



A CALIFORNIA DISTINGUISHED SCHOOL

**SPECIAL MEETING AGENDA  
BOARD OF TRUSTEES  
Tuesday, December 7, 2010  
4:15 PM – 6:15 PM, LIBRARY**

**I. PRELIMINARY**

- A. Call to order
- B. Roll call

**II. PUBLIC COMMENT:**

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Use of names of individuals should be avoided when referring to accusations or wrongdoing (names should be presented to the Executive Director for follow-up action). Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

**III. DISCUSSION ITEMS**

**A. UCLA School Management Program (SMP)**

Pat Martinez-Miller-UCLA/SMP Facilitator  
Debi Laidley-UCLA/SMP Facilitator

Introductions, Purpose, Norms for the Day

- Build understanding and trust as a new Board of Trustees.
- Update board on process to date.
- Ensure common interpretation of the Pali Vision.

Who Are We as the PCHS 2010 – 2011 Board?

- Two minute interviews and collective share-out.

Where is PCHS Now in the Leadership Hiring Process?

- Updated calendar and scope of work.

Leadership and the Palisades Charter High School Vision

- An interactive process to align vision toward action.

The Board's Next Work

- Outlining process and decisions to be made.

Reflection

**IV. ADJOURNMENT**

## **Pali Vision Process – Composite of Meetings on Monday, November 15, 2010**

*What does the vision statement obligate Pali to do or create?*

### Meet the Diverse Needs of All Students

- Students reach potentials
- Need clarity about what we want students to ALL have
- Serving diverse students
- **Be open-minded to diverse cultures\***
- De-tracking students, remove the status quo ability-grouping that currently exists, which ends up divided by race
  - Look at some genuinely progressive systems that incorporate all learning styles in one classroom
- **Meet the specialized needs of each student**
- Ability to ensure differentiated instruction for students who have many different needs
- **Give all students the opportunity to take more/less rigorous course not only based on pre-qualifications**
- **Student involvement**
- **“inclusive classes” → truly focus on every student’s needs → scaffold**
- Personalizing instruction, really looking at the needs of individual students and develop instruction to help each students meet standards and fulfill his/her goals
- Get to know the student body – be more capable of personalizing anything that we can possibly personalize to meet students’ needs
- Personalize process for students to have access to program choices; need standardization AND personalization; students need to be informed
- Addressing multiple ways of learning/multiple intelligences
- Appropriate programming for students: if students want to be challenged but we think they’re not up to it, we have to figure out flexible, reasonable ways to make it happen, not make them afraid or discouraged or overwhelmed
- Instruction that includes ALL students, i.e. offering Vocational, Practical arts, & skills training
- Build academies to give students more options
- Put the programs and people in place so that ALL students can learn and achieve to their potential
- Pyramid of intervention for struggling students – we need to focus on the appropriate supports
- Raising the bar – ensure all programs meet the needs of all students across the spectrum; have a lot of students who are not getting enough support – some students need a lot more
- Requires that ALL students master a rigorous, standards-based curriculum
- **Creating a supportive environment – availability outside of class; seminar for teachers about teen development**
- What do we mean by “inclusive” in this context? – to include all; classes have an accessibility to them for all students; all voices can be heard; students participating have equal access and equitable results from their educational opportunities

**\*Bold Denotes Student Input**

- “Providing an environment of high expectations” – students will rise to meet those high expectations
  - How do we hire a leader who is great at fostering this mindset and these skills
- Requires academic optimism: all students can learn and achieve and so can all teachers and every other stakeholder group; leader must spread that enthusiasm
- We’re looking for a leader who can develop (or has developed) creative ways to provide needed programs and services

### Put Students First

- Structure the school to have all adults focused on developing student potential
- Putting Pupils First
- **“Put pupils first”**
- **Focus on student needs**
- Very student centered; pupils’ needs first
- **Central focus = students**
- **Students are the first priority.**
- We must use every resource we have – budgets, time, human resources – to put students first.
- **Budget and policies are for the benefit of the students**
- **Put budget toward students’ needs**
- **Resources directed at/for students**
- **Budget needs to be targeted to providing for students**
- **Driving force behind the administration should be to meet the needs of the students.**
- **Fundamental in decision-making must focus on students and their needs**
- **Adult body that cooperates to further the progress of student learning.**
- We need to define in common what it means to put students first.

### Prepare All Students for Four Year Colleges or Other Post-secondary Options

- Highly-enriched, comprehensive secondary school (431)
- College-prep or post-secondary prep (434)
- Clarifying “post-secondary...”
- We are not meeting the vision of preparing for post-secondary careers, as opposed to college prep
- Rigorous college prep education – different education to meet everyone’s needs
- **College prep – more active counselors besides college center. More individualized attention.**
- **“admission to 4-year college” → NEED FOR HANDS-ON GUIDANCE**
- It is the school’s responsibility to meet with 9<sup>th</sup> grade students and their parents individually to map out educational goals and plans to achieve them
- **All students have an equal chance to go to college as long as they apply themselves**
- **Have the opportunity to prepare for higher education**
- Prepared
- The goal of having students graduate as critical thinkers, literate, math-proficient – so that the different college and/or career paths are attainable

- Establish a clear process for choosing appropriate courses
- Access to program of study to enable access to the traditional university route, and access to wider options, while keeping the rigor up for all students

### Safe, Supportive Learning Environment

- Safe, supportive environment
- **“safe ... environment” → strengthen security and assuring safety for all students; “comfort zones fulfilled” for all types of students.**
- **This is how the school should feel: peace; good omen; harmony; ☺**
- **“Attitude ADJUSTMENT”** starting with each staff member: communication to help create a welcoming & helpful environment
- **Understanding/concerned/caring faculty**
- **A smile every morning when coming to PCHS**
- **Respect and consideration of students’ opinions**
- **Safe/comfortable environment where students feel welcome**
- **Top choice: students’ needs and opinions must be respected and taken into account**
- **Weigh students’ opinions as much as the opinions of the adults.**
- **Look at every situation from a student’s perspective**
- Create environment of “love of learning”
- Line 443 – creating inviting, welcoming environment ...
  - Need a leader who can work with the development of this culture

### Effective Standards-based Curriculum and Instruction

- **Adequate curriculum to fit students’ needs**
- **Offers a range of courses such as honors or AP**
- **Have more electives for juniors and seniors in the core disciplines**
- Develop a variety of authentic standards aligned assessments, including application to real-life situations and problem-solving
- Entire faculty needs to know what a standards based curriculum look like. Since tests are standards based, it’s vital
- What’s the difference between “standards-based” and “standards-aligned”? – so there’s a responsibility to prepare students for the mastery expectations expressed and assessed in the standards
- Creating 21<sup>st</sup> century choices, real-life action oriented, progressive, innovative
- **Teachers should share curriculum**
  - **PLC → general – honors – AP**
- **Be motivated to try new things and explore innovative ways of learning**
- We’d be looking for a leader who can work with teachers and develop multiple assessment methods to effectively evaluate and support teachers’ growth and effectiveness
- We’d need a leader who can pick up where Marcia will have left off with the assessment and documentation of teacher evaluation process
- **“Intellectual curiosity...”** – reinforces the importance of really good, really skillful teachers
  - How do we hire a leader who is great at fostering this mindset and these skills

- Does Pali now foster a culture of intellectual curiosity? We think not now. How can we foster that culture? We don't recognize intellectual achievement regularly.
  - We don't have high expectations for all students to encourage them to be intellectually curious.
  - We could offer classes that are more discussion oriented, encouraging critical thinking and debate; could offer sections of classes that are dedicated to critical thinking;
  - Faculty would have to agree what is meant by critical thinking, and what develops that type of thinking
  - We would have to start with the premise that all kids are capable of this type of thinking

#### Create a Learning Culture that Captures Students' Innate Motivation to Learn

- **Encourage students to want to learn**
- Need to get students excited about learning, moving beyond very traditional modes of instruction, while still being standards based
- Not penalize students or teachers for thinking outside the box
- Allowing a sense of balance in students' lives, to instill the joy of learning and discovery
- Educating the whole child
- Internships/externships/community college classes/service learning – ways to connect to the real world
- **Challenge students with difficult curriculum**
- **All actions should be done because of act of will and the desire to do so – not because of force**

#### Promote Ethical Behavior, Responsibility and Critical Thinking in All Stakeholders

- **Intrinsic sense of responsibility = teachers and staff set the standards and examples for the students to follow**
- **High expectations = students need to have high standards for themselves, just as important as teachers' having high standards for students**
- **Ethical behavior = students need to know right from wrong**
- **Development of strong character, and confidence; healthy life-style choices = pupils and teachers must encourage good behavior**
- Promotes ethical, responsible and healthy students
- Promotes critical and independent thinkers
- Ethical behavior should be defined, in the role of students and in the larger society
- Strong character, healthy lifestyle choices, ethical behaviors – same qualities described for students, we want those qualities in our leader

#### Create a Culture of Shared Responsibility Across Stakeholder Groups

- **“shared responsibility” → everyone understand and value their role**
- Parents, teachers, students and staff are all responsible for the well-being of our students
- Continue to develop the PLC structure, and the idea that every stakeholder is in the learning process together
- **Work with community**
- **Involve the community**

- Being a “school of choice” with all stakeholders involved, we have all these stakeholders and that is a draw for this school. Those stakeholders then have to take on the understanding that everything that is done at this school is all directed toward student achievement and student needs
- Need new leader who can make the community feel an included part of the school

#### Promote Effective Teaching

- **Top choice: Inspire teachers to want to help students**
- **Motivated staff that cares for the student body**
- **School spirit among faculty – IMPROVE!**
- **\$\$ and employment should not be a teacher’s motivation. They should be here cause they want to.**
- **Common goal among all faculty members**
- **Teacher mentorship for ineffectiveness**

#### Upgrade Technology

- Using cutting edge technology
- **Advancing technology – updating technology; participating in TeacherWeb**

#### Be a National Model

- “National model” – Pali would be recognized across the country, people would be emulating Pali; we are setting new standards and taking risks
- National model” – we would be progressive, set an example; implies sense of globalism

#### **Questions:**

- Co- curricular? (429)
- Rigor(ous)? (427)
- Standards-based and –aligned? (429)
- What is the impact of union contracts on the ability to hire and fire staff in order to ensure students’ needs are met? Does this paragraph in the vision contradict the union’s contract? How do we raise the bar if the organization’s hands are tied?
- What is meant by highly-enriched?
- Emphasis on safe supportive environment; are our goals aligned for all pupils?
- Emphasis on the word ‘potential’ – are we really helping each student to meet, not clear that we are

#### **Comments:**

- ‘Educate all pupils’ – we feel it’s unrealistic; some of what this says are wonderful but not achievable due to size, calendaring, scheduling of students’ programs, lack of flexibility to meet learning needs
- Racial socio-economic, zip code – does that imply different needs; not everyone is destined to go to 4-year college, and are we preparing them for that

## Updated Calendar of SMP Work with PCHS – School Year 2010-11 (12/7/10)

ACTIVITIES & MILESTONES (C = as early as... D = Still within timeline)	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Governing Board to establish scope and define tasks of the selection process, including:                             <ol style="list-style-type: none"> <li>1. Further development of leadership structure from proposals of May 11, 2010</li> <li>2. Development and approval of job description(s) pursuant to the structure of leadership roles</li> <li>3. Definition of leadership selection criteria</li> <li>4. Development and implementation of selection committee process that considers the input of all stakeholder groups</li> </ol> </li> </ul>	C 10/5		D 12/7 C	D C	D				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Governing Board to establish process to revisit school vision:                             <ol style="list-style-type: none"> <li>1. Explore Board's common understanding of PCHS Mission and Vision, as found in the school's Charter</li> <li>2. Agree on stakeholder wide process for clarifying or redefining the Palisades school vision</li> </ol> </li> </ul>	DONE		C						
<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate stakeholder-wide sessions to revisit Palisades Charter High School vision</li> </ul>		DONE							
<ul style="list-style-type: none"> <li>• Work with principal, human resources director and/or selection committee members to:                             <ol style="list-style-type: none"> <li>1. Implement nomination and selection process for selection committee members as defined by board</li> <li>2. Train selection committee to assure common understanding of roles and capacity to carry out responsibilities within the selection process, including:                                     <ul style="list-style-type: none"> <li>• Development of position brochure for position to be "flown"</li> <li>• Paper screening of potential candidates</li> <li>• Expanded application/interview/demonstration activities</li> <li>• Consensus process for arriving at candidates to be presented to the board</li> </ul> </li> </ol> </li> </ul>		C			C C	D D	D D	D D	
<b>Posting of Job Ad</b>					C	D			
<ul style="list-style-type: none"> <li>• Work with stakeholder groups to understand the board-defined leadership structure and stakeholder role and voice within the process</li> </ul>					C	D			
<b>Support while Screening Committee Engages in the Selection Process</b>						C			D
<b>Leader(s) named by the Board by June 30, 2011</b>									6/30