

**2019-2021 Schoolwide Goals/Monthly Progress Update**  
**December 2019**  
**May 2020**

*Our mission: PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.*

**PCHS will improve consistency in instructional curriculum, policies, and practices to increase student-centered learning.**

**Department Policy Review** - At the beginning of the 2019-20 school year, PCHS audited all Spring Semester syllabi to verify the inclusion of updated and new school policies. The next step for 2020-21 is a deeper dive into Department and PLC grading policies and practices to ensure consistency and equity.

**New policies adopted to reflect current school needs include:**

Civility Policy - January 2020  
eLearning Policies - March 2020, April 2020  
2020 Grade Policy - April 2020.

**Schoolwide Professional Development/Training focused on student-centered learning opportunities include:**

Recognizing and addressing implicit bias  
Culture of Integrity in the Classroom  
[Chartering our Future to Opening Doors](#)  
-Transgender student presentation  
-School Culture: Schoolwide goals review and input  
-Culture and Climate: Council and mediation training  
-Safety: CPR and Compressions  
-Technology: Schoology/PowerSchool updates.

**Articulation with Paul Revere Charter Middle School**

Administrators from the middle school and high school meet periodically to discuss common interests including recruitment and enrollment, academic programs and placement process, professional development, math articulation and training with the UCLA Curtis Center, and transportation programs. This valuable relationship has been important for the smooth transition of incoming 9th grade students and parents.

**Math Success Task Force** - This stakeholder group meets quarterly to identify department and student needs and strategies to make math more accessible for students. The Task Force analyzes student progress data and makes recommendations regarding placement practices, course offerings, instruction and intervention strategies, professional development/training, and department/PLC policies.

SMART Goal 1: Two **parent information nights** for continuing/current students per year (one each semester); one parent information night for parents of incoming students videotaped, posted on website, and communicated out to the school community.

TVN and FUN hosted a **Saturday morning Parent Back to School event** (September 21) for parents who were unable to attend Back to School Night. Academic counselors and the College Center advisors provided information. The Study Center opened to assist parents with Infinite Campus and Schoology. Administrators and academic department representatives were on hand to share information. PCHS posted meeting materials on the school website.

**PCHS hosted a New Family Informational Breakfast** to provide parents with information about PCHS policies, programs, curriculum, and resources. Other parent outreach meetings include:

- The Village Nation Saturday Parent Informational meeting
- Fuerza Unida Parent Info Saturdays (2 meetings)
- Long Term Strategic Planning - Saturday morning and Wednesday evening meetings
- New and Prospective Parent Night
- FOCUS parent education program.

SMART Goal 2: Increase student information meetings to ensure all students have access to academic resources, advanced level courses, and support systems.

2019-20 Student Information meetings include:

- Counseling Office - 4-Year Planning Meetings for all 9th graders
- Grade level meetings (one per semester) facilitated by Class Presidents in the PCHS Gym address resources available to students for academic and mental health support
- College Center parent and student meetings:
  - August 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup> - Senior Presentations (covers college planning meetings, early decision/early action, letters of recommendations and Naviance Student, Financial aid, UC/CSU requirements, activating senior file, essays, etc.)
  - Individual Senior Planning meetings regarding college choices, selection, requirements, testing, submissions, and application deadlines
  - Information mailed and posted for AP/PSAT
  - Daily (Up to 7 per day) College informational meetings from College Reps – open to all Seniors
  - October 7<sup>th</sup> – College Fair
  - October 12<sup>th</sup> CSU/UC Workshops
  - October 16<sup>th</sup> Financial Aid Workshop (6:30 – 8:30 P.M.)
  - October 23<sup>rd</sup> Canadian Colleges Fair
  - Ongoing informational updates regarding AP Testing
  - Informational meetings with seniors regarding the entire application process (sending test scores, application submission, and all processes pertaining to applying to college)
  - Senior individual Meetings regarding Letters of Recommendation

- January 25<sup>th</sup> AP/Subject Tests Information Night
- January 27<sup>th</sup>, 28<sup>th</sup>, January 30<sup>th</sup> and January 31<sup>st</sup> (Junior Presentations to introduce juniors to the entire college process)
- Ongoing Meetings with Seniors regarding Mid-Years Reports
- February 5<sup>th</sup> TVN (College Center Rep) To inform African-American Parents on the college process/financial aid process and relevant information
- February 22<sup>nd</sup> Fuerza Unida (College Center Rep) To work with and inform Latino students on the college process/financial aid process and relevant information
- February 25<sup>th</sup> Trip to UCSB with students (Presentation by UCSB Representatives on freshman requirements for admission and a tour.
- Santa Monica College ongoing informational meetings - Seniors
- One-on-one Junior Meetings
- Trip to Santa Monica College – cancelled due to COVID-19 closures
- Scheduled SMC Meetings with Seniors - cancelled due to COVID-19 related closures
- One-on-one Junior Meetings.

**Fuerza Unida and The Village Nation** hosted informational meetings during the school day specifically designed for Latin X and African American students. Presentations from the Counseling Office, College Center, Study Center and Academic Achievement coaches addressed topics such as A-G requirements, the Attack of the Zeros, and Positive Mindsets.

**Men's Group Meetings facilitated monthly by the Unification Director** focused on improving flow of information and instructional practices. Feedback from the group resulted in changes to counseling office presentations to ensure more students understand A-G requirements and the impact of course selection and completion as 9th graders.

**Buzz Feed** sessions were initiated during second semester. Each week randomly selected students from all grades participate in a council discussion with the Unification Director and EDP about their experiences at PCHS. A team of three students have been trained to lead the Buzz Feed meetings, collect feedback, and provide recommendations to the administration.

**Senior Caucus** created to advise the school on alternative culminating activities for the Class of 2020 due to COVID-19 closures.

SMART Goal 3: Report back by faculty on PLC Notebook on comments to monitor curriculum consistency. Add rubrics on homework contract and grading. Syllabus Collection on Schoology.

**Fall 2019 Notebooks** revolved around evidence collection from these different areas: PLC SMART Goal, PLC meeting minutes, Pacing Plan/Calendar/Unit Plans, Lesson Collaboration and Lesson Study, Common Assessments or Performance Tasks, Graded work samples and subsequent data from them, and a PLC Team reflection on their SMART goal progress. However, we have changed the focus and component of the spring notebook to reflect our highlights in eLearning.

### Spring 2020 PLC Folder instructions:

This semester, PLC notebooks highlight eLearning work. PLCs will organize these eLearning highlights by practices promoted by ISTE. ISTE is the foremost organization in teaching technology standards in the classroom. For each ISTE practice, the PLC uploads a document or highlight a practice that provides examples of how the learning community has performed them in eLearning. For more information, please refer to <https://www.iste.org/explore/learning-during-covid-19/10-strategies-online-learning-during-covid-19>.

1. **Digital Equity:** Most families do not have one computer per person. During a school shutdown, parents may also be working from home, meaning several people could be competing for one or two computers. Therefore, make sure all online apps work on mobile devices in case a laptop is not available. Keep in mind that students who have individual education plans (IEPs) need to have access to their specific accommodations during the closure, including video access to aides and logins for apps.
2. **Practice:** Teachers should train themselves and their students on the apps and technology tools they need to use in the event of closure.
3. **Clear expectations:** Everyone's anxiety is high and channels of communication need to be frequent, clear and succinct. Include where to find the daily assignments; a list of sites and tools the students will need, how to log in and what to do if the technology doesn't work; and, finally, the expectations of parents. Prepare a step-by-step guide on how to access and use online learning tools and curriculum. Make sure you present this information in various formats including video and text and include screenshots and screen-casting tutorials. Teachers need to know how to take attendance.
4. **Provide robust learning:** Online learning during a closure – especially during extended closures – should be at least as engaging as the classroom experience (if not more) or students will suffer. Key principles that ISTE recommends are: Break learning into smaller chunks. Be clear about expectations for online participation. Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward. Include virtual meetings, live chats or video tutorials to maintain a human connection.
5. **Design independent learning:** It is important to design learning that does not require a lot of support from parents who might already be overwhelmed. Streamline information by creating one place for all the assignments, schedules and expectations. The closer to a checklist you can make these resources, the better.
6. **Address the emotional toll:** Check in with students and coworkers, especially those who are less comfortable with digital tools to see if they need any help or someone to talk to. Being sequestered at home can be isolating and exacerbate the fear of dealing with a global crisis. Taking time to check in about feelings of anxiety is just as important as checking on academics. Some things that can help include: Take regular breaks. Making time to exercise. Keep to a regular sleep schedule. Limit distractions when

possible (turn off social media notifications, for example). Set daily and weekly goals. Make time to socialize, even if virtually.

7. **Choose the right tools and stick with them:** Limit the number of tools, apps and platforms so students and their parents are not overwhelmed. It may be a little harder for students to follow classroom assignments when you are not there face to face. Try to keep online instructions short, simple and clear. Consider making video instructions instead of text. Videoconferencing will take you and your students into each other's homes so it's important to consider privacy. Some programs let users blur your background. Dress as you would for attending school and expect students to do the same. Online learning also presents a great opportunity to review digital etiquette and embed digital citizenship into online collaboration activities.

**PCHS will utilize communication systems currently in place to convey PCHS's strengths, needs, data, and opportunities for participation so that all stakeholders are well-informed and understood.**

SMART Goal 1: PCHS will continue to update and organize the school website, focusing on staff directory and communication of new or proposed schoolwide changes in policies and practices. Updates will be finalized by Thanksgiving Break 2019.

#### **Updated Staff Directory on the PCHS Website**

Go to the website homepage ([www.palihigh.org](http://www.palihigh.org)) and click on the **Staff Directory** button in the middle of the page. You will see the photo, name, and department for each teacher and staff member. This information is also viewable in the **Academics** section (top row of buttons on the homepage beside the school crest or click [here](#).)

Email lists for specific groups (transportation, parent groups, grade levels, special interest groups, athletics, etc.) have been created to reduce unwanted, irrelevant email traffic to PCHS parents.

SMART Goal 2: PCHS will create a communications audit and directory. The hyperlinked audit will become a resource so that pertinent communication avenues can be promoted at all stakeholder meetings and events by the end of the school year, 2020.

PCHS periodically adjusts the communications plan to satisfy both external and internal public communications needs. Communications systems are audited to assess our communication practices and to determine which of the PCHS communications tools are working well and identify the areas in which our organization can still strengthen its communications performance. We have identified an ongoing professionally established plan to guide the PCHS communications audit process:

- *Analyze the communications vehicles distributed to our audiences.*
- *Get feedback from all internal audiences.*
- *Review and evaluate traditional media coverage and how our organization is perceived on social media in order to determine what our community knows and thinks about us.*

- *Do a SWOT analysis.*
- *Make changes to the current communications plan based on all data collected and analyzed.*

SMART Goal 3: PCHS will create quick, periodic stakeholder feedback opportunities. These short surveys can take place after events and major announcements via the PCHS parent newsletter and housed centrally in “Tell a Dolphin” tab to establish two access points.

**Surveys conducted in 2019-20 include:**

- Annual Stakeholder Surveys for parents, staff, and students
- Professional Development Feedback Surveys
- Faculty and Student SnapShot Surveys
- Link Crew Training and Orientation Experience Survey
- Campus Unification Community Day Survey
- Mental Health Student Survey
- Pali High Climate Change Community Day
- Buzz Feed Surveys
- Operations Faculty/Staff Winter Break Survey
- Classrooms/Offices Safety Supplies Survey
- Brightbytes Technology & Learning Survey
- Athletic Program Surveys

**PCHS will continue to cultivate and expand opportunities for social-emotional wellness development and stress management both inside and outside the classroom.**

The National Alliance on Mental Illness (NAMI) provided presentations for all 9<sup>th</sup> grade English classes during the months of September and October. Students learned about mental illness, including warning signs, facts, and statistics, and how they can get help for themselves or a friend. For more information about the “Ending the Silence” presentation go to [www.namila.org/ending-the-silence/](http://www.namila.org/ending-the-silence/)

Roads to Respect Sexual Assault Prevention assemblies provided presentations for all 9<sup>th</sup> graders through the pods. For more information about the presentations visit [www.roadstorespect.org](http://www.roadstorespect.org)  
Both “Ending the Silence” and “Roads to Respect” programs are provided for free.

The first Community Day of the school year focused on mental health and resources available for students.

Reminders about mental health support services available to students are posted periodically on Schoology. Information is also posted on the school website in a section dedicated to COVID-19 related resources and Student Support Services.

The Coordination of Services Team (COST) meets monthly. The team established protocols for referring students to the Mental Health Team. In addition, an Outreach Team was coordinated

in March at the outset of COVID-19 related closures to connect with students who are not checking in to online classes.

LAUSD implemented a new system, the Mental Health Evaluation Team (MHET). This team is intended to provide faster responses than the current Psychiatric Mobile Response Team (PMRT). The team consists of a School Mental Health therapist and a School Police Officer who can assist in evaluating the need for hospitalization and transporting if necessary.

An Outreach Team has been coordinated to identify students in need of support during the transition to eLearning. Daily phone calls and tech support provided to students who had not checked into their online classes or who were not participating. Mental health support providers, tutors, and math paraprofessionals continue working with students throughout spring semester.

PCHS has provided council training for those who are new to these practices and refresher training for those who have previously participated to increase the number of people on campus with conflict resolution and positive communication strategies.

**SMART Goal 1:** Faculty and staff will be able to identify socio-emotional student supports and how to access them evidenced by participation in professional development held by October 2, 2019.

PCHS has implemented quarterly 2 hour professional development/faculty meeting sessions. All faculty received student support reference sheets with information presented by the Director of Student Support Services. New teacher training addressed social emotional components, using classroom culture setting scenarios. Faculty and staff participated in the Mental Health Resources Community Day.

**SMART Goal 2:** Students and parents will be able to access information regarding student socio-emotional support via PCHS social media, website, and flyers evidenced by hits on social media and/or 50% of positive responses on 2020 student and parent surveys.

Mental health resources are posted in the COVID-19 Resources and Student Support Services sections of the PCHS website:

A Community Day dedicated to mental health support services was held October, 2019. Information from the presentation is posted on the PCHS website.

The annual parent survey includes questions related to accessing socio-emotional support. The survey was posted on May 13. Results will be analyzed for feedback and indicators of progress.

**PCHS will commit to equitable policies and practices to ensure PCHS's diverse student population has access to academic opportunities.**

**Department Policy Review** - At the beginning of the 2019-20 school year, PCHS audited all Spring Semester syllabi to verify the inclusion of updated and new school policies. The next step for 2020-21 is a deeper dive into Department and PLC grading policies and practices to ensure consistency and equity.

The theme for the 2019-20 school year has been "Opening Doors" inspired by the cultural proficiency implementation template created by Trudy Arriaga and Randall Lindsey. PCHS teachers and staff engaged in summer reading and reflection as well as participated in related professional development activities. The September Faculty Meeting incorporated input from staff and students regarding opening doors to equitable, excellent academic opportunities.

The guiding documents providing the road map for equity and excellence at PCHS are as follows:

2020-2025 CHARTER RENEWAL PETITION  
WASC ACTION PLAN FOR EQUITY  
PCHS EQUITY STUDY  
LOCAL CONTROL ACCOUNTABILITY PLAN

**PCHS will maintain a balanced budget and build a fund balance for the future. Identify clear budget priorities.**

SMART Goal 1: Increase classroom IMA by 50% from 2018-19 through fundraising.

- All teachers have accounts on the PCHS website that were completed in time for Back to School Night.
- PCHS website utilized to enhance and simplify the donation process. Cash for Classrooms teacher site was introduced at a faculty meeting. Classroom giving during Back to School Night increased this year.
- Opportunities for teachers to share successful techniques at least per semester accomplished through faculty PD meetings and new teacher meetings.

Progress to date:

- Overtime decreased by \$12k (comp time).
- Special Education efficiency analysis completed. PCHS will move forward with recommendations as opportunities arise.
- Development efforts have resulted in a 125% increase in fundraising - \$144k over last year (\$115k last year/\$260k this year) More than doubled the number of PCHS donors.
- CTE efforts -CTEIG allocation for 2020-21 is \$173,107k. 2020-21 Perkins allocation is \$34,746. Will continue to seek additional funding through Strong Workforce Grant and add to partnerships and career pathways.



- Pursuing private foundation grants for Pali Starts
- CTE – Create a standard curriculum for labs using industry standards.
- \$46k supplemental fundraising for and with teachers assisted with covering the IMA budget shortfall for 56 teachers.

May 19, 2020 Development Report attached