

CATEGORY A: ORGANIZATION- Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. ORGANIZATION CRITERION

To what extent...

a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels

Palisades Charter High School Mission Statement: To educate its diverse pupils by developing their skills and talents to help each of them make a positive contribution to the global society.

Palisades Charter High School Vision Statement: PCHS envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. Through shared responsibility, a student-centered curricular and co-curricular program, a standards-based and -aligned curriculum, inclusive classes, and an extensive use of technology, the overarching goal is to create a highly enriched comprehensive secondary school. PCHS will educate and provide the support all students need 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.

Expected Schoolwide Learning Results:

- **Core Learning**
Students will meet or exceed State Content Standards in all disciplines.
- **Critical Thinking**
Students will develop critical thinking skills, which enable them to evaluate, analyze and synthesize information to make decisions and solve problems.
- **Communication**
Students will communicate effectively by using various formats including listening, visual, oral, written, and technological skills.
- **Community**
Students will interact respectfully and work effectively in diverse group settings both within school and greater community.

The current PCHS mission and vision statements have been refined over time, through collaboration among all stakeholder groups, to reflect the changing needs of our student population and the latest educational research. The school's vision, values, goals, expected school-wide learning results (ESLRs), and means of achieving that vision have been revisited and refined over the years through the Charter renewal process, WASC self-studies, and during the recent leadership search. With each iteration and clarification of the PCHS vision, school personnel has attempted to address and integrate both current student achievement and demographic trends and current educational research. For example, from 2008-2010, the Charter Renewal Task Force gathered stakeholder input, analyzed student data, and sought out more current research for learning models such as Linda Darling-Hammond and her model of learner-

knowledge-, assessment-, and community-centered environments to reassess the school vision based on student needs. In its vision statement, PCHS continues to focus on students' needs and achievement. As means to achieving that vision, PCHS has committed itself to the Professional Learning Community (PLC) model as the foundation of its educational program, progressive pyramid of intervention to ensure student achievement and well-being, and by supporting staff in their constant Professional Development to meet the needs of all students.

b) is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

Before our last WASC self-study concluded, the four C's of our current ESLRs were solidified after being vetted and supported by all stakeholder groups, including the Board and the administrators. The ESLRs are designed to represent the school's core values and to drive the school's culture of continuous improvement. By promoting the development of core learning, critical thinking, communication skills, and community in our diverse student body, PCHS enables students to contribute to their communities and to participate ethically and productively in a multicultural global environment, as outlined in our Mission statement and aligning to our vision statement. The administration has worked hard to ensure that the PCHS ESLRs are embedded in instruction and posted in each classroom.

Since independence, the PCHS Board and administration have been guided by this continually evolving vision enunciated in the Charter, in our WASC self-study process, and in other forums. The Board has approved the implementation of various academic programs (e.g. PLC), empowerment programs (e.g. The Village Nation and Fuerza Unida), intervention programs (e.g. Club Dolphin), personnel (e.g. librarian), transportation programs (e.g. Tumbleweed), and resource allocation of funds to support student achievement in relation to the ESLRs and academic standards.

In efforts to further align the school's purpose with the ESLRs and academic standards, PCHS administrators have developed a clear process of teacher evaluations (e.g. STULL process), mentoring programs for new teachers and those teachers who need more support (e.g. PALI PALS), academic and intervention programs (e.g. Literacy), ninth-grade support (e.g. Pods), comprehensive, multi-level of courses intended to meet the needs of all learners, and the creative proliferation of co-curricular activities and sports teams to create a meaningful school experience and to promote high levels of student achievement.

Since all departments are PLC driven, support is needed to ensure members of every department are delivering differentiated instruction that is aligned to the standards and data driven. To fulfill this need, the PCHS Board, administrative team, departments, and faculty-majority Board committees are developing and implementing new programs to support teachers in their efforts to implement effective instructional strategies, curricula, and assessments. These programs are being developed to maximize student learning through educational objectives that are standards-based, rigorous, and meaningful. The PCHS team also is currently exploring options for a bell schedule that will support collaboration within academic departments, PLCs, and SLCs. PCHS believes increased collaboration will improve our ability to meet school-wide goals and to provide authentic Professional Development. In sum, the Board, administration, and school community support PCHS' vision and ESLRs. The PCHS Board is regularly informed of student achievement via program presentations and data analysis, and it is kept abreast of the development and implementation of student-support programs.

VISION – ESLRs – PROFILE AND REGULAR REVIEW AND REVISION

FINDINGS	EVIDENCE
<p>The most recent reassessment and rewriting of the school’s vision took place during the Charter renewal process in 2008-2009. The ESLRs have not changed since the school’s most recent six-year WASC accreditation period. During the Charter rewrite of 2008-2009, PCHS reaffirmed its commitments to the following: diversity; challenging, rigorous, relevant, and standards-based college-preparatory coursework; personalization of instruction; prompt and meaningful intervention; differentiated instruction and varied instructional styles to meet the needs of all learners; expanded access to AP and honors courses; continuous Professional Development through use of the collaborative PLC model; maximizing the use of technology across the curriculum; common assessments and the use of student data to inform instruction; shared responsibility among all stakeholders to monitor and ensure student achievement; a culture of academics, meaningful co-curricular activities; community service; and transparent governance. The reassessment and rewriting of the Charter, including our Vision statement, was based on an inclusive and transparent process including input from as many stakeholders as possible.</p>	<ul style="list-style-type: none"> • <i>PCHS ESLRs</i> • <i>Faculty meeting agendas</i> • <i>Charter Renewal Committee minutes</i> • <i>Board minutes</i> • <i>PCHS Charter</i> • <i>Communications with parents and students</i> • <i>Transportation MOU/Board minutes</i> • <i>PLC notebooks</i> • <i>Welcome letters</i> • <i>COS documents and records</i> • <i>Foldables, labs, Venn diagram worksheets</i> • <i>Course offerings</i> • <i>The Village Nation</i> • <i>AP/H writing preparation workshop</i> • <i>PD agendas and materials</i> • <i>Library lesson notebook</i> • <i>Education Programs Committee meeting minutes</i> • <i>Community service program documents</i> • <i>Club, organization, and sports list</i>
<p>In the data analysis section of the current Charter (1463-2052), the Charter Renewal Task Force (Task Force) presented and discussed how the data reshaped the school’s vision and goals for the current Charter term. The Task Force outlined the following three major points, which influenced the development of the current vision statement: achievement data disaggregated by subgroups; achievement data disaggregated by grade level; and the demographic composition of AP and Honors courses.</p>	<ul style="list-style-type: none"> • <i>Charter Renewal Task Force presentation materials</i> • <i>Ch. 1 Data- Achievement data disaggregated by subgroups and grade level</i> • <i>Ch. 1 Data- AP and honors courses</i>
<p>The subgroup data showed upward trends for each</p>	<ul style="list-style-type: none"> • <i>Chapter 1 Subgroup Data</i>

subgroup over the term of the previous Charter. The Task Force noted, however, that when one-year declines occurred in specific subgroups (e.g., African-American students, Hispanic students, English Language Learners), PCHS attempted to remedy the decline by either establishing new support programs (e.g., Guided Study, The Village Nation), reinforcing existing programs (e.g., Literacy), or tasking PLCs to address the decline within the core curriculum (e.g., tasking Language Arts classes to embed scaffolding for English Language Learners). This data and the school community's tangible continued efforts to address sporadic one-year declines in subgroup achievement scores reinforced the Task Force's conviction that the current intervention and PLC structures were successful in improving student achievement. The Task Force ultimately added language to the school's vision, strengthening, monitoring, and assessing innovative instructional and intervention programs.

The Task Force also took notice of the achievement data for the 9th grade as compared to data for the other grades in conjunction with rising rates of retention of 9th and 10th graders from underrepresented subgroups. In the WASC report of 2005-2006, PCHS found that prior to becoming an independent Charter, the school was losing up to 40% of its African American and Hispanic students by the 11th grade. Data beginning in 2003 showed a substantial increase in retention of 9th graders in the aforementioned subgroups. By 2008, the attrition rate in both subgroups was less than 10%. Moreover, English Language Arts and Science CST scores over the previous term of the Charter through 2008 showed consistently higher value-added gains among 9th graders as opposed to 10th and 11th graders. The Task Force concluded that resources allotted to the 9th-grade program between 2004 and 2009, including funding and development of the interdisciplinary 9th-grade Pods, the Literacy program, the summer-bridge program, Guided Study, the Essentials of Math classes, and the differentiated writing curriculum in English 9, fueled an increase in achievement scores. As a result, pursuant to our 2010 Charter, PCHS is committed to examining the success of these programs in the 9th grade and applying the lessons of this success to other grade levels, which currently have a more traditional program.

- *TVN and FU minutes*
- *Course/Intervention Program List*

- *SLC notebook*
- *Chapter 1 retention data*
- *Chapter 1 CST data*
- *PCHS course offerings*
- *Course intervention/program list*
- *Guided Study curricula*
- *Literacy program curricula*

Finally, analysis of the demographics of PCHS' honors and AP classes for the 2008-2009 mid-term WASC report indicated that certain departments were having more success moving students from underrepresented groups into honors and/or AP classes in the upper grades. The rosters of honors U.S. History, honors 11th-grade English, and honors French 3 best reflected the diversity of the school community. Analysis of this data led to the hypothesis that, especially in the Social Studies and English departments, the more inclusive classes are the result of active recruiting of underrepresented students out of the heterogeneous 9th-grade Pod classes for AP World History and Honors English. Increasing the numbers of underrepresented students in honors and AP classes in all departments is a goal cited in the mid-term report as well as the Charter.

PCHS has identified students and subgroups that are not meeting expected growth targets established by the CDE (e.g. English Language Learners) and has implemented a strategic support plan to improve academic outcomes for targeted students. PCHS has plans to contract with WestEd to provide Professional Development workshops regarding ELL strategies for the core subjects. PCHS also has made an effort to articulate with Paul Revere Middle School in an effort to more accurately identifying students who may need support.

Since the surveys did not include enough questions about our vision, mission statement, and school-wide goals, PCHS plans to address the development of the school's Mission Statement, Vision, and ESLRs in the Long-term Strategic Planning Committee, which is comprised of all stakeholder groups. Over 50 members of our staff, numerous parents, board members, community members, and administration began the initial phases of the strategic plan. The committee revised the mission statement and started an action plan. In relation to our Charter and the overview within the Chapter 1- School Philosophy, 16% of the parents surveyed used the free response section to cite the importance of maintaining a diverse student population.

- *Chapter 1 AP/H data*
- *PCHS course offerings*

- *Chapter 1 ELL data*

- *WASC surveys*
- *Long-term Strategic Planning Committee PowerPoint and documentation*

DEVELOPMENT/REFINEMENT OF VISION/ESLRs

FINDINGS	EVIDENCE
<p>PCHS continually uses surveys stakeholders and uses the feedback to help measure our progress toward achieving the vision stated in the Charter. As part of our Charter, all stakeholders are surveyed annually by our Chartering agency to generate a “School Report Card” that provides the school feedback on its performance and progress. Stakeholders receive regular updates about school-related news via the monthly newsletter compiled by the Parent Liaison, parent informational meetings, and the school’s website. Moreover, standing committees making recommendations on educational programs, school policy, budget, facilities, operations and technology, and communication are comprised of representatives of each stakeholder group with a faculty majority on each committee. In addition, all Board and standing committee announcements, meeting agendas, and minutes are posted on the school’s website.</p> <p>The PCHS Board is comprised of all stakeholder groups. There are three faculty representatives, three community representatives, three parent representatives, a student representative, an administrative representative, and a classified representative. Pursuant to the Charter, specific stakeholder groups elect their trustee(s). The Board meets at least once a month with regularity and transparency. The Board has created an ad hoc Charter Rewrite Committee to assist in developing, reassessing, and refining the school’s vision as well as the current Charter.</p> <p>Since becoming an independent Charter in 2003, PCHS has continuously re-evaluated its vision, values, and goals through a series of broad-based, inclusive, and transparent ad hoc committees and processes: Charter drafting and revision in 2003, 2004-2005, and 2008-2010; WASC self-study in 2005-2006, 2008-2009, and 2011-2012; the Academic Watch Task Force and retreat in 2006, which morphed into the Steering Committee from 2006-2007; the ad hoc budget prioritization process in 2010; Board/Administration Goal Creating Retreat 2011 conducted by TCG; and the UCLA-guided leadership selection process from 2010-2011. In each instance, representative stakeholder groups collected input from all stakeholders and held multiple open meetings in order to</p>	<ul style="list-style-type: none"> • <i>Board surveys</i> • <i>WASC surveys</i> • <i>Various faculty surveys via Survey Monkey</i> • <i>Parent Liaison newsletter</i> • <i>www.Palihigh.org</i> <ul style="list-style-type: none"> • <i>Board minutes and Materials</i> <ul style="list-style-type: none"> • <i>Academic Watch Task Force retreat agenda</i> • <i>Steering committee minutes</i> • <i>UCLA agendas and materials</i> • <i>Faculty meeting agendas</i> • <i>View latest Charter Revision pages 62 – 63 for Membership of Governing Board and pages 66-69 for committee membership</i> • <i>Notification and elicit</i>

develop the school's vision, values, and goals. Following the WASC self-study of 2005-2006, PCHS administration held a two-day retreat of the Academic Watch Task Force in order to brainstorm and implement the recommendations of the Action Plan. This evolved during the 2006-2007 school year into the Steering Committee, which held biweekly open meetings to reassess and re-evaluate the school's vision and to begin a strategic planning process. By early 2008, the Steering Committee had morphed into the Ad Hoc Charter Renewal Task Force comprised of many stakeholders, which most heavily influenced the current school vision. The group began open meetings fully two-and-a-half years before the Charter was up for renewal in June 2010. Between February 2008, and February 2009, the Task Force met biweekly to discuss each aspect of the Charter, including the vision, values, and goals. In addition, the Task Force solicited comments, suggestions, and priorities through stakeholder surveys, an online suggestion box, and stakeholder focus groups. In 2009, the revised Charter and the WASC mid-term report were read and vetted by all stakeholder groups; suggestions and comments were incorporated into the document by the writing team. The proposed final version of the Charter was provided to all stakeholders for review prior to submitting it to LAUSD.

Finally, the interim Principal in 2010 initiated a leadership search process facilitated by the UCLA School of Management Program (SMP). In another extensive round of stakeholder focus group meetings, the UCLA team elicited from stakeholders their vision for leadership of the school and for the school itself. The UCLA SMP assisted PCHS in developing the current school vision represented in the 2010 Charter. This process allowed the stakeholder Board and a private search firm, The Cosca Group, to undertake a successful search for an Executive Director and Principal that led to the employment of Dr. Pamela Magee (entered into a four-year contract beginning in July, 2011). This process helped PCHS hone its vision, values, and goals.

In 2009, the PCHS Board also tasked an Ad Hoc Committee to Form a Strategic Planning Committee with researching the need for and roles and potential make-up of a permanent Strategic Planning Committee to develop

participation on the Governing Board of Trustees- Bylaws Section 3, 6, and 11 and stakeholders notified via school Web site, monthly newsletter, and mailings

- *UCLA agendas and materials*
- *PCHS Charter*
- *Faculty meeting minutes*
- *Board minutes*
- *Cosca Group materials*
- *ED and P contract*

- *Board minutes*

and refine the school’s vision on an ongoing basis. The recommendations of this ad hoc committee were for a broad-based, representative, transparent group that would monitor WASC, Charter, state, and federal compliance; identify, monitor, and research emerging student or organizational needs and trends; intake, vet, and brainstorm proposals for school-wide innovation; communicate these needs and proposals to all stakeholders; and develop and refine an ongoing strategic plan for the school. Although the proposal for such a permanent committee was rejected by the interim Principal in 2010 as properly being within the purview of the permanent leader who had not yet been selected, PCHS remains cognizant that it requires a stable, representative, and transparent process for developing and refining the school-wide vision and strategic plan. The Board has tasked the new Executive Director and Principal to develop a three-year strategic plan for the school. This committee will be comprised of stakeholders. This plan will be completed when the WASC report, and the Charter renewal findings are complete.

Another example of ensuring involvement of representatives of the entire school in the development of the vision is found in our school’s standing and temporary committees. Pursuant to the Charter, PCHS has many standing and temporary committees focused on specific operations, tasks, and policies. The membership of all standing committees “includes the meaningful and/or appropriate participation of stakeholders.” The Board’s standing committees are as follows: Budget and Finance, Communications, Educational Programs, Operations, Facilities and Technology, and Policy. Our Communications Committee is consistently evaluating strategies for establishing effective communication among all stakeholders.

- *Charter, Element Four Lines 3031-3033*
- *Communications Committee minutes*

UNDERSTANDING OF VISION AND ESLRs

FINDINGS	EVIDENCE
<p>PCHS has effective processes in place to ensure the entire school community understands the school’s vision. As previously cited, PCHS has used a number of approaches to ensure broad-based, transparent stakeholder representation in the development and refinement of the</p>	<ul style="list-style-type: none"> • <i>PAC meeting flyers and agendas</i> • <i>Board surveys</i> • <i>WASC surveys</i> • <i>Various faculty surveys via</i>

school's vision, purpose, values, goals, and strategic plan. Each of these processes, especially Charter renewal, maximized stakeholder input through a variety of channels, including meetings, online participation, focus groups, and surveys. Charter renewal in particular was an exhaustive process in which all viewpoints regarding the school's vision, purpose, values, goals, governance model, curriculum, instruction, assessment, admissions, staffing, health and safety, and labor relations were aired, evaluated, and integrated into the document. Faculty, staff, student, and parent surveys have been used extensively to ensure that all perspectives are heard. While we have just implemented a systematic method for strategic planning, through WASC, the Steering Committee, Charter renewal, the budget prioritization process of 2010, and the leadership search, PCHS has continuously re-evaluated its vision, purpose, values, and goals during the last six years. This process has enabled stakeholders to better understand the school's stated vision.

The Board approved of annual goals aligned with our mission on October 18, 2011. These goals were thoroughly discussed and created during a Board/Administrative retreat on Sept. 17, 2011 and further modified after an exhaustive administrative retreat. Three annual goals are to improve student achievement, provide meaningful Professional Development, and maintain student diversity. These goals were created to help the Board remain focused on student achievement and the purpose and/or ESLRs when making school-wide decisions.

Materials outlining the goals and supporting contentions have been provided to all members of the school community thereby increasing the understanding of the school's mission. At each Board meeting, the Executive Director and Principal focuses on one goal and provides a report detailing and progress made toward reaching the goal.

Executive Director and Principal includes the school's mission statement at the close of every email she composes. According to the faculty surveys, many staff members also use language from the school's mission statement and/or vision as part their email signatures.

Survey Monkey

- *Charter renewal meeting minutes*
 - *Board minutes and materials*
 - *Faculty meeting agendas*
 - www.palihigh.org
 - *Emails from Parent Liaison to the community*
 - *Executive Director's report*
-
- *Board minutes dated Sept. 17, 2011 and Oct. 18, 2011*
 - *Board retreat minutes*
-
- *Executive Director/Principal reports to the Board*
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- *Sample email sent by Dr. Magee to a stakeholder*
 - *Integrated Science and Science department chair emails*
 - *WASC surveys*



A2. GOVERNANCE CRITERION

To what extent does the governing board

a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results (ESLRs) and academics standards based on data-driven instructional decisions for the school.

In February 2011, the PCHS Board approved a complete set of Governance Policies based on John Carver's Policy Governance. The Governance Policies, along with PCHS' Charter and Bylaws, support progress toward achieving school-wide learning results and academic standards based on data-driven results. Accountability was established by tying the Principal and Executive Director's evaluation and compensation to quantitative results. Executive limitations provided the framework or parameters within which the top administrative officer would operate. She is responsible for ensuring the school meets its Expected School-wide Learning Results (ESLRs).

PCHS' ESLRs are aligned with Board Governance Policies and are designed to set performance standards that can be used to measure our effectiveness and/or success. For example, the ESLR on Core Learning requires that students meet or exceed State Content Standards in all disciplines. Goals Policy No. 2 states: "PCHS shall continue to achieve continuous educational improvement. It shall achieve the quantifiable API, AYP, and other goals as set forth in its Charter in the time frames designated. It shall set annual goals for measures of educational achievement." Similarly, the ESLRs on Critical Thinking and Communication are supported, in Goals Policy No. 5, which states, "Students shall gain knowledge and skills to become inquiring, productive, and ethical members of society. PCHS shall foster a culture of intellectual curiosity, ethical decision-making, honesty and integrity.

Students shall be taught the art of questioning and logical and critical thinking to achieve this goal.” Finally, the ESLR on Community is supported most notably in Goals Policy No. 6, which states, “As per the Charter, PCHS is committed to educating a diverse student body, taking into account ethnic and cultural demographics.” These Goals Policies are supported, in turn, by annual institutional goals, set by the Board and top administrators and designed to achieve measurable, data-driven outcomes.

b) *delegate implementation of these policies to the professional staff.*

Historically, PCHS has had an insufficient number of clearly defined and communicated performance and accountability measures. This, paired with instability in the leadership team over the last four years, challenged the school’s ability to follow its vision and set clear goals for all stakeholder groups. Consequently, our vision, clear annual objectives and, at times, professionalism was compromised due to a lack of clarity in roles between Board members and administrators. During the last six years, the governing Board has evolved into a more cohesive and policy-driven Board that focuses on student learning and expected school-wide learning results. After the implementation of regular Board training and exploration of models of governance, the Carver model of governance was identified as the desired model for PCHS. In February 2011, the PCHS Board through an Ad-hoc committee composed of all stakeholder groups, developed clear policies to support the educational objectives and establish stakeholder roles and responsibilities. As a result of implementing these policies, the Board was able to modify the top administrative structure by merging the roles of Principal and Executive Director into a top administrative leader.

In July 2011, PCHS hired a new Executive Director and Principal who was given a four-year contract. In an effort to lend more stability to the leadership team, returning administrators were given three-year contracts. Since the foundation of leadership was created, the governing Board and administration have grown to respect and honor the role of administrative thereby eliminating blurred roles and the need for Board members to attempt administrative functions.

The PCHS Board delegates implementation of the institutional goals to the administrative staff. The Board has formally adopted the Carver model of Policy Governance, which requires the Board to focus on desired ends (results to be achieved) and to remove itself from improper involvement in the means by which the organization achieves its goals. To that end, the Board's Governance Policies includes Linkage Policies, designed to clarify respective Board and Administrative roles and to formalize that delegation. For example, Linkage Policy No. 4 titled, “Delegation to the Principal and Executive Director,” provides, in part, “The Board shall direct the Principal and Executive Director through written policies that prescribe the organizational goals to be achieved and describe organizational situations and actions to be avoided, allowing the Principal and Executive Director to exercise discretion in determining the means to realize the Board-stated goals and limitations.”

c) *regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?*

The PCHS Board has historically, and will again, approve the school's Action Plan, which is the culmination of a systematic self-study process. In the past, the Board has not maintained a system for regular monitoring of Action Plan progress, and Board involvement in such monitoring was sporadic. From now on, the Board intends to use a self-study process to formalize its role in periodic and annual reviews of Action Plan progress. Additionally, the

process by which annual institutional goals are set has been established to monitor progress on the Action Plan. Since the LEA plan was created in February 2004, as stated within our CONAP, the Board has not been notified of any action or modification to this plan. The Board plans to review the current LEA plan and task the Executive Director and Principal with updating and modifying the plan.

GOVERNING BOARD

FINDINGS	EVIDENCE
<p>PCHS has clear policies and procedures regarding the selection and composition of members of the Board. As the Charter outlines, the Board consists of eleven voting members -- three faculty members; three parents, with at least one representing traveling students; three representing the community; one non-certified staff; and one administrator -- and two non-voting members. A PCHS student is elected by the students to serve as a non-voting member. Individual stakeholder groups elect Trustees.</p> <p>Policies and procedures regarding the duties of the Board are clearly articulated. The Charter broadly describes the Board’s duty to approve of all major educational and operational policies, contracts, budgets and to ensure that PCHS attains its goals set forth in the Charter, the Governance Policies and the specific annual goals. Board members are instructed to solicit input from all stakeholders. Historically, the PCHS Charter and the Bylaws had been the sole documents defining policy and procedures for the Board. However in 2009, a committee was tasked with creating Governance Policies; this action came in response to a strong need for more clearly articulated Board responsibilities and fiduciary duties.</p> <p>The February 2011, the Board adopted Governance Policies that stipulated the duties, roles, and responsibilities of Board officers. Specifically, the Board-Principal Policies were drafted to ensure that both Board members and the acting Principal understood their roles and limitations. In conjunction with members of the administration team, Board members received in-depth training regarding their duties and responsibilities.</p> <p>A three-year process led to the Board Governance Policies ultimately adopted in February 2011. The Board serving three years ago, agreed to govern according to John</p>	<ul style="list-style-type: none"> • <i>Charter at lines 2917, et seq.; Board Bylaws, Article VII, section 3</i> • <i>Charter at lines 2892, et seq.; Board Bylaws, Article VII; Governance Process Policy No. 2</i> • <i>Charter at line 3016; Bylaws, Article VII, section 15</i> • <i>minutes from September 17, 2011 Special Board Training Meeting and minutes from Nov. 15, 2011 Special Meeting</i> • <i>Board minutes</i>

Carver's philosophy. At that time, Board members received training from Brian Carpenter in order to further understand roles and responsibilities. Aware of the need for clarity regarding the roles of responsibilities of the Board and their interaction with the PCHS administrators, the Board created a committee to draft new Governance Policies. The committee included people not serving on the Board. For eighteen months, an ad hoc committee solicited input from all stakeholder groups while creating clear policies. The ultimate result was the creation and approval of the Governance Policies in February 2011.

Policy regarding the frequency and regularity of Board meetings is clear. According to the Charter, the Board will meet at least once a month. The Board meets at 5 p.m. at PCHS on the third Tuesday of every month. The Board often has special meetings to expedite decisions relevant to the school community. In accordance with the Brown Act, stakeholders are notified of meetings; minutes are meticulously taken and posted. In addition, Ad Hoc Board Committees meet often to tackle issues such as elections, Charter re-write, evaluations and grade appeals. Board members rarely miss meetings usually under extenuating circumstances.

Until this year, Board meetings typically were long, unfocused, and facilitated poorly. As of November 2011, Board agendas have time allotments provided, and the order in which items are placed within the agenda is tailored to the need of presenters. Additionally, better facilitator of time and a timekeeper have been appointed, and there is more focus on student achievement.

RELATIONSHIP OF GOVERNANCE TO VISION AND ESLRS

FINDINGS	EVIDENCE
<p>The PCHS Board has Governance Policies that directly connect to the school's vision, mission, and ESLRs. According to the Charter, the Board will be accountable for the school's overall performance in attaining its goals. Under its governing policies, the Board will ensure that: PCHS shall continue to achieve educational improvement; excellent instruction exists; students gain knowledge and skills to become inquiring, productive, and ethical</p>	<ul style="list-style-type: none"> • <i>Goals Policies Nos.2, 5, and 6</i> • <i>PCHS Charter</i>

members of society; and PCHS is committed to educating a diverse student body.

According to our surveys, 48% of staff believe that the Board is not effectively moving the school toward its stated mission and goals, and 39% of staff stated that, on the whole, the allocation of time, personnel, and fiscal and material resources did not correlate with the school's ESLRs and school mission, adding that the school was not run in alignment with our mission and ESLRs. With the support of the administrative team and the Board, PCHS' new Executive Director and Principal has established common goals to ensure the governing Board's policies and focus remain on student achievement and the ESLRs.

- *WASC Staff Surveys*
- *Board Retreat minutes and other Board minutes and agendas*

UNDERSTANDING THE ROLE OF THE GOVERNING BOARD

FINDINGS	EVIDENCE
<p>The Board includes three parent representatives; inherently, parents participate in school governance. It is difficult to know the extent to which the school community (i.e. all stakeholder groups) understands the Board's role. There is evidence that certain stakeholder members have a keen understanding of the Board's role. For example, various stakeholders (teacher-elect faculty, administrators, classified, parents, student-elect faculty, and community members) run for election to the Board, numerous stakeholders vote in those elections, stakeholders attend Board meetings, and stakeholders participate in Board committees.</p> <p>There also is evidence that some stakeholders do not understand the role of the Board. Numerous communications sent by faculty to Trustees concerning controversial Board decisions reveal considerable lack of understand about the Board's role. Occasionally, the conducts of Trustees (e.g., improperly interfering in school operations and attempting to direct administrators) also provide evidence of a lack of understanding of the Board's role. Apprised of this lack of understanding, the Communications Committee will be creating short documentaries to post on our website explaining the Board's role in school governance.</p> <p>Since the implementation of the Governance Policies in February 2011, the Board has a more clear understanding</p>	<ul style="list-style-type: none"> • <i>Election ballots</i> • <i>Emails with voting results</i> • <i>Board meeting Observations</i> • <i>Board committee members list</i> • <i>PCHS Charter</i> • <i>Pali emails</i> • <i>Governance Policies</i>

of its role as well as the role of the administrative team. After the November elections, the Board was provided with focused training regarding Board policies, the Brown Act, and additional Board information for all new and existing Board members. With this additional training, the PCHS Board hopes to improve the understanding of the role of both the Board and the administrative team.

Many parents understand that they are able to participate in the school's governance. For example, parents run Board seats, vote in those elections, and serve on the Board as well as Board committees. Parents also attend regular and special Board meetings and frequently make public statements at those meetings. And parents regularly communicate with Trustees about issues of concern to parents and students.

- *Board agenda (February 2011)*
- *Special Board meeting agenda (Nov. 15, 2011)*

- *Board election ballots*
- *Emails with voting results*
- *Board meeting observations*
- *Board minutes*
- *Pali Emails*
- *Board committee members list*

GOVERNING BOARDS INVOLVEMENT IN REVIEW/REFINEMENT

FINDINGS	EVIDENCE
<p>Trough its annual goal-setting process and regular monitoring of institutional achievement, the PCHS Board is currently involved in the regular review and refinement of the school's vision, mission, and ESLRs. The Board annually evaluates the Executive Director and Principal, and this evaluation is tied to achievement of measurable institutional goals. Moreover, the Board has tasked the Executive Director and Principal with providing monthly updates regarding progress in meeting our goals.</p> <p>The regular review and refinement of the school's vision has long been a goal of past Boards. Board minutes from the last five years and recent Board trainings provide ample evidence of Board's thoughtful attempts to be involved in the school's vision. The evolution of this process was difficult in part because of rapid changes in school leadership and changing membership on PCHS Boards without clearly defined policies requiring the Board to regularly review the school goals.</p>	<ul style="list-style-type: none"> • <i>Governance Policies, e.g., Process Policies Nos. 2.1, 2.2, 2.3, 2.5, Linkage Policy No. 5, and Goals Policies Nos. 2 and 7</i> • <i>Board minutes</i> • <i>EDP reports notebook</i> • <i>Board minutes</i> • <i>Board training minutes and materials</i>

PROFESSIONAL STAFF AND GOVERNING BOARD

FINDINGS	EVIDENCE
<p>Through a number of retreats, educational sessions and other means of communication, the Board has strived to create a better understanding of the governing body's relationship with professional staff. It is difficult to know the degree to which there is clear understanding regarding the relationship between the Board and the responsibilities of the professional staff. There is considerable evidence that the Board and professional staff increasingly understand their relative roles.</p> <p>PCHS Board and members of the professional staff occasionally conduct themselves in ways that demonstrate lack of clarity about their proper role (e.g., improperly interfering in school operations and attempting to direct administrators and emails and actions of professional staff with incorrect information or directives), and this creates resentments and a lack of trust that can erode the professional staff's commitment to transparency and cooperation with the Board and Ad-hoc committees.</p> <p>However, there remains work to be done, as the school continues to move toward the policy governance model to which it aspires. On Nov. 15, 2011, the Board and administrative team had an extensive Board orientation and training wherein the roles were defined thoroughly.</p>	<ul style="list-style-type: none"> • <i>Governance Policies</i> • <i>Board minutes</i> • <i>Report of 2011 Ad Hoc Charter Committee</i> • <i>Board retreat agenda (August 2011)</i> • <i>Pali emails</i> • <i>Board minutes</i> • <i>Board training minutes and materials</i>

BOARD'S EVALUATION/MONITORING PROCEDURES

FINDINGS	EVIDENCE
<p>The procedures for the PCHS Board's evaluation and monitoring of student performance, overall school operations, and the school's fiscal health are clear. On Feb. 9, 2012, the Board received extensive training regarding an evaluative tool for the Executive Director and Principal. Subsequently, the evaluative tool was approved and quarterly evaluations are underway. On December 13, 2011, the Board created an ad-hoc committee to evaluate the Executive Director and Principal.</p> <p>During the last six years, the Board has maintained information about student performance, operations, and</p>	<ul style="list-style-type: none"> • <i>Governance Policies, e.g., Process Policy Nos. 2.2, 2.3, 2.5, Executive Limitation Policy Nos. 3, 4, 5, 6, 8.1; Linkage Policy Nos. 5.1, 5.2, and 5.3; Charter Element 9</i> • <i>Board minutes and materials</i> • <i>Board minutes and materials</i>

fiscal issues of the school through monthly reports from the Principal, Executive Director and Chief Business Officer. Fiscal issues are audited regularly to ensure compliance with state and district policy. Fiscal audits are conducted through contract with private sector firms and the district. Additionally, the district conducts site reviews annually to ensure compliance with district, state and federal regulations. The Board is apprised of the outcome of various reviews. In addition to monthly reporting, periodic evaluation of the Executive Director and Principal is conducted by a Board ad-hoc committee of select stakeholders. Focused questions regarding overall school performance, morale, and operations, etc. are asked in private session.

- *PCHS audit reports*

COMPLAINT AND CONFLICT RESOLUTION PROCEDURES

FINDINGS	EVIDENCE
<p>PCHS has clear conflict resolution procedures for parents, students and school employees. Through the governing policies, the Board understands that most complaints should start at the lowest level (for example, student, parent, and teacher) and work up through the administration until complaints reach a Board level. The Board recently approved of a hotline for whistle blowers and appointed community representative Trustees to receive any confidential reports.</p> <p>In the Executive Limitations section of the governing policy, the Board outlines expectations for the Executive Director and Principal regarding treatment of students, their families, and all employees.</p>	<ul style="list-style-type: none"> • <i>Charter at lines 3291 et seq.; grievance procedures set forth</i> • <i>Board minutes</i> • <i>Whistle blowers policy</i> • <i>Executive limitations</i>



A3. LEADERSHIP AND STAFF CRITERION

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards? To what extent do the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

PCHS continually focuses on expanding the use of data to drive instruction to achieve expected school-wide learning results. At the beginning of each school year, the data management team, consisting of two part-time teachers, presents the school-wide and PLC data to the Leadership Team (Executive Director and Principal, credential and classified administrators, and Human Resource Director), faculty, and staff. The goal of the initial meeting is to review annual growth as measured by standardized tests and other factors, including CST, API, AYP, CAHSEE, and PLC data. Overall school achievement is reviewed as well as disaggregated. During the Leadership Team meetings, the results are analyzed and areas in need of strategic, focused support are identified. The Leadership Team regularly communicates with the faculty, staff, the Board, and standing Board committees about areas of need and the school's action plan.

During the last five years, PCHS has developed various programs to increase subgroup achievement and make gains toward closing the achievement gap. The programs include The Village Nation, Fuerza Unida, AVID, Literacy classes, an intervention program, and expansion of the school's Study Center and library. With the backing of the Board, PCHS makes decisions and allocates resources needed to support the expected school-wide learning results and the PCHS vision. The PCHS Leadership Team encourages and celebrates excellence of achievement, such as the recent gains realized by the 9th grade English and Integrated Science PLCs. The Board standing committees and the school's Leadership team continually review administrative and educational policies and procedures. When necessary, the Board reviews and modifies these policies and procedures.

BROAD-BASED AND COLLABORATIVE

FINDINGS	EVIDENCE
<p>PCHS' school planning process is broad-based and collaborative including all stakeholders. In 2006-2007 school needs (goals) were identified and monitored by the Assessment and Accountability Committee, which was dissolved in 2007 and replaced by the Educational Programs Committee. The Educational Programs Committee is comprised of all stakeholders.</p> <p>On Jan. 17, 2012, the Board received a Curriculum, Instruction and Assessment Report. The results of this report were explored during a two-day faculty Professional Development seminar on Feb. 6 and 7.</p> <p>For the last six years, CAHSEE and STAR/CST assessments have guided instructional, and school-wide</p>	<ul style="list-style-type: none"> • <i>Educational Program Committee minutes</i> • <i>CIA report</i> • <i>Professional development agenda and materials</i> • <i>Faculty meeting agendas</i>

goals are reviewed at faculty meetings at the beginning of each school year. Focus is on the examination of Annual Progress Indices and Annual Yearly Progress for all subgroups for the identification of subgroups/areas requiring focus for improvement. Through this process, the administrative team collaborates with stakeholder groups to develop school-wide goals. Department chairs meet monthly to review departmental needs and progress toward goals. Monthly meetings of the Parent Advisory Council provide opportunities for programs directors, department members, and administrators to present current issues and practices and field questions from parents. The Board, Board Committees, and ad-hoc committees are comprised of members of some or all stakeholder groups. Additionally, in a process that requires reflection and input from all stakeholder groups, our chartering district, LAUSD, annually conducts a review of PCHS.

Over the past six years, PCHS has keenly focused on instruction, with emphasis on identifying strategies for closing the achievement gap. Stakeholder groups provided input through committee membership, survey responses, and through participation in WASC and Charter renewal processes. Primary data used included PLC common assessments, CAHSEE scores, and API and APY data. The Parent Advisory Council informed parents and the community of ongoing developments through monthly meetings.

LACOE provided Professional Development workshops designed to help staff better understand AYP and API data. To promote growth for the PLC process and thus student achievement, faculty and administrators attended Rick DuFour conferences. Faculty and parents observed the Pierson Group program for the PLC process, which focused on informing instruction through evaluation of student work. Additional Professional Development workshops provided information on fair grading practices and pre-referral classroom intervention strategies. And the zero-based budget process was introduced to align the budget with school-wide goals and student achievement.

- *Data presentation materials*
- *Administrative team goals*
- *Department chair minutes and agendas*
- *PAC meeting agendas and flyers*
- *Board minutes and materials*
- *Charter renewal dates and materials*

- *Chapter 1 academic data*
- *TVN and FU materials*
- *Committee minutes*
- *Stakeholder surveys*
- *Charter renewal presentation materials*
- *PAC agendas and flyers*
- *Board minutes and materials*

- *Faculty Meeting agendas*
- *LACOE Presentation materials*
- *DuFour manual and training agenda*
- *Zero-based budget excel spreadsheet*
- *Pierson materials*

CORRELATION BETWEEN ALL RESOURCES, ESLRs AND PLAN

FINDINGS	EVIDENCE
<p>Ample evidence exists to support the correlation between the allocation of time and resources and the improvement of our school-wide action plan. Our annual budgets corroborate this contention.</p> <p>In 2006, SLCs were reviewed and the following purpose was articulated: "To provide a small interdisciplinary learning community for all 9th-grade students to assist in the development of academic, organizational, and social skills that will result in successful high school achievement and post-secondary opportunities." The administrative team also reviewed and identified the use of Mastery Manager for PLC (20,000 scantrons were received as of March 2006).</p> <p>From 2006 until 2008, the PCHS Summer Bridge Program was held to support students transitioning to high school from middle school.</p> <p>PCHS also began developing a Pyramid of Intervention to assist students struggling to meet standards. The Student Success Team (SST) process was implemented with the Principal leading the team process.</p> <p>Upon gaining independence, PCHS developed Joint Powers of Authority, a support system for students with special needs.</p> <p>The Student Ambassadors program was introduced to represent PCHS and introduce prospective students/families to our facilities, classrooms, programs, and campus atmosphere. This program is monitored and implemented by parents and student ambassadors.</p> <p>In 2006, additional portable classrooms were added in an effort to reduce class size and provide additional office space (U Buildings). A Master Plan Committee was formed to look at a long-term plan for facilities. Areas identified through stakeholder input included football field and track upgrades; addition of an aquatic center; more efficient use of existing space to increase classroom areas/reduce traveling teachers/increase student access to technology/library/faculty/school resources; upgraded</p>	<ul style="list-style-type: none"> • <i>PCHS Budgets from 2006-2011</i> • <i>SLC notebook</i> • <i>Mastery Manager reports</i> • <i>PCHS Summer Bridge program materials</i> • <i>SST meeting minutes</i> • <i>Emails</i> • <i>Joint Powers literature</i> • <i>Student Ambassador emails and tour dates</i> • <i>PCHS calendar</i> • <i>Master Plan</i> • <i>School site observations</i>

science department; VAPA theater; and additional parking.

During the 2006-2007 school year, the PCHS library was completely renovated. Wireless technology was installed to increase student access to literature and technology resources. Soon after the renovation, PCHS acquired an excellent credentialed librarian who has implemented new lessons, textbook distribution procedures, and author talks. The librarian also has purchased subscriptions to web-based databases and updated the entire library collection. She has created a student-friendly library, which now is one of the most popular places on campus.

At the end of 2007, the renovation of football and track field was completed. Olympian Carl Lewis, a Palisades resident, participated in the ribbon-cutting ceremony.

During the 2006-07 school year, a Director of Human Resources was hired to replace the Human Resources Committee, which disbanded. As PCHS gained greater independence from LAUSD, the need arose for an individual to oversee personnel, health benefits, hiring, and the creation of an Employee Handbook specific to PCHS.

During the 2007-08 school year, the administrative structure changed to having the Executive Director as the head of school and the creation of a Director of Instruction to replace the Assistant Principal of Educational Programs. The Assessment and Accountability Committee was dissolved and responsibilities transferred to the Educational Programs Committee, a standing committee of the Board.

When LAUSD refused to renew leaves of absences for faculty and classified staff, three teachers returned to district and the remaining staff became PCHS employees. The Provision of Benefits Package for Charter employees was discontinued when LAUSD stopped allowing Charters to participate. This also led to the establishment of Retirement Trust for PCHS eligible faculty and staff.

During the 2008-09, PCHS focused on the Professional Development of Professional Learning Communities (PLCs) and teacher training and evaluation. The focus

- *Library observations*
- *Librarian lesson notebook*
- *Textbook registration (form)*
- *AUP form*
- *Textbook monthly report*
- *Ordering records*
- *Author talk flyers*

- *PCHS ribbon-cutting ceremony photographs*

- *Board minutes*
- *Employee Handbook*
- *Health benefits package and Board presentation materials*

- *Administrative structure outline*
- *Board minutes and materials*
- *Standing committee lists and PCHS Charter*

- *Right of return meeting minutes*
- *Office/personnel records*
- *Budget Line Item-Retirement trust account*
- *PCHS audit report*

- *Faculty meeting agendas*
- *STULL evaluation form and process*

was standards-based instruction, the development and implementation cycle of teacher evaluations, and increased technology awareness and usage throughout the school. To complement our goals, PCHS purchased 40 laptop computers and two projectors for library. The school also improved school-wide communication with the addition of VOIP telephone system, which provided phones in all classrooms and offices. PCHS also added computer infrastructure and teacher classroom computers. With the technology upgrades and institutionalizing Microsoft Outlook for Pali email, a policy was created to decrease the use of school email for public comment and to keep communications professional and specific to workplace topics.

In 2008, The Village Nation (TVN) was adopted to assist in reducing the achievement gap between African American students and their white counterparts.

From 2009 through 2011, PCHS continued to focus on standards-based instruction and assessment and teacher evaluation procedures and administrative training by providing staff development on unpacking the standards and student assessment. An Interim Principal mentored young administrators, providing them with evaluative tools for conducting successful and constructive classroom observations.

To further assist in closing the achievement gap between Hispanic students and their white counterparts, Fuerza Unida was formed in 2010. Using The Village Nation model, Fuerza Unida strives to improve the self-efficacy and academic outcomes of Hispanic students.

In October of 2010, the Maggie Gilbert Aquatic Center was completed.

At the end of 2010, LAUSD withdrew transportation and the magnet from PCHS. Our focus then became on developing a transportation program to maintain diversity of the student body. PCHS committed to pay for the transportation of traveling sophomores, juniors, and seniors already enrolled at our school.

During this time, the Special Education District

- *Professional development agendas*
- *School site observations*

- *TVN Materials*

- *Unpacking the standards presentation materials*
- *STULL evaluation tools*

- *Fuerza Unida Materials*

- *Maggie Gilbert Aquatics Center ribbon-cutting ceremony flyer and photos*

- *LAUSD transportation materials and MOU*
- *Board, minutes, 2010 and 2011 budget*

- *SELPA reports*

Validation Review and the Special Education JPA schools explore other SELPA membership. In 2010-11, PCHS filed an application to LACOE SELPA. In December, LAUSD approves restructure of the LAUSD SELPA to include a Charter Operated Programs Unit, which was awarded \$3 million in ARRA funding to establish infrastructure. A Charter Operated Program Unit of SELPA Directors was established, as well as Governance Council and Coordinating Council of COP Charters, to monitor Charter schools Special Education Programs. PCHS received technology grant, curricular materials, staff development funding, and academic/program coaching monies from the SELPA.



A4. LEADERSHIP AND STAFF CRITERION

To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

PCHS' qualified staff facilitates achievement of the academic standards through a system of preparation, induction and ongoing Professional Development. Recently, PCHS focused its professional development plan on data. Two Professional Development days on Feb. 6 and 7, 2012 were devoted to the findings in the school-wide Curriculum, Instruction and Assessment Report

relevant to the current year discussions. In addition, the management team gathers information about federal and state funding projections and input from the Budget Committee. Discussions typically begin early in the second semester so that agreements can be reached by the close of the school year.

The faculty at PCHS is represented by UTLA. Many of our classified staffed is represented by PESPU. An administrative team tasked by the Board represents PCHS in contract negotiations with the collective bargaining units. While the process can be lengthy, through a transparent and open process, great strides are made and concrete agreements are reached clarifying employment policies and practices related to the statutory requirements of the staff.

A union does not represent our administration. Recently, the Board has advocated multi-year contracts for quality administrators to provide stability and long-term employment. Step raises in these contracts are tied to evaluations of the administrator’s ability to reach school-wide goals.

minutes

- *UTLA and PESPU contracts*
- *Administrative contracts*
- *Board minutes*

QUALIFICATION OF STAFF

FINDINGS	EVIDENCE
<p>PCHS has well conceived procedures to ensure staff is qualified. For all new employees, PCHS spends thoughtful amount time in prescreening prospective candidates to make sure they are highly qualified in the subject field they aspire to teach. Applicants for new faculty positions must be NCLB highly qualified to be eligible for employment.</p> <p>For current or permanent employees, the credentials and TB test results of employees are monitored to make sure they are current and in compliance with state mandates. All certificated employees meet NCLB highly qualified requirements.</p> <p>According to our surveys, 93% of the staff stated that PCHS teachers are well qualified to teach their subjects.</p>	<ul style="list-style-type: none"> • <i>Applications</i> • <i>Rubric for hiring Executive Director and Principal, Human Resource Director</i> • <i>Paper screening process and records</i> • <i>Employee records - CA Commission on Teacher Credentialing</i> • <i>Pali Emails for TB Monitoring</i> • <i>PCHS SARC Reports</i> • <i>WASC surveys</i>

The free response portion of the parent survey shows teachers are a strength (46%), but also raises concerns:

- 30% of parents mentioned the Math department needed improvement
- 8% of parents mentioned the Foreign Language department needed improvement (Spanish in particular)
- 15% of parents wanted to improve teacher quality (67% of these said “fire bad teachers”)
- 6% mentioned some teachers were mediocre or horrible

Unfortunately, the WASC Surveys are not the only time the PCHS Math and Foreign Language departments have been cited as an area of concern among some stakeholders. The new Executive Director and Principal is working closely with these departments and aligning specific professional/departmental development to address these concerns.

In response to WASC surveys, public comments, Pali emails, and other stakeholder organizations, PCHS has conducted a preliminary analysis of school-wide curriculum, instruction, and assessment with the assistance of consultant Carole Ferraud. PLC protocols have been developed and are being monitored by the administrative team and the PLC coordinator. PLC progress is being monitored through the assessment of the group's year-to-date progress compiled in a notebook for review at the end of the first semester. Support meetings are being scheduled with PLCs that need assistance reaching school-wide PLC goals. Student progress in individual classes is reviewed at the end of each grading period. Professional development opportunities have been and will continue to be provided to teachers to assist them in meeting the needs of all students. Administrators address concerns and areas identified for improvement pertaining to individual teachers through conferences and the performance evaluation process.

In response to the Math department's needs, specific math training (e.g. CA Math Association Conference workshops and Teaching Math to English Learners in Grades 6-12) is a high priority for the 2011-12 school year. These conferences and workshops are fully funded by PCHS and discussed at departmental and PLC meetings.

- *Board minutes- public comments*
- *PAC minutes*

- *Board minutes*
- *CIA Report*
- *PLC notebooks*
- *Department chair meeting minutes*
- *Professional Development meeting agendas and Materials*
- *STULL evaluations*

- *Conference notebook and attendance*
- *Math PLC/department meeting minutes*
- *PCHS budget*

In addition, teachers receive support through the Pali PALS program, which they may access by self-referral or through programs in place for new teachers and teachers new to PCHS.

- *Pali PALS records/documentation*

MAXIMUM USE OF STAFF EXPERTISE

FINDINGS	EVIDENCE
<p>The process PCHS uses to assign teachers largely is effective to maximize individual expertise. Teachers are assigned to classes based on credentials, training, expertise, and seniority. Staff initiates the process annually when faculty request placement in specific teaching assignments with their department chairs. In May, the department chairs provide grid/matrix options to accommodate the needs of the students and departmental sections. The grids/matrices are submitted to the administrator in charge for review and then submitted to the Director of Academic Planning and Counseling. The Executive Director and Principal works with the Director of Academic Planning and Counseling and counselors to develop and finalize the master schedule based on student requests, teacher qualifications, and seniority as defined in the UTLA contract. Teachers are notified of their assignments before school begins.</p>	<ul style="list-style-type: none"> • <i>Master schedule</i> • <i>Departmental grids or matrix sheets</i> • <i>Science department Planning sheets</i> • <i>Teacher mailings</i>
<p>When building the master schedule, careful attention is paid to teachers' areas of expertise and credentialing to ensure that students have the benefit of teachers who are NCLB highly qualified in the subject area they are teaching. For example, all Advanced Placement teachers have completed the College Board training for the specific class assigned. All PCHS teachers have completed the training requirements for CLAD certification and are qualified to teach EL students. To ensure the most effective instructional program, consideration is given to placing teachers who are most effective with students who need additional support. Relevant data, including class grades and standardized assessments, are reviewed as a component of the class assignment process. At PCHS, teacher seniority is also a consideration due to collective bargaining agreements, which at times may impact the effectiveness of assignments.</p>	<ul style="list-style-type: none"> • <i>Credential records</i> • <i>College Board training documents</i> • <i>CLAD training and certifications</i> • <i>UTLA contract</i>

DEFINING AND UNDERSTANDING PRACTICES/RELATIONSHIPS

FINDINGS	EVIDENCE
<p>Clarity and understanding of policies regarding the administration and faculty is an ongoing process. As PCHS evolved in its independence from LAUSD, it was forced to create the necessary infrastructure to maintain facility and operations, and personnel functions. In 2003, the first year of the school's independent charter status, many teachers and staff elected to take a leave of absence from the district to remain at PCHS.</p> <p>PCHS has had many changes in the way it has approached human resources. When PCHS was not an independent Charter, the Assistant Principal of Discipline, Activities, and Athletics was assigned human resource duties. Moreover, the employee handbook was the handbook used by all LAUSD employees. However, when PCHS became an independent charter school in 2003, the school developed a Human Resource Committee, which reported to the Board. All the members of the committee resigned in 2007, because of the general frustration they experienced when the Board did not pass all committee recommendations. During this time, the school still used the LAUSD employee handbook. The Board then hired a Human Resources Director to take the place of the committee. The PCHS HR Director from 2007-09 was tasked by the Board to develop a PCHS Employee Handbook. She resigned before the task was completed. Then a new Human Resource Director, who was on staff from 2009 until 2011, finished the PCHS employee handbook in 2011. The seventy-page document reviews employee policy and procedures. Before the Human Resource Director resigned in 2011, the Board requested updates and additions to the handbook. Our current Human Resources Director was hired in November 2011, and she has been asked to continue the task of updating the PCHS employee handbook. Since the implementation of the PCHS Employee Handbook and the continual updates and revision, the policies and procedures concerning the employees are now more clear and evident.</p> <p>During the 2007-08 school year, LAUSD announced it would no longer approve leaves of absence for teachers and clerical staff at PCHS, a move that forced PCHS</p>	<ul style="list-style-type: none">• <i>PCHS Charter</i>• <i>PCHS Charter Renewal and meeting minutes</i> • <i>PCHS Employee Handbook</i>• <i>PCHS Policy Committee agendas and minutes</i>• <i>Board minutes and materials</i> • <i>PCHS benefits package</i>• <i>UTLA/PESPU contracts</i>

LAUSD employees to either resign from or return to the district. The Human Resource Director was instrumental in facilitating a smooth transition for employees who elected to resign from LAUSD. The following year, the district revoked Charter's ability to purchase employee benefits from LAUSD. PCHS responded by purchasing employee benefits from a different vendor. In accordance with language in the Charter and the UTLA-PCHS and PESPU contracts, the benefits provided were equal to or greater than those available to LAUSD employees. In addition, PCHS established a fiscal plan to provide qualifying employees with retirement benefits equal to or greater than provided by LAUSD.

The Policy Committee, along with all Board committees, vetted proposals to establish school policies relating to school operations, budgets, technology, etc. PCHS staff and members of other stakeholder groups were kept abreast of these developments. Some individuals were actively involved in the process while others expressed reticent at accepting the fast-moving changes.

Joining other start-up and conversion charter schools, PCHS is a founding member of the Charter Operated Programs Unit. The groups has created an organizational operating structure and secured more fiscal control and responsibility for programs and supports for the students we serve. In addition, the Charter Operated Programs Unit is working at establishing improved relations with LAUSD.

- *Board minutes*
- *Committee meeting minutes posted at www.Palihigh.org*

- *Charter Operated Programs Site Visit Documents*



INTERNAL COMMUNICATION AND PLANNING

FINDINGS	EVIDENCE
<p>PCHS has many effective structures for internal communication, planning, and resolving conflicts. PCHS seeks to establish and maintain open communication with stakeholders to promote awareness of and involvement in school development and planning. While it is difficult to quantify the effectiveness of ongoing communication between school personnel and other stakeholders, a review of the various methods of communication provides a snapshot of what is happening. minutes from all Board and committee meetings are circulated to all stakeholders to communicate current plans and reviews as well as to solicit input. The PLC and department chair meetings are held at regular intervals, and considerable collaboration and planning takes place. Regular faculty meetings are held, and meeting dates are posted on the school's website. In addition, the administration has an open-door policy for employees, parents, and community members who wish to meet. The Council of Councils comprised of all committee chairs and administrators meets once a month to shares ideas, plan, and discuss differences. Other effective communication structures at the school include the Pali Calendar, Home Stretch Calendar, Newsletters, Board presentations, and Connect Ed. In addition, a Parent Liaison employed by the school regularly communicates with parents about upcoming school events and publishes a monthly newsletter. School information is also posted on the PCHS website and the electronic message located in front of the school.</p>	<ul style="list-style-type: none"> • <i>Board minutes and Training documents</i> • <i>ConnectEd messages</i> • <i>Parent Liaison emails</i> • <i>Pali website</i> • <i>Newsletters</i> • <i>School site observations</i>
<p>At a large, comprehensive high school, scheduling conflicts occasionally may arise. When this occurs the concerns are addressed directly with the parties involved to determine what alternative arrangements can be made.</p>	<ul style="list-style-type: none"> • <i>School planning calendar</i>
<p>Because of the many administrative changes that occurred at PCHS before the start of the current school year, the calendar planning process was delayed. In order to improve communication, school-wide planning meetings will be held and a master calendar will be distributed earlier in the school year. Due to staffing shortages, website and electronic message board updates have not always been maintained in a timely manner. This concern is being addressed through hiring an Operations Manager,</p>	<ul style="list-style-type: none"> • <i>School planning calendar</i> • <i>Operations Manager job posting</i> • <i>Carla Levinson independent contract</i>

who will provide oversight and assistance to the technology department. In addition, the PCHS website is undergoing an overhaul intended to make the site more user-friendly.

On surveys, 41% of the staff stated that the school’s communication tools and policies are ineffective. Although, PCHS has made great gains in addressing the goal of increasing and improving communication among all stakeholder groups, the staff still believes more improvement is needed. In conjunction with the Communications Committee, the new Executive Director and Principal is evaluating and exploring additional communication tools (e.g. data systems, modifications to the PCHS website) designed to foster continued improvement of communication among all stakeholders.

- *WASC surveys*
- *Board minutes*
- *Communications Committee minutes*

STAFF ACTIONS/ACCOUNTABILITY TO SUPPORT LEARNING

FINDINGS	EVIDENCE
<p>At PCHS, staff and administration collaborate when making decisions. Site administration meets weekly to plan and address school needs. The department chairs meet once a month, and minutes are disseminated to faculty through department chairs at monthly department meetings. The full faculty meets once a month to address school-wide issues and Professional Development. Professional Learning Communities (PLCs) are essential to the support of student learning. Within each department, PLCs meet monthly to collaborate on best practices, pacing, common assessments, student achievement, and intervention. This year the school adopted PLC goals that were developed by a faculty member and approved by the department chairs before being submitted for school Board approval. These goals were established at the request of faculty who spoke of the need for increased accountability to fully support student achievement goals. Teachers are encouraged to participate in peer observations, and release time is provided upon request. Pali PALS, a group comprised of National Board Certified Teachers, mentors teachers new</p>	<ul style="list-style-type: none"> • <i>Administrative Team meeting agendas</i> • <i>Department chair meeting minutes and agendas</i> • <i>Faculty meeting agendas</i> • <i>PLC notebooks</i> • <i>PLC goals</i> • <i>Board minutes and materials</i> • <i>Pali PALS materials, guidelines, observations, and meeting minutes</i> • <i>Professional Development meeting agendas</i> • <i>Re-teach and Reassess materials, records, and guidelines</i> • <i>Literacy report</i> • <i>AVID audit</i>

to PCHS and any other teacher who requests peer assistance. PCHS faculty Professional Development promotes faculty leadership and involvement in developing and implementing innovative intervention programs such as the Re-teach and Reassess Program, which is being piloted this year, Literacy, AVID and Inclusion English classes.

EVALUATION OF EXISTING PROCESSES

FINDINGS	EVIDENCE
<p>PCHS’ leaders are continuously engaging in self-reflection. The Board has established an annual goal-setting process, which takes place each August and provides a forum in which Board members and administrators can collaborate and review the school as a whole while prioritizing goals. The Executive Director and Principal along with her administrators regularly review progress toward meeting established goals.</p>	<ul style="list-style-type: none"> • <i>Board training and minutes</i> • <i>PCHS goals for 2011-2012</i>
<p>With prior approval of the Board, This year the Executive Director and Principal hired an outside consulting firm to review of PCHS’ curriculum, instruction, and assessment. The results of this report were presented to the Board on Jan. 17, 2012. The results of this report were part of a two-day Professional Development for the faculty on Feb. 6 and 7.</p>	<ul style="list-style-type: none"> • <i>CIA Report</i> • <i>Board minutes</i> • <i>Professional Development agendas and materials</i>
<p>On Feb. 23, 2012, the Board adopted a new tool to evaluate the Executive Director and Principal, whose is tied to efforts and progress made in reaching school-wide goals and successful student learning. For example, the rubric assesses whether the ED “provides for effective visionary leadership and strategic planning to provide education for all students.” The Executive Director and Principal has prepared similar evaluative tools to assess all administrators.</p>	<ul style="list-style-type: none"> • <i>Board minutes</i>
<p>Currently, a sub- committee of the Operations, Facilities, and Technology Committee is evaluating new SIS systems intended to provide improved access to and analysis of student data.</p>	<ul style="list-style-type: none"> • <i>Operations, Facilities, and Technology minutes</i>
<p>The PCHS administrative team meets weekly to discuss current issues, needs, and progress. The group also establishes a plan of action to ensure PCHS maintains its</p>	<ul style="list-style-type: none"> • <i>Board minutes and materials</i>

commitment to its stated mission and vision. During the last six years, the administrative team has developed a systematic approach to classroom observations, teacher evaluations, and program reviews. PCHS administrators have worked with Board members to better define roles and lines of authority as well as to establish a course for future growth. PCHS plans to continue to move toward more objective means of measuring student learning through the use of multiple measures to include data, feedback, and the affective climate of the school.

- *Administrative team meeting agendas and minutes*
- *Administrative goals*
- *STULL evaluation process*
- *Board minutes*

A5. LEADERSHIP AND STAFF CRITERION

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

The leadership and staff have had little coordinated research- or data-based Professional Development. For two and one-half years, our Professional Development consisted of building consensus regarding an upper management structure and preparation for our WASC visit. To those ends, the Professional Development has been successful. We restructured our upper management and hired permanent leadership this year. The WASC process has been moderately successful in providing a school-wide protocol for reflection.

Individual teachers and pockets of teachers have received Professional Development in Advance Placement, Council, Humanitas, Technology, Learning Objectives and Engagement Strategies, Walk-through Protocols, and The Village Nation. While this type of training is important to improving the overall culture of the school and provides pedagogical and curricular improvement in individual classrooms, there has not been a strategic effort to address pedagogy and curriculum across all classrooms to support identified student learning needs.

With insights gained via the WASC process and the CIA Report as well as the existence of stable leadership, PCHS will begin developing and implementing school-wide protocols for analyzing student work and student assessment data. Based on analysis from these protocols, PCHS will identify areas of curricular pedagogical weaknesses within PLCs, departments, and across the entire school. Accordingly, PCHS will find on-site and off-site experts to provide Professional Development in support of identified student learning needs.

SUPPORT OF PROFESSIONAL DEVELOPMENT

FINDINGS	EVIDENCE
<p>PCHS faculty participated in a survey regarding Professional Development at the beginning of the school year. Because of the feedback, Professional Development activities this year focus on developing PLC goals and reviewing instructional strategies that support student achievement. Faculty meeting time is dedicated to providing information about developments in instructional programs and to workshops addressing meaningful instruction.</p>	<ul style="list-style-type: none"> • <i>Professional Development Survey</i> • <i>PLC Goals</i> • <i>PLC Notebooks</i> • <i>Faculty Meeting agendas</i> • <i>Professional Development agendas and Materials</i>

Within the free response section of WASC surveys, some parent suggested that not enough time and money was allocated for Professional Development. In addition, 41% of the staff surveyed stated that the school did not effectively support Professional Development with time and money. And 43% of the staff stated the Professional Development was not focused on improving student achievement.

- *WASC surveys*

SUPERVISION AND EVALUATION

FINDINGS	EVIDENCE
<p>The school’s supervision and evaluation procedures are specified in the UTLA and PESPU contracts and negotiated through the collective bargaining process. The Human Resources Director monitors the certificated employees to determine which employees will be participating in the annual STULL performance evaluation cycle. The Executive Director and Principal and Assistant Principals/Directors work with the teachers in the departments to which they are assigned. The evaluation process provides meaningful opportunities for employees to reflect on areas of strength and growth to determine a meaningful, individualized Professional Development plans.</p>	<ul style="list-style-type: none"> • <i>UTLA and PESPU contracts</i> • <i>Board minutes and agendas</i> • <i>Administrative structure outline and job duties</i> • <i>STULL observation materials</i>

MEASURABLE EFFECT OF PROFESSIONAL DEVELOPMENT

FINDINGS	EVIDENCE
<p>The PCHS administrative team has participated in evaluation and walk-through training in identifying effective teaching strategies and standards-based instruction. In addition, PLCs provide evidence of pacing guides, common assessments, assessment results, best teaching practices, and approaches to intervention.</p> <p>On Oct. 18, 2012, the Board adopted five school-wide goals. The second goal stipulates as follows: “Provide meaningful Professional Development opportunities. PCHS will provide relevant and consistent Professional Development to support effective implementation of differentiated instruction and facilitate the use of technology. Measurement: 1) Annual Professional Development schedule 2) Staff assessment surveys 3) Post-Professional Development staff surveys.”</p>	<ul style="list-style-type: none"> • <i>PLC notebooks</i> • <i>Mastery Manager data records</i> • <i>Board minutes</i> • <i>PCHS goals</i> • <i>PD surveys</i>

A6. RESOURCES CRITERION

To what extent are the human, material, physical, and financial sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

PCHS administrators, department chairs, and members of three standing Board committees (Operations, Facilities and Technology, Budget and Finance, and Education Programs) collaborate to identify PCHS needs. This annual process helps staff prioritize needs and allocate money to fund new or existing programs.

ALLOCATION DECISIONS

FINDINGS	EVIDENCE
<p>On a tri-annual basis, the PCHS leadership team reviews the school’s mission, vision, purpose, and goals to set priorities for school budgeting. In addition, the Board reviews the budget on a monthly basis. The also is extensively reviewed once a year during an all-day retreat. Representatives of all stakeholder groups attend the retreat, which is held at a nearby community retreat facility.</p>	<ul style="list-style-type: none"> • <i>Budget and Finance Committee meeting minutes</i> • <i>Department budget Excel spreadsheets and meeting minutes</i> • <i>Aldersgate retreat agenda</i> • <i>Board minutes</i>
<p>Leadership and staff are highly engaged and essential to the budget process, which determines resource allocation. In establishing budget priorities, PCHS takes into account annual and long-term school-wide learning results. Department chairs, program coordinators, and administrators perform internal reviews of their respective budgets. As a result of this inclusive and meticulous budget procedure, the PCHS budget process directly impacts student achievement of both ESLRs and academic standards.</p>	<ul style="list-style-type: none"> • <i>Department/program budgets</i> • <i>Administrative reviews/minutes</i>
<p>Although PCHS attempts to align the budget allocation with school-wide learning results, academic achievement, and the PCHS vision, in recent years the PCHS goals and reality of long-term needs were not well articulated, communicated, or funded. Due to great turnover within the administrative team, many of these goals were not effectively communicated to the Board and/or the Budget and Finance Committee. In addition to leadership instability, PCHS’ ability to align the budget with school-wide goals was hampered by other compelling factors, including decreases in state and federal funding. In recent years, PCHS has deferred purchasing new textbooks and</p>	<ul style="list-style-type: none"> • <i>Budget and Finance Committee meeting minutes</i> • <i>PCHS budget</i> • <i>Technology and textbook Departmental requests</i> • <i>Department chair minutes</i> • <i>Board minutes</i> • <i>WASC surveys</i>

upgrading computer systems in order to maintain staffing levels, salaries, and benefits. Currently, the new Executive Director and Principal is assisting the Board and Budget and Finance Committee in making a strong effort in aligning school-wide goals with the allocation of funds.

PRACTICES

FINDINGS	EVIDENCE
<p>It is the Board’s fiduciary duty to keep the school fiscally sound. One of the Board’s standing committees is the Budget and Finance, which is comprised of eight faculty members, one administrator, one classified employee, one community member, two parents, one student, and five non-voting members who are the Executive Director and Principal, ASB Manager, Finance Clerk, CBO, and a Board trustee. The Budget and Finance Committee has 17 voting members and five non-voting members. This committee provides stakeholders with a Budget Calendar. The committee implements a zero-based budgeting process. In contrast, LAUSD employs a traditional incremental budgeting process in which departmental managers justify only variances versus past years, based on the assumption that the "baseline" is automatically approved.</p>	<ul style="list-style-type: none"> • <i>Budget Calendar</i> • <i>Approved annual budget</i> • <i>Audit report with review of internal controls</i> • <i>PCHS Charter</i> • <i>Budget and Finance Committee meeting minutes</i> • <i>Pali Emails</i> • <i>Department/program budget requests</i>
<p>Under zero-based budgeting, every line item of the budget must be justified annually. There are no automatic rollovers. When the Chief Business Officer (CBO) presents the budget, he highlights and summarizes information. Many items on the budget are often unclear. Consequently, the Budget and Finance Committee and the PCHS Board must ask specific questions to get desired information. The Budget and Finance Committee is still working toward establishing more open communication and clarity regarding the budget presentations and financial reports provided by the CBO.</p>	<ul style="list-style-type: none"> • <i>Department/program budget requests</i> • <i>Board minutes and materials</i>
<p>The Budget and Finance Committee collects budget requests for review annually. Other pertinent standing committees, including the Educational Programs and Operations, Facilities, and Technology Committees, also review these requests. Additionally, the administrative team reviews Budget and Finance Committee sends</p>	<ul style="list-style-type: none"> • <i>Department/program requests</i> • <i>Committee meeting minutes</i> • <i>Board minutes and</i>

proposals. Once the budget proposal is finalized, it is forward to the Board for approval. This practice greatly differs from the LAUSD budget process. The LAUSD project process is driven from the superintendent down to local districts.

Annual audits are conducted by outside, independent CPAs. Outside consultants to audit are chosen by a Board ad-hoc committee. The ad-hoc committee seeks to choose credible companies that specialize in school audits and to rotate auditors on a regular basis in order to minimize any bias or the appearance of bias. The process is described in Chapter 4- Category A7 of the WASC Report.

The Executive Director and Principal has determined that the Associated Student Body (ASB) account, in terms of budgeting and auditing, has not received the same level of scrutiny as other areas, and has directed PCHS' independent auditors to conduct a thorough audit of the ASB books and ASB/Financial Manager records. Also, going forward ASB's budgeting process will align with standard school protocols.

materials

- *PCHS charter*
- *Board minutes and materials*

- *Audit of ASB (conducted in February 2012)*



FACILITIES

FINDINGS	EVIDENCE
<p>At a glance, the campus appears well maintained. Before the beginning of the current school year, a parent-led community group gave the campus a face-lift. This project included painting the exterior of first-floor doors and lockers; planting sod in the quad; repairing and building benches around campus; cleaning the ground to remove debris; and general landscaping. Students also took an active role in beautifying the campus by creating murals and creating a “greener” environment. The Green Team placed recycling bins around campus and provided educational in-services to students during registration. Students from the EAST LAB wrote a grant to get funding needed to install four solar lights in the faculty parking lot.</p>	<ul style="list-style-type: none">• <i>Facility observations</i>• <i>Solar lighting EAST project</i>• <i>Registration agenda</i>
<p>During the last six years, PCHS added an aquatics center and renovated the football stadium/running track. These capital improvements enable PCHS to offer a wider array of opportunities for students to participate in team and individual sports. Fundraising campaigns generated some of the money needed for capital improvements, and the school took out loans to cover remaining balances.</p>	<ul style="list-style-type: none">• <i>Athletic team/ course offerings</i>• <i>PCHS Budget 2009, 2010, 2011</i>
<p>In 2007, PCHS added fifteen classrooms and office space putting in portables, reducing the number of traveling teachers. A new elevator makes all classrooms accessible to all students. Student murals brighten our campus walls, and the newly painted and signage on the student store gives an updated feel to the campus. A part of our vision states that “PCHS puts pupils first” and clear example of this policy is the recently renovated school library. The library, which had been used as a classroom, was re-opened in 2007. A \$50,000 donation provided the seed money for new tables, desk chairs, and beanbag chairs while the school contributed forty new wireless laptops and \$50,000 used to update the library book collection.</p>	<ul style="list-style-type: none">• <i>Facilities observations</i>• <i>Library observations</i>
<p>The school’s classroom buildings blueprint has not changed since the school opened 50 years ago, which makes it difficult to meet portions of the PCHS vision. The school vision states” through shared responsibility, a student centered curricular and co-curricular program, a standards-based and -aligned curriculum, inclusive</p>	<ul style="list-style-type: none">• <i>PCHS Charter</i>• <i>Facility observations</i>

classes, and an extensive use of technology, and the overarching goal is to create a highly enriched comprehensive secondary school.” Our current physical plant does not meet the “a rigorous college-preparatory educational program” because of limited access to technology, increases class sizes, and the ongoing challenge of identifying how to fully serve every member of the diverse student population.

Our vision is to prepare students to make contributions to a global community. Students need computer skills to effectively communicate and to be prepared to take full advantage of post-secondary opportunities. The school’s technology infrastructure is limited. PCHS is trying to provide wireless internet access throughout the campus, but some buildings do not have necessary conduits/drops. In some classrooms, computer Ethernet cords are broken, and some wall ports are not properly functioning. Upgrading technology remains a priority item PCHS has been unable to realize because of budget constraints.

Even with the additional space created by the bungalows, classrooms are constantly in use, making it difficult to find space for SLC planning meetings. The school’s goal is “to prepare pupils to succeed at higher levels of rigor and performance, including honors and Advanced Placement courses.” Yet, our science teachers are limited in what labs that they are able to teach. Inadequate lab space and large class sizes make these rooms unsafe. Student water fountains and classroom sinks have been designated unsafe with high levels of lead. Consequently, filters have been installed on several water fountains. The few filtered water fountains are inadequate for a school population of 2,800 students and a clear example of how limited funding can affect the safety of our students. Even with the addition of two state-of-the-art athletic facilities, other athletic areas are need of repair. The gym bleachers and the Stadium by the Sea bleachers are priorities when funding becomes available. Through fundraising, the baseball field backstop is currently being remodeled, which addresses a safety concern. LAUSD owns the campus, and PCHS maintains a good relationship with the district. In the near future, officials from PCHS and LAUSD will meet to discuss expenditure of measure Q money, which can be used to fund necessary facility improvements. Safety issues such as

- *PCHS budgets from 2009 through 2011*
- *Classroom and facility observations*

- *PCHS Charter*
- *Chapter 1 data-enrollment increase*
- *Measure Q money priority list*

exterior lighting and deteriorating handrails in the student parking area are issues PCHS officials would like LAUSD to address.

According to a recent survey, 90% of the faculty stated the campus facilities are safe and well maintained, but 31% of those surveyed stated the facilities are inadequate to meet the school's vision. Moreover, 53% of those surveyed stated the school's technology infrastructure is inadequate. In addition, 12% of parents who participated in the survey mentioned facilities improvement in the free response section, citing safety concerns and the desire to renovate science labs. In the free response section, 20% of the parents surveyed mentioned the location and the beauty of the campus as a strength.

- WASC surveys
- PCHS Charter
- WASC visiting report 2005-2006



INSTRUCTIONAL MATERIALS AND EQUIPMENT

FINDINGS

PCHS uses a zero-based approach to finding, meaning every budget line item is scrutinized annually. Every year, departments and programs submit budget requests, which include money for IMA, textbook, capital, and personnel, Professional Development, field trips, etc. Items must be justified and prioritized. Each department and program chair submits a budget request to the ASB

EVIDENCE

- Departmental/program budget requests
- Approved annual budget
- Budget and Finance Committee meeting minutes

Financial Manager, who is a member of the Budget and Finance Committee. Since the ASB/Financial Manager is not a voting member of the Budget and Finance Committee, the Department/program budget requests should not be filtered or sent through him. The Executive Director and Principal is aware of this situation and plans to have the information go directly through the CBO this year.

All budget requests are compiled and sent to some Board standing committees (Educational Programs, Budget and Finance, Operations, Facilities, and Technology). The committees and administration review budget requests and make recommendations, which are reviewed in an all-day Budget and Finance Committee retreat open to members of all stakeholder groups. The final budget proposal and action plan are forwarded to the Board for approval.

The effectiveness of the aforementioned procedures hinges on the effectiveness/thoroughness of the department chair(s) to solicit and record the needs of their department members. Some departments engage in a collaborative process, and other departments' budgets are driven by the department chair(s). Therefore, the budget process is not consistent among academic departments.

In response to drastic funding cuts in 2009, the Budget and Finance Committee froze monies traditionally allocated for field trips, textbooks, and technology. Currently, the Budget and Finance Committee is researching various alternatives to allocating resources or finding outside grants, fundraising projects, independent donations, and corporate sponsorships. For example, in February 2012, the Executive Director and Principal and the fundraising committee she established met with the Booster Club to create a matching-dollar fundraising campaign for technology.

- *Board standing committee meeting minutes*
- *Board minutes and materials*

- *Department minutes and agendas*

- *Board minutes and materials*
- *Booster Club report*

WELL-QUALIFIED STAFF

FINDINGS	EVIDENCE
<p>PCHS closely monitors student enrollment and course selection within curricular departments to provide an appropriate certificated teaching staff for students. When enrollment increases justify additional staff, positions are created. Teaching positions are posted on the school website and on EdJoin. Applications are screened to ensure that candidates meet NCLB highly-qualified criteria before being considered for interviews and employment. Candidates participate in panel interviews with representatives from school stakeholder groups.</p> <p>Classified positions are filled in a similar manner. It is important to note that in recent years several positions have not been filled to help with balancing the school budget. An analysis of school needs is underway to determine which of the unfilled positions are most needed and what areas can be consolidated. When classified positions are filled, job descriptions specifying required skills and training are develop and posted on the PCHS website. When appropriate, employment opportunities also are posted on other job-search locations such as Craigslist and EdJoin. As with certificated positions, applications for classified positions are thoroughly screened to ensure that candidates meet the required criteria before being considered for employment.</p> <p>PCHS teachers who are new to the teaching profession receive support through the BTSA program offered on site. In addition, PCHS has developed and implemented the Pali PALS program to support teachers who are new to the school and those who wish to access peer support. All mentors are National Board Certified teachers who are completing their service hours. Categorical funds are earmarked for teacher support programs, training, and conferences. In addition, parent groups such as the Booster Club award grants to teachers who submit requests to attend conferences and training. The Classified staff attends training offered through LAUSD and LACOE as related to their positions.</p>	<ul style="list-style-type: none">• <i>Board minutes and materials</i> • <i>Human Resource records</i> • <i>BTSA coordinator and teacher participant list</i>• <i>PALI PALS checklist, minutes and agendas</i>• <i>Budget line item for conferences and Professional Development</i>• <i>Professional Development calendar and agendas</i>

LONG-RANGE PLANNING

FINDINGS	EVIDENCE
<p>Long-Range Strategic Planning Committee PCHS began long-term strategic planning in its years as a LEARN school. LEARN schools were part of an LAUSD alliance. The acronym LEARN stands for Los Angeles Educational Alliance for Restructuring Now. The LEARN schools were awarded waivers from the district to begin their own school-based management. This school-based management included long-term strategic planning. Since becoming an independent Charter, PCHS has used long-range planning in one form or another. However, in the years in which PCHS had interim leadership, there was decreased attention focused on long-term strategic planning. The new Executive Director and Principal has formed a Long-term Strategic Planning Committee comprised of all stakeholder groups. This committee is in phase 1 of the strategic plan process. The mission statement was revised and updated and the action plan started.</p>	<ul style="list-style-type: none">• <i>Approved Technology Plan</i>• <i>Administrative meeting notes</i>• <i>Board minutes and materials</i>• <i>Master Plan</i>• <i>Long-term Strategic Plan PowerPoint and Documentation</i>
<p>PCHS Steering Committee In 2007, the PCHS Board and administration restructured the Core Values Committee as the Steering Committee. This steering committee was created to link PCHS core values to a long-term strategic plan. The committee faltered in following years due to the turnover in both Board and administrative seats.</p>	<ul style="list-style-type: none">• <i>Board minutes and materials</i>
<p>Long-Range Budget Planning Committee All departments and programs are involved in the school's annual budget request process. Every request for funding is reviewed by stakeholder groups represented in PCHS committees and administrators who evaluate immediate and long-term budget needs. Longer-term needs are reflected in PCHS Technology Plan. PCHS recognizes the need to address and update existing technology and has identified this action as one to the primary goals to be addressed in the 2012-2013 budget. The Budget and Finance Committee makes recommendations to the Board regarding the availability and allocation of resources, taking in account long-term plans.</p>	<ul style="list-style-type: none">• <i>Technology Plan</i>• <i>Budget and Finance Committee minutes and agendas</i> • <i>Board minutes and</i>

Master Planning Committee

Originally formed in 2005 as an ad-hoc Board Committee, the Master Planning Committee no longer exists. Due to issues regarding Brown Act compliance (predominantly, the lack of open meeting compliance, published agendas and meeting minutes, and member composition as defined in the Charter), the committee was disbanded as a Board sub-committee and fell under the direction of the then Executive Director. Originally, this committee was tasked to develop a long-term facility use plan for the campus. Within the plan, the committee identified priority projects so that budget planning could begin and funding streams could be identified to fund future projects. The challenge the committee faced regarded how to interface this plan with Los Angeles Unified School District Facilities Department and their system of site project planning. Unfortunately, the Board has only received brief recaps about the Master Plan, including an architectural design paid for by the previous Executive Director. The Board still has not taken any action on the Master Plan.

Technology and Capital Proposal

Since 2005, the PCHS Operations and Technology Standing Committee has focused on a long-term overall Technology Plan to upgrade both facilities and technology on campus. Stakeholder input and contracted consultants participated in developing and updating this plan.

Board Retreats

In the past, the Board held annual retreats, which primarily focused on governance. This fiscal year, the Board met during the summer to review and establish goals for the current school year. Since this retreat was a success and remained focused on student achievement, the Board will continue to meet in the summer. This meeting is used to envision long-term goals. Board training, Governance Policies, and measurable Board goals have been discussed in open session to address the long-term needs of the school. During the last six years, the Board has tasked specific committees (Budget and Finance, Operations and Facilities, Charter Renewal, and Steering) with developing long-term strategic plans tied to the school's mission and vision.

materials

- *Operations and Technology Committee minutes and agendas*
- *Board minutes and materials*
- *Board Retreat materials*

Administrative Retreats

During retreats, administrators discuss and establish both short- and long-term goals. Metrics are planned to measure the achievement of the school goals. The Board reviews these metrics through regular reports submitted by the Executive Director and Principal.

- *Administrative minutes and materials*

A7. RESOURCES CRITERION [CHARTER SCHOOLS ONLY]

To what extent has the Charter school’s governing authority and the school leadership executed responsible resource planning for the future? Is the Charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

PCHS has adopted an annual Budget Calendar and process, which provides opportunities for all stakeholder groups to submit, vet, and prioritize budget requests. During the budget cycle, department chairs and program coordinators prepare annual budget requests based upon a “zero based” needs assessment. Budget requests are separated by type and are reviewed by various standing Board committees (Education Programs, Operations, Facilities and Technology), and the administrative team. After the review, budget requests are prioritized. The information then is forwarded to the Board for final discussion and approval at a Special Board meeting. The Board continually receives updates and budget revisions of the original budget. The audited financial results of PCHS show evidence of the organizations fiscal soundness and internal controls in place. These annual results are reviewed internally (Board, Budget and Finance Committee) and externally (LAUSD annual fiscal review). Regular, interim financial results are made at Board meetings.

LONG-RANGE FINANCIAL (AND OTHER RESOURCES) PLAN

FINDINGS	EVIDENCE
<p>A Master Plan was developed for long-term facility needs. The Operations and Facilities Committee also addresses these goals on a monthly basis. The administration currently is evaluating technology and capital needs.</p>	<ul style="list-style-type: none">• <i>Master Plan</i>• <i>Operations and Facilities Committee minutes and agendas</i>• <i>Three-Year Technology and Capital Proposal</i>

REGULAR ACCOUNTING AND EXTERNAL AUDIT PROCEDURES

FINDINGS	EVIDENCE
<p>An independent CPA firm that specializes in school audits conducts PCHS' annual audit. As stated above, an ad-hoc Board committee, the Auditor Selection Committee, was created in 2009. In April 2010, this committee recommended an independent firm, Wilkinson firm, to conduct the annual audit. The Board voted to retain the recommended firm for the 2011-2012 school year.</p> <p>The Board and the Budget and Finance Committee receive regular accounting updates from the CBO. Interim and unaudited actuals are reported to LAUSD, the CDE, and the PCHS Board.</p>	<ul style="list-style-type: none"> • <i>Annual Audited Financials are posted at www.palihigh.org</i> • <i>Annual tax return form 990 is posted at www.palihigh.org</i> • <i>Board minutes and materials</i> • <i>Board minutes and materials</i> • <i>Budget and Finance Committee minutes and materials</i>

BUDGETING PROCESS – TRANSPARENCY

FINDINGS	EVIDENCE
<p>PCHS has adopted an annual Budget Calendar, which provides opportunities for all stakeholder groups to submit, vet, and prioritize budget requests. During the budget cycle, department chairs and program coordinators prepare annual budget requests based upon a zero-based needs assessment. Budget requests are reviewed by various standing Board committees and prioritized, before being forwarding to the Board for final discussion and approval. The Board continually receives updates and Budget revisions of the original Budget from the Chief Business Officer both verbally and as a physical report. Although budgeting is inclusive of stakeholder groups and transparent to the community, there is still is some confusion regarding the budget process. Stakeholders sometimes struggle to understand that some budgetary decisions are tied to union negotiations, administrative input, and Board mandates. For example, the Budget Calendar has not aligned with deadlines for contractual notices and some state funding cycles. Because of these misalignments, some staff members believe that the Budget and Finance Committee members play a role in</p>	<ul style="list-style-type: none"> • <i>Budget and Finance Committee minutes and agendas</i> • <i>Board minutes and agendas</i> • <i>Budget submission forms</i> • <i>Annual budget posted at www.palihigh.org</i> • <i>Budget PowerPoint presentations</i>

determining whether Reduction In Force (RIF) notices will be issued, when, in actuality, the Board, which is acting on deadlines that can only be changed through a collective bargaining process, makes those decisions. To combat this confusion, the Executive Director and Principal as well as the CBO have made information presentations intended to educate and update staff on the budget process.

ADEQUATE COMPENSATION AND STAFFING

FINDINGS	EVIDENCE
<p>PCHS employees receive adequate compensation. During a difficult economy and severe cuts to public education, PCHS has been able to maintain staffing levels needed to meet the needs of student achievement. PCHS has entered into collective bargaining agreements with certificated staff (UTLA) and represented classified staff (PESPU). These agreements include salary schedules.</p> <p>Additionally, the Board approves salary schedules for all administrative positions. Individual contracts are also created for underrepresented employees. Teachers and clerical staff make, on average, 8% more than LAUSD employees, according to published step-and-column pay scales.</p> <p>In June 2011, the Board established a step-and-column pay scale for upper management and administrators. The PCHS administrative pay scale compares favorably with those of other comprehensive Charter high schools. The new pay scale was implemented to create a more stable leadership team. Additionally, fair individual contracts are created for non-union employees.</p>	<ul style="list-style-type: none"> • <i>PCHS UTLA and PCHS PESPU Collective Bargaining Agreements</i> • <i>Administrative, certificated, and classified salary schedules</i> • <i>Board minutes and materials</i> • <i>Administrative salary schedule</i> • <i>Board minutes and materials</i>

MARKETING STRATEGIES

FINDINGS	EVIDENCE
<p>Currently PCHS struggles with implementing marketing strategies. The Booster Club is successful at soliciting parents and community members for funds needed for various PCHS needs. Aside from a marketing campaign to raise money needed to complete the Maggie Gilbert</p>	<ul style="list-style-type: none"> • <i>Booster Club minutes</i> • <i>Booster funding requests and grants</i> • <i>Board minutes and materials</i>

Aquatic Center, the school has been unable to generate much revenue via a well-conceived marketing plan. Even the fundraising efforts for the pool feel short of the target, forcing school officials to secure a loan to cover construction costs. However, in November of 2011, the Board approved the hiring of a marketing consultant to create a brand communication strategy, develop marketing collateral. Other goals include re-designing the website, compiling a unified master database, conducting community outreach, and working with the Executive Director and Principal to prioritize fundraising activities. For the past three years, PCHS has also researched into a distance-learning program.

PCHS also is investigating establishing a distance-learning lab, which could become a revenue source.

- *Marketing and Development work plan and contract*

- *Board minutes and materials*

INFORMING THE PUBLIC AND APPROPRIATE AUTHORITIES

FINDINGS	EVIDENCE
<p>PCHS staff may request a Booster Club grant to fund ancillary needs not included in the PCHS budget. In addition, PCHS is actively pursuing information regarding other funding sources and available grants. Internally, PCHS has a zero-based budget process that stipulates that every budget line item be justified and prioritized. This process allows PCHS to fund the school’s most critical needs. The over- arching annual financial needs of PCHS are also communicated from the administrative team as well as a standing Board committee (Budget and Finance).</p>	<ul style="list-style-type: none"> • <i>Booster Club minutes</i> • <i>Fundraising requests</i> • <i>CDE applications- (Consolidated Application, ARRA, Ed Jobs, Microsoft Settlement) either posted or reported and reflected in Board minutes and materials</i> • <i>Grant applications</i>

ADEQUACY OF RESERVE FUNDS

FINDINGS	EVIDENCE
<p>Audited financials annually identify school reserves, subsequent budgets, and financial reports. The school’s annual Budget is developed by the Budget and Finance Committee and submitted to the Board, with the goal of creating a balanced budget that meets current school needs while also building long-term reserves. The Audited Financial Basis Unrestricted Reserve Balance of</p>	<ul style="list-style-type: none"> • <i>Audited Financials</i> • <i>Board minutes and materials</i>

approximately \$8.7 million at June 30, 2011 (or 36.4% of Annual Revenues) is well above the Fund Balance Reserve guidelines recommended by the California Department of Education.

Currently, the Budget and Finance Committee is advocating for a separation of funds concerning the unrestricted reserves and restricted retirement funds. Within the last two years, the Budget and Finance Committee has created a subcommittee to review the reserves and the possibility of creating a trust or complete separation of reserves and retirement/benefits account.

- *Budget and Finance Committee meeting minutes*
- *Board minutes and materials*
- *Budget and Finance Committee minutes and agendas*

DECISIONS-SCHOOL-WIDE LEARNING RESULTS

FINDINGS	EVIDENCE
<p>The PCHS administrative team, department chairs, and Education Programs Committee members work together to identify annual school-wide needs and to include/prioritize needs in annual requests submitted to the Budget committee.</p>	<ul style="list-style-type: none"> • <i>Education Programs minutes and agendas</i> • <i>Board minutes and materials</i>

A8. RESOURCES CRITERION [CHARTER SCHOOLS ONLY]

To what extent has the Charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

PCHS has developed Governance Policies, as adopted by the Board on Feb. 8, 2011, which address fiscal oversight and Executive limitations (see EL Policy #'s 3-7). Additionally, the annual PCHS audit reviews and reports on the system of internal controls in place. Finally, PCHS has a Conflict of Interest Policy and annually files the California- State of Economic Interests Form 700 on behalf of all Board Trustees and PCHS administrators.

WRITTEN AND ADOPTED POLICIES/PROCEDURES

FINDINGS	EVIDENCE
<p>PCHS has a Budget and Finance Committee, which reviews financial policies. Assurance for fiscal controls on restricted funds are made as required. CDE applications are filed for state and federal funding each year.</p>	<ul style="list-style-type: none"> • <i>Budget and Finance Committee agendas and minutes</i> • <i>CDE Application for State and Federal Funding</i> • <i>Annual Audit Review</i>

ANNUAL FINANCIAL AUDIT

FINDINGS	EVIDENCE
<p>In compliance with state and federal guidelines, PCHS conducts an annual audit. In compliance with generally accepted accounting principles, the annual audit is conducted by an independent CPA firm that specializing in auditing school districts and charter schools. PCHS created an Audit Sub-Committee, which sends out proposals to CPA firms and then forwards a recommendation to the Board for discussion and approval. The CPA firm receives an engagement letter that defines the scope of the work. Annual Audit Reports are sent to the California Department of Education (CDE), LA County Office of Education, and Los Angeles Unified School District. PCHS submits certifications to the CDE on any deficiencies identified.</p>	<ul style="list-style-type: none"> • <i>Board minutes</i> • <i>Engagement Letter</i> • <i>Annual Audit Report</i> • <i>Deficiency Report</i>

COMPLIANCE OF PERSONNEL

FINDINGS	EVIDENCE
<p>PCHS' finance department includes a purchasing clerk who tracks expenditures and purchases to the approved Budget. Financial reports are monitored to ensure that items included in the approved budget cover actual expenditures. The PCHS Financial department employees (payroll, purchasing and finance) review, monitor, and report on compliance in regard to approved Budget and procedures.</p>	<ul style="list-style-type: none"> • <i>Annual Budget</i> • <i>Financial Department job descriptions</i> • <i>Annual Audit Report on Internal Controls and segregation of duties by PCHS employees</i>

PROCESSES FOR IMPLEMENTATION OF FINANCIAL PRACTICES

FINDINGS	EVIDENCE
<p>PCHS has adopted Governance Policies, which define contract and financial responsibilities of the Executive Director and Principal. Appropriate segregation of duties is employed in the areas of payroll and bank reconciliation. Annual certifications are made, approved, and signed by the Board to authorize school administrators to sign checks. Outside auditors review payroll. Bank reconciliation of internal controls annually. Any line of credit that PCHS uses, currently none, is requested and requires Board approval.</p>	<ul style="list-style-type: none"> • <i>Governance Policies and Executive Limitations</i> • <i>Board minutes and materials</i> • <i>Annual renewal and approval of County Treasury Certificate of Signatures</i>

CONTRACTS – ACCOUNTING

FINDINGS	EVIDENCE
<p>PCHS has adopted Governance Policies relating to contracts as part of the Executive Limitations section of the Governance Policies. The Executive Limitations state that all contracts in excess \$10,000, and any non-arms length contract regarding the amount, require prior Board approval. Signed contracts have the appropriate and authorized signatures. Competitive bids are requested before major contracts are awarded.</p>	<ul style="list-style-type: none"> • <i>Governance Policies and Executive Limitations</i> • <i>Board minutes and materials</i>

AREAS OF STRENGTHS

Category A- PCHS Areas of Strength within Organization, Governance, Leadership/Staff, and Finances

- Reflection and revision of our Charter, mission statement, vision, and ESLRs have been continuous and involve all stakeholder input, the Board, and the Charter Renewal Task Force/ ad-hoc Charter Renewal Committee.
- Implementation of Governance Policies for the PCHS Board.
- The hiring of two Data Coordinators and the purchase of Mastery Manager to create a more data-driven process for our school-wide action plan.
- Implementation of a teacher evaluation process and training of our administrative team in how to be an effective evaluator.
- The fully vetted two-year process involving all stakeholder groups in the hiring of an Executive Director and Principal.
- All stakeholder input is considered and valued when formulating and compiling the PCHS Budget.
- Conservative with resources during a time tumultuous budget concerns in the state of California.

AREAS OF IMPROVEMENTS

Category A- PCHS Areas of Improvement within Organization, Governance, Leadership/Staff, and Finances

- Continuous development and implementation of a Long-term Strategic Plan.
- Continuous focus on student achievement in accordance to the schools goals, mission statement, and vision.
- Development and implementation of clear policies, including more effective personnel evaluation tools and fundraising.
- Continuous Professional Development focused on student achievement, especially for our targeted populations.
- Dedicated time for Professional Development and PLC/SLC/departmental collaboration within our weekly bell schedule.
- Continuous development of clarity within the presentation of budget and financial reports.
- Continuous development in the identification of monetary resources.