

## CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### E1. SCHOOL CULTURE AND STUDENT SUPPORT CRITERION

*To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

Founded in 1961, PCHS has grown from a small community school to a large, comprehensive four-year college-preparatory high school of 2,860 students. PCHS has a teaching faculty of 120, a support staff of 45 and it provides a standard of education excellence for students from more than 100 zip codes. The cultural diversity of students, supported by community involvement and partnerships between teachers and parents is the backbone of PCHS. Supported by increasing technological development, vast community resources and organizations, parental commitment to all levels of student achievement and specific programs designed to reach our diverse group students, PCHS strives to create a culture of inclusiveness and collaboration.

In order to facilitate and encourage ongoing communication among diverse stakeholders, PCHS leadership has provided direct access to a variety of technology-based tools. This year, PCHS introduced the Blackboard Connect, a program offered through ConnectEd that provides language translation services of school-based communications, including documents and forms, as well as electronic access to student attendance, report cards, and progress reports. Another tool, TeacherWeb, provides parents and community members with an ongoing window in the classroom, as teachers routinely post daily agendas, assignments, and class handouts. Student grades are posted in password-protected files. In an effort to support our diverse population, PCHS sponsors meetings in off-site locations in communities where our traveling students live. In addition, school officials sponsor several forums designed to instruct parents how to use technology to access school resources, including TeacherWeb, Blackboard Connect, and Family Connection, a web-based program that helps parents navigate the college application process. Bus service has been provided, allowing parents to easily attend important events such as Back To School Night.

Given the cultural diversity of our student population, PCHS has imbedded within the school day enrichment programs designed to boost the academic achievement and self-efficacy for traditionally underserved students. Advancement Via Individual Determination (AVID) has been part of PCHS' curriculum for more than a decade. AVID, a nationally recognized college-preparatory program fosters collaboration among parents, students, teachers, and community to enhance academic achievement and prepare students to attend college. Many of the AVID students are the first in their families to attend college. In an effort to provide services to students in traditionally low-performing subgroups, The Village Nation (TVN) and *Fuerza Unida* were created during the last five years. African American students API scores have increased XXX points in XX years since TVN was established in 2007. In its second year, *Fuerza Unida's* primary goal is to increase the academic outcomes of Latino students. Both the TVN and *Fuerza Unida* focus on teaching students about their rich cultural heritage in the hopes of establishing a supportive environment in which every student will reach his or her full potential. While PCHS has indeed established several programs, the programs are operating in isolation rather than part of a coordinated intervention program. In the last six years, PCHS has attempted to create a pyramid of intervention that included a Student Success Team and specific intervention attempts

that included parents in the educational process (e.g. letters to parents of students who were struggling academically, meetings with the principal). But, because of the high turnover in administration as well as budgetary and staffing concerns, the pyramid of intervention never truly evolved.

PCHS offers a full range of counseling support services for all students. The Counseling Office and its staff guide students through their four-year educational program. The College Center is devoted to helping students and parents navigate the college-application process, including test prep, college tours, and accessing scholarships, grants, and financial aid. Additional counseling support services are provided by the school psychologist in conjunction with outside community agencies such as Angels at Risk (substance abuse issues), Our House (grief/loss issues), and The Cancer Community (debilitating illness). Ongoing counseling support services are available for students throughout the school campus at many offices (the Counseling Office, the Nurse's office, the Deans' offices, the School Psychologist, the Attendance Office), however, there has never been an area established specifically for both students and faculty/staff to comfortably congregate for the purpose of exchanging ideas and counseling. Established this school year, the Counseling Lounge is a space for students, faculty, and staff to gather in times of crisis. In addition, this space is used on a regular basis by outside therapists/social workers/interns who see students for individual counseling support, as well as agencies that come onto campus and run groups.

In 2006, parent leaders at the school founded the Parents Advisory Council, a group that works with all stakeholders in an effort to strengthen communication between parents and school officials. PAC hosts monthly forums that allow parents, community members and PCHS staff to come together and discuss a specific issue, such as access to Advanced Placement and honors classes and special education and general education support services available at the school. The PAC informational meeting rotation includes a meeting devoted to every academic department on campus. PTSA the Parents Advisory Council (PAC) in 2006,

Through the generous support of parents and community agencies, the Booster Club and PTSA provide essential funding for programs, equipment, instructional materials, and school facility improvements. When staff returned to campus at the beginning of the 2011-12 school year, they found freshly painted walls, new landscape plantings, and additional seating areas -- all made possible by a group of parents and community members who wanted to make a special contribution in celebration of the school's 50<sup>th</sup> anniversary. Parents and community members also provide support to the Study Center, where they work as volunteer tutors and mentors. The PTSA provides ongoing support to every member of the learning community. The organization works with leadership to arrange campus tours. The PTSA organizes the parent and community volunteers needed to make registration run smoothly and to stock every classroom with emergency supplies.

This 2011-12 school year, PCHS is celebrating its 50<sup>th</sup> anniversary. Our school's academic excellence and growth is due largely in part to the successful collaboration among students, their families, our faculty, and the geographically and ethnically diverse communities that define PCHS.

# REGULAR PARENT INVOLVEMENT

FINDINGS	EVIDENCE
<p>On the Board of Trustees, there are two seats reserved for and elected by parents. Parents are also represented on each of the Board's six standing committees, including Ed Programming and Policy. Each standing committee is working to improve academic excellence and helping to make decisions that impact PCHS.</p> <p>Parents run the Parent Advisory Council (PAC), an organization founded in 2006 that works in collaboration with all stakeholders to strengthen communication between home and school. PAC schedules regular monthly informational meetings for parents such as an evening with the science department, a presentation of summer programs, and the Annual Senior Speak-Out. The organization also coordinates parent volunteers recruited to work at several school-related events, including orientation and pre-registration.</p> <p>PCHS added a Parent Liaison to the paid staff roster in 2007. The liaison writes and distributes a monthly newsletter, provides unofficial recaps of board minutes, and sends e-mail reminders pertaining to upcoming school events, activities, important deadlines, and traffic advisories. The Parent Liaison is available to help parents contact teachers, access school policies, or get information about school-related activities.</p> <p>The Booster Club, a fundraising group comprised of parents and community members, raises approximately \$250,000 a year and donates the money to PCHS programs. The Booster Club fundraising activities include an annual silent auction dinner, telethons, and script sales.</p> <p>The PTSA collaborates with organizations and offices on campus to support student learning and campus safety. The group sponsors parent seminars, an SAT boot camp, Reflection contests, driver safety training, and Angels at Risk. PTSA also organizes carpool rosters. The carpools ease stress on parents and help support student learning by making it easier for students to attend school every day.</p> <p>Beginning in spring 2010, the PTSA worked with school administrators and the librarian to launch a summer pre-</p>	<ul style="list-style-type: none"> <li>• <i>Board and Committee minutes</i></li> <li>• <i>PAC Announcements, Meeting Minutes, and Resource Materials Posted at <a href="http://www.Palihigh.org">www.Palihigh.org</a>.</i></li> <li>• <i>Pali Newsletter posted at <a href="http://www.Palihigh.org">www.Palihigh.org</a></i></li> <li>• <i>Parent-student handbook at <a href="http://www.Palihigh.org">www.Palihigh.org</a></i></li> <li>• <i>Booster Club Minutes and Fundraising Information posted at <a href="http://www.Palihigh.org">www.Palihigh.org</a>.</i></li> <li>• <i>PTSA minutes and programs listed at <a href="http://www.Palihigh.org">www.Palihigh.org</a>.</i></li> <li>• <i>Pre-registration booklet</i></li> </ul>

registration program designed. The pre-registration was set up to help teachers maximize use of instructional minutes. In the past, classroom time was used to distribute textbooks and collect Acceptable Use Policy (AUP) forms and emergency cards. Now all those tasks are folded into pre-registration. Approximately 80 parent volunteers helped with pre-registration, and many parents/guardians attended the pre-registration or 9<sup>th</sup>-grade orientation with their student.

Community concerns about reckless driving among teenager's parents and staff to bring to campus a program titled *Every 15 Minutes*. Parents did the fund-raising needed to pay for the program and then organized and participated in the two-day event attended by every student on campus. Currently a group of parents is planning to bring a similar program, In an Instant, to campus in the spring of 2012 and again in the following school year.

The Blackboard Connect service (ConnectEd) provides translation services in English, Spanish, Farsi, and Korean. Through ConnectEd, PCHS staff members are able to reach the school community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification. This service is an efficient way to keep stakeholders informed, and involved. ConnectEd provides different channels for instant communication, via phone, e-mail, and text components. The ConnectEd data base consists of parent phone numbers (home and cell) as well as e-mail addresses that have been entered into our Integrated Student Information System. In February 2012, teachers will have access to ConnectEd to distribute information about individual student grades, upcoming tests, homework assignments, and attendance.

The College Center presents regular workshops for parents, covering basic college admissions requirements, test preparation, financial aid, the college search and application process, and College Center procedures.

In the fall and spring semesters, PCHS administrators from the counseling and attendance offices provide an informational assembly for parents of students attending our primary feeder school, Paul Revere. Parents of prospective students receive information about PCHS' 9<sup>th</sup>-

- *Emergency cards in nurse's office*
- *AUP forms in library*
- *PTSA minutes from Sept. 22, 2011 at [www.Palihigh.org](http://www.Palihigh.org)*
- *PowerPoint, Meeting Agenda, and Logic model*
- *Every 15 minutes notebook*
- *Connect-Ed Spanish phone calls, translated mail*
- *Meeting Minutes and draft of materials*
- *Pali Newsletter*
- *Schedule for 9<sup>th</sup> grade orientation*
- *Handouts for counselor visits*
- *Parent-student handbook*

grade program and the math and English Language Arts placement tests.

Counselors regularly update PCHS parents about their child's academic progress toward meeting graduation requirements. Weeks in advance of the start of each semester, parents receive academic planning sheets. The parents of seniors receive five additional mailings (senior letters). Both the planning sheets and letters include information about individual student credits earned, CAHSEE results, and potential course deficiencies.

Parents are asked to sign off on the academic planning sheets and AP contracts ensuring that both student and parent are aware of the commitments. Counselors are available in their offices on Back to School Night for parents who have questions, in both English and Spanish.

Parents are included in both Section 504 and Individualized Educational Plan meetings. Section 504 meetings are conducted by the school's 504 coordinator and IEP meetings are scheduled by the student's assigned special education teacher.

In an effort to provide an inclusive environment and access to information, translators are available for all school-related communications. In the past, written communication was inconsistent from mailing to mailing, due in large part to the translator available. However, as of 2011, web site translations are available in many languages. Non-English speaking parents are able to communicate with translators who are available at all times to facilitate discussions with school personnel regarding students' achievement and social/emotional needs.

PCHS had 87 Limited English Proficient (LEP) students last school year and that number has grown to 96 for the 2011-12 school year. While approximately 78% of our LEP students' home language is Spanish, PCHS has 13 languages represented in our English Language Learners (ELL). The number of English Language Learners designated as Limited English Proficient has decreased over the past six years from 181 and 164 respectively in 2005-06 / 2006-07 school years to an average of

- *Four-year planning sheets*
- *Counselor alpha distribution sheet*
- *Signed four-year planning sheets are available in the counseling office*
- *AP contract*
- *504 and Individualized Education Plans available in Special Ed office*
- *[www.Palihigh.org](http://www.Palihigh.org) web translations*
- *ConnectEd translator*
- *ELAC meeting minutes*
- *CELDT test data*
- *Demographic student data*
- *Fuerza Unida assembly video*
- *Fuerza Unida agendas*

approximately 85 in the subsequent four years. PCHS has a newly rejuvenated English Language Learners Advisory Committee (ELAC), a group of stakeholders, including parents, who serve in an advisory capacity for the program. Over the past six years, parental involvement in ELAC has been inconsistent due to administrative personnel changes. Communication with this group of parents is being established to ensure they are aware of opportunities for training, as well as, opportunities on the school site to support and become involved in their child's education.

Fuerza Unida, a social, cultural, and academic program created to support Pali's Latino students' and families, has created a platform to strengthen ELAC. FuerzaUnida consists of a team of teachers and counselors who work closely with the Latino Student Union to advocate for and educate Latino students and parents about the school system, educational opportunities, and means to overcome barriers to success. The program, established in 2009, has successfully increased parental involvement among Latinos at Pali through Saturday meetings and workshops held in Spanish. Three meetings were held during the 2010-2011 were attended by over 200 parents. During the 2012 school year, Fuerza Unida held a 9<sup>th</sup> Grade Welcome Assembly for new parents and a Four-Year Planning Assembly for all Spanish-speaking parents. Parents are notified of events by phone message in Spanish. During meetings, Latino parents are encouraged to share ideas about how to improve academic performance among Latino students.

Fuerza Unida is supporting Pali's effort to make documents available in students' home language. Palisades Charter High School looks to focus on repairing damaged headsets, consistently translate documents, creating a multi-lingual parent handbook and resource directory, as well as establishing a parent center. Fuerza Unida has made some translated documents available to parents in Spanish on the website under the "Latino Student Union" link.

The Village Nation (TVN), a program brought to Pali to empower and improve the self-esteem and academic performance of Pali's African American students, is also focused on integrating parent voice in Pali's teaching and

- *Fuerza Unida workshop schedule*
- *Sign-in sheet*

- *Spanish language documents posted at [www.Palihigh.org](http://www.Palihigh.org)*

- *TVN contract*
- *Lifeline meeting agenda*
- *TVN Parent Summit agenda*

learning process. Currently, Village Nation “elders” are working with TVN founders, Fluke Fluker and Bill Paden, to establish Lifeline, a parent component of the program and Cleveland High School, where TVN began. Pali held its first Lifeline meeting with parents, and will be scheduling a follow up meeting with interested parents. African American parents are also invited to a Saturday Parent Summit in October.

Advanced Via Individual Determination (AVID) is nation-wide program providing educational support to students who benefit from additional structure to be college ready. AVID encourages parent participation and schedules a Saturday parent meeting each semester.

Non-English speaking parents are able to communicate with translators who are available at all times to facilitate discussions with school personnel regarding students’ achievement and social/emotional needs.

- *AVID meeting agenda*

- *IEP survey and list of translator/ languages*
- *Multi language IEP sample*





## USE OF COMMUNITY RESOURCES

FINDINGS	EVIDENCE
<p>PCHS has long-standing ties with many community organizations, including the American Legion, Masonic Lodge, YMCA, Women's Club, and Historical Society. Many of the members of these organizations collaborated with school personnel to stage activities connected with the school's 50<sup>th</sup> anniversary celebration, including organizing reunions and the time capsule opening. In order to strengthen ties with the aforementioned organizations as well as members of the local business community, a PCHS staff member is currently serving as the president of the Palisades Chamber of Commerce.</p> <p>For many years Pali has had an in-house community service program, however this past school year PCHS has employed The Palisades-Malibu YMCA's Center for Social Responsibility to manage our community service program, dedicated to developing ethical leaders of exemplary character who embrace responsibility for their actions and to have a positive impact, through their activities, on the school, the local community, and the world.</p> <p>In addition to the YMCA, there are several community-based organizations that provide support services to our school, such as Our House, Ojai Foundation, Antioch University, Teen Line, and Angels at Risk. Our House, a grief support group works with the school psychologist and the school counselors to provide support around grief issues. They run regular grief groups. The school psychologist, a school counselor, and an English teacher were certified through the agency as grief counselors.</p> <p>Under the direction of Dr. Eric Day, Clinical Director of the Counseling Center, Antioch University has partnered with PCHS to provide services to both students and their families since 2008. On-site counseling is available to students at PCHS and Temescal Canyon Academy. In addition, the Counseling Center also provides outside individual and family counseling resources (reduced fee/sliding fee scale) for PCHS families, faculty and staff on the weekend and during evening hours. In 2009 these services expanded to include an additional site, <u>Antioch University International Counseling Center</u>.</p>	<ul style="list-style-type: none"> <li>• <i>Donations and scholarship documentation</i></li> <li>• <i>Volunteer sign ups</i></li> <li>• <i>Tideline coverage of time capsule opening</i></li> <li>• <i>Palisades Chamber of Commerce literature</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Community service program information at <a href="http://www.Palihigh.org">www.Palihigh.org</a></i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Group list</i></li> <li>• <i>Literature from participating organizations</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Antioch literature</i></li> </ul>



Psychotherapy in many languages, including English, Farsi, Hebrew, Russian and French is now available to our diverse school community.

In 2005 our school community experienced the death of a rising senior, Dillon Henry. Through the generosity of his family and their desire to honor their son, the Henry family established an ongoing relationship with the Ojai Foundation and brought the practice of Council to PCHS. More than 50 teachers and administrators have been formally trained to conduct council in the classroom and it is an expanding program on campus that provides support to students. This year, with the support of the Booster Club, 20 additional teachers were trained. Also, a formal Council School Leadership Team was established and sent to Ojai for more advanced training. Fundraising efforts are in place to bring mentors and more advanced training to the campus.

Antioch University has partnered with PCHS to offer discount counseling services to our families and staff, and provide Marriage and Family Therapist interns weekly who provide additional counseling support for students and their families at no cost. Psychotherapy in many languages, including English, Farsi, Russian, and Hebrew, is available.

The School Psychologist has partnered with the Wellness Community Cancer Support of Santa Monica and for the past three years has offered a weekly counseling support group for students with debilitating illness and illness in their families

Teen Line, a national suicide hotline at Cedars-Sinai Medical Center currently trains selected PCHS students for participation on their hotline. These students participate in yearly outreach to students on campus. Teen Line offers school-wide assemblies and workshops.

Angels at Risk provides a structured, weekly 12-step program for students struggling with substance abuse addiction and additional community resources when needed. The organization also offers parents/students weekly evening programs.

The Career Counselor organizes an annual Career Fair

- *Council file records*
- *Ojai Foundation brochure*
- *Council training sign-in sheets*
- *Leadership team meeting agendas*
- *Booster club minutes*

- *Approval letters, referral list*

- *Wellness Community Cancer Support literature*

- *Teen Line literature*

- *Angels at Risk literature*
- *Flyers and sign-in sheets*

- *Career Fair literature*
- *Pali e-mails*

that provides students with the opportunity to meet with local business owners as well as representatives from city, county, state, and federal agencies. Through the Career Center, parents and students receive information about how to access training programs, internships, mentoring programs, and work studies programs. Students have the opportunity to take the ASVAB and participate in ROP programs.

PCHS uses LAUSD's DOTS transition program and employs a transition specialist three days a week. The transition specialists provides students with opportunities to seek resume assistance, field trips to local colleges, job placement, and functional living assistance to students in the moderate to severe program.

The school librarian organizes "Author talks," a program that provides students with the opportunity to meet with local authors.

Graduates of the UCLA College Counseling Certificate Program volunteer to work one day a week in the College Center. The volunteers provide a variety of services, including meeting with students one-on-one for college planning, college essay brainstorming and editing, and development and delivery of a wide variety of parent and student workshops.

Representatives from Compass Education Group, one of Los Angeles' premier test preparation companies, comes to Pali and offers a workshop that allows parents and students to learn about PSAT, SAT, and ACT tests.

Every October, the College Center staff stages College Fair that includes admissions representatives from approximately 100 colleges and universities. During the College Fair, parent workshops are offered in both English and Spanish. In addition, there is an assembly where parents can access information about Historically Black Colleges and Universities (HBCU). PCHS graduates who attend or have graduated from HBCUs are featured speakers.

During the school year, between 100 and 200 individual admissions representatives visit Pali to meet with interested students. Admissions representatives from UC,

- *Career fair participant list*
- *Sign in sheets*
- *ASVAB score reports*

- *DOTS documents*

- *Author talks*

- *College Center sign in sheet*

- *Compass Education literature*

- *Career Fair participant list*
- *Event programs*
- *Literature*

- *Pali e-mail*
- *College Center calendar*

CSU, and community colleges make regular visits to campus and are available to meet with students.

Palisades opened on September 11, 1961 and is celebrating the school's 50<sup>th</sup> anniversary throughout the 2011/12 school year. Students, teachers, parents, community members, alumni and members of local community organizations have been working together in the planning of the 50<sup>th</sup> anniversary events since spring of 2009. The 50<sup>th</sup> events so far have included participation in the community 4<sup>th</sup> of July parade, Rose Remembers (an event honoring a current teacher who has taught since the opening day), the opening of the time capsule, homecoming and pep rally celebrating the past 50 years, and a 60's event held both on campus and on Saturday evening with alumni.

As part of the school's 50<sup>th</sup> anniversary celebration, business community members have volunteered their resources, expertise, and time to enhance educational learning, technology resources, and campus improvement and direct services that benefit all students. Pali's Booster Club has provided some of the funding needed for these projects, which include painting the school and renewing landscaping.

In 2010, local community members founded *People for Pali High*, a community organization that supports and promotes PCHS through quarterly meetings, special events, awareness campaigns, and its website [www.peopleforpali.com](http://www.peopleforpali.com). This past year the group designed and donated the banners that hang from light posts surrounding the school that focus on the excellence of Palisades Charter High School.

Student organizations and groups also regularly interact with community members. The Student Body Leadership class actively seeks out service and merchandise donations for school activities and events.

The Village Nation at PCHS received grant funding from the Dwight Stuart Foundation to pay for impact assemblies and elder training. TVN was implemented on campus with the purpose of building pride and increasing academic achievement among African American students.

- *50<sup>th</sup> anniversary documents*
- *Freshly painted buildings, landscaping, new benches*
- *Booster Club minutes at [www.Palihigh.org](http://www.Palihigh.org)*
- *PeopleforPali.com website*
- *Donor letters*
- *Grant through the Dwight Stuart Foundation*

Many faculty members invite guest speakers to their classes and club meetings. Local as well as international speakers with a multitude of perspectives, expose students to additional critical thinking, enhance the learning environment, and broaden their global awareness. Human Rights Watch Student Task Force is one student-run organization that regularly schedules guest speakers from the community and different parts of the world.

Gay Straight Alliance meets weekly to provide a safe and supportive environment for lesbian, gay, bisexual, and transgender (LGBT) youth and their straight allies. (LGBTQA) works to promote a campus free of anti-LGBT harassment. GSA has invited a number of guest speakers from the community.

Scholarships are provided to graduating seniors by multiple community organizations and families. The following community organizations and individuals provide scholarships to graduating seniors every year: American Legion, Masonic Lodge, Pacific Palisades Women's Club, Pacific Palisades Historical Society, Pacific Palisades Library Association, Palisades Rotary Club, PTSA, Palisades Lions Club, Palisades Charter Schools Foundation, Compass Education Group, Village Nation, Optimists Foundation, Jones-Kanaar Foundation, faculty member Rose Gilbert, members of the history and mathematics departments, and the families of former students Dillon Henry, Travis deZarn, Michele Missetich-Friedlander (for a total of close to \$100,000 every year).

- *Guest speaker list*
  
- *GSA Literature*
- *"Safe space" stickers on classroom doors*
  
- *Senior awards program*
- *List of scholarships*

## PARENT/COMMUNITY AND STUDENT ACHIEVEMENT

FINDINGS	EVIDENCE
Student achievement is communicated to parents and to the community in a variety of ways that increases and changes as technology becomes available. PCHS mails progress report cards to student households every five weeks. Individual course expectations are detailed in a course syllabus, which is distributed at the beginning of the school year. In addition, school-wide grading policies are detailed in the Student/Parent Handbook.	<ul style="list-style-type: none"> <li>• <i>Progress reports/report cards</i></li> <li>• <i>Teacher web</i></li> <li>• <i>School Website</i></li> <li>• <i>Sprint-tel phone calls</i></li> <li>• <i>Counselor correspondence</i></li> <li>• <i>Student/Parent Handbook</i></li> <li>• <i>Course syllabus created by teachers</i></li> <li>• <i>Parent Liaison newsletter</i></li> </ul>

Our school API and CST scores are made publicly available on [www.palihigh.org](http://www.palihigh.org) and in our Parent/Student Handbook.

Several teachers use TeacherWeb to communicate many aspects of their classes and student achievement. Teachers use the site to publish course outlines, assignments, rubrics, grades, and other pertinent class information. Many teachers update their TeacherWeb pages regularly and send NewsFlash updates to parent and student email subscribers. During Back to School Night, many teachers model how to access information on the website.

Since February 2009, PCHS has used the ISIS Family module, an online tool that allows parents to monitor student academic progress and attendance records. Parents can access information in various languages such as Armenian, Chinese, English, Farsi, Korean, Russian, Spanish, Tagalog, and Vietnamese.

ESLRs are posted in every classroom, and teachers reference them during instruction. ESLRs also are posted on the school website.

During IEP and 504 meetings, students and their parents are invited to meet with instructors, counselors, and other school staff to review individual student progress and discuss support services available to the student.

Counselors are assigned to students alphabetically by last name. Parents and students can easily identify their counselor by the first letters of their last name. The alpha distribution system enables counselors to build relationships with families who have multiple students at the school. Unless there is a change in personnel, the student stays with his/her counselor for the entire four years of high school. Working with students in multiple grade levels assists the counselors in advising students as they matriculate into the next grade level.

- *CST Scores*
- *School report card*
- *TeacherWeb link at [www.Palihigh.org](http://www.Palihigh.org)*
- *Back to School Night agenda*
- *ISIS Family module literature*
- *Classroom observations*
- *[www.Palihigh.org](http://www.Palihigh.org)*
- *ESLRs posters*
- *504/ SST meetings*
- *Counselor load list posted at [www.Palihigh.org](http://www.Palihigh.org)*
- *Signed four-year plans*
- *AP contracts*

## **E2. SCHOOL CULTURE AND STUDENT SUPPORT CRITERION**

- a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

PCHS has taken several steps to ensure the physical and emotional safety of both students and staff. Before and after school, security aides man stations at every gate, in front of the school, and in the parking lots. Because the campus facility is open – there is no fence on the Bowdoin Street side of the campus – the PCHS security staff faces some challenges. Security staff members patrol the campus throughout the school day and they use hand-held radios to remain in contact with school police, the deans, and administrators as well as school support staff in the main office, nurse’s office, school psychologist’s office, and dean’s office. Students out of class during instructional time are required to have a hall pass and must present school-issued ID upon request. Tardy sweeps are routinely conducted throughout the school year to make sure students get to class on time.

Once a month, students and staff participate in emergency drills. During these drills, teachers review and practice protocols that will be put into place in the event of an emergency such as a fire, earthquake, or lockdown. After the drills, administrators evaluate the effectiveness of the drill and share the information with staff via email. Teachers and staff receive copies of emergency procedures at the start of every school year, and teachers are asked to review procedures with students on an ongoing basis. Every classroom has a safety pole, which includes printouts of class rosters, a map of evacuation routes, and a map of assembly areas. In addition, every classroom and office is stocked with emergency supplies, including water, food, and first-aid kits.

Before the start of the 2011-12 school year, PCHS’ Board of Trustees adopted a whistleblower policy that makes it possible for all stakeholders to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. Information about this policy was shared with students, their parents, and all staff members.

Geographically located in a wealthy suburb of Los Angeles, PCHS never has had serious problems involving criminal or gang activity. Most students and staff report to feeling physically safe on campus. In recent years, the PCHS staff has designed and adopted programs intended to make students feel more emotionally safe on campus.

In an effort to set the right tone for the school year – and to reinforce the student’s knowledge of school rules and policies – the administrator in charge of discipline holds a “Culture Chat” assembly during all four days of registration. During this assembly, students receive information about the school’s dress code, honor code, attendance policy, and school-wide expectations of behavior.

PCHS also has taken several measures to ensure the emotional well-being of all students. Pali’s support staff includes a licensed nurse, a nurse’s aide, and a trained school psychologist. The nurse is available to see students throughout the school day. The school psychologist facilitates or oversees many support groups for students and has an open-door policy during lunch and nutrition. These staff members are integral parts of the “crisis team,” which is in charge of putting together the emotional support services the school community may need in the wake of a traumatic incident such as the death of a student or staff member.

In addition, PCHS has taken many proactive steps to ensure the health and safety of students. The health education teacher promotes tobacco-free lifestyles during the annual T.U.P.E. campaign. Conflict resolution skills are reinforced in Council, a mediation process that more than 50 staff members have been trained to use. And throughout the school year, the student-led “Green Team” encourages everyone in the campus community to recycle materials.

Throughout the school year the PCHS community regularly recognizes students and staff members who make positive contributions. More than 30 students are honored during “Student of the Month” assemblies, and every month one staff member is recognized for making a special contribution. Staff surveys show that PCHS employees feel safe on campus and have a high degree of job satisfaction.

While it is clear that PCHS community has made progress in recent years, it is also plainly evident that more progress can be made. In large part, because of administrative turnover and the board-driven changing administrative structure, the PCHS staff often times has been distracted from its primary mission: serving students. A handful of staff members routinely engaged in heated – and often – harmful – e-mail exchanges, which were shared with all employees. In response, two years ago, school officials enacted a policy regarding proper use of the school’s e-mail system as well as guidelines regarding the use of social media websites. Since the policies were put into place, communication among faculty and staff members has greatly improved, creating a more pleasant, productive work environment for everyone.

In implementing the PLCs and SLCs, PCHS has created a forum that encourages teachers to work together to improve their professional practices. At the beginning of the 2011-12 school year, PCHS implemented Pali Pals, a program that allows National Board Certified teachers to mentor and support teachers new to PCHS as well as veteran teachers who would like feedback and/or support on curriculum design, classroom management, and instructional strategies.





## SAFE, CLEAN, AND ORDERLY ENVIRONMENT

FINDINGS	EVIDENCE
<p>PCHS has several policies in place to ensure a safe environment for our students. Full-time security personnel and LAUSD school police officers are on constant patrol throughout the school day and after school. Security personnel collaborate with the deans, the school police, and the administration with constant radio contact. During nutrition and lunch periods, PCHS counselors are assigned to supervision of several areas to assist the deans and security employees.</p>	<ul style="list-style-type: none"> <li>• <i>Supervision schedule</i></li> <li>• <i>Sign-in records</i></li> </ul>
<p>Pali has two full-time deans, and an administrative assistant is assigned to the dean's office. Working together with the security team, the deans promote progressive discipline, which starts in individual classrooms. Teachers have input in discipline consequences. The Student Handbook has a comprehensive explanation of discipline, consequences, and the school's honor code. The dean's office maintains a positive attitude when dealing with students and looks for signs of at-risk behavior. The school has zero tolerance for bullying and/or harassment.</p>	<ul style="list-style-type: none"> <li>• <i>Parent/Student Handbook</i></li> <li>• <i>Dean's office observation</i></li> </ul>
<p>Working with security personnel and classroom teachers, the deans have random tardy sweeps, which are intended to make sure students get to class on time. Teachers receive e-mail alerts when tardy sweeps are to occur. After the tardy bell rings, an announcement is made over the public-address system. Teachers are asked to close classroom doors, so the deans and security staff can round up students who are late getting to class. Students caught in the tardy sweep are asked to serve detention in the gym at lunch. Dean's office personnel supervises the lunchtime detention sessions.</p>	<ul style="list-style-type: none"> <li>• <i>E-mails to staff</i></li> <li>• <i>Detention slip records</i></li> </ul>
<p>PCHS has regular earthquake and fire drills so that students are comfortable with the procedures during these emergencies. Counselors are responsible for reuniting students with their parents and keeping an accurate schoolwide attendance.</p>	<ul style="list-style-type: none"> <li>• <i>"Great Shakeout" documents</i></li> <li>• <i>Safety drill schedule</i></li> </ul>
<p>Every September, members of the PTSA stock classrooms with emergency supplies, including water, food, blankets, and first-aid kits. In addition, there is an</p>	<ul style="list-style-type: none"> <li>• <i>PTSA minutes at <a href="http://www.Palihigh.org">www.Palihigh.org</a></i></li> <li>• <i>Emergency polls in every</i></li> </ul>

emergency poll in every classroom. The poll is to be used during evacuations. Evacuation routes, staging areas, and classroom rosters are stored in plastic sleeves tethered to the poll.

Safe procedural protocols are followed during emergencies such as fire drills and lockdowns. PCHS has a safe school plan that is implemented in times of crisis and an identified and trained crisis team convenes to provide the necessary order, support and access to resources for students. Written emergency plans and evacuation procedures are in every classroom.

Staff development has been provided to increase teacher sensitivity to students from different backgrounds and students at different academic levels (RSP, SDP, severe, LGBTQ, at risk, etc.). Faculty receives annual training in child abuse reporting.

Students are required to carry school identification cards with them at all times while on Pali's open campus.

In 2011, the PCHS Board of Trustees approved a whistleblower policy. To provide a means of reporting concerns pertaining to the school, PCHS contracted with MySafeSchool ([www.MySafeSchool.com](http://www.MySafeSchool.com)), a confidential and anonymous system that allows PCHS stakeholders to report school issues such as harassment, theft, substance abuse, and unsafe conditions. Through a secure system, MySafeSchool transmits data to the appropriate campus personnel and designated school board members while protecting the identity of the user, if the user chooses to remain anonymous.

The written intervention for suicidal students is provided to the crisis team. The crisis team meets periodically to discuss crisis interventions. When needed, they assemble during a crisis and after to de-brief. In addition, the crisis team developed a step-by-step protocol and response system for dealing with suicidal students.

This year the administrator over student discipline piloted Culture Chats in the large gym with groups of continuing students as one of the stations during registration. The culture chat emphasized school rules and policies and proper behavior.

*classroom.*

- *Safe school plan*
- *Classroom emergency plans and evacuation procedures*
- *E-mails*
- *Professional Development schedule*
- *LAUSD training video available online*
- *Student/Parent Handbook*
- *[www.MySafeSchool.com](http://www.MySafeSchool.com)*
- *Crisis team packets*
- *Registration agendas*

In order to increase promote recycling and conservation, a student created the Green Team. A Green Team member made a presentation during Culture Chats held during Registration. Once the school year began, Green Team members circulated around campus during lunch and nutrition and to encourage students to pick up after themselves and their peers. Campus clean-ups are a regular activity of the Green Team.

Many members of the faculty and staff are trained and able to offer emotional and physical support to help ensure a safe and orderly environment. The school nurse and the Health Office work with students, families, and physicians to develop an Individualized School Health Plan. The Health Office supports the medical and mental health of our student body, with attention to developmental aspects of the teen years. In 2011, the Health Office hosted an H1N1 vaccine clinic, implemented a stronger medication policy, and increased interactions with students regarding proper usage. A new initiative for 2012 has been the creation of a support group for teens with Type-1 diabetes.

As another means to emotionally support students and provide a safer and more nurturing school environment, the Council program was initiated at PCHS in 2007, with the goal of improving school climate and culture. Council offers effective means of working with conflict and discovering the deeper, often unexpressed needs of individuals and organizations. More than 50 teachers are Council-trained and continue to run Councils with different stakeholder groups at PCHS.

For several years, Pali had access to T.U.P.E funding, which allowed the health teacher to run yearly campaigns promoting tobacco-free living.

The health teacher uses Atlas/Athena curriculum, a program designed to promote physical fitness and healthy lifestyles.

*Every 15 Minutes* is a high impact program that was organized by parents in conjunction with PCHS staff to educate students about the seriousness of reckless driving in April 2010. Currently a group of parents are in the planning stages of a similar program called, In an Instant,

- *Registration agendas*
- *“Green Team” tickets*
- *Health office records*
- *H1N1 clinic literature*
- *Type-1 Diabetes support group schedule*
- *Council training agendas*
- *T.U.P.E. literature*
- *Atlas/Athena curriculum in health Ed room*
- *Every 15 Minutes notebook*

for the 2012/13 school year.

Custodial staff work in collaboration with the ongoing needs of faculty/staff/students to ensure a clean and safe school; these are exceedingly responsive to ongoing daily requests and situations as they arise.

The school community routinely recognizes students and staff members who have made positive contributions. Teachers have the opportunity to select a “Student of the Month.” These students are recognized at a lunchtime assembly. Staff members are encouraged to distribute “Dolphin Tickets” to students “caught doing the right thing.” Every Friday, one ticket is drawn, and student’s name is announced over the public-address system. Prizes are awarded to students. In addition, every month one staff member receives the “Pali Positive” award. All stakeholders are invited to submit nominations, which are forwarded to the Communications Committee. The “Pali Positive” winner receives a small award and use of a designated parking place.

- *E-mails and agendas*
- *Plant manager report log*
- *Student of the Month awards*
- *Dolphin ticket box in the main office*
- *“Pali Positive” parking space*
- *“Pali Positive” nomination form at [www.Palihigh.org](http://www.Palihigh.org)*



## HIGH EXPECTATIONS/CONCERN FOR STUDENTS

FINDINGS	EVIDENCE
<p>PCHS sets a precedent of high expectations as well as concern and guidance for all students. In the beginning of each semester, teachers distribute a class syllabus, which clearly states standards and or skills each student is supposed to master during the semester. These syllabi also state work habit and class cooperation expectations. Teachers monitor the performance of students and routinely communicate with parents through emails, phone calls, and progress reports. Furthermore, many teachers use web-based resources such as <a href="http://www.teacherweb.com">www.teacherweb.com</a> to post assignments, grading rubrics, and individual student grades. Lastly, teachers, counselors, and instructional support staff work closely with students to set appropriate goals for CST testing and discuss future courses with every student and make recommendations for placement into courses based off teacher recommendations.</p> <p>The counseling office works closely with students to communicate with them about expectations for college admission. Counselors meet with every student a minimum of once every semester to discuss coursework and future plans. The counseling department also distributes the A-G requirements of the University of California/California State Universities schools to students each year beginning in the 9<sup>th</sup> grade. All students enrolled in general education classes are encouraged to complete A-G courses. Academic counselors and College Center staff regularly meet with students to clarify college eligibility requirements and to help students plan their high school curriculum to maximize college admissions prospects.</p> <p>Students are expected to follow the school's published Honor Code, and violations such as cheating are dealt with seriously with the dean of discipline. During registration, every student receives a copy of the Student/Parent handbook, which includes a copy of the school's honor code as well as PCHS expectations regarding behavior and attendance.</p> <p>When a student is in distress or exhibiting at-risk behaviors, teachers and staff are encouraged to make</p>	<ul style="list-style-type: none"> <li>• <i>Plan sheets</i></li> <li>• <i>Teacher syllabi</i></li> <li>• <i>Teacher websites</i></li> <li>• <i>4-year planning sheets and counselor files</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>4-year planning sheets</i></li> <li>• <i>Schedule of counselor visits to classrooms</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Student/Parent Handbook</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Referral Documentation</i></li> </ul>

referrals to the academic counselor, school nurse and/or school psychologist. Students receive specific, individualized, and confidential support for their social/emotional/academic issues. Problem-solving strategies are encouraged and access to on-going support is encouraged; this facilitates overall well-being and increases one's ability to learn.

Pali Buddies is a school organization that promotes integration of students with severe disabilities. The program assigns general education students to disabled students and meets in the special day program classroom. Pali Buddies have taken one or two field trips per year and participate in car washes, picnics and other events to fundraise and build friendships.

In 2011, PCHS contracted with MySafeSchool ([www.MySafeSchool.com](http://www.MySafeSchool.com)), a confidential and anonymous system that allows PCHS stakeholders to report school issues such as harassment, theft, substance abuse, and unsafe conditions. Through a secure system, MySafeSchool transmits data to the appropriate campus personnel and designated school board members while protecting the identity of the user, if the user chooses to remain anonymous.

Pali's current incarnation of the Gay-Straight Alliance (GSA) started in Fall 2009, when a committed and dynamic group of students came together to address Pali's climate and personal experiences with anti-LGBT sentiment. In previous years, the GSA on campus had very small membership. Currently there are approximately 30 student members of GSA, and the organization has sponsored several events on campus, including Ally Week, National Coming Out Day, Harvey Milk Day, and Day of Silence – all intended to raise awareness and create a campus free of anti-LGBT language and harassment.

The Village Nation and Fuerza Unida are high-profile groups on-campus that celebrate, support and promote academic success. Fuerza Unida holds a lunch-time assembly to honor students who post at least a 3.0-grade-point average in any academic term. Teachers donate food for the luncheon. The Village Nation has a peer mentoring program in which upper classmen are asked to

- *Pali Buddies meeting schedule*

- [www.MySafeSchools.com](http://www.MySafeSchools.com)

- *Gay Straight Alliance meeting schedule*
- *Pali e-mails*

- *TVN literature*
- *Fuerza Unida literature and video footage*
- *E-mails*



work with 9<sup>th</sup> and 10<sup>th</sup> graders. TVN also has an assembly every year in which students review and discuss CST data.



## ATMOSPHERE OF TRUST, RESPECT AND PROFESSIONALISM

FINDINGS	EVIDENCE
<p>Trust, respect and professionalism are practiced by the school staff on a daily basis, in all settings on campus. This is achieved by open communication, adults adhering to a code of ethics, clear job responsibilities and expectations for professionalism. Guidelines are outlined in the Staff Handbook. Moreover, the instructional leader routinely encourages staff to meet with her to voice any concerns. This open-door policy fosters a positive working environment.</p>	<ul style="list-style-type: none"> <li>• <i>Staff handbook</i></li> <li>• <i>Principal's open-door policy</i></li> </ul>
<p>Professional training was provided to provide teachers with strategies needed to create and maintain productive, positive students and parents.</p>	<ul style="list-style-type: none"> <li>• <i>Professional Development schedule</i></li> </ul>
<p>Established at the beginning of the 2011-12 school year, Pali Pals provides support for teachers who want peer support, assistance, or feedback. The Pals are National Board Certified Teachers, who work closely with new teachers and any staff member who makes a request. Pals are available to help colleagues with lesson design, instructional strategies, and classroom management issues. All conversations are confidential. Every new teacher at Pali is assigned a Pal.</p>	<ul style="list-style-type: none"> <li>• <i>Pali Pals literature</i></li> </ul>



In recent years, the instructional leader had weekly “Principal Chats” during the lunch break and facilitated Council sessions for faculty and staff. Within the Council format, teachers and staff were provided with a safe place to voice their feelings and ideas. Opening lines of communication built trust among staff members.

PCHS staff/faculty state that they have a strong feeling of pride in their school, enjoy their jobs, and report satisfaction in their daily interaction with colleagues, administrators, students, parents and the community.

The Communications Committee is developing social networking guidelines to help faculty and staff navigate social networks in a safe and professional way.

- *Faculty surveys*
- *Pali e-mails*
  
- *Staff survey*
  
- *Communication Committee minutes at [www.Palihigh.org](http://www.Palihigh.org)*

## **E3 & E4. SCHOOL CULTURE AND STUDENT SUPPORT CRITERION**

### ***E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?***

In an effort to make sure every student receives appropriate support and an individualized learning plan, every student meets with his/her counselor a minimum of once per semester for course planning (programming). Prior to meeting with the student, the counselor prepares an individualized semester plan sheet that is distributed to students in order to review with parents/guardians. The plan sheet includes credits completed, credits in progress, completion of testing (CAHSEE, FitnessGram), and course requirements including courses for remediation and graduation requirements other than grade level classes not yet completed. The plan sheet is completed with classes for the upcoming semester/school year with the counselor. A handout is provided during programming to students with graduation, A-G, and NCAA requirements in addition to courses offered.

In order to meet the need for a more comprehensive individualized graduation plan for underclassmen, counselors will complete projected four-year plans with every second-semester 9<sup>th</sup>-grade students in the spring semester. Under policies recently implemented, the projected four-year plan will be sent home to parents with additional information including department policies for placement in advanced-level classes (AP and honors), information about support services, and college planning information. Four-year plans will be tailored to meet the needs of students in the Special Day Program who are working towards a diploma and transition plan.

Counselors randomly survey 9<sup>th</sup> grade students during first semester before programming and after programming for 10<sup>th</sup> grade to assess their understanding of graduation and college requirements. Students with Individualized Education Plans receive additional services through the Special Education Department. Parents, students, their teachers, and PCHS support staff (e.g. school nurse, psychologist) collaborate during the meeting, sharing information to make sure the student is receiving appropriate services, accommodations, and curriculum modifications. IEP meetings are usually held during seventh period, and each of the student’s teachers is required to

attend. Information gathered is used to revise the student's IEP. After the meeting, the student's teachers receive electronic copies of the revised or amended IEP. PCHS also has a 504 coordinator, who is responsible for holding meetings, revising 504 documents, and distributing information to appropriate school personnel. The 504 meetings usually are held during Per. 7, and each of the student's teachers is required to attend.

College Center staff counselors/advisors and volunteer counselors meet with students one-on-one during junior year and senior year. Volunteer writing coaches are available for assistance with college essays and the writing portion of the SAT. A financial aid advisor is available to assist with completion of FAFSA and other financial aid forms, and for interpretation of financial aid awards from colleges. Students not "on track" for UC/CSU are given community college information referred to career advisor for aptitude testing, career research, etc.

***E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?***

PCHS accommodates learning differences by providing various programs. Examples include Special Education, (IEPs); for students who are classified Limited English Proficient contain a Master Plan for English Learners); Section 504 Accommodation Plans, school-wide interventions as part of our Response to Intervention (RtI) model, and our two support classes for English learners. In order to meet the needs of students who are not passing their classes, this year the counseling office has established the COS Program (Counseling Office Support), a referral program for 9<sup>th</sup> graders who have one or more Fails at the five weeks of the semester. From week five to ten of the semester the students meet with their counselor and they are placed on a weekly grade monitoring program. At the ten weeks, students with three or more fails are placed in an intervention/tutoring program to support effective study habits, monitor work completion, and provide tutoring where needed. If at the 15 weeks the students' grades have not improved they will remain in the intervention program until they have raised their grades. Parents of tenth and eleventh grade students who have one or more Fails are notified by mail. These students are placed in academic watch and are monitored weekly by their counselor to make sure they are improving their grades. This year the Biology and U.S. History PLCs are piloting a PLC driven Reteach and Reassess Program. The program includes one-on-one instruction and mentoring. At the end of the school year the program will be reassessed and refined. The school also offers a tutoring program in the Study Center and tutoring by individual teachers. This semester a local restaurant is offering tutoring after school, Books and Bagels program. Students have access to over 20 AP and honors classes. BSU, TVN, LSU, and Fuerza Unida provide support and mentoring to African-American and Latino students and parents.

Students can also participate in more than 100 clubs and 14 different sports that include 42 levels. Ten of the team sports are offered for both, girls and boys. The school offers a Leadership Class (student government) that meets second period. Students in this class plan school activities and deal with students' concerns through meetings with student senators who are elected by each second period class. PCHS students also have access to a College Center and a Career advisor.

In order to meet the psychological needs of students the school has a full time psychologist who works with the counselors and community agencies (Venice Family Clinic, Of One Mind, Our House). There is also a system of referrals that parents can access. Students

with health problems are monitored by the health office which collaborates with staff in order to meet students' needs.



## ADEQUATE PERSONALIZED SUPPORT AND DIRECT CONNECTIONS

FINDINGS	EVIDENCE
<p>There are two full-time nurses on school grounds, and one of the nurses serves as a health office clerk. The counselors regularly collaborate with her regarding student needs. Health office personnel have increased efficiencies in creating Individualized Student Health Plans. To date, more students than ever before have been identified and are receiving services.</p>	<ul style="list-style-type: none"> <li>• <i>Pali e-mail</i></li> <li>• <i>Individualized Health Plans</i></li> </ul>
<p>The Health Office has increased communication with Special Education department. This partnership has improved the quality of medical IEPs as well as 504s.</p>	<ul style="list-style-type: none"> <li>• <i>Pali e-mail</i></li> <li>• <i>Special Education records</i></li> </ul>
<p>The nurse has created groups for students with chronic health problems such as asthma and diabetes. At meetings, students listen to guest speakers and discuss strategies for health management.</p>	<ul style="list-style-type: none"> <li>• <i>Health office records</i></li> </ul>
<p>The 9<sup>th</sup>-grade POD teachers regularly refer students who are struggling to the appropriate resources (health office, school psychologist, intervention classes, etc.)</p>	<ul style="list-style-type: none"> <li>• <i>Pali e-mails</i></li> </ul>
<p>The PCHS Psychological Counseling Center provides individual and group counseling experiences to meet the ongoing educational, psychological, and emotional needs of students and their families. A full-time school</p>	<ul style="list-style-type: none"> <li>• <i>Literature in school psychologist's office</i></li> <li>• <i>Psychological Counseling Center records</i></li> </ul>

psychologist collaborates with the school's seven guidance counselors as well as additional outside agencies and therapeutic professionals who come to school on a regular basis. The support system and referral base is present at all times on campus. The creation of the PCHS Counseling Center ensures that students have a safe place to meet with outside agencies (Venice Family Clinic, Of One Mind, Our House) and professionals (psychologists, LCSW, MFT) to meet their ongoing health, psychological and emotional needs. There is also a system of referrals that parents can access. Students and families report a high degree of satisfaction with professional, responsive and empathetic attention paid to their concerns.

Special education staff employed by PCHS include one full time school psychologist, seven resource specialists, five non-severe special day program teachers, one moderate to severe special day program teacher, and 21 special education teacher assistants who are assigned to a classroom or a student requiring a higher level of support. One of our SDP teachers provides an adapted physical education class for students whose IEP indicates that as a necessary related service. Additional related services are provided through individual service contracts with qualified non-public agencies or through the district (LASUSD) fee for service contracts.

Students with special needs on the alternate curriculum receive direct instruction in functional academics, self help, and vocational domains as well as Community Based Instruction where skills are generalized to promote maximum independence. Students who have completed four years of high school who are working toward a certificate of completion are provided transition services to maximize independent living skill development both on campus and in the community.

In late spring, seniors enrolled in special day classes attend a Transition Assembly, where they learn about post school opportunities from representatives of regional occupational centers, community colleges, job core and agencies, such as the Department of Rehabilitation, from whom they may be eligible for support.

Incoming 9<sup>th</sup> grade students take a mathematics placement test that is used along with grades and CST scores to

- *Referrals' records*
- *Class rosters*
- *List of service contracts*
- *Student's individual learning plans*
- *Transitional service records*
- *Lesson plans*
- *Transition assembly records*
- *Transition Assembly records*
- *Math Placement test records*

identify the appropriate level for 9<sup>th</sup> grade students in their high school math class. Some 9<sup>th</sup> grade students are identified as needing additional math support and are placed in a math class with additional academic supports built in. Incoming 9<sup>th</sup> grade students take the Gates-McGinitie reading test, and students who score below grade level are placed in a literacy support class with an English teacher in place of their elective. Incoming 9<sup>th</sup> graders placed in AlgebraII have the choice of taking Chemistry or Biology. All other students are placed into Integrated Science. High-performing 9<sup>th</sup> grade students are given the opportunity to take enrichment courses in Science and English during seventh period. These classes are project based and focus on discussion. They promote self-directed learning and critical thinking skills.

PCHS is compliant with Section 504 of the Rehabilitation Act through the provision of accommodations for students who have a disability that impacts a major life activity. Approximately 70 students currently have Section 504 Accommodation Plans at PCHS. A Section 504 Coordinator is responsible for developing and maintaining student accommodation plans with clerical support provided in ensuring teachers receive a copy of their students' plans each semester or as plans are initiated updated. Counselors monitor student success at each five-week grade report period. As based on our Response to Intervention, students are provided with Tier 2 opportunities to help them get back on track and succeed. The Counseling Office Support (COS) program, Reteach and Reassess (R&R) pilot program, and Aventa for credit recovery support our struggling students with one or more fails or scoring below basic or far below basic on the PLC common assessments.

Support classes are built into the block schedule for students who need support to achieve a passing score on either the mathematics or English Language Arts. In addition, before the CAHSEE is administered each spring, students have the opportunity to enroll in a Math skills boot camp in which teachers review essential standards.

PCHS' Advancement via Individual Determination (AVID) is designed to promote a college-going attitude among students who may be the first in their families to attend college. The program coordinator identifies and

- *Gates-McGinitie test records*
  - *Science Choice Letter*
  - *Class roster*
  - *Sample of projects*
  - *Lesson plans*
- 
- *504 meeting's records*
  - *Accommodation plans records*
  - *COS Program records*
  - *Reteach and Reassess Pilot Program records*
  - *Aventa usage records*
- 
- *Tutoring center records*
  - *CAHSEE math skills boot camp class records*
- 
- *AVID Program student's records*

recruits students from the primary feeder school, Paul Revere Middle School, to apply for the program. Applications are available for students enrolling from other middle schools and submitted to the AVID coordinator. Teachers and counselors may recommend second-semester 9<sup>th</sup> graders and 10<sup>th</sup> graders to the program.

Two teachers in administrative credentialing programs are piloting intervention programs. One such program is Re-teach and Re-assess. When students fail to pass an academic standard, teachers re-teach the concept at lunch or during seventh period. The following week, students are given the opportunity to re-take the test designed to measure the student's understanding of the standard. In the other program, students' counselors and teachers focus special attention on students who are failing more than one academic class. Counselors lead parent-teacher-student meetings and develop strategies for success.

In an effort to improve the self-efficacy and academic outcomes of African American students, The Village Nation (TVN) provides a peer mentoring program in which successful upper-classmen are paired with under-classmen who are struggling academically.

Both the ELLAC and a support group, Fuerza Unida (parents and students) sponsor workshops that inform parents how to access school services, evaluate student achievement data, and college preparatory opportunities,

As part of our school-wide intervention guidelines, counselors and teachers identify students who are not passing courses. Counselors summon and talk with students individually. Students are asked by the counselor to circulate a weekly progress report and are referred to tutoring in the Study Center or to lunch or Per. 7 tutoring with teachers. Students are referred to other resources or departments as needed (e.g. a student with a medical issue may be referred to the nurse or a student who is frequently absent may be put on an attendance contract by the Attendance Office). Students who continue to fail multiple classes may be scheduled for a teacher team meeting. Students in general education failing multiple classes in 9<sup>th</sup> or 10<sup>th</sup> grade were placed in a study skills course offered during the period 1 through 6 school day for the

- *Re-teach and Re-assess pilot program records*
- *COS Program records*
- *TVN Peer mentoring program records*
- *TVN minutes*
- *Fuerza Unida's parent meetings' agenda*
- *Fuerza Unida notebook*
- *Counseling office records*
- *Weekly grade records*
- *Teacher team meetings minutes*
- *Attendance contracts' records*

2011/12 school year.

Revitalized four years ago, the school library now is a hub for student learning. The librarian teaches students how to use subscription data bases as well as web-based resources. The librarian and library clerk also work with literacy teachers to find high-interest reading material for struggling readers. The library has also held author visits to promote reading interest.

PCHS had 87 English Language Proficient (LEP) students last school year and that number has grown to 96 for the 2011-12 school year. While approximately 78 percent of our ELL students' home language is Spanish, we have 13 languages represented in our EL students. The number of English Learners designated as Limited English proficient has decreased over the past six years from 181 and 164 respectively in 2005-06 / 2006-07 school years to an average of approximately 85 in the subsequent four years.

In 2008, all teachers were required to attain appropriate state authorization in using Specially Designed Academic Instruction in English (SDAIE). The course was made available to teachers on site through the Los Angeles County Office of Education.

The state of California maintains a student's status as an English Language Learner after obtaining "fluent" status on the CELDT until the student has scored proficient for three years on the ELA section of the CST. Currently, Pali has approximately 250 students still considered English Language Learners. Because our English Language Learners have not met expected growth targets over the past two years, this group has become a focus for the school this year.

Two teachers currently have a dedicated class to support our ELL students. One provides language development for students at ESL Levels 1 -4; and the other teacher provides a Language Skills class to support students at Level 4. A passing grade in Advanced ESL 3 & 4 gives a student credit for 9th grade English. We are currently exploring options to provide more focused support to improve achievement for these students. Additionally, two teaching assistants support our English Learners both in the general education classroom and provide tutoring

- *Library sign-in sheets*
- *Library Lessons notebook*

- *Bilingual office records*

- *Human Resources staff records*

- *Bilingual office records*

- *Class rosters*
- *Lesson plans*
- *Tutoring records*
- *Master Schedule*



for students who require extra support outside of class.

College Center counselors and advisors meet with students one-on-one during junior year (devise testing schedule, start college search process, discuss courses for senior year) and senior year (finalize college list, essay coaching, financial aid). Students not “on track” for UC/CSU are given information about community college and are referred to school’s career advisor for aptitude testing, career research, etc. In addition, once a year a representative from the College Center visits every 10<sup>th</sup> and 11<sup>th</sup> grade social studies classes to present general college eligibility information (UC/CSU requirements, SAT/ACT, financial aid, essay writing, college search process, etc.). Through the College Center, students and their families may enroll in Family Connection, a web-based college research application program. Students may also access information about the PSAT, which is administered in October as well as SAT prep courses provided by outside vendors. Scholarships are available for students eligible for the free- or reduced-lunch program. Information about free online SAT prep courses also is provided.

Through the Career advisor, students may access Career Locker, an online career exploration service. Five years ago, this survey was imbedded into the curriculum for Life Skills, a course that was eliminated three years ago. Now, students may access Career Locker on their own or through some 9<sup>th</sup>-grade English classes. In addition, students periodically have access to guest speakers. Every May, students may attend the Career Fair, which features exhibits that provide information about careers that may be pursued via local, city, state and federal businesses and organizations.

Tutoring is available to students in the Study Center before school, during nutrition, lunch and during 7th period. Teachers also offer tutoring at lunch and during Per. 7.

- *College Center literature*
- *College Center’s records*
- *Parent letters*
- *Flyers*
- *E-mail*
- *Agendas*
- *Questionnaires*
- *Student handouts*

- *Career Locker literature in Study Center*
- *Pali E-mails*
- *Career Fair literature*

- *Study Center sign-in*
- *Tutoring schedule*

## STRATEGIES USED FOR STUDENT GROWTH/DEVELOPMENT

FINDINGS	EVIDENCE
<p>Teachers at PCHS regularly meet in Professional Learning Communities (PLC), where they create pacing plans and common assessments, discuss best instructional practices, and critically evaluate student work. At PCHS, the individual PLCs are at different stages of development. In order to monitor progress of individual PLCs, this year the school leadership is requiring that each PLC create notebooks that show progress toward established measurable goals.</p>	<ul style="list-style-type: none"> <li>• <i>PLC notebooks</i></li> </ul>
<p>Through the PLC process, instructors collaborate to create common assessments that are tied to specific state content standards. Then, using tools in the Mastery Manager System, PLC members measure student progress toward meeting the focus content standards and discuss intervention needed.</p>	<ul style="list-style-type: none"> <li>• <i>Mastery Manager data</i></li> <li>• <i>PLC minutes</i></li> </ul>
<p>Special Education teaches regularly participate in department meetings as well as PLC meetings, so they can collaborate with regular-ed teachers and discuss instructional strategies needed to meet the needs of all learners.</p>	<ul style="list-style-type: none"> <li>• <i>PLC meeting minutes</i></li> <li>• <i>Department meeting minutes</i></li> </ul>
<p>In English Language Arts inclusion classes, an English teacher and a resource teacher work in a collaborative model to meet the needs of all students. Most of the students in the class have RSP designation.</p>	<ul style="list-style-type: none"> <li>• <i>Class observations</i></li> <li>• <i>Syllabi</i></li> <li>• <i>Curriculum</i></li> </ul>
<p>Students who wish to explore a particular subject in depth may work with instructors to design an Independent Study class. Instructors and students work together to create a course of study, establish set meeting times, and measureable outcomes.</p>	<ul style="list-style-type: none"> <li>• <i>Independent Study contracts in counseling office</i></li> </ul>
<p>In 9<sup>th</sup> grade, students may enroll in SAS, an enrichment program that extends curriculum taught in English and science. Course content is designed to encourage students to become self-directed learners and critical thinkers.</p>	<ul style="list-style-type: none"> <li>• <i>Classroom observations</i></li> <li>• <i>SAS curriculum</i></li> <li>• <i>SAS syllabi</i></li> </ul>
<p>PCHS uses a wide range of intervention strategies to promote individual and academic student growth. After reviewing 10-week grades, counselors and teachers</p>	

identify students who are not making adequate academic progress. Counselors arrange and facilitate Teacher Team Meetings, which are attended by the student, his parent(s), and teachers.

Senior letters are prepared by counselors at regular intervals and sent to parents. The students are summoned individually to review and sign the letter both in October and February prior to mailing.

Counselors inform students of options available to enroll in accelerated classes and/or credit-recovery classes offered by outside vendors, including Aventa Learning and Brigham Young University. In addition, LAUSD Adult School classes are offered onsite. Students enrolling in these classes must receive the approval of the director of counseling.

PCHS takes proactive steps to provide support for incoming 9<sup>th</sup> graders who may be at-risk of not meeting standards needed for promotion. Prospective incoming 9<sup>th</sup>-grade students take a mathematics placement test as well as a reading comprehension test. These test scores, a writing sample, and CST data are used to determine whether a student would benefit from being placed in Literacy, a support class taught by an English teacher in the student's POD. Because grades from courses taken at other schools often are inconsistent and unreliable, student scores on the math test are used to determine student placement. Math test scores are used to ensure the student has the pre-requisite skills needed to enroll in a particular mathematics class. Students with low scores on the placement test are enrolled in double-block classes.

Juniors and seniors who have not passed either section of the CAHSEE are enrolled in a CAHSEE support class offered during the block schedule.

Academic guidance counselors use the student planning sheets, email, and letters home to provide ongoing communication with students and their parents regarding individual student progress toward meeting graduation requirements. In addition, counselors summon students to their offices at least twice each semester.

PCHS is compliant with Section 504 of the Rehabilitation

- *E-mail*
- *Counselor schedules*
- *Senior letters*
- *Aventa course offerings*
- *BYU course offerings*
- *Adult School course offerings*
- *Course referral/approval form*
- *Gates-McGinitie test data*
- *Math placement test data*
- *Master schedule*
- *Master schedule*
- *Planning sheets*
- *Student letters*
- *Email*
- *Section 504 plans*

Act through the provision of accommodations for students who have a disability that impacts a major life activity. Approximately 70 students currently have Section 504 Accommodation Plans at PCHS. A Section 504 Coordinator is responsible for developing and maintaining student accommodation plans with clerical support provided in ensuring teachers receive a copy of their students' plans each semester or as plans are initiated updated. Counselors monitor student success at each five-week grade report period.

Students facing severe credit deficiencies (30 or more) are referred to Temescal Academy Small Learning Community, which offers an alternative educational structure. Temescal Academy Small Learning Community previously was operated by LAUSD as a continuation school. After LAUSD. suspended operation of the school in September 2009, PCHS began operating Temescal Academy Small Learning Community as an extension of PCHS, offering an alternative learning setting for students at-risk of failing to meet graduation requirements. Temescal provides smaller, self-paced classes for students. Students placed at Temescal are either a semester or more deficient in credits or have not demonstrated the ability to thrive in a traditional school learning environment. PCHS plans to continue to use Temescal to provide an alternative learning environment for students. PCHS will explore additional avenues for integrating Temescal into the support system offered for PCHS students.

Students have the opportunity to enroll in AVID, a program designed to increase college readiness. Targeted students are from subgroups traditionally underrepresented in PCHS's honors and Advanced Placement classes. Students learn college-level study skills, the process of college preparation and application, writing as a tool for learning, inquiry, collaboration, and reflection.

- *Temescal master schedule*

- *AVID literature*
- *Master schedule*



## SUPPORT SERVICES AND LEARNING

### FINDINGS

PCHS's leadership and staff utilize several services to directly aid in students' participation in their learning.

The PCHS provide intervention courses to support students' academic progress in the areas of mathematics, language arts, and study skills.

Students have the opportunity to take additional core and elective courses during 7<sup>th</sup> period.

Each department offers a wide range of Honors and AP classes. PCHS offers 42 AP and Honors courses to help students flourish and excel in various content areas.

Counselors collaborate with special education teachers and coordinator to be sure the school is in compliance with IEP, 504 and EL guidelines. PCHS offers a range of classes designed to address the needs of our Special Education students at all levels. Counselors work to ensure proper placement of students in support classes,

### EVIDENCE

- *Master schedule*
- *Bell Schedule*
- *Honors and AP Programs List*
- *Pali E-mails, meeting agendas, supporting documents*
- *Referral documents*
- *Student Contracts*
- *Competition Schedule*

such as AVID and MESA. The MESA program allows students to excel in math and science and become competitively eligible for academically rigorous colleges and universities.

PCHS also provides extra-curricular activities to help students excel and grow. One such program is the AVID program which assists students in their current courses as well as teaches them tools for the future. Students in the AVID program are generally the first in their family to aspire to go to college. The AVID program closely monitors students' academic progress and provides organizational skills, note taking techniques, and supports students' post-secondary goals. An additional program of growth is our Academic Decathlon team participates in a rigorous program and culminates their efforts in competitions with opposing schools.

Tutorial services for all core classes are offered in the Study Center in the morning, nutrition, lunch, and 7<sup>th</sup> period.

## EQUAL ACCESS TO CURRICULUM AND SUPPORT

FINDINGS	EVIDENCE
<p>Based on data and observations, African-American and Latino students are underrepresented in honors and Advanced Placement classes. The science department offers and Biology AP readiness class and one of the AP World History teachers heavily recruits underrepresented students who have advanced English Language Arts scores in the CST. These students are invited to a meeting where former underrepresented AP World History students share their experiences taking that class and encourage others to consider undertaking a more rigorous course of study. Once students are enrolled, the AP World History teachers provide continuous support to enrolled underrepresented students, ensuring they are positioned to successfully complete the course. The English department will be offering a writing workshop class to prepare underrepresented students for the department's AP and honors placement test. Students in the AP Biology Readiness class attend workshops at UCLA on several Saturdays where they practice labs and</p>	<ul style="list-style-type: none"> <li>• <i>AP and honors class rosters</i></li> <li>• <i>AP Biology readiness class list</i></li> <li>• <i>AP World History meeting sign-in roster</i></li> </ul>

free response questions.

Every department has created and published a process for entering honors and Advanced Placement classes. Every fall, PCHS hosts a parent meeting, so this information can be shared. The information also is posted on the website.

In the spring semester, PCHS holds an assembly for parents and their students who are interested in enrolling in AP and honors courses.

From 2006 until 2010, the English department offered an AP readiness class for 10<sup>th</sup> graders from underrepresented demographic groups. The program was dropped two years ago because of staffing concerns. In 2008-09 and 2009-10, the English department offered a double-block class for students who failed to pass both English 10 and English 11 or English 9 and English 10. The English 9-10 repeater class was not successful, because students failed to make adequate academic progress and had a high truancy rate. The English 10-11 class was more successful. Of the 29 students enrolled in the class, 16 earned passing grades and ultimately graduated on time. The remaining 13 students transferred to another school. The English 10-11 repeater class was dropped because of staffing concerns.

Students may enroll in adult school classes, which are operated onsite beginning at 3:30 p.m. The program is administered by Westside Community Adult School.

PCHS offers 7<sup>th</sup> period classes for students to earn elective credits or meet a graduation requirement such as art, technology, or enrolling in a team sport for P.E. AVID, MESA and a journalism production class also are offered during Per. 7

Students may enroll in community college classes that position them to meet graduation requirements, A-G requirements, or advance in a subject area. In some cases, students can earn both high school and college course credit. West Los Angeles College offers two business classes on the PCHS campus; these classes are embedded in the regular block schedule and allow students to concurrently earn both college and high school credit.

- [www.Palihigh.org](http://www.Palihigh.org)

- [www.Palihigh.org](http://www.Palihigh.org)
- *Parent newsletter*

- *Master schedule*
- *Class rosters*

- *Adult school course list*

- *Master schedule*

- *Counseling office literature*
- *Master schedule*



Due to budget constraints, PCHS offered an extremely limited summer school program in 2010 and 2011. Enrollment was restructured to students with IEP plans that stipulated students must receive extended school year services. A small number of PCHS students enrolled in summer classes offered in other local school districts as well as community college courses.

PCHS students may enroll in online or distance learning classes offered through approved, accredited programs, including Aventa and Brigham Young University. Students are required to complete an application at PCHS to obtain approval prior to enrollment. There are limitations on classes that can be taken online (e.g. students cannot take lab science or a visual/performing art class). Online classes can be used for credit recovery or to meet a graduation requirement (i.e. health) in order to create space in a student's schedule for academic classes such as journalism or additional years of science, language other than English, and math. Brigham Young University (BYU) is the primary provider of online high school courses used by PCHS students. BYU offers a scholarship for every 10 students enrolled – scholarships are provided to students on the free or reduced lunch program to increase access for all students. Beginning in the summer of 2011, PCHS entered into a contract with Aventa Learning to provide online classes. The Aventa contract was primarily used to help credit-deficient students. Budget constraints at the community college level make it more difficult for students to access those classes.

- *Summer school class schedule*

- *Aventa course list*
- *BYU literature*



## CURRICULAR/CO-CURRICULAR ACTIVITIES

FINDINGS	EVIDENCE
<p><b>ESLRS:</b></p> <p><b><u>Community</u></b></p> <p><b>PCHS demonstrates a full commitment to develop all students into community contributors in diverse environments. All students are required to interact and serve in their communities as a graduation requirement. PCHS provides many opportunities for students to gain rich experiences for engaging in community work.</b></p> <ul style="list-style-type: none"> <li>• Community Service - 40 hour requirement through the Pacific Palisades YMCA</li> <li>• Service Activities through Student Unions &amp; Organizations</li> <li>• Mix It Up Day- An event that promotes diversity on campus</li> <li>• Showcase Night- An event that invites community to see student performances, projects, presentations, and artwork.</li> <li>• Approximately twenty active student service clubs on campus (Red Cross, AIDS awareness, Best Buddies)</li> <li>• VAPA performances for the community groups (American Legion, Retirement Homes)</li> <li>• Every 15 Minutes/ In An Instant</li> <li>• Club Day</li> <li>• Career Day</li> <li>• The Village Nation “Solution Campaign”</li> <li>• Latino Student Union Toy Drive</li> <li>• Gay Straight Alliance</li> <li>• Club Food Drives</li> <li>• Dough for Diversity</li> </ul> <p><b><u>Core learning in Non-core courses</u></b></p> <p><b>PCHS has a wide array of quality co-curricular and enrichment activities that link to the state standards in core content. All students have participated in at least three of the following opportunities for</b></p> <ul style="list-style-type: none"> <li>• Field trips</li> <li>• EAST projects</li> <li>• Acadec competitions</li> <li>• Tideline writing and publishing</li> <li>• Yearbook writing and publishing</li> <li>• The Village Nation Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Club List</i></li> <li>• <i>Course Offerings</i></li> <li>• <i>Master Schedule</i></li> <li>• <i>Assemblies Schedule</i></li> <li>• <i>Showcase Brochure</i></li> <li>• <i>EAST brochures</i></li> <li>• <i>Acadec Awards</i></li> <li>• <i>Tideline Newspaper</i></li> <li>• <i>“Making Waves” Literacy Magazine</i></li> <li>• <i>ESLRs Video</i></li> <li>• <i>School Pictures</i></li> <li>• <i>Pali Emails</i></li> <li>• <i>Field Trip Log</i></li> </ul>

- Fuerza Unida Assemblies
- Gay Straight Alliance forums and campaigns
- Internships/Work Experience events
- AVID classes
- Science Fairs
- Small Learning Communities- PODS
- Technology Classes
- Science Bowls
- 50<sup>th</sup> Anniversary events
- Photo Shows and Competitions
- Orchestra, marching band, tall flag and drum line performances and competitions
- Drama Teachers Association of Southern California Competitions
- Choir performances and competitions
- Art, photo contests and Schoolwide assemblies

### **Critical Thinking**

**PCHS engages students in many clubs and activities, which will enable them to evaluate, analyze and synthesize information to make decisions or solve problems. PCHS offers over 100 different clubs and hundreds of different activities. The student body is very engaged in these opportunities to practice hone critical thinking skills.**

- All of the above activities
- Mock Trial
- Robot Club
- Poetry Club
- Speech and debate
- Temescal Academy Senior Projects
- Senior-directed Drama Production- mainstage
- Acadec
- All courses using engagement strategies for higher order thinking skills
- Career Internships/Work Experience
- Every 15 Minutes program and assemblies
- Junior Statesman of America
- Tutoring Programs
- Envirothon
- US History Competitions
- Visual and Performing Arts Programs, Performances, and Competitions
- Science Fairs

- AVID classes and activities
- ASB Leadership planning and activities

### **Communication**

**PCHS students interact respectfully and work effectively in diverse group settings.**

- All of the above
- Council
- ASB Leadership
- Journalism-Timeline
- Video Production
- Film making
- Animation
- Graphic Design
- “Making Waves” Literary Magazine
- Visual and Performing Arts Programs
- Internships/Work Experience



## **STUDENT INVOLVEMENT IN CURRICULAR/CO-CURRICULAR ACTIVITIES**

FINDINGS	EVIDENCE
<p>A majority of students participate in a wide range of co- and extra-curricular activities on campus. We have a wide spectrum of elective opportunities such as Mock Trial, Leadership, Academic Decathlon, MESA, AVID, LSU, BSU, Journalism, Yearbook, GSA, EAST, Thespians, Band, Orchestra, JSA, and Envirothon. We have over 100 community service and student interest based clubs, with the opportunity to create new clubs. Over half the student body participates in school clubs.</p>	<ul style="list-style-type: none"> <li>• <i>Student, parent, and teacher surveys</i></li> <li>• <i>Sign in sheets at library/study center/nurse office</i></li> </ul>

About 700 students participate in one or more of the twenty sports teams we have available.

In previous years, the ASB Leadership class had three commissioner positions (Communications, Academics, and Activities), elected by the entire student body. The job descriptions and duties of the commissioners were vague and, in place where they were specific, they overlapped. This year the ASB Leadership class redistributed duties which resulted in dissolution of two of the three commissioners and the creation of three new commissioner positions. Now we have Commissioner of Communications, Commissioner of Athletics, Commissioner of Organizations, and Commissioner of Publicity. Communications handles morning announcements on the PA and emcees all Leadership events and activities. Athletics heads pep rallies, homecoming game activities, and advertisement/events for athletics teams. Organizations manage community service and student interest clubs and student organizations. Publicity handles the advertisement and promotion of Leadership events and activities.

Currently Palisades offers 14 different sports and 42 total levels. Out of these 14 sports, 10 are offered for Boys and Girls. We offer every sport available in the CIF City section. Being a charter school gives us the flexibility to accommodate more sporting teams and coaches than most schools in the district. We are often competing at the top level in many sports and achieving success.

Students become involved in athletics in many different ways at PCHS. One of the most common ways is through our feeder school Paul Revere Charter Middle School. They have developed excellent programs that provide us with opportunity to develop exceptional athletes. Every year coaches visit PRCMS and do a power point presentation on all the athletic opportunity that exists at PCHS. They pass out the appropriate information to the students to get them involved in the programs when they arrive at PCHS.

- *Leadership class duty list*

- *Athletics Team List*
- *Championship Pictures/Awards*





## STUDENT PERCEPTIONS

### FINDINGS

PCHS students are proud and grateful for the support services available to them on campus. As teenagers experience personal challenges during their high school career, the warm and open on-campus psychologist is available during school hours. Faculty has been trained in grief counseling as well, in order to create the most comfortable and safe environment possible for students on campus, and the students respond very well. Students take advantage of their safe community and openly participate in Council, as well as, an emotional release to bond with classmates.

The nurse is also a student service that is highly appreciated by the student population. For education, supplies and symptom evaluations, the nurse's office is a reliable place on campus for any student who has questions or concerns.

The Community Service Office has been one of the most often visited rooms on campus. In the past our dedicated community service coordinator was available on-campus every day followed by a transition in the 2010/11 school year to 4 days per week, our current community service program coordinated through the community YMCA has a representative available to students on-campus 2 days per week, as well as, availability through email with information posted on the [palihigh.org](http://palihigh.org) web site. Students access the community service program to ready to learn about new events and opportunities, turn in well-deserved hours of service, and ask questions about their new

### EVIDENCE

- *WASC Surveys*
- *student concerns committee minutes*
- *student senate minutes*
- *Survey Monkey results*
  
- *Nurse's office sign in list*
  
- *Community service turn in sheets*

projects. Students find the community service representative very helpful when confused about their requirements or in need of an idea.

The Library is extremely valued by PCHS students. PCHS hired a full-time librarian for the 2008/09 school year who has created a Library that is filled with resources to assist students with any project or assignment in addition to helpful staff to help with the process. Students interviewed report that the library provides a comfortable and welcoming environment. Library staff is helpful with identifying appropriate reading materials for students and supporting their course work. They find the wide selection of material helpful. Students also use the laptops frequently to complete class work and do research.

The Library has taken over handling of textbooks and implemented a computer-based inventory system to expedite the textbook assignment and turn-in process. Students report satisfaction with the textbook process through the library. Recent graduates have commented that the process has prepared them for college and that they still use online research tools from PCHS.

The Study Center, in particular, provides an open door and easy access to tutors across the academic spectrum almost immediately.

Students report a high degree of satisfaction that they are being heard and helped to problem solve with respect to their individual issues and concerns. Students report a sense of relief at having opportunities to speak with adults who are able to maintain confidentiality and ensure their well being and safety on campus.

- *Library sign in sheets*

- *Inventory system*

- *Study center sign in sheets*

- *WASC student survey*





## AREAS OF STRENGTHS

### *PCHS Category E- School Culture and Student Support Areas of Strengths*

- Increased outreach to students via academic programs and student-centered support programs and organizations.
- Increased outreach to parents via *Fuerza Unida*, The Village Nation (TVN), Parent Liaison, ConnectEd, and parent organizations.
- Increased community outreach.
- Increased social and emotional support and communication for students.
- Positive student culture.
- Pre-registration process.
- All administrators follow an open-door policy.

## AREAS OF IMPROVEMENTS

### *PCHS Category E- School Culture and Student Support Areas of Improvements*

- Implementation of professionalism training for all employees.
- The development of more access to technology, training, and use for students, parents, and employees.
- The implementation of marketing and development, including grant writing, fundraising, and website design.

