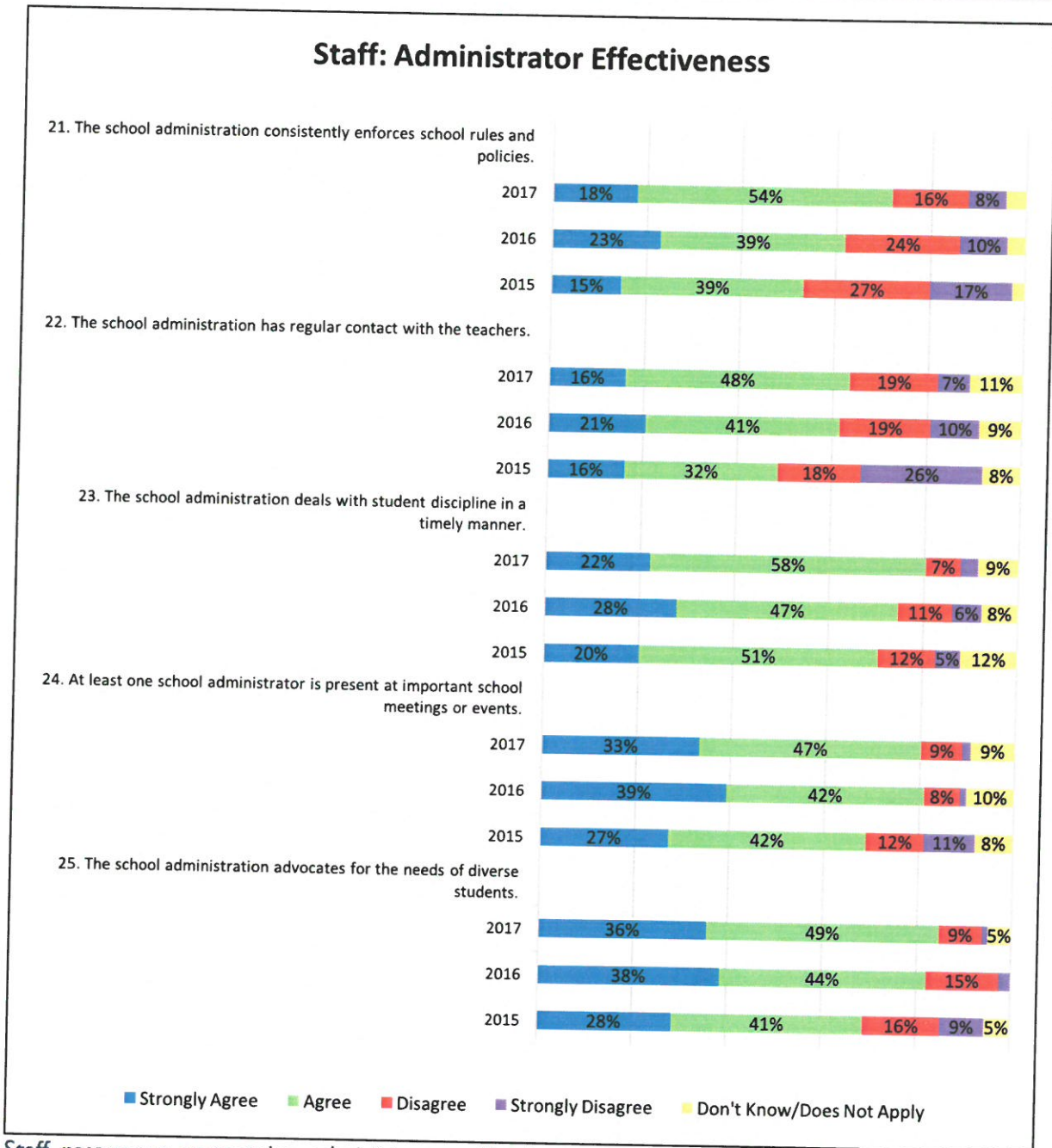


Staff: Working Conditions and Performance Cont'd



Staff responses to questions about working conditions and performance were also mixed across the three years the survey has been conducted. Since 2015, staff have felt increasingly included in the decision-making process at PCHS, with 65% of staff in 2017 feeling included compared to 45% in 2015. A higher percentage of staff also felt the performance evaluation process was fair (63% in 2017 compared to 50% in 2015). While more staff also agreed school personnel share constructive criticism with each other (58% compared to 39%), 37% of staff still *disagreed* in 2017. Overall, significantly more staff agreed PCHS was a good place to work in 2017 than did in previous years (93% compared to 75% in 2015).

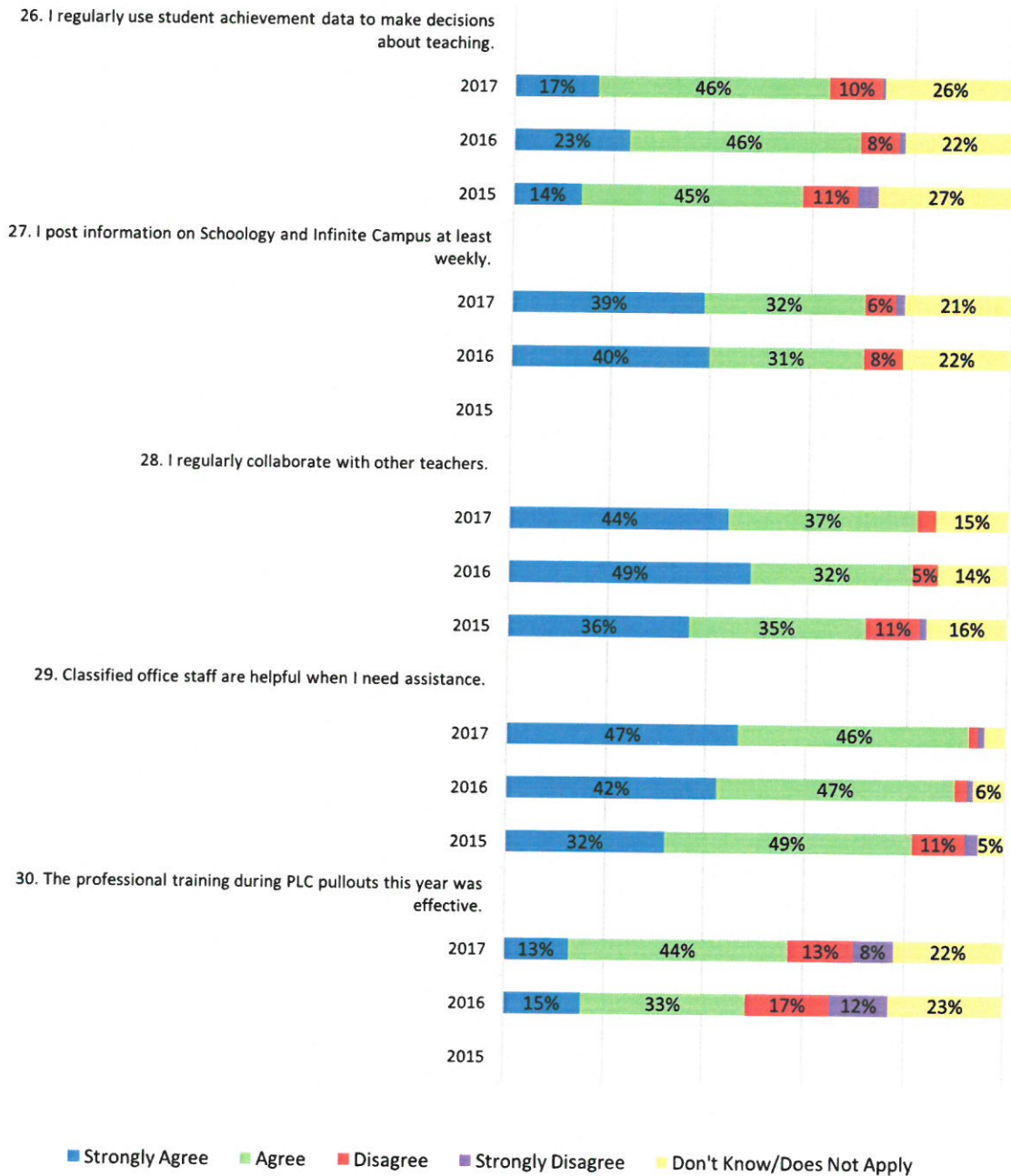
Administrator Effectiveness



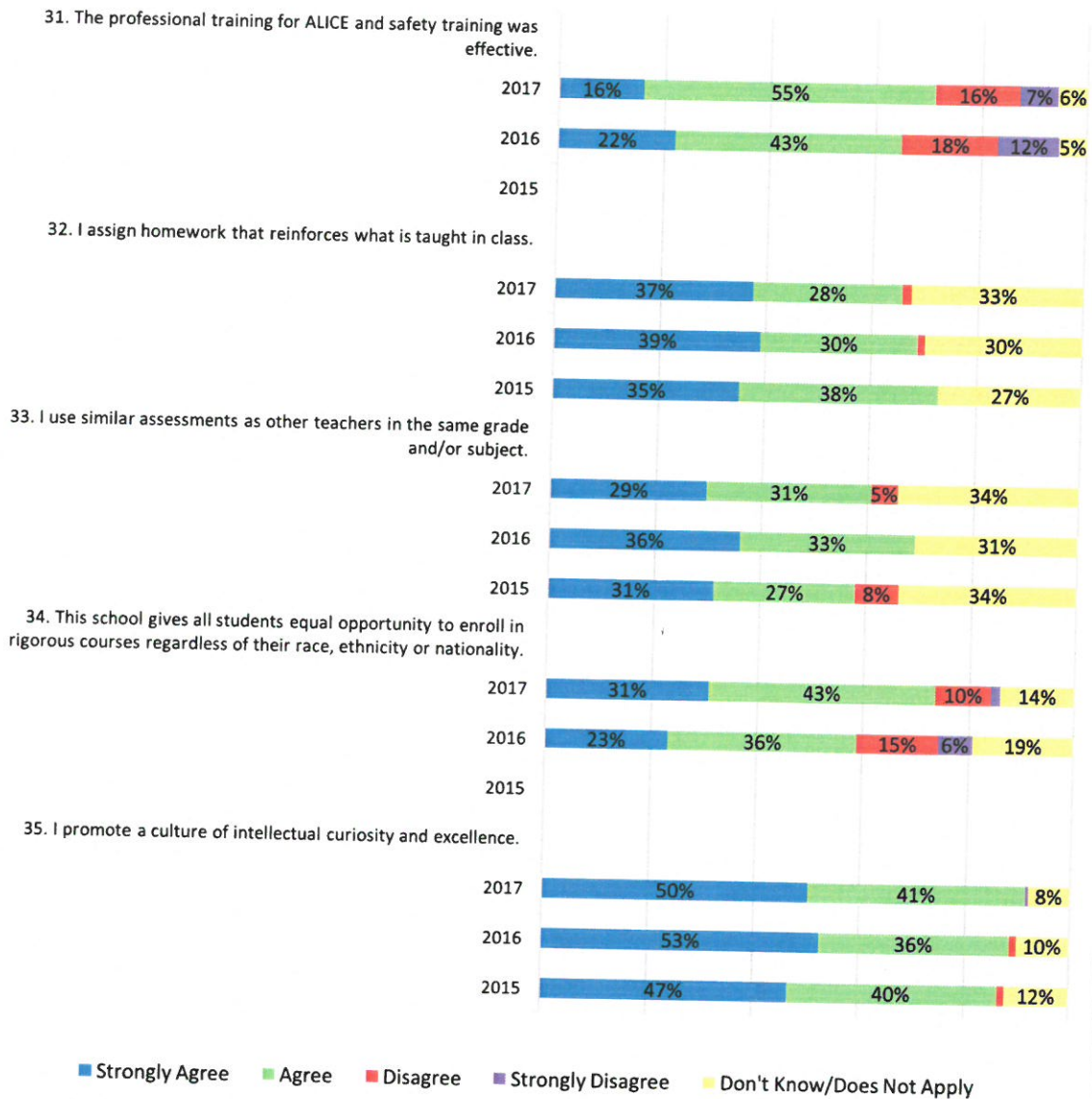
Staff responses concerning administrator effectiveness were mostly positive in 2017. Nearly three-quarters of staff respondents felt the administration consistently enforced school rules and policies, compared to 62% in 2016 and only 54% in 2015. Additionally, 85% of staff agreed the administration advocated for the needs of diverse students in 2017; an increase from 69% in 2015. Finally, while the percentage of staff who agreed the administration had regular contact with teachers increased over the course of three years, 26% still *did not agree* in 2017.

Academic Program

Staff: Academic Program



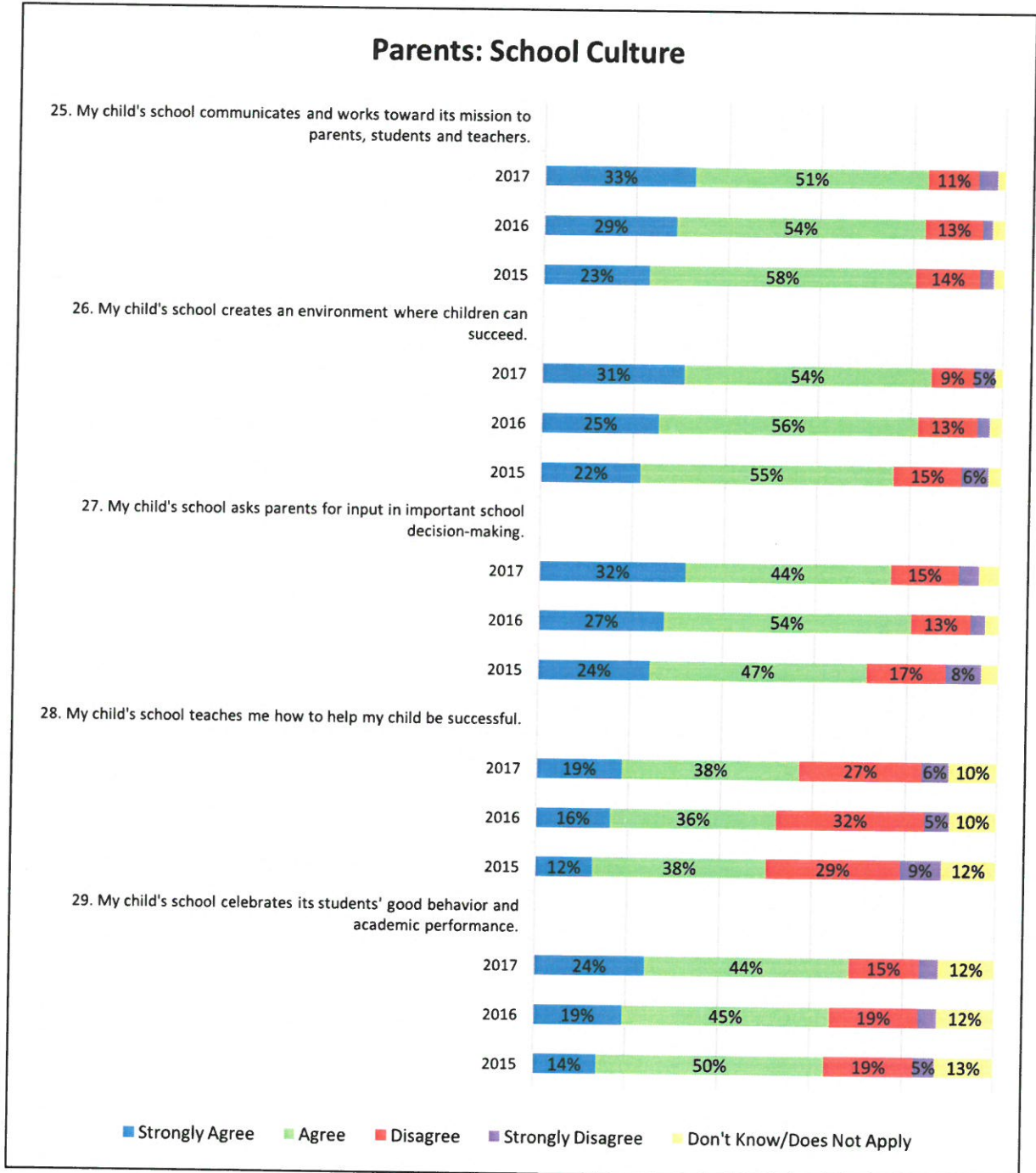
Staff: Academic Program Cont'd

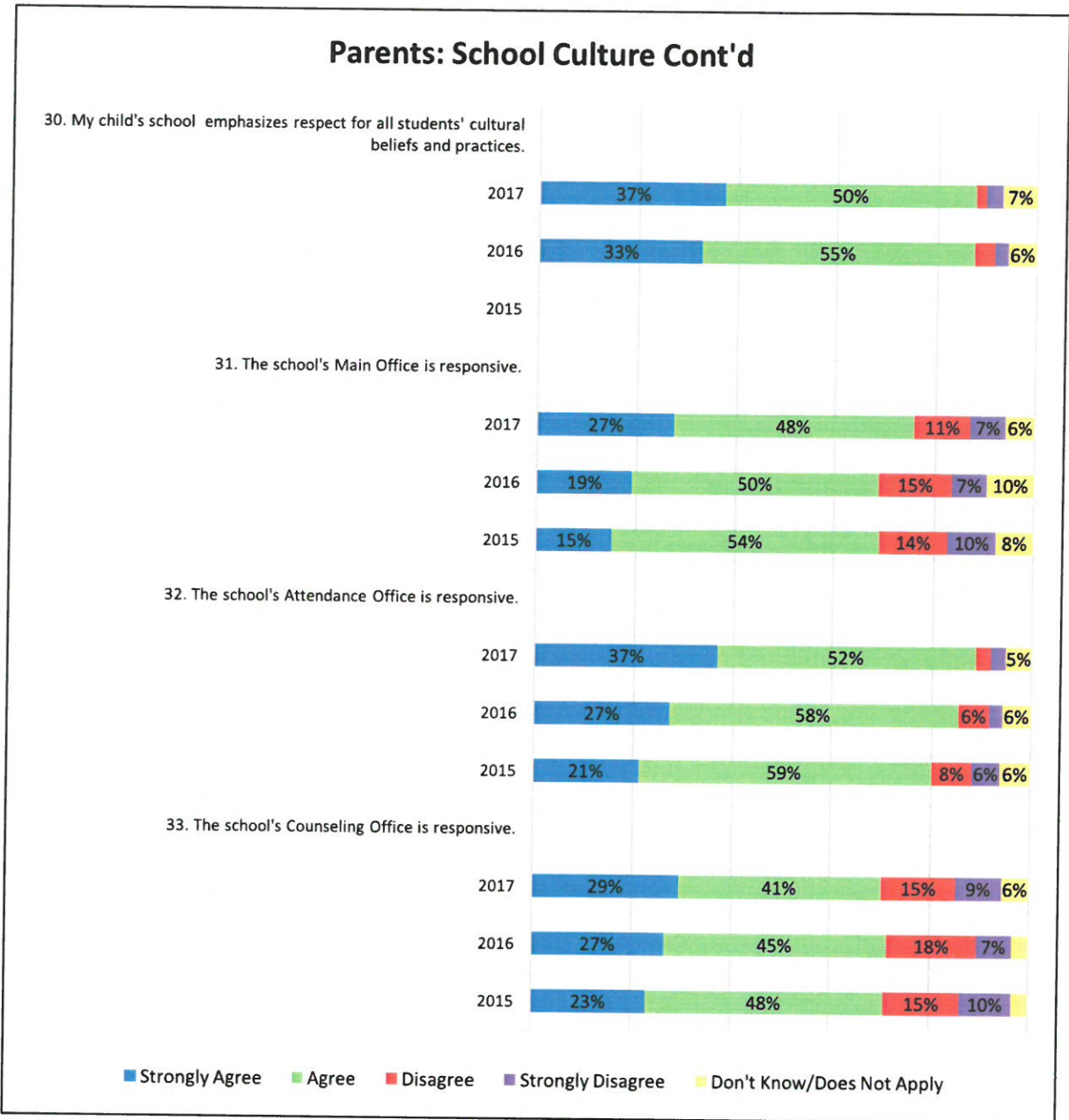


Staff felt positively about the academic program at PCHS across all three years. However, while most staff respondents agreed they regularly used student achievement data to make decisions about teaching, there was a decrease in this percentage since 2016 (63% compared to 69%). However, this year a higher percentage of staff agreed the professional training during PLC pullouts (57% compared to 48%) and for ALICE and safety training (71% compared to 65%) were effective. Interestingly, a substantial percentage of staff *did not know* if the homework they assigned reinforced what was taught in class across all three years (33% / 53 responses), or whether they used similar assessments as other teachers (34% / 56 responses). Finally, between 2016 and 2017, the percentage of staff who agreed PCHS gave all students equal opportunity to enroll in rigorous courses increased from 59% to 74%.

Parent Survey Results

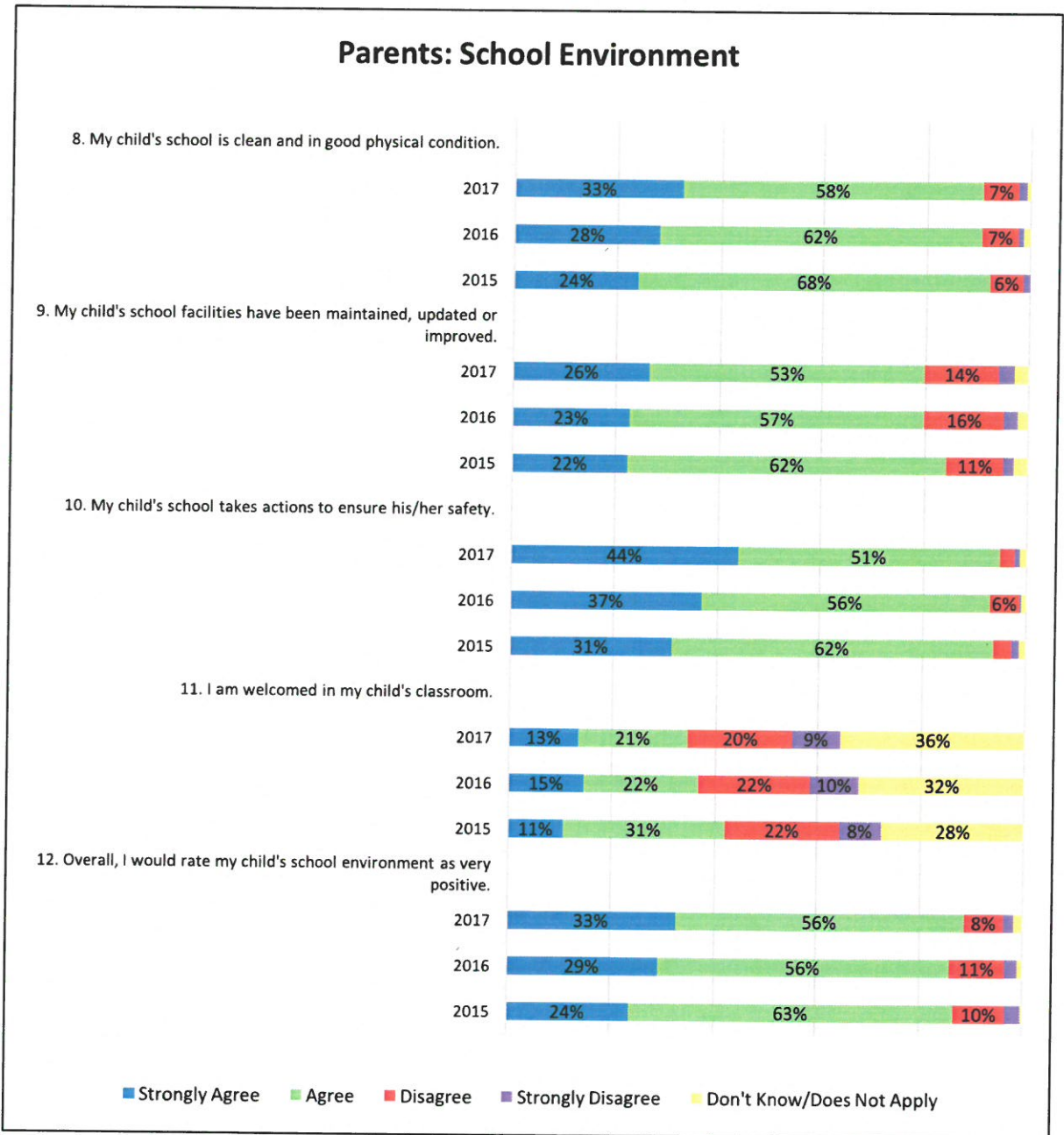
School Culture





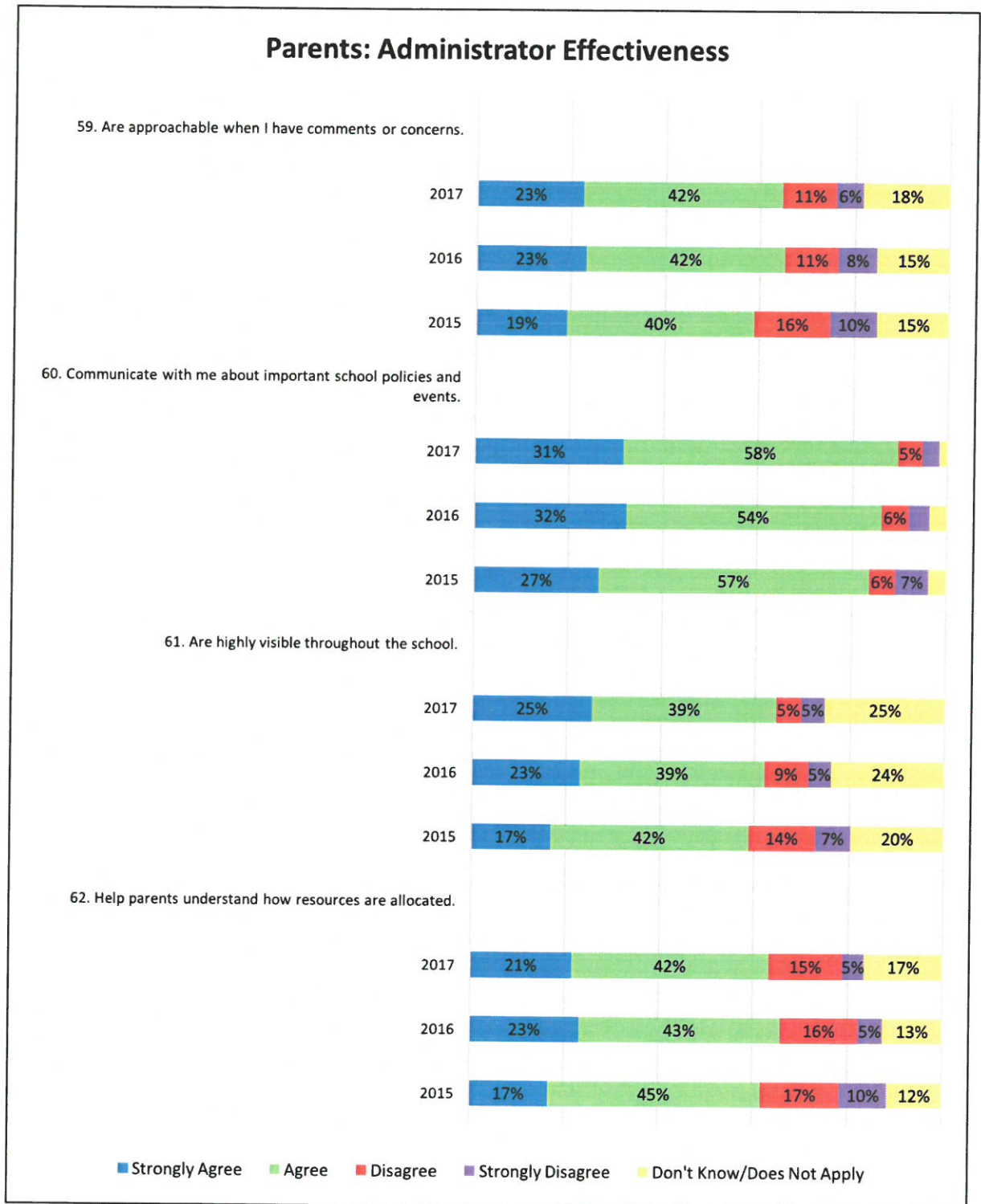
In contrast to staff responses, parents have felt positively about the culture at PCHS since 2015. In addition, parents have felt increasingly positive about certain aspects of the school's culture throughout the past three years. For instance, a higher percentage of parents agreed the Main Office was responsive than did in previous years (75% compared to 69% in 2016). However, in 2017 fewer parents felt PCHS asked for input in important decision making than did in 2016 (76% compared to 81%). Finally, PCHS received a less enthusiastic response from parents about whether the school taught them how to help their child be successful in all three years. This year, roughly one-third of parents *did not agree* with this statement (33% / 89 responses).

School Environment



Parents consistently responded very positively to questions about the environment at Palisades Charter High School. Parents believed the school was clean (91% / 265 responses) and acted to ensure their child's safety (95% / 276 responses). However, parents have felt decreasingly welcome in their child's classroom since 2015, with only 34% of parents agreeing they were welcome in 2017 compared to 42% in 2015. Overall, however, most parents rated the school environment as very positive in all three years (89% / 344 responses).

Administrator Effectiveness

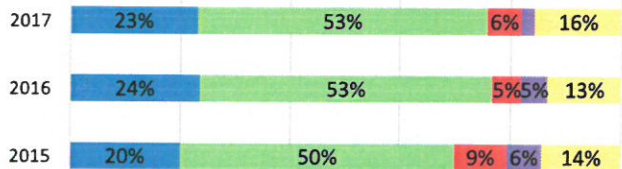


Parents: Administrator Effectiveness Cont'd

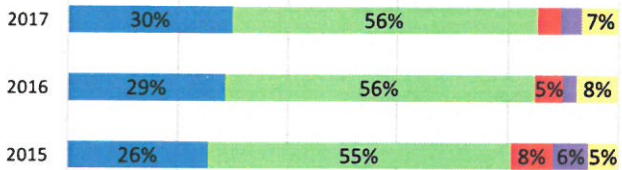
63. Provide information about how the school is performing compared to other schools.



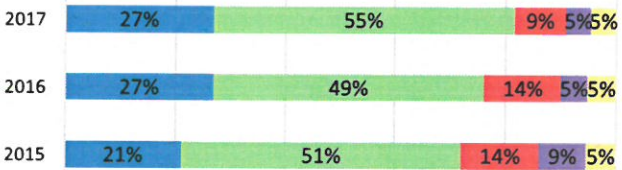
64. Consistently enforce school rules and policies.



65. Are respectful and professional.



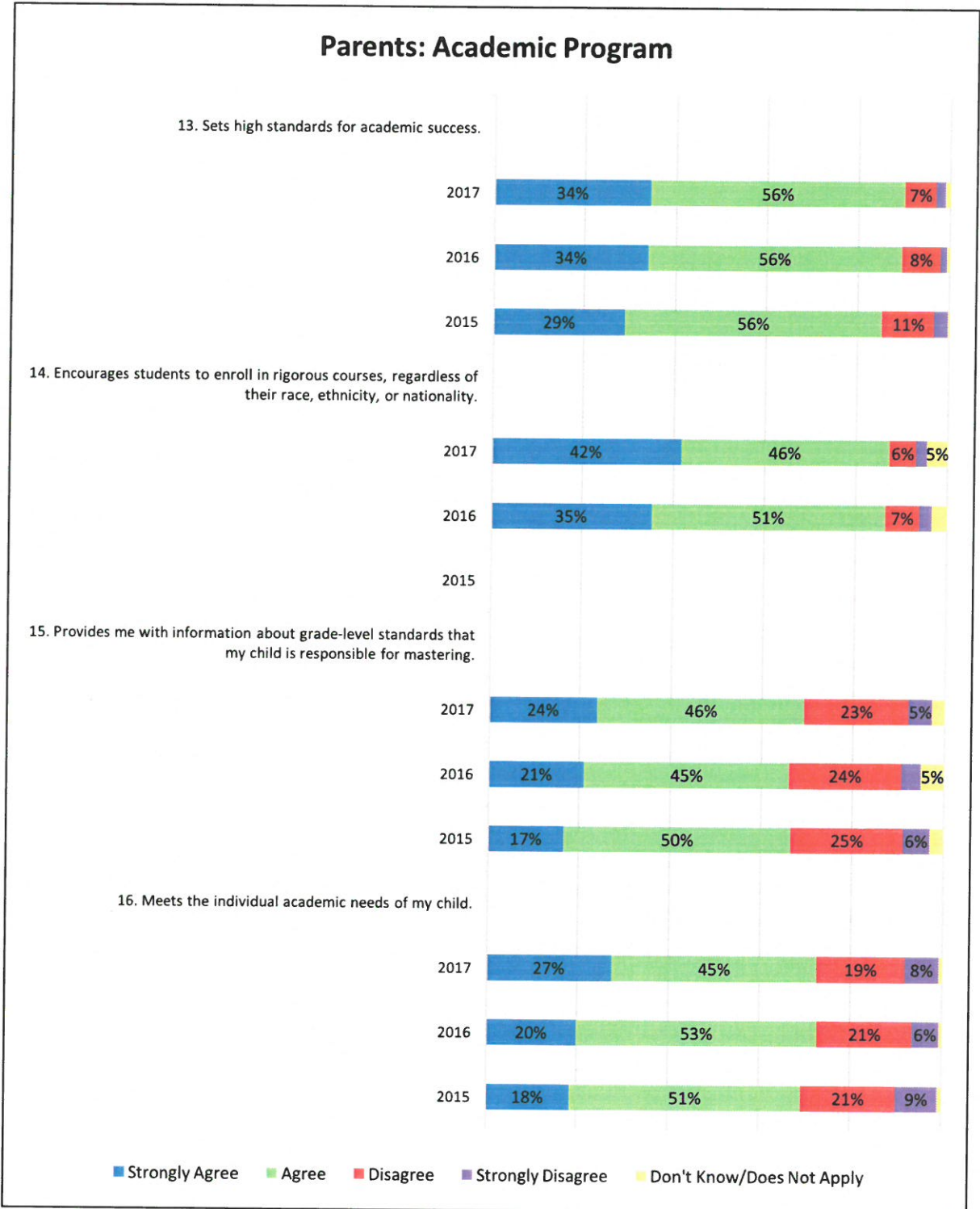
66. Overall, I would rate the administrators at my child's school as very effective.

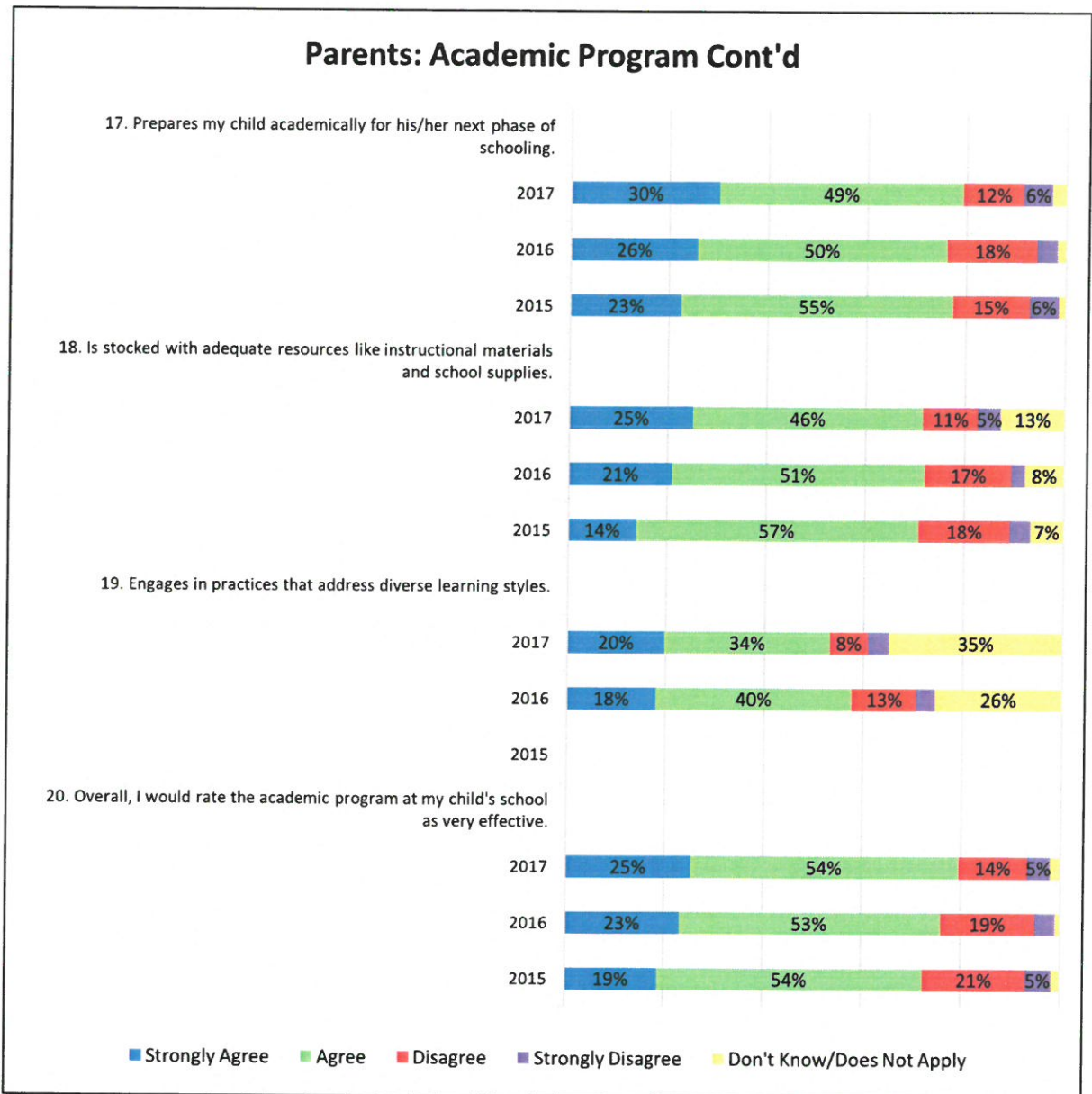


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/Does Not Apply

In general, parents responded very positively about the administration at Palisades Charter High School. Across all three years included in this report, parents agreed the administration was respectful and professional (86% / 244 responses), and consistently enforced school rules and policies (76% / 217 responses). Additionally, there has been an increase in the percentage of parents who agreed the administration provided information about how the school was performing since 2016 (65% compared to 58%). Interestingly, only 65% of parents (184 responses) felt the administration was approachable in 2017, while 17% *did not* (48 responses). Finally, in 2017 more parents rated the administrators at PCHS as very effective than previously (82% compared to 72% in 2015).

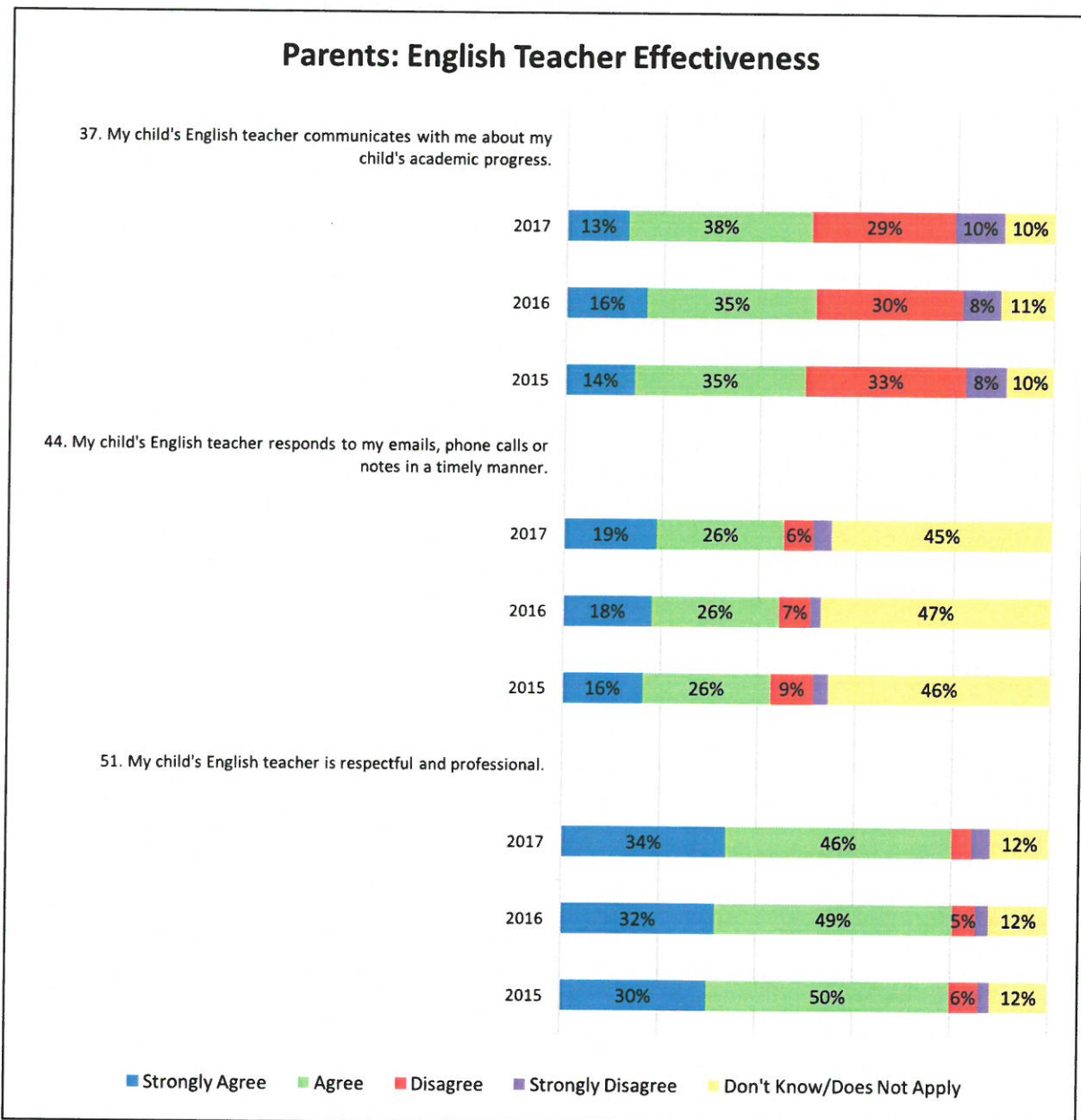
Academic Program





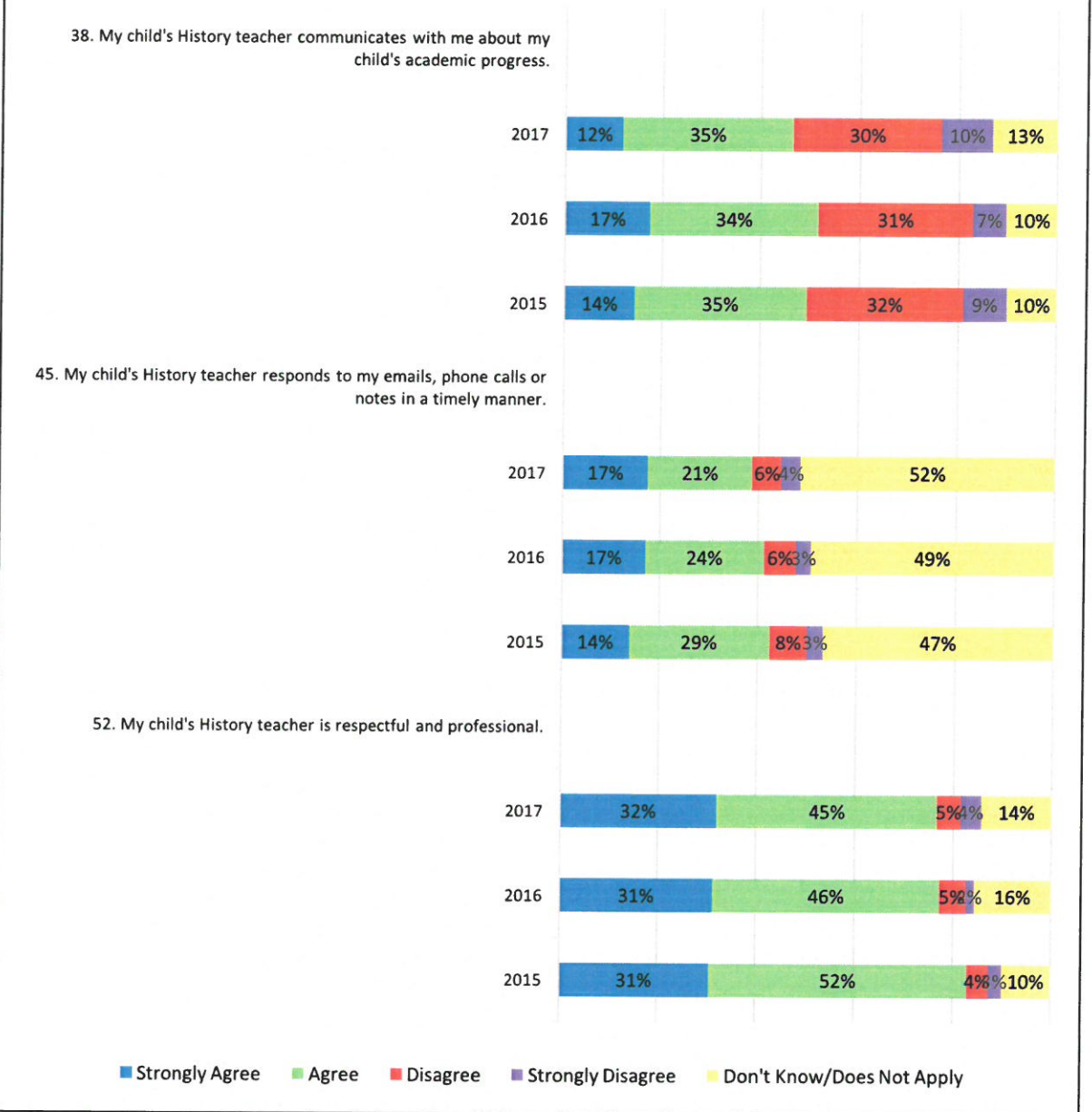
In general, parents responded positively to questions regarding the academic program at PCHS. However, a few indices show room for improvement. For instance, 28% of parents *did not agree* teachers provided them with information regarding the grade-level standards their child was responsible for mastering (81 responses). Additionally, 27% of parents *did not feel* the academic program met the individual needs of their children (78 responses). Also of note, only one half of parents agreed teachers engaged in practices that addressed diverse learning styles (54% / 154 responses). Despite these findings, the number of parents who rated the academic program at PCHS as very effective has increased over the course of three years (79% compared to 73% in 2015).

Teacher Effectiveness



Parent responses regarding their child's English teacher have been consistent since 2015. Parents generally agreed the English teacher was respectful and professional (80% / 228 responses). However, roughly half of parent respondents did not know if the English teacher responded to emails, phone calls, or notes in a timely manner. Of those who did know, most agreed (45% / 129 responses). Notably, 39% of parents *did not agree* their child's English teacher communicated with them about academic progress (113 responses).

Parents: History Teacher Effectiveness



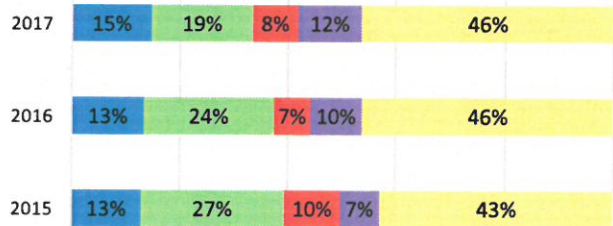
Parent responses regarding their child’s history teacher were similar to responses about the English teacher. Parents agreed the history teacher was respectful and professional (77% / 221 responses). Roughly half of parent respondents did not know if the history teacher responded to emails, phone calls, or notes in a timely manner. Of those who did know, most agreed (38% / 111 responses). As with the English teacher, many parents *did not agree* their child’s history teacher communicated with them about academic progress (40% / 117 responses).

Parents: Math Teacher Effectiveness

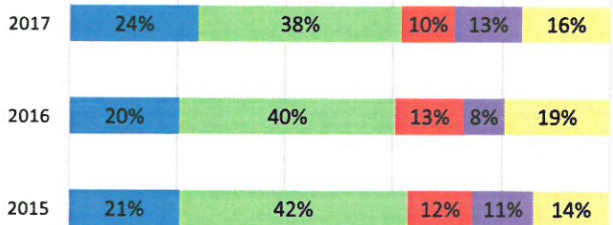
39. My child's Math teacher communicates with me about my child's academic progress.



46. My child's Math teacher responds to my emails, phone calls or notes in a timely manner.

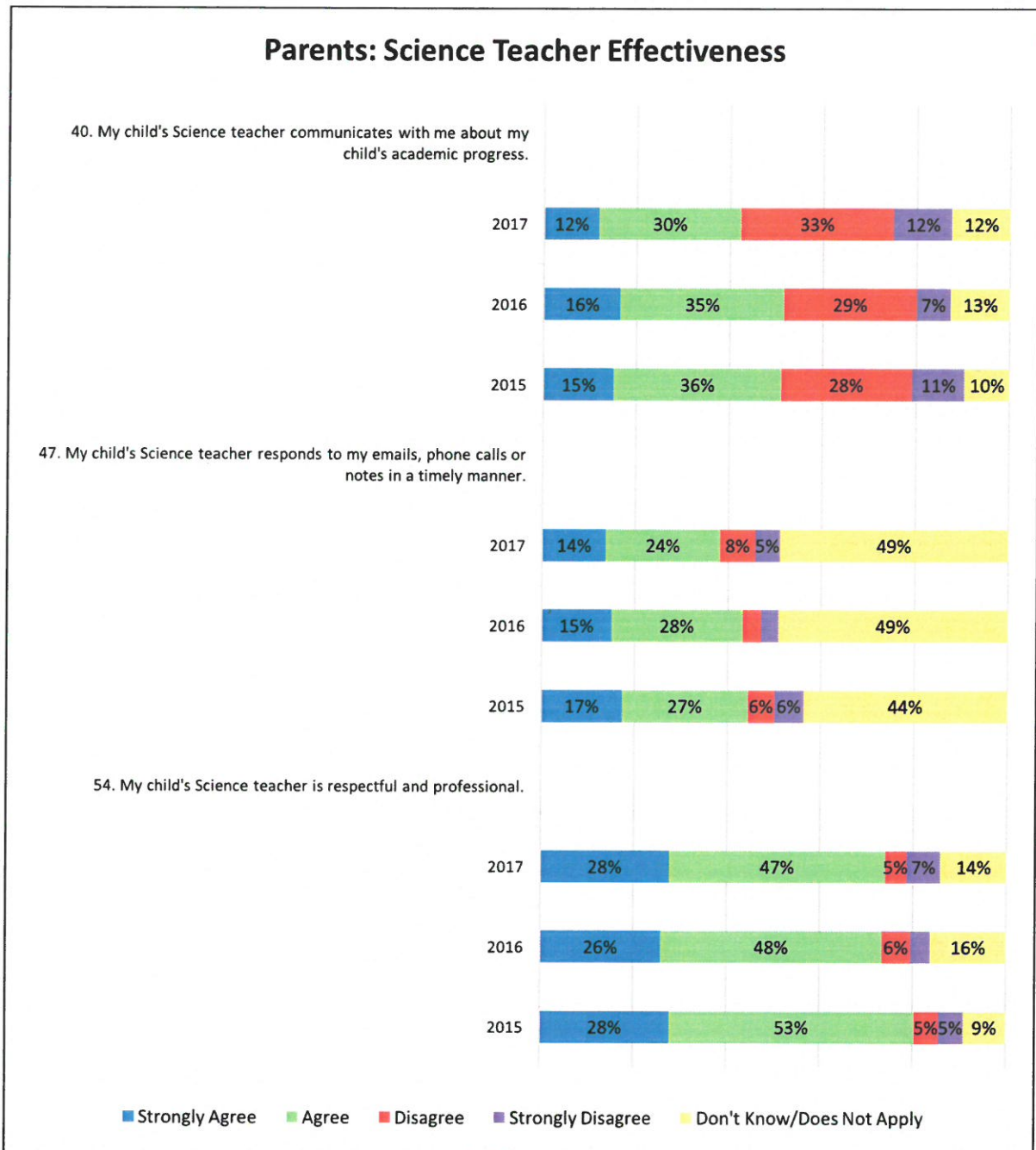


53. My child's Math teacher is respectful and professional.

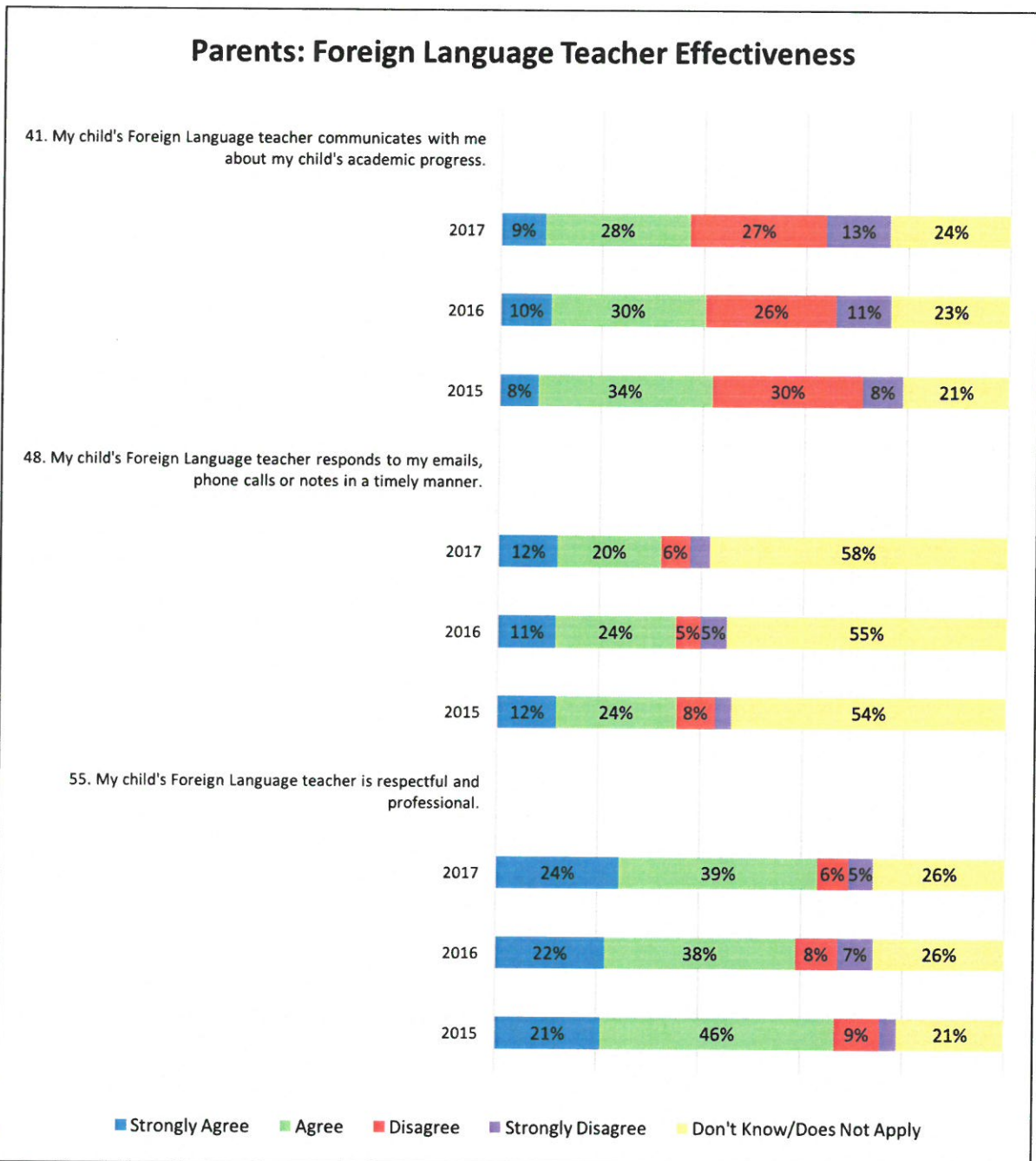


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/Does Not Apply

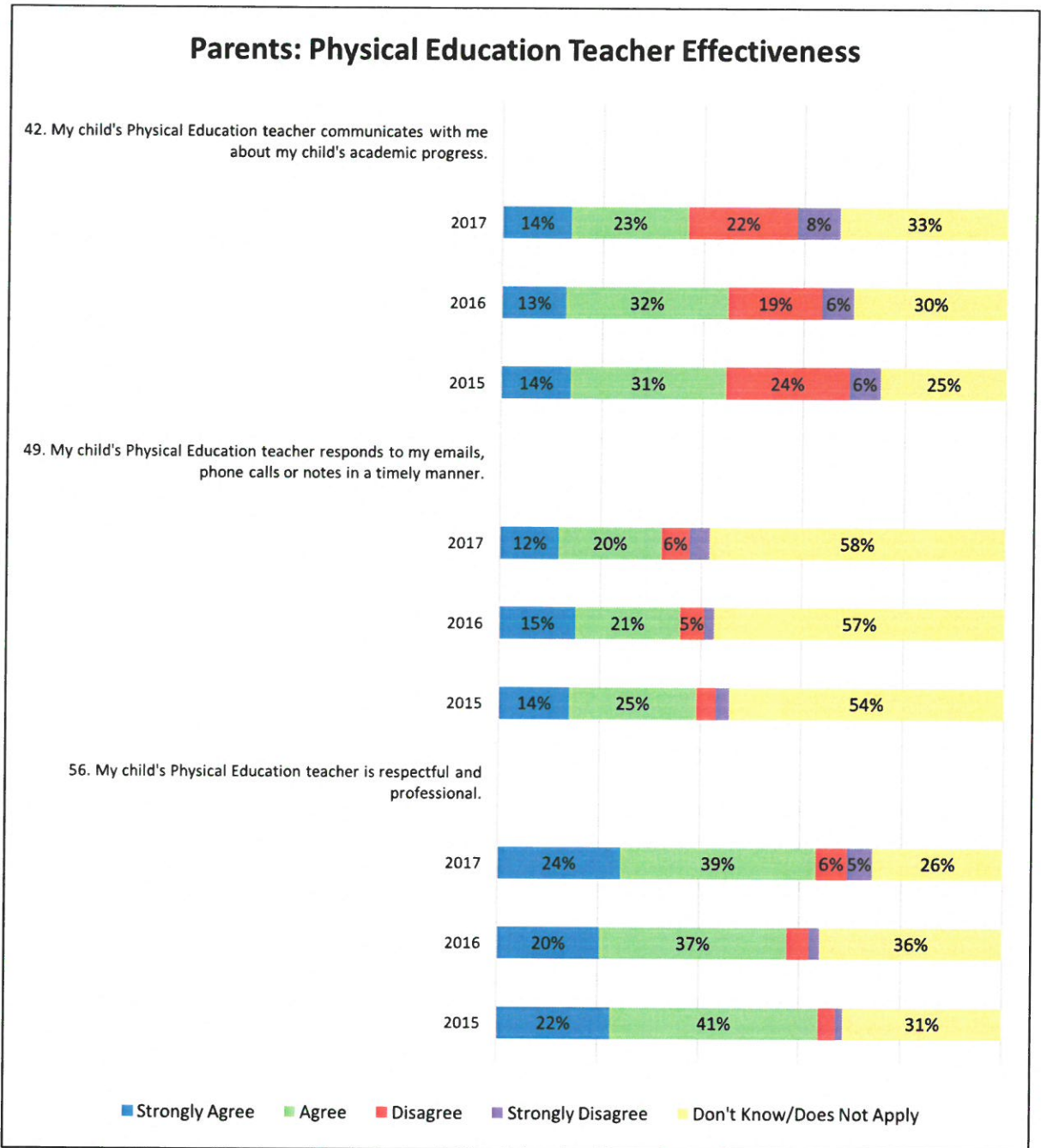
Parents responses to their child’s math teacher were relatively negative. Only 62% of parents agreed the math teacher was respectful and professional (177 responses). Additionally, 34% of parents agreed the math teacher responded to emails, phone calls, or notes in a timely manner (96 responses), while 20% *did not agree* (58 responses). Finally, half of parent respondents *did not agree* their child’s math teacher communicated with them about their child’s academic progress (144 responses). Parents further discussed the math teachers in the open-ended section of the survey.



Parent responses regarding their child’s science teacher were similar to those regarding the English and history teachers. Three-quarters of parents agreed the science teacher was respectful and professional (212 responses). Additionally, 38% of parents agreed the science teacher responded to emails, phone calls, or notes in a timely manner (109 responses). Notably, the percentage of parents who *did not agree* their child’s science teacher communicated with them about academic progress increased since 2016 (45% compared to 36%).

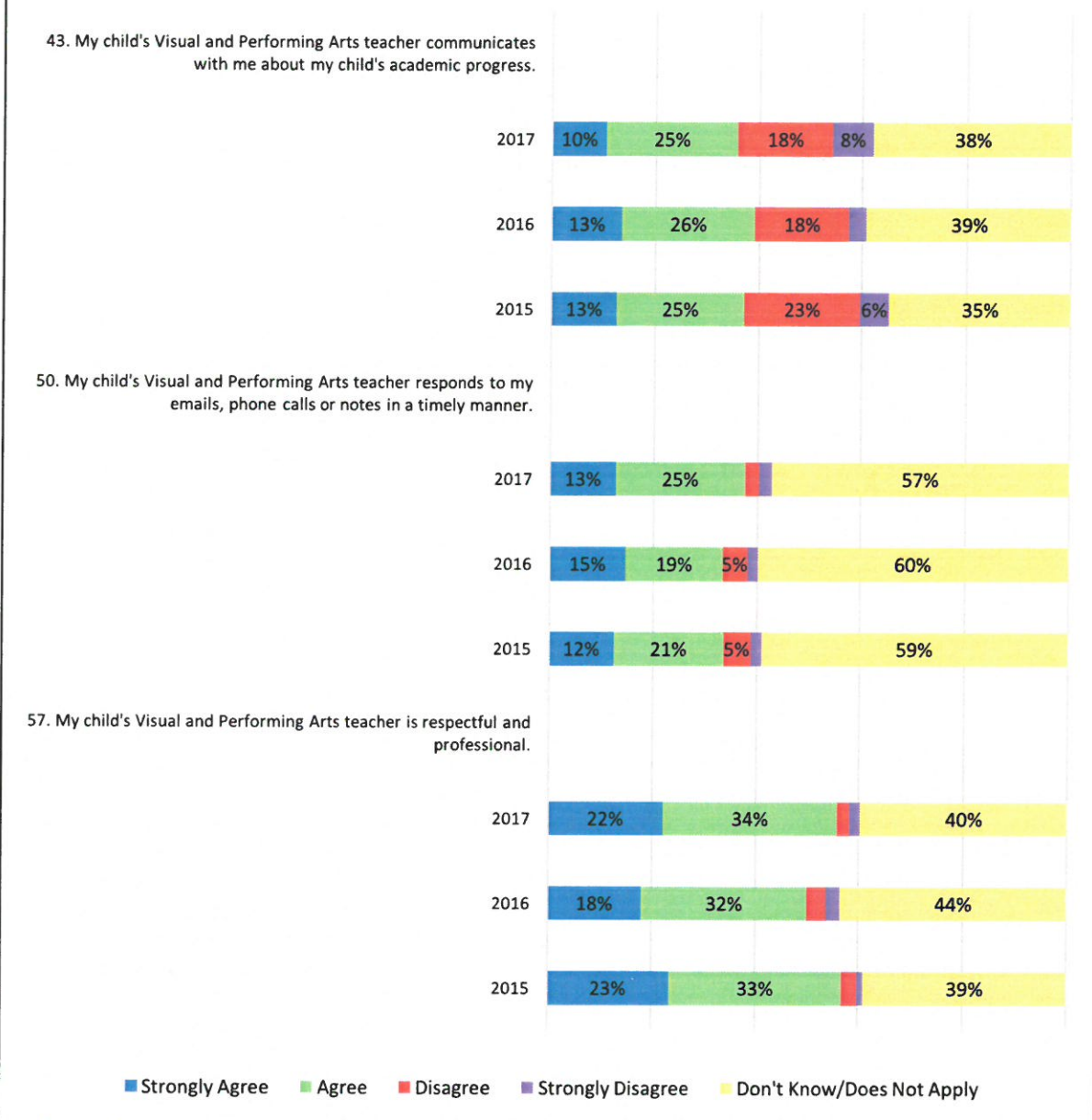


Parents were less sure how to respond to questions about their child's foreign language teacher. Of those who responded, parents agreed the foreign language teacher was respectful and professional (63% / 177 responses). Thirty-two percent of parents also agreed the foreign language teacher responded to emails, phone calls, or notes in a timely manner (91 responses). Notably, 40% of parents *did not agree* their child's foreign language teacher communicated with them about academic progress (113 responses).

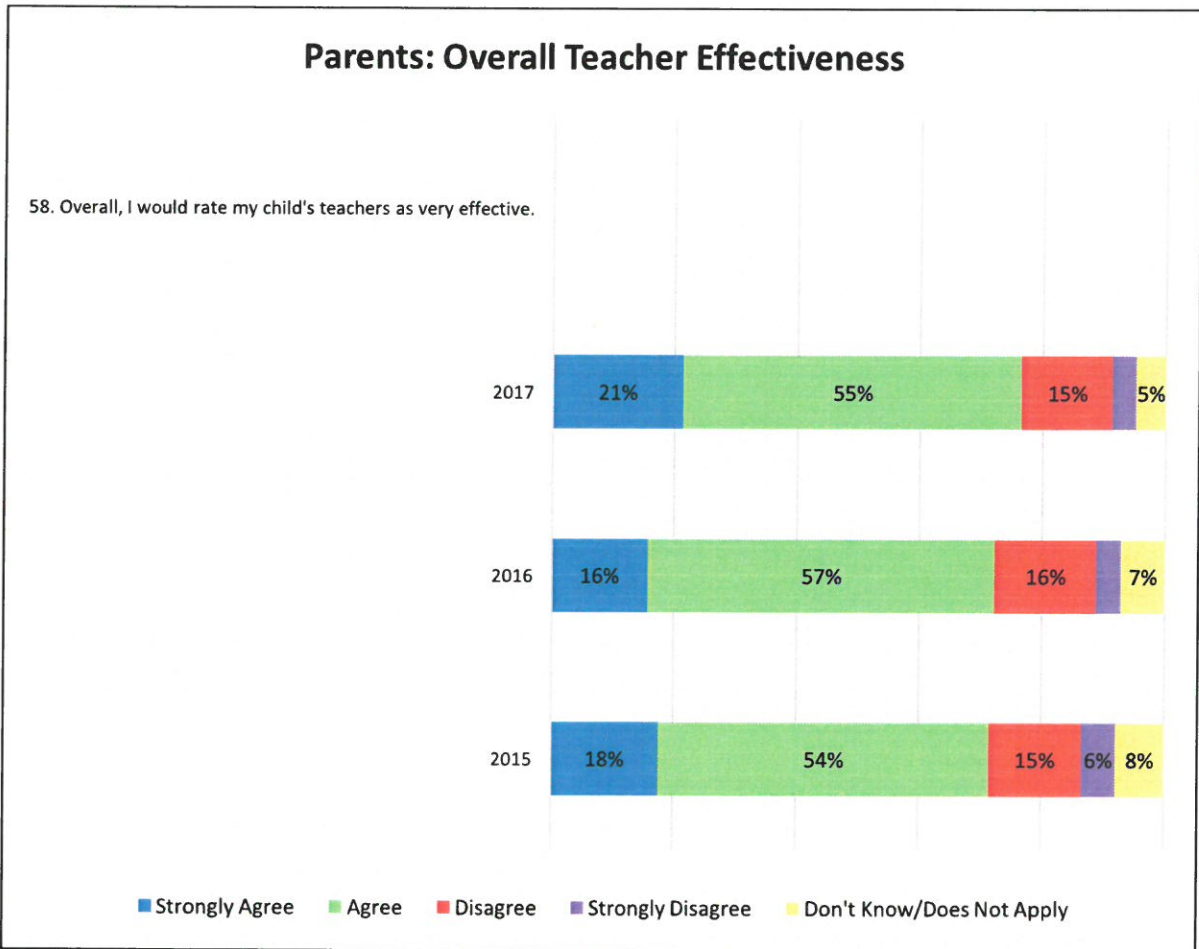


Parents were also unsure how to respond to questions about their child’s physical education teacher. However, in 2017 a larger percentage of parents agreed the physical education teacher was respectful and professional than in 2016 (63% compared to 57%). While 58% of parent respondents did not know if the PE teacher responded to emails, phone calls, or notes in a timely manner, those that did know generally responded positively (32% / 102 responses). Finally, fewer parents agreed their child’s PE teacher communicated with them about their child’s academic progress in 2017 than in previous years (37% compared to 45% in 2016).

Parents: Visual and Performing Arts Teacher Effectiveness

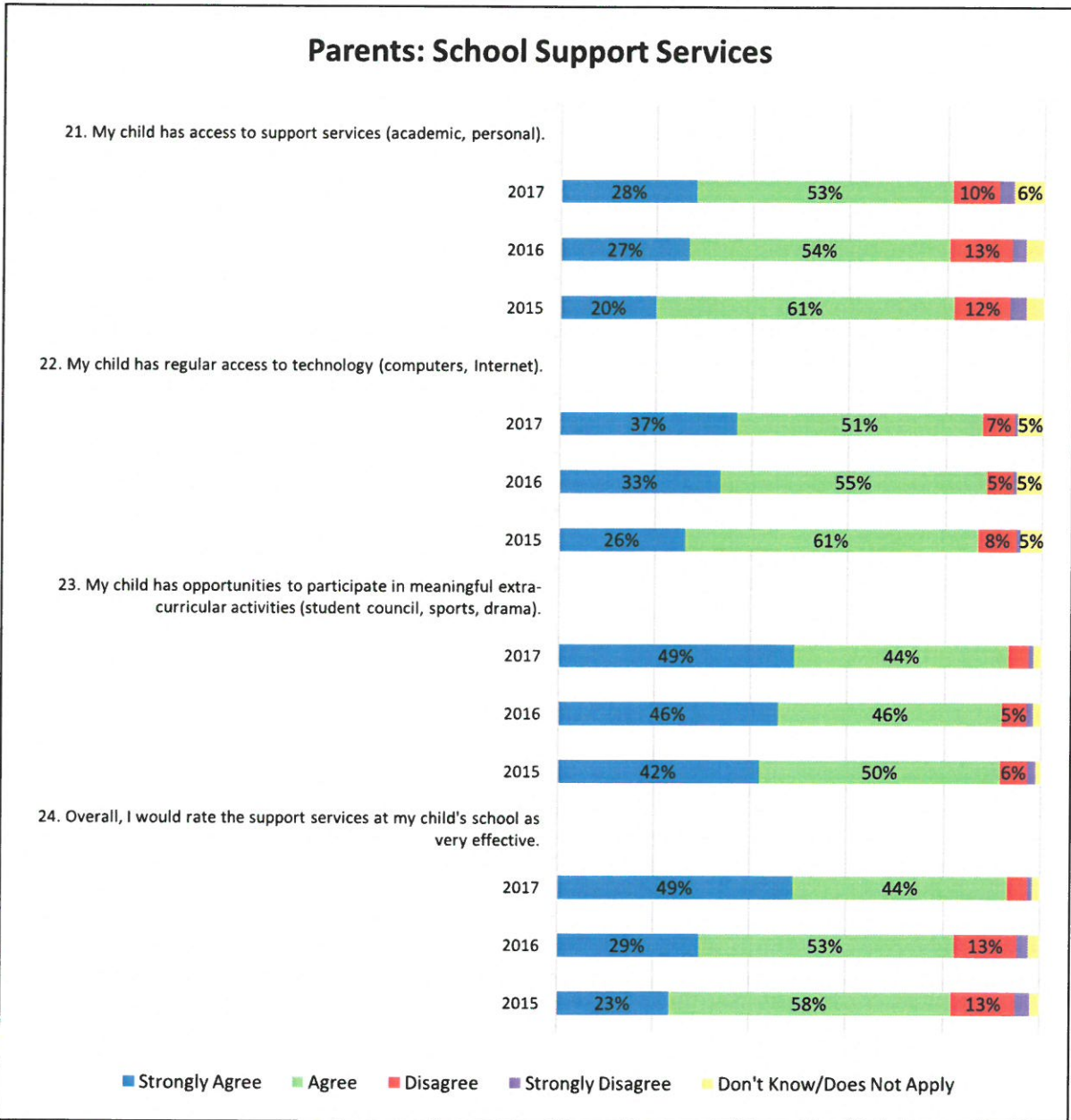


Parents also did not know how to respond to questions about their child's visual and performing arts teacher. However, this year a larger percentage of parents agreed the visual and performing arts teacher was respectful and professional than in 2016 (56% compared to 50%). Additionally, 38% of parents agreed the visual and performing arts teacher responded to emails, phone calls, or notes in a timely manner (107 responses). Finally, roughly a quarter of parents *did not agree* their child's visual and performing arts teacher communicated with them about their child's academic progress (26% / 76 responses).



Over the course of three years, parent responses about teacher effectiveness have remained consistent. Roughly three-quarters of parents rated their child's teachers as very effective (76% / 218 responses), while only 19% *did not* (53 responses).

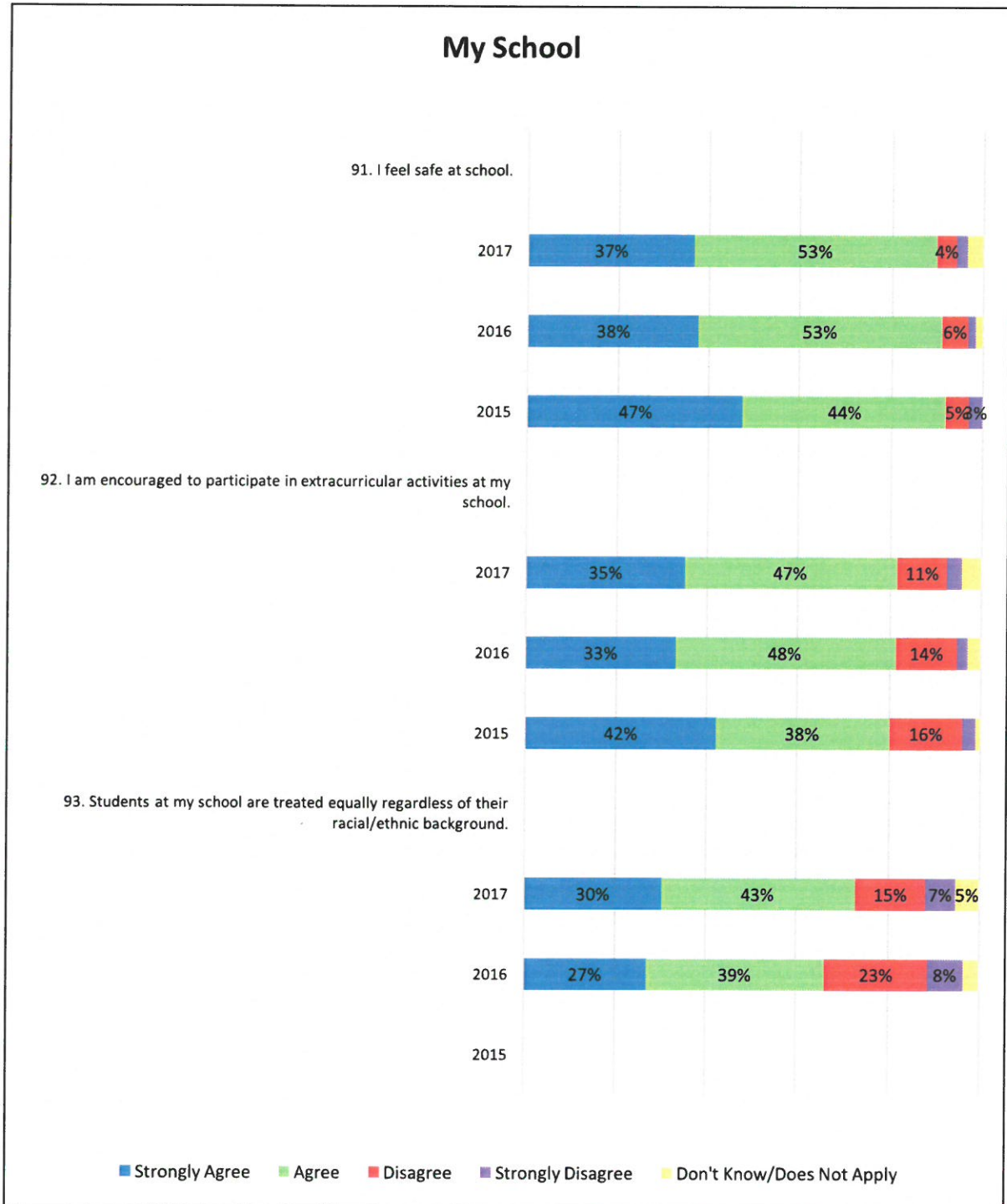
School Support Services

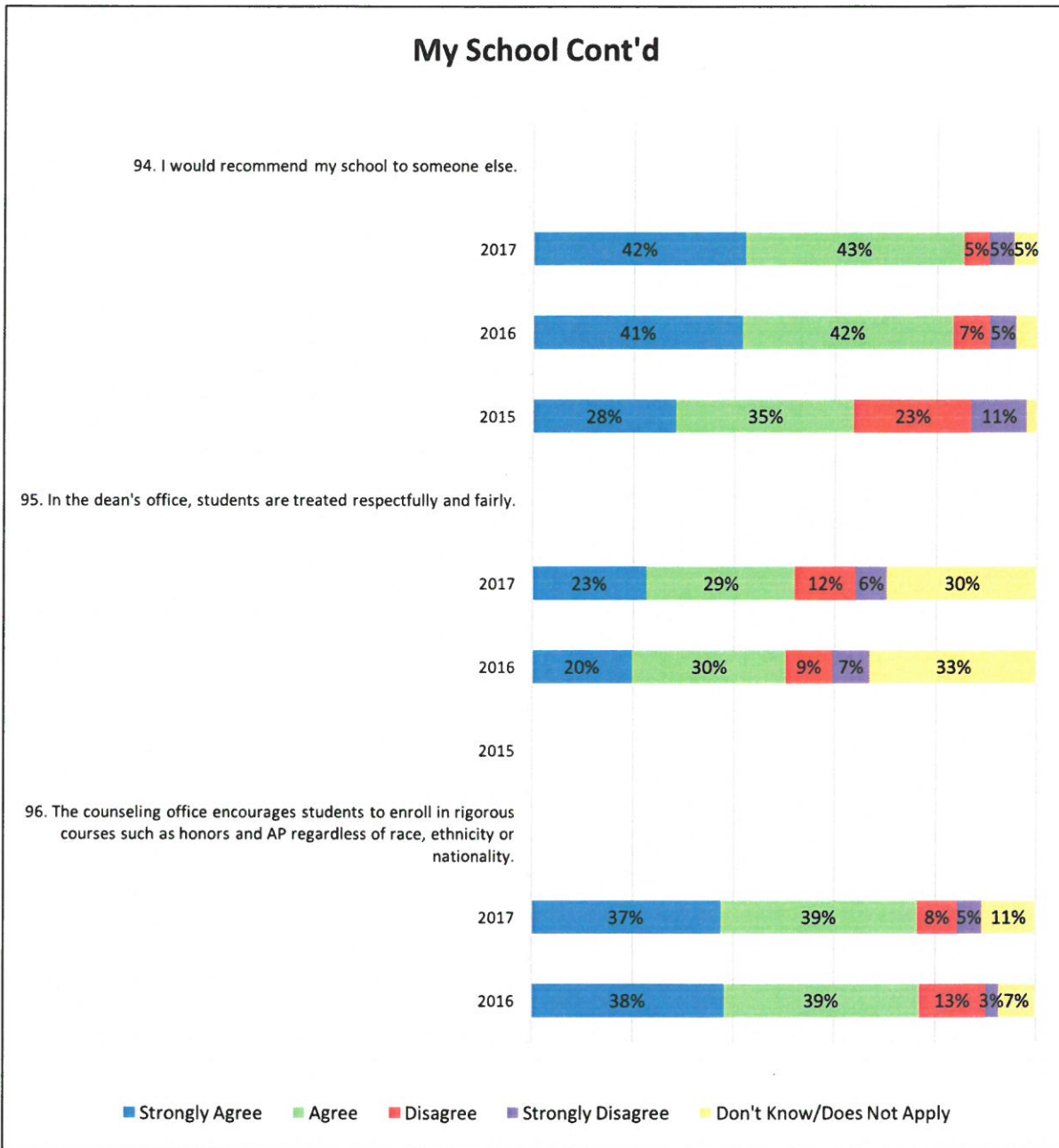


Since 2015, parents have responded very positively about the support services provided by PCHS. A clear majority of parents agreed their child had access to support services (81% / 235 responses), and regular access to technology (88% / 252 responses). Additionally, nearly every parent agreed their child had opportunities to participate in meaningful extra-curricular activities (93% / 270 responses). Finally, the number of parents who rated the support services at Palisades Charter High School as very effective increased since 2015 (93% compared to 81%).

Student Survey Results

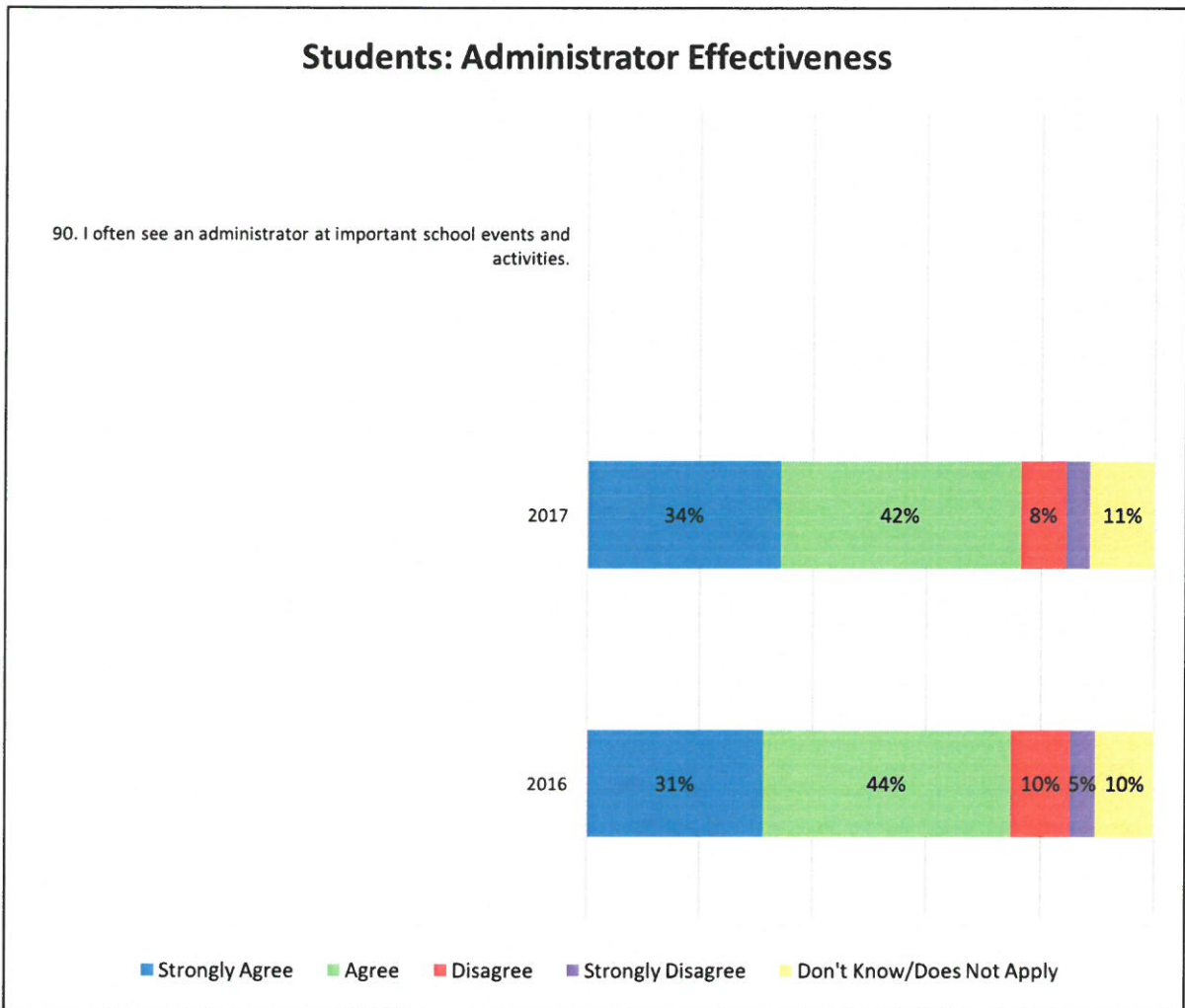
My School





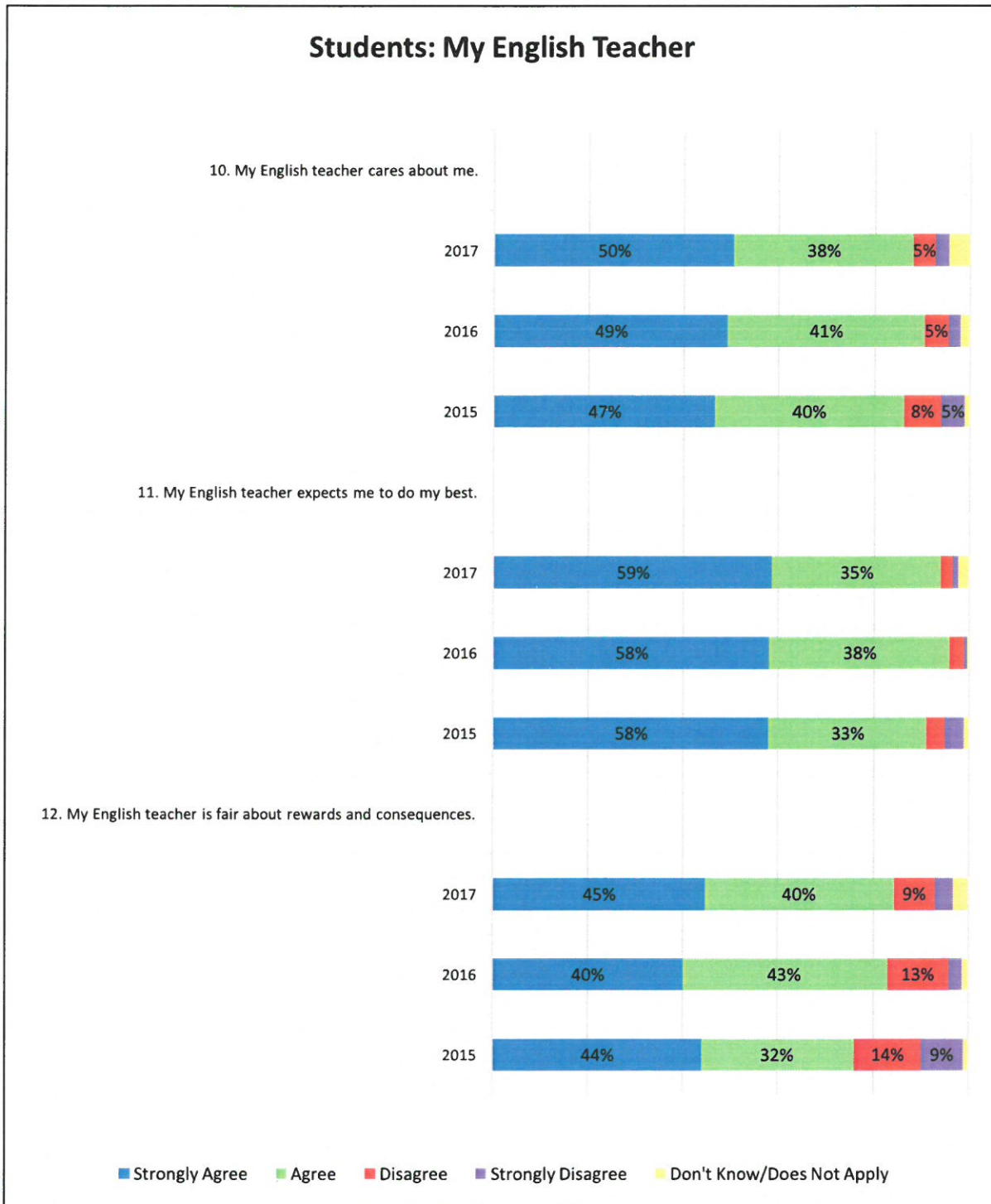
Student respondents have felt quite positively about Palisades Charter High School for the past three years. Students agreed they felt safe at school (90% / 1,241 responses), and were encouraged to participate in extracurricular activities (82% / 1,126 responses). Interestingly, in 2017, a larger percentage of students agreed students were treated equally regardless of their racial/ethnic background than the year before (73% compared to 66%). However, 18% of students felt they were not treated respectfully or fairly in the Dean’s office (253 responses). Finally, a clear majority of students agreed they would recommend PCHS to someone else (85% / 1,177 responses).

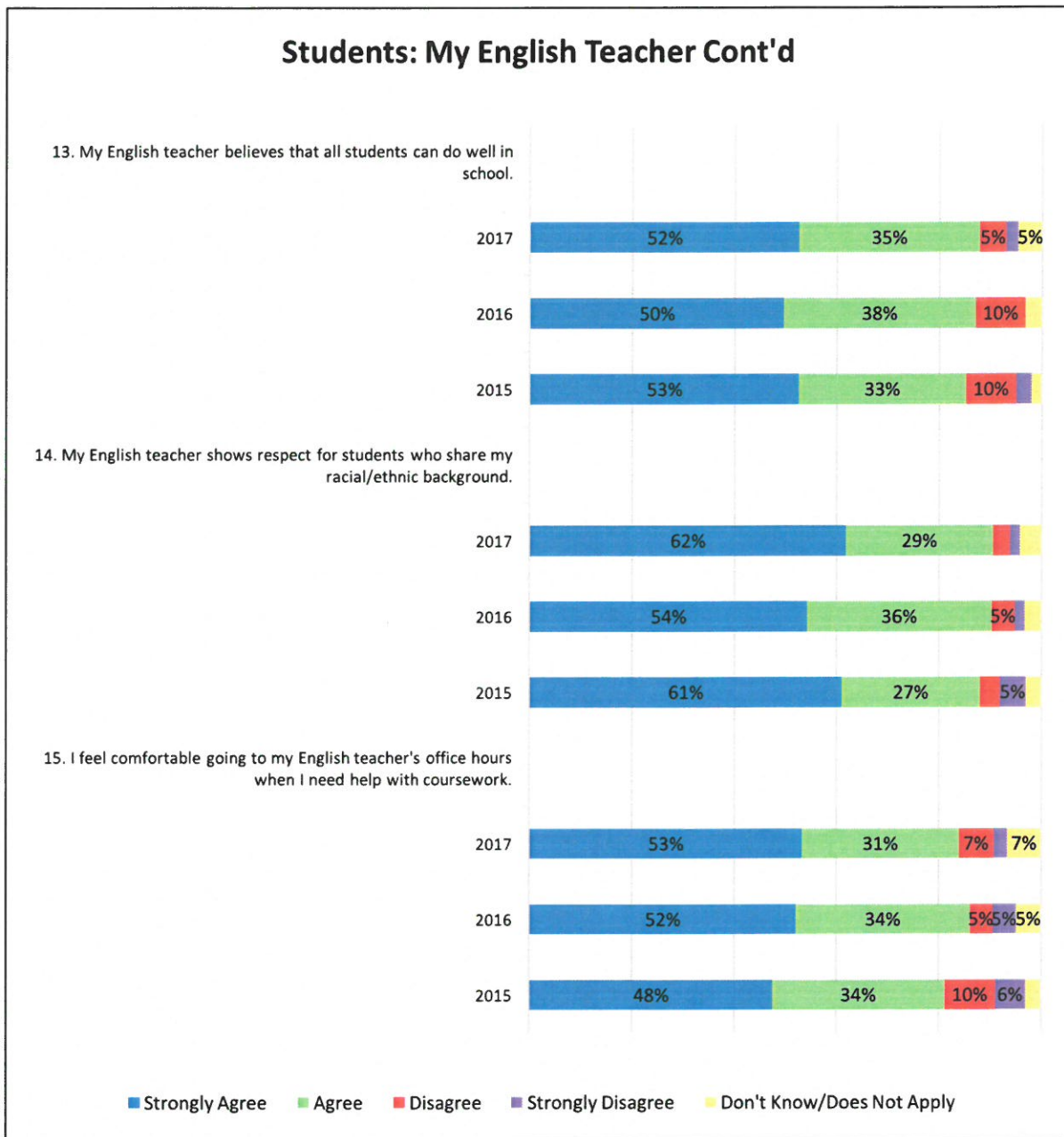
Administrator Effectiveness



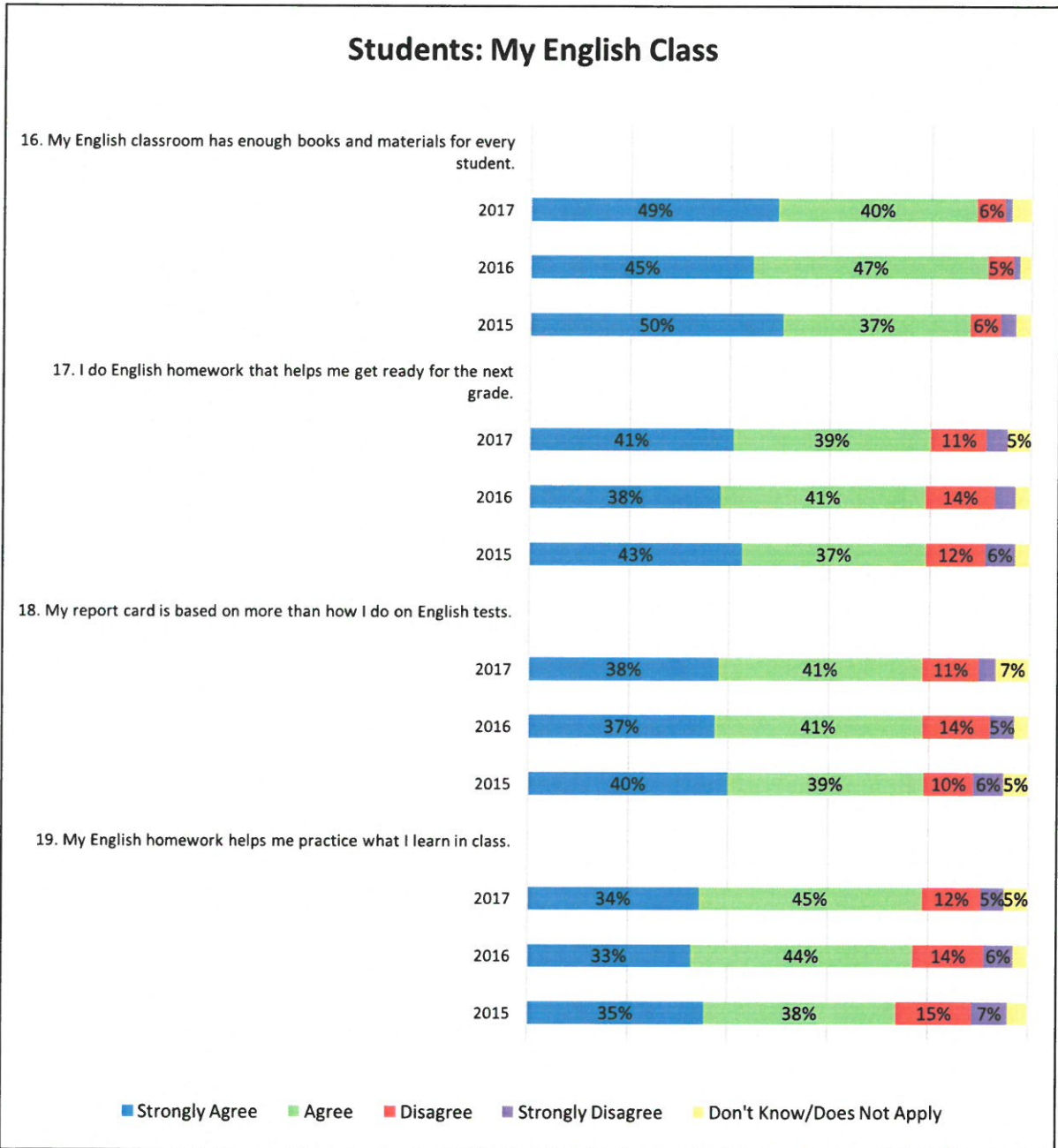
In both 2016 and 2017, roughly three-quarters of students agreed they often saw an administrator at important school events and activities (76% / 1,047 responses).

My English Teacher & Class



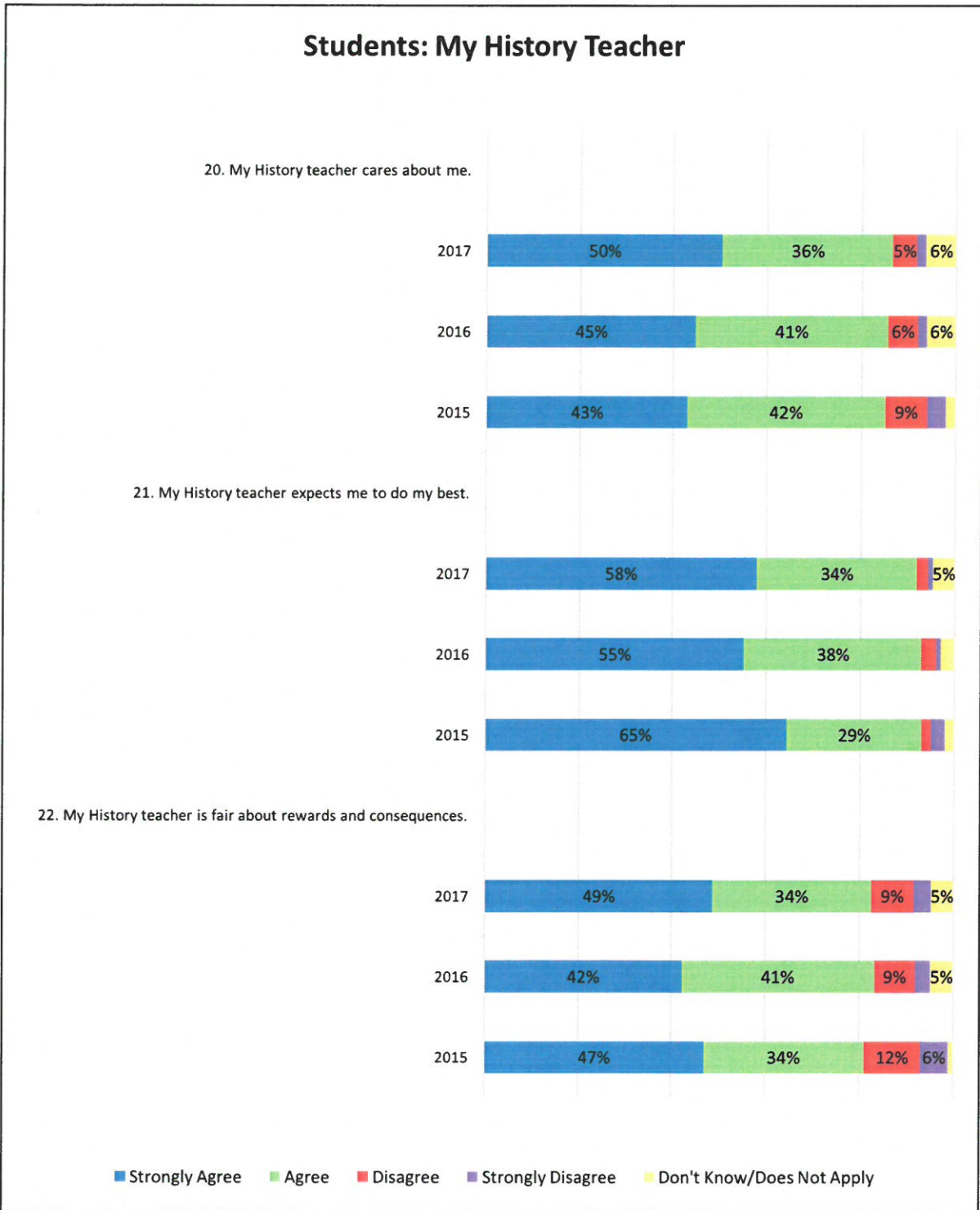


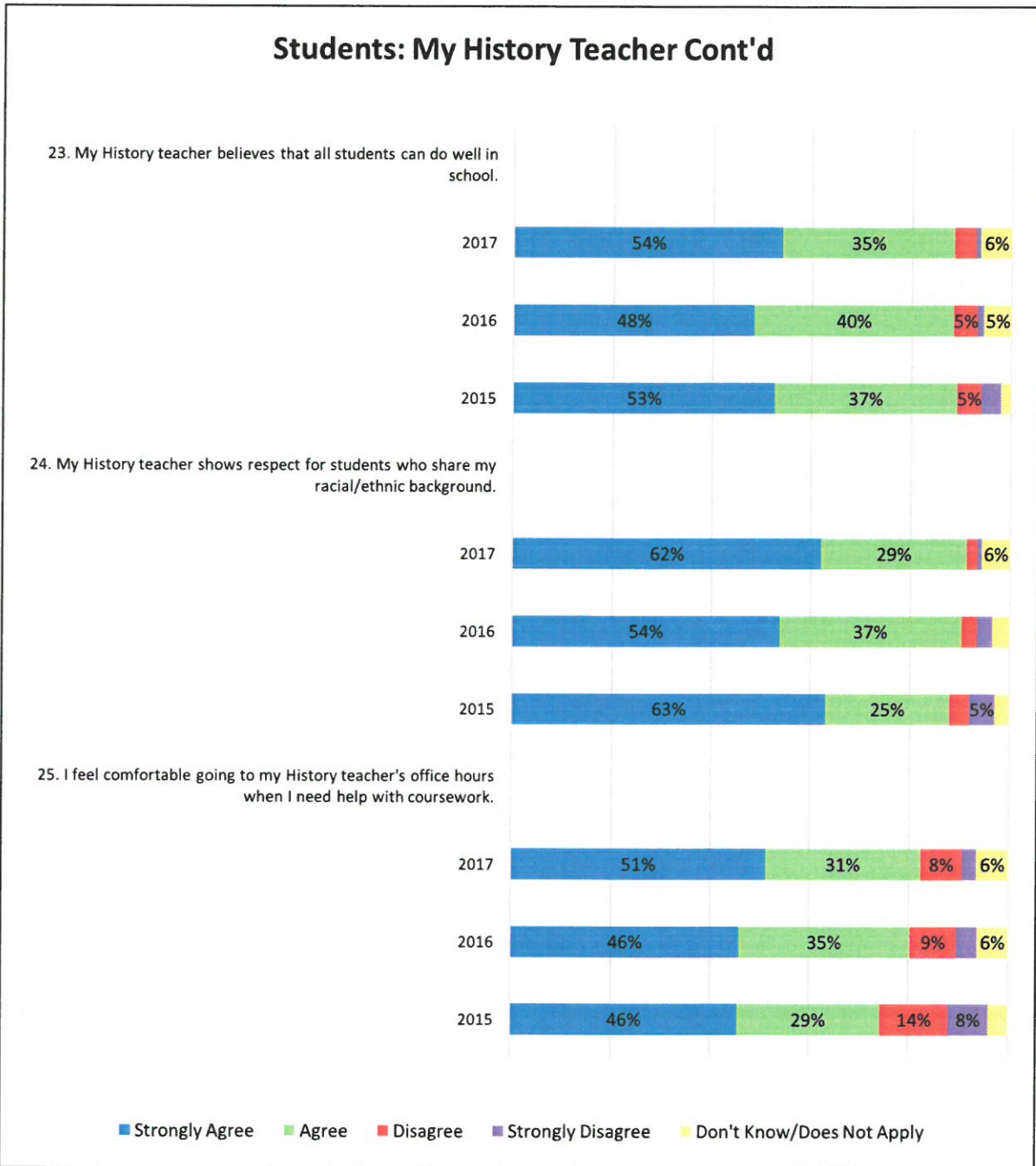
Student responses regarding their English teacher were overwhelmingly positive across all three years included in this report. Students believed their English teacher cared for them (88% / 1,236 responses), expected them to do their best (94% / 1,315 responses), and believed all students can do well in school (87% / 1,231 responses). Notably, 13% of students felt their English teacher was *not* fair about rewards and consequences (175 responses), and 10% of students were *not* comfortable going to their English teacher’s office hours when they needed help with coursework (134 responses).



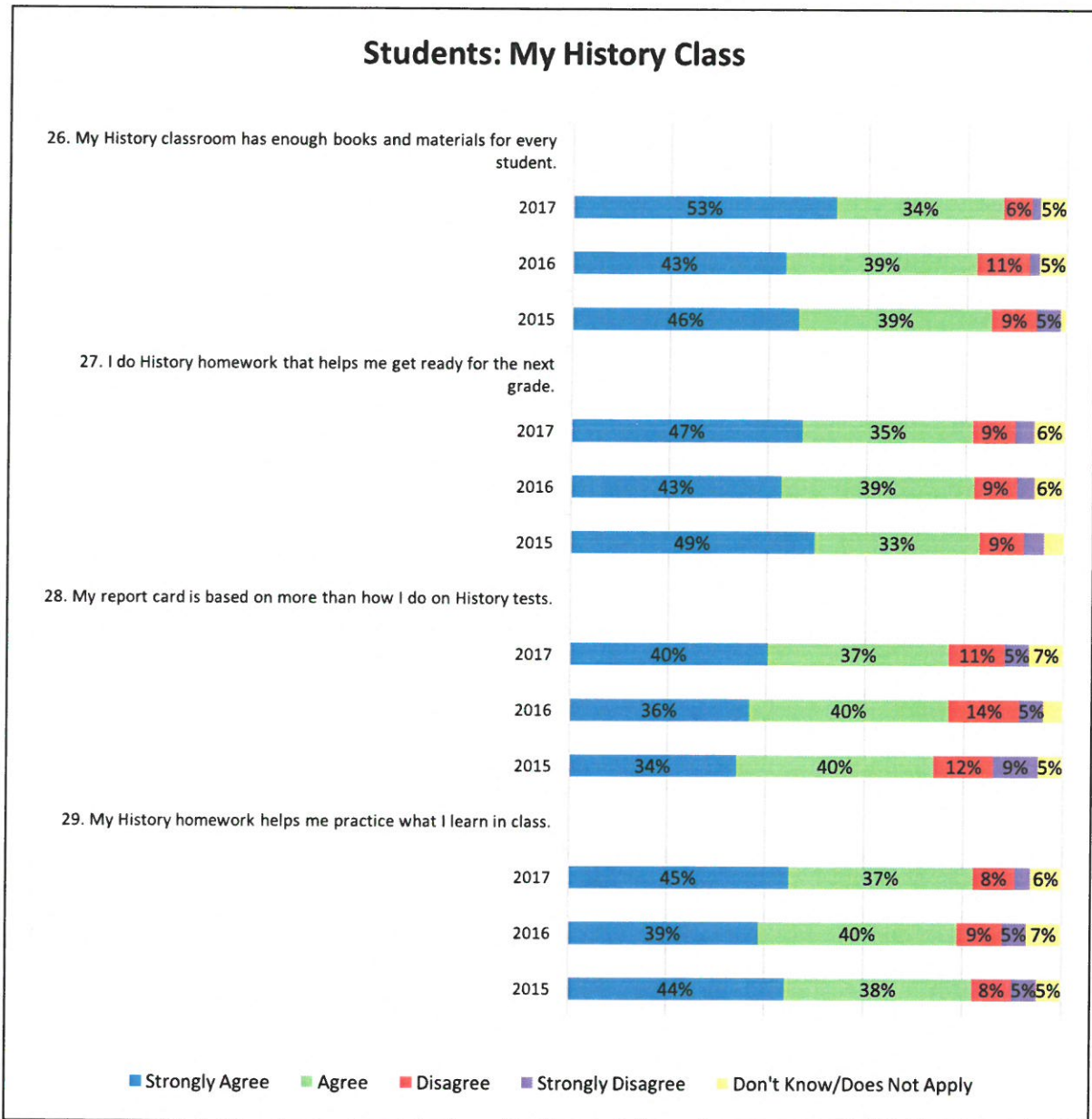
Students responded positively about their English class, which was common across all three surveys. Nearly every student agreed their classroom had enough books and materials for everyone (89% / 1,248 responses). Additionally, eighty percent of students felt their English homework helped them get ready for the next grade (1,122 responses), and 79% agreed their homework helped them practice what they learned in class (1,097 responses). Finally, 79% of students agreed their report card was based on more than how they did on English tests (1,097 responses).

My History Teacher & Class



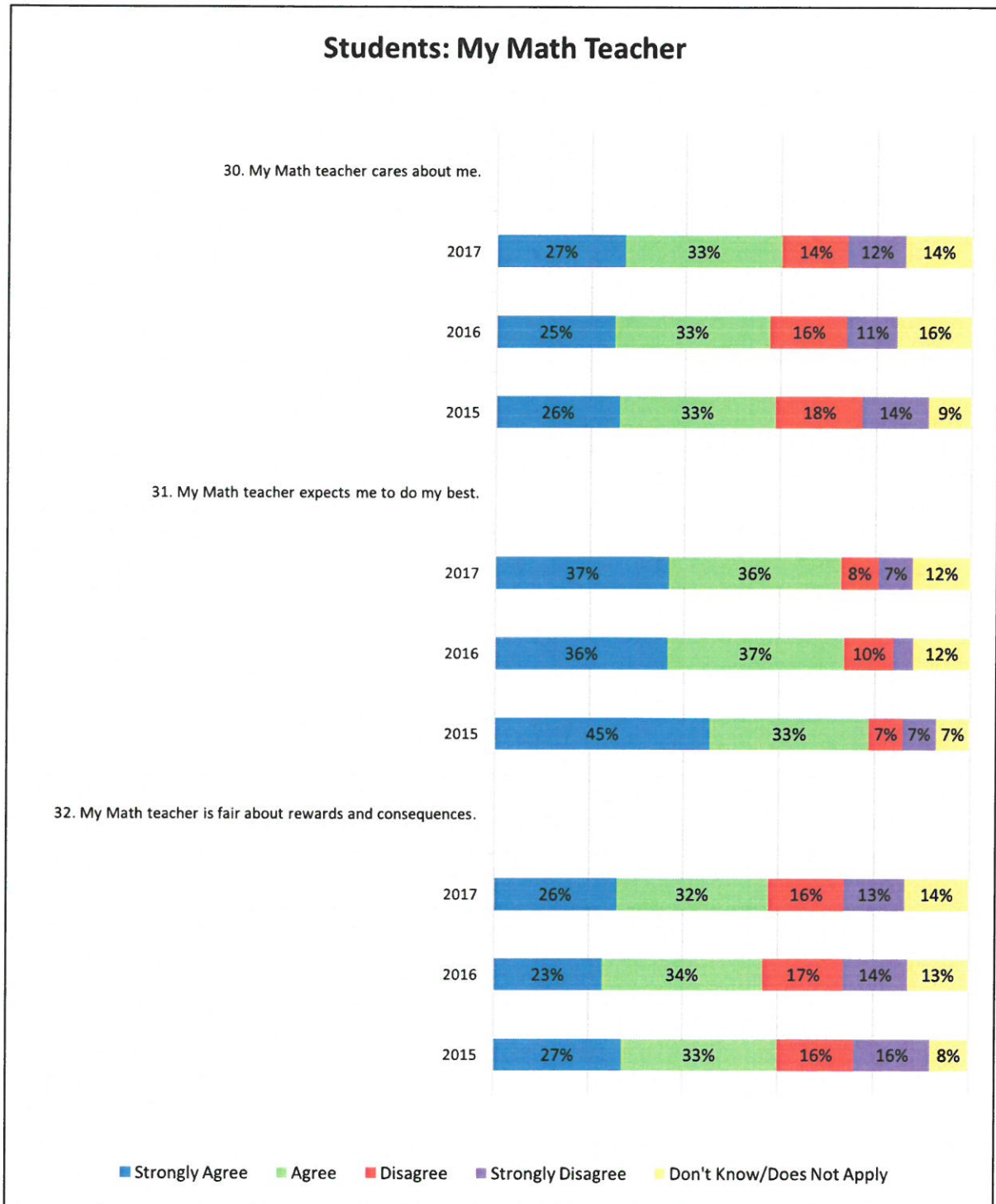


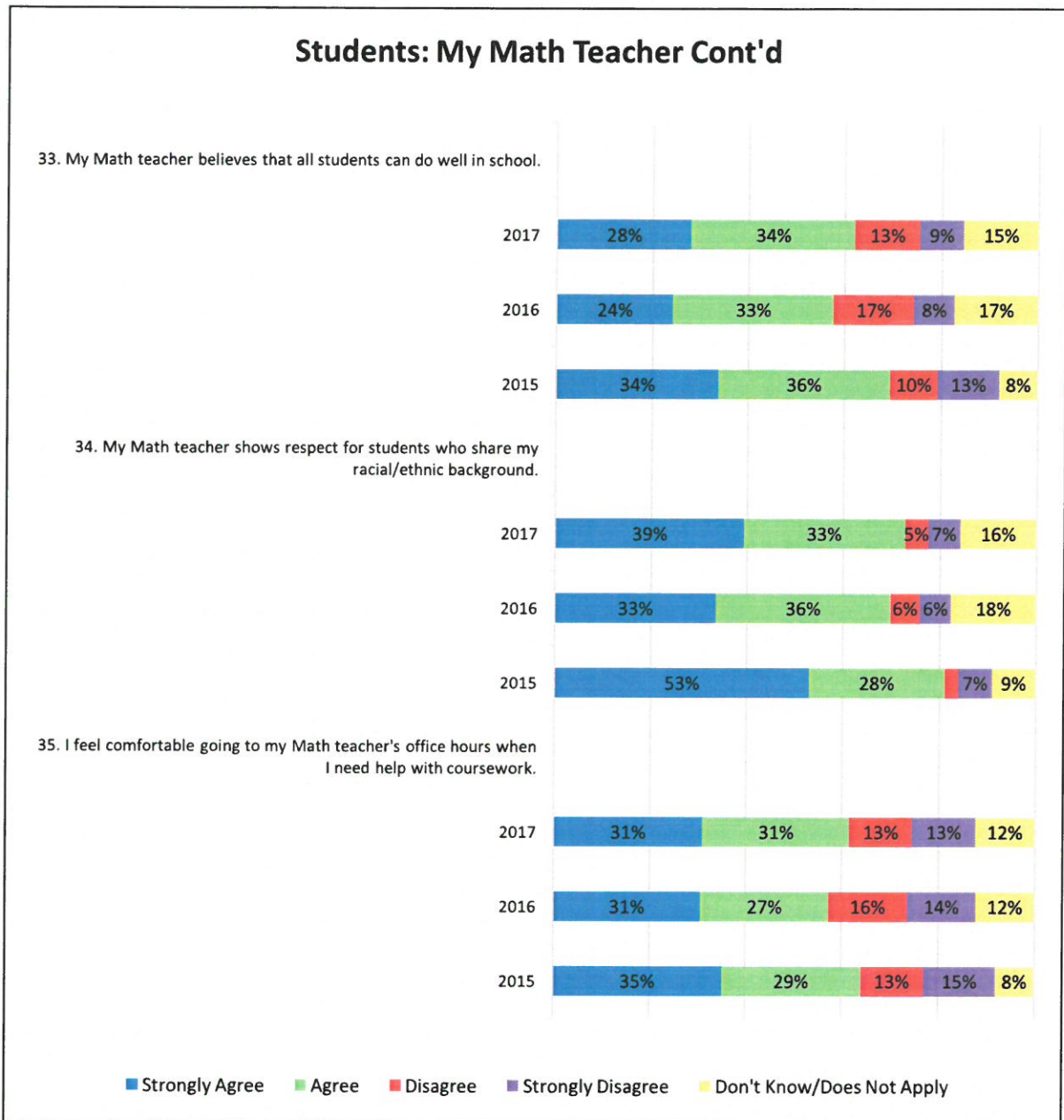
Student responses to their history teacher were also quite positive across all three years. Students believed their history teacher cared about them (86% / 1,209 responses), expected them to do their best (92% / 1,284 responses), and believed all students can do well in school (89% / 1,234 responses). Interestingly, 11% of students were *not* comfortable going to their history teacher's office hours when they needed help with coursework (157 responses). As noted previously, this was also true of student responses concerning their English teachers.



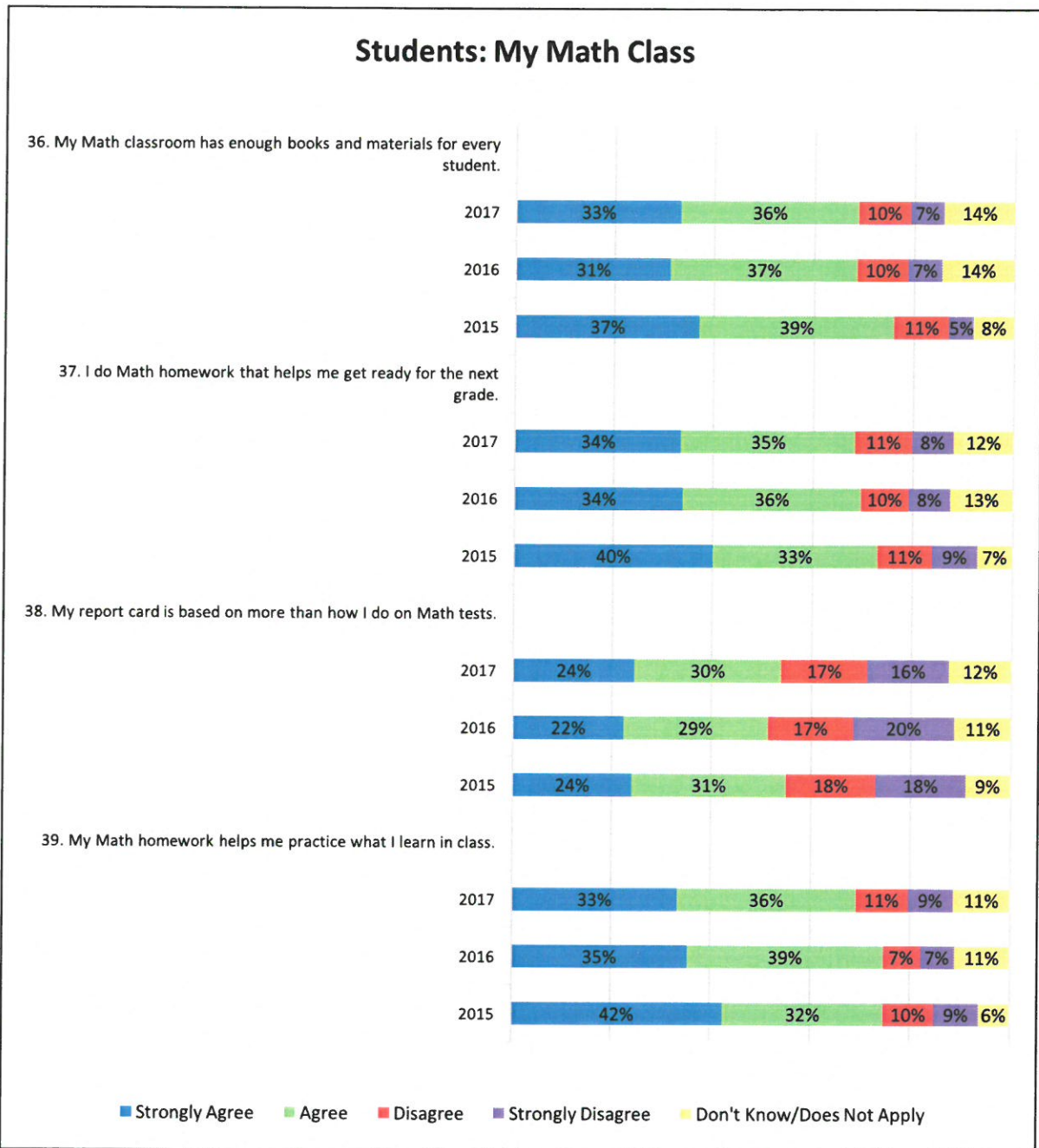
Students also responded positively to questions regarding their history class. Students believed their history homework helped them get ready for the next grade (82% / 1,136 responses), and their homework helped them practice what they learned in class (82% / 1,137 responses). However, 16% of students *did not* agree their report card was based on more than how they did on tests (226 responses).

My Math Teacher & Class



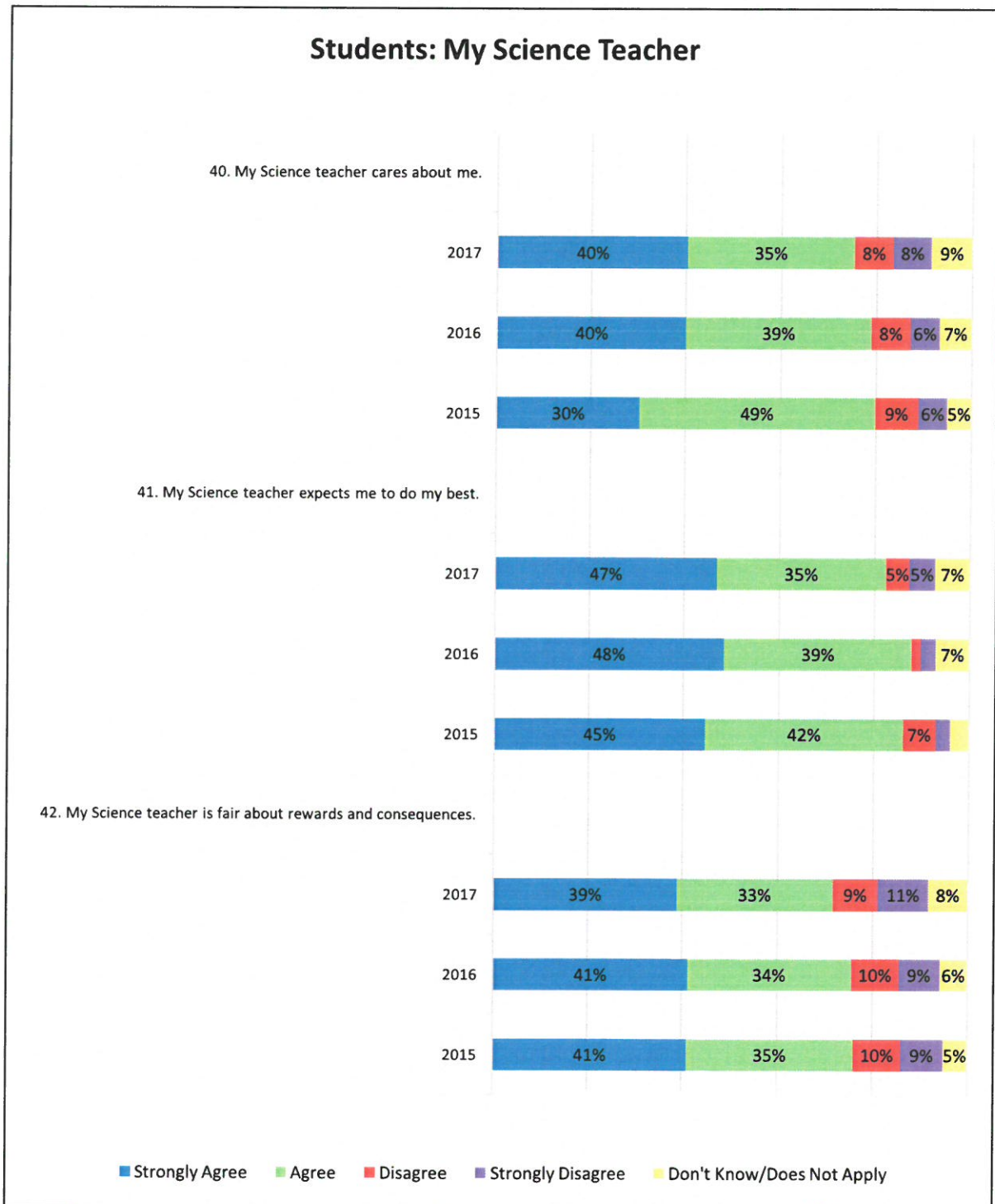


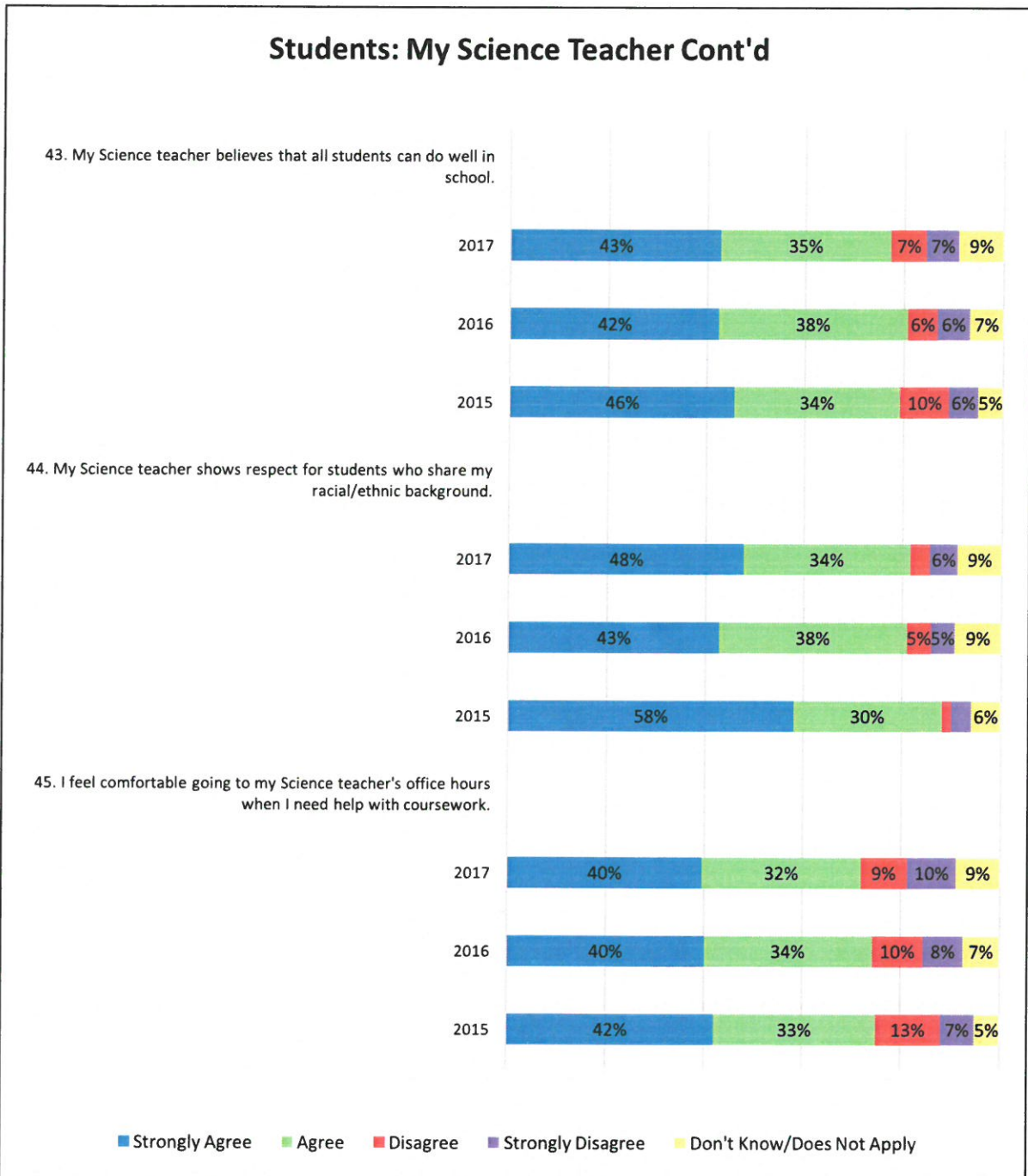
Student responses to their math teachers were less positive than responses to teachers of other required courses. While a majority of students agreed their math teachers cared about them (60% / 845 responses), roughly a quarter *did not* agree (26% / 361 responses). Similarly, 29% of students *did not feel* their math teachers were fair about rewards and consequences (400 responses). In 2017, however, a higher percentage of students agreed their math teacher believed that all students can do well in school than agreed in 2016 (62% compared to 57%). On the other hand, the percentage of students who agreed their math teacher showed respect for students who shared their racial/ethnic background decreased since 2015 (72% compared to 81%). Students commented further on their math teachers in the open-ended section below.



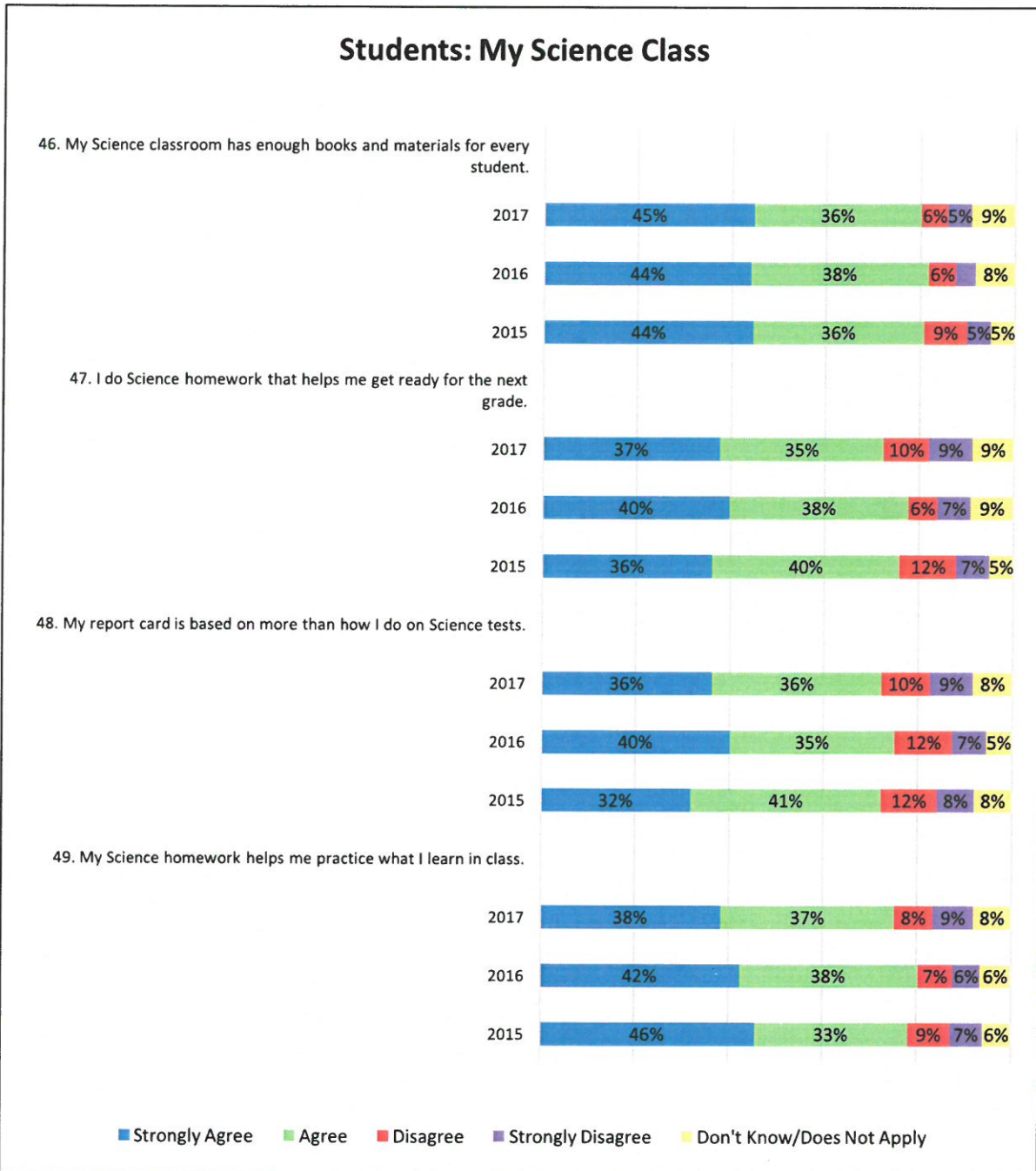
Positive student responses to their math class have decreased since 2015. In 2017, fewer students agreed their math classroom had enough books and materials for every student (69% compared to 76%). Additionally, fewer students felt their math homework helped them practice what they learned in class (69% compared to 74%). Most strikingly, across all three years included in this report, roughly one-third of student respondents *did not agree* their report card was based on more than how they did on math tests (33% / 470 responses).

My Science Teacher & Class



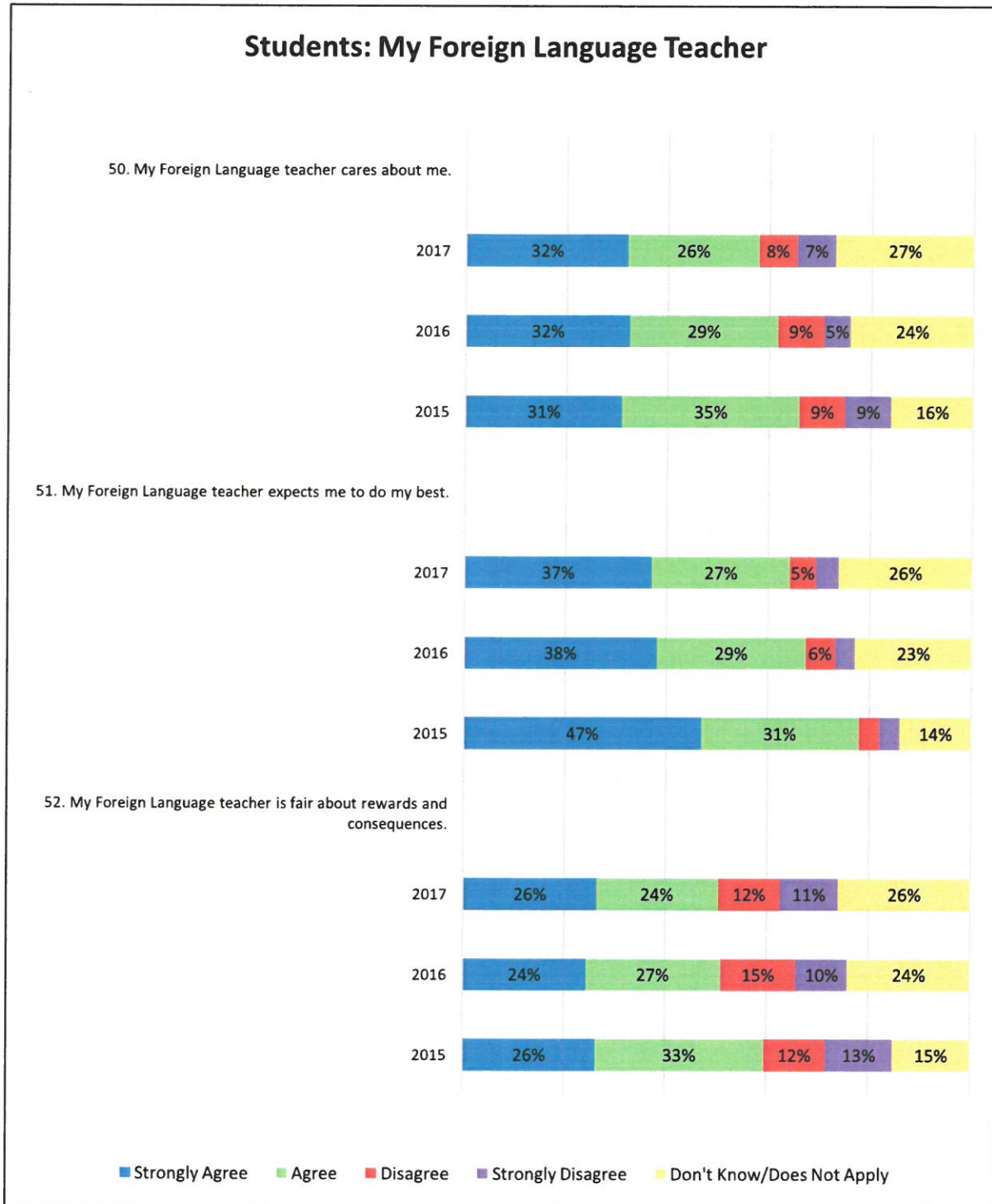


Similar to student responses to their English and history teachers, students felt positively about their science teachers across all three years. A majority of students believed their science teacher cared for them (75% / 1,052 responses), expected them to do their best (82% / 1,148 responses), and showed respect for students who shared their racial/ethnic background (82% / 1,135 responses). Interestingly, 20% of students *did not agree* their science teacher was fair about rewards and consequences (280 responses). Similarly, 19% *did not* feel comfortable going to their science teacher's office hours (268 responses).

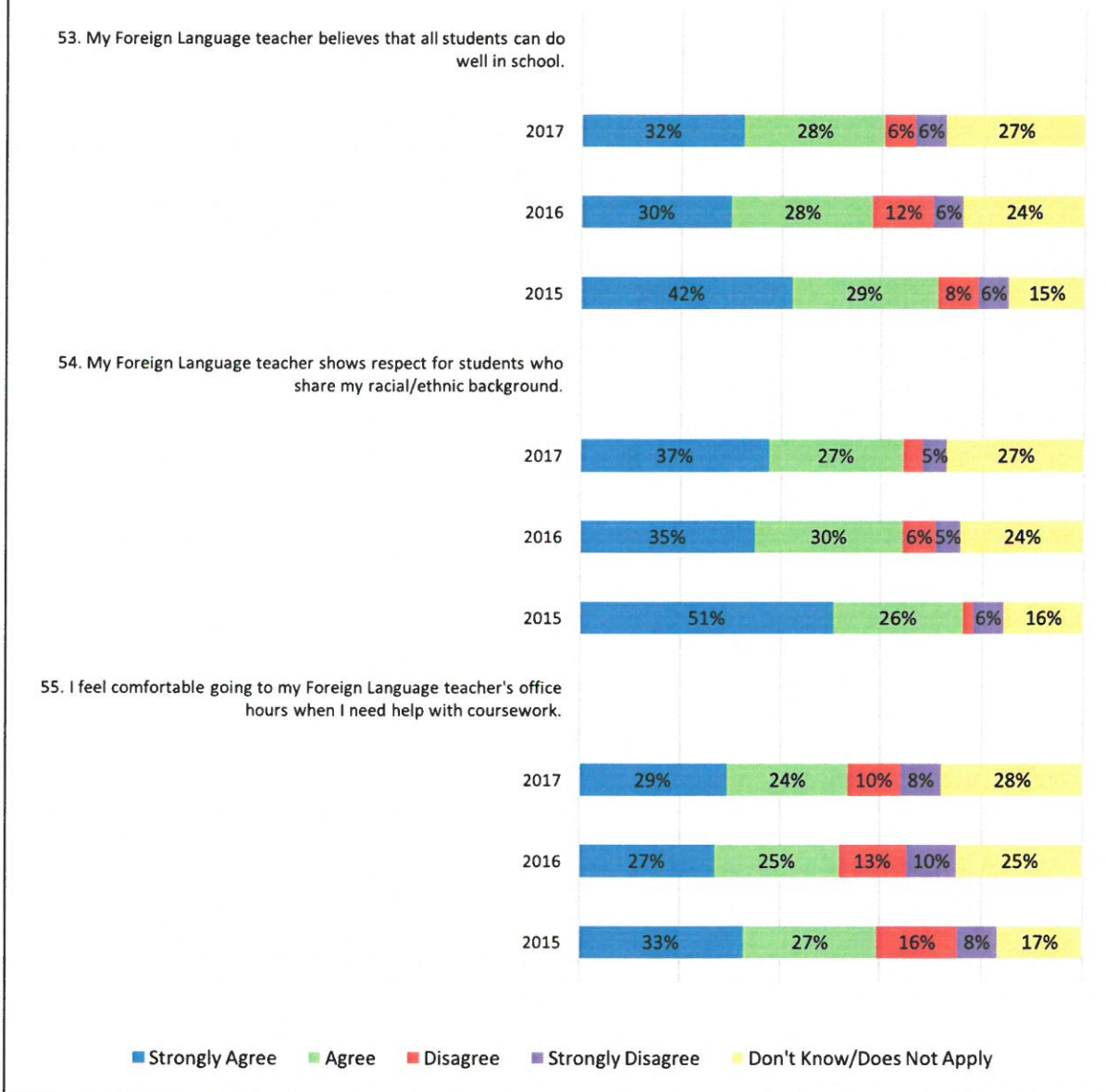


Student responses regarding their science class were quite positive from 2015 to 2017. Students generally agreed their science classroom had enough books and materials for every student (81% / 1,123 responses), and their science homework helped them practice what they learned in class (75% / 1,049 responses). Nineteen percent of students, however, *did not agree* their report card was based on more than how they did on science tests (271 responses). Finally, this year a smaller percentage of students felt their science homework helped them get ready for the next grade than did in 2016 (72% compared to 78%).

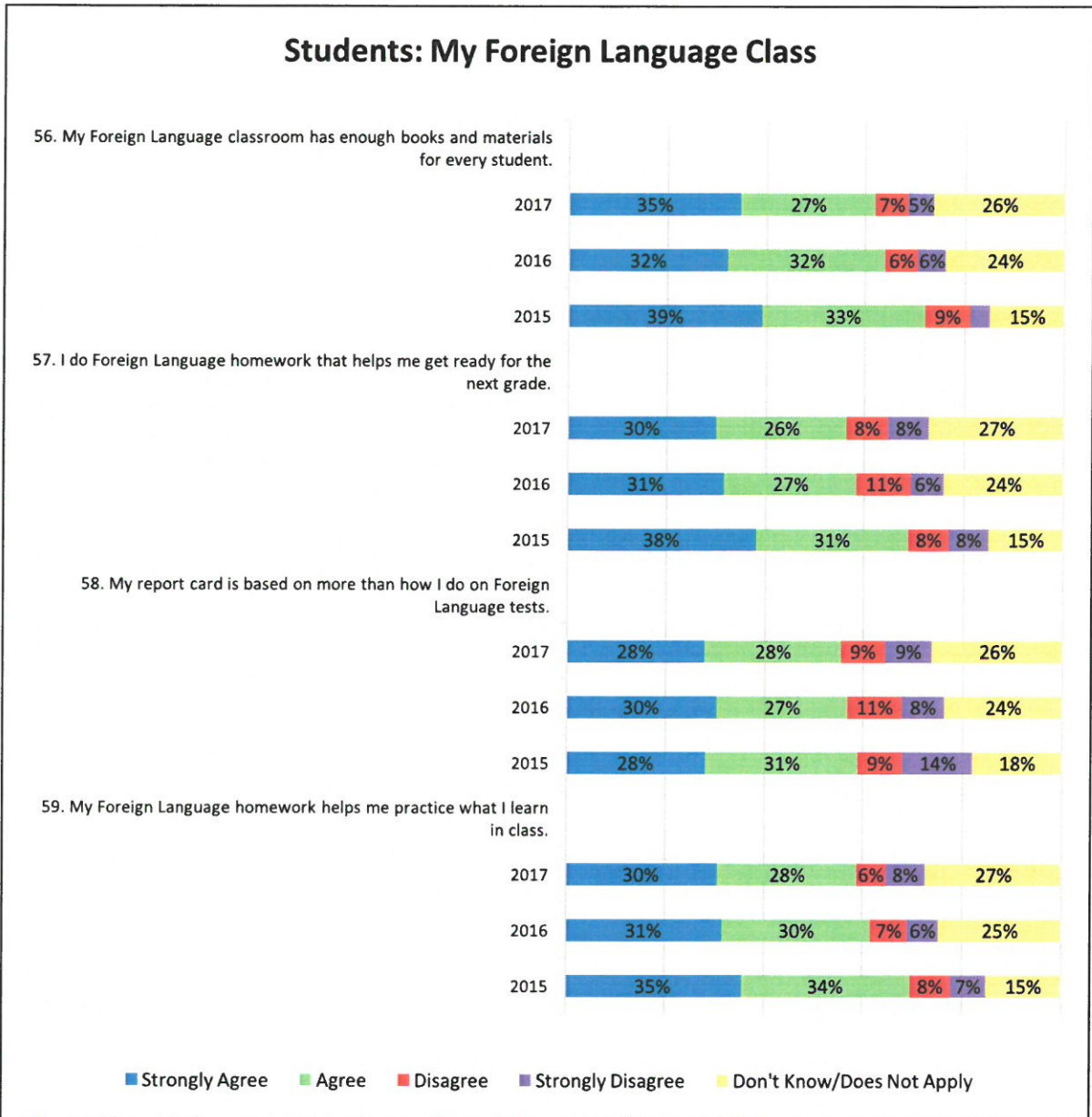
My Foreign Language Teacher & Class



Students: My Foreign Language Teacher Cont'd

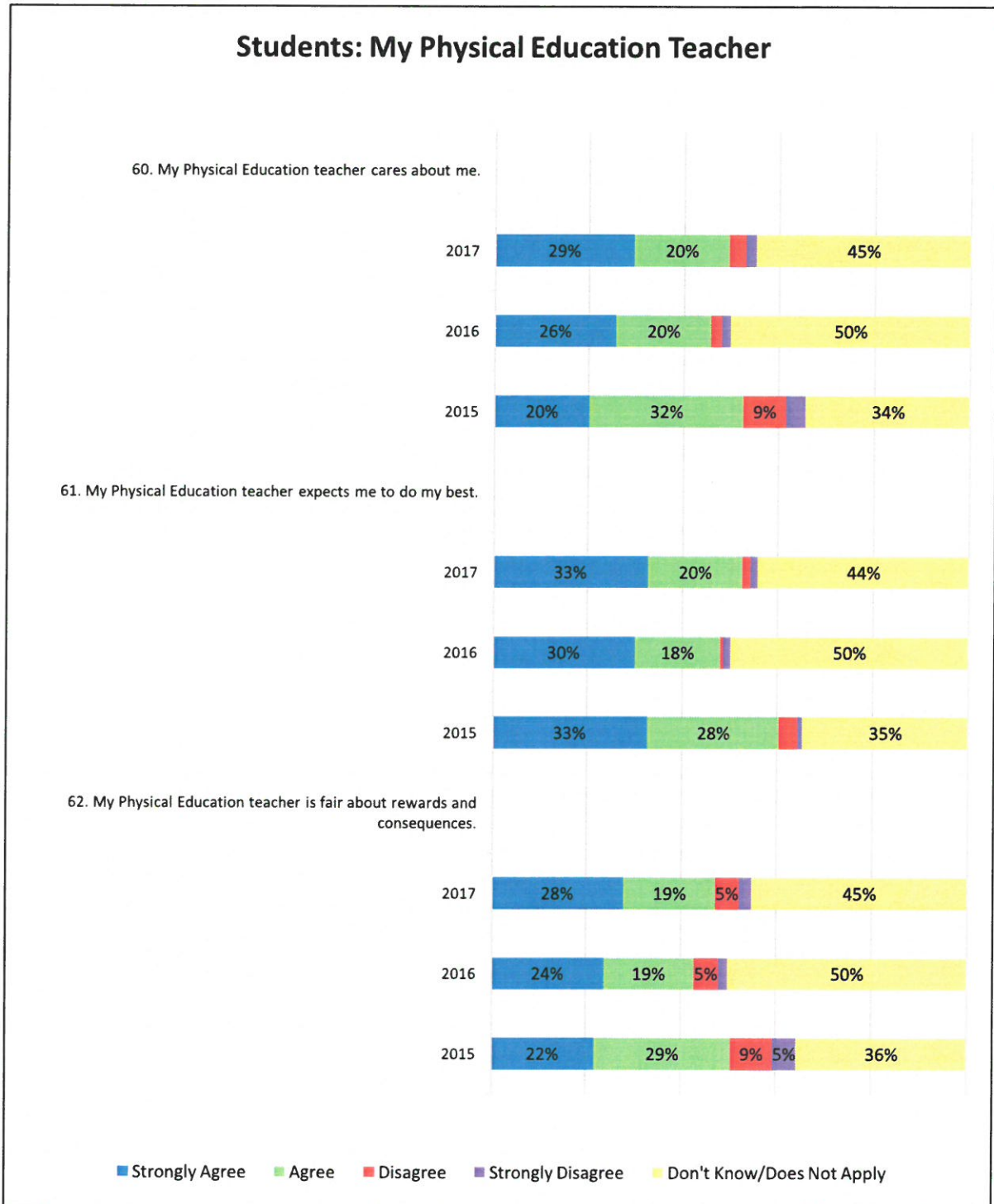


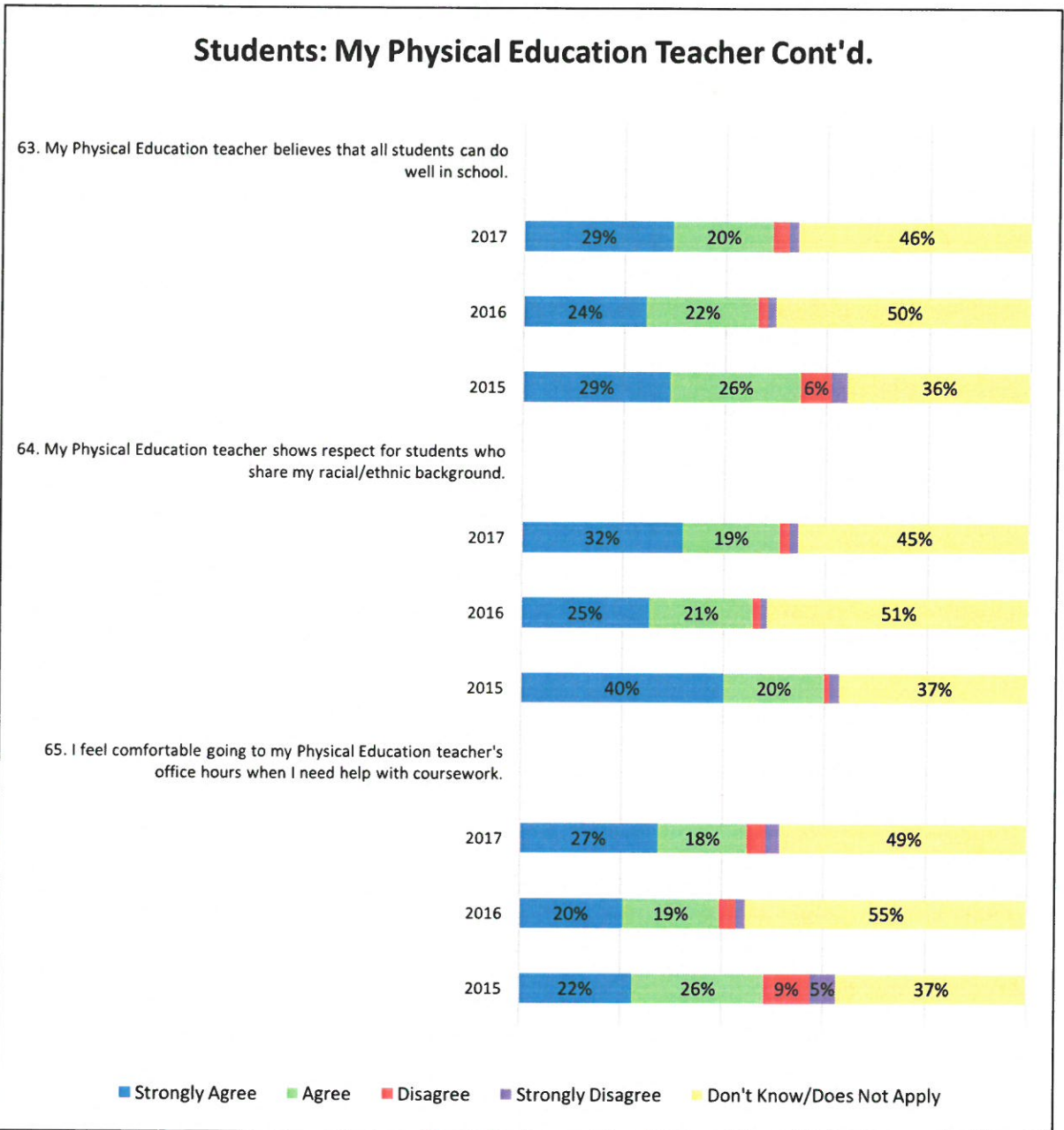
Student responses to their foreign language teacher have changed since 2015. Positive answers to questions about their foreign language teacher decreased by between 5 and 10 percentage points over the course of three years. Additionally, the percentage of students who did not know how to respond to questions, or to whom the questions did not apply increased a similar amount. Notably, the percentage of students who *disagreed* with the above questions stayed mostly consistent. For instance, 23% of students in 2017 *did not agree* their foreign language teacher was fair about rewards and consequences (329 responses). However, this year fewer students *disagreed* their teacher believed that all students can do well in school than did in 2016 (12% compared to 18%).



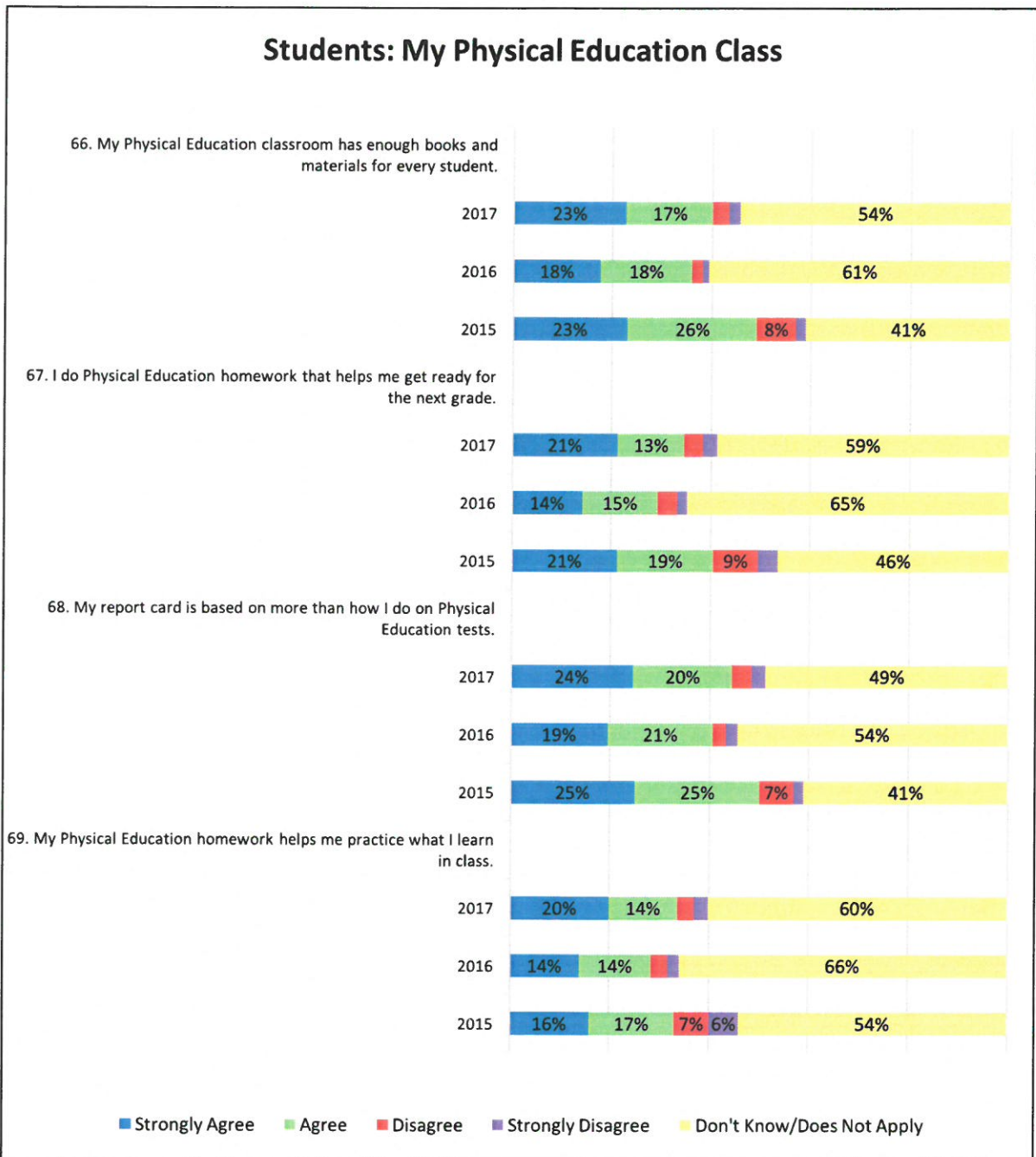
Student responses concerning their foreign language class were similar to those about their foreign language teacher. In 2017, fewer students agreed their foreign language homework helped them get ready for the next grade than did in 2015 (56% compared to 69%). Similarly, fewer students felt their foreign language homework helped them practice what they learned in class (58% compared to 69%). Interestingly, across all three years, over half of student respondents agreed their report card was based on more than how they did on tests (56% / 767 responses).

My Physical Education Teacher & Class



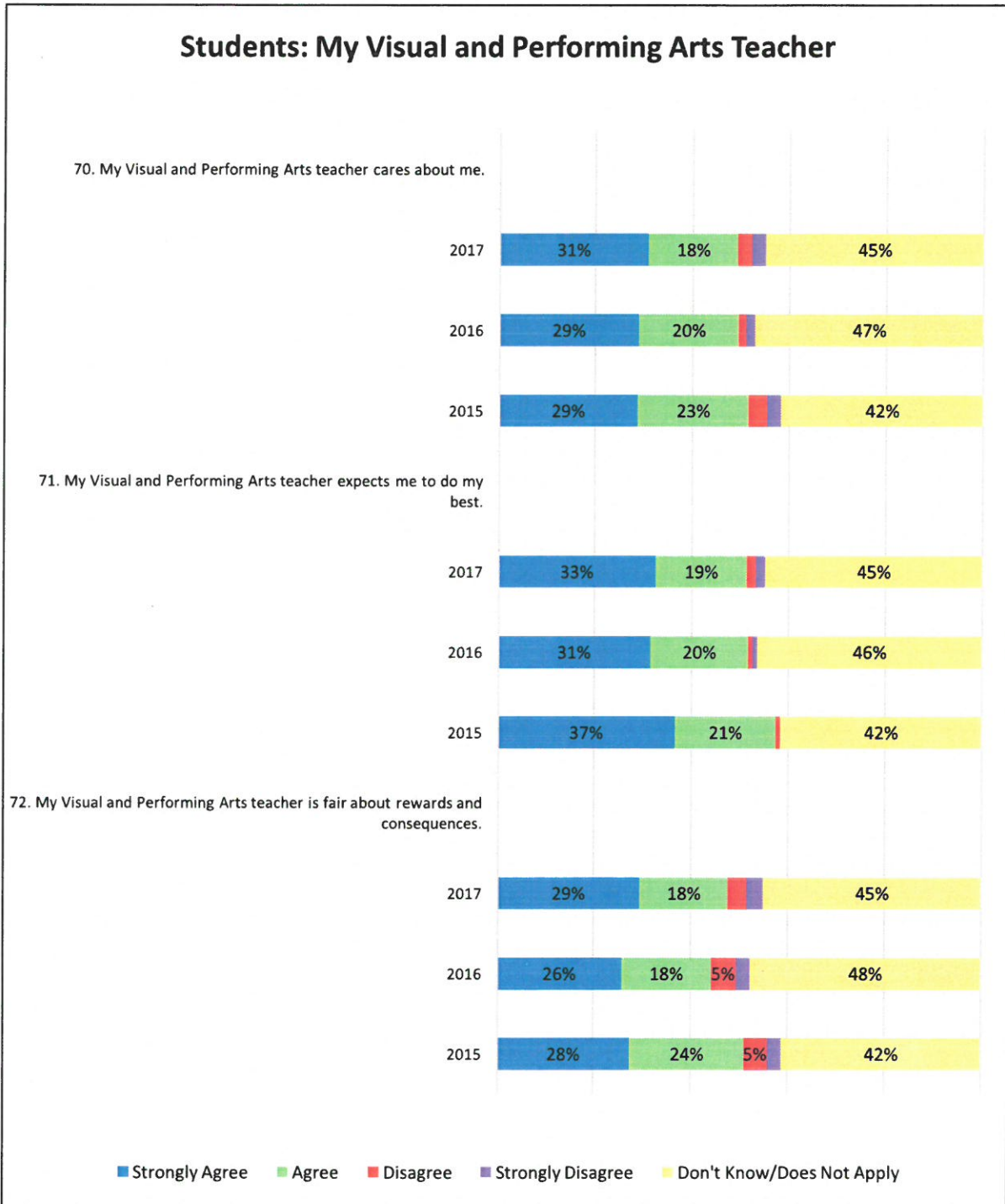


Roughly half of student respondents were unsure how to respond to questions concerning their physical education teacher, or felt the questions did not apply to them. Aside from these responses, however, students were very positive about their PE teacher. Particularly of note, a higher percentage of students in 2017 felt comfortable going to their PE teacher’s office hours than in 2016 (45% compared to 39%).



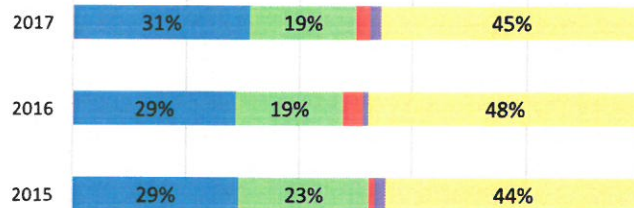
Most students were also unsure how to respond to questions about their PE class. Despite this, responses were generally positive. This year, more students agreed their PE homework helped them get ready for the next grade than did in 2016 (34% compared to 29%). More students also agreed their PE homework helped them practice what they learned in class compared to responses from the year before (34% compared to 28%).

My Visual & Performing Arts Teacher & Class



Students: My Visual and Performing Arts Teacher Cont'd

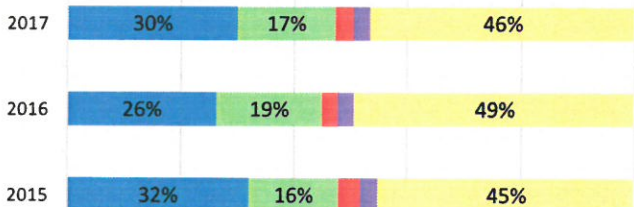
73. My Visual and Performing Arts teacher believes that all students can do well in school.



74. My Visual and Performing Arts teacher shows respect for students who share my racial/ethnic background.

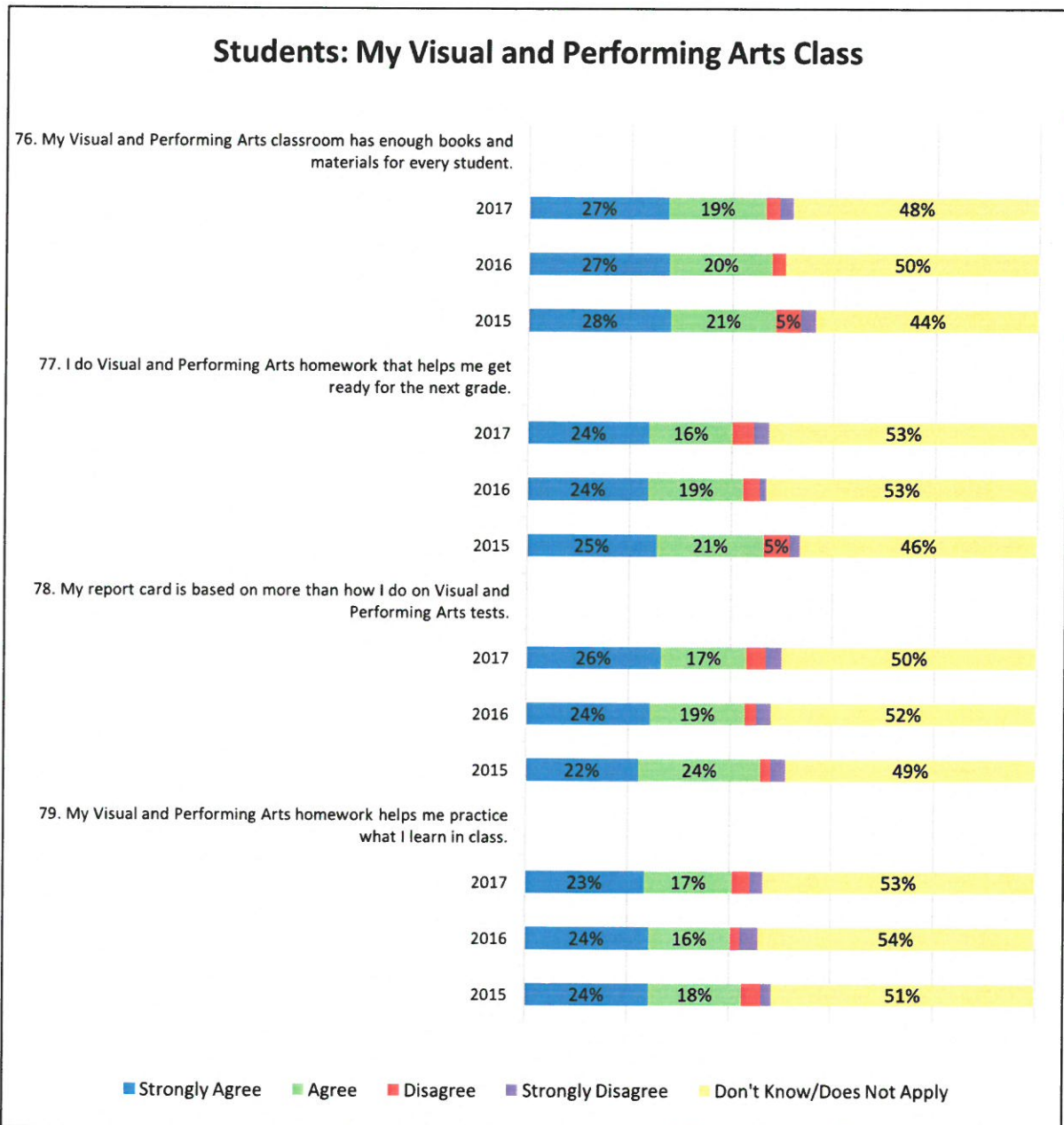


75. I feel comfortable going to my Visual and Performing Arts teacher's office hours when I need help with coursework.



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know/Does Not Apply

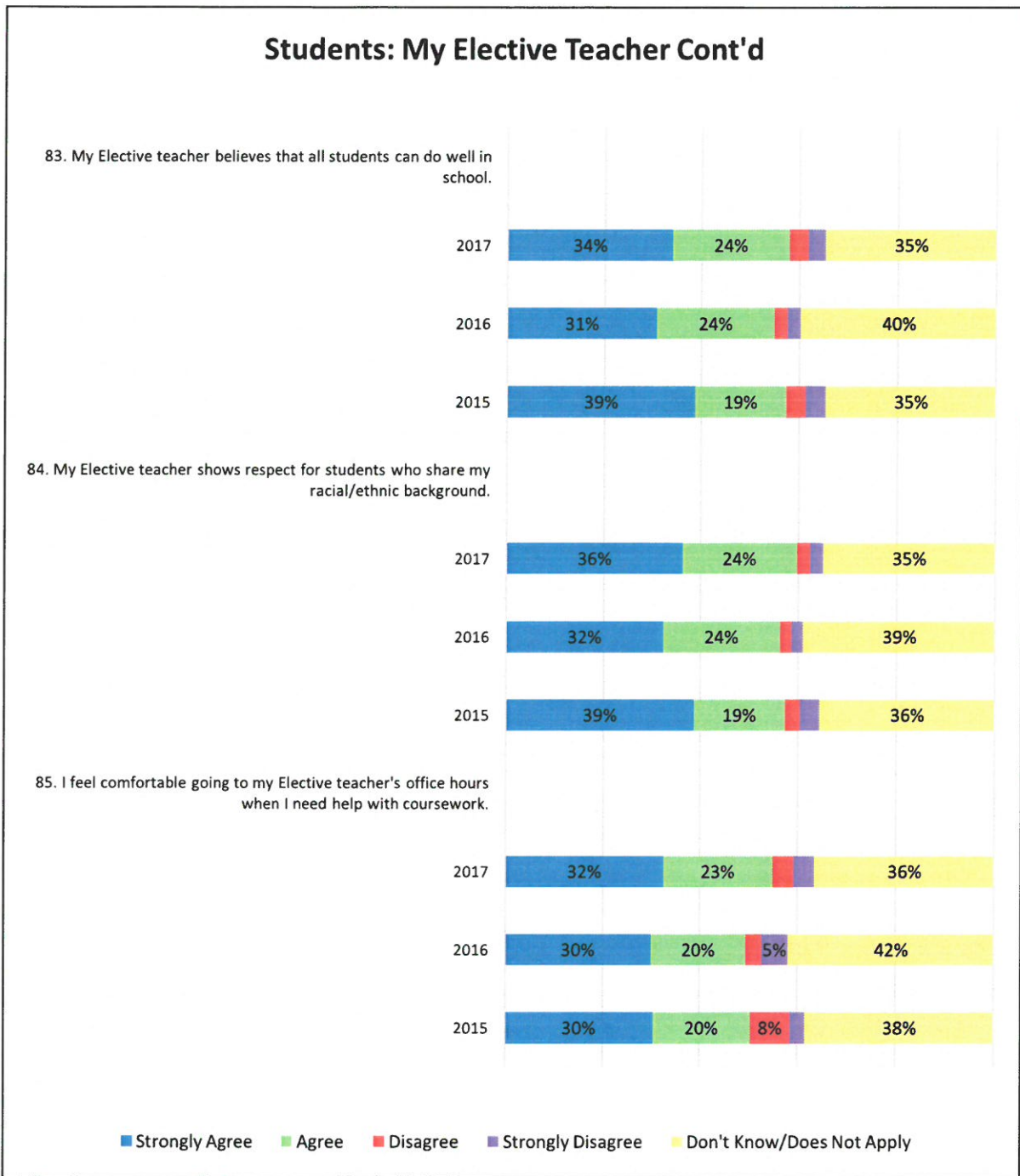
As with responses to the PE and foreign language teacher, students were unsure how to respond to questions concerning their visual and performing arts teacher, or felt the questions did not apply to them. Aside from these responses, however, students were consistently positive across all three years. For instance, roughly half of student respondents believed their visual and performing arts teachers cared about them (49% / 637 responses), expected them to do their best (52% / 698 responses), and felt comfortable going to teachers' office hours (47% / 642 responses).



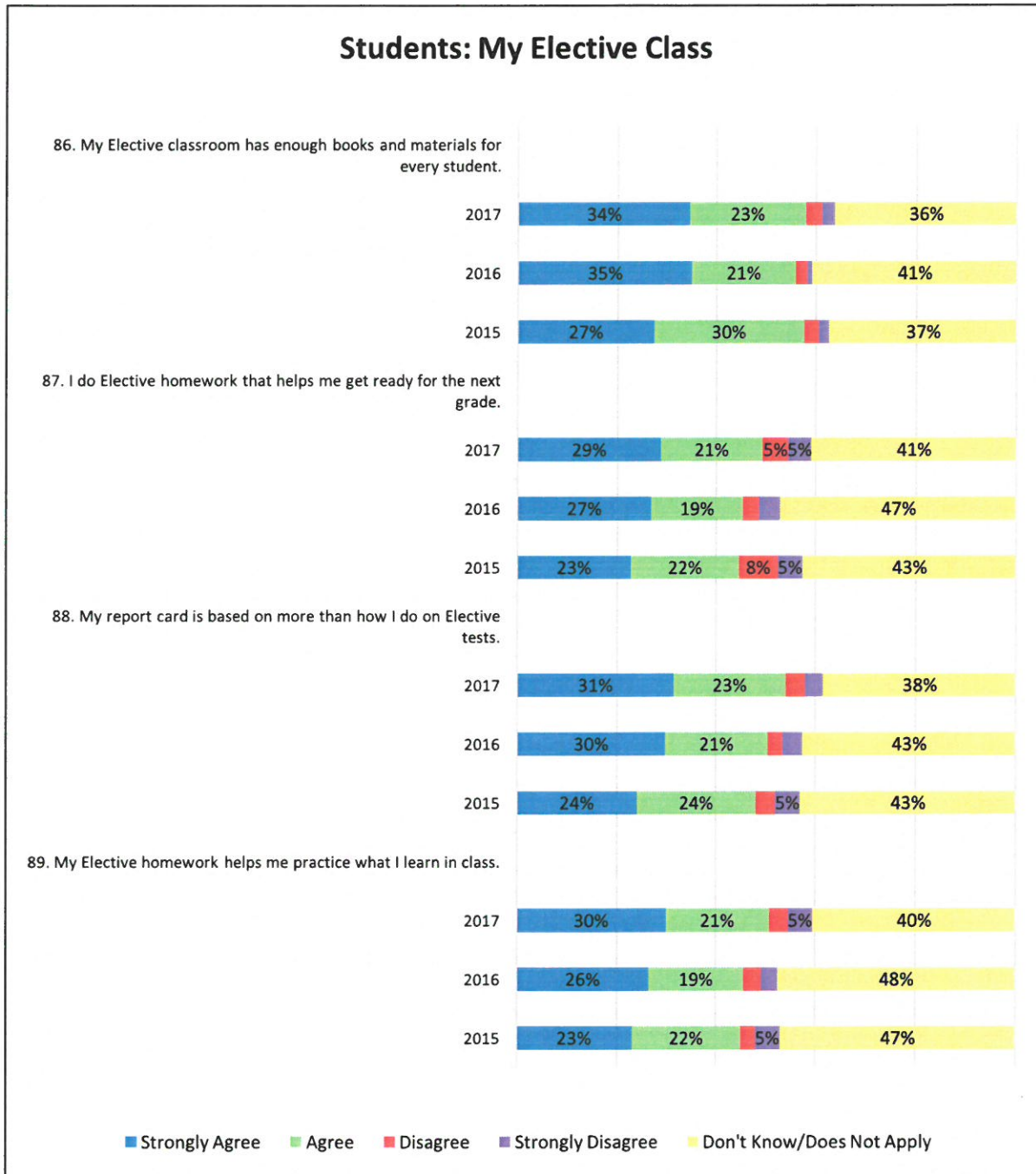
While roughly half of student respondents did not know how to respond to questions concerning their visual and performing arts class, the other half responded positively every year since 2015. Students agreed their arts homework helped them get ready for the next grade (40% / 541 responses), and helped them practice what they learned in class (40% / 550). Finally, 43% of students agreed their report card was based on more than how they did on visual and performing arts tests (582 responses).

My Elective Teacher & Class



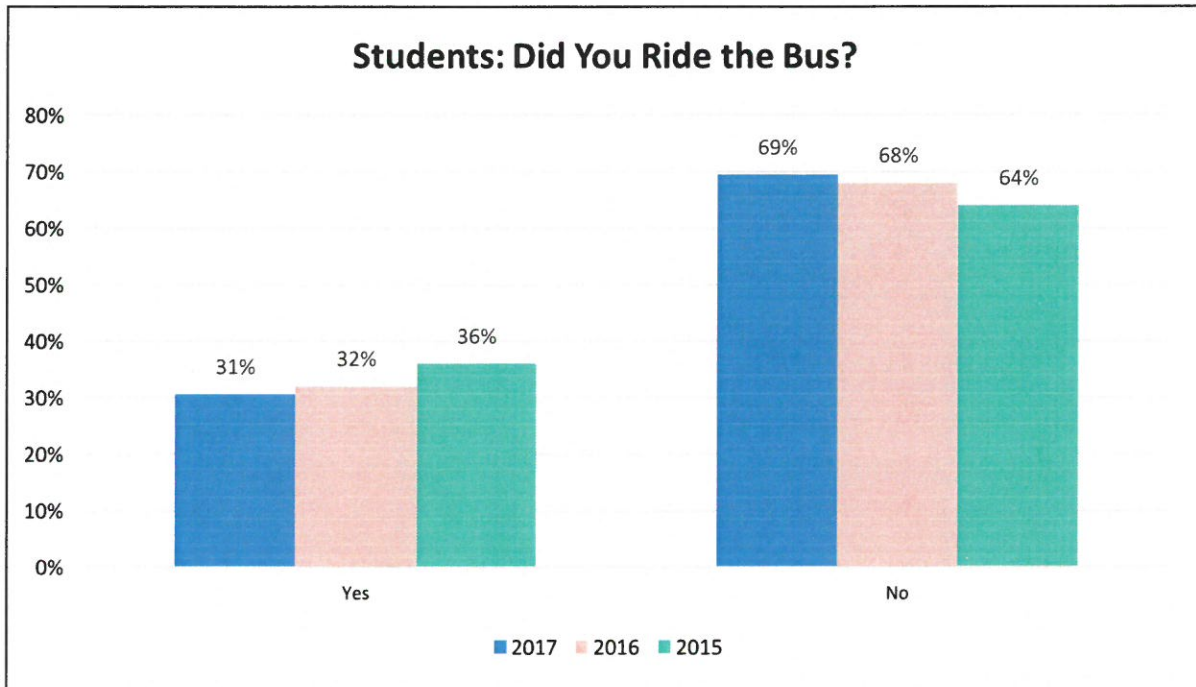


While one-third of student respondents did not know how to respond to questions concerning their elective teacher or felt the questions did not apply to them, the remaining two-thirds of students responded positively across all three years included in this report. However, 11% of students noted that their elective teachers were *not* fair about rewards and consequences (146 responses).

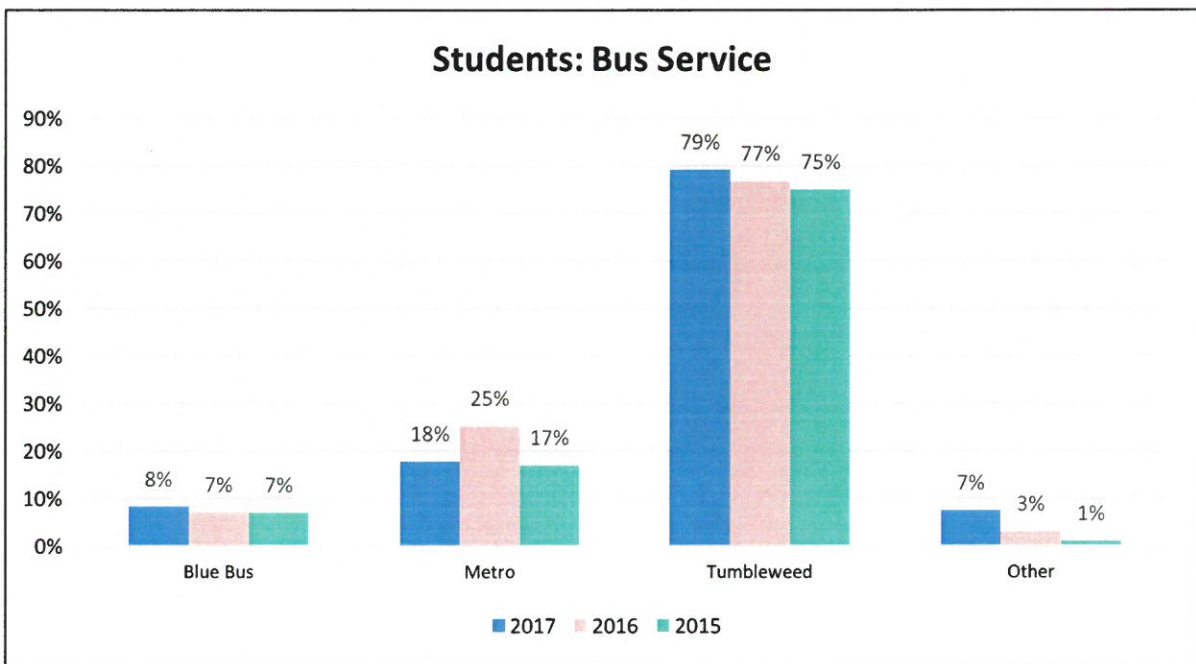


Similar to responses about students' elective teachers, roughly 40% of students did not know how to respond to questions about their elective class. The remaining 60% of students responded quite positively about their classes. Notably, over 50% of students agreed their report card was based on more than how they did on tests (54% / 732 responses). On the other hand, however, 10% of students did not believe their homework helped them get ready for the next grade (132 responses).

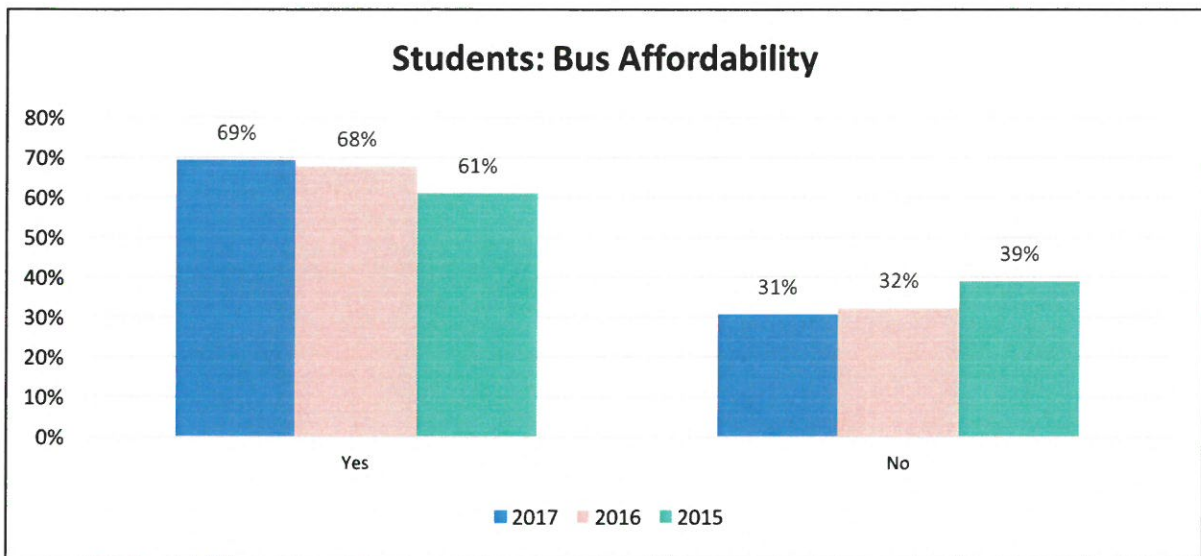
Bus Services



This year, a smaller percentage of students rode the bus than in previous years. In 2017, 31% of students rode the bus (430 responses), compared to 36% in 2015.



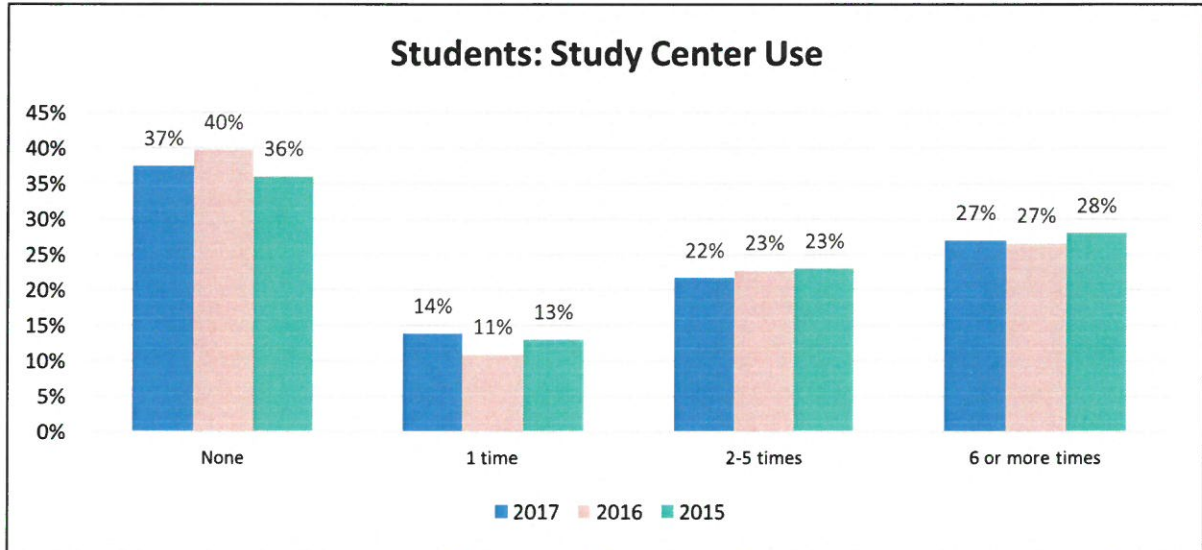
A clear majority of students who rode the bus took Tumbleweed buses (79% / 338 responses).



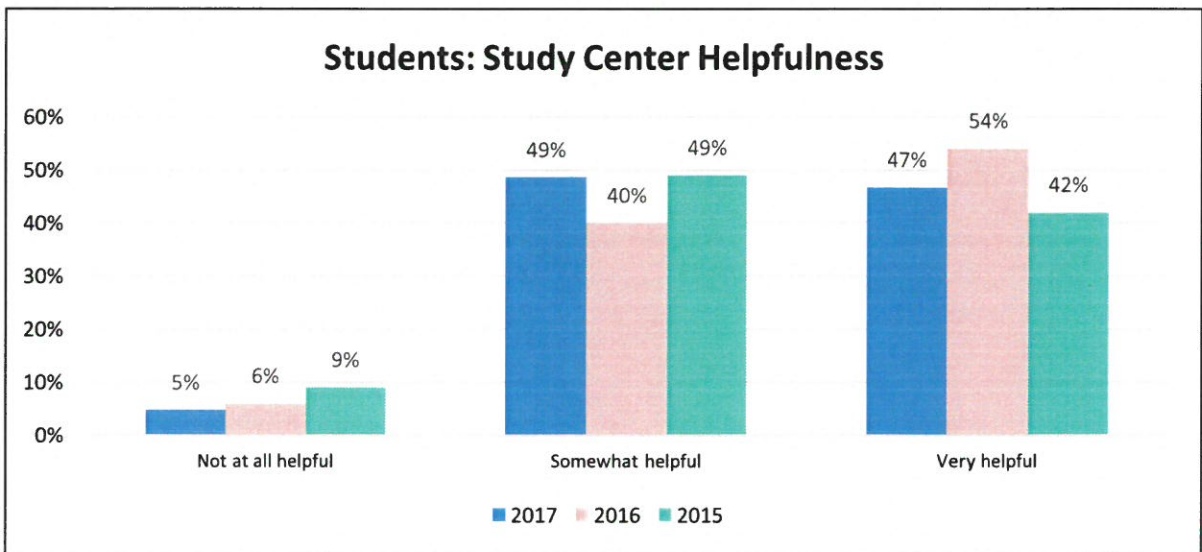
The percentage of students for whom the bus was affordable increased since 2015 (69% compared to 61%). However nearly one-third of students still found the bus *not* affordable (31% / 131 responses).

School Support Services

Study Center

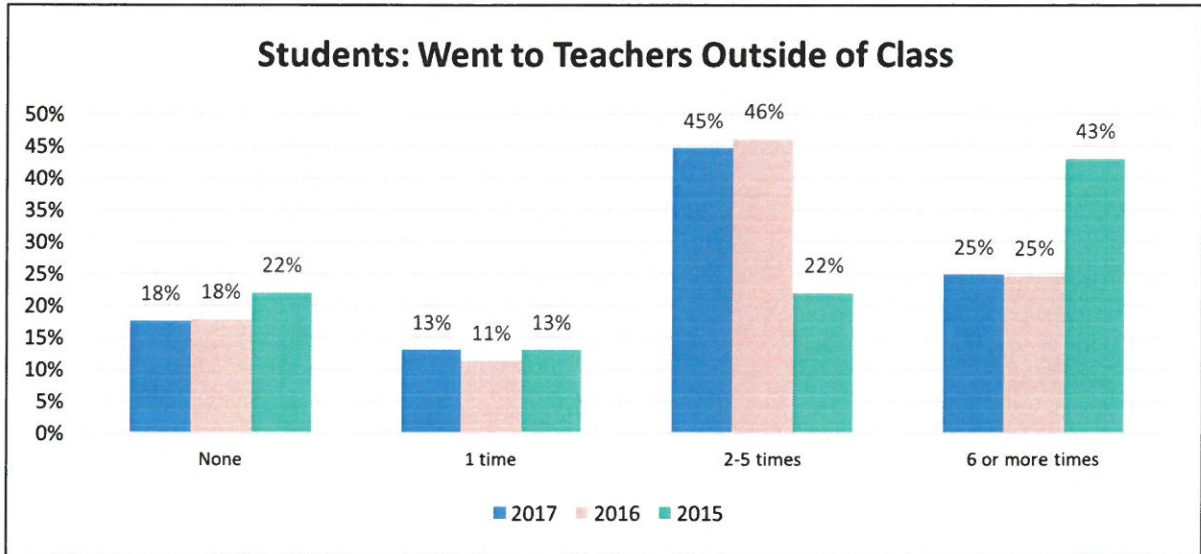


Study Center use has stayed consistent over the course of three years. Fourteen percent of students used the Center one time (193 responses), 22% two to five times (302 responses), and 27% six or more times (376 responses). Thirty-seven percent of students did not use the Study Center in 2017 (522 responses).

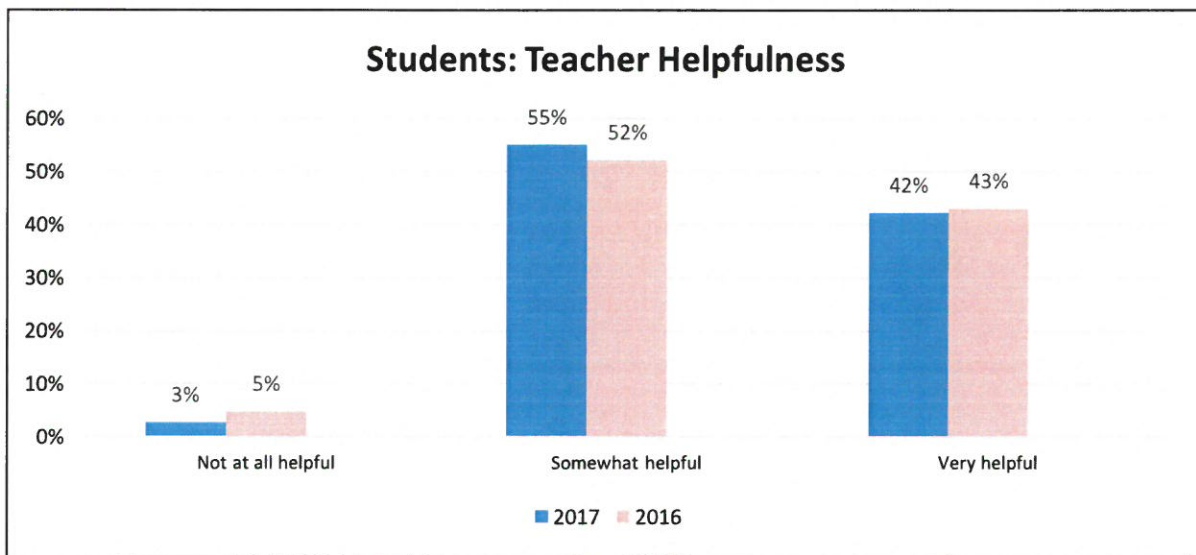


Nearly every student who used the Study Center found it either somewhat or very helpful (96% / 810 responses).

Teachers

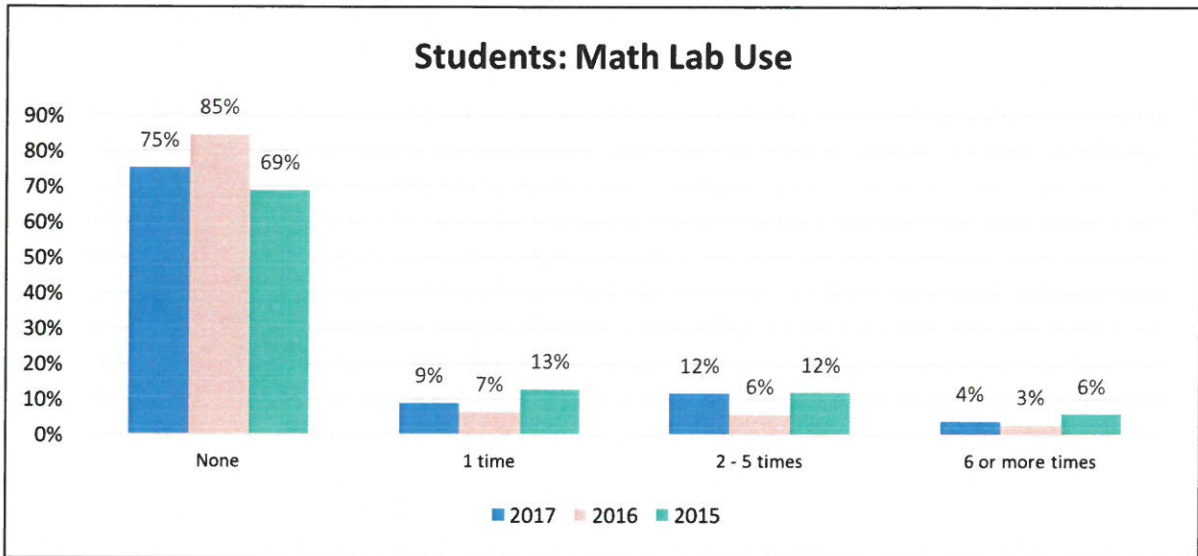


Nearly half of student respondents went to teachers outside of class 2-5 times in 2017 (45% / 604 responses).

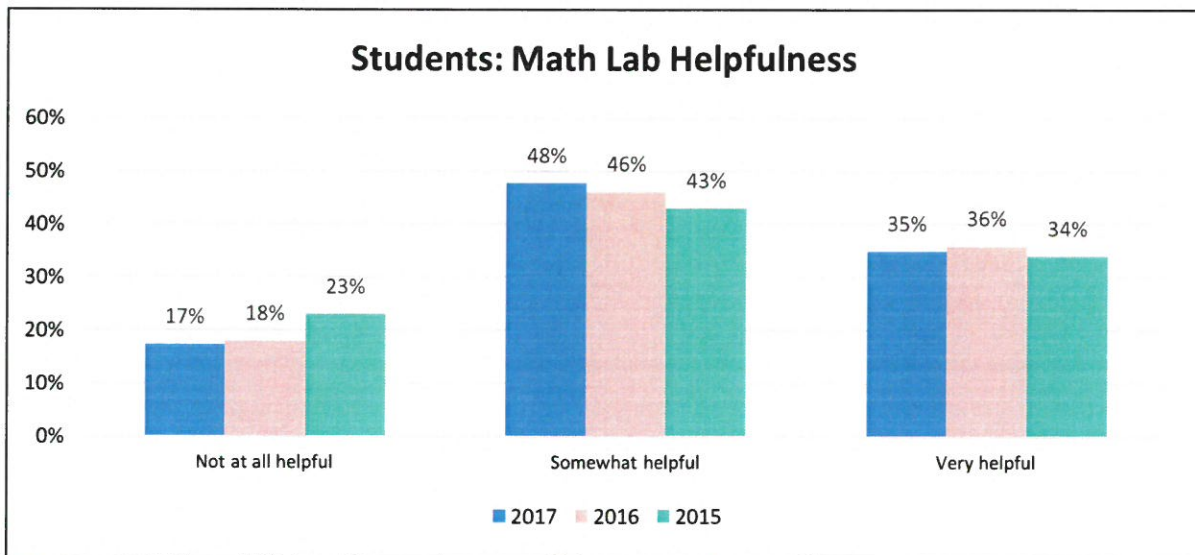


Similar to responses to the Study Center, of those who went to teachers outside of class, nearly every student found their teachers somewhat or very helpful (97% / 1,108 responses).

Math Lab

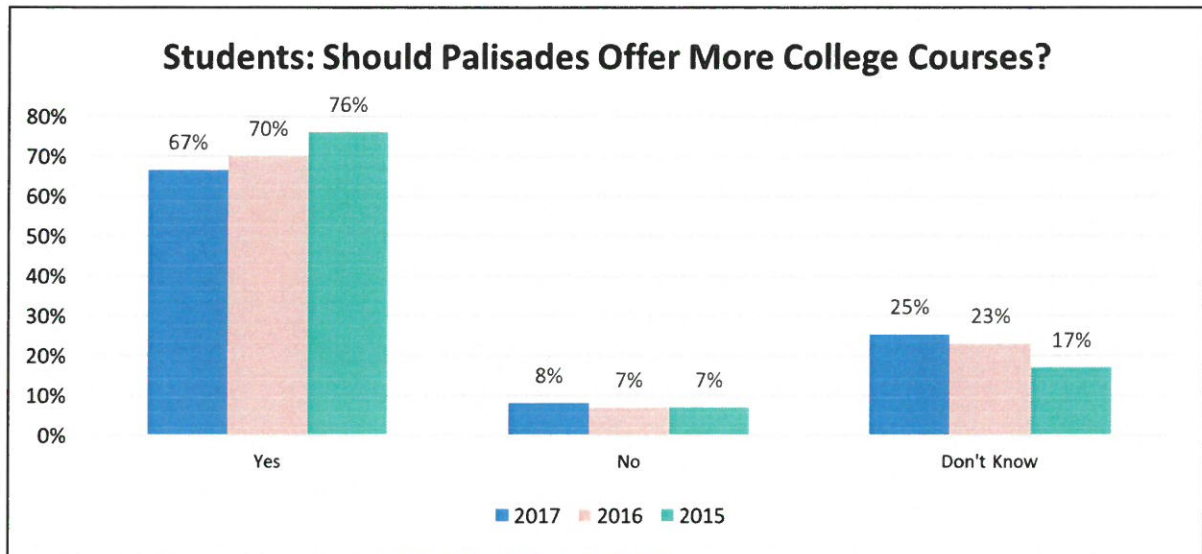


Unlike the Study Center or teacher office hours, only one-quarter of students who responded to the 2017 survey used the Math Lab one or more times (340 responses).



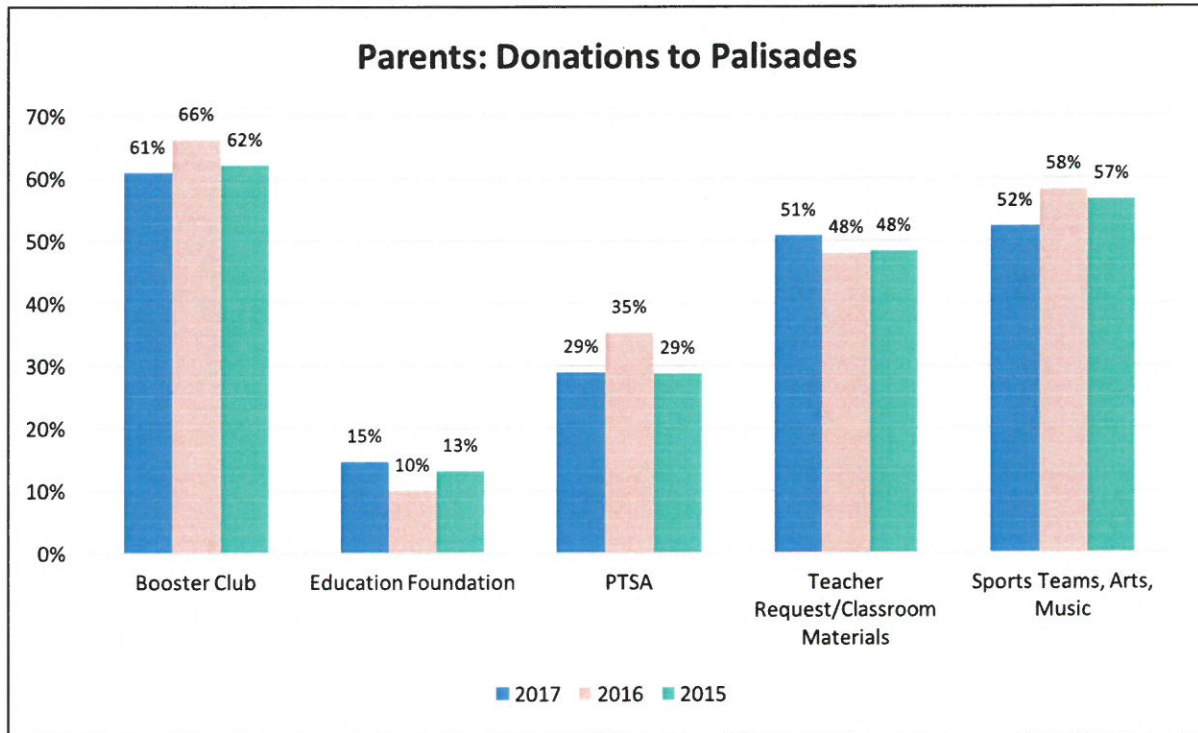
Of the students who went to the Math Lab this year, 83% found it either somewhat or very helpful (291 responses).

College Courses

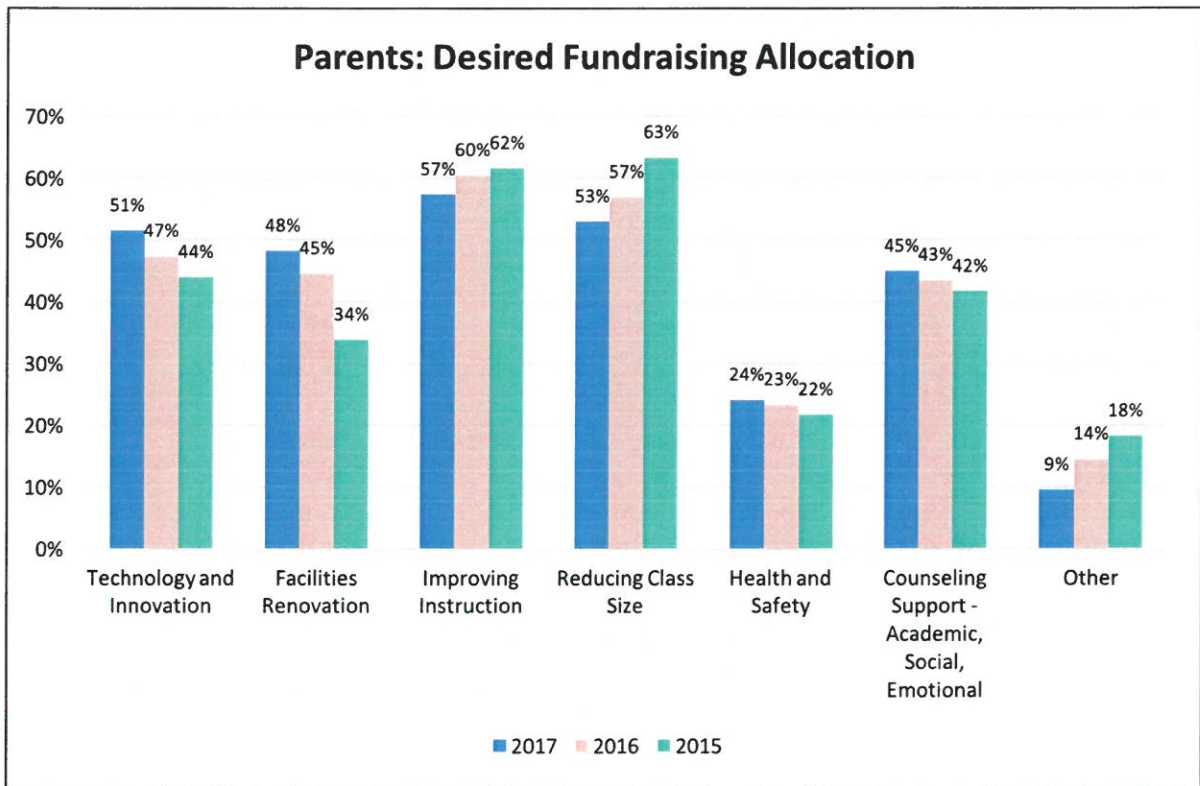


In 2017, fewer students felt Palisades Charter High School needed to offer more college courses than did in previous years (67% compared to 76% in 2015).

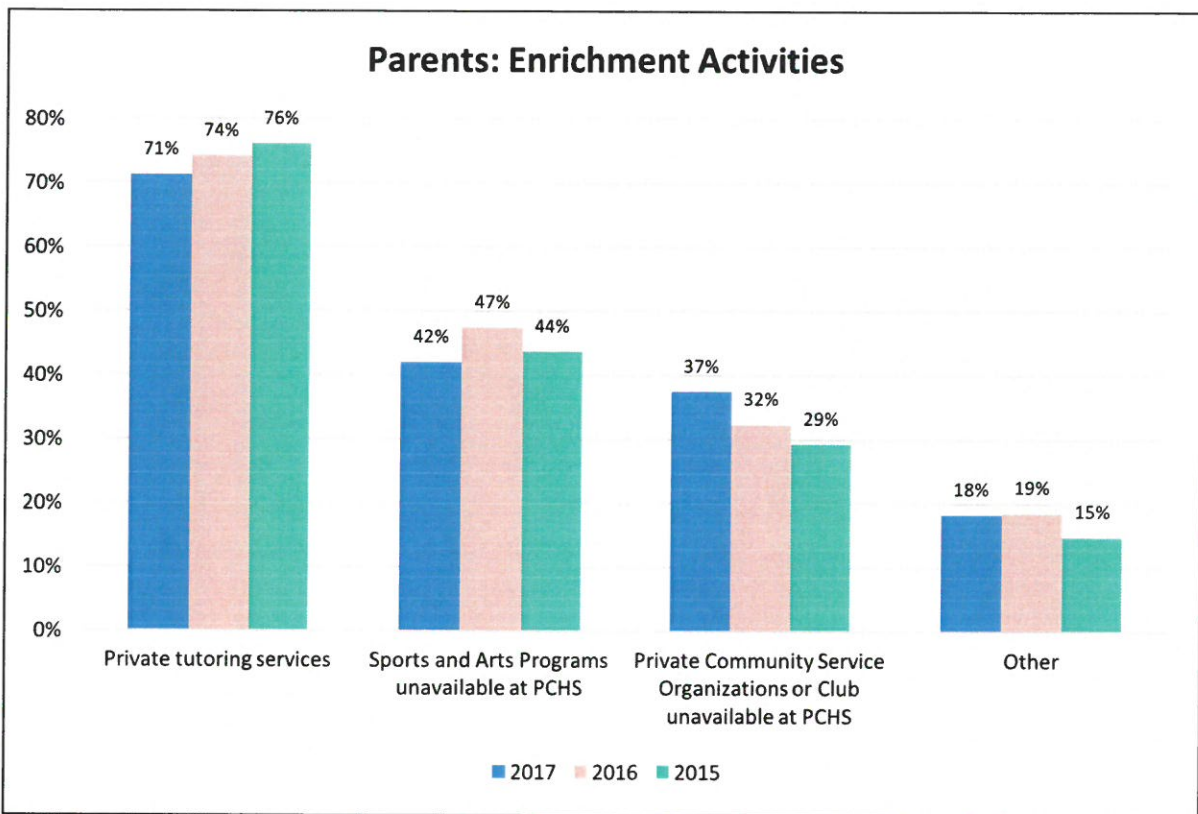
Parental Support



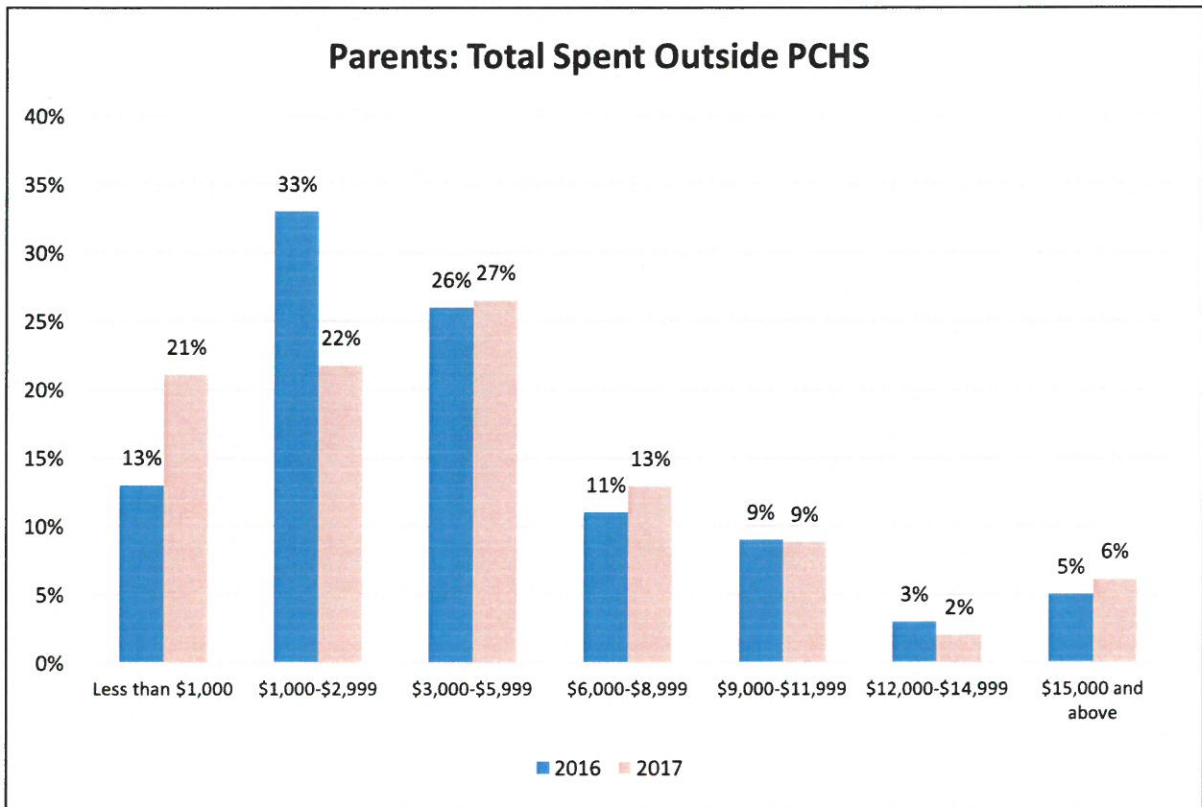
Parental donations to PCHS have remained mostly constant over the past three years. This year, 61% of parent respondents indicated that they donated to the Booster Club (162 responses). Half of the parents noted they donated to individual teacher requests (51% / 135 responses), and half donated to extra-curricular activities (52% / 129 responses). In 2017, fewer parents donated to PTSA than in 2016 (29% compared to 35%). However, 15% of parents donated to the Education Foundation (39 responses); an increase of 5% over the previous year.



Since 2015, parents have become increasingly interested in funding technology and innovation. In 2017, 51% of parents wanted fundraising to be directed toward technology (141 responses), compared to 47% the year before and 44% in 2015. Parents have also become more interested in funding facilities renovations, with 48% (132 responses) of parents interested in 2017 compared to 34% in 2015. Interestingly, over the course of three years, a decreasing percentage of parents wanted to allocate funds toward improving instruction (57% in 2017 compared to 62% in 2015), and reducing class sizes (53% in 2017 compared to 63% in 2015). Of the 9% of parents who chose “Other,” they indicated finding new teachers and funding arts programs as areas of interest.

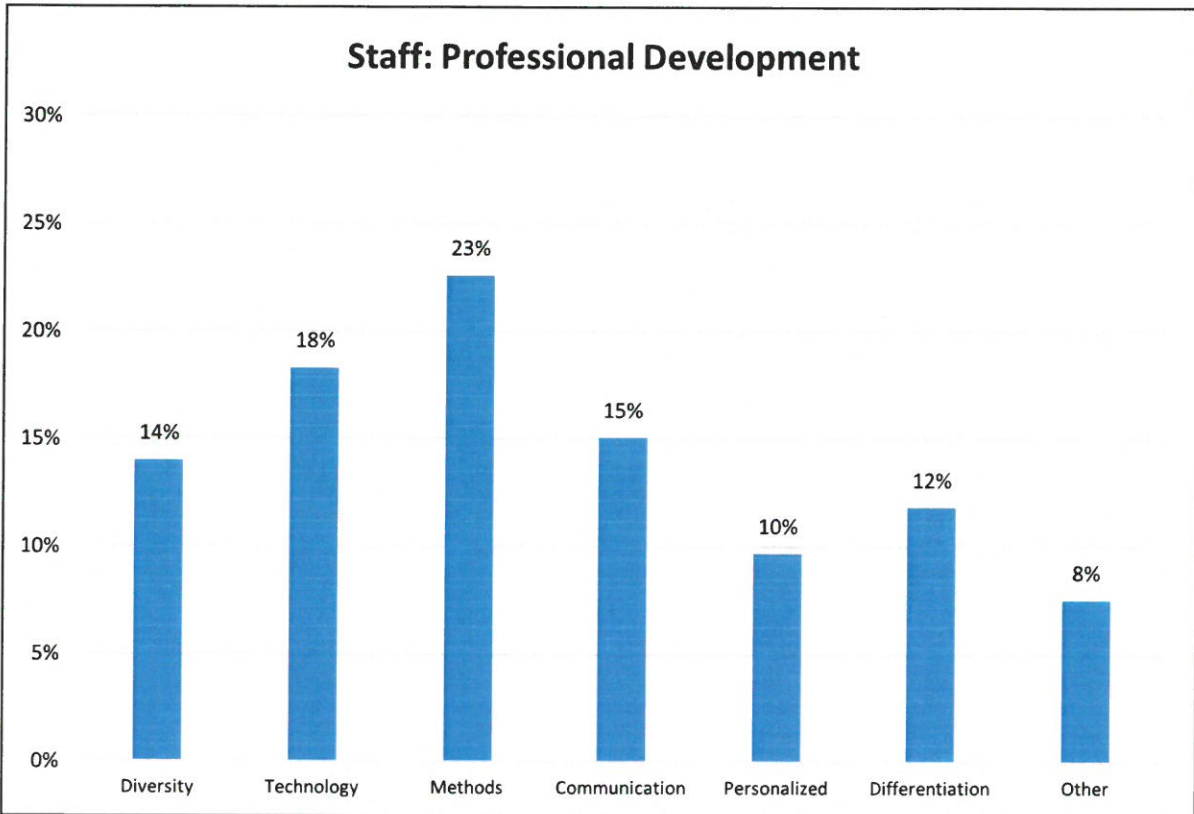


The activities outside of PCHS which parents have used remained consistent since 2015. Across all three years, 71% of parents had private tutoring services for their children (156 responses). Tutoring services were mainly for math. Forty-two percent enrolled their children in sports or arts programs unavailable at PCHS (92 responses). Interestingly, the percentage of parents who sought out private community service organizations or clubs increased since 2015 (37% compared to 29%). Of the 18% of parents who chose “Other,” many enrolled their children in college preparatory classes or SAT/ACT preparatory courses.



The distribution of the amount of money parents spent on their children’s educational experience outside of PCHS was similar in 2017 and 2016. A relatively large percentage of parents spent between \$1,000 and \$5,999 dollars (59% / 71 responses). Interestingly, the proportion of parents spending less than \$1,000 dropped from 21% in 2016 to 13% in 2017.

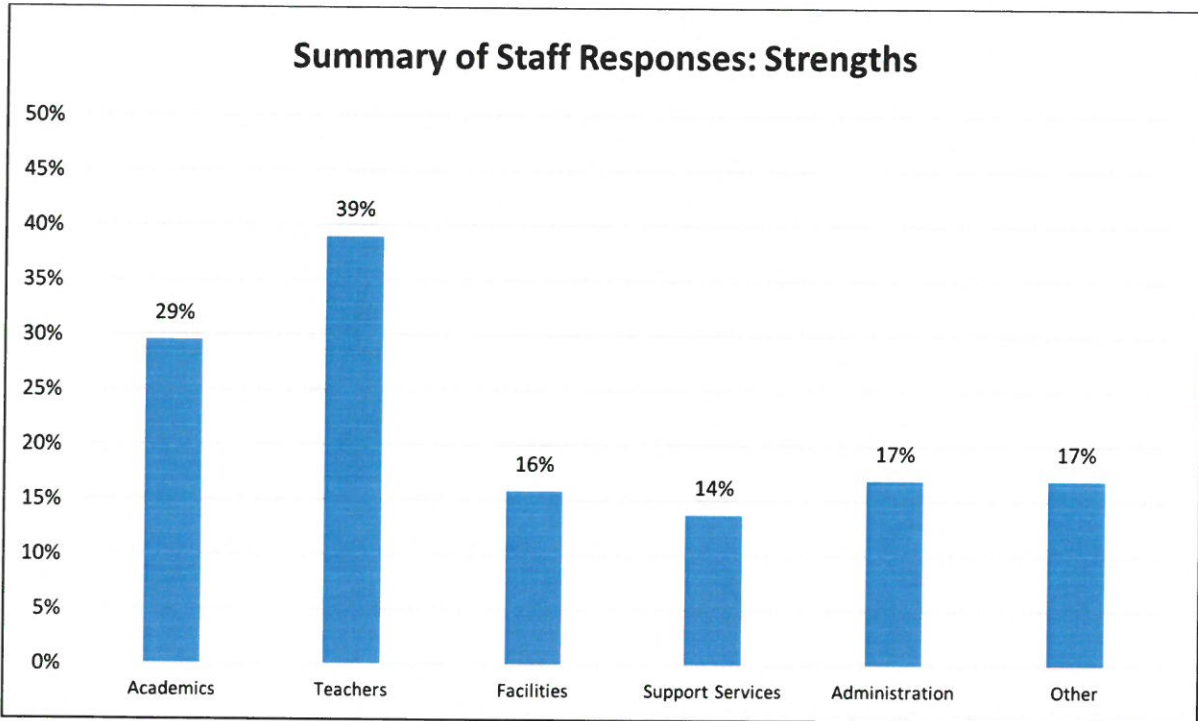
Staff Professional Development



Nearly a quarter of faculty respondents indicated an interest in professional development on teaching methods (23% / 21 responses). These faculty members wanted PD in subject specific methods, as well as more information on Social-Emotional Learning (SEL), and best practices identified by research. Eighteen percent of staff wanted more PD on technology, such as utilizing Chromebooks and Google Apps in the classroom (17 responses). Fourteen staff members were interested in finding time to collaborate and communicate with their colleagues (15%), while 13 wanted more opportunities for diversity training (14%). Eleven staff members wanted PD on differentiated instruction (12%). Additionally, 9 staff members wanted personalized or department specific professional development (10%). Of the 8% of staff members whose PD interests did not conform to one of the above groups, they were interested in learning more about mindfulness, dealing with stress, and first aid (7 responses).

Open-Ended Responses: Strengths

Staff



Palisades High staff members were most satisfied with their school's teachers (39% / 37 responses) and academics (29% / 28 responses). Additionally, 17% of staff selected the administration as a strength (16), 16% selected facilities (15) and 14% selected the support services (13). Of the 17% of staff who selected "Other," many praised the diversity on campus.

Staff: What do you like most about the school?

Staff responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (37 responses)

We have a strong staff that has been reinvigorated by the new staff hired this past year. We have many highly-qualified teachers who are National Board Certified.

There is some amazing, innovative thinking going on at this school. Many teachers work tirelessly to provide meaningful instruction and to form healthy connections with students that foster integrity.

Our teachers go above and beyond. What is asked of teachers now in education is unbelievable but I feel they answer the call.

The teachers are dedicated to the success of their students. Every teacher I work with puts a concerted effort into lesson planning and assessments.

The caliber of teachers here at Palisades is amazing. They are highly qualified, care about their craft and the students, and are innovative. It is a joy to work with these teachers.

Academics (28 responses)

We have great course offerings, experienced and effective teachers, and high academic standards.

The history department is doing great things by combining the honors and college prep. They are encouraging students to raise the bar and try for the AP.

The academics are the top strength of PCHS because of our high expectation that everyone receives a world class education and finds success.

Academics are the top strength at Palisades. We ensure that the students are expected to work on rigorous material that will prepare them for higher levels of education.

There is a culture of strong academics at this school, with students valuing not only their grade, but also what they learn.

Administration (16 responses)

Most members are creative thinkers who work with the teachers to do what is best and in the interest of students.

I feel the administration and teachers collaborate well together to provide a strong academic program in a supportive environment. As a teacher, I feel encouraged and supported.

The administration is dedicated to continual improvement and assessing the needs of all students.

Whenever I have asked for support from the administration during my first 2 years of teaching they provided it.

Facilities (15 responses)

We have an amazing school facility that is beautiful, well maintained, and a pleasant place to be.

The campus is beautiful on the outside, but some of the classrooms need upgrading to better meet the needs of our students.

Oscar has been a great asset to the school. Very hard working.

They work hard to make our school beautiful.

Support Services (13 responses)

Students receive help from special education teachers and general education teachers.

A PCHS strength is the school's support services. I say this because PCHS has many services available right on campus, from counseling to special ed. services. Students can feel confident that their needs will be met.

Our expansion of mental health support and interventions for struggling students is the right direction for us to be moving to support our students.

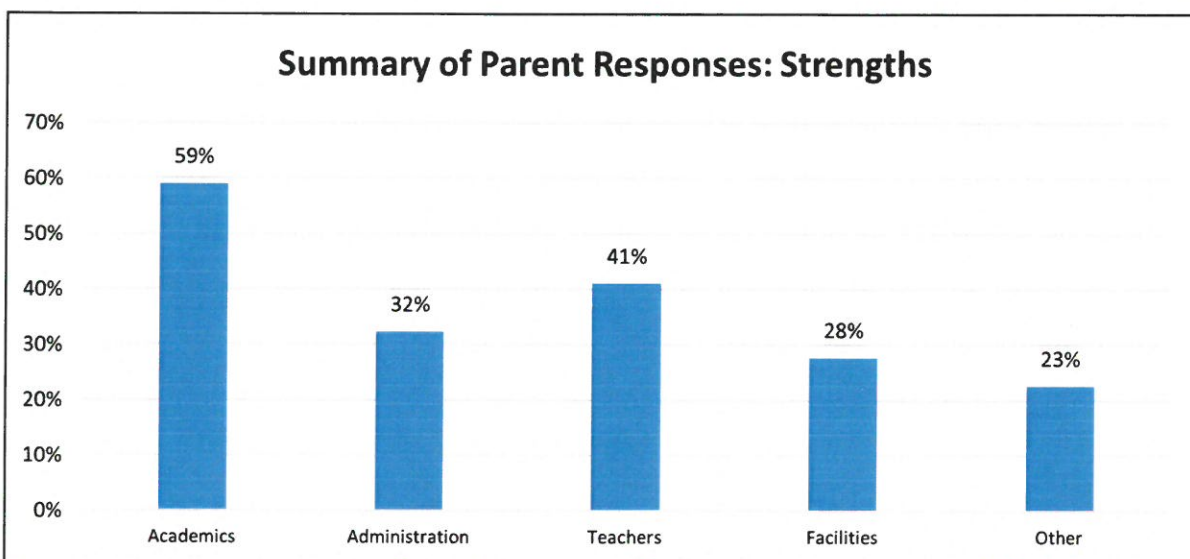
The School Support Services allow students access to assistance for academics and social/emotional support.

Other (16 responses)

I think Pali has many strengths. The top strength is our students! We have amazing, wonderful, diverse students who actively choose to come to Pali - no matter how long they must spend on a bus or how early they have to get up.

Our students! We attract a diverse, motivated population from all over the city, and the students impress me every year with their ability to grow, learn, and strive.

Parents



More than half of parent respondents were most satisfied with the academics at PCHS (59% / 115 responses). Parents also considered teachers as a strength (41% / 81 responses). Roughly one-third of parent respondents identified the administration as a strength (32% / 63 responses), and 28% of parents noted the facilities (54 responses). Of the 23% of parents who chose “Other,” they mentioned the extra-curricular activities available on campus.

Parents: I am most happy with the following aspects of my child’s school.

Parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Academics (115 responses)

The courses are challenging but not to the point where students don’t understand or don’t want to learn.

Pali High has a rigorous academic program that encourages my son to take many honors and AP classes throughout his 4 years of high school.

I feel my daughter has good support and understands what she needs to do to meet graduation and university requirements.

My child is challenged each day and excited to come to school.

My child has access to a rigorous and competitive course curriculum.

Teachers (81 responses)

I am blown away by the level of expertise and passion teachers show.

The teachers are so dedicated to the success of their students and work tirelessly.

My son has had some amazing teachers who not only cared about his learning but also his personal well-being. His English teacher in 10th grade was particularly excellent!

Truly up to date on events and knowledgeable at their subjects taught

Administration (63 responses)

I love the accessibility of the administration and the friendly, thorough help.

The individual counselors have been very helpful and really seem to keep pushing the kids forward. Even with the large number of students each counselor has, they appear to be able to develop personal relationships with their students and know what is generally best for them.

There was bullying this past fall and the administration swiftly investigated the situation and removed the dangerous boy from the program. The freshmen parents were impressed and grateful the bullying wasn't tolerated.

Facilities (54 responses)

Our facilities rival those of most private schools.

Our track & field are great. The pool is amazing both for students and non-students.

Pali High is well-maintained, clean, and beautiful.

Other (44 responses)

The overall environment. I appreciate the diversity and the life skills that are provided to the kids.

My children feel comfortable in the school environment. It has been a safe space for them which doesn't happen on a lot of high school campuses.

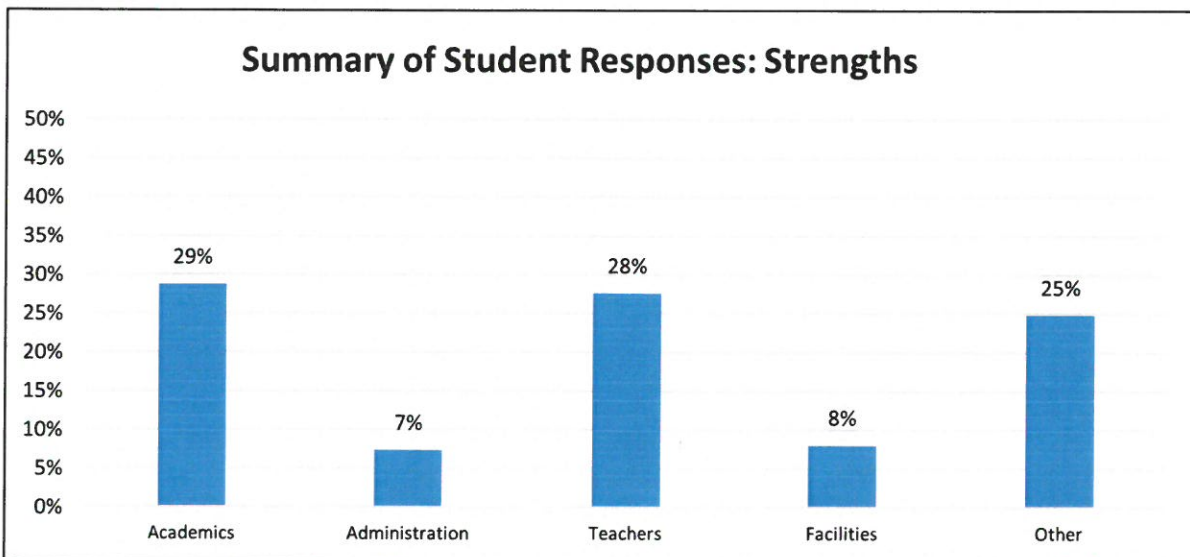
The Track and Cross Country programs have been amazing confidence builders and team experiences.

Swim team has been a wonderful experience.

The ladies in the College Center are amazing, resourceful, diligent, knowledgeable. I can never thank them enough for their help this year.

I appreciate the presence of security.

Students



Students at Palisades High highlighted the teachers (28% / 248 responses) and the academic program (29% / 258 responses) as their favorite aspects of the school. Eight percent (72 responses) referred to the excellent facilities at Palisades High, and seven percent (66 responses) credited the school's administration. Similar to parent responses, among the 25% of students who selected "Other," many pointed to the extra-curricular activities available on campus.

Students: What are your favorite things about the school?

Student responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Academics (258 responses)

I'm glad the school allows freshmen to take advanced math courses like honors algebra 2, unlike most high schools in the area.

I appreciate that we have lots of advanced courses on campus.

I like how rigorous the academic courses are and how students are pushed to their limit.

The real experience classes are the best. VEI business is more useful than any other class I have taken. More real life experience classes should be offered.

I like how everyone tries in school. No one is "too cool for school."

I love the variety of courses offered here at Pali. It gives me an opportunity to really explore my interests and go in depth with my education.

Teachers (248 responses)

Some of my teachers are great people who genuinely care about their students and it's very obvious. These are amazing people. Listen to what they have to say.

I have been fortunate enough to have some teachers throughout my 4 years at Pali who have completely changed my life in a positive way.

Most teachers at Pali are great. They genuinely care for their students and are passionate about what they

teach. I wish there were more teachers like these at Pali.

The teachers here are very helpful if you need to talk to them after class.

Throughout all of the schools I've attended, Pali is the only school where the teachers seem to care about each student and they make their classes more than just learning.

Facilities (72 responses)

It's just a happy feeling place. There is a lot of sunlight and everything is kept pretty nice.

The campus is large and pretty and the gym and fields are nice.

We have many facilities for a variety of extracurricular activities (sports, performing and visual arts, etc.).

We are given ample supplies and great, clean facilities that give us a proper environment to help us succeed.

Administration (66 responses)

The administration helps you when you need it and you can always ask them questions.

My counselor has been very helpful this year. She makes me feel confident in the decisions I make and the ones I plan to make in the future.

They're very in our faces for everything, but I appreciate their insistence.

The administration cares about every student and is fair to everyone.

Other: (223 responses)

The climate is generally very open and accepting. Students and faculty get along well for the most part.

I like the school environment and the safety this campus provides.

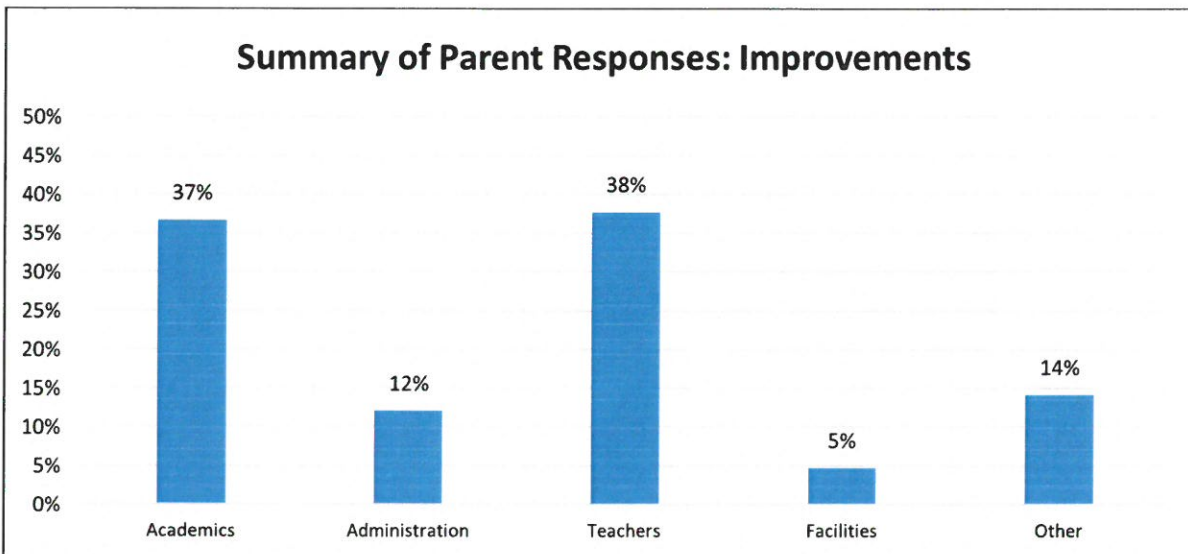
I love the extracurricular activities available to us.

I love our extracurricular activities like marching band and drumline because they are an escape from stressful thoughts and a place into which you can put your energy.

I like how laid back and relaxed the campus is in terms of policies and overall guidelines.

Open-Ended Responses: Improvements

Parents



Regarding improvements to Palisades Charter High School, parents identified teachers as one area in need of improvement (38% / 72 responses). Thirty-seven percent of parents additionally thought the academics could improve (70 responses). A small percentage of parents identified the administration as needing improvement (12% / 23 responses), and only nine parents brought up the facilities (5%).

Parents: I feel that my child's school needs improvement in the following areas.

As noted above, parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (72 responses)

Fire the few bad teachers. The majority of the teachers are fabulous but there are several who should not be teaching and who ruin the school.

Pay attention to teachers' performance and recognize those who are doing well and replace those with antiquated teaching styles. I am an educator and the information passed on to me about my daughter's Spanish teacher is appalling!

Teachers need to be more approachable. Most have no personal interaction with the students. We need smaller classes and more individualized attention. I don't really feel like anyone "knows" my son.

Teachers need to be more responsive. The math teacher never responds to emails requesting feedback.

It seems that students have zero options when placed with a bad teacher; either more counselors are needed to help find options or awful teachers should be removed from staff to maintain the school's reputation for academics and to provide the education you claim to offer.

Academics (70 responses)

My second child is at Pali now and I have found the math department to be consistently disappointing. When I try to discuss with administrators I find them unresponsive and defensive about this topic. My family loves Pali but the math department really needs better teachers who actually teach the material. I pay a tutor to teach my

son the math that he should be learning in the classroom. His tutor doesn't just help him. His tutor teaches him the material. This is a problem.

The math department is very weak. It is a problem that is continually discussed among the parents, but does not seem to be addressed within the school. The department needs to review its teachers and curriculum to ensure that all needs are being met at a high academic level. In addition, we have had a couple of instances where teachers have not been supportive of each other. The PE Teachers are not cooperative with the Team Sport Coaches. The girls change their clothes in the bathroom before practice as the PE Teachers will not hold the locker rooms open for an extra 15 minutes after school. The boys, however, do have access to their locker room to change their clothes. We should emphasize that it is all for one and one for all. It does not provide a feeling of goodwill if the teachers are not showing a supportive, united front to the students.

There are some very low performing teachers in math, science, and foreign language (Spanish). The low performing teachers tend to teach the basic classes and the better teachers teach the honors and AP classes so the kids in the basic classes fall even further behind.

We have had a continuing problem with math instruction in ninth grade. The teachers are uninspired, teach many lessons online, and are not there to give the children support.

Administration (23 responses)

There was a huge push to change from block scheduling because it would improve graduation rates and math scores. But that came and went. What happened?

I think the school needs more counselors. Each one has so many students that it's difficult for them to devote any time or energy to students.

Give much more attention and support to improving classroom teaching and environment. Listen to parent input and follow through with not allowing bullying by teachers. Similarly, there is great unevenness in the quality of the academic counselors. Some are wonderful but some need intervention! We received terrible service for 7 years due to where our last name falls in the alphabet.

Facilities (9 responses)

Make sure the bathrooms are clean and work properly.

Invest in maintaining the field, stadium, locker rooms, and weight rooms.

We need air conditioning!

Other: (27 total responses)

Parking for pick up and drop off is stressful. School workers can help this to be a less stressful movement.

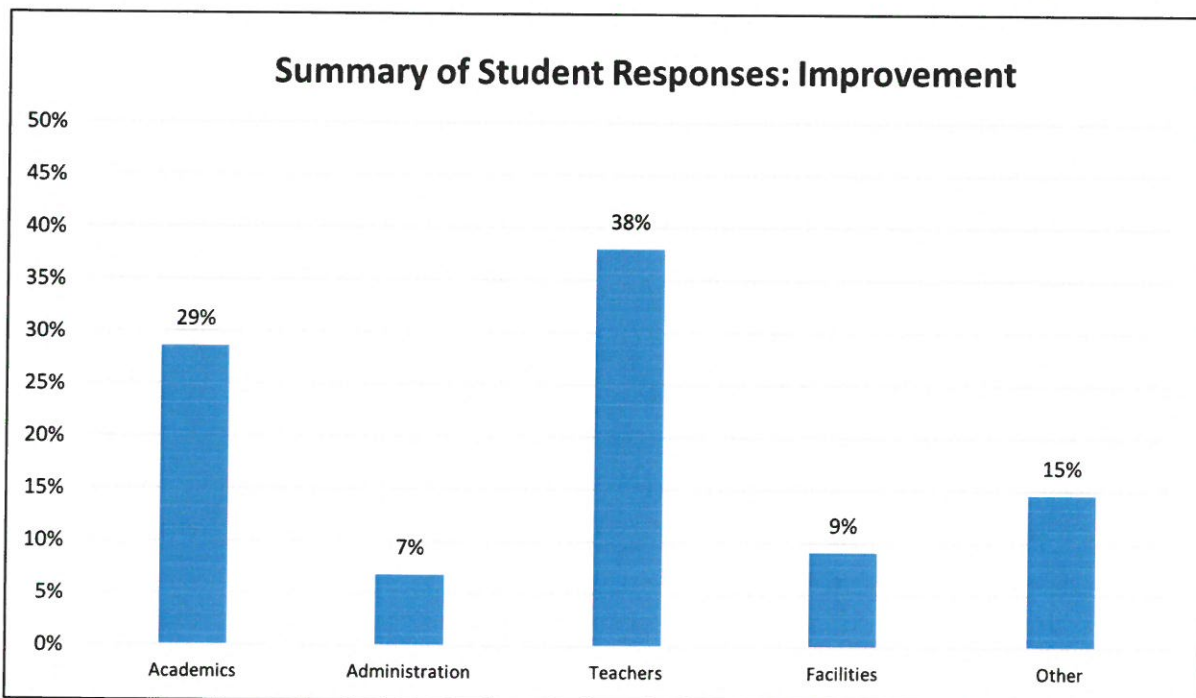
Maybe provide more programs for parents to help their kids with college applications, scholarships, etc.

The College Counseling Center can be more involved in the college process. All private schools in our area call colleges about their students. Pali has very little role or involvement in this process. Also, some security guards are very rude and disrespectful to the parents. The front office could be a little friendlier.

My child has yet to visit the College Center. He has social anxiety and the school is not set up to address or even take note of this.

I wish there was an academic mentor for my kid who would help her across all subjects and intervene where needed. Right now, we have to go between individual teachers, counseling office, administrators, etc. If there was one mentor who would look at their overall performance and check in with them, this would be amazing. Students don't tell parents everything and even though we can see their grades, it would be a great support to have someone at the school who checks in with students and addresses issues with a particular teacher.

Students



Students highlighted teachers (38% / 336 responses) and academics (29% / 253 responses) as primary areas of improvement for Palisades High. Nine percent of students thought the facilities could improve (80 responses), and 7% felt similarly about the administration (60 responses).

Students: What should we change at our school to make it better?

Student responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (336 responses)

My math teacher is never here and doesn't know what is going on in the class most of the time.

Many of the teachers here are conceited, self-absorbed, and rude. They do not respect students and therefore do not command respect from students. This school needs to pay more attention to what its teachers do and how the students feel about it.

Many teachers call students names and tell them they'll never be good which lowers students' self-esteem, and is terrible for students with mental illnesses. Others simply refuse to answer questions, giving the impression that students don't deserve an answer or don't matter. These actions further hurt students' self-esteem.

We need a revised tenure plan to let go of the teachers that do not help students but rather make them hate school.

Most of my teachers want me to succeed in whatever I do and help me to achieve that. However, some of my teachers do not teach me as well as they can. In certain classes I do not learn anything and I feel that I am not prepared for next year's classes.

Take student complaints about teachers to heart/act on them, especially if there are multiple complaints. Also, teachers need to be more aware of homework loads, since many students have other demanding classes.

More care put into choosing teachers and analyzing the proposed coursework and lesson plans by teachers.

Admins should do more research before deciding to hire a teacher.

I would re-evaluate some of the teachers that have been the subject of multiple complaints.

Some teachers do not teach the curriculum. Some students are not able to learn the required curriculum in depth because of this.

Academics (253 responses)

I believe the school should offer more foreign languages, like Latin and Mandarin.

Include a mandatory class that provides college readiness and basic life skills preparation.

The math department desperately needs to reform their system. I know that I am not the only one who feels this way. I have gone to the math lab every day for two months to pass standards and the number of students who attend is extremely large. This system is not effective and many students struggle and try to make appointments. They still do not work. Something urgently needs to be done.

Being able to take APs freshman year and AP English in 10th grade would be useful. Being able to take courses out of the current order (ex. AP Lit before AP Lang, or US History before World, etc.) would be more convenient too.

Grades should not be so dependent on how one performs on tests. There is more to student's intelligence than test performance.

I wish Pali had a larger variety of courses with higher capacities. I find it's hard to get the classes than you need and/or want.

I didn't like the 4-year plan because I don't know if I'll even be ready for whatever class I chose unless I see how I did in the previous one.

Facilities (80 responses)

Bathrooms need repairs and air conditioning needs to be installed.

More recycling bins outside.

The bathrooms are terrible. They need to be improved. Some of the girls' bathrooms barely have running water to wash our hands. We need to be clean and not spread diseases!

Classrooms need air conditioning.

The bathrooms are always dirty. There never is toilet paper or soap, and they smell bad.

Administration (60 responses)

They need to interact with students more. They seem distant and don't care much about us.

The college center needs to be more positive and inspiring. Rather than saying I won't get into any of my colleges, inspire me to continue to do my best.

Please actually do something about student complaints about teachers. Collect complaints from students and once a teacher reaches a certain number of complaints check things out because students don't complain about someone for no reason. There is usually and almost always a reason.

The counseling office and Mr. Hartman should try to be more helpful to the students, not just the teachers. I feel that they are focused solely on defending teachers and not on helping students.

Other (129)

We should reevaluate how diversity is handled. Not every race is treated equally.

Funding to student resources and music classes could be fairer.

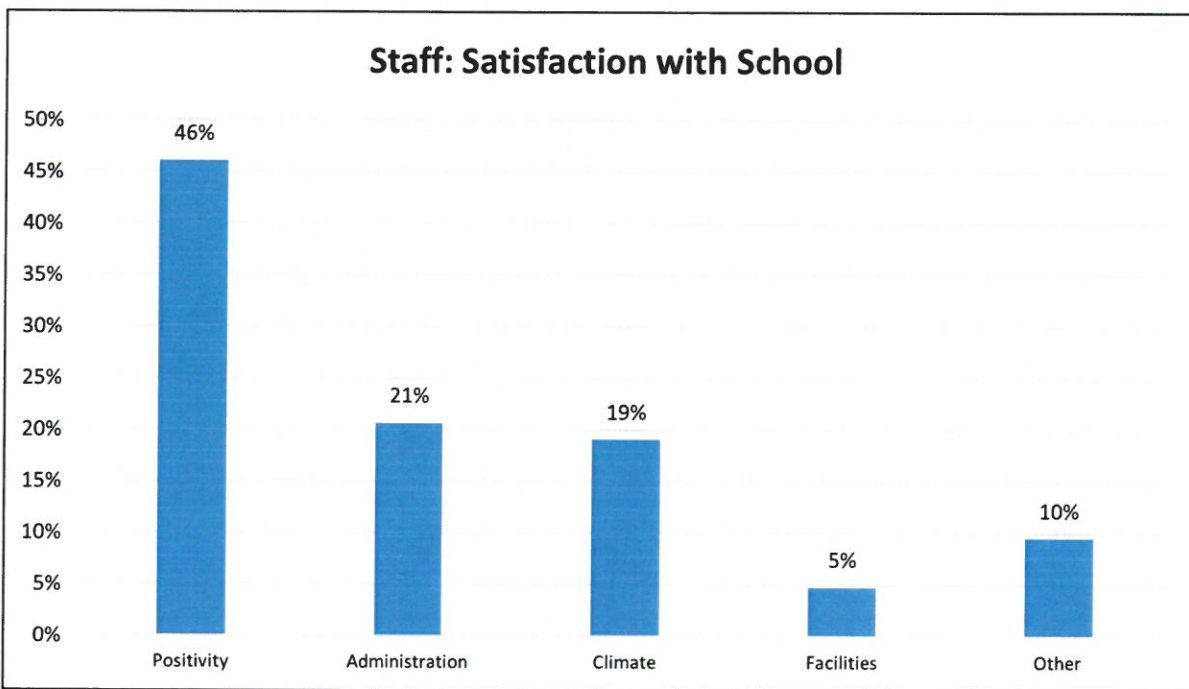
Please address the dress code. It has so many sexist connotations (within the PE department and during school). We should be assembling the boys together to tell them not to objectify girls, not tell girls to modify their bodies for boys' convenience.

Cars should not turn right on Temescal from Bowdoin (South). Not safe.

More resources for LGBT+ students.

Open Ended: Satisfaction with School Functioning

Staff



Of the comments provided by staff, almost half consisted of positive feelings about PCHS (46% / 29 responses). Other comments revolved around potential areas of improvement for the school. Twenty-one percent of staff respondents brought up improvements for the administration (13 responses), while 19% did the same for school climate (12 responses). Three staff members discussed the facilities (5%).

Staff: Is there anything else you'd like to share about your experience at PCHS?

Staff responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Positivity (29 responses)

I'm very grateful to all the additional mental health counselors on campus that help our students with grief, personal problems and stress. I appreciate all the teachers involved with study skills classes and the intervention counselor. They work extremely hard to support our struggling students. The study center has also improved service to all students by extending their hours 3 days a week to 5PM.

I cannot emphasize enough the fantastic administration, staff, and teachers!

I love my job. I love my colleagues. I love the students that I get to teach each and every day.

This is still the best school that I have worked in. There is room for improvement, but we are doing well overall.

Administration (13 responses)

The evaluations for new teachers are not recorded even though teachers and administrators know they are required for obtaining another teaching position at District or Charter Schools. This is very unfair, especially

since Pali has a high turn-over rate.

[REDACTED] needs some serious leadership coaching if he is to continue his role as an administrator here at PCHS. Luckily, he is surrounded by a supportive group of administrators and counselors that act as a buffer to minimize the damage to morale that he has a tendency to cause.

We need more collaboration on campus, spending priorities, and more transparency in spending and audits. Also, we need more transparency in planning future employee benefits.

Climate (12 responses)

I think that school climate and morale are continuing to improve. I believe both the administration and teachers have been working together more smoothly this year. I feel more comfortable with how our board handles things now than in the past. I think the teacher who is the chair has made a big difference. Dr. Magee has really made efforts to improve communication. There are still issues, but the improvements are noticeable. My top concern with Pali right now is how negatively and sometimes inappropriately [REDACTED] interacts with students, parents, and employees. I think he has a negative impact on school culture.

I feel everyone is united by the desire to provide quality education for young people, but we get mired in the day-to-day monotony and petty squabbles inherent to teaching. I would love the opportunity to see what other teachers are doing, not just in my department, but across the curriculum.

I wish we could all be respectful and kind, especially when things are not going well. I feel like there are times when the administration is like a warden at a prison and we, the teachers, are the prisoners the administrators are trying to keep in line. The students feel like this with some teachers too. We are all in this together and need to show respect at all times. That requires training for all. If the leadership shows tangible growth then it will trickle down to teachers and then students.

Facilities (3 responses)

I would like to see the staff cafeteria open again. We could have eggs, omelets, bacon, sausage, etc.

My classroom space is the weak point of my experience here. Too many students in too little space. The room is wide so it is hard for students at the end to see the board.

The school is in a beautiful location.

Other (6)

We could use more diverse academic and elective courses such as. electronics, architecture, and astronomy.

The security staff might smile more, and be a little less militaristic.

I have enjoyed my experiences at Pali, though I feel more could be done to build a community after school hours (plays, sporting events, musical performances, etc.). I know it is hard since students travel from all over Los Angeles to attend Pali and it is difficult for students to return to campus.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders expressed very positive views of Palisades Charter High School in 2017. All groups had favorable reviews of the academic program, school environment, administrators, and teachers. However, each group had concerns in specific areas and gave suggestions for how Palisades could improve. Staff expressed their dissatisfaction with the lack of communication between faculty and the administration. Parents and students were displeased with certain academic departments. Students were also concerned about some of the school's facilities. It is useful to explore the questions and categories in which the school received less enthusiastic responses, to identify potential areas for growth and improvement.

Academic Program

The academic program at Palisades Charter High School received very positive responses from all stakeholders. In particular, staff, parents, and students all agreed that rigorous courses were available to students regardless of their background, and all students were held to high standards. Students also discussed the availability of AP and other advanced courses as a benefit of attending PCHS.

Students voiced concerns about the types of assessments used to determine their final grades. In nearly every subject, students felt their report cards were based heavily on tests, which did not provide the full story of what they had accomplished throughout the year. It is also important to note that staff were unsure if the assessments they used in their courses were similar within and across departments. To remedy both issues, professional development time could be used to increase communication and collaboration between faculty members, thus giving them an opportunity to align their course assessments and consider alternative methods for determining final grades. PCHS might also consider setting up a teacher-led task force or inquiry teams to explore other assessment options and ensure alignment of assessments within and across grade levels as well with course curriculum.

Consistent with previous years, parents and students were deeply concerned with the PCHS math department. Both groups noted that some teachers in the department were not consistently present during the year, and those that were present seemed "uninspired." Students, in particular, did not feel they were adequately learning the material presented in their math courses. The Palisades administration might consider two courses of action in light of these concerns. First, it might consider conducting observations of faculty members about whom students have raised concerns, and offering subject specific professional development on how the math department could better engage its students. Second, the school might consider surveying parents and students about the math tutoring they receive outside of school, including what is most effective about it, and improving the Math Lab based on this feedback. This recommendation stems from a number of trends in the data. Specifically, questions concerning school support services indicate that very few students use the Math Lab, despite multiple indications that additional support in math is needed, including the fact that 71% of parents are paying for private tutoring services primarily in math. In comparison, nearly 50% of students have utilized the Study Center at least twice. Given the number of students utilizing the Study Center and private tutoring, it could be worth exploring ways that the Study Center

and Math Lab can be combined to meet students' needs and to include methods utilized in private tutoring.

School Environment & Working Conditions

Staff, parents, and students at PCHS had positive opinions of the school's environment. Parents specifically discussed how responsive the Main Office was, and the cleanliness of the facilities at school. Students felt safe on campus and emphasized that they felt they were treated equally regardless of their racial/ethnic background. Additionally, staff reviews of their working conditions have steadily increased in positivity since 2015. This year, staff felt that morale was higher than in previous years and that the administration was more likely to include them in important decision making for the school.

Despite their positive views of the school's environment, parents did not feel welcomed into their child's classrooms this year. Nor did they feel the school taught them how to help their children succeed. To address these concerns, Palisades might consider introducing opportunities for parents and faculty to come together to discuss the role that parents play in supporting their children at PCHS. Such opportunities could take the form of book-clubs or coffee gatherings during which time parents could build relationships with their children's teachers as well as provide an opportunity for parents to discuss how best to support their children with faculty members and each other.

A substantial portion of Palisades staff indicated that faculty evaluations were unfair and that faculty members did not share constructive criticism with each other. To address these concerns, PCHS might take time to reconsider their evaluation methods and increase the transparency under which they occur. As discussed in the 2016 report, this could be accomplished by instituting an ad-hoc committee of teachers and administrators to discuss options for teacher evaluations moving forward.

Parents and students additionally brought up two important facilities-related issues: the cleanliness of the campus bathrooms and the need for air conditioning in classrooms. PCHS administrators might consider putting more resources toward installing air conditioners, as well as ensuring that bathrooms are kept appropriately clean.

Teacher Effectiveness

All three stakeholder groups had positive reviews of the teachers at PCHS. Staff praised their innovativeness and their tendency to go above and beyond for their students. Parents recognized these traits, discussing the passion and dedication that Palisades teachers show for their work. Additionally, students expressed the sense that their teachers genuinely cared about them and wanted them to succeed.

The main concern that parents discussed was the lack of communication about their children's academic progress. In addition to the suggestions noted in the section above, PCHS might consider other methods to facilitate communication between teachers and parents. For

instance, the school might find an online platform on which parents and teachers could easily communicate.

Additionally, parents and students both voiced concerns about a subset of teachers whom they perceived as rude or unkind to students. They even noted that some teachers had received multiple complaints from students. While the math department received the most criticism from parents and students, the Spanish and science teachers were also discussed. Palisades administrators should take the time to openly address these concerns to show that they are being taken seriously. In addition, the school might want to build upon the suggestion from last year by creating safe spaces in which teachers and students can discuss concerns in an open setting.

Administrator Effectiveness

In comparison with previous years, the results of the 2017 survey show that opinions of the administration at PCHS have improved. For instance, staff agreed the administration consistently enforced rules, while in 2016 staff voiced concerns about this topic. Parents also showed increasingly positive views of the administration, praising the increased communication and swift action taken during instances of bullying on campus.

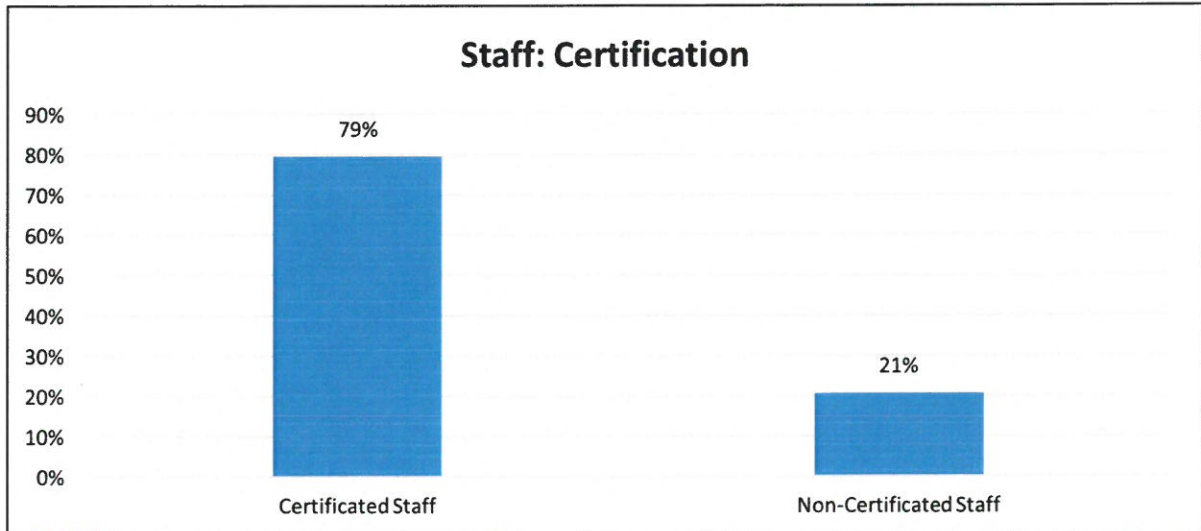
Despite the increased positivity, staff still had concerns about the PCHS administration. Staff did not think the administration had regular contact with teachers, and did not feel there was much transparency or opportunities for collaboration with administrators. Parents and students also did not feel the administration listened to their complaints. To address these concerns, the administration should continue to implement the ad hoc committees discussed in the 2016 report. These committees, consisting of students, teachers, and administrators, can increase the transparency and visibility of the administration.

Moving Forward

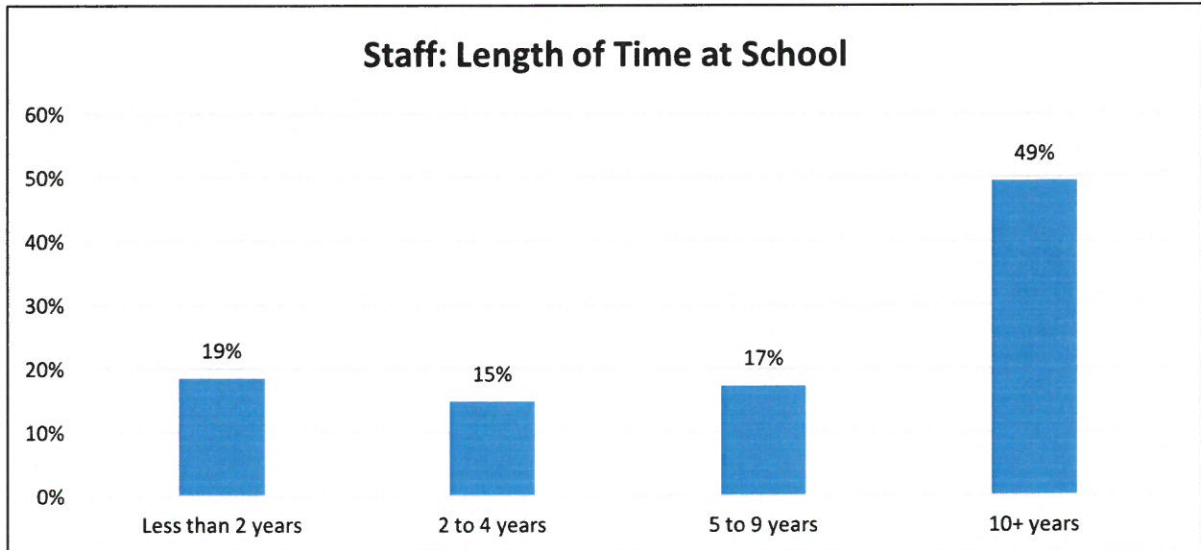
This year, PCHS increased their staff and student response rates, meaning that findings from those sections of this report are generalizable to the entire Palisades population. However, the parent response rate remained low. It is also important to note that parents were often unsure how to respond to questions concerning individual teachers. In future surveys, we recommend Palisades Charter High School revisit the parent survey to increase response rates from this stakeholder group. SRI will be happy to work with you on this improvement, so that your feedback from parents will be more reflective of the general population.

Appendix: Respondent Demographics

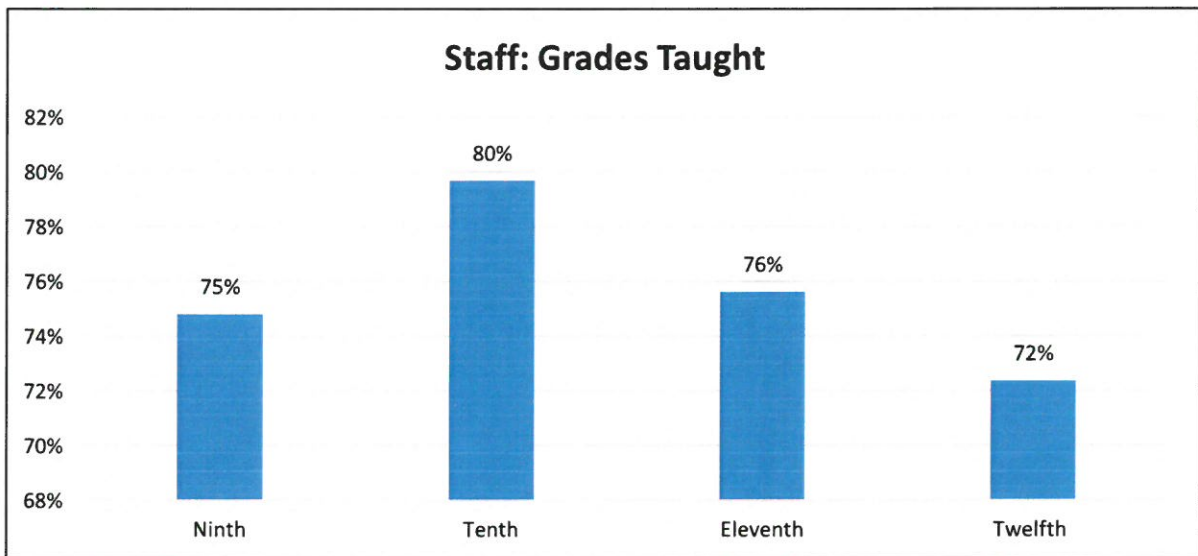
Staff



A clear majority of staff respondents to the 2017 survey were certificated staff (79% / 139 responses).

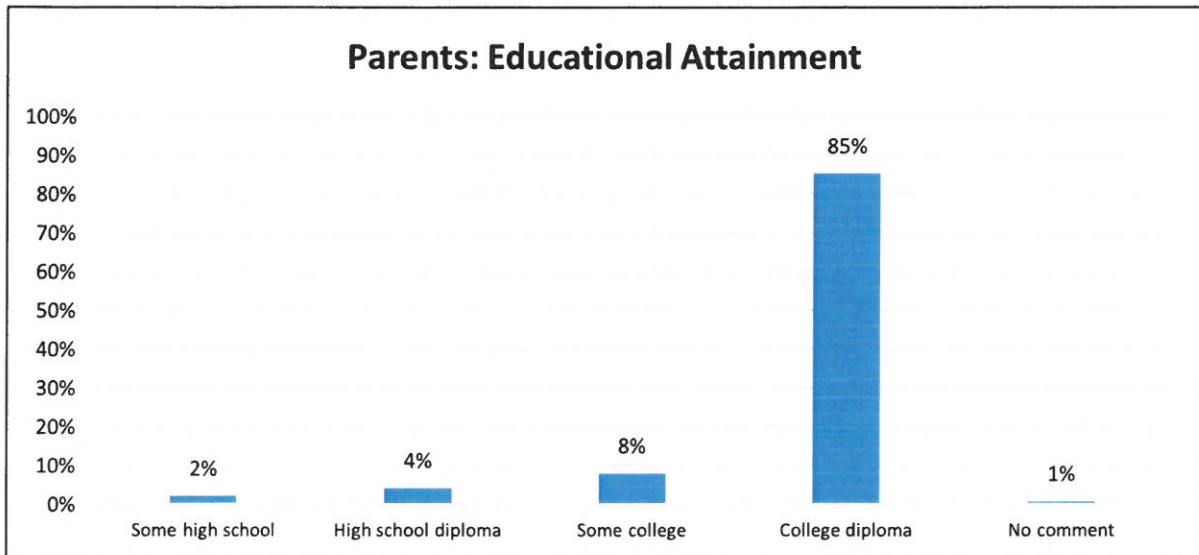


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 80 responses).

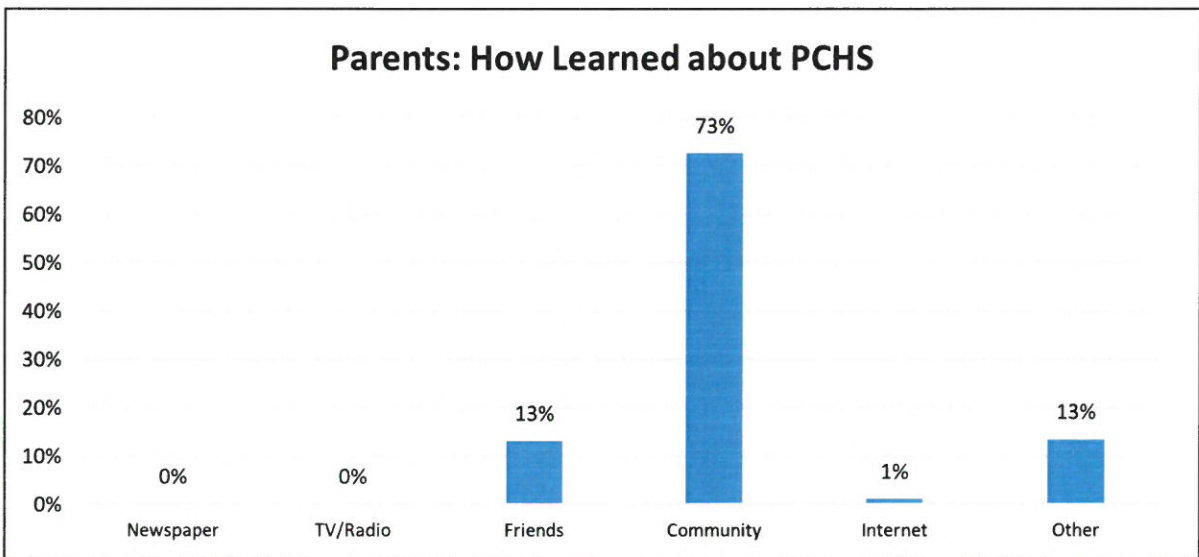


High school teachers were evenly represented by grade, with tenth grade teachers being slightly overrepresented (80% / 98 responses), and twelfth grade teachers being slightly underrepresented (72% / 89 responses).

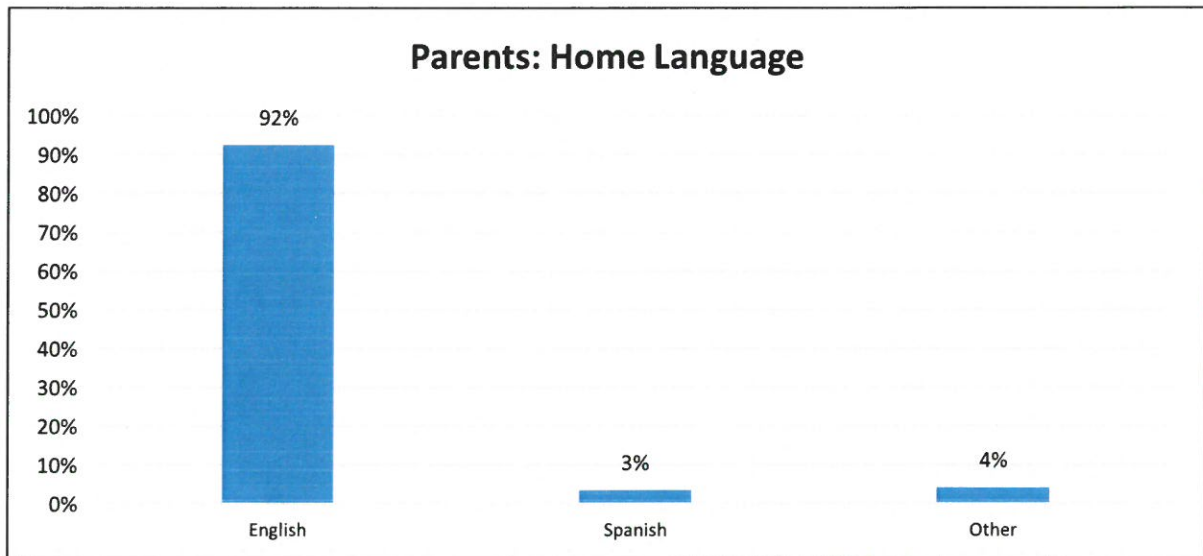
Parents



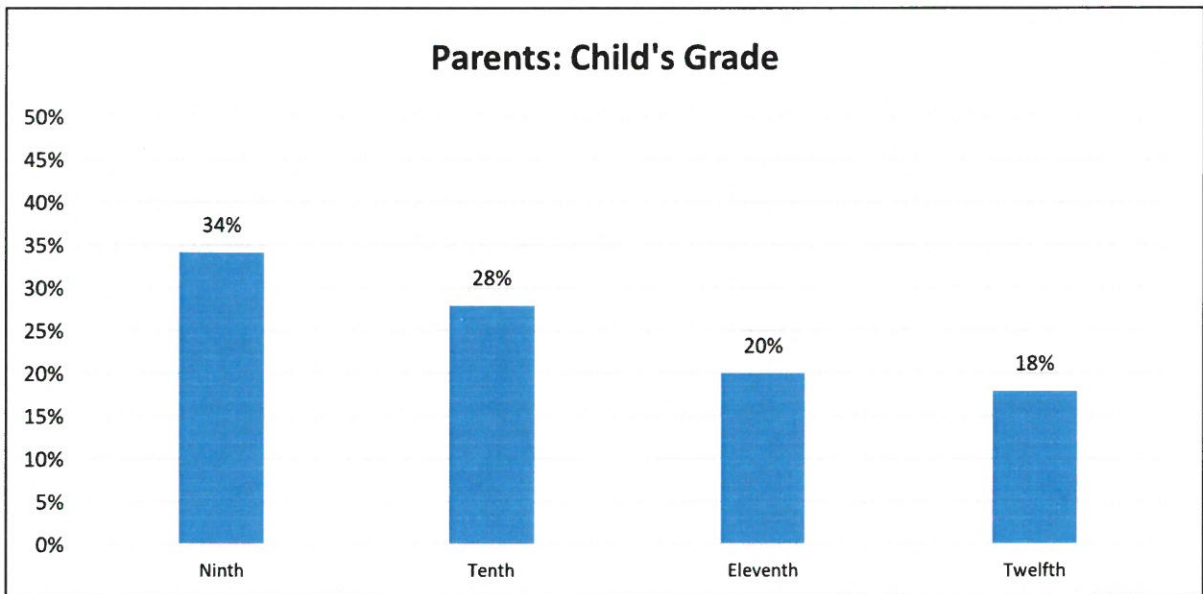
A clear majority of parent respondents had received a college diploma (85% / 248 responses). Twenty-three parents completed some college (8%), twelve received a high school diploma (4%) and six completed some high school (2%). Two parents chose not to respond (1%).



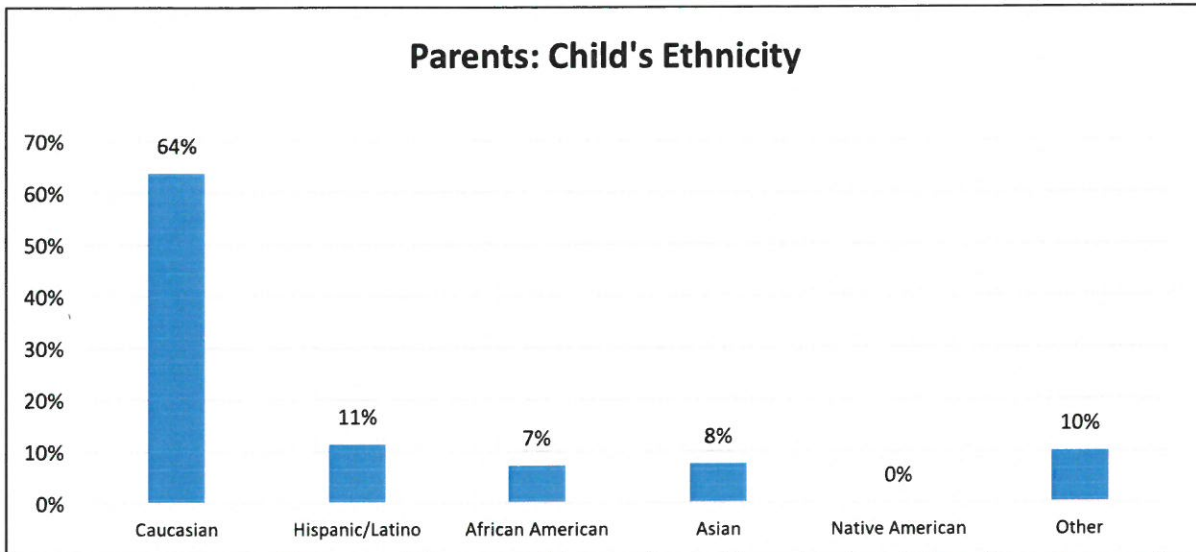
Most parents learned about Palisades Charter High School through their community (73% / 211 responses). Thirteen percent of parent respondents heard about the school through their friends (38 responses) or another venue (39 responses). Only three parents learned of the school through the internet (1%).



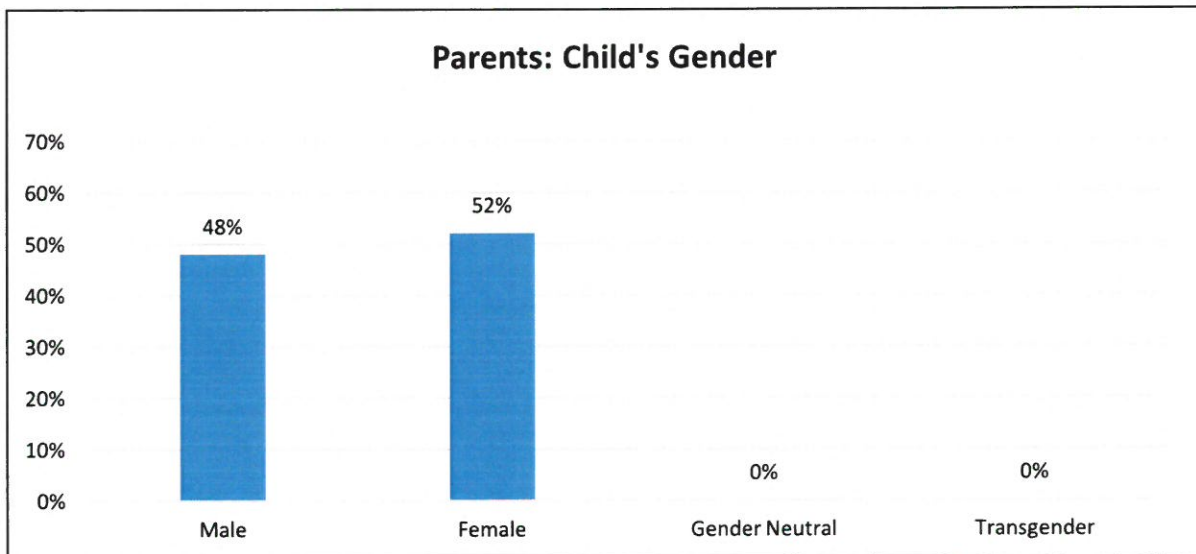
Nearly every parent indicated English as the primary language spoken in their home (92% / 268 responses). Ten parents noted Spanish as their home language (3%), and twelve parents spoke a language other than English or Spanish at home (4%).



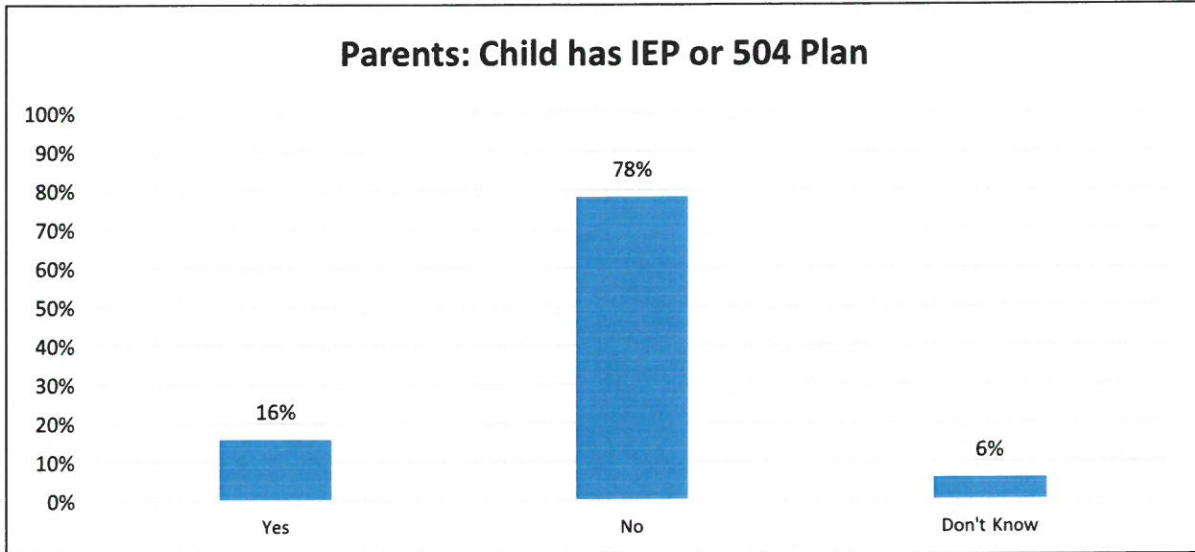
Parents of younger students were most represented in the survey, with 34% of parent respondents having children in the ninth grade (99 responses), and 28% having children in the tenth grade (81 responses). Twenty percent of parents had children in the eleventh grade (58 responses), and only 18% were parents of twelfth-grade students (52 responses).



Roughly two-thirds of parents identified their child as Caucasian (64% / 185 responses). Eleven percent identified their child as Hispanic/Latino (33 responses), 8% as Asian (22 responses), and 7% as African American (21 responses). Ten percent identified their child as an ethnicity not included among the options (29 responses).

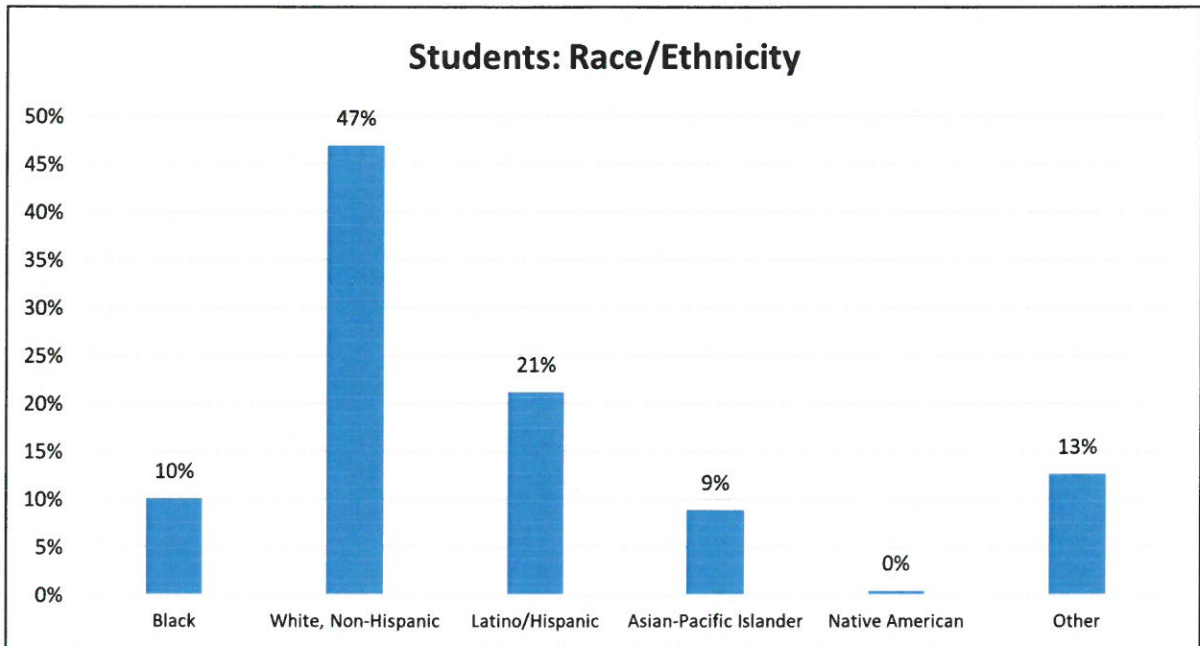


Parents of male and female children were split almost evenly in half, with 52% of parents identifying their child as female (151 responses), and 48% identifying their child as male (139 responses).

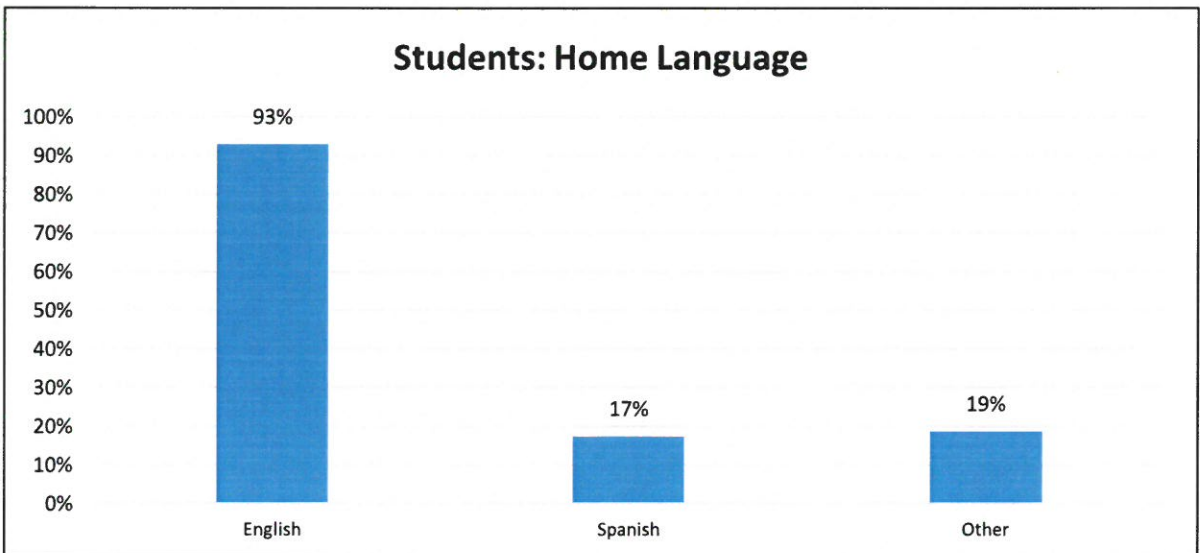


Over three-quarters of parent respondents identified their child as *not* having an IEP or 504 Plan (227 responses), while 16% responded that they did (46 responses). Seventeen parents did not know if their child had an IEP or 504 Plan (6%).

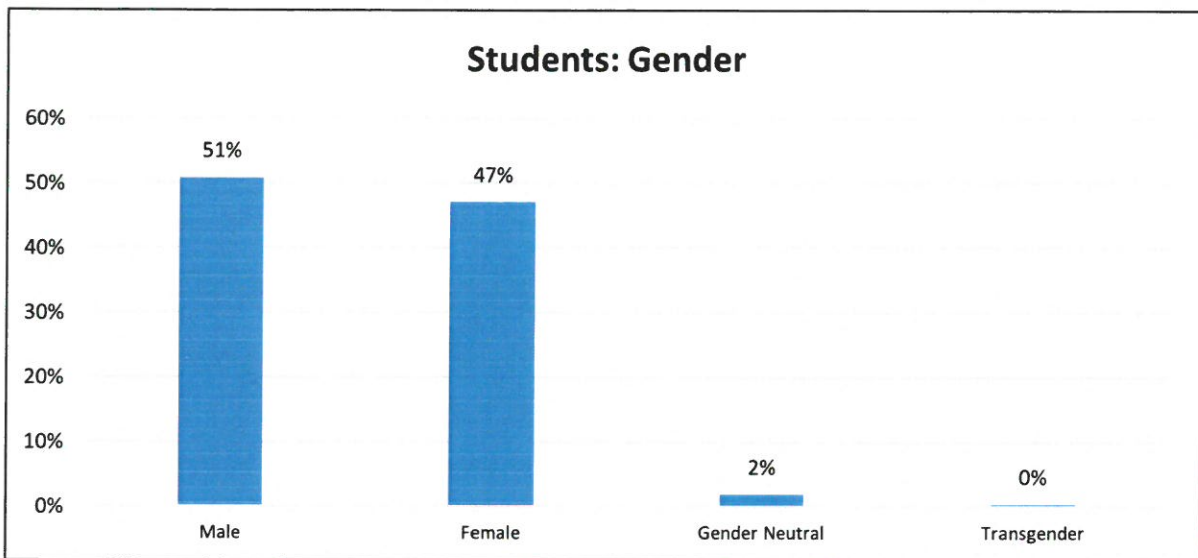
Students



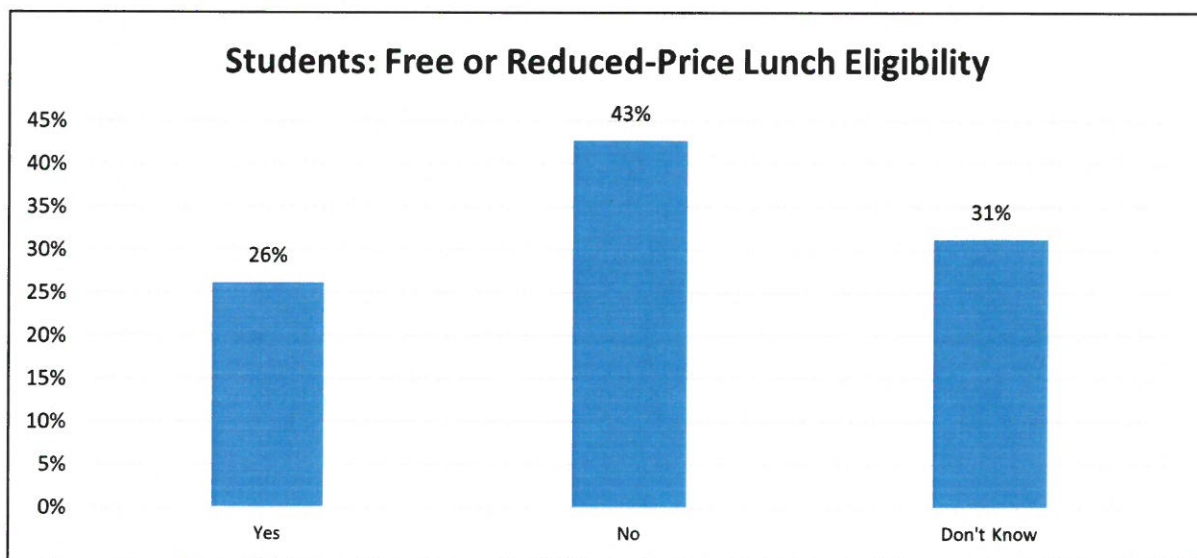
Nearly half of student respondents to the 2017 survey identified as White, Non-Hispanic (46% / 658 responses). Twenty-one percent identified as Latino/Hispanic (297 responses), 10% as Black (141 responses), and 9% as Asian/Pacific Islander (124 responses). Six students identified as Native American (less than 1%). Of the 13% of students who responded “Other,” most identified as multi-racial.



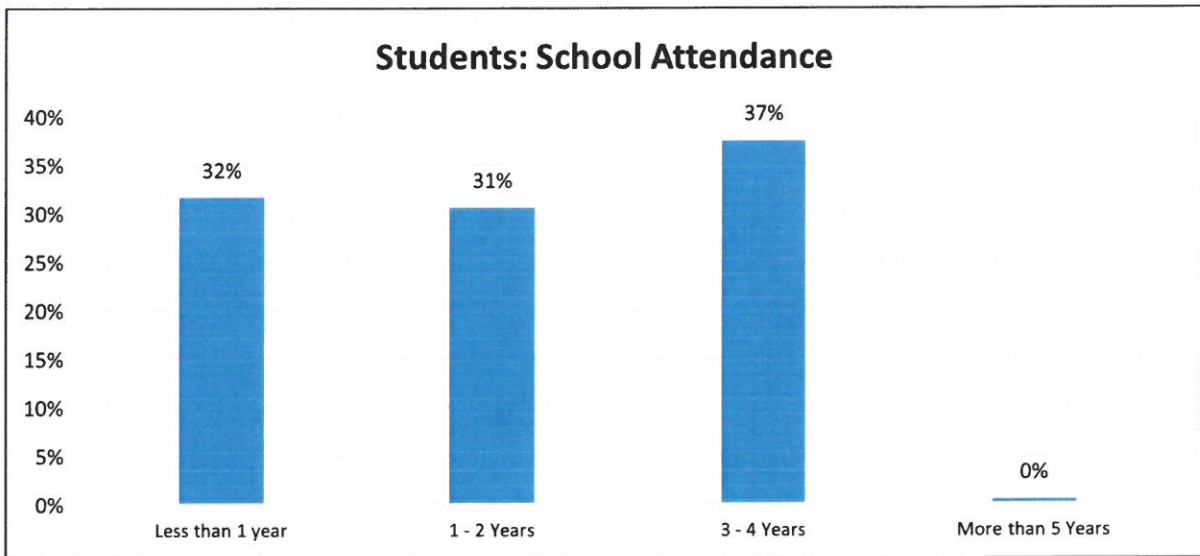
Nearly all students identified English as the primary language they spoke at home (93% / 1,304 responses).



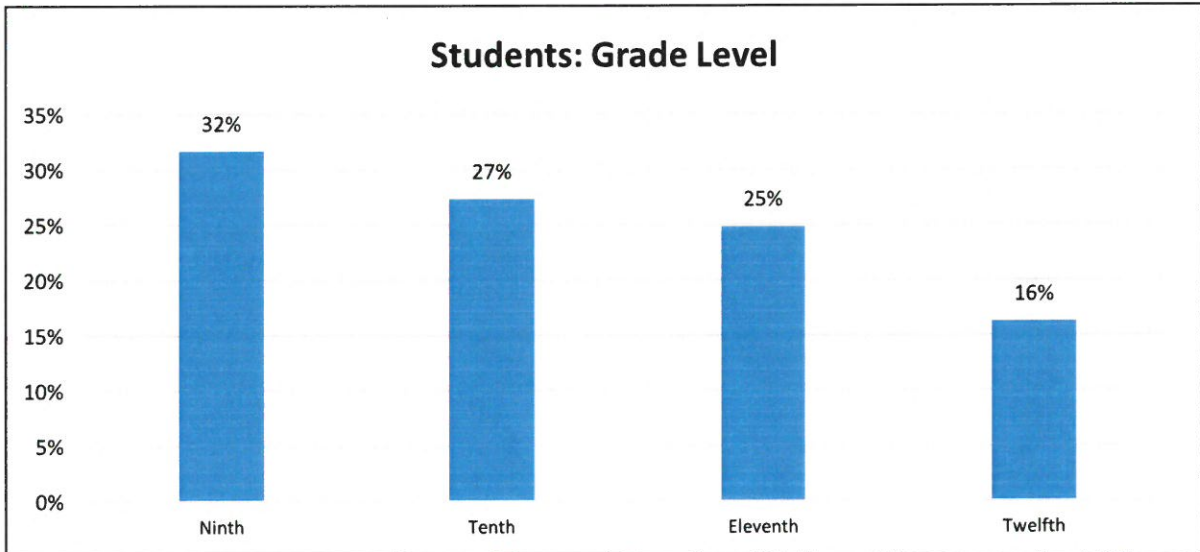
Most students identified as either male (51% / 714 responses) or female (47% / 661 responses). Twenty-six students (2%) identified as gender neutral, and five students identified as transgender (less than 1%).



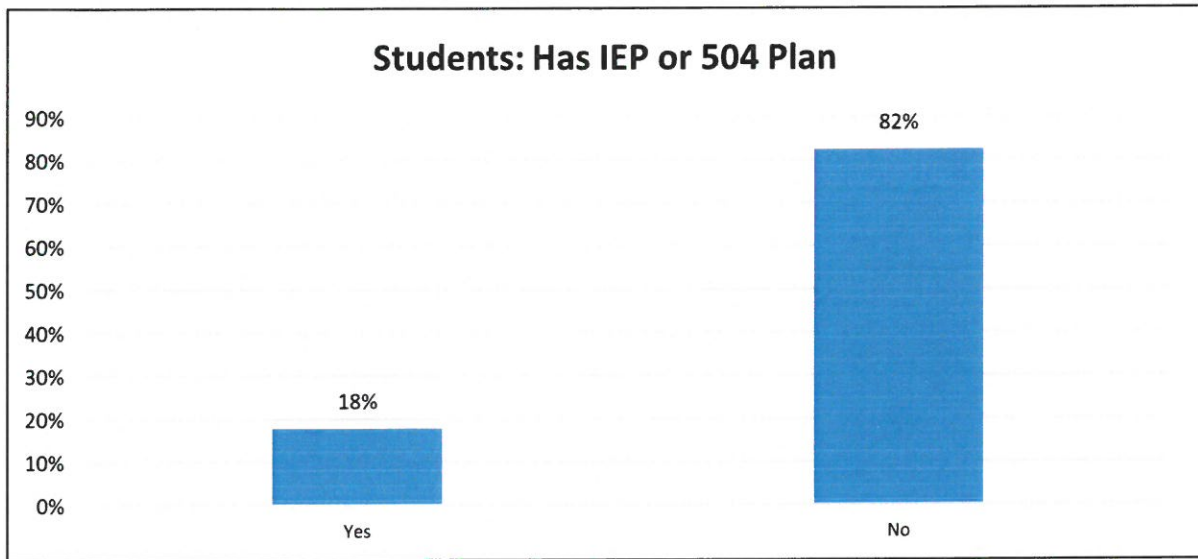
Forty-three percent of students were *not* eligible for free or reduced-price lunch (599 responses), while 26% were eligible (367 responses). Thirty-one percent of students did not know if they were eligible (438 responses).



Thirty-seven percent of students had attended PCHS for 3-4 years (526 responses), 32% for less than one year (444 responses), and 31% for 1-2 years (429 responses). Six students had attended the school for more than 5 years (less than 1%).



Ninth grade students were most represented in the survey (32% / 445 responses), while twelfth grade students were least represented (16% / 228 responses).



A clear majority of students who responded to the 2017 survey did *not* have IEP or 504 Plans (82% / 933 responses).