Self Study Visiting Committee Report

Accrediting Commission for Schools, Western Association of Schools and Colleges
California State Department of Education

for

Palisades Charter High School

1577 Bowdoin Street
Pacific Palisades, CA 90272

Charter Authorizer:
Las Angeles Unified School District

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Preface

Palisades Charter High School's Self Study process was consistent with the expectations outlined in the Western Association of Schools and Colleges' Joint ACS WASC/CDE Process Guide 2017 Edition. Data collection, training and organization for the self-study commenced in Fall 2016. Starting in Spring 2017, focus groups composed of administrators, certificated staff members, classified staff members, students and community members were formed and began to review the school's mission and vision the revision process of the Student Learning Outcomes (SLO). In Fall 2017, home groups were added to the process and began working in concert with the focus groups to gather information, analyze data and summarize results. Periodically WASC leadership consulted with specific faculty groups, special teams, classified staff and groups of students and parents to deepen their understanding of their school.

The Spring 2017 focus group work resulted in the adoption of the Palisades Charter High School Student Learning Outcomes (SLO) which consisted of what they refer to as the Four Cs:

Core Learning: Students will meet or exceed the State Standards in all disciplines.
Critical Thinking: Students will develop critical thinking skills which enable them to evaluate, analyze, and synthesize information to make decisions and solve problems.
Communication: Students will communicate effectively by using various formats including listening, visual, oral, written, and technological skills.
Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within the school and the greater community.
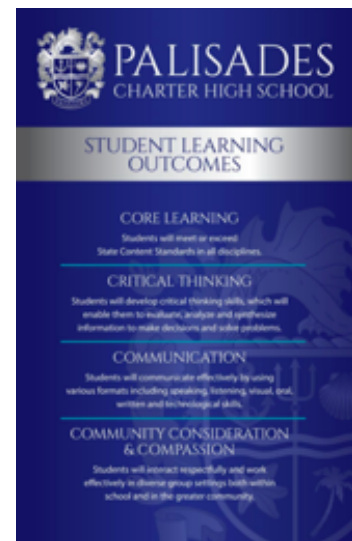
PCHS has struggled in recent years with the gathering and analyzing of data about students and student achievement. Due to the shift to the new California assessment system, there was a dearth of local assessments and other state-wide testing. That has caused challenges for decision-making as it has not been wholly informed by quantitative, qualitative, and observational data from summative assessments. This

lack of accessible data impacted decision-making related to instruction and professional development resource allocation.

PCHS has adopted an assessment model utilizing multiple measures to assess the effectiveness of the instructional program and its impact on student learning. As presented in the school's self-study and discussed during the accreditation visit, the assessment model includes measures of student outcomes listed below:

Major Assessment Measures
- English language acquisition of English learners
    ▸ achievement on the CELDT assessments
    ▸ rates of reclassification of English language learners (ELLs) from limited-English proficient (LEP) to fluent-English proficient (FEP)
- Indicators of college preparation
- PSAT results
- SAT scores
- Advanced Placement
- Enrollments in AP coursework
- AP tests taken
- Students' pass rates on AP tests
- Grade 11 students' English and math achievement levels on the Smarter Balanced Assessment, which measures progress toward proficiency on the Common core English and math standards
- Assessment of students' school attendance
- ADA rates
- Student tardies
- Full-period truancies
- Numbers of chronic absentees
- Student dropout rate
- Student in-class performance
- Student GPA data
- Students with "D" or "F" grades at the regular grading periods
- Students performance on the California Physical Fitness Tests
- Student graduation rates

Additional Measures of Student Achievement
PCHS staff also analyzes the following:
- Student discipline data
- Student enrollment and completion of dual-enrollment coursework

- Students' participation in the school's sports program
- Students earning the State Seal of Bi-literacy
- Responses to "school satisfaction" surveys of students, parents, and staff
- Results from the biannual California Healthy Kids Survey
- Development by staff of interim assessments are underway to measure students' skill and knowledge levels on the English, Math, Science, and Social Science core standards

PCHS staff analyze student performance on multiple measures on a regular basis, and track student outcomes over time (at least three-year trends) when appropriate. Via the analysis of student achievement data "achievement gaps" are identified by comparing the norm of student achievement to that of special population students, such as Hispanic students, economically disadvantaged students, and English learners.

Staff agreed to a WASC Action Plan that aligned with the school's Long-Term Strategic Plan (LTSP) which was has morphed with the advent of the Local Control Funding Formula (LCFF) into the school's Local Control Accountability Plan (LCAP) as noted in the school's self-study and discussions with the leadership team.

Chapter 1: Progress Report

Following their 2012 WASC accreditation, Palisades High School established a Long-Term Strategic Planning Committee (LTSPC) to continuously refine and reshape its mission, vision, values, and goals to meet student needs. The LTSPC embedded the 2012 WASC Action Plan goals and Visiting Committee recommendations into their plan and the school Local Control Accountability Plan (LCAP). The LTSPC annually measures the school's progress towards meeting these goals and revises and updates the plans accordingly. The five standing subcommittees of the LTSPC, Academic Achievement and Innovation, Facilities, Family and Community, Fundraising and Development, and Technology meet monthly.

In 2012, PCHS's Action plan included the following four goals:

1. Demonstrate continuous growth in academic achievement across all student groups.
2. Strengthen the Pyramid of Interventions Response to Intervention (RtI) model at PCHS.
3. Refine Professional Learning Communities already established at PCHS
4. Upgrade facilities and improve technology.

In addition, the recommendations of the 2012 WASC Visiting Committee as Areas of Focus for PCHS were:

1. Create a bell schedule that allows for more PLC and professional development, collaborative time and maximizes instructional minutes.
2. Implement the facility modernization master plan.
3. Fully develop all PLCs.
4. Implement a current, integrated data system.
5. Develop and implement a coordinated professional development program.
6. Develop a comprehensive teacher evaluation.
7. Develop and implement a clear, systemic school-wide RtI model.

Since 2012, PCHS has made the greatest progress in meeting their goals in the following areas:

- Teacher evaluation
- Professional Learning Community (PLC) development
- Academic and personal support for students
- Professional Development
- Facilities
- Technology

Specifically,

- In 2013-14, PCHS adopted and implemented a new teacher evaluation system based on the California Beginning Teacher Support and Assessment (BTSA) Program and the California Standards for the Teaching Profession (CSTP) which features a rubric and specific procedures designed to provide teachers with ongoing meaningful constructive feedback and targeted professional development.
- PCHS has fully embraced the Professional Learning Community (PLC) model. After some early grade-level pilots with PLCs, in the 2014-15 school year, PCHS created the position of PLC Coordinator which renewed the faculty's focus on instruction resulting in significant improvement in course alignment with standards, common pacing plans, seamless integration of new standards, horizontal and vertical articulation within departments, common assessments and rubrics, curricular development and collaboration. The model has undergone considerable reevaluation and refinement in the last several years and continues to do so.
- The addition of an academic counselor and reallocated resources to hire a part-time Intervention Counselor to run Student Success Team (SST) meetings is designed to support the closing of the achievement gap and ensure appropriate at-risk students are placed in appropriate support classes. The Intervention Counselor regularly communicates with general and special education teachers as well as counselor and other support staff to monitor at-risk students. Tutoring offerings have increased since 2012. All teachers are contractually obligated to offer one office hour per week in support of student success. PCHS has increased or revamped alternative education options including operation of the rebranded/restructured Pali Academy, a former Los Angeles Unified School District continuation school, adding the Pali Online Program (POP) to support credit deficient students, and adding a new position, Campus Unification Director, responsible for campus-wide safety, respect, and social justice through clubs and

other programs designed to provide targeted social emotional intervention and support. [Consider adding other interventions after on-site visit]

- Funding for professional development has increased since 2012 and funding for summer curriculum work has been restored. PCHS has further developed their comprehensive professional development program including individual and PLC-based professional development.

- PCHS has severed ties with LAUSD for facilities maintenance since 2012 and now contracts privately for services previously provided by the charter authorizer. Major improvements have been made to performing arts spaces. A former shop space was converted into a special education learning center. Classrooms and restrooms have been renovated, and a host of other minor improvements have occurred. Infrastructure improvements include adding schoolwide Wi-Fi, repairing and replacing water valves and pipes, upgraded HVAC units and air handlers, and the installation of new signage. Athletic facilities have been upgraded, and a new security camera system has been installed. Numerous other smaller projects have also been completed since the last accreditation visit.

- In the area of technology, PCHS has adopted and implemented a new student information system, communication system, learning management system, data collection and analysis system (in progress) and greatly enhanced classroom technology, among other advances. With these rapid schoolwide adoptions have come some growing pains, as Pali staff have recognized the importance of interoperability, cross-platform data porting, and digital equity. They continue to proactively tackle these issues on multiple fronts.

Chapter 2: Student/Community Profile

Originally founded as a traditional public high school in 1961, Palisades became a dependent charter in 1993, then subsequently became independent in 2003. Today, Pali High as it is commonly referred to, is a robust comprehensive high school which maintains long-standing traditions of community activism, school involvement, and educational excellence. Its mission is to create global citizenship taught through diverse perspectives. Students who come to Palisades Charter High School are attracted by its reputation for excellence in both its academic and activity programs. In 2016, the California Department of Education selected Palisades Charter High School as a California Gold Ribbon School, distinguished by its exceptional academic programs. PCHS was one of 180 secondary schools that were honored by the California Department of Education. PCHS was designated by *Newsweek*, *World Report*, and niche.com as a top-ranking school in California and the nation.
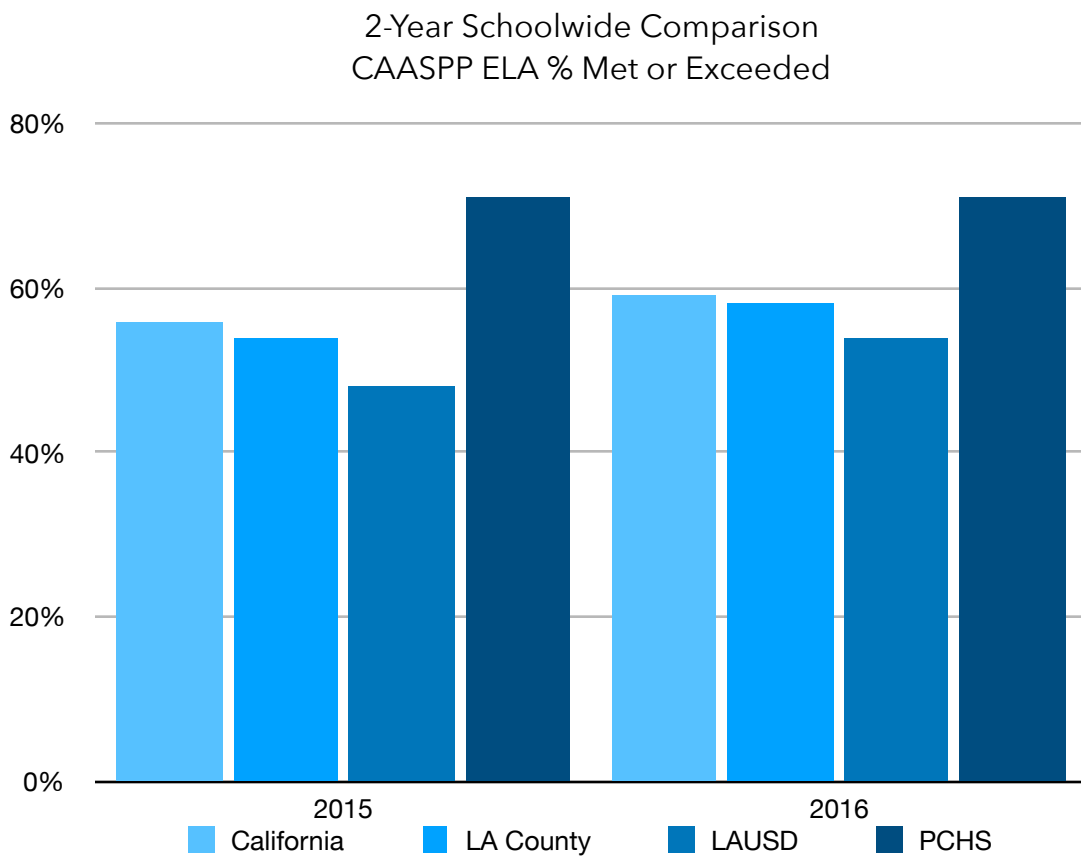
Palisades Charter High School (PCHS) has provided students from far-reaching areas of the greater Los Angeles area with access to a high-quality educational program that focuses on skills needed for college and career readiness. PCHS is the home school to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, approximately 68% at the school live outside the traditional attendance boundaries. In 2016-17, PCHS served 2,893 students. Of these students, 1976 come from more than 113 ZIP codes, making this student body population one of the most ethnically diverse schools in Los Angeles. The demographics of the student body include Hispanic, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, Arabic, and Brazilian students. Many students commit to making daily one to three-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Due to the sponsor district's defunding of transportation for students from outside the attendance area who want to attend Pali High, the demographics are shifting. There has been an overall increase in the number of affluent white students while African American and Hispanic students represent just 35% of the population down from 47% in 2004.

As it has for so many California schools, the gap in State standardized test and accountability data in the past several years has impacted Palisades Charter's

schoolwide analysis of its programs. The school recognizes that they have work to do in more effectively gathering and systematically using schoolwide data; however, their PLCs are using common assessments in Mastery Manager and other locally sourced data to inform their practice, and other data sets are gathered; however, until recently, there has not been a central repository for, nor a systemic plan for the analysis of schoolwide data.
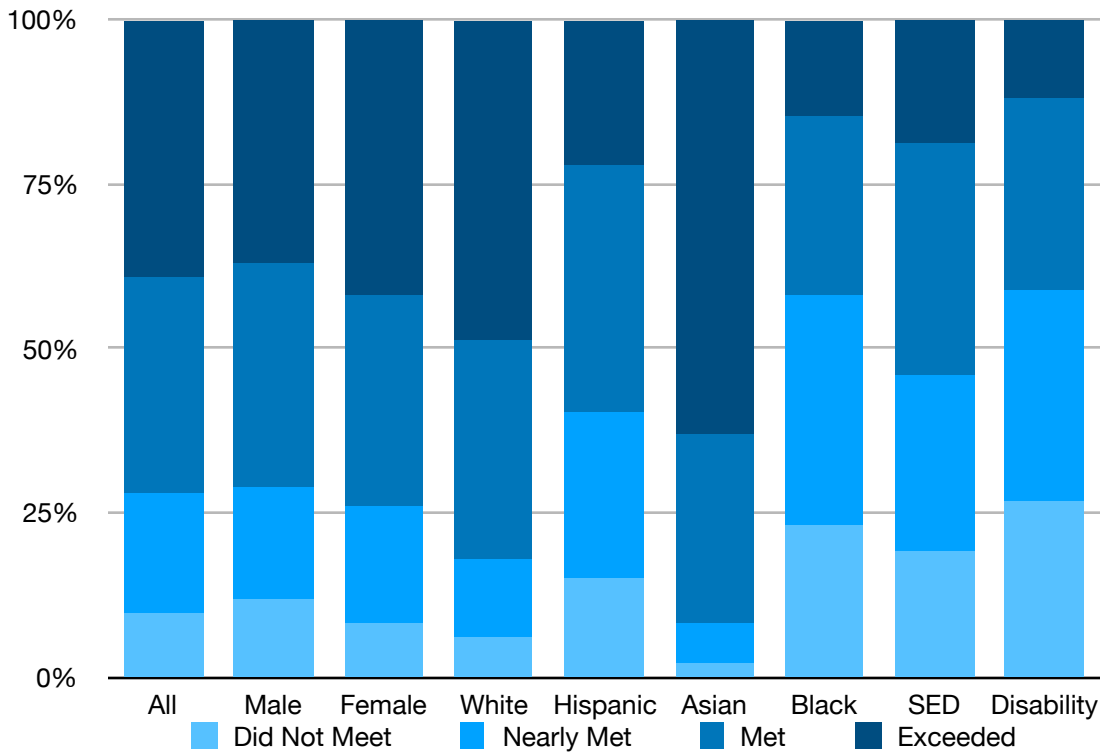
The school has relied on CAASPP and other more generally broad data as markers of student progress.

2-Year Schoolwide Comparison
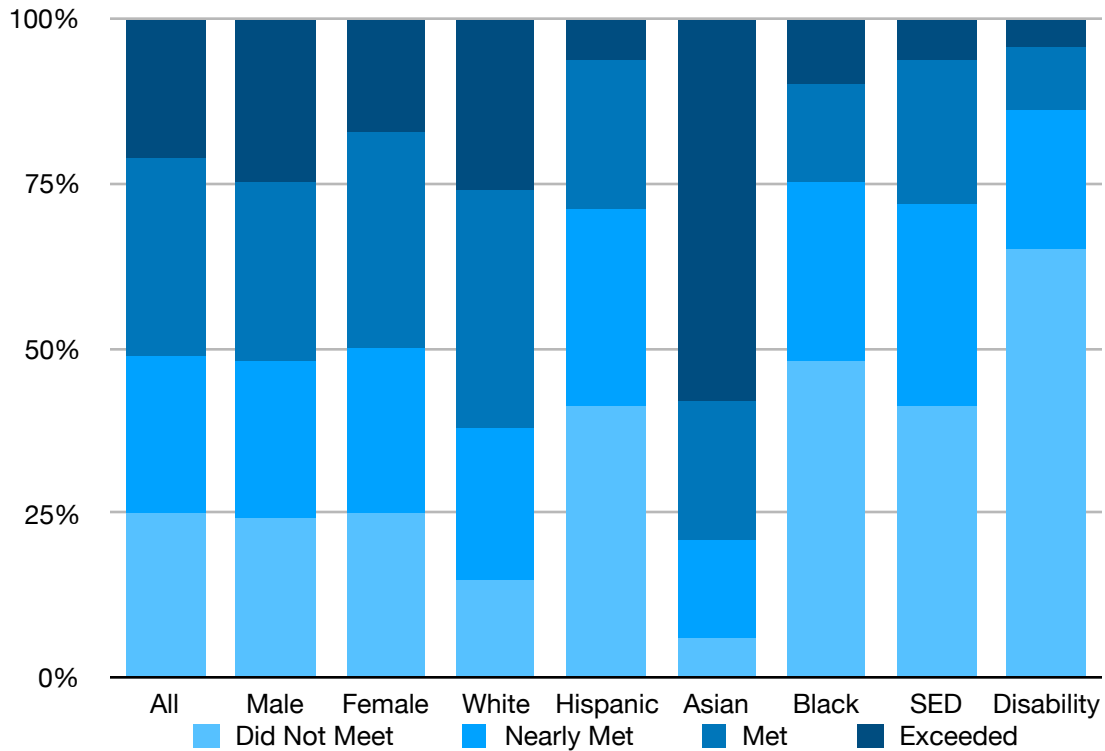### CAASPP ELA % Met or Exceeded

Schoolwide Comparison
CAASPP Math % Met or Exceeded

Legend: California, LA County, LAUSD, PCHS
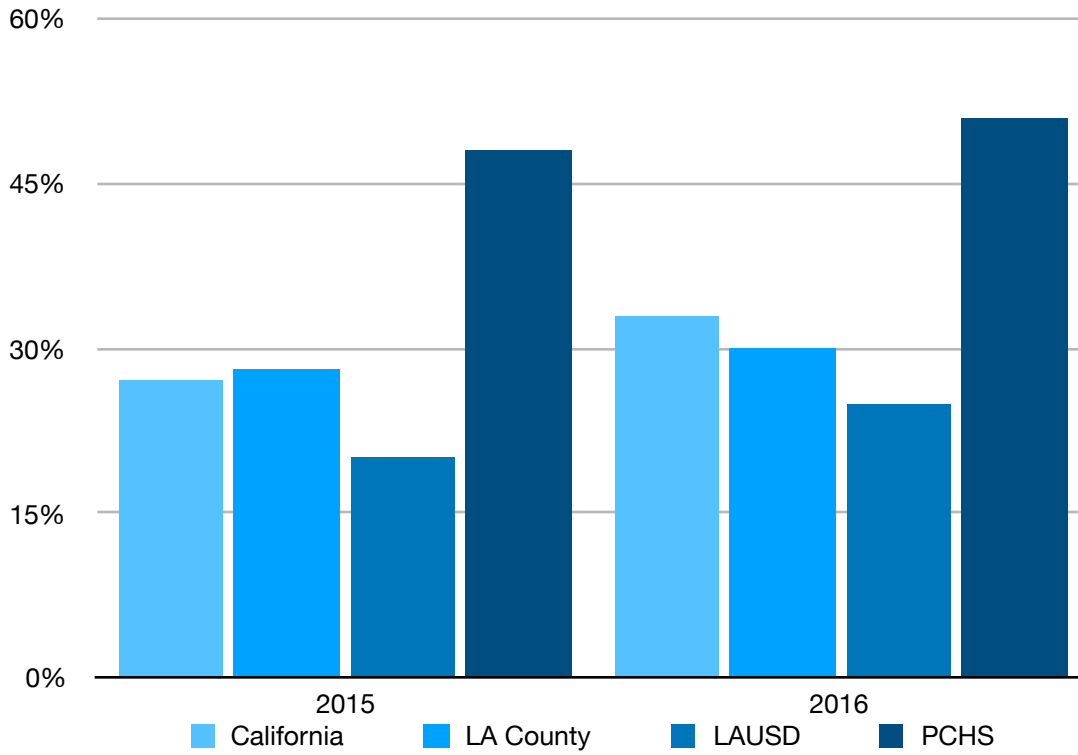
PCHS Disaggregated 2016
CAASPP ELA % Met or Exceeded

Legend: Did Not Meet, Nearly Met, Met, Exceeded

PCHS Disaggregated 2016
## CAASPP Math % Met or Exceeded

External student achievement data from 2015-2017 CAASPP scores reveal several dynamics at PCHS. When viewed through the lens schoolwide achievement, PCHS remains a high-performing school with gradual improvement in overall student learning outcomes. A closer look at the disaggregated scores, however, shows persistent gaps between white and Asian students, predominantly from PCHS's former LAUSD attendance area in the affluent, highly-educated community of Pacific Palisades and the also generally affluent Westside of Los Angeles, and African American and Latino students, most of whom travel a significant distance to Pali from areas east of La Cienega Boulevard with significantly lower median income and parental education levels. Significant and persistent gaps also exist between other notable demographic groups.

Historically, and through the 2012-13 school year, the last year of the CST, PCHS as a school was consistently able to identify areas for growth among different subgroups and to target instruction to improve student achievement, resulting in consistent and robust growth in achievement in all subgroups. The 2012-13 focus on engagement strategies and CAHSEE prep, deriving from deficits in the school's scores among English learners and Hispanic students, was a casebook study of focusing on the needs of a particular subgroup, addressing them, and seeing a significant bump in

student achievement. PCHS's capacity to act quickly on external student achievement data was somewhat compromised, however, during the transition to the CAASPP, since no scores were available in 2014 and, beginning in 2015, only scores for juniors became available, making it difficult to track cohorts as the school had done in the past. Additionally, for much of this accreditation process, only 2016 CAASPP scores were available because the CDE had removed 2015 CAASPP data from its Web site until October 2017, and the 2017 scores did not post until the same month, making it difficult to see trend lines until late in the process. Nevertheless, the data shows the need to support at-risk students with targeted, research-based instruction and intervention and pathways that provide a bridge for them to college- and career-readiness.

Attention must also be paid to students who are more heavily at risk—for example, Black and Hispanic students who also have a disability, are socioeconomically disadvantaged, are long-term English Learners, or come from families with lower parental education levels. As the table below indicates, African American and Latino students at PCHS have made progress in meeting a-g requirements, given that percentages of these students meeting a-g prior to this accreditation term were in the 20s.
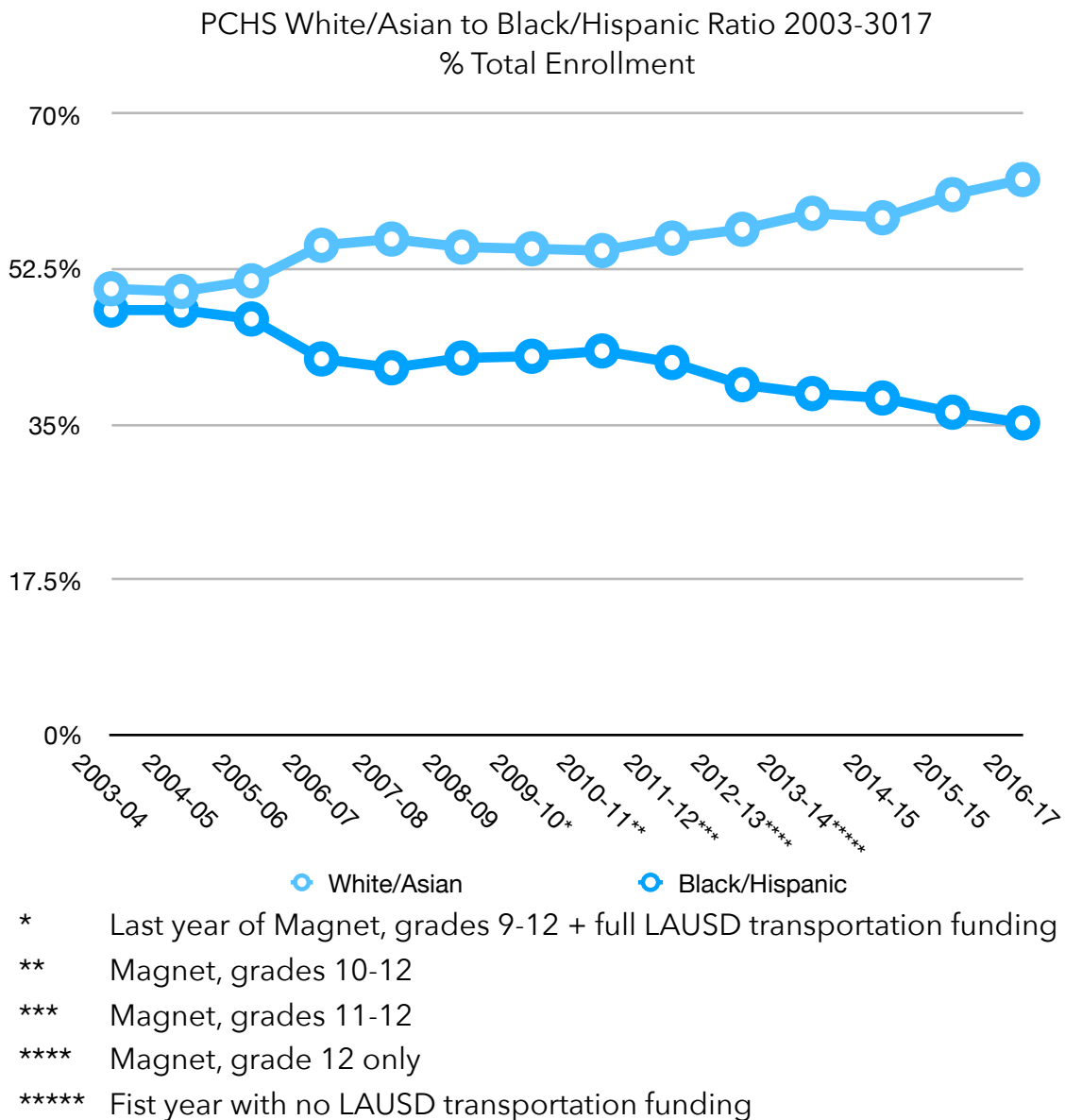
PCHS Comparison 2014-2016
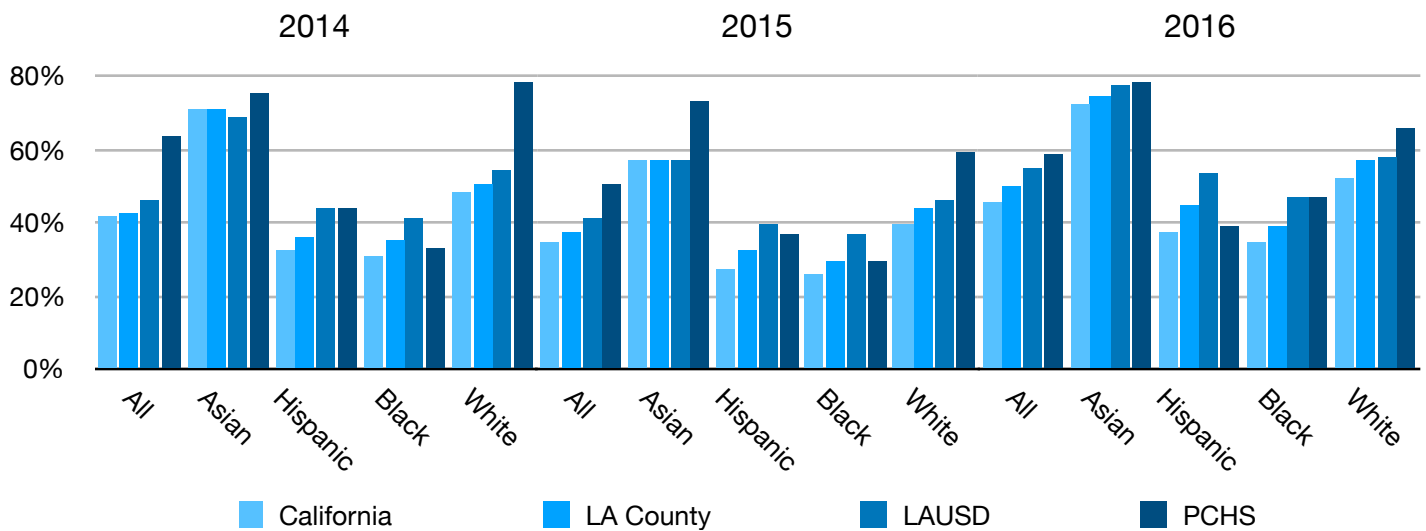
The data suggests, however, that these groups are bifurcated at Pali—that Black and Hispanic students with fewer risk factors are able to meet the higher standard of

fulfilling the UC/CSU "a-g" requirements while the students with higher risk factors severely lag behind. Once again, the data confirms the need to focus on building capacity in instruction, support, and college- and career-readiness pathways for all students.

At the Charter's inception, white and Asian students and black and Hispanic students were roughly at parity; by 2017-18, however, the balance has tipped to a 2-to-1 ratio. Since diversity remains a foundational aspect of the Charter, and since even as an independent charter PCHS remains under the Crawford consent decree of 1981 to desegregate the LAUSD, it remains in PCHS's interest to recruit and retain a diverse student body. PCHS administration has done intensive recruiting at both charter

PCHS White/Asian to Black/Hispanic Ratio 2003-3017
% Total Enrollment

*   Last year of Magnet, grades 9-12 + full LAUSD transportation funding
**   Magnet, grades 10-12
***   Magnet, grades 11-12
****   Magnet, grade 12 only
***** Fist year with no LAUSD transportation funding

schools and in areas of Los Angeles that continue to send significant numbers of black and Hispanic students to Pali. In 2017-18 PCHS is spending approximately $700,000 from its general fund in transportation scholarships for students eligible for free and reduced lunches to offset their families' transportation costs. The school estimates that to fully fund students eligible for free and reduced lunches, it would cost over $1 million. The trend suggests that pursuing available funding to subsidize transportation to PCHS to families who can least afford it, and providing alternative transportation options may be necessary to stanch the current demographic trends.

Given the educational opportunity gap that exists between local students and these traveling students and the burdens of lengthy commutes for these students to and from Pali, alleviating the impact on learning by providing more academic and personal support systems during the school day remains a priority. PCHS faculty identified transportation-related issues as one of its critical needs impacting student achievement in a survey in August, 2017.

In part as the result of the transition from the CST to the CAASPP, PCHS broke from its traditional habit of examining external student achievement data on a schoolwide basis in 2014. With PCHS's recent adoption of the comprehensive data system of Schoolzilla, however, and the ability to see trend lines after three years of the CAASPP, PCHS is poised to begin integrating the analysis of both external and internal schoolwide data into a continuous loop of instruction, assessment, data analysis, instructional design and implementation, as well as identification of subgroups in need and priorities for resource allocation. The Visiting Committee has confidence in Pali High's capacity to implement systems at the course, PLC, departmental, and schoolwide levels, particularly through the LTSPC and the LCAP that facilitate reflection and action on student achievement data.

Chapter 3: Quality of the School's Program

CATEGORY A. Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

A1.   Vision and Purpose Criterion

Mission Statement (LTSP Committee 2012-2013): "PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth."

Vision (Charter Renewal 2015): PCHS envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. Through shared responsibility, a student-centered curricular and co-curricular program, a standards-based and - aligned curriculum, inclusive classes, and an extensive use of technology, the overarching goal is to create a highly enriched comprehensive secondary school. PCHS will educate all students to reach their intellectual, physical, psychological, and social potential in a safe, cooperative, and supportive environment. The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning, and postsecondary career fields.

In the Spring of 2017, the Long-Term Strategic Plan Committee (LTSPC), sub-committees and faculty reflected on the school's mission and vision statements and elected to keep the current mission and vision in place. The mission and vision statements have evolved since the year 2000 with changes made in 2005, 2010, 2012 and 2015. The current mission has been in place since 2012 and the current vision was adopted in 2015. Increased participation in the school's mission, vision and long-range plan is due to the multiple groups of stakeholders represented on the LTSPC. The LTSPC is comprised of students, parents, community members, classified employees, teachers, counselors and administrators who are committed to navigating a course for the school by determining the actions the school needs to take to achieve its mission.

At the beginning of each school year, an annual Board Retreat is held to engage stakeholder groups (parents, staff, students and administration) in reviewing and evaluating the mission and vision and establishing goals for the school year that are incorporated into the PCHS Long Term Strategic Plan and WASC Action Plan.

PCHS regularly convenes meetings of its Long-Term Strategic Planning Committees (LTSPC) which report to the Executive Director/Principal (EDP). The LTSPCs are a series of discrete committees (not one committee with subcommittees) designed to advise the EDP on various issues and subjects. The purposes of the LTSPCs are six-fold:

1. Write and continually update the Long-Term Strategic Plan for the school.
2. Monitor the plan's and school's compliance with the Strategic Plan.
3. Help the EDP and the Budget Committee prioritize the needs of the pupils and School in order to inform and support PCHS's annual budget process.
4. Identify, research and recommend proposals and innovative educational ideas and programs.
5. Better address the needs of the School's pupils by engaging in purposeful discussion regarding continuous improvement of the School's academic program, both within and across departments.
6. Act as a repository of institutional memory for the School through discussion, research, data analysis, agenda-setting, and minutes-keeping

The following are the current operational and governance committees operating at PCHS. Additional committees may be formed by staff proposal and at the discretion of the Executive Director/Principal.

- Operational School Committees
  ‣ Long-term Strategic Planning Committee
  ‣ CTE Advisory Committee
  ‣ Culture and Climate Committee
  ‣ Curriculum Council/Department Chair Committee
  ‣ Health and Wellness Committee
  ‣ Safety Committee
- Governance Committees

- ‣ Budget and Finance Committee
- ‣ Election Committee
- ‣ Charter Committee
- ‣ Post Retirement and Health Care Benefits Committee

The vision, mission and school-wide learner outcomes are reviewed throughout the school year using a variety of stakeholder meetings that enable stakeholders to engage in meaningful dialogue around the purpose and outcomes of the school. PCHS has fostered a high level of commitment to the mission and vision due to the frequency and consistency of this dialogue.

Additionally, PCHS participates in multiple parent programs to increase communication between parents and school staff through presentations, town halls, evening/weekend parent classes, dialogues, and committee work. These parent programs include:

- Parent Institute for Quality Education (PIQUE)
- The Village Nation (TVN)
- Fuerza Unida
- Parent Booster Club
- Parent, Teacher Student Associations
- Bilingual Advisory Council

A2.   Governance Criterion

The PCHS Board has a unique structure comprised of 11 total members which includes, three community members, three parents, three PCHS faculty members, one PCHS classified employee and one PCHS management employee.

The PCHS Board has set a policy for itself that requires annual formal training for all Board members regarding best practices in governance to ensure all Board members understand their role and legal responsibilities. The Board regularly reviews the governing policies and bylaws to ensure they follow governance best practices, legal requirements and meet the specific needs of the school. (Article VII PCHS bylaws –

elections). In accordance with the Charter and Board policies, the Board maintains an oversight role, while the administration handles day-to-day operation of the school.

The Board engages stakeholders in the school community in the decision-making process through multiple committees including the Academic Accountability Committee, Budget & Finance, Election Committee, Charter Committee and Post Retirement and Health Care Benefits Committee. All stakeholders can attend Board meetings and if geographic location is a barrier, PCHS created an email address (trustees@palihigh.org) that can be used to send a single email to all Board members. The ASB student body president has a seat at the Board table and communicates Board agenda items and actions at Student Senate Meetings.

The PCHS Board follows an annual calendar that ensures key financial and academic goals and progress data are presented and discussed by committee members over the course of the school year. Data presented to the Board over the course of the year include, the School Accountability Report Card (SARC), CAASPP Results, CDE Dashboard Indicators, College & Career Indicator Data, and summaries of PLC notebooks. The Local Control Accountability Plan is approved by the governing board annually.

PCHS received a 4 rating on a scale of 1-4 with 4 being highest for its demonstrated strengths in the governance structure and administrator evaluation process, the appropriate use of the Brown Act, comprehensive due process policies and procedures (reference Student/Parent Handbook), staffing, and data-based decision making.   The PCHS Board updated the Uniform Complaint Policy in 2017 and their systems for addressing complaints was a noted success by the LAUSD oversight process.

The WASC visiting committee meet with representatives of the PCHS governing board and were able to validate that the governing board has worked actively over the past 5+ years to organize policies and procedures. They consult with experienced legal counsel that specializes in charter schools. They have made necessary adjustments to comply with current laws including but not limited to: Conflict of interest law, and the Brown Act. They anticipate the need for possible restructuring their current governing board to further separate "interested parties" on the board so

that it is governed by "disinterested" parties. They are aware that this is a complex conversation but are willing and committed to having the conversation should it make their school stronger.

The governing board relies on the input from the LTSPCs to work collaboratively together and then present input to the board. If there is controversy, the item is sent back to the relevant committee for review and refinement and to address the concerns of the board in order to develop consensus at the board level built upon input from relevant stakeholders.

The WASC visiting team reviewed multiple documents including the LAUSD annual oversight documents, informal conversations, focus group meetings and meeting with representatives of the governing board. It was evident to the visiting team that the governing board is keenly aware of their role in governance and policy and the role of school administration and their staff. They have had some governance training but may benefit from additional governance training, and perhaps the development of Governing Board Handbook (if they don't already have one). This may be uniquely important to PCHS due to potential for nearly ½ of the governing board to turn over annually resulting from the unique structure of their governing board structure and terms of the positions.

A3.   Leadership: Empowerment and Continuous Planning and Monitoring Criterion

PCHS does not have a plan entitled "Single Plan for Student Achievement" by design. Instead, PCHS has a tiered integrated plan for student achievement in its Charter which includes the Long-term Strategic Plan, WASC action plan, and the LCAP. PCHS incorporates both its WASC action plan and its LCAP into its Long-Term Strategic Plan (LTSP) to continuously embed the process of self-reflection and improvement.

The LTSPC's allow the staff to take reflective responsibility in supporting student learning. Meetings are held monthly and allow staff to collaborate with multiple stakeholder groups in a variety of arenas to support student learning.

Committees and teams such as the LTSPC, Academic Achievement & Innovation Committee, Academic Accountability Committee, English Leaner Advisory Council, Language Appraisal Team, Student Success Team, Administrative Team, and the Academic Achievement Team regularly analyze school data to assign or revise measures and metrics for student and school success. In addition to the above teams, the counseling department is examining student achievement data to develop programs and identify additional supports for student success.

The multiple committees and teams ensure effective processes and procedures for including staff, students, parents and other stakeholders in shared decision-making models.

PCHS ensures the analysis of student achievement of critical learners and college and career-readiness standards by providing and examining data from multiple sources:

- The California Department of Education State Dashboard
- CDE Data and Demographics
- CALPADS Data
- PCHS Schoolzilla Dashboard
- Infinite Campus Reports compiled by the Data Coordinator
- State Assessment Reports by the Testing Coordinator
- Interim Block Assessment Reports by the Testing Coordinator
- The PCHS College Center Reports
- Various Assessment Software (Mastery Manager, Scholastic Reading Inventory, Achieve 3000, Accelus, etc.)

The PLC model empowers the faculty to take ownership and responsibility to support student learning. Within the PLCs, the staff is responsible for creating and refining common assessments based upon continual reflection. The PLCs use collaborative qualitative and quantitative student data as they meet on an ongoing basis. Each PLC compiles a notebook or procedures, planning schedules, student work samples, and faculty reflection for the PLC coordinator and Administrative team to review, reflect, and analyze.

Curriculum Council meetings are comprised of Department Chairs and are another arena for staff to share in the decision-making process of supporting student learning. Monthly, the administrative team creates an agenda using feedback from teams, teachers and coordinators regarding key academic issues and concerns. These meetings have addressed a variety of academic programs and actions including grading policies, new classes, the expansion of 9th grade Pods, homework policies, technology needs and LCAP priorities.

The annual charter oversight review conducted by LAUSD in 2017 cited data-based decision making as a strength.

> (G5) DATA-BASED DECISION-MAKING
> The Governing Board of Palisades Charter High School regularly monitors school performance providing updated internal and standardized academic data which informs decision-making as evidenced from direct observation and from binder review during oversight with examples of discussion from agendas/minutes dated 5/11/17, 4/6/17, 3/9/17, and 2/16/17.
>
>   (LAUSD Charter Annual Review 2017)

Staff demonstrate awareness of the need to coordinate the variety of technology and data management tools for both students, parents, staff, and program evaluation and resource allocation. While there is consensus around that need, the staff is eager to resolve this and is actively seeking solutions to a coordinated and cohesive approach to monitoring student achievement, staff performance and system wide strategies for improvement.

A4.   Staff: Qualified and Professional Development Criterion

PCHS uses a systematic approach to providing professional development for their staff through a coherent approach to teacher preparation, induction, and ongoing professional development. Faculty and staff are fully qualified for their duties and the school follows a process of checking licensing, I-9, TB and Department of Justice background clearances. All certificated staff are required to have current credentials and relevant licensing. All credentials must be renewed when appropriate to ensure teachers are able to retain "Highly Qualified" status. Annual training occurs in regards

to child abuse awareness, bullying prevention and awareness. Bloodborne pathogen care and handling and other required trainings are administered annually. In addition to Human Resources of PCHS monitoring certifications, PCHS is also subject to audits by the LAUSD Charter School Office on an annual basis.

Staff members are assigned to their positions in a systematic manner. They go through an efficient "onboarding" and training progression. Department chairs and administration screen candidates and stakeholder groups and department members are involved in hiring committees. Students are included in the hiring process when appropriate. It is common for candidates to participate in an interview and a classroom demonstration with actual classes resulting in direct student feedback on candidates. After candidates are hired, faculty members are only assigned content for which they are highly qualified and credentialed. Student learning is maximized by opening study skill classes for students who need support. That support is provided by staff who have the strongest ability to provide quality instruction and reinforcement for students including English Learners and other struggling students.

To ensure appropriate practices and build relationships, the school systematically ensures that all policies are communicated effectively to faculty, staff and stakeholders. New staff participate in an orientation process, and are provided with an employee handbook. As new policies are adopted by the board, they are disseminated at faculty, department and period by period meetings. Policies are posted online. Board and governance policies and pertinent staff policies are posted online as well. Decision-making regarding school policies are made in collaboration with the appropriate committees or small groups such as the culture and climate committee to ensure policy effectiveness.

The professional development plan for PCHS is focused on ensuring all students are taught in an equitable manner. Attention is provided to ensuring student needs are both discovered and addressed. Staff have studied articles related to diversity and unconscious bias that may affect instruction. Discussion regarding unconscious bias have occurred in staff meetings. Faculty have participated in training provided by the Campus Unification Director regarding how activities might be integrated into their classroom to support a positive classroom. Staff have been provided the opportunity to acknowledge the biases, barriers and obstacles that students face based upon

their unique backgrounds. Strategies are provided to staff to ensure equity in educational settings. Staff were provided the opportunity to participate in a summer professional development training on Adaptive Schools. The staff who participated learned techniques to better engage students and focus their learning also learned strategies to support effective collegial collaboration.

The Academic Achievement Team work with each PLC to tailor professional development time to best meet their goals. Each PLC documents their work utilizing PLC notebooks each semester. School-wide PD days are aligned to school goals and implementation of the new California State Standards (Common Core), Human Relations (Culture, Climate, and Community).   Professional development conducted at PCHS has had a measurable effect on student learning by ensuring courses are more aligned particularly in terms of pacing, grading, curriculum, common assessments, common performance tasks, and common activities/scaffolding.

Training offered by the Academic Achievement team trained the school PLC's to implement nine SBAC Interim Block Assessments in 2016-17, across the disciplines to monitor student learning. SBAC scores in ELA improved 7% due to the work completed in the PLC and supplementary professional development on writing across the curriculum.

PCHS staff have received substantial training over time. Examples of training received by PCHS staff include educational technology, cognitive coaching, adaptive schools training, and teacher training on how to increase their technical skills and integrate those skills into their classroom.

There are two employee associations on campus. Certificated staff are part of the UTLA-PCHS union and the classified staff are a part of the Palisades Education Support Personnel Union (PESPU). Certificated evaluations procedures are part of the collective bargaining agreement and are posted on line. Certificated employees are evaluated on a negotiated schedule. The evaluation model to monitor teacher effectiveness comparable to the California Beginning Teacher Support and Assessment (BTSA) model.

A5.   Resources Criterion

PCHS systematically ensures that human, material, physical, and financial resources are sufficient and utilized effectively and appropriate in accordance with the legal intent of the program, and LCAP to support students in the accomplishment of academic standards and are prepared for College/Career, and proficient in school-wide learner outcomes.

Allocation decisions are made with consideration of student needs. PCHS has developed eleven goals in the LCAP which directly align with the school's vision, mission and school-wide learner outcomes. Each goal is evaluated and implemented. PCHS leadership and staff are directly involved in determining resource allocations in alignment with the LTSP meetings and the budget/finance committee meetings. The SPSA is integrated with the LCAP and the WASC action plan. In the action plan, PCHS plans to improve their feedback loop of instruction, assessment, analysis of student achievement data, and redesign of instructional strategies or support to better determine how to effectively allocation school resources.

All stakeholders are engaged with the budget development process and specifically how the budget impacts student learning and achievement. The systems of input have created a high level of transparency. PCHS business and accounting practices are effective and have been audited annually. PCHS uses financial policies and procedures in accordance with GAAP, and recommended best practices by auditors.

PCHS uses the facility inspections required as part of the School Accountability Report Card. District inspectors also monitor the facilities at PCHS and have rated the facilities as in good condition.   An area of need defined by PCHS is the addition of air conditioning. Students have asked for a method to report facilities issues. There is concern that hazards such as sharp metal on desks is not always reported and repaired in a timely fashion. The students are interested in more space in the classrooms between desks, functional heating and air conditioning. Students identified that the tennis courts are cracked and dangerous resulting in the varsity tennis team needing to practice at the park. The PCHS facilities are rented from LAUSD. PCHS has invested millions of dollars to upgrade the facilities and bring it into ADA compliance. However, LAUSD has been slow to fix major aspects of the

plan such as the elevator, air circulating blowers, and boilers for heat. The lack of maintenance and failure of the district to respond to requests has resulted in an ongoing, unresolved conflict.

PCHS has well established policies and procedures for acquiring and maintaining adequate instructional materials and equipment. That process is outlined in the WASC accreditation self-study. They have identified a need to establish asset management tools for equipment found outside the library. Lab equipment, manipulatives and other instructional materials need to be added to the inventory and marked with updated asset tags.

As equipment are purchased, staff report it is essential that they have appropriate data integration capabilities. Examples are when purchasing digital microscopes consideration needs to be made regarding their compatibility with both with chrome books and other devices utilized by students in the classroom.

PCHS sets aside resources to ensure staff receive professional development for their specific skill area. While tiered support and assistance is provided to staff annually, training is also available to staff off campus.

Pali Charter High School has prioritized resources to support systematic and ongoing professional development to ensure that staff are able to be hired, nurtured, and developed over time. Pali has a well-qualified staff for all programs including online instruction and college and career. PCHS employs three tiers of personalized professional development: Personal PD, PLC PD, and school-wide PD. Each tier of PD at PCHS is connected to accomplish a smart goal in each of the three tiers. The WASC visiting team was able to validate this statement through a combination of the WASC document, individual staff conversations, focus group interviews and file review of PLC materials. Professional development is differentiated based upon the role of each employee. For example, classified staff receive training on customer service. Lifeguards are regularly train in CPR. Special Education assistants receive specified job alike training such as safety and student support. Through a combination of systematic job embedded professional learning communities, to site based and off-site training, the Pali staff can access a variety of training options.

The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes**.**

PCHS has multiple systems to assist with how resources are allocated in alignment with the Long-term Strategic Plan, LCAP, and SPSA. The structure of the school, specifically the LTSPC engages school leadership, staff, parents and students involved in the resource allocation decisions. The district is experienced in following appropriate fiscal budget development, annual audit and other business and accounting practices. While the facilities are beautiful and adequate to meet the students learning needs and are effectively maintained, staff have identified ongoing friction between LAUSD and the school with regards to site needs and repair requests as a tenant. The students appear to have adequate instructional materials and equipment. PCHS follows appropriate hiring processes which results in quality staff who meeting appropriate hiring criteria. Systems are in place for acquiring and maintaining instructional materials. Staff are available to support professional development for all programs including online instruction and college and career readiness. As mentioned earlier the charter's LTSP has been helpful in aligning the LCAP and other programmatic reports to establish community wide transparency.

PCHS aligns the WASC, Strategic Plan, and LCAP along with LAUSD accountability oversight. The school is continuing to deepen the alignment work. The site resource decisions ensure the continual availability and coordination of appropriate funds to support student achievement of the critical learner needs, academic standards, college-and-career readiness standards, and the schoolwide learner outcomes. One key area of concern is developing an on-going strategy to ensure a steady funding stream to support their home to school transportation needs. PCHS identifies school-wide goals and action steps that are incorporated into the long-term strategic plan. The committee is open to the public and it has several sub committees. Members of the committee and subcommittees include students, parents, teachers, coordinators, department chairs, administrators, community members and Board members. As the committee has developed so has their effectiveness in regularly aligning the LCAP with resource allocation in a manner that is transparent.

The PCHS Board of Trustees establishes annual school-wide goals, and those goals reflect stakeholder input and are based on the LTSP and WASC action plan. The goals are reviewed monthly in several settings including five key committees of the LTSP: Academic Achievement and Innovation, Facilities, Family and Community, Fundraising/Development, and Technology.

The new California public school funding model (Local Control Funding Formula – LCFF) allocates educational funds to the school, and the school is to develop a plan based upon student need, to allocate the funding based upon a formula to serve the neediest unduplicated pupils (English Learners, Students with Disabilities, Socio-economically Disadvantaged, Foster Youth, and Homeless). This new formula has been an adjustment for most schools. AT PCHS they have incorporated the LCAP into the Long Term Strategic Plan for the school. The LCAP goals come from the LTSP.

The WASC visiting committee views time as a resource. As a resource, time could be utilized more effectively to engage students in their learning during the existing instructional day to ensure equitable access for all student to rigorous curriculum.

A6.   Resources Criterion [Charter Schools]

The WASC Committee met with staff, and reviewed key documents including the LAUSD's Annual Performance-based Oversight Report. This report covered four main areas:

- Governance
- Student Achievement and Educational Performance
- Organizational Management, Programs and Operations
- Fiscal Management

In each of the areas the school was rated on a rubric ranging from 4 to 1 with:

  4 = accomplished
  3 = proficient
  2 = developing
  1 = unsatisfactory

A review of the charter authorizer's oversight document for the current fiscal year rates this school as a 4– the highest score possible on a scale of 1-4 due to its implementation of all areas of effective governance, specifically the governance process and evaluation of the school leader, compliance with the Brown Act, and Due Process procedures and policies and parent/student handbook.

The school demonstrates strong resource management, and this was identified as a strength by LAUSD. Furthermore, the WASC visiting team interviewed school staff, leadership team, various committees and students. Through the review process, focus groups and 1:1 conversations with staff, the WASC visiting team concurs with this finding.

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

Areas of strength identified by the WASC visiting team for PCHS include effective policies for the constitution of the governing board which is built on a model that includes all stakeholders. The Long Range Strategic Planning Committee is another strength is structured in a manner that is inclusive of all stakeholders. The structure of the Long Range Strategic Planning Committee works hard to ensure alignment with other plans and strives towards blending of plans when appropriate.

With regards to accounting, budgeting and adequate compensation, the WASC visiting team concurs that PCHS is fiscally sound, utilizes appropriate budgeting procedures and protocols, that the governing board and school leadership utilize responsible resource planning between the collaborative work of the Governing Board, the Long Range Strategic Plan and its sub committees along with PLC work by the teachers and other collaborative work.   The perception of the visiting committee is that appropriate fiscal protocols are followed. The perceptions above of the visiting team are validated by the LAUSD Annual Charter School Review Report from Spring of 2017 when PCHS was given a 3 out of 4 in the area of Fiscal Operations using a very rigorous rubric. The WASC visiting team based upon staff focus groups and interviews were able to see that CBO and business manager ensure appropriate protocols and procedures are followed. They coordinate with appropriate authorities such as LAUSD and LACOE to ensure effective resource management throughout the school. The school while concerned about the fiscal future due to anticipated

increases in expenses, currently has a 35% reserve that will assist them in weathering fiscal ups and downs.

Key Issues for Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

Continue to refine and align the various reports (LCAP, Strategic Plan, WASC, etc.) to the degree possible.   Include not just student performance, but also report on the frequency, duration and type of meetings occurring at the school to engage stakeholders and staff. Identify a coherent message to celebrate the many accomplishments of the school. Pull the various elements together in a cohesive reporting document that tells the story of PCHS. It may be helpful to compile a single reporting document that can be utilized year after year to demonstrate growth over time and coherently tell the PCHS story. As strategies to develop reportable data systems are developed a focus on growth – comparison of the school to itself – will help to align the data usage in a manner that can help the school make decisions about what next steps need to be taken. While comparing the school to others around or to district or state performance, that is just a status check. Decision making needs to be made using a continuous improvement model, so shifting the data system in that direction will facilitate that effort.

Staff demonstrate awareness of the need to coordinate the variety of technology and data management tools for both students, parents, staff, and program evaluation and resource allocation.

The WASC visiting committee views time as a resource. As a resource, time could be utilized more effectively to engage students in their learning during the existing instructional day to ensure equitable access for all student to rigorous curriculum.

Important evidence from the self-study and the visit that supports these key issues include the following:

The visiting team observed a happy and hardworking staff who have the needs of students at the forefront of all the work they do. This was observed in individual

interviews, focus groups with staff, students and community members, as well as in the written WASC self-study.

PCHS has a natural tendency to seek to be in a continuous improvement mode and has implemented dozens of initiatives to meet the needs of students in an ongoing basis. While the use of data systems may not be where the staff want it at this time, they have compiled many tools to assist them with monitoring student progress.

The governance structure and fiscal operations are strong as evidenced by interviews, focus groups and validated by the external LACOE annual report most recently completed in the Spring of 2017. The leadership team is continually looking to the future and routinely plans to meet student needs such as home to school transportation, services for students with disabilities, communication across the organization and school community as reported in the self-study, the LAUSD charter schools report, individual interviews, focus groups and conversations with various stakeholders.

CATEGORY B. Standards-Based Student Learning: Curriculum

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion
Current Educational Research and Thinking

Palisades Charter High School understands the importance of using research-based curriculum and pedagogy so that all students have the opportunity for a viable and meaningful educational experience. One of the functions of the Professional Learning Communities (PLCs) and Small Learning Communities (SLCs) is to use research and analysis of student data to make curricular choices that will impact student learning.

Schoolwide, the staff received Adaptive Schools training to enrich individuals' collaborative skills. As staff apply these collaborative skills within the PLCs and SLCs, the meetings become more productive and students ultimately benefit. Schoolwide, the staff studied together through a common scholarly journal, issues of inequity. Staff

are examining ways they can add or modify curriculum to combat inequities in student learning and achievement.

Individual subject departments study educational research specific to their subject. For examples, the science department studies and uses claim evidence reasoning in the science curriculum and the world language teachers study and use recent world language practices.

Academic Standards and College/Career Readiness for Each Student
The curriculum at PCHS is rigorous and designed to prepare students to attend college. Numerous courses are a-g approved. Over 95% of PCHS graduates state they will be attending college after high school with over 50% going to four-year universities.

PCHS offers eleven Career Technical Education (CTE) pathways in four industry sectors. The most developed pathways focus on Arts, Media, and Entertainment. There is a robust set of Visual and Performing Art (VAPA) courses available to students.

Students in the Virtual Academy have access to online courses from Florida Virtual School (FLVS). These courses are a-g and NCAA approved and meet the rigor of college preparation courses.

The Social Science department enrolls all 10th-12th grade students in honor or AP courses. Students can opt out of this curriculum, but over 70% of PCHS students take honors or AP courses in Social Sciences. The English department enrolls all 10th grade students into honors courses.

Congruency/Consistency and School-wide Learner Outcomes
The Student Learning Outcomes (SLOs) of PCHS are designed to promote and provide exceptional educational opportunities for all PCHS students. Core Learning, the first SLO, states that all students will meet or exceed state content standards in all disciplines. Subject departments have common assessments to measure student achievement in meeting or exceeding state standards. SBAC scores indicate that over

75% of PCHS students meet or exceed English Language Arts (ELA) standards and that over 50% of PCHS students meet or exceed math standards.

The second SLO, Critical and Creative Thinking, impacts the curriculum of all classrooms as teachers strive to ensure students are expected to use higher order thinking skills in their work. For example, the Social Science department infuses courses with Document-based Questions (DBQs) designed ask students to critically analyze historical documents. Science Technology Engineering Art Mathematics (STEAM) classes are full of projects that exhibit student use of critical and creative thinking.

Communication, the third SLO, is found in all disciplines on campus. Numerous examples abound including art students communicating their artistic statements through the exhibition of their artwork at local galleries, or ASB Leadership students guiding the discussions of PCHS's Long Term Strategic Plan Committee (LTSPC).

The fourth SLO, Community Consideration and Compassion, can be found in the graduation requirement that a PCHS student must complete 40 hours of community service. Environmental Engineering students investigate and provide solutions for current environmental problems. English students examine the human condition in literature and consider how to apply what they have learned to their present lives. Examples exist in every department where students are expected to go beyond the academic knowledge and consider the impact of what they are learning on their community and society.

PCHS is intentional about students being prepared for college and careers after high school. All 9th grade students create a four-year plan that they will revisit and modify as needed with the assistance of counselors and the students' family throughout their four years at PCHS. Support for college and career readiness is provided through programs such as The Village Nation and Fuerza Unida, programs that support African-American and Latino students respectively.

Extra-curricular programs such as Mock Trial, Model United Nations, and Mathematics Engineering Science Assessment (MESA) promote the skills and knowledge necessary for college and careers.

The PCHS Career Center is designed to aid students pursuing careers after high school or college. At the Center, students can take the Armed Services Vocational Aptitude Battery (ASVAB), attend workshops on resume building, listen to guest speakers, and get assistance from the Career counselor.

The PCHS College Center has four counselors dedicated to providing services to PCHS students planning on attending college. The Center sponsors an annual College Fair where 100+ colleges and universities set up booths to meet PCHS students. Center counselors ensure that students planning on attending college are meeting a-g requirements, finding the right college, and filing for financial aid. The counselors also assist students with filling out applications, finding recommendations, and visiting colleges.

PCHS is seeking to grow its CTE program. There is one fully functional strand, Arts, Media, and Entertainment, along with three developing strands: Business Management, Information and Communication Technologies, and Engineering and Architecture. Students receive real-life skills and experiences in the coursework of these career pathways.

Curricular Integrity, Reliability, and Security
All 9th grade PCHS students are part of an SLC also known as a pod. The pods are thematic such as Social Justice or Entrepreneurship. The theme is infused throughout the classes and curriculum of the student within a pod. Beyond 9th grade, there is some cross-curricular integration, but it is less prevalent. Cross-curricular integration might be found in the natural sequencing of social science and English courses (e.g. World History and World Literature) or it might be found in the application of English standards in the essay rubrics of social science and technical education classes.

Curricular Programs and Expectations with Feeder Schools
PCHS enrolls students from 100+ zip codes within the Los Angeles Metropolitan Area. As such, there are some inherent difficulties in collaborating with the numerous middle schools from which PCHS students come. Nevertheless, PCHS reaches out at recruitment fairs, provides school tours using student ambassadors, and presents an incoming parent night. Many PCHS students do come from the local middle school and services are more easily provided to prospective students from this school.

The College Center of PCHS provides students with numerous services to assist all students to attend college. The College Center does have numerous anecdotal data concerning PCHS graduates. The Director of Development has created alumni socials. The Village Nation and Fuerza Unida have sponsored alumni speakers. However, PCHS does not presently have a systematic approach to gathering data about the postsecondary journeys of PCHS graduates.

B2. Access to Curriculum Criterion

Accessibility of All Students to Curriculum, including Real World Experiences
PCHS freshmen choose an elective such as social justice, entrepreneurship, or STEAM. When they choose this elective, the freshmen become part of a pod that consists of an English teacher, a social sciences teacher, and the elective teacher. The teachers of the pod meet regularly to discuss student achievement, student needs, and curriculum. Freshmen are only limited in their choice of pod by numbers selecting a pod.

PCHS has been developing a CTE program with 11 current pathways across three industry sectors. As part of their electives, students may choose any of these pathways. Several of the pods have themes similar to the career pathways (e.g. drama) and the pod experience may open the freshman's eyes towards choosing a similar career pathway as an elective.

The social science department eliminated college preparation level classes from 10th grade to 12th grade. All students now are enrolled in honors level social science classes. After ten weeks in the class, a student may opt out of the honors course, but they remain in the same class receiving the same access to content and activities. The teacher differentiates the assignments and grading policy for students who have opted out of the honors course. Fewer than 30% of the students choose to opt out of the honors course. The English department is now following the same model of enrolling all 10th - 12th grade students in honors courses. The world languages department is considering the same idea with level 3 and 4 language courses.

PCHS developed courses in African American Literature, African American US History, and Chicano Literature as choices students could make in place of courses in the

typical sequence of English or social studies courses. The courses were designed with the idea of being inclusive of all students' culture and experiences.

All freshmen are enrolled it at least Algebra. If, according to the math placement test they take before school, they are not prepared for the course, the student is still enrolled in Algebra, but they will be enrolled in a three semester Algebra course. Math paraprofessionals are available to all math classes as extra tutors within the class period to support all students having access to the math curriculum. A math lab exists as a period 7 option for students to receive math tutoring from the math paraprofessionals and math teachers.

The PLCs work to include relevant real-world experiences and curriculum into the courses. This is easily seen in the freshmen pod courses where students use the Humanitas model to explore themes and issues relevant to themselves and the world around them. Real world experiences are also easily found in the CTE pathway courses where students are working on projects that have immediate relevance. Visual and performing arts courses allow the student to explore the student's own inner life and culture to create works relevant to the student and their world. World language courses are also relevant as students learn to communicate in a second language and are exposed to other cultures. Teachers in English, science, math, and the social sciences work to include projects in their courses that make their subjects real to the student.

PCHS students who fall behind in credits can attend Pali Academy, an on-site intervention program housed at the west end of campus. Students attending Pali Academy still have access to a-g courses either taught by instructors or through online courses. Pali Academy students can still participate in PCHS student activities and are included in graduation.

Reaching Educational Goals: Parents, Students, and Staff Collaboration
PCHS counselors assist students with the students' four-year plans. Parents are informed of the plans. Counselors meet with all interested juniors and their families concerning postsecondary options. Counselors communicate with all seniors and their families concerning graduation status. Counselors are available to students and

their families for any needs. The College Center offers workshops to assist students and their families in preparing for college, including financial aid.

The PIQE program is designed to assist the parents of first generation college bound students. Workshops and information are provided to assist parents navigate the process of choosing and applying to a college.

Post High School Transition
The Career Center and the College Center are designed with the intent of supporting PCHS students in their postsecondary plans. The Centers provide counseling, workshops, information, and direct support to all students. Some of the student clubs or groups, such as The Village Nation or Fuerza Unida, have as part of their function, encouraging and supporting students in the students' postsecondary plans. Although there is much anecdotal information about the success of PCHS students in their postsecondary life, PCHS is working towards trying to capture more objective data about students' postsecondary college and career life.

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff and ResourcesCommitment to professional learning communities

- Commitment to career technical education
- Commitment to infusing technology in student learning and expanding technology curriculum
- Clearly defined and applied student learning outcomes
- Expansion and refinement of Pali Online Program and Pali Academy
- Expansion of course offerings
- Commitment to making courses accessible to all students

Areas of Key Issues for Standards-Based Student Learning: Curriculum

- Improvement of Quality Curriculum
- Continue to expand career technical education
- Continue to improve quality of curriculum
- Continue to develop professional learning communities

- Continue to make courses accessible to all students including students who travel long distances to school
- Continue to investigate cross-curricular opportunities in 10th - 12th grade.

Important evidence from the self-study and the visit that supports these key issues include the following:

- PLCs: Vibrant PLC ecosystem; PLC coordinator; pull-out days for PLC; PLC goals for student learning and student skill acquisition; common formative and summative assessments; performance tasks, writing prompts, and common rubrics created by PLCs; curricular and school culture that reflects work of PLCs such as freshmen pods, MathLab, social science and English honors courses…
- CTE: Eleven career pathways across 4 career sectors; student-empowering classroom environments that exhibit real-world application through student projects; addition of Director of Development to staff; development of Career Center; career workshops offered by The Village Nation and Fuerza Unida
- Technology: PD for faculty in tech plan; adoption of tech standards and revised AUP; tech embedded in career pathways; expansion of STEAM courses; use of technology by teachers and/or students in classrooms; commitment to access for all students at school and at home; creation of an EdTech Coordinator position
- SLOs: Concise, memorable SLOs; SLOs posted throughout school; curricular and school culture choices that reflect SLOs such as community service requirement, pod curriculum, student projects, higher order thinking skills used in classrooms…
- Pali Academy and Pali Online Program: increased rigor of courses with Florida Virtual School; 100% graduation rate of Pali Online Program students; clearly defined expectations and timelines; senior project for Pali Academy students
- Expansion of course offerings: CTE pathways; freshmen pods such as social justice, entrepreneurship, and STEAM; African American literature, African American US History, and Chicano Literature courses; ERWC courses; ELA support classes
- Accessibility: Freshman pods; math paraprofessionals; MathLab; Study Center; honors courses in social sciences, English, and world languages; Pali Academy; Pali Online Program

Evidence of key issues

- CTE: need for funding and curricular support; need to expand Career Center; need for business partnerships and intern development; need to expand career fairs; need to find connections to careers in core curriculum and electives
- Quality curriculum: need to narrow number of tech tools to allow for more effective PD, increase interoperability of tech tools, and reduce number of student log-ins; need to add more relevance to courses through real world and community problem solving; need to continue to apply Common Core mathematical practices and concepts into math courses; need to integrate student speaking, listening, and cooperation; need to integrate critical reading and writing
- PLCs: need to assess alignment of curriculum and assessments; need to assess alignment of curriculum and state standards; need to continue to develop common assessments, common interim block assessments, and common formative assessments

CATEGORY C. Standards-Based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion
Instruction
PCHS uses the Professional Learning Community (PLC) and Small Learning Community (SLC) models to most effectively and efficiently create and evaluate the success of curricula. All PLCs and SLCs are required to maintain notebooks that hold students work to analyze and to maintain evidence to inform their refinement.

All students in their Social Science classes are enrolled in Honors level or AP curriculum in 10th through 12th grades. Students do have the option to opt out of the curriculum, however a clear majority (over 70%) of PCHS students in 10th through 12th grade take honors or AP level classes in the Social Science. The English Department has followed the Social Science lead and now all 10th grade English classes receive Honors level curriculum also with the option to opt out.

Many PLCs break down the rubrics into categories that reveal the points a student can receive based upon the demonstration of mastery of a standard or learning outcome. Schoology is used to reinforce understanding as students can consistently visit learning goals on assignments online Schoology and Infinite Campus are online programs which are used to help monitor student success and need for support as well.   For communicating and assessing curricula and learning expectations

Results of Student Observations and Examining Work

Students are involved in challenging and relevant work. They are engaged in direct instruction; pair group share as well as independent self-reflection time. Students display professional rapport with teachers and adults. They are motivated and interested in the lessons such as challenging, controversial topics, debates of current climate discussions, and in-depth science standards material. Students showed to be focused, on target with responses when called upon, and focused on the lesson at hand.

Student Understanding of Learning Expectations

California State Common Core Standards were posted on the board with clear student learning objectives. Teacher lessons modeled the standards and objectives with less "open your book to page..." with much more teacher/student and student/student engagement. Performance levels for the area of study was clear to the students as they interacted with the assignment.

Differentiation of Instruction

Instruction was differentiated by utilizing AP and Honors lessons along with regular State Standard lessons to students within the same classroom. Integration of technology of use of Schoology was observed throughout multiple classrooms. It clearly impacted student learning. Lessons, grades, announcements, homework, and events were all communicated through technology. Counselors play an essential role in the differentiating process and its applied success. Counselors schedule students into classes according to levels determine by pre-existing grades and needs. Instructional staff also support differentiated instruction by using various types of visual aids, models, drawing, labeling and active learning approaches that address multiple learning styles and needs.

C2. Student Engagement Criterion

Instruction

PCHS currently places all freshman in Pods to gain retention and success. All 9th grade students have access to a Chromebook so that students can work in teams to create digital projects, work independently on classroom assignment, interact with the teacher to improve on work and enhance learning and communicate achievement as well as deficits.

To further assist teachers with their teaching practices, the PCHS administration, under the guidance of the Director of Instruction and Curriculum, created the Academic Achievement team comprised of teacher coaches. These coaches discuss areas of needs support, targeting specific teachers, departments and skills.

Current Knowledge

PLC's strives to use technological tools to foster and enhance excellent student achievement. These range from Schoology and Infinite Campus to manage and monitor classwork and grades to IXL for math help which allow students to get immediate feedback and gauge areas of success and needs of improvement and Achieve 3000 that helps with reading comprehension skills and improving vocabulary and language acquisition.

Teachers as Coaches

Teachers facilitate learning as coaches to engage all students by addressing students by name during direct instruction lessons and utilizing motivating lessons. Also, teachers are actively walking around their classrooms checking and acknowledging student accountability.

Diversity is a strength at PCHS schools with the student population as well as with the certificated and credentialed staff.

Examination of Student Work

Students have a range of extracurricular activities to have opportunities to apply their acquired knowledge and explore independently. For instance, academic teams such as Mock Trial and Mediation require students to address real life situations that they

research on their own. On Schoology, students access articles, make connections between these supplemental activities, class texts, and real world.

When most schools are cutting programs due to budgets PCHS is adding them on student demand and success. PCHS continues to grow each year with more programs. They continue to have an attitude, "why not.... let's see what happens".

Real World Experiences
Career Technical Education (CTE) program has four different pathways; Arts, Media, Entertainment and Architecture. Students receive a variety of real-life skills and experiences necessary for careers in various pathways. These range from interview and resume skills, product development and programming education. Students receive information about these programs from their counselors and classroom visits form program teachers.

Every student must complete at least 40 hours of community service to graduate. Networking is available at the Career and College Center. The 40 hours are tracked and recorded. Community service consists of worthy real-life experience and not an employed job or babysitting for a parent.

Areas of Strength for Standards-Based Learning: Instruction

- Rigorous academic programs
- Academic Achievement Team Coaching and Coordination
- Technical Education Coordinator
- Small Learning Communities (Pods)
- CTE instruction
- Challenging, empowering co-curricular instructional programs
- Improved PLC collaboration
- AP Honors in Social Science and English
- A-G course tracking

Key Issues for Standards-Based Learning: Instruction

- Increase quality learning time in classrooms

- Develop Common Core Standards-Based Lessons and Assignments

Important evidence from the self-study and the visit that supports these key issues include the following:

- Use of Schoology and Chromebook
- Posted Standards and Student Learning Objectives
- Read, Think, Question Techniques
- Mock Trial and Teen Court Instructional Programs
- Cross-curricular and community projects
- Performance Tasks and English Essays
- Nutrition and Lunch Breaks that display Student Interactions
- Mercer Hall Art Show
- ASB organization with daily, monthly, yearly duties
- VAPA Department Services and Disciplines

CATEGORY D. Standards-Based Student Learning: Assessment and Accountability

D1.   Using Assessment to Analyze and Report Student Progress Criterion

PCHS uses a variety of professionally acceptable sources to collect external and internal data on student progress and achievement. Important mandated external assessment results include Smarter Balances (SBAC) results, CELDT (transitioning in 2018 to ELPAC), Fitnessgram, ELD reclassification rates, graduation/dropout rates and graduates meeting UC A-G requirements. Voluntary but valuable external sources student performance data utilized by PCHS include results from AP exams and SAT/ACT.

Internally collected data includes attendance, suspension rates, expulsion rates, percent of students living outside traditional attendance boundaries, rates of students earning D's and F's, demographics and success of students requiring credit recovery, interim assessments in ELA and Math, trends in school diversity demographics,

college acceptance rates, Human Rights Temperature survey and Columbia University School Study.

Infinite Campus is PCHS' online system communicating grades and missed assignments to students and parents, providing immediate feedback. Standardized testing results are also located in Infinite Campus. Schoology, the LMS is also a tool used to communicate with students and parents. Additionally, PCHS has a Weekly PCHS Newsletter used to inform stakeholders regarding academic standards and college and career readiness. The new CDE dashboards and DataQuest are also publicly accessible repositories of school progress and performance.

The school reports student learner outcome data to stakeholders through multiple avenues. These include monthly PCHS Board of Trustees meetings which includes parent and student members, Long Term Strategic Planning Committee and sub-committee on Academic Accountability meetings and the Academic Achievement Team. Membership in most these bodies includes stakeholder representatives from parents, students and/or the community. Review of outcome data and SLO goals and targets are also an integral part of the PCHS Long Term Strategic Plan (development of which includes all stakeholders) and LCAP priorities and goals.

Data is also communicated through parent participation programs including Parent Institute for Quality Education, The Village Nation, Fuerza Unida, Parent Booster Club, Bilingual Advisory Committee, weekly email blasts, the PCHS Website, townhalls, Back to School Nights, Parent Orientation meetings and English Language Advisory Committee (ELAC).

During the most recent 3 years of the current WASC cycle, PCHS has reviewed and solidified the schools grading policy. The resulting PCHS Grading Policy includes PLC expectations, UTLA contractual language, and California state education code. The policy was reviewed by the Curriculum Council, each academic department and the Board Committee on Academic Achievement. Finally, the policy was passed by the Board in 2017. Many PLCs have adopted common grading scales and grade weights within the same course.

During the 2017 LAUSD oversight visit to PCHS it was identified that the school has demonstrated <u>developing levels of student achievement</u> (page 17) and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math. (Level 3 on a 4-point scale).

• Further data from the 2017 LAUSD oversight indicate:
• Students are reclassified at a rate higher than LAUSD.
• Student performance on ELA and Math on SBAC is at about the same rate as LAUSD
• Student 4-year cohort graduation rate is higher than LAUSD
• While the student subgroups performance on SBAC Math and ELA performance is higher in most areas on the SBAC, the EL Subgroup performed lower than LAUSD (0% versus 5%).

This concurs with findings of the WASC visiting team based upon the WASC self-study and focus group interviews with staff. The staff concur that while they are beginning to monitor and analyze student performance using formative and interim assessments, they have not been done often enough to drive growth in student achievement in ELA and math. The next two levels on the rubric are: proficient and accomplished.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Most PLC's have created common assessments using Schoology and use them for formative assessment. In some cases, PLC's have collectively assessed achievement trends in the classroom and across the PLC using Mastery Manager and Schoology. Recently developed internal common assessments permit comparison of results by teacher and sharing best practices to improve student performance.

English grade level PLCs have developed formal formative and summative assessments which are revisited annually to ensure they are appropriate for the targeted standard(s). Social Studies PLCs use common DBQ's unit tests and final exams. Each Social Studies teacher provides student samples of high/medium/low performance which the PLC analyzes to improve instruction. Science has developed

common assessment questions in each unit. These common questions help standardize instruction and compare results leading to sharing lessons, strategies for reteaching. Biology has incorporated podcast assignments as a result of IAB results showing weaknesses in listening and is currently working to create common lab report rubrics. World Language teachers give formative and summative assessments daily, some informal some more formal with rubrics. Their PLC's have common exams. Physical education identified sub-groups of students struggling to pass FitnessGram and as a result instituted choice, leading to increased pass rates. PE also used grade distribution data to discern that PE grades in terms of gender were not consistent with FitnessGram results, leading to implementing best course grading practices. Additionally, PE cited using formatively assessed performance levels to determine whether to progress or slow down within a given unit to ensure mastery.

The ongoing move towards common internal assessments has enabled teacher PLC's to collect data through Mastery Manager, permitting breakdown of specific demographic performance. While not yet a universal practice, this is promising. Continued implementation and usage of common formative and summative assessments in many PLC's can provide additional data enabling targeted modifications to improve learning in the classroom.

Anecdotally, students as reported in the self-study feel teachers are consistent in their grading and lauded the use of rubrics. Many students could not articulate Strategic Learning Objectives (SLO's) and don't always know they why behind their lessons. The students praised PCHS' college going environment and the choices available in 9th grade PODs. Older students felt they have the skills to be successful in college. In the 2017 Columbia University Study three quarters of the students indicated going to teachers outside of class and generally found them helpful. The students preferred consistent expectations.

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

PCHS' assessment monitoring system reviews the effectiveness through multiple bodies: the curriculum council, Board Subcommittee on Academic Achievement, the Long Term Strategic committee and administrators. Examples of actions taken include the revision of the grading policy and homework policy. PLC notebooks are also

reviewed. Stakeholders involved in assessment and monitoring include leadership, teachers, students and parents.

Noteworthy changes to the school program informed by data include adding position of Campus Unification Coordinator, the addition of the Academic Achievement team and Director of Instruction, developing PLC's collaboration in curricular development and accountability (PLC notebooks), developed and expanded programs evidencing resource reallocations have included Virtual Academy, PCHS' Online Program, Pali Academy, summer bridge program for incoming 9th graders (Dolphin Leadership Academy). Professional Development is now teacher specific and regular meeting of PLC's

Social Studies and English have merged college prep and Honors courses to after recognizing a lack of diversity in higher level courses so now all students have access advanced courses. While they do not label them as such, College and Career Readiness Standards are addressed in focus on writing across the curriculum with development of common formative and summative assessments and with targeted Professional Development for teachers focused on implementation of new state standards. SLOs are posted in most classrooms but CTE standards are most actively shard with stakeholders, including how they are being met.

PCHS maintains the integrity of the assessment process in several ways. Most state mandated tests are given online using a secure browser. Teachers are trained to be test administrators. Students are spaced at thresholds. AP and SAT/ACT are administered by faculty in the college center. Proctors administering assessments are well trained staff with years of experience tests. PLC's are tasked with keeping common assessments secure. Online tests are given using Mastery Manager, which sues a secure browser. Pali Online and Virtual Academy students are only tested with a teacher present.

Areas of Strength for Standards-Based Student Learning: Assessment and Accountability

- Use of performance data to target at-risk incoming 9th grade students to participate in Dolphin Leadership Academy.

- Use of Schoology and Development of common formative and summative assessments and focus on use of formative assessment data to differentiate instruction.
- Adoption of Infinite Campus enabling PCHS to reclaim student achievement data from LAUSD and provide real time access to grades to students and parents
- Utilization of disaggregated student data to inform programs by Coordinators to identify groups in need and allocate resources accordingly.

Key Issues for Standards-Based Student Learning: Assessment and Accountability

- Demonstrate continuous growth in Academic Achievement across all subgroups, with particular attention to socioeconomically disadvantaged students African American, Latino, Long Term English Learners, Students with disabilities and students from furthest away zip codes given the identified gap in those group results compared with PCHS overall SBAC results
- Lack of articulation of an internal schoolwide system for monitoring and documenting student growth of each student both annually and long-term school year in English and math.
- PCHS can improve its internal common assessment reporting by disaggregating subgroups for PLC analysis and integrate this data into a centralized system (Infinite Campus?) to increase staff accessibility to these results.
- Data management challenges inherent in inability of Schoology and Infinite Campus to communicate (share data)
- Communication and understanding of the School-wide learner outcomes to and by stakeholders
- Improving data usage schoolwide, at the PLC and classroom levels to address the differentiated needs of subgroups to reduce the persistent performance gap between Asian/White students and African American/Latino students, which PCHS shares with the county, state and nation.
- Continued technology/data PD training teachers and PLC's in to increase their efficacy in data analysis so they may apply data collected in Infinite Campus, Schoology and Mastery Manager as effectively as possible.
- Continuing to close the Academic Achievement gap was identified as a recommended action in the self-study and several areas of exploration were included. One of the areas in the self-study included expanded quality learning time in the classroom. The WASC team concurs with this recommendation and

observed that students time in the classroom was not always well used. There were significant amounts of down time at the beginning and end of classes.   An area of exploration related to this identified need in the self-study might be to consider strategies for engaging students actively in classrooms for the full duration of the scheduled block.

- Shift from a comparison model (how the school compares to others) to a growth model – how the school is growing and closing the achievement gap - in a continuous improvement model.

Important evidence from the self-study and the visit that supports these key issues include the following:

Notably, during the current WASC term, the transition from CST to SBAC as the state adopted Common Core standards, the sun-setting of API/AYP measures and termination of the CAHEE as California developed the current dashboard system have deprived all California public schools, including PCHS, of some of the longitudinal comparative data for demonstrating aggregate and sub-group growth which were formerly available. This lack of external data over several years is disruptive to the cycle of data informed continuous improvement.

Self-Study Evidence

- Increasing results in SBAC which exceed the state, county and sponsoring district.
- Progress towards LCAP goals
- Common formative and summative assessments
- Development of POD's and teacher specific Professional Development
- Removal of gatekeeping practices expanding student access to honors/AP
- Taking over ownership of own data from LAUSD
- LAUSD outperforms PCHS with students whose parents have the lowest levels of education
- neighboring schools performed slightly better among African Americans in ELA based on 2016 results.
- Overall data presented in the WASC report indicate that students with higher risk factors lag behind, with the gaps remaining significant.

CATEGORY E. School Culture and Support for Student Personal and Academic Growth

E1.   Parent and Community Engagement Criterion

Regular Parent Involvement

The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

Use of Community Resources

The school uses community resources to support student learning.

SPCHS is highly invested in cultivating engagement of all stakeholders. With the advent of the Long Term Strategic Planning Committee (LTSPC) after the 2012 WASC self-study, there has been tangible evidence of the school's intent to systematically involve its stakeholders. Parents and community members are given the opportunity to engage in decision-making processes as demonstrated with the development of various board advisory committees. The LTSPC is composed of five entities; Academic Achievement and Innovation, Facilities, Family and Community, Fundraising and Development, and Technology. These entities collectively inform school decisions, and are open to all stakeholders, and meet regularly once a month.

PCHS employs various methods of garnering parental involvement. PCHS has a strong presence of clubs and interest groups on campus. This presence has played part in creating more avenues for parents to engage in their students' education in very meaningful ways. Support groups like The Village Nation (TVN) model incorporated in 2008 to support African American students, and Fuerza Unida (FUN) in support of Latino students, increase parental participation and connectivity to school. PCHS recognizes the need to reach more parents, especially those who are not English-speaking, and those who are not from the immediate area.

PCHS's VAPA programs, athletics and curricular STEAM programs continue to maintain the connection with parents. PCHS created a CTE Advisory Committee

comprised of business and industry professionals that look at curriculum and ensure it is consistent with current industry trends.

PCHS currently maintains relationships in the community for expanding services for PCHS students. This is demonstrated through relationships with local agencies for grief counseling, victims of sexual assault, department of Mental Health services.

E2.   School Environment Criterion

PCHS has a well-rounded approach to and complete commitment to safety. There' as well as the means necessary to ensure student safety on campus. The Safety team maintains current training in Community Emergency Response Team (CERT), first aid; they work alongside the Operations Team to plan and execute drills and armed intruder training, ALICE. Additional training is provided specifically for lockdown situations related to an armed intruder on campus.

PCHS has a comprehensive mental health program and a fully staffed Mental Health Team. PCHS's dedicated staff includes a full time Psychologist, eight counselors, additional contracted psychologists through LAUSD and other mental health experts. Mental health is valued as a priority for PCHS; emotional support has increased significantly of late. This is evidenced by the addition of two full time psychiatric social workers, two part time interns, a part time marriage & family therapist, and a social worker from the Department of Mental Health to support students' emotional needs. These supports help ensure students feel they are in a safe learning environment. This is also supported by Professional development, including Emotional First Aid, Trauma Informed Schools, Adaptive Schools; has been provided to assist faculty and staff in understanding the emotional impact and provision of lay supports for impacted individuals. Safety is illustrated as a priority also through PCHS's zero tolerance for hate speech, acts, bullying and/or harassment.

There exists a high degree of intent when it comes to concerns of student well-being and creating an atmosphere of trust and respect. This is evidenced through the creation of Student Bill of Rights and Responsibilities, Fuerza Unida, The Village Nation, Black Student Union, Latina Student Union, Gay Straight Alliance, the addition of gender-neutral restrooms. Any student has the opportunity to establish a club, and is encouraged by PCHS leadership and staff for students to feel they have a place

E3.   Personal and Academic Support Criterion

PCHS effectively provides alternatives for learning and maintains access for all students. This includes avenues for a range of academic paths including, but not limited to, students wishing to meet A-G requirements or complete Advanced Placement courses; options for credit recovery during the school year, as evidenced through programs like Virtual Academy or Pali Academy. There are also options through partnerships with Santa Monica College and West LA College for students to dual enroll and earn college course credits on PCHS campus.

Students with special learning needs are supported by various methods and programs to access rigorous curriculum. This is evidenced by support services The Learning Center, available to students who have a 504/IEP or is an English learner. Additionally, students can access A-G coursework as well as Advanced Placement courses through Virtual Academy.

The Special Day Program for students on track to earn a high school diploma offers core academic classes in a smaller, accommodated setting. SDP teachers work within the general education PLC's to deliver core content offered in general education classes.

The master schedule reflects PCHS's intent to provide support for all students. After self- identifying transportation challenges as a potential barrier for students to access rigorous curriculum, specifically for students who travel to campus daily, the bell schedule was adjusted to maximize school day hours. This provided structured time for students riding buses to have more access to supports at the school. This also allowed for strategic planning of courses to dedicate time for teachers to collaborate in PLC's and improve other programmatic systems for student support. PCHS recognizes the need to identify subgroups in need as part of a systemic support system. After school tutoring is available in the Study Center and by individual teachers. There are late busses that allow students who travel to access after school supports and participate in after school activities.

By combining the Honors and College Prep Social Studies courses every class has a demographic makeup that more closely aligns with the school-wide representation. This concept has since taken hold and expanded to Grade 10 English and is

continuing to expand to more departments and grade levels. Other efforts have been made to address this disparity and is identified by PCHS as an area of growth.

PCHS has an intervention team that utilizes the Response to Intervention model to systematically support students in learning.

Co-curricular and extracurricular activities positively contribute to students' connectedness to the school. PCHS boasts over 100 student-driven clubs, innovative curricular options like STEAM and VAPA classes, athletics and various student engagement opportunities.

PCHS provides comprehensive support using various means. Small Learning Communities, or Pods, and programs like Dolphin Leadership Academy and LINK to help 9th grade students transition into high school and proactively engage students in their personal and academic growth. PCHS is effectively creating a culture of respect and community.

Areas of Strength for School Culture and Support for Student Personal and Academic Growth

- The counseling and mental health programs are robust and effective in supporting students.
- Intervention processes and Student Support Teams have been effectively put into place.
- Community partnerships and resources are effectively utilized to support students

Key Issues for School Culture and Support for Student Personal and Academic Growth

- Improve effectiveness of engaging parents, particularly those of African American and non-English speaking parents.

Important evidence from the self-study and the visit that supports these key issues include the following:

- The Student Success Team (SST) Coordinator and SST counselor monitor students who are struggling or who have historically struggled, and provides intervention.
- PCHS 9th grade Pods or Small Learning Communities are the most successful PLC to initiate group response to a struggling student. Course-alike PLCs are working to respond collectively as well.
- Campus Unification Director: supports a positive, safe and productive environment for the PCHS community. The campus unification director and the culture and climate committee, comprised of faculty and staff including the Human Resources Director, monitor the climate at PCHS and provides a forum for faculty and staff to voice concerns as well as explore and propose solutions to those concerns.
- The Student Bill of Rights: it was developed over the past two years by students to ensure students are aware of their rights and responsibilities . Process is currently being developed through which students can report violations and participate in a process for resolution.
- The Justice League, the Campus Unification Director, and the Student Concerns Committee ensure that all concerns are heard and there is an effective procedure to adjust behavior.
- Students needing support due to discipline issues receive this support through the school provided restorative justice and teen court programs.
- There is also an assignment of impacted students to a drug and alcohol counseling program, Angels at Risk (AAR). AAR is open to all students upon request or with any drug-related disciplinary actions.
- Various clubs and organizations support our diverse population:
  - The Village Nation
  - Black Student Union
  - Fuerza Unida
  - Latina Student Union
  - Gay Straight Alliance
  - Latino Student Union
  - Black Student Union
  - LINK Crew program
  - Dolphin Leadership Academy
  - Pali Cares program

- Expansion of mental health programs
- Two full time school psychiatric social workers (and two part time interns)
- Part time marriage & family therapist
- Social worker from the Department of Mental Health
- An MFT provides emotional support several days per week at Pali Academy. . .
- Partnerships with local agencies provide grief counseling and support for student victims of sexual assault.

Chapter 4: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

The Visiting Committee was pleased to note the following strengths of Palisades Charter High School, which should be retained and built upon:

1. Unique governing Board structure that includes staff, parent, community and student stakeholders.
2. Well-established shared leadership model through LTSPCs, PLCs and additional committees which informs the Board in decision making and resource allocation.
3. Commitment to Professional Learning Community model for continuous improvement of student learning.
4. Robust counseling department and support team for social and emotional learning, including mental health support services.
5. Well-developed and comprehensive tiered student intervention system; including alternative education and credit recovery options.
6. Small Learning Community/Pod model as a vehicle to support incoming freshman.
7. Commitment and allocation of resources to intentionally build an inclusive environment and maintain diverse student population with a priority to close the student achievement gap.
8. Multi-tiered and personalized professional development model for staff with dedicated instructional coaches and PLC coordinator.
9. Commitment to expanding and developing Career Technical Education Pathways.

Schoolwide Critical Areas for Follow-up

The Visiting Committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Continuously narrow the educational achievement gap between white and Asian students and African American and Latino students through increasing capacity.
2. Continuously diversify and personalize PCHS staff Professional Development.
3. Develop a system of centralized, expedient, external and internal data collection, analysis, and communication.
4. Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources to increase student achievement.
5. Pursue available funding to subsidize transportation for PCHS families who can least afford it and provide alternative transportation options to sustain PCHS's diversity.
6. Develop and maintain a positive and equitable school climate and culture.
7. Expand and continuously improve PCHS's systemic student support.
8. Continue to work with LAUSD to maintain a clean facility in good repair.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:
1. Alignment of initiatives to work efficiently as possible.
2. Single data profile accessible to all stakeholders.
3. Maximize instructional time and student engagement.

Chapter 5: Ongoing School Improvement

PCHS has developed a comprehensive and thorough Action Plan with eight goals to address their critical areas for follow-up which are summarized below:

1. Continuously narrow the educational opportunity gap between white and Asian students and African American and Latino students through increasing capacity.
2. Continuously diversify and personalize PCHS staff Professional Development.
3. Develop a system of centralized, expedient, external and internal data collection, analysis, and communication.
4. Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.
5. Pursue available funding to subsidize transportation for PCHS families who can least afford it and provide alternative transportation options in order to sustain PCHS's diversity.
6. Develop and maintain a positive and equitable school climate and culture.
7. Expand and continuously improve PCHS's systemic student support.
8. Continue to work with LAUSD to maintain a clean facility in good repair.

It is the opinion of the Visiting Committee that the plan will have a direct and positive impact on student learning. It is well-written and is specific, time-bound and measurable and has responsible parties assigned. They have also developed metrics to monitor and assess the improvement made under each of the goals. The plan is closely aligned with their LCAP and is consistent with the goals of the Long Term Strategic Planning Committee. The Visiting Committee was initially concerned that the Schoolwide Action Plan was overly ambitious; however, during the visit, it became very apparent that the school has both the organizational will and institutional capacity to implement all eight goals effectively and, in fact, already have a robust infrastructure in place to begin working on their goals immediately. In many cases they are already beginning this work.

Palisades Charter High School has many factors that will support their continual improvement in reaching the goals set forth in their action plan. These factors include:

- Leadership, teachers, and staff are universally supportive of the goals in the action plan and have had a voice in its development.
- Since the last accreditation, the school has implemented a system of PLCs and a variety of other organizational constructs such as the Academic Achievement Team and Curriculum Council to support the implementation of the plan.
- A strong organizational structure is in place, and the administration has the strong support of the Board of Directors.
- The school's support staff of office workers, mental health and counseling professionals, the library, learning center and special education staff, IT support personnel, campus supervisors, maintenance staff, cafeteria workers go out of their way to welcome students and their parents to the school and make attending this school a positive experience.

PCHS faces similar impediments as other schools as it moves forward. The most pressing of these is funding. The school will need to find resources to address significant monetary encroachments, particularly in the area of transportation. As budgets constrict further as they are anticipated to do, maintaining the strong organizational structure including release time for coaches and others and dedicated positions such as directors will be challenging but critical to continue their excellent growth trajectory.