



# PALISADES

## CHARTER HIGH SCHOOL

**PALISADES CHARTER HIGH SCHOOL  
BOARD OF TRUSTEES MEETING  
EXECUTIVE DIRECTOR AND PRINCIPAL REPORT  
APRIL 17, 2018**

### **SCHOOLWIDE SELF STUDY, ACCREDITATION, AND COMPLIANCE**

- 1. Final report from WASC visiting team** (*report included in meeting materials*) PCHS completed the six-year WASC accreditation self-study in March. An eight-member visiting committee composed of educators spent three days at the school meeting with stakeholder focus groups and observing in classrooms to determine the veracity of the school's report. At the end of the visit, the team presented their preliminary findings. The final report from the visiting team is included in this month's meeting materials. PCHS is pleased that the team agreed with the areas of strength and growth identified by the school. An important outcome of the process is the PCHS WASC Action Plan For Equity, a multi-year plan that will guide PCHS over the next six years. The final PCHS WASC accreditation score will arrive in late May or early June.
- 2. Equity Study**

One of the areas the WASC team questioned when they first arrived was Pali's ability to accomplish the goals identified in the **School-wide Action Plan for Equity**. By the end of the visit they found that systems and supports are in place to accomplish the ambitious goals identified. In fact, PCHS has already begun progress toward these new goals. PCHS determined that a top priority is developing and delivering an equitable educational program designed to close the achievement gap, an area where we have struggled to see gains. To determine the best approach to this dilemma, PCHS is working with **Joaquin Noguera and his team of trained, experienced researchers**. After Joaquin presented during Pali's January Professional Development, many teachers expressed a desire to learn more about *education for interruption* that he shared, so PCHS has committed to examining our systems, structures, practices, and processes with Joaquin and his team through the **Collaborative School Equity Review**.

#### **What is the Collaborative School Equity Review?**

- The **Collaborative School Equity Review** (CSER) is a strategy for mobilizing a school community intending to change. It serves as the first step in the cycle of continuous improvement, designed to help us understand the current "context" of the school by clarifying strengths and areas for growth.
- The outcome of the review will be findings and recommendations for the development and improvement of the school. The CSER is not an evaluation of individuals. Instead, it allows for a holistic examination of the intentions, impact and outcome of systems, structures, practices and process used to shape student learning, through an equity lens.
- Reviewers will examine systems, structures, practices and process that shape 1) School Culture 2) Leadership, Management and Accountability, 3) Teaching, Learning and Assessment, and 4) Partnerships with families and the community.
- Reviewers will engage students, staff, teachers, families and school leaders through



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interviews and focus groups, observe student learning in lessons, and review policy and planning documents.

### **The Collaborative School Equity Review process:**

- A team of three to four people (a combination of PCHS staff and experienced researchers) visited more than 60 randomly selected classrooms to observe students. The Pali staff serving on the equity team represented a variety of departments and are both veterans and new to the school. They participated in a two-day intensive training to prepare for the CSER and were paired with experienced researchers to conduct the classroom observations.
- Documented information is anonymous.
- Teachers and staff were asked to assume the positive and know that this process is designed with an open and loving eye on the school to help the school and students improve.
- The CSER took place over three days (April 3-5). A parent focus group will meet on April 30 to complete the data gathering process.

### **Study findings and recommendations**

The final report will be available in approximately 6 weeks. To assist PCHS in planning for the upcoming budget cycle, the CSER team will meet with PCHS leadership on April 30 to develop recommendations for the 2018-19 school year.

### ***Preliminary insights from the school-wide observations***

What PCHS does well to support equity:

- The school has done well to incorporate important resources and personnel to support the social-emotional needs of students
- There has been discussion and strategic planning to expand access to and diversify Honors courses
- Many meaningful, intentionally designed lesson plans were observed.
  - In many of those classes, high levels of student engagement resulting from structures student collaboration and effective use of real-world connections and prior knowledge.
  - In classes where there was more racial/ethnic diversity among students, students were generally grouped in diverse groupings.
  - A wide array of student engagement programs have been developed to build community and make sure students on color on campus feel connected to the school

How PCHS can better support equity:

- Making better use of time in class: increase active engagement of students in lessons
- Regularly check for understanding and utilize formative assessment to provide appropriate rigorous and support



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- Intentionally teaching self-efficacy: improve the quantity and quality of feedback provided to students on the progress of their learning and how they can improve (success criteria)
- Deepening teachers' understandings of equity and diversity so they can make informed decisions when responding to equity related issues that surface in classes
- Researching the experiences of minoritized populations on campus
- Creating time in the daily schedule for meaningful collaboration among staff and teachers and to ensure all students are able to take advantage of the many resources on campus
- Building teacher capacity and creating shared understandings of what is necessary to support high quality learning for all students through PLCs to address issues like grading policies, necessary components of lessons to support learning, assessment needs, etc.
- Developing systems of communication and ensuring all students know about the many opportunities available to them
- Make better use of monitoring systems to ensure standards for learning are met for all students through non-evaluative support and feedback/collaboration on learning and how (or for whom) it might be improved
- Improving the engagement and supports available to English learners
- Addressing the barriers to entry and success in AP classes for underrepresented students

### **3. LAUSD Charter School Division annual authorizer visit – May 10 and 15, 2018**

Thursday, May 10<sup>th</sup> for binder review, ESSA review, and fiscal audit

Tuesday, May 15, 2018 for team meetings, classroom observations and leadership meeting

#### **COLLABORATION and OUTREACH**

##### **...with Conversion Charter Leaders**

Executive Directors and CBOs from three of the LAUSD authorized comprehensive conversion charter high schools (Birmingham, El Camino Real, and Palisades) met at Pali to share best practices in instruction, operations, and finance. The school leaders plan to continue meeting quarterly.

##### **...with the Palisades Charter School Complex: Nick Melvoin, "Putting Kids First" Community Meeting to gather feedback for the Charter Complex Vision** (*information included in meeting materials*)

LAUSD Board Member for District 4 Nick Melvoin led a guided discussion to identify strengths and weaknesses of schools and stakeholders' vision for the future school community. PCHS Director of Operations Don Parcell and EDP Pam Magee participated in the conversation held at Paul Revere Charter Middle School on April 11.

##### **...with local schools**

- Academic Counselors led by AP Jeff Hartman presented programming information to incoming 9<sup>th</sup> graders at PRCMS with student testimonials from the Pali Ambassadors



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- New Parent Fair at PCHS featuring student performances and representatives from pods, academic departments, supports and extra-curricular programs
- Pali Ambassadors supported PRCMS teachers and staff at the annual fun run
- Pali Elementary students will come to PCHS on April 23 for Earth Day Activities coordinated by Marine Biology teacher Karyn Newbill and her students.

### **Community Day – April 18**

The information and events for the upcoming student-led Community Day focus on civic engagement and environmentalism. Students from ASB Leadership, Youth in Government, Justice League, and EAST with support from the Caruso Group are creating videos to be shown during the activity period to spark discussion. After the classroom dialogue, students will be released to the Quad to hear speakers including Nick Melvoin, LAUSD Board member for District 4 and to visit information booths sharing information about recycling, voter registration, . Students are encouraged to identify personal goals related to steps they can take toward improving their environment.