



**2017-2018 LCAP Goals & Updates**

| Goals/Need   | Actions/Services  |
|--|---|
| <p><b>#1- Teachers are required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.</b></p> <p><b>Need: Teachers must be highly qualified in content areas taught to meet standards for the California Standards for the Teaching Profession.</b></p> | <ul style="list-style-type: none"> <li>• Will continue staffing of instructional program and review of all teacher credentials per the master schedule</li> <li>• English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization</li> </ul>   |
| <p><b>#2- All students will have access to standards aligned materials.</b></p> <p><b>Need: Based on records review of student economic status and stakeholder survey results, need was established for student access to technology given the school plan to increase technology based instruction.</b></p>   | <ul style="list-style-type: none"> <li>• Instructional &amp; Supplemental materials aligned to the Common Core State Standards. Update Instructional &amp; Supplemental Materials.</li> <li>• Teachers will participate in CCSS professional development, conferences, and training</li> <li>• Release time for PLC/SCL curriculum planning</li> <li>• Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks</li> <li>• Workshop and conference agendas, PLC/departmental share-outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.</li> <li>• School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.</li> </ul> |
| <p><b>#3- All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.</b></p> <p><b>Need: All school facilities are maintained and in good repair to ensure a safe and healthy educational environment.</b></p>   | <ul style="list-style-type: none"> <li>• Repair/install restroom, classroom facilitates</li> <li>• Replace lighting with energy efficient blubs through Prop 39 program</li> <li>• Continue renovations through CapEx budget</li> <li>• Continue to maintain custodial staff day and night to clean facilities</li> <li>• Continue to service/clean facilities in compliance with SARC</li> <li>• Continue to refresh classrooms to be complainant with SARC</li> </ul>   |
| <p><b>#4- School will provide opportunities for parent involvement in school decisions through parent volunteer</b></p>  | <ul style="list-style-type: none"> <li>• Hold outreach meetings for 2x/year for ELAC parents, disability parents, foster youth</li> </ul>   |



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| <p><b>opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.</b></p> <p><b>Need: To provide stakeholder input in order to increase student achievement.</b></p> | <ul style="list-style-type: none"> <li>• Release time for PLC/SCL curriculum planning</li> <li>• Reclassify EL learners</li> <li>• Continue to track performance data in EL, math, and literacy</li> <li>• Provide support and counseling for students not meeting adequate growth</li> <li>• Transition program for youth with disabilities</li> <li>• Continue to provide training for parents on school technology systems</li> <li>• Continue to hold minimum 3 outreach meetings per semester to encourage parents participation</li> <li>• Use surveys to record temperature and climate on campus</li> </ul>   |
| <p><b>#5- PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve Post-secondary success.</b></p> <p><b>Need: Students need to be prepared for more than just college but also for potential careers.</b></p>   | <ul style="list-style-type: none"> <li>• Develop partnerships through development director to enhance services and expose students to college course and alternative opportunities</li> <li>• Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers</li> </ul>   |
| <p><b>#6- 70% of EL students will demonstrate one year's growth in English Language Development each academic year as measured by the CELDT</b></p> <p><b>Need: 75% will show growth in CELDT scores and 30% will be classified as RFEP.</b></p>  | <ul style="list-style-type: none"> <li>• EL coordinator, PIQE, ELAC, EL Teacher/Assistant, Tutoring, MESA/SHPE to provide services to EL students and families</li> </ul>   |
| <p><b>#7- Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate.</b></p> <p><b>Need: To be successful in either college or career students need the preparation that A-G and/or CTE courses provide.</b></p>   | <ul style="list-style-type: none"> <li>• Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.</li> <li>• Increase student participation in Honors and AP courses. Formerly Goal #9.</li> <li>• Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.</li> <li>• Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.</li> <li>• Proper placement of incoming 9<sup>th</sup> grade students in English and math support courses</li> </ul> |



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| <p><b>#8- School will maintain a high ADA- as close to 96% as possible.</b></p> <p><b>Need: High attendance leads to higher student achievement.</b></p>   | <ul style="list-style-type: none"> <li>• Reduce class sizes to increase support and pass rates in support classes</li> <li>• Attendance Personnel/training.</li> <li>• Continue with high levels of communication with various media/formats.</li> <li>• Continue with providing positive incentives and reinforcements for perfect attendance.</li> <li>• Intervention &amp; counseling for students with attendance concerns.</li> <li>• Monitor ADA, as well as modes of transportation.</li> </ul> |
| <p><b>#9- School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.</b></p> <p><b>Need: Some students are suspended for more than 2 days in a year and lose instruction</b></p>  | <ul style="list-style-type: none"> <li>• Discipline Deans staffing</li> <li>• Discipline and expulsion records</li> <li>• Provide counseling services including crisis counselor/consultant and Educationally Related Mental Health Services.</li> <li>• Increase counseling participation rates,</li> <li>• Continue to improve completion and decrease drop-out rates</li> <li>• Link students with behavior challenges to adult mentors to develop positive behaviors</li> </ul>                    |
| <p><b>#10- School will explore additional funding to reduce expenses &amp; costs focused High Needs Students &amp; Families. Funding will also address low performing students in all categories</b></p> <p><b>Need: Identify and obtain revenue outside of State Funding to reduce reliance on annual State Budget.</b></p> | <ul style="list-style-type: none"> <li>• School will dedicate funding efforts to address transportation costs and alternative methods</li> <li>• Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students</li> <li>• Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.</li> </ul>  |
| <p><b>#11- Improve student achievement in math for lowest achieving subgroups.</b></p> <p><b>Need: Not all subgroups are performing equally well in math standardized testing.</b></p>   | <ul style="list-style-type: none"> <li>• Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab.</li> <li>• Provide target interventions.</li> <li>• Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.</li> </ul>  |