

2021-2022 PCHS Schoolwide Goals

Board of Trustees Goal Setting Meeting September 18, 2021

Last updated June, 2022

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.

Academic Achievement

Long Term Aspirational Goal

PCHS will focus on its educational program by reevaluating and *updating* existing courses and instructional practices to include innovative and relevant content. PCHS's curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will explore the expansion of courses to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.

Action Items:

Professional Development

- Professional Development: Continuously diversify and personalize - PCHS staff
- Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD. (See 2022-23 PD Plan.)
Highlights: *Fuerza Unida Preparte* Conference, World Language Training, and tailored PLC support.

Pali Culture of Equity and Care

To build back better, PCHS commits to develop in three areas:

- **Grading** - PCHS is studying how to shift practice and policy to fairly and accurately measure and communicate levels of content standard mastery.
- **Support - Access to Services and Interventions:** PCHS remains committed to self-study to maintain equity of access to school facilities, organizations, services, and interventions.
- **Community** - PCHS is replacing exclusionary discipline with guidance interventions or strategies such as positive behavioral interventions and supports, social emotional learning, and restorative justice.

PCHS administration conducted focused faculty PD and supported two PLCs who did action research on Joe Feldman's Grading for Equity

Grading for Equity Faculty Materials: Chapter 1 of Joe Feldman's book, Grading for Equity	Grading for Equity Faculty Materials: Article Taking the Stress out of Grading By Joe Feldman
Grading for Equity Materials: Slides from the Optional PD about Grading for Equity	Grading for Equity Faculty Materials: Faculty Presentation Slides from the English Group

Through these trainings and presentations, a draft of a grading policy was distributed to all departments. Administration will review departmental input for a schoolwide policy.

Policy here:

<https://docs.google.com/document/d/1NWTMK2IRpoiQArtZK1MP1GEnbHrr47K4H5C4nLuElvM/edit?usp=sharing>

Professional Development for Teachers

Summer Mini Grants

Many individual teachers, professional learning communities, and small learning communities submitted grant requests and received funding for summer planning hours to focus on common assessment planning, curriculum development, grading practices, intervention plans and more.

Back to Basics/Back to School Professional Development August 16, 17

This year's schoolwide professional development addressed COVID Safety and Classroom Safety, Mental Health, First Day of School

Preparation/Policies/Technology, and Discipline & Attendance. UTLA-PCHS representatives met with members to review the tentative agreement and answer questions. Dara Feldman, guest presenter from Association for Supervision & Curriculum Development, led engaging sessions in Trauma Informed Schools practices.

Optional Professional Development August 9-13

August 9 - PLC/SLC goals, notebook planning, calendaring, and meeting norms
 August 10/11 - New Teacher Orientation, Technology training, Classroom set-up
 August 12 - *Grading for Equity* refresher
 August 13 - Department and Professional Learning Community Meetings

Spring Semester Professional Development – Monday, January 10

Professional development for Spring Semester included the following workshops:

- Ethnic Studies with presenter Dr. Ziza Delgado Noguera, Professor of Ethnic Studies at Fullerton College
- Grading for Equity led by PCHS teachers Stephen Berger and Lisa Saxon
- Safety Training with AEGIS security consultants Jeff Zisner and Doron Horowitz
- Safety, Discipline, and Activity Day Lessons

Faculty Professional Development - Faculty Meeting April 25, 2022

Topic: Accommodations - What's Your Mindset?

Objective & Purpose:

- 1) Build a better understanding for supporting all students through active listening, collaborating, teaching and learning
 - 2) Gather information about faculty knowledge and level of support needed for classroom accommodations and testing accommodations
- Ms. Joasia Garza, LAUSD Specialist from the Charter Operated Programs Tier I team joined PCHS Director of Student Support Services Tammie Wilson in leading the workshop.

Curriculum

- Align Curriculum to A-G, CTE
Increase College and Career Readiness metrics by:
150 Students who have attained the Seal of Biliteracy
Increased A-G aligned courses
Prepared a 5 year plan for CTE and CTE pathway expansion
- College access (Black Scholars Matter, FACTOR, West LA, Santa Monica)
- Continue the commitment to increasing access to A-G, Honors, and AP courses to Black and Latinx students: Continue to utilize the already long-standing programs, such as The Village Nation, *Fuerza Unida*, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.
- Diversify Curriculum: Continue active learning with curriculum-based PD and by offering summer mini-grants focused on new curriculum development and assessment.
Continue evaluating curriculum review to develop an inclusive and responsive curriculum. Instructional Materials, teacher materials, and other necessary items are required to diversity curriculum offerings.
- Continue evaluating curriculum and review curriculum to develop an inclusive and responsive education. Specifically, PCHS will research and develop Ethnic Studies curriculum and Climate Change & Sustainability curriculum.

[Climate Summit Teach In - Earth Day in Apr 22, 2022](#)
[PCHS Climate Curriculum Archive](#)

Collaboration with Dr. Ziza Delgado, professor from Cal State Fullerton to develop Ethnic Studies curriculum and provide professional development for PCHS teachers. Dr. Delgado previously worked with PCHS to analyze school needs in the PCHS Equity Study.

- Continue refining Digital Citizenship, Study Skills, Financial Literacy, and Life Skills units.

[Study Skills and Study Seminar Curriculum Summer Planning Materials](#)

[Digital Citizenship Lesson Archive](#)

Diversify the Narrative: [English Initiative](#)

Courses: [African American Literature](#), [African American US History](#), [Chicano Literature](#)

- Develop and provide instructional materials, teacher materials, and other necessary items required to diversify curriculum offerings.
- PCHS will integrate socio-emotional learning, executive functioning skill development, wellness, literacy, and critical understanding of self within the Pod curriculum through lessons, assemblies, and seminars.
 - [Spring Assemblies in 9th and 10th grade](#), [Executive Functioning](#)
 - [Literacy Program in 9th grade](#)
 - [English and Sociology units](#), [Understanding of Self and others](#)

[Note: Financial literacy will be differentiated in Math \(all years\) and Econ \(Sr. year\) courses.](#)

Equity and Grading

- Action Research - [Grade Equity: Implement "Grading for Equity" studies and strategy implementation in two Grading for Equity PLCs](#). The outcomes from the strategies the PLCs use will be shared with the faculty.
- The formation of a task force to integrate Grading for Equity principles within PCHS grading policies and practices.

[Two action research groups have met throughout the school year to read and analyze Joe Feldman's *Grading for Equity*. Their research and collaboration has resulted in a draft of a school policy.](#)

[Next steps: Departments are commenting on the draft and preparation for syllabus integration has begun.](#)

Assessments

- Collect CASSPP and CAST Baseline data

- Diagnostics (Literacy 9th grade, MDTP departmental math tests)
- AA team members and NBC teachers will collaborate with systems administrators to create an infrastructure for storing assessment data and protocol training for data analysis to increase responsiveness to school data. Team meetings will be scheduled to build folders in Infinite Campus and an assessment dashboard in PowerBi. (Fall meetings and data analysis in spring.) [The committee has chosen Performance Matters for data storage and analysis.](#)

Communication

Long Term Aspirational Goal

PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.

In order to make school-wide updates more accessible and convenient, PCHS will group weekly updates in specific categories across the multiple PCHS platforms.

Action Items:

- Weekly Wednesday Newsletter: Admin will have the announcements/information by the Monday Admin Meeting. Information will be disseminated through PCHS's campus website and Infinite Campus. The tentative start date is scheduled for November 2021.
- PARENTS/COMMUNITY
 - Academics
 - Arts & Activities
 - Athletics
 - Culture
 - Covid
 - Transportation
 - Week at a Glance[Implemented in December 2021](#)
- Student Leadership will develop their own categories and manner of dissemination.
 - [Bi-monthly video updates posted on Schoology and in the weekly Newsletter.](#)
 - [Weekly summaries of student events are posted on Schoology and in the Newsletter.](#)

Corrective Action Plan - Communication

PCHS conducted a SWOT (Strength, Weakness, Opportunity, Threat) analysis of incident responses during the December 6 incident and developed a Corrective Action Plan to address areas needing improvement.

Emergency Communication Steps include:

- When additional or increased security is required on campus, and security is not compromised as a result, information is sent to parents/students/staff in one communication.
- PIO SERT activated in all incidents involving campus disruption (identify name in category on SERT chart).
- Coordination is required with the Infinite Campus Data Manager to grant access to authorized users to send/release message in Infinite Campus Data Manager's absence.

Activate Emergency Text Notification System via Infinite Campus (Staff/Students/Parents)

- Personnel assigned role: write 1-2 sentence status update in any event normal school operations are disrupted.
- Seek ED/ED designee approval and send within 5 minutes of incident.
 - Two backup/substitute personnel also named in case of absence.
 - PCHS conducted a test of the Emergency Text Notification System before Winter Break.

Diversity

Long Term Aspirational Goal

PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.

Action Items:

- Form a Diversity Task Force to examine the campus' actions and policies to identify where equitable practices fall short/non-existent into the school's daily practices, expectations, predictions, decision-making, and regulations. The Diversity Task Force convened in October 2022 and meets monthly.
 - Dealing with complaints sent to the HR Office - Initiatives delayed due to departure of HR Director. The interim HR team has been focused on personnel issues and hiring throughout second semester.
 - HR is developing an infographic depicting the process for resolving a complaint. - August 2023

- HR is developing a process for staff to report concerns (digital complaint form) modeled after the 3 C's for students. - [August 2022](#)
 - Employee Suggestion Form Open Box written complaint modeled after BUZZFEED for faculty/staff members. - [August 2022](#)
- Education and training for staff, faculty, and administration [Ongoing in 2023-24](#)
- Professional Development
 - Intentional groupings made by Excel to ensure a mix of seniority, race, ethnicity, and departments [Completed and initiated in faculty meeting discussions](#)
 - Compliance Training [Back to School PD August 2022](#)
 - Expand Implicit Bias Training [Back to School PD August 2022](#)
 - Staff, faculty, and administrator Monthly Reading
 - Identify and schedule a speaker/program to educate staff on topics such as racial sensitivity and gender equity. Workshops will be mandatory for staff. [Back to School PD August 2022](#)
 - Allyship & Intro to Ethnic Studies Curriculum --[Dr. Ziza Delgado, Professor of Ethnic Studies at Fullerton College](#) presented to the PCHS staff.
 - Ethnic Studies curriculum previews for teachers - [Dr. Ziza Delgado covered this in her staff presentation.](#)
 - Look at online learning components before in-person training takes place - [Modules have been identified that will be included in the Back to School compliance training.](#)
- Campus Climate & Culture
 - Main Hallway to reflect Pali diversity and underserved population identities. [Students from BSU, LSU, GSA, ASU, and TGA](#) contributed to a wall display in the main hallway.
 - Spring Calendar that has both staff and student diversity and inclusion events and activities. [Monthly calendars of events publicized for Black History Month, AAPI Month, LGBTQI Pride Month](#)
 - Consistently offer diverse courses and commit to sustaining these courses.
 - [Openings for teachers of African American Literature and African American History](#) were specifically included in job postings to identify candidates who have a sincere interest in this content. Interviews included demonstration lessons with students who have provided feedback to determine the most desirable candidates.
 - [Chicano Literature](#) continues to be offered at PCHS.
 - [PCHS is preparing to offer Ethnic Studies, which will be a state requirement starting Fall 2025.](#)

- The Dress Code Task Force has developed a revised policy. Next step: [Staff training on identifying and responding to a dress code violation.](#)
- PCHS Hiring Practices: [HR Department attends additional Diversity Career Fairs](#) to increase the diversity of the faculty.
- PCHS is preparing for the new state mandate to provide an Ethnic Studies course. On October 8, California became the first state to require all students to complete a one-semester course in ethnic studies to graduate. Assembly Bill 101 takes effect starting with the class of 2029-30. High schools are required to offer Ethnic Studies courses starting in the 2025-26 academic year. PCHS is working with Dr. Ziza Delgado, Professor of Ethnic Studies at Fullerton College and Board Member for the California Community College Ethnic Studies Faculty Council, to begin designing curriculum.
- Hiring for the 2022-23 school year is underway. The PCHS Human Resources Department attended diversity career fairs to promote opportunities at PCHS.
- Courses in African American Literature, American History through an African American Perspective, and Chicano Studies will be offered in the coming school year.
- Part of our Campus Unification Department's mission is to provide a specific space that allows for students to exercise and practice agency, deepen their understanding of self and community, and engage in opportunities for self-advocacy, community accountability, anti-racism efforts and intersectionality awareness. PCHS has designed a **Campus Unification Student Advocacy Room** (U109). This dedicated space allows minoritized racial and intersectionality affinity groups to meet and organize for their own initiatives. This space helps students feel welcomed, empowered and safe to advocate their opinions and concerns for the sake of clarity, understanding, acceptance, and their ultimate success as PCHS students.
- **PCHS Social Justice Living Wall of Representation** - A radical wall in our school's main hallway serves as a reminder to school leadership of the need for equitable practices, the presence of students of color in our community and our responsibility to them. This is a living wall that changes and grows with our community. It is supported and maintained by our affinity groups that meet together to provide support, gather data, and help to inform leadership on the needs that each of their groups have. This is all a part of an initiative for safety, radical care and achievement for our BIPOC students.

Fiscal/Budget

Long Term Aspirational Goal

PCHS will identify and adopt cost-effective priorities to achieve 21st-century student-focused education. PCHS will do this with complete transparency and accountability while maintaining a balanced budget and cash reserve levels of 5%+ and providing monthly and annual reporting measurements.

Action Items:

- Align on clear budget priorities for 2021-24 and seek board adoption by March 2022.
This goal needs to be further developed. Public hearings have been held to share information and to gather feedback from our educational partners. Spending priorities are discussed at monthly Long Term Strategic Planning meetings and Budget & Finance Committee meetings. Given the importance of budget priorities, we will continue these discussions and recommend priorities at a future board meeting.
- Maintain a minimum 5% unrestricted cash reserve and monitor on a monthly basis.
We currently have achieved this and the CBO is committed to maintaining a 5% cash reserve and communicating the reserve levels on an ongoing basis. As a result of our PPP loan forgiveness, we currently sit closer to a 10%-11% reserve level.
- Execute adopted budget with efficiency and strict adherence to fiscal policies and procedures - monitor on a monthly basis.
Goal is in-progress. At 2nd interim, we made significant progress in balancing the budget compared to 1st Interim. As of 5/23/2022, our Estimated Actuals project a positive ending balance of \$300k+. We also are in progress of identifying new processes/workflows to adhere to PCHS fiscal policies and procedures. Refining our Purchasing/Invoicing process, position control, payroll procedures, and PD/conference travel requests are just a few examples.
- Address Lifetime Health Benefit (OPEB liability) by investing current assets (immediately), pre-funding the benefit at the recommended level (monthly), and/or identifying a solution to address the long-term liability by Jan 2022. The retiree benefit funds were invested, and the school lowered its OPEB liability (other post-employment benefits) by nearly -33% or \$6.77 Million (before Jan 2022)! We are entering year #2 of our 20-year funding schedule

and are committed to adhering to the funding schedule. Our insurance broker is also providing cost-effective benefit plans to further reduce our liability. However, these now have to be discussed with UTLA/PEPSU.

- By June 2022, develop a funding plan to support technology equity and access (Ed Tech Plan).
Unfortunately, we did not meet this goal. It is still in progress, and we will continue discussions with educational partners on an Ed Tech funding plan.
- Achieve all goals set forth in the Strategic Development Plan (PCHS Fund, planned giving, alumni network, endowment, grants, and capital campaigns). This goal is well underway and the PCHS Fund is tracking ahead of projected donations/revenue. For the first time ever, we created a “development budget” so that we can better track Ed Fund expenditures. This will be implemented in 2022-23.
- Identify ways to increase the effectiveness of budget/financial communications.
This goal also needs to be further developed. Our budget is very transparent, but we will identify ways to incorporate feedback to create clearer and more effective communications.

Student Socioemotional Well-Being

Long Term Aspirational Goal

PCHS will continue to cultivate and explore opportunities for social-emotional wellness, development of life skills, and stress management both inside and outside the classroom.

Action Items:

- Incorporating weekly announcements.
- Providing learning opportunities through the curriculum to support SEL within PODS, seminars, and mentor programs.
- PCHS leadership and clubs will communicate opportunities for SEL across social media platforms and classroom announcements.
- Offer classes focusing on life skills, healthy relationships, and positive mental health strategies that count toward graduation credit.
- Review the Wellness Policy semiannually and promote strategies to foster healthy lifestyles.
- Mindfulness Messengers meet regularly and lead mindful moments during morning announcements. The Pali Pause is used to begin many meetings and is also incorporated into some classes.

- The Child Mind Institute provided free evidence-based resources that can help PCHS teachers teach students the mental health skills they need to be more ready to learn. <https://childmind.org/healthyminds/educators/>
- Investigating *Overcoming Obstacles* secondary curriculum to integrate into 9th grade and Study Skills classes.
<https://www.overcomingobstacles.org/portal/en/grade-level/high-school>
- “Life Safety Skills for Teens and the Adults that Care For Them” class assemblies and parent forum scheduled with Jonathan Cristall.
- Interventionist targeting high needs students in collaboration with counselors and Mental Health team.
- National Alliance on Mental Illness (NAMI) partnered with 9th grade English to give their annual presentation, “NAMI Ending the Silence.” This presentation features individuals and family members whose lives have been affected by mental illness, who visit high schools to provide "real-life" perspectives based on personal experiences.
Each trained presentation team includes a young adult in recovery. The program provides real faces and real-life stories that help high school students learn more effectively. Students get a rare opportunity to ask questions about mental illness that are too often surrounded by silence.
- Study Skill Course curriculum development expanding to include executive functioning skills such as organization, calendar planning, setting goals, and interpersonal relationship development.
- Career Tech Education Program units include soft skill development and career research.
- Business Enterprise class, VEI and DECA provide real world experiences for students interested in entrepreneurship and marketing.
- PCHS provided Spring Safety Week Lessons and Activities that will be revisited throughout the school year.
- Weekly 7th period workshops: This Spring Skills Workshop series is held by Lyn Lim during 7th period in U102. In the weekly workshops, students will explore feelings, effective ways of communicating, problem solving, goal setting, and how to manage stress.
- Restorative Saturday School is being implemented as an alternative to suspension.
- Identify National Recognized Wellness Center Programs (9-12) campus as one method to ensure continual alignment with best practices for mental health services.
- Provide Professional Development for the Mental Health Team.
- Increase support for the Mental Health team to include a Restorative Practitioner. The Practitioner would serve as a support between PBIS and Therapeutic support. Explore funding streams for this potential position.
- The Dean’s office and Pali mental health work very closely together. Formalize a process to facilitate ongoing collaboration.

- Pali has a new National Alliance on Mental Illness (NAMI) Club on campus that meets weekly.
- **Student Assemblies and Parent Webinar**

Jonathan Cristall, a City of Los Angeles prosecutor and the author of the award-winning book, *What They Don't Teach Teens*, conducted workshops for 9th and 10th grade students and all parents. The topics of the workshops were “Digital Pitfalls and Best Practices” (9th grade) and “Healthy Intimate Relationships and Connections.” Young people coming of age today face new risks, expectations, and laws that did not exist when their parents were teens. The workshops were designed to sensitize and clarify the many complicated, delicate situations that students face and empower them to make good choices. The March 31st evening webinar for parents provided information about both topics. PCHS plans to provide the training for 11th and 12th graders at a later date.

- **Faculty Professional Development (Faculty Meeting April 25, 2022)**

Topic: Accommodations - What's Your Mindset?

Objective & Purpose:

- 1) Build a better understanding for supporting all students through active listening, collaborating, teaching and learning
- 2) Gather information about faculty knowledge and level of support needed for classroom accommodations and testing accommodations.

Ms. Joasia Garza, LAUSD Specialist from the Charter Operated Programs Tier I team joined PCHS Director of Student Support Services Tammie Wilson in leading the workshop.

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