



PALISADES CHARTER HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**15777 Bowdoin Street
Pacific Palisades, CA 90272**

Chartering Agency: Los Angeles Unified School District

April 15, 2015

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

PALISADES CHARTER HIGH SCHOOL

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I: Introduction and Basic Student/Community Profile Data

Include the following:

- A brief general description of the school, the school-wide student goals, the student demographics, and the faculty/staff demographics.
- A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students.
- The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

→ Note: *Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.*

Description of School

Palisades Charter High School is nestled in a beautiful location between the mountains and the sea. It educates a diverse population of approximately 2,940 students from over 100 ZIP codes across Los Angeles County and its surrounding communities. More than 65% of PCHS students come from outside the residency boundaries through both its feeder middle school and the lottery process.

Mission Statement

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

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 standards-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 post-secondary career fields.

School Information

Since converting to an independent charter high school in 2003, Palisades Charter High School (PCHS), which serves students in grades 9 through 12, has provided children from far-reaching areas of Los Angeles 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 2013-14, PCHS served 2,893 students. Of these students, 1,976 came from more than 100 ZIP codes, making

this student body population one of the most ethnically diverse (Mexican, Central American, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, Arab, and Brazilian) and geographically diverse (West Los Angeles, Mid City, Baldwin Hills, Palms/MarVista, Midcity, Koreatown, Inglewood) in Los Angeles. Some students come from distant areas such as Long Beach, Granada Hills, Carson City, and Highland Park. Applications for transportation scholarships and subsidies are made available to students from low-income households. The traveling students commit to making three- to four-hour daily commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Our students report that they are happy with their experience at PCHS (77%) and feel safe at the school (96%) according to the 2013-14 PCHS Columbia University School Survey. Their satisfaction is reflected in the school's academic achievement. In 2013, PCHS had an API score of 861. This score was incorporated in the school ranking of second among comprehensive public high schools in the city of Los Angeles. Palisades Charter High School has an API three-year average of 845. Palisades Charter consistently is ranked among the best high schools in the nation, according to polls published by both *U.S. News and World Report* (rank #563 National, #116 California, #92 Charters, 2013) and *Newsweek Magazine* (rank #582, 2013).

Every year, applications to the school far outnumber the seats available. In 2013-14 approximately 1,800 students applied for the 2014-15 school year; 1,435 of the applications were for 9th grade. Of these applications 970 go to the lottery to receive seats or waitlist orders. From this application pool, approximately 800 freshman seats are filled. Once enrolled in PCHS, students have access to a variety of programs and services that provide academic and emotional support. Since 2003, PCHS has been able to accomplish the following:

- support individual student achievement in all subgroups, targeting specific subgroups whenever state or internal assessments warrant;
- commit resources to academic intervention and support programs, lower student-to-counselor ratios, and create special programs aimed at closing the achievement gap;
- increase the size of its teaching staff from 116 to 121, exceeding the LAUSD norm table and thus reducing class size;
- undertake innovation and constant improvement of its educational programs and practices, based on professional reflection on student achievement data;
- adopt the Professional Learning Community model of aligning standards, goals, and assessments for student achievement, collaborating on best practices, and providing continuous on-site professional development;
- expand opportunities for students to gain access to rigorous curricula and experience the diversity of learning in heterogeneously grouped classrooms;
- continue development of a comprehensive tiered intervention system to support struggling students;
- implement policies to encourage student attendance and participation resulting in an in-seat attendance rate of 96 percent;
- begin implementation of a comprehensive school technology plan, which includes piloting a 1:1 iPad program in ninth grade classes in 2013-14;
- replace obsolete textbooks on a continuous basis;
- improve communication among all stakeholders, a process that includes using Infinite Campus, a web-based, password-protected student information system, and Schoology, a learning management system;
- allocate resources appropriately and effectively, using zero-based budgeting to have the maximum impact on student learning.

School Commitments

PCHS is committed to the following:

1. The focus of the school's core activities on pupil learning and achievement and the development of positive values and goals.
2. A belief in ongoing collaboration in Small Learning Communities (SLCs) and Professional Learning Communities (PLCs) in order to achieve goals and promote professional growth of all adults in the school community.
3. Expectations that all pupils will master the same rigorous academic content in standards-based curricula and will be prepared for post-secondary opportunities.
4. A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language.
5. A commitment to provide a safe and secure learning environment.
6. Recognition that communication and knowledge-acquisition require maximizing the use of technology.
7. The need for personalization in education by which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

PCHS 2014-15 School Goals

The PCHS school-wide goals are developed annually with the PCHS Board of Trustees. The goals incorporate stakeholder input and are based on the PCHS Long Term Strategic Plan (LTSP) and WASC Action Plan. The goals are revisited monthly in board and LTSP meetings throughout the school year to ensure that the school is progressing. LTSP stakeholder teams meet monthly to prioritize goals, review progress, make recommendations, and develop budget proposals for the coming school year.

Goal 1: PCHS will increase math support for both students and teachers.

STUDENT SUPPORT

A. PCHS will adopt and support the PCHS Math Department SMART goals:

- 1) Increase the percentage of 9th graders who complete the first half of Algebra (Algebra 1A/Algebra B) their first year by 5%.
- 2) Increase the percentage of 11th graders who complete Geometry AB by 5%.
- 3) Increase proficiency rates on each standard by 3% (as measured on the final exam).

B. PCHS will develop and administer a math survey to students to determine perceptions about math classes and math supports. Surveys will be completed within the first five weeks of the school year and followed by a post survey in December 2014 to determine student participation in support programs. PCHS will analyze the data to determine frequency of access, level of improvement in standards acquisition, and degree of improvement in affective reactions to math.

C. PCHS will develop and provide a math lab to support successful completion of math standards. Student use and program effectiveness will be monitored through log sheets, student surveys, and evidence of improvement

on standards assessments. This data will also inform the school about the number of students who elect to access outside tutoring as well as the number of students who have no longer pursue outside support due to improvements in PCHS supports and programs.

D. PCHS will offer a three-semester class for Algebra 1 students who need additional time to master foundational material.

TEACHER SUPPORT

A. PCHS will provide professional development for math teachers to analyze internal and external factors pertinent to student success. Success will be measured by surveying participants to determine participation and impact of training.

B. The PCHS math coach is available to assist with lesson differentiation, instructional strategies, and class interventions.

C. Each math department member will attend a common core approved math training opportunity to be completed by the end of the school year. Each math teacher will give a PLC presentation with materials for the PLC members by the end of the school year.

D. PCHS Math teachers will observe in other math classrooms and participate in a reflective debrief conversation to share observations and insights each semester.

E. PCHS will strategically reduce class size in targeted courses by hiring additional math teaching staff. Staffing needs will be reviewed prior to the start of second semester.

F. PCHS will strive to articulate with Paul Revere Middle School and other Palisades Charter Complex schools to backwards map a cohesive k-12 math program by the end of the 2014-2015 school year.

G. PCHS will increase support using I XL (from "I excel") online interactive math program to assist teachers and students.

Goal 2: PCHS will expand intervention support options including tutoring for all students.

A. PCHS will increase the number of strategically differentiated intervention course offerings. Needs assessments will be based on student performance data collected and reviewed at the end of each semester.

B. PCHS will assess the use and effectiveness of programs currently offered, including but not limited to, Study Center, Office Hours, and Math Lab.

Students referred to and/or attending these programs will be administered a survey to identify their perceptions of effectiveness, accessibility, motivation to attend, practices that were helpful, and impediments to the process. Survey responses will be reviewed to revise locations, hours, etc.

C. PCHS will reduce class sizes for college prep English classes to reach an average class size of 28 in grades 10-12.

D. PCHS will provide emotional support options for students who suffer from anxiety. Recommendations include identifying budget resources to:

- 1) Provide three 4-week educational/therapy groups during the 2014-15 school-year to increase students' ability to manage anxiety through coping strategies to include relaxation techniques, self-talk, and visualization.
- 2) Increase 504 Coordinator position to full time to provide safe area for students with emotional/academic distress to remain at school to complete work.
- 3) Provide additional two days of mental health support for all students.

E. PCHS will implement Temescal Academy After School Academic Support program. To increase student credit recovery, Temescal Academy will provide mandatory after school support to assist students with less than 80% work completion.

F. PCHS will improve the use of data to identify effective instructional practices and supports. To assist in identifying a correlation between tutoring and student success, a tracking/monitoring system will be implemented to ensure referred students are 1) accessing tutoring consistently and 2) if not, supports to include follow up parent / student meeting, reinforcement for attending tutoring, escort to tutoring, change in tutors. Tutoring location, frequency, and duration will be compared to student work completion and test scores to identify effectiveness.

Use correlations above to identify instructional practices, (i.e. differentiation strategies and grading policies) through focused/strategic classroom observations by teachers and administrators, to identify effective strategies leading to student success to guide professional development.

Goal 3: PCHS will establish a positive culture and customer service focus throughout the organization from the Board of Trustees, administrative offices, and classrooms to demonstrate respect and encouragement for all stakeholders.

A. PCHS will establish and enforce standard operating procedures pertaining to customer service. PCHS will provide customer service skills training by group (office staff, other classified, faculty, volunteers, and student aides) and department to be completed by January 2015 with monthly follow up and refresher modules. Midterm and end-of-year feedback will be collected from stakeholders regarding progress and satisfaction.

B. PCHS will post and convey timely, accurate information relevant to stakeholders (calendars/events, grades, assignments) through available resources including Infinite Campus, Schoology, and Event Management System (EMS) calendars. Administration and technology support will review calendars monthly to make adjustments.

C. PCHS will evaluate the configuration of offices and restructure where needed to promote customer service as well as provide a workspace that allows for the concentration needed to ensure accuracy and efficiency.

D. PCHS will prioritize “civil discourse” through outreach to collective bargaining groups and all stakeholder groups.

Goal 4: PCHS will increase 21st century career awareness and opportunities for students through expanding the Career Center and increasing community involvement to offer career fairs, speakers, job shadowing and internships.

A. PCHS will explore and establish work/study opportunities for employment, internship, and mentorship with local community businesses, agencies, and receptive organizations. Outreach to local civic groups such as the Chamber of Commerce, Rotary Club, and other organizations is in progress to establish internships, job shadowing and speakers. The PCHS Career Fair will be held in spring 2015. Potential grant funding for a Career Coordinator will be sought.

B. PCHS will partner with receptive local and national corporations open to creating mutually beneficial relationships between the classroom and the community with opportunities to increase social awareness and enhance educational programs.

Goal 5: PCHS will refine school data analysis including metrics and measurements to increase academic achievement.

- A. PCHS will identify measurements to be revisited and analyzed according to established timeline.
- B. PCHS will develop and administer 9th and 10th grade internal assessments aligned with the common core standards (Smarter Balanced assessments)
- C. PCHS will provide training for all PLCs on the use of a data protocol to analyze common assessment data and use the data to inform instruction. Every PLC will have gone through this training by spring 2015.
- D. PCHS will provide training for all PLCs on the use of Mastery Manager to convert common assessments using system upgrades by the end of spring 2015.
- E. PCHS administrators will develop a process to determine how well the PLC assessments align with the common core standards to provide feedback each semester.
- F. PCHS PLCs will share progress via written reports to be completed by April/May 2015.
- G. The Academic Accountability Committee will review PLC data/reports and present to the Board.

School Demographics, 2014

PCHS enjoys a richly diverse student body that mirrors the unique cultural and ethnic mosaic of the greater Los Angeles area.

White	52%
Hispanic/Latino	23%
Black	15%
Asian	8%
Other	2%

Faculty Demographics, 2014

White	61%
Hispanic/Latino	17%
Black	9%
Asian	10%
Other	3%

School Achievement 2010 – 2013 // PCHS Academic Performance Index, 2010-2013

Category	2011	2012	2013	Growth
Schoolwide	828	847	861	+33
African-American	727	748	783	+56
Asian	914	926	926	+12
Filipino		853	858	+5
Hispanic or Latino	765	783	818	+53
White	881	895	894	+13
Two or More Races	846	871	871	+25
Socioeconomically Disadvantaged	761	783	810	+74
English Learners	672	705	797	+125
Students With Disabilities	537	631	663	+126

*Source: California Department of Education

**note: Empty cells appear when no significantly significant numbers are available.

During the three-year period for which data are available, 2010-13, PCHS met or exceeded Academic Growth over Time (AGT) projections schoolwide and in 10 of 14 CST tested subjects. Students exceeded AGT projections in General Math 8/9, General Math, Algebra 1, Integrated Science, Chemistry, World History, U.S. History, and English 9.

Nonetheless, PCHS is under the mandate of the 2001 No Child Left Behind reauthorization of the Elementary and Secondary Education Act. Although PCHS consistently met All Yearly Progress and Annual Measurable Objectives for many years, in 2009-10 the English Learner subgroup did not meet ELA proficiency in mathematics and English Language Arts. For that reason, PCHS was in Program Improvement. By focusing on this issue, however, in 2013, PCHS met all AYP targets. Thus, in 2012 and 2013, two critical subgroups far exceeded API growth targets. During the last two years, the API score of English Learners realized a 125-point gain, climbing to 797. During the same period, the API score of students with disabilities increased by 126 points, climbing to 663. These gains were realized after the staff engaged in its routine reflection of student achievement data, designed and implemented interventions, increased parent engagement through the Parent Institute for Quality Education and administered intensive targeted Professional Development for all core academic departments. PCHS is currently a Program Improvement School due to a missed CAHSEE math target by its white student subgroup. (See Program Improvement Year 3 below.)

School Achievement 2013-14

CELDT RESULTS

Currently, PCHS serves an ELL population of 42 students. However, PCHS has a large population of reclassified ELL students also known as Reclassified Fluent English Language Learners. PCHS serves 182 students who were reclassified less than two years ago and over 700 students who were reclassified for two years or more. The ELL department works closely with the special education department to meet the needs of a specialized subset of ELL student. This subset consists of 47% of ELL students who have learning disabilities. To address this challenge, the school's ELD teacher has been collaborating with members of the special education department who teach ELA to build lesson plans and modify curriculum for these students.

ELL RECLASSIFICATION DATA

Year	EL Reclassification Rate
2011-2012	10%
2012-2013	28%
2013-14	19%

PCHS Accountability Progress Report 2013-14, Annual Yearly Progress

CAHSEE Participation Rate

	Target	Criteria met
English-Language Arts Target	95%	Yes
Mathematics Target	95%	Yes

Groups	ELA Enrollment First Day of Testing	ELA # of Students Tested	ELA	ELA Met 2014 Criteria	Math Enrollment First Day of Testing	Math # of Students Tested	Math Rate	Math Met 2014 Criteria
Schoolwide	747	736	99	Yes	750	739	99	Yes
Black or African American	121	120	99	Yes	122	122	100	Yes
American Indian or Alaska Native	2	2	100	--	2	2	100	--
Asian	60	60	100	--	60	60	100	--
Filipino	10	10	100	--	10	10	100	--
Hispanic or Latino	157	154	98	Yes	159	157	99	Yes
Native Hawaiian or Pacific Islander	7	7	100	--	7	7	100	--
White	386	379	98	Yes	386	377	98	Yes
Two or More Races	4	4	100	--	4	4	100	--
Socioeconomically Disadvantaged	223	220	99	Yes	226	225	100	Yes
English Learners	75	71	95	--	77	75	98	--
Students with Disabilities	59	58	99	--	60	56	94	--

Percent Proficient- Annual Measurable Objectives (AMOs)

	Target	Criteria met
English-Language Arts Target	100.0	Yes
Mathematics Target	100.0	No

CAHSEE Results ELA and Math (at or above proficient)

Groups	ELA Valid Scores	ELA # at or above proficient	ELA % at or above proficient	ELA met 2014 Criteria	Math Valid Scores	Math # at or above proficient	Math % at or above proficient	Math met 2014 AYP criteria
Schoolwide	730	595	81.5	Yes	733	614	83.8	Yes
Black or African American	119	77	64.7	Yes	121	83	68.6	Yes
American Indian or Alaska Native	2	--	--	--	2	--	--	--
Asian	60	53	88.3	--	60	57	95.0	--
Filipino	10	--	--	--	10	--	--	--
Hispanic or Latino	153	107	69.9	Yes	156	113	72.4	Yes
Native Hawaiian or Pacific Islander	7	--	--	--	7	--	--	--
White	375	338	90.1	Yes	373	342	91.7	No
Two or More Races	4	--	--	--	4	--	--	--
Socioeconomically Disadvantaged	220	144	65.5	Yes	225	161	71.6	Yes
English Learners	71	28	39.4	--	75	40	53.3	--
Students with Disabilities	58	18	31.0	--	56	18	32.1	--

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	Yes

**CELDT RESULTS English Learner, Title III Accountability Reports 2011-2014
 AMAO 1 - Percentage of ELs Making Annual Progress in Learning English**

	2011-2012	2012-2013	2013-2014
Number of Annual CELDT Takers	217	179	248
Number with Required Prior CELDT Scores	211	169	206
Percentage with Required Prior CELDT Scores	97.2%	94.4%	83.1%
Number in Cohort Meeting Annual Growth Target	145	109	151
Percent Meeting AMAO 1 in Consortium	68.7%	64.5%	73.3%
Target	56.0%	57.5%	59.0%

Met Target for AMAO 1 for all three years: Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	2011-2012	2012-2013	2013-2014
Number of 2013-14 English Learners in Cohort	90	79	82
Number in Cohort Attaining the English Proficient Level	41	27	44
Percent in Cohort Attaining the English Proficient Level	45.6%	34.2%	53.7%
Target	20.1%	21.4%	22.8%
Cohort Met Target	Yes	Yes	Yes
5 Years or More Cohort			
Number of English Learners in Cohort	144	128	178
Number in Cohort Attaining the English Proficient Level	87	68	101
Percent in Cohort Attaining the English Proficient Level	60.4%	53.1%	56.7%
Target	45.1%	47.0%	49.0%
Cohort Met Target	Yes	Yes	Yes

Met Targets for AMAO 2 for all three years: Yes

AMAO 3 - Adequate Yearly Progress for English Learner Student Group at the Consortium Level

English-Language Arts	2011-2012	2012-2013	2013-2014
Met Participation Rate for English Learner student group	Yes	Yes	Yes
Met Percent Proficient or Above for English Learner student group	No	Yes	No
Mathematics	2011-12	2012-13	2013-2014
Met Participation Rate for English Learner student group	Yes	Yes	Yes
Met Percent Proficient or Above for English Learner student group	Yes	Yes	No

Met Targets for AMAO 3

2011-2012 No

2012-2013 Yes

2013-2014 No

PCHS has shown three years of progress in AMAO 1 of ELs Making Annual Progress in Learning English. Additionally, PCHS has established a positive trend in CELDT achievement.

Due to the achievement on the CAHSEE (explained below under Program Improvement 3), PCHS has progress to make on AMAO 3.

Program Improvement Year 3

In 2013-14, Palisades Charter High School met all growth criteria but one. PCHS met its English Language Arts growth criteria for students who were at or above proficient. Additionally, PCHS met its criteria on both CAHSEE participation and graduation rate. However, PCHS did not meet its math growth target for its white

student subgroup. Although 91.7% of white student are scoring at or above proficient, PCHS did not decrease the number of white students who are not proficient from the previous year by 10%. PCHS did keep its historically vulnerable populations, students with disabilities and English Language Learners in Safe Harbour.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended. Specifically, a one-year waiver was granted that allows flexibility in making AYP determinations for schools and local educational agencies participating in the Smarter Balanced Field Test.

PCHS notified all parents/guardians of students attending a PI school have the right to request a transfer of their child(ren) to a non-PI district school with school-paid transportation. PCHS students from low-income families at PI schools, whose parents/guardians did not select a public school choice option, are eligible for free Supplementary Educational Services (SES). These services are classes or tutoring which occur outside the regular school day with educational providers approved by the State Board of Education. If the number of eligible students who apply for the SES program exceeds the financial resources available, the lowest achieving students from low-income families will receive SES first. PCHS provides many benefits to students. PCHS students receive free tutoring in any subject. The tutoring is provided beyond the regular school day. The tutoring is delivered in a one-to-one setting or in small groups.

PCHS is working with school staff on a monthly basis to revise the school plan, which includes:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets
- High quality professional development for school staff that will lead to removing the school from PI status (ELL Strategies, Common Core, Engagement Strategies, Math Practices, Writing across the Curriculum)
- Strategies to promote effective parental involvement in the school (Parent Educational Foundation, Parent Institute for Quality Education, The Village Nation, *Fuerza Unida*)
- Parents/guardians are encouraged to attend the Long Term Strategic Plan committee to give input to the school plan on how best to serve the students' academic needs.

II: Significant School Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

2012-2013

Development of Long-Term Strategic Plan based on WASC Action Plan

Establishment of the Long-Term Strategic Plan Committee and subgroups: Academic Achievement and Innovation, Finance and Fundraising, Facilities and Operations, Family and Community, Technology

Academic Achievement

PCHS in Program Improvement Year 2 (Graduation Rate, ELA CAHSEE with Latinos)

EL Coordinator role expansion to connect with Bilingual Advisory Council, *Fuerza Unida*, The Village Nation, LAUSD ELL Program, Parent Institute for Quality Education, and Latino Student Union

PI Y2 trainings for Core Teachers

Academic Integrity Task Force formed

Pod redesign: Green Science Pod

Summer School for Credit Recovery (Online component)

Professional Development/Assemblies

Sling Shot Media contracted for assembly performance “The Blood They Shed”

Los Angeles Educational Partnership Training for 9th grade pod teachers

Suicide Prevention Assembly for all grade levels (TeenLine)

Apple Technology Training to prepare teachers for integration of technology in classrooms

Finance and Fundraising

Formation of the PCHS Education Foundation

Targeted fundraising for technology

Secured Charter Operated Programs grants to expand technology, professional development and curricula for students with disabilities

Secured funding for Learning Center from Kennedy Marshall Company

Family and Community - Communication

YMCA Community Partnership for Community Service (Center for Social Responsibility)

Parent Institute for Quality Education (PIQE) instituted for Latino parents

Website redesigned to streamline communication

Facilities

Private Maintenance Contract and severed LAUSD provided services

Mercer Hall and Gilbert Hall Renovations started

HVAC upgrades initiated

Creation and Upgrade of Learning Lab J120

ADA bathrooms project

Wheelchair ramps installed

Traffic plan study and improvement to morning drop off procedure

Technology

Phase 1 of 1:1 iPad Program: Initial Apple TV, projector upgrade, iPads for all teachers

Infinite Campus chosen as the school's Student Information System (January 2013)

EMS facility communication system on the school website established

Board/Governance

Board development of Executive Director and Principal Evaluation Tool

Board resolution passed for A-G Alignment in Graduation Requirements

Board approval of Schoology contract

Anonymous Tipline/Whistleblower line established by Board

New Courses: AP Human Geography, Philosophy, Astronomy, California Literature

Staffing: Social Worker (funded through Celebrate My Drive), Green Science Pod Elective Teacher, Technology Supervisor, Database Manager, Replaced RN for Nursing Assistant Position, 7 CAHSEE Intervention Teachers

Enrollment 2012-13: by grade level

Grade 9	756
Grade 10	712
Grade 11	643
Grade 12	707
TOTAL	2818

2013-2014

Academic Achievement

Student Academic Achievement Team (consisting of one Assistant Principal leading teacher-coordinators, classified staff, teacher-instructional coaches in ½-time positions) established

Assistant Principal

Faculty Office Assistant

Attendance Coordinator (½ time classified)

EL Coordinator (3 periods)

Data Coordinator (3 periods)

Literacy Coach (3 periods)

Math Coach (3 periods)

General Instructional Coach (3 periods)

PCHS in Safe Harbor due to API increase with Latino subgroup (35 point gain), ELL subgroup (92 point gain) graduation rates, and CAHSEE scores

PLC stipends for teachers established

Requirements for PLC Notebooks determined; accountability for PLCs (admin team reviewing notebooks)

Faculty Office Hours for student intervention implemented

Curriculum Council reinstated to investigate and adopt common core curriculum and promote more A-G offerings

Fuerza Unida Staff-Student mentoring program implemented

Virtual Academy/Blended Learning Program initiated (25 students)

Summer School Online Program for credit recovery offered

Summer Dolphin Leadership Academy offered

Distance Learning Program piloted at Temescal Academy

Blended Instruction research at Temescal Academy

Release time created (2 periods) for Section 504 Coordinator to provide student support

Learning Center opened housing three special education teachers, meeting room, quiet testing area and dedicated space for related service providers

Professional Development/Assemblies

Office of Civil Rights Training provided for all staff

The Village Nation support staff expanded (stipend)

Late start professional development bell schedule enacted once a month

PCHS Assembly programs sponsored by Gay Straight Alliance (now known as Rainbow Alliance)

Slingshot Media contract continued for student outreach and professional development

Turning the Wheel continued relationship with Temescal Academy

ALICE Lockdown training initiated for administration and select safety staff

PCHS first “Day of the Dead” Celebration

Common Core implementation -- Trainings/PD, Practice Tests for Smarter Balanced Field Testing

Apple Training, Google Docs, Infinite Campus, and Schoology training for staff

Conference participation strongly encouraged for Common Core State Standards training (for example, CA Math Conference, ASCD, CUE)

Senior portfolio professional development provided by Temescal Academy (PCHS 12th grade teachers investigating senior project)

Finance and Fundraising

Local Control Funding Formula introduced to employees and parents

Transportation scholarships provided

Local Control Accountability Plan developed and implemented

Charter Operated Programs grants secured annually to expand technology, professional development and curricula for students with disabilities

Planning Grant from AmeriCorp awarded to develop post secondary transition support

Creation and continued development of the Education Foundation

Strategies to increase cafeteria sales and student participation

Developing strategic partnerships with local colleges to increase courses for students

Participating with consortiums to implement strands through LACC District Pathways grants

Attended both AmeriCorps and Pathways grant training

Secured e-rate funding

Restructured system of collecting and reporting revenue and expenses derived from the use of facilities (Civic Center Permit) resulting in increased facilities use (Modern Family, Teen Wolf, commercials)
Increased ADA by 50 students with implementation of the Virtual Academy
Established process for MediCal reimbursements for eligible services
Established online donation portal to PCHS website

Family and Community - Communication

Constant Contact communication increased to better update parents and employees
Schoology, a learning management system for teachers, parents, staff, and students established
Dolphin Updates and Week-at-a-Glance added to the school communication plan
Formation of the Pali Parent Special Education Council

Facilities

Special Education Learning Center grand opening
PCHS Gym and athletic facility upgraded
HVAC upgraded throughout campus
Temescal Academy facility upgraded (lighting, ramps, interior/exterior painting, furniture)
Prop 39 Energy Saving Initiatives determined and implemented
Science labs upgraded
Electrical system upgraded throughout the campus
Maggie Gilbert Aquatic Center project completion (scoreboard installment)
Hydration station added and water filters for all water faucets upgraded
Science room Phase 1 update
Quad restoration completed
Security camera system Phase 1 upgrade (summer 2013)
EMS Facilities Scheduling System expanded
Internal operations/maintenance service department developed to streamline response to facility needs
Signage plan for whole campus developed
VAPA subcommittee formed to review and develop Master plan for Visual and Performing Arts Center
Tumbleweed Transportation (yellow bus) 3 year contract to ensure stable pricing
STEAM Shop in J123 Phase 1 initiated
Robotics Club workspace established in J123 (prior they met off-site)
Campus beautification Gateway Garden Project Phase 1 completed

Technology

School-wide faculty wifi - PCHS infrastructure enhanced with new servers and cabling

School-wide student wifi launched

1:1 iPads program for 9th graders (Class of 2017) initiated

Phase 2 1:1 iPad Program: Macbooks for all 9th-grade teachers; iPads for Counseling staff

Digital textbooks in 9th grade English and Social Studies; also in one section of Spanish 1

Tech support ticketing system (SpiceWorks) launched to better track repairs and issues

New computers/iPads and ear buds purchased for Smarter Balance field testing

Charter Operated Program grants secured /donations to purchase laptop cart for students with disabilities

Board/Governance

Board directed audit with new fiscal auditor and audit expansion to include ASB finances

New Courses: ROP Sports Medicine Class (one-year only), ELL English classes

Staffing: Lost 1 LAUSD Adult School Teacher, Gained 1 ELL Teacher, Operations Liaison, Half-time Virtual, 1 English Teacher, Virtual Academy Coordinator, Virtual Academy Tutor

Student Enrollment 2013-14:

Grade 9	764
Grade 10	755
Grade 11	674
Grade 12	625
TOTAL	2818

2014-2015

Academic Achievement

Student Academic Achievement Team expanded, connecting existing positions together as a team

Assistant Principal / Director

Faculty Office Assistant

Attendance Coordinator (½ time classified)

EL Coordinator (3 periods)

Data Coordinator (3 periods)

PLC Coordinator (3 periods)

Student Success Team/Intervention Coordinator (1 period)

General Instructional Coach- specialty Math (1 period)

General Instructional Coach- specialty Technology (1 period)

General Instructional Coach - specialty Math, Differentiation (3 periods)

Summer Dolphin Leadership Academy provided

12th grade English teachers tasked with exploring a school-wide senior project

11th grade English teachers created the American Literature Anthology/Reader in both hard copy (for student annotation) and e-reader

Early release professional development schedule on a monthly/bimonthly basis

Additional requirements for PLC Notebooks; accountability for PLCs (admin team reviewing notebooks)

Intervention/SST Coordinator and Intervention Team (consisting of counselor, assistant principal, and 4 intervention teachers)

Retheming two 9th-grade SLCs for the year 2015-16

Expansion of Virtual Academy with two full-time teachers/coordinators and 50 students taking high school courses online using APEX Program and Blended Learning

Parent Institute for Quality Education (PIQE) expansion to TVN students

Math Lab offered to students for intervention purposes

Common Core -- new textbooks ordered for 2015-16

Autoshop Club relaunch

Rocketry Club forms and competes in TARC (Team America Rocketry Challenge)

Temescal Classroom Technology components (Acellus, Chromebooks) fully implemented in all three classrooms

Students with disabilities participate in a monthly curriculum of learning through equine assisted activities at local ranches

Professional Development

Common Core trainings provided for all teachers

Classified guest service training

Internal professional development created by Academic Achievement Team focused on PLCs, Common Core, and Technology

ALICE Lockdown training provided for all staff

PLCs reinvigorated with DuFour/Solution Tree training

Finance and Fundraising

PCHS selected to be the pilot charter school for LACOE finance system (Best Project)

Grant applications submitted for innovative school programs (AmeriCorps, CA Career Partnership Pathways, Charter Operated Programs, Looking Beyond Foundation, Palisades Optimist Club)

Development coordinator position considered to provide consistent focus exclusively on fundraising

Family and Community – Communication

Parent Volunteer Program expanded

Career Focus - Parent and school partnership to coordinate Career Fair and career focused opportunities (job shadowing, internships, presentations)

Communication expansion to parents regarding school events and involvement

Palisades Beautiful partnered with Temescal Academy to apply for grant assistance with school garden

Facilities

Safety Committee and School Safety Plan revised

Emergency supplies and containers restocked

HVAC upgrades continued campus-wide

Stadium track and field upgraded

Technology

Google Apps for Education (GAPE Phase 1) launched through Temescal Academy and Media Pod

Hapara Chromebook management implemented

Atomic Learning online tutorials; access for entire community (staff, student, parent) provided

Temescal Academy wi-fi network upgraded, Chromebook carts (50 devices), and Windows laptops (25)

LAUSD collaboration to plan and complete campus-wide network upgrade

1:1 tablets for 9th graders BYOD with a preference for iPads; loaner iPads provided for students who do not have a personal device

10th Grade -12th Grade BYOD with support from tech department for wi-fi access

Digital textbooks in 9th grade English and Social Studies; also in three sections of Spanish 1; Two deployments of English novels (*House on Mango Street* and *Raisin in the Sun*)

Eye Gaze technology introduced to facilitate greater communication for our students with significant disabilities

Board/Governance

Charter Rewrite to create/maintain Standing Board Committees -- Budget, Elections, Academic Accountability and Charter. Long-Term Strategic Plan Committee is written into the charter.

Board approval of Ewing Job Study (stemmed from audit finding)

Main Office reorganization based on Board Stakeholder Survey responses

LAUSD Charter Division Annual Visit and positive review

Charter Renewal granted (July 1, 2015 through June 30, 2020)

District Validation Review (DVR) success both on Visit and Assessment in Special Education Department

Leadership Council examination for leadership structure

Faculty Senate reconstitution

Board "Title" resolution in January 2015

Board "Labor Partners" resolution in Oct/Nov 2014

Board approval of ALICE training (lockdown procedure)

New Courses: Photoshop, Media (community college dual-credit), Marine Biology (from G-elective to D-lab), Geology (from G-elective to D-lab), Three-semester Algebra 1 (Algebra A,B,C), Study Skills (for failing students), West Los Angeles College personal development classes held on site after school to support students' successful transition to college and career.

Staffing: 2 Virtual Academy Teachers/Co-coordinators, 4 Intervention Class Teachers, 2 Math Teachers, 1 English Teacher, Santa Monica College Teacher, Special Education Teacher, West Los Angeles College Teacher Life Skills, 1 Tech Team Supervisor, 3 Technicians, 1 Audio-Visual Technician, 1 History Teacher, Human Resource Specialist, Resource Specialist, Part-time World Language Teacher, 1 social worker intern, 1 full-time Temescal Academy Senior Office Assistant

Student Enrollment 2014-15:

Grade 9	733
Grade 10	745
Grade 11	729
Grade 12	671
TOTAL	2878

Important Program Highlights

Fuerza Unida and PIQE

During recent years, PCHS has engaged in targeted professional development aimed at improving the self-efficacy and academic outcomes of English Learners and Hispanic and Latino students. Four years ago, teacher leaders created *Fuerza Unida*, or “United Strength,” a social, cultural, academic, and community support program for PCHS Latino students and their families; the program is modeled after The Village Nation (TVN), the intervention program PCHS successfully implemented several years ago to support African American students. Since 2010, the Hispanic or Latino subgroup’s API score has improved by 59 points, climbing to 818. In addition to supporting students, *Fuerza Unida* has teamed with the Parent Institute for Quality Education (PIQE) to offer a series of workshops that teach parents how to access educational resources. Since 2012, over 550 parents have completed the PIQE program, which, beginning in 2014, also is being offered through TVN. In the spring of 2014, a parent who completed the PIQE program was elected to the school’s Board of Trustees. Empowering parents, supporting students, and providing targeted professional development in Specially Designed Academic Instruction in English (SDAIE) strategies collectively contributed to tremendous gains that can be seen in state standardized test scores as well as the composition of the school’s Board of Trustees. In 2013, the API score of English Learners increased by 82 points. In 2014, in conjunction with PCHS Theatre Department, *Fuerza Unida* and the Latino Student Union, PCHS held its first nighttime event of “Dia de los Muertos”, which was open to the community.

LTEL Designee Program

The LTEL Designee Program, based on the PCHS Master Plan and the Office of Civil Rights, is designed to meet the needs of Long-Term English Learners. An LTEL is an English Learner who has been enrolled in schools in the United States for more than six years with no more than one year of interrupted schooling, has not reclassified, and is scoring at Intermediate or above on the CELDT, and Below Basic (BB) or Far Below Basic (FBB) on California Standards Test (CST) in English Language Arts (ELA). In light of AB484 suspending CST, PCHS will use the following criteria: Language Assessment for CELDT, English Language

Arts grades, CAHSEE and ELA; EL periodic assessment. In addition, at least once yearly the PCHS Language Appraisal Team meets to review the performance and progress of LTEL students.

In accordance with the EL Master Plan, LTELs enrolled in grades nine through twelve are assigned a counselor, teacher specialist, or faculty member to serve as a designee. LTEL students and their parent(s) or guardian(s) meet at least twice a year with the school-based designee for the purpose of reviewing the student's current language status, program placement, test results, and goals for attaining reclassification criteria and accelerated academic progress targets. In addition, each student meets twice a month with the designee to discuss individual academic progress. Meetings are documented on the LTEL Student Goal Sheets, which are retained by the EL Coordinator.

The Learning Center

The Learning Center provides support for students with disabilities and for students who may need extra support to succeed in classes. This project was actualized through a generous donation from the Kennedy Marshall Foundation. In the fall of 2013, PCHS opened the Kennedy Marshall Learning Center, which provides students with special needs access to individualized academic support. Additionally, the Center provides a quiet testing area for students, IEP meeting room, dedicated space for related service providers, and office space for the administrator and assistant. The Center is staffed with three special education resource specialists, four instructional assistants, a transition teacher, speech pathologist, occupational therapist, physical therapist and adapted physical education teacher. Students may check out laptops or use the Center's computers to complete assignments. An interactive projector system is available for direct instruction.

Virtual Academy

The Palisades Charter High Virtual Independent Study Program (PCHVISP) is a yearlong, full-time academic program for students seeking an alternative to the traditional classroom. Students enroll semester-by-semester allowing them to either continue in the distance-learning model or to transition back to the traditional classroom. This program offers core academic courses and electives in a blended learning model with highly qualified instructors and advising mentors. Students may take electives and other high level courses, such as Advanced Placement, in the traditional Pali classroom. The online curriculum aligns with the Common Core and a-g University of California requirements. Students are also required to attend academic seminars, labs, and oral language meetings throughout the month while having the opportunity to work on campus in the Virtual Learning Lab or off-campus in a setting conducive to their learning. Families have access to student work through the Infinite Campus system and Schoology site. Students receive weekly assignments and benchmarks to guide and pace them towards success. Additionally, students are encouraged to participate in Pali High clubs, athletic teams, music programs, drama programs, and any of the arts. Interested student enrollment begins with the counseling office and the Virtual Independent Study coordinator.

Temescal Academy

Temescal Academy is a small learning community adjacent to the main Palisades Charter High School campus. With enrollment of about 75 students, Temescal Academy is dedicated to helping students overcome both academic and personal obstacles while they recover academic credit to graduate from PCHS.

Temescal students are referred by PCHS Intervention Team, PCHS counselors, deans and administrators. It also serves students with IEP's and Section 504 plans.

Temescal Academy offers students, who have good attendance and work habits, the chance to earn credits at an accelerated rate. Students who come to Temescal Academy a semester or year behind in academic credit have the opportunity to take extra classes, receive work experience credits, and earn community service. Students who are in the program are able to transfer back to PCHS main campus to complete their academic program. Some choose to stay at Temescal, graduating on time or even early.

Temescal Academy's graduation rate goal for 2015 is 90%. Temescal Academy met this goal in 2014 by graduating 30 out of 31 seniors. This year, Temescal Academy is on track to meet this goal. Course completion rate has increased due to distance learning and blended instruction. Acellus online courses are incorporated with mathematics and science, 9th/10th grade English (only offered to students with multiple Fails that are currently 11th/12th graders), Geography, Health, typing web, USA Test Prep, CAHSEE Math/ English and Financial Planning. In 2013, Temescal Academy had 10 computers for all three classrooms when Acellus was implemented. Currently, Temescal Academy has 25 Chromebooks in Rooms B and C and 25 HP Laptops in Room A (English) for research, essays, and blended instruction.

In the fall semester of 2013-14 school year, using traditional classroom methodology, there were 188 course completions. Comparatively, in the fall semester of 2014-15, using blended classroom strategies, students completed 218 courses.

In Spring 2014, Acellus courses were introduced to the classroom. From March 2014 to June 2014, students completed 34 courses. Now, with the increase in technology, Temescal students have finished 153 courses to date. That's approximately five times the amount from last year. In the fall semester of 2013-14 school year, using traditional classroom methodology, there were 188 course completions. Comparatively, in the fall semester of 2014-15, using blended classroom strategies, students completed 218 courses.

The Temescal Academy Coordinator attributes the success of increases class completion rates to: increased individualized attention using onsite tutoring; increased technology, required parent intake meetings, where the coordinator outlines student and parent expectations; and weekly progress reports to parents. Temescal Academy requires parents to sign the weekly progress report if the student does not do the minimum amount of daily work required. The student must bring the progress report back to the coordinator the next day. The Temescal staff meets weekly to discuss student needs and student achievement.

Temescal has incorporated technology, blended instruction, parent involvement, community partnerships and project based learning to provide an instructional environment that focuses on the development of academic and social skills necessary for the optimal development of the students' potential. It is paramount that at Temescal Academy we create an academically stimulating, safe and nurturing environment for students. In the last two years, student support services have increased with the help of an Resource Specialist Program teacher and a dedicated social worker.

Temescal Academy Highlights

- Increased Course Completion Rates
- 90% Graduation Rate
- Blended Instruction/ Use of Online Curricula / Technology Chromebooks
- Parent Involvement (intake meetings and weekly progress reports delivered home)
- Community Partnerships- Garden Project/Palisades Beautiful
- Project-based Learning-Senior Project, Classroom Projects
- Increased RSP and Social Worker support

Partnership with West Los Angeles College

Beginning with the 2014-15 school year, PCHS is hosting West Los Angeles College (WLAC) personal development classes. The college offers two courses each semester to 1) prepare students for success in college and 2) explore career options to support post secondary success. Students receive both high school and college credit for the classes. College credits are UC and CSU transferable.

Academic Highlights

Standards-Based Instruction using the Common Core

Palisades Charter High School is implementing the newly adopted California Common Core Standards (CA CCSS) while also following pre-existing California State Content Standards, the Next Generation Science Standards, and English Language Development Standards. There is a school-wide expectation that, in every class, students will engage in standards-based instruction that is linked to school-wide ESLR's. All PCHS teachers routinely address standards in daily lessons as they collectively work to equip students with the skills and knowledge needed to take full advantage of a wide variety of post-secondary opportunities.

PCHS began implementing the CA CCSS during the 2013-14 school year. The CCSS rollout plan was created and implemented by the school's Academic Achievement Team. Key elements included the following:

- providing informational assemblies for all stakeholders;
- providing professional development;
- formulating a Common Core budget that included funding for every teacher to attend a Common Core conference or workshop;
- shifting internal common assessments to resemble common core performance tasks
- completing the Smarter Balanced Assessment Consortium's field test on three different platforms (laptop computers, desktop computers, and iPads), and supporting Professional Learning Communities (PLC's) in developing lessons and assessments that included performance tasks, constructed responses, and enhanced multiple-choice questions.

Response to Intervention Results

The Intervention Team has gathered data both on the student achievement measured by Ds and Fs earned each 5-week grading period. The data revealed that the RtI efforts are reducing these numbers each grading period.

The Summer Leadership Academy compared student achievement before the program and 10 weeks after. The students demonstrated increased academic achievement.

See data under Critical Area #7 Response to Intervention.

Senior Project Development

The 12th grade English PLC began designing a common senior project. The project was initiated by each English teacher analyzing existing senior writing projects. One of the English teachers visited Helix Charter High School to see how the school designed their schoolwide senior projects. Additionally, the PLC studied Philadelphia's Science Leadership Academy's inquiry-driven, project-based model. Currently, the English 12 PLC is synthesizing and updating senior project models to reflect current methodologies and Common Core Standards, e.g. Digital Citizenship, Enhanced Communication Skills, Listening and Speaking Standards, Collaboration, Relevant Reflection, etc. The English PLC proposes an idea that the senior project involve different departments and more collaboration among and within departments. The senior project would demonstrate mastery of life skills and common core "anchor" standards that cut across content areas.

Personalized Instruction

PCHS's trademark is "making big small." The connectivity between teachers and students, counselors and counselees, and the administration and the faculty and staff all combine to create a caring and supportive environment for students. Since the last WASC visit, PCHS has introduced several innovative programs. Here is the list:

- In 2012, towards its goal of personalized, differentiated, and inclusive instruction, PCHS has continued to foster the development of the ninth-grade Small Learning Communities (SLC's), or pods, in their efforts to provide a small individualized, enriched, interdisciplinary family-like learning environment for each ninth-grader; exposed students to the diversity of learning styles through heterogeneous grouping in the ninth grade; focused resources on the needs of specific subgroups of students as state and internal assessments have warranted. Urban Ecology pod and Digital Media pod were redesigned and became frontrunners in incorporating iPad technology in the classroom. Currently, there are two teacher proposals for pod theme redesigns. These themes are Myths and Heroes Pod and a Social Justice and Law Pod. The PCHS pod teachers are still trained in a humanitas interdisciplinary curriculum by the Los Angeles Educational Partnership.
- In 2012, PCHS assigned additional resources to a PCHS designed, specialized program to serve the needs of Latino students called Fuerza Unida. Fuerza Unida is a coalition of parents, teachers, administrators, and community members whose mission is to increase the academic achievement of Latino students.
- In 2013, PCHS expanded Temescal Academy, a small learning community committed to helping high-risk students in need of credit recovery, by adding an online learning component and student access to chromebooks.

- During the 2013-14 school year, PCHS piloted a Virtual Independent Studies Program, which allowed the Charter School to retain/enroll 25 students in need of a blended, distance-learning program. The program's enrollment this year is 50.
- In the fall of 2013, PCHS opened the Kennedy Marshall Learning Center, which provides students with special needs with access to individualized academic support as well as a wide variety of services. Construction of the center was funded through private donations and grants.
- During the 2013-14 school year, PCHS piloted the Academic Achievement Team, a collaborative coaching/coordinator model in which an administrator, teacher leaders, and key non-certificated staff work together to support teachers and students. The AA Team responsibilities included creating and implementing the school's California Common Core State Standards (CA CCSS) roll-out plan, creating data reports, designing professional development, supporting Professional Learning Communities (PLCs), and individual teachers seeking to improve instructional practices, and supporting implementation of the LTEL Designee Program cited in the school's English Learner Master Plan.
- During the 2013-14 school year, PCHS received an AmeriCorps planning grant and developed a grant proposal to fund a transition program for disadvantaged students as they transition from high school to college and/or career. PCHS is developing community partnerships to support our students; current partners include West Los Angeles Community College and Westside Regional Center.
- On an annual basis, PCHS has staged a series of intervention assemblies for students who were not meeting -- or who were struggling to meet -- grade-level standards.
- In 2014, the administration provided both summer school and 9th grade Summer Bridge to serve students who needed more academic support.
- In 2014, PCHS partnered with Santa Monica Community College to offer dual enrollment classes available for students at PCHS.
- In 2014, PCHS partnered with West Los Angeles College to offer personal development courses designed to prepare students to identify and meet their post-secondary goals.
- In 2014, PCHS reorganized its Student Crisis Team.
- In the fall 2014, PCHS fully formed its Intervention Team.
- In the fall 2014, PCHS opened the Math Lab for students.

To promote personalization of instruction, PCHS devotes resources to maintaining its foundational ninth-grade Small Learning Communities (SLCs) and to reducing class sizes school-wide. PCHS recognizes that the student-teacher relationship is essential to academic success. Moreover, earlier this year in response to feedback from all stakeholders, PCHS began instituting strategic class-size reduction, reducing class sizes in all college-prep sections of World History 10, US History 11, English 10, English 11, and Algebra 1, so that students receive more personalized instruction.

PCHS's dedication to innovation also has produced a wide variety of opportunities for students to individualize their education and build self-confidence in their own abilities and insights. Programs such as Mathematics, Engineering and Science Achievement (MESA), Environmental and Spatial Technology (EAST), and newly launched STEM/STEAM activities offer students a diverse range of opportunities to use technology at the school.

Digital Literacy

PCHS recognizes that digital literacy is an important component of any 21st Century education plan, and is committed to promote digital citizenship and to provide learning experiences that will equip students with the skills needed to locate, evaluate, use, share, and create content using the Internet and information technologies.

Strategies include:

- launching a 1:1 iPad Program in ninth grade in 2013-14;
- providing Schoology accounts for teachers, staff, and students;
- providing Infinite campus access for teachers, staff, students, and parents;
- equipping classrooms with LCD projectors, speakers, and Apple TV;
- upgrading the school's infrastructure to improve wireless connectivity;
- providing access to a media center in the school library;
- housing iPad carts in select tenth-grade classrooms in 2014-15;
- maintaining carts of iPad and laptop computer carts that teachers may borrow as needed;
- launching a 1:1 Chromebook program at Temescal Academy in 2014-15; and
- creating the school's Acceptable Use Policy which every student must read and sign.

In 2013-14, PCHS launched the 1:1 iPad Program for ninth-grade students and upgraded its infrastructure to improve wireless access. English Language Arts and history textbooks and three high-utility productivity apps (Numbers, Pages, and Keynote) were downloaded onto every iPad. An internal iPad Program assessment survey of parents, teachers, students, and staff revealed the following:

- Students in iPad classes spent more time on individual and group investigation and collaboration activities than did students in comparable non-iPad classes.
- Students used electronic channels to communicate with, receive resources from and deliver products to teachers more often than they used traditional channels.
- When iPads and/or other collaborative/interactive activities were effectively integrated into lessons, students in 1:1 iPad classes were more engaged than were students in comparable non-1:1 iPad classes. However, during lessons when the iPad plays a minor role in classroom activities, students were more likely to be off-task or disengaged than their counterparts in a traditional setting.
- Students produced a wider variety of products as part of assignments both in class and out of class and have acquired skill in a large number of educational/productivity apps.

This year, the program is being expanded; select tenth-grade classrooms will house iPad carts. To support teachers in integrating the use of technology into the classroom, professional development was provided by PCHS staff and staff. In addition, more than twenty PCHS staff members have attended the annual Computer Use in Education CUE conference during each of the last three years.

By providing with frequent opportunities for meaningful, real-world application of technology, teachers are helping students develop the college and career readiness skills needed to meet the increased demands of the CCSS as well as to prepare to take the new computer-based Smarter Balanced assessments.

III: Follow-up and Progress Report Development Process

- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**
- **Describe the process to prepare the progress report. Include to what extent stakeholders were involved in the preparation of the report.**
- **Describe the process to present the progress report to the governing board.**

The PCHS Long-Term Strategic Planning Committee

The School-wide WASC Action Plan and the Local Control Accountability Plan directly led to the development and implementation of the Long-Term Strategic Planning Committee (LTSPC). Created in 2012, the LTSPC is comprised of the following five focus groups: Student Achievement and Academic Innovation, Family and Community, Facilities, Technology, and Finance and Fundraising. All stakeholders are invited to participate in focus group meetings, which are held on the fourth Wednesday of every month. The LTSP is a fluid document and will always be a work in progress, adapting to current school needs. The current version of the LTSP may be viewed by accessing the school's website, www.palihigh.org.

Annually, the PCHS Board of Trustees develops schoolwide goals with the Executive Director & Principal and administrative leadership team. The goals incorporate stakeholder input and are based on the PCHS Long-Term Strategic Plan (LTSP). The goals are revisited monthly in Board and LTSP meetings to ensure that the school is progressing. LTSP stakeholder teams prioritize goals, review progress, make recommendations, and develop budget proposals both for short and long range planning. All stakeholders are welcome to participate in LTSP meetings which are open to the public.

Process

The process to create the mid-cycle report was expedited by Google Doc. The WASC mid-cycle report template was pasted into a google doc. Then, the mid-cycle report was shared among stakeholder groups.

The PCHS Administration had access to editing and commenting on the document. The Director of Academic Achievement and the Academic Achievement Team worked on Part I.

The WASC process was reviewed at the curriculum council meeting.

The chairs of the LTSP subcommittees had access to commenting on the content. The LTSP committees wrote Part II and Part V of the document. The committee chairs recorded academic highlights of the past three years. Committees were tasked to update their sections of the LTSP.

The members of the Academic Achievement Team had access to editing and commenting on the document.

The Board of Trustees contributed to specific questions in Part 4 Governance during a special board meeting. At that time, the draft report was posted a public material for public comment.

The report was reviewed by the AA team, administration, and LTSP committee chairs.

The finished report is posted on the website and linked to all stakeholders by email.

Timeline	WASC Report Review	Stakeholders
December 22	WASC Mid-cycle Report and Midcycle Visit Training on WASC website	Administration
January 6, 13	Administration Meeting	Administration
February 13, 27, March 6	AA Team	Administration, Faculty, Staff
February 18	Department Chairs/Curriculum Council	Administration, Teachers
February 25	Long Term Strategic Plan Committee	Students, Parents, Community Members, Teachers, Staff, Administration
March 4	Board of Trustees Special Meeting	Parents, Community Members, Teachers, Staff, Administration
March 4	Intervention Team	Faculty, Staff, Administrator
March 6	Temescal Academy	Temescal Coordinator, Administration
March 6	AA Team	Faculty, Staff, Administration
March 9	LTSP Committee Chairs	Faculty, Staff, Administration
March 10	Administration Meeting	Administration
March 13	WASC mid-cycle report delivered and posted on school website. Communiques go out with the link.	
April 15	WASC Visit	Visiting Committee Members, AA Team, Staff, Administration

IV: Progress on the Critical Areas for Follow-up within the Action Plan

- List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.
→ Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.
- Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

Schoolwide Critical Areas for Follow-Up from WASC Visiting Committee, 2012

1. Develop and implement a bell schedule that allows for more PLC and Professional Development collaborative time and to maximize instructional minutes.

As PCHS works to fully analyze the current bell schedule and instructional needs, two adjustments have been implemented to support professional development, PLC collaboration, and support for students: 1) an early release professional development schedule on a monthly/bimonthly basis and 2) scheduled office hours for students to meet with teachers during seventh period.

Stakeholder discussions regarding the current bell schedule and the potential for ways to restructure the instructional minutes have taken place in Long-Term Strategic Planning meetings and Department Chair/Curriculum Council meetings. The needs raised in discussions by stakeholders include but are not limited to the following items:

- 1) PLC collaboration time
- 2) Intervention and enrichment
- 3) Advisory
- 4) Class-size reduction
- 5) A-G/College & Career Readiness
- 6) College classes offered on site
- 7) Later start time to accommodate adolescent sleep patterns

Collaboratively determining and adopting a bell schedule that better address the needs of students has been included in bargaining proposals with UTLA-PCHS annually since the last WASC visit. Negotiations are still in progress and this item is an important component of the discussion. Both teams have identified the need to form a stakeholder committee and develop a timeline to examine the current bell schedule along with relevant research to provide a recommendation which include keeping the current bell schedule.

2. In coordination with LAUSD implement the facility modernization Master Plan, including electrical and network upgrades and bringing facilities into compliance with all local, state, and federal regulations.

From implementing the facility modernization Master Plan in coordination with LAUSD, PCHS has expanded campus security, improved facilities and grounds, increased outside civic center permit revenues, and improved customer service when responding to operational and technical concerns at the school.

Originally constructed in 1961, Palisades Charter High School is situated on 32 acres in the heart of Pacific Palisades, California.

In addition to 7 permanent buildings and 12 bungalows which house more than 100 classrooms, the campus consists of a pool, a large and a small gymnasium, a large amphitheater, a small amphitheater, computer labs, a football stadium with full track and athletic facilities, a baseball field, and tennis courts.

Palisades Charter High School has spent considerable funding over the last three years to renovate many of its classrooms, IT infrastructure, athletic facilities, restrooms, grounds, and most of its facilities. The school provides a safe and clean environment for all students, faculty, and staff. The school has adopted and exceeds district cleaning standards that are performed on a daily basis throughout the school year. A joint effort with our students and faculty helps maintain our clean facility.

Maintenance repairs are also performed on a daily basis by our dedicated custodial and maintenance staff. All heavy maintenance will usually occur during the breaks while emergency repairs are given top priority immediately. Regular repair requests are completed efficiently and in the order in which received.

The school has incorporated a new camera system for security as well as hired additional security personnel to monitor activities campus wide. The school has also installed a night guard for added security after hours. The school has recently adopted the ALICE philosophy and principles for training our staff and students on what to do in the event of an armed intruder.

The following list is a small representation of some of the many projects completed here at Palisades Charter High School over the last three years:

- The main quad was restored back to its original state of open green space. This area now can be used as an assembly area again for students.
- Water pipes in buildings across campus have been repaired and the master control isolator water valve was recalibrated to allow for continued water flow without interruption.
- Student and faculty restrooms have been repaired, painted, and new lighting has been installed
- Multiple classrooms in the G, E, F, D buildings have been renovated/modernized. WiFi access points, over head projectors, document cameras, Apple TV, and new teacher computers were added to support the 9th Grade iPad program.
- Solar Film reflective material was installed under Prop 39 for classroom temperature reductions in all classrooms and at Temescal Academy.
- Furniture expenditures were increased to support a furniture replacement program campus wide. This program provided hundreds of new desks, whiteboards, tables, chairs, etc.
- All air handlers on campus were serviced and repaired for improved climate control conditions in classrooms bringing in fresher, cleaner air.
- Portable a/c units and fans were purchased during the last heat wave to cool down the warmest classrooms in the C, D and G buildings.

- A PCHS Booster donated Dolphin statue was placed at the entrance to the school and the development of the new Gateway Garden completed.
- "Head In Parking Only" signs installed on upper student parking lot to eliminate any issues involving vehicle tailpipes and brush for fire prevention
- New shelving and cabinet doors were installed in several existing classrooms.
- New Emergency Evacuation signs were installed across campus for improved student safety
- All existing curbing, speed bumps, and loading zones were repainted and marked for safety.
- New signage installation at the school entrance for drop-off/pickup to improve campus-wide safety.
- Main gate closure and monitoring daily from 7:30 AM - 3:15 PM, staffed with security personnel.
- New visitor lot opened at stadium lot.
- Sprinkler unit repair campus wide for improved water conservation during the drought.
- Temescal Academy renovation, new lighting, electrical repairs, paint, furniture, and access to emergency doors, built new staircases, and added wifi.
- New energy efficient lighting installed on campus per Prop 39 energy audit results.
- Marquee power supply was replaced and repaired and operates at 100% efficiency.
- Gilbert Hall was repainted and repaired damaged walls from 2013-14 school year.
- Heat and A.C. installed to LAUSD specifications in Gilbert Hall.
- Reg 4 Life Fire Safety Certification Test completed.
- School wide energy and power assessment for allocation strategy of Prop 39 funding.
- U building bungalows repair which included decking installation, termite remediation, floor and roof repairs, window repairs, painting and more.
 - Gas line replaced and retrofitted to the Maggie Gilbert Aquatic Center from the main feed regulator.
 - Radio repeater was installed on the roof of G building for improved radio communication and safety.
 - PE offices were re-furnished in the gym.
- Stadium by the Sea athletic field was GMAXX tested and the long jump runways were replaced.
- Revenue streams from day-camps, charity events, and filming on campus has significantly increased civic center permit revenue.
- Broken bleachers were replaced in the large gym.
 - Stadium bleachers were sealed with an epoxy to eliminate the injuries associated with loose fiberglass shreds.
- New emergency supplies and storage units are in placed to store materials on site in both classrooms and fields.
- AED was ordered for the Stadium by the Sea. Pali now has the life saving AED device in four areas: A building; Pool; Gym, and Stadium.
- Auto shop opened with more than 45 kids involved and active in the club.

- Main Office was renovated with counters and partitions for improved customer service and beautification.
- New safety committee formed for improved student and campus wide safety.
- Safety training was increased for all staff for overall campus wide security (ALICE training).
- All current Emergency Drill and EVAC incident recording documents were relocated to the Main Office for easy access.
- School Emergency Operations Plan has been revised.

3. Fully develop all PLCs so as to maximize their effectiveness and impact on student achievement.

In *Learning by Doing*, a handbook by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many, a Professional Learning Community (PLC) is defined as follows: “Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.” Milbrey McLaughlin, co-director of Stanford University’s Center for research on the Context of Teaching, states: “The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities” (DuFour et al.).

PCHS’ Professional Learning Communities have worked for the past three years on collaborative tools (communication protocols and reflections on student work), designing new internal assessments, and designing student performance tasks aligned with the Common Core State Standards. 95% of PCHS PLCs have showed progress on all three fronts.

Since 2012, the administration has recognized PLC work through assigning teacher stipends, embedding PLC time in special schedules, and budgeting for targeted professional development in conjunction with Dufour’s Solution Tree. Through these efforts, PCHS has begun to maximize PLC effectiveness. When PCHS’ charter was originally written, teachers advocated for Dufour’s PLC model because they viewed collaborative PLC work as a research-based strategy that would increase student achievement, provide support for all teachers, and ensure that course-alike classes share the same learning goals. In most departments, PLC members include teachers assigned to Advanced Placement, honors, college-prep, and special education classes. Teachers from Temescal Academy, a Small Learning Community (SLC) serving at-risk students, also participate in PLC’s. Teachers are expected to meet in PLC’s at least twice a month.

Guiding the PLC meetings are what DuFour et al., refer to as the “Four Critical Questions of Learning.” Working in PLC’s, teachers at PCHS identify the essential standards, develop formative and summative common assessments, analyze the assessment results, and then use this data to drive instruction. Teachers also share best practices, develop instructional programs that offer success and challenge for each student, and use data analyses to determine whether sections of their curriculum need to be re-taught. Students who are not succeeding in their classes are referred to intervention programs. Each PLC keeps notebooks, which include pacing plans, copies of common assessments, rubrics, samples of student work samples, and an analysis of the data collected. The administrative team, a Data Coordinator, a PLC Coordinator, academic coaches, and National Board Certified teachers are available to support PLCs in developing assessments, interpreting assessment data, and lesson tuning protocols.

In 2013, since AB 484 suspended the STAR assessment program, PCHS has focused more attention to internal assessments. Mastery Manager is the PCHS internal assessment software system. This system is used to monitor the academic growth of all students. Each course-like PLC has designed common benchmark assessments, which are shifting in alignment to the common core standards. The frequency and number of common assessments varies between PLCs, depending upon the developmental level of the PLC. PLC assessments range from two to ten assessments per year. In the year 2013-14, performance tasks were developed for each course using The Literacy Consortium (TLC) model. The Literacy Consortium's mission is to bring together the expertise of a group of educators and experts committed to literacy. The goal of TLC is to increase knowledge and empower teachers to adapt curriculum and instruction to support common core literacy standards. PCHS coaches and coordinators created targeted professional development to assist PLCs in developing common core performance tasks using the TLC model.

In the fall of 2013, PCHS began implementing the Common Core State Standards (CCSS). Using school-wide rubrics and templates created by the Academic Achievement Team, every PLC developed and administered a Common Core-style Performance Task. Every PLC also created a common assessment that included enhanced multiple-choice questions, another new component of the new Smarter Balanced assessment. 95% of PCHS PLCs have given performance tasks to students and analyzed results. Additionally, PLCs met to analyze the implementation of their performance tasks and made changes for improvements in the task as well as the instructional module.

On February 2, 2015, a full PD day, all PLCs were given a PLC "tune-up" by Dr. Luis Cruz, a representative from Dufour's Solution Tree company. This professional development was designed with input from the Academic Achievement Team, which includes the PLC Coordinator. In this professional development, teachers were reintroduced to the core principles of Professional Learning Communities. Dr. Cruz provided an article ("One Step at a Time: Many professional learning teams pass through these 7 stages" by Parry Graham and Bill Ferriter) for the teachers to peruse. Each PLC member was asked to reflect on her or his own contributions to the PLC as well as the whole PLC's stage of development.

Additionally, since 2012-13, the administration has developed their own PLC protocols to analyze PLC development and student achievement. Each semester, administrators review PLC notebooks together and give written feedback to each PLC about the different sections of the notebook: meeting minutes, student data, examples of student work, pacing plans, and common assessments, essays, or projects. Administrators attend PLC meetings that are under their department supervision, rotating their attendance to each one according to calendar and availability.

4. Implement a current, integrated data system to provide accurate information/feedback to stakeholders (parents, students and staff) regarding student achievement, attendance, and related issues.

Infinite Campus

After researching options and gathering input, PCHS adopted Infinite Campus as its own, separate student information system (SIS) in Spring 2013. Infinite Campus is a web-based application that allows school staff and families to securely access student information from any computer. Teachers are able to take attendance, manage their rollbook, and report grades electronically. Students and parents are able to view in-progress grades, submit updates for contact information, and monitor student attendance. Office staff and program coordinators are able to obtain more specific and varied data values for analysis and reports. For example, we are able to identify students who are struggling in a class at each reporting period for intervention. We send

notifications home, inform teachers so they can intervene, set up Student Success Team meetings, and create Study Skills classes to help these at-risk students. While the migration of historical data points from students who matriculated from LAUSD or data collection of non-LAUSD students, training for end-users, and daily maintenance is a challenge, our vast database is more complete and more accurate with each passing year. Ultimately, managing our own SIS program has allowed us better access to maintain and update student data, the ability to create custom reports and extracts for data analysis, and an avenue of direct and immediate communication with families regarding current grades and attendance. With our own student information system, access and use of data as a tool to inform and improve education is more prevalent than ever before.

Schoology

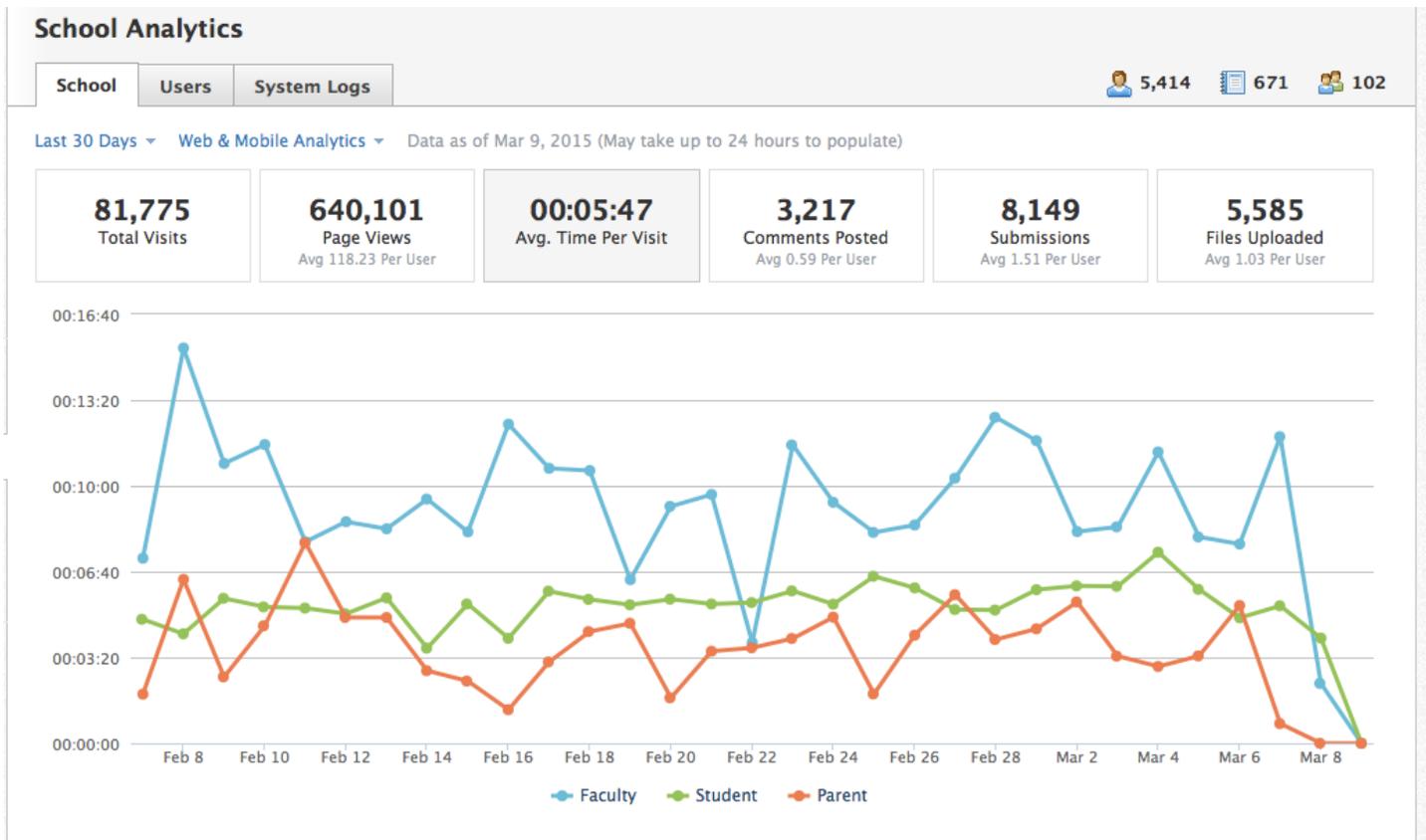
Over the Summer of 2013, the school adopted Schoology as its new Learning Management System (LMS). Prior to Schoology, individual teachers either had their own websites or used TeacherWeb, a website that hosted individual teacher web pages. With Teacherweb, parents and students went to individual teacher pages and not all teachers had accounts. With Schoology, each teacher has an account and all their courses are listed with their roster of students. Schoology enables teachers to manage their courses more effectively to engage students, increase communication and share materials with students and peers. Parents also can monitor students and contact teachers as well. The advisee function within Schoology enables staff to monitor students' with 504s, IEP or who are in intervention classes. Currently PCHS is in the process of integrating information from Infinite Campus so that students and teachers would only need a Single Sign On to access information from both systems.

Schoology has helped teachers with classroom workflow on iPads. Students can submit assignments to teachers online through Schoology. The school calendar and class calendar are maintained in the system. With parent logins, parents can communicate with teachers through sending Schoology messages. Teachers can use their instructional and grading time more efficiently with Schoology. The system gives easy opportunities for teachers to re-teach and students to re-learn. Schoology provides analytics to measure teacher, student, and parent activity.

Schoology Benefits:

- 1.Import course data from Infinite Campus (two way integration system)
- 2.Common core 1:1 iPad help facilitate successful
3. Single sign-on for parents
4. Advisee function (TVN, FuN, Special Ed, and Intervention Team)
5. Integration with 3rd parties
6. Advanced user management
7. Video conference capabilities
8. Unlimited storage and uploading

Snapshot of Schoology Analytics: February/March



5. Develop and implement a coordinated professional development program that is aligned to the Board goals and the School’s ESLRs.

PCHS has developed an infrastructure of staff who work to create onsite professional development programs at the school. The Academic Achievement Team consists of teachers, classified, and Pali administration who work together during the school day to help reach the student achievement goals of the school.

For PCHS staff, the team utilizes 6 part-time teacher reassignments away from classroom time to work on professional development and peer coaching. The model creates a team to include the EL coordinator, PLC coordinator, Data Coordinator, Intervention Coordinator, Attendance/Admissions Coordinator and three part-time teacher coaches/mentors, working under an Assistant Principal.

Pali staff and faculty partner with administration to provide teacher support and professional development to help prepare our students for the Common Core standards, English Language Learner program, differentiated instruction, technology tools, and intervention strategies. This team (except for the Attendance/Admissions Coordinator) works out of the same office space. Staff who apply for these positions are informed that the team uses collaboration, shares work assignments, and shares work space.

The Executive Director and Assistant Principals have maintained their duties as instructional evaluators. However, both coordinators and coaches are non-evaluative and will work with teachers to provide guidance, assistance, and support for classroom instruction.

Any teacher can volunteer to get coaching from administrators, coordinators, or coaches. However, the Executive Director and Assistant Principals may assign coaches to teachers who need guidance and assistance in the classroom. Before the construction of the Academic Achievement Team, the school depended on one Pali Pal, one BTSA coordinator, and 3 outside consultants who served as coaches to provide guidance and assistance to teachers. Once the model was established, the need for outside consultants was reduced.

The benefit of this model is that it builds an internal structure at the school to meet the needs of instruction and student achievement. It also expands professional growth opportunities for our staff. The creation of teacher leader opportunities are challenging at a single site institution. Additionally, this structure provides for a school succession model and builds the leadership capacity at our site.

For example, a coach will work with coordinators side by side, and coaches and coordinators can be exposed to the role of school administration. With this type of experience, the single school site is not incapacitated when an administrative job needs to be filled. When, leadership positions are available, there are experienced internal candidates who can apply for the job.

The Academic Achievement Team has developed many workshops for professional development. Here are a few:

- Common Core Curriculum Training and Humanitas Design
- Technology Training- Apple Apps, Infinite Campus, Schoology, iPads, Mastery Manager, Google Docs
- Assessment Training- Common Core Alignment, Performance Task Design
- Instructional Training- Engagement Strategies, Lesson Tuning Protocol, Literacy Practices, SDAIE, Performance Task Lessons
- Professional Learning Communities- Guided Reflection, PLC Protocols, PLC Leadership

Here is the professional development calendar for the 2014-15 school year:

DATES	TIME	PLAN
8/1/14	8:00 AM – 2:00 PM	Humanitas Design Training- LAEP- 9 th Grade SLC
8/7/14	8:00 AM – 2:00 PM	Apple Training
8/8/14	8:00 AM – 1:00 PM	New Teacher Orientation
8/11/14	8:00 AM – 11:00 AM	Charter Element One Reading and Revising, Charter Element Four Reading and Revising, Teacher Technology (Schoolfinder)
8/13/14	2:15 PM – 4:15 PM	Infinite Campus Gradebook Training

8/26/14	2:10 PM - 3:10 PM	Charter Element Four Presentation and Feedback
9/5/14	12:30 PM – 3:30 PM	Mastery Manager Training for PLC Leaders
9/9/14	2:10 PM - 3:10 PM	Professional Learning Communities- Common Core Performance Task Tuning Protocol
10/7/14	2:10 PM – 3:10 PM	PLC- Student Interventions with Grading Policies
11/18/14	2:10 PM – 3:10 PM	Charter Renewal LAUSD Board Meeting- No PD
12/9/14	2:10 PM – 3:10 PM	Math Practices- Alana/Cheryl/Minh Ha
12/19/14	8:00 AM– 11:00 AM	Grading Intervention; Guided Fall Final Data Analysis; Apple Training
1/12/15	8:00 AM – 3:00 PM	ALICE TRAINING
1/20/15	2:10 PM – 3:10 PM	Literacy across the Curriculum Workshop
2/2/15	8:00 AM – 3:00 PM	Dufour Schoolwide Training- PLC Tune-ups
2/3/15	2:10 PM – 3:00 PM	Continuation of Dufour Training
2/24/15	PD ½ DAY	PLC Festival
3/3/15	2:10 PM – 3:10 PM	Guest Speaker, Charter Committees, WASC
3/24/14	PD ½ DAY	PLC Common Assessments/Grade Level Assessments/Mastery Manager
4/14/15	2:10 PM – 3:10 PM	Internal Assessment Training/Mastery Manager

5/12/15	2:10 PM – 3:10 PM	PLC Notebook Check and Material review
Dates TBA	2:15PM – 3:08 PM	p.7 Teacher Workshops: Schoology, Infinite Campus, Apple, Google docs, Engagement Strategies, Literacy Strategies, SDAIE Strategies

6. Develop a comprehensive teacher evaluation process that includes a measure of teacher effectiveness

In the fall of 2013, UTLA-PCHS and PCHS management agreed to form a subcommittee to write and reach an agreement on a new evaluation process. A committee was formed that included department chairs, UTLA-PCHS representatives, and administration.

The purpose of creating a new evaluation was to enhance teacher performance as well as provide job-embedded, differentiated support and professional development for PCHS teachers, provide quality feedback on teacher performance and provide a BTSA aligned pathway for preliminary credential holders to earn a clear credential.

Elements of the evaluation include reflection: state standards and writing, observations: walk-throughs, and conferences. At the end of each evaluation the teacher will be able to reflect on the continuum of hierarchy, practice and identify growth target progress. The teacher will establish a professional growth plan for the following year.

7. Develop and implement a clear systemic schoolwide model of response to intervention (RtI)

Palisades Charter High School continues to develop a tiered Response to Intervention (RtI) model designed to improve the performance of all students, including those identified as low-achieving, under-achieving, or at-risk of retention. To that end, PCHS has allocated resources and is committed to the following:

- refining school-wide protocols for timely identification of pupils who are not achieving up to ability;
- refining and implementing systemic, graduated, directive responses when pupils do not appear to be making adequate academic progress; and
- providing timely and appropriate support for pupils’ individual learning and socio-emotional needs.

Staff routinely uses data from progress reports, report cards, and internal and state assessments to identify pupils who are low-achieving or at risk of retention. Members of the school’s newly formed Intervention Team and the Crisis Team, made up by administrators, teachers, counselors, and support staff also help identify pupils and recommend them to any one of a number of academic or emotional support programs on campus. Once a student has been identified as being in need of support, PCHS staff works with parents to identify appropriate resources. PCHS has increased its parent communication about academic progress by designing a systemic letter mailed at 5-week grading intervals.

Pupils have access to a wide variety of academic support services, including content-specific support classes embedded in the regular school day; small intervention courses designed to give students time with teachers who help them organize and complete assigned work; targeted informational assemblies; one-on-one tutoring; credit-recovery classes at Temescal Academy, and the Virtual Academy program, which offers blended-online learning. Temescal Academy, a small learning community designed to serve approximately 80 pupils, is committed to providing the individual help pupils need to overcome obstacles, recover academic credit, develop interpersonal skills, and graduate and receive a diploma. Long-Term English Learners (LTEL's) have access to specially designed support classes, and their progress is monitored through the LTEL Designee program. Additionally, the EL Master Plan supports EL students who need intervention with a Language Appraisal Team. This team consists of the EL Coordinator, counselor, administrator, ELD teacher, and general education teacher who meet with parents and students to assess and monitor student progress.

In an effort to be proactive in providing support, PCHS also uses internal diagnostic placement tests to identify high-risk and at-risk incoming ninth-graders, who are invited to participate in a Summer Bridge Program that focuses on helping pupils build academic skills and develop leadership skills.

PCHS also provides pupils with access to a registered school nurse, a credentialed school psychologist, and a social worker who work collaboratively to address issues pertaining to an individual pupil's medical and emotional well-being. Through the Health Office, pupils and parents/guardians are informed of and will have access to psychological and counseling services provided on and off campus by community agencies and organizations.

PCHS staff uses qualitative and quantitative data to monitor a pupil's individual progress.

Parents are provided with password-protected access to the school's student information system, where they may access real-time information about their child's academic progress and attendance records. Through the school's learning management system, parents may access information regarding course-specific learning goals and assignments.

Student Achievement 2014-15: Decrease in D's and Fs for student cohort taking Intervention Classes

Semester	Number of Ds	Number of Fs
Fall Semester 20 week (12-15-14)	109	211
Spring Semester 5 week (2-27-15)	59	140
Total Decrease	-50	-71

Support Classes and Programs

Academic support for students will be provided in a variety of ways. PCHS takes a proactive approach, administering a series of diagnostic tests to determine which incoming students may be in need of additional academic support.

After being accepted for admission to PCHS in the spring, every incoming ninth-grade student is required to take a math placement test and the Gates-MacGinitie diagnostic reading test, which assesses each student's reading comprehension and command of high-utility vocabulary. Based on these initial assessments, students may be placed in a Lit Success, an academic reading and writing support class, and/or one of three math support classes. The students with the highest needs are placed in Essentials of Math, a one-semester review of fundamental concepts that will prepare students to move into Algebra IA in the spring semester. Students with low qualifying scores for placement Algebra 1AB may be placed in a three-semester Algebra ABC class. In previous years, students have been placed in an Algebra 1AB class that meets daily during Period 7, rather than in a block period, ensuring that students have daily contact with the curriculum and supports in place in the classroom. In targeting specific literacy, numeracy, and study skills essential to academic success at the secondary level, these classes both prepare freshmen for their high school coursework and provide them with yet another adult who knows them on a more personal level than they may find in larger classes.

PCHS identifies ninth grade at-risk students through articulation with Paul Revere Charter Middle School and by analysis of the results of the school's two diagnostic tests. Ninth grade at-risk students are invited to attend the Dolphin Leadership Academy, an intensive, three-week summer boot camp that allows students to earn five credits toward graduation and acquire the knowledge and the skills that will prepare them to make the critical transition from middle school to high school. Participating in the bridge program allows at-risk students to acquire confidence and leadership skills and to forge relationships with PCHS teachers and established student leaders. The students learn leadership skills as they help plan and participate in the 9th Orientation Day. The student-teacher ratio is approximately 25:1, and each teacher is supported by a group of established student leaders. Curriculum includes reviewing fundamental math concepts and practicing reading and writing skills needed to meet the rigorous demands of high school work. Students also review graduation and A-G requirements, complete a mandatory summer reading project, and participate in a community service project.

PCHS also offers CAHSEE support for (a) rising tenth-grade students who fail to achieve qualifying scores on a diagnostic assessment given each spring and (b) tenth-, eleventh-, and twelfth-grade students who have not yet achieved a passing score on the English Language Arts (ELA) and/or Math portion of the CAHSEE exam. Initially, students were placed in a two-week math boot camp to prepare for the CAHSEE exam. Recently, support was expanded to include full-semester classes. The course teaches students how to study and to prepare for the ELA and/or Math section of the CAHSEE, which consists of multiple-choice questions as well as one essay (ELA only) and addresses state academic content standards through grade ten. Students have access to an on-line CAHSEE prep class which they can access any time of day or night.

Any student who wants individual help may visit teachers during office hours, which are available during lunch and Per. 7. Help also is available in the Study Center, where the Tutoring Coordinator arranges for one-on-one tutoring in all academic subjects. Tutoring is available Monday through Friday before school, at nutrition, at lunch, and after school. Local and traveling students have equal access to the tutoring. Tutors are also provided in Intervention classes to provide individualized support for students.

In addition, throughout the school year, teachers and parents of students who are struggling are given more systemic written notification so that interventions can be put in place both in the classroom and at home.

As a staff, PCHS strives to find more effective and efficient means of helping pupils succeed. The tiered RtI model will undergo changes, but its core principle will remain the same: PCHS wants to provide assistance to every pupil who needs it to ensure academic success for every pupil. To maintain and monitor a systemic schoolwide model of response to intervention, PCHS has developed an Intervention Team. Currently, this team consists of two co-coordinators, an intervention counselor, the attendance coordinator, tutoring coordinator, 4 intervention teachers, and one administrator. The intervention coordinator identifies pupils who are failing 2 or more courses. The coordinator sorts these students for differentiated intervention accommodations. These accommodations range from Tier 1 classroom strategies to a Student Success Team referral with assigned intervention classes. During a Student Success Team meeting the student, parent, teachers, administrator and academic counselor work as a team to identify the student's strengths and assets. Using that information, the team will design a "student success" plan. Follow-up meetings are planned to monitor individual student progress toward meeting goals stated in the plan.

Student Achievement 2014-15: Student cohort in the Summer Dolphin Leadership Academy

Students who scored below 50% on the Gates-MacGinitie diagnostic reading test and who placed at the level of Essential Standards Math or Algebra I ABC were invited to the program. At the end of the program, students were retested using the same math department diagnostic test. 40% of the Dolphin Leadership Academy students passed the test to move onto the next level math class. 45% of this student cohort, passed all of their classes on their fall ten week progress report. Students of this cohort who needed support (10%) assigned to PCHS intervention classes during the school year

Notes from the WASC Visiting Committee Report, 2012:

"Factors that will support school improvement:

- **Strong commitment of leadership, board and staff**
- **Well-developed plan**
- **Support of the governing board**
- **Stakeholders' pride in the school and their desire to improve- quantifying involvement"**

School Response:

Stability of Leadership in Governance and Administration

The goal of PCHS Governance is to give voice and effect to the notion of local control of PCHS by the stakeholders directly affected by PCHS. This includes the students, faculty, parents, classified staff, and administration. In addition, PCHS Governance is designed to ensure that all voices are heard; that decisions by the governing Board are made in a transparent way, visible to the public; that consensus is achieved when possible; and that there is strong accountability for the decisions that are made. More particularly, the Board

of Trustees is charged with ensuring that PCHS achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter. Finally, it is important for pupils to witness, engage with, and participate in a democratic, transparent system of governance and shared decision-making.

To this end, the PCHS Board of Trustees is elected by the different stakeholder groups, specifically the faculty, parents, classified staff, administrative staff, and students, with various different groups having the ability to elect certain members of the Board of Trustees as described below. By allowing Trustees to be directly elected by stakeholder groups, the ability of those groups to be heard in a meaningful way is enhanced. At the same time, however, the Board of Trustees, and each of its members, must always be cognizant of the fact that in their capacity as a Trustee, he or she does not “represent” the stakeholder group that elected him or her. Rather, each Trustee is obligated to “represent” the stakeholders as a whole. Accordingly, each Trustee must decide each question put to the Board based on what is best for PCHS overall, not simply what is best for the stakeholder group that elected that particular Trustee.

To best fulfill its Mission, PCHS has adopted the Carver/Carpenter model of governance. Under that model, while all governance power ultimately resides in the Board of Trustees, it is anticipated that this power will be routinely delegated to the Executive Director and Principal (EDP) as to the day-to-day operations of PCHS. In other words, the Board of Trustees’ role is to set overall school-wide policies and goals, ensure fiscal responsibility, ensure compliance with law, and oversee the EDP. In contrast, the EDP’s role is to oversee the school’s operation, implement the policies approved by the Board, and determine the best way to achieve the school-wide goals set by the Board. (The current specific delegation is spelled out in the Governance Policies, attached hereto.) This is so for a number of reasons. First, the EDP is a full-time employee whose job is to implement the Board’s policies and goals, and to determine the best method to do so. Because the EDP is a full time employee, and because he or she has direct control over the administration, he or she is in a better position to run the school on a day-to-day basis than would be a part-time Board of Trustees. Accordingly, good governance demands that, except under exceptional circumstances, the Board of Trustees not micro-manage the EDP’s operational administration of PCHS and further that (again, absent exceptional circumstances) the EDP have the latitude to hire and fire senior managerial personnel. Second, it is critical that the EDP be accountable for PCHS’s operations. This cannot be accomplished if the EDP does not have the discretion to choose the best methods by which to implement the policies and goals set by the Board of Trustees. Third, because of the manner in which the Board of Trustees is elected, it is critical that the EDP be given wide latitude in PCHS’s operations.

While it is anticipated that operations and day-to-day governance will be delegated, the Board of Trustees remains directly responsible for setting PCHS’s overall goals, priorities, and major policies. It is also directly responsible for ensuring that PCHS operates in a fiscally responsible manner. The Board is also responsible for directly overseeing and evaluating the EDP, and for being informed concerning the performance of PCHS’s senior staff. Finally, the Board is directly responsible for ensuring that PCHS obey all applicable laws and regulations and operate in the highest ethical manner possible. Those responsibilities cannot be delegated to others, although all members of the PCHS community have a responsibility to work toward these ends as well.

To implement this governance philosophy, the Board of Trustees has adopted Governance Policies. Under those policies, the Board's role is to specify outcomes and ensure that those outcomes are achieved, but it is the EDP's duty to determine and, where appropriate, execute the means necessary to achieve those outcomes. Thus, the Board of Trustees' actions emphasize goals rather than means, encourage diversity in viewpoints, focus on governance rather than administrative detail, draw a clear distinction between the Board's role and the EDP's role, rely on collective rather than individual decision-making, and strive to be proactive rather than reactive.

On April 19, 2012, the Board adopted a comprehensive evaluation tool for the Executive Director Principal. PCHS' annual school-wide goals are part of the evaluation tool along with an over twenty category rubric ranging from: focus and planning; decision-making; and curriculum, instruction and assessment. The goal of the evaluation tool is to provide feedback to the EDP in a constructive manner identifying strengths and areas for improvement. The evaluation committee conducts a lengthy process wherein many members of the stakeholder community are interviewed and surveyed. The results of the school-wide survey are also used to provide value data to the Board regarding a plethora of issues. The evaluation committee is made up of all non-interested members of the Board.

In adhering to the stakeholder feedback from the UCLA search process - prioritizing long-term leadership - the Board and EDP worked to create three-year contracts for all administrators. This has provided much needed stability for the PCHS Administrative Team. Currently, the median years for the administrative directors (including the Executive Director) is 4.5 years. This indicates that at least half of the administration is staying stable. The mean for administrative longevity is approximately 5.4 years; this also equates statistically to a team that has been stabilized half way.

At the beginning of each school year, the Board and Administration host an all day retreat inviting all members of the Pali community to reflect on the prior PCHS goals and brainstorm on priorities for the current school year. The objective of the meeting is to come up with a comprehensive list of priorities for PCHS. The Board provides the list of priorities to the Administration. Then, the Administration reduces these priorities into PCHS' School-wide goals for the upcoming year (including SMART goals). The goals are presented for Board approval. At each regular Board meeting, the EDP is asked to report on one of PCHS' School-wide goals.

Pali Pride and Stakeholder Desire to Improve

PCHS is dedicated to ensuring stakeholder input is included in the decision making process. We are a vital member of our community and take pride in welcoming families, often through generations, that keep our school vibrant with a history of diversity. The Booster Club is a long-standing committee comprised of parents and community members who dedicate their time and resources to support programs for our students. One can see our pride in banners lining Temescal Canyon representing our achievements and honoring our students and staff. The Pali Education Foundation is a more recently organized group dedicated to providing funds for our academic program.

We are proud that our committees are comprised of students, parents, community members, teachers, classified staff, administrators and Board members who come together dedicating their time to identify the direction and goals of PCHS. Our teachers are highly qualified, dedicated teachers who provide a strong voice in the direction of the school. Faculty are involved in school-wide committees and have recently expressed the desire to have more of a voice in the direction of the school in the reconstitution of the Faculty Senate to identify and make known pertinent issues and recommendations of teachers. Our Professional Learning Communities are dedicated to improving instructional practices through ongoing development of formative and summative assessments as well as instructional strategies to shift to Common Core Standards. PLC's are applauded for increased documentation of the good work they are doing.

New faculty are supported through New Teacher Orientation prior to the start of each school year and are introduced to faculty in New Teacher Luncheons. The New Teacher Council provides ongoing support to assist them in acclimating to Pali. School staff are acknowledged monthly for exemplary acts and contributions to the school through our Pali Positive program. Recipients of the Pali Positive award receive a certificate, gift card and are provided a dedicated parking spot for the month. Students receive recognition through the Dolphin of the Week award whereby Dolphin tickets are earned when students are seen doing good deeds and tickets are drawn for a weekly prize. Winners are identified during school-wide announcements. Student of the Month Awards are given monthly where students, recommended by teachers, are acknowledged for exhibiting growth or high achievement during a luncheon.

PCHS has focused on developing stronger parent involvement and student support through building our bilingual program, The Village Nation for our African American population, Fuerza Unida for our Latino members and Parent Institute for Quality Education to increase the number of minority students who attend higher education.

We take special pride in our students who earn high achievements in academics, athletics, marching band, drama, music and most recently formed robotics and rocketry.

From the WASC Visiting Committee Report, 2012:

“Impediments to improvement that the school will need to overcome:

- **Short history of current leadership and board. While all indications are that the current situation is positive and likely to achieve their goals, the principal and the board are both new and have the joint challenge of changing/improving a long-established school.**
- **It is unclear whether the school will be able to get the support and resources it needs from the sponsoring district to accomplish the plans.**

It seems evident that the school's board will appropriately monitor the progress on the action plan.”

School Response

Changing and improving a long established school is challenging. The Board and Administration have made great strides in creating new governing policies, an evaluation tool, implementing Infinite Campus, Schoology, the creation of the Academic Achievement Team, school-wide Wi-Fi infrastructure, digital devices, facilities improvements, and other school-wide needs identified in the LTSP. While many changes

have been made, it is a constant challenge to gain the trust and respect of some stakeholders who may want to rely on the status quo or make changes at a slower rate. This is an area where PCHS continues to evolve.

PCHS has worked to identify fiscal resources to support the school goals and plans. In addition to direct fundraising campaigns to support new technology, the school has also increased revenue through restructuring the facilities permit program. Due to the development of relationships within the film industry, filming on campus has developed into a consistent source of revenue. PCHS is also a member of the LAUSD Charter Operated Programs Option 3 which serves as the school's special education SELPA. Through this program the school is able to apply for grants to recoup some expenses affiliated with special education programs. PCHS has also worked to identify innovative programs supported by grants such as the AmeriCorps planning grant and the California Career Pathways Trust grant which connects community colleges, secondary schools, and business partners to provide college and career pathways for students as well as dual enrollment credits for those who participate. PCHS parent partners continue to support school initiatives through the development of the PCHS Education Foundation and the Booster Club, a separate 501c3 from that of PCHS. The school works collaboratively with the chartering district to ensure compliance in all areas.

The PCHS Board monitors the school's progress through the development of the annual school-wide goals based on feedback from the stakeholder survey which reflects the LTSP. The Board added the Academic Accountability Committee to its structure this year as a means to regularly monitor academic achievement and progress. The Board Budget Committee meets monthly to monitor expenditures and develop the annual school budget, which is then sent to the board for review and approval prior to implementation. The Board Audit Committee hires the outside auditor who reviews the school fiscal procedures and who reports directly to the Board regarding findings and recommendations.

V: School-wide Action Plan

- **Comment on the refinements made to the school-wide action plan since the last full self-study visit to reflect school-wide progress and/or newly identified issues.**
- **Include a description of the school's procedures for the implementation and monitoring of the single school-wide action plan.**
- **Comment on the integration of plans into one single school-wide action plan.**
- **Include a copy of the school's latest updated school-wide action plan.**

Refinements to school-wide action plan since 2012-13

- Inclusion of the LTSP Committee and LTSP in the Charter Renewal (2015-2020)
- Incorporation of LCAP goals into the LTSP
- Establishment of the Long Term Strategic Planning Committee stakeholder communication protocol (all stakeholder groups meet monthly with posted agendas and minutes)

Procedures for implementing the school-wide action plan (Long-term Strategic Plan and Yearly Goals)

The PCHS Board of Trustees develops annual school-wide goals with the Executive Director Principal and administrative leadership team. These annual goals are developed during a special board meeting, allowing all stakeholders to participate. The goals incorporate stakeholder input through an annual survey and are based on the PCHS Long-Term Strategic Plan (LTSP) and Western Association of Schools and Colleges (WASC) Action Plan. As of 2013-14, the LCAP goals are also incorporated. The goals are revisited monthly in Board meetings, administrative team meetings, and LTSP meetings to ensure that the school is progressing. LTSP stakeholder teams prioritize goals, review progress, make recommendations, and develop budget proposals both for short and long range planning. The LTSP Committee is composed of five groups representing the sections of the strategic plan: Academic Achievement and Innovation, Facilities, Family and Community, Finance & Fundraising, and Technology. All stakeholders are welcome to participate in monthly LTSP meetings, which are open to the public.