

PCHS WASC

ACHIEVEMENT AND DIRECTION

WASC SUCCESS



FIRST TIME
**SIX YEAR
CLEAR**

March 11-14, 2018

ACHIEVEMENTS



PCHS Academies



AA Team



Cohesive Leadership



Board Governance



CTE, Course Offerings



PLC and SLC outcomes



Integrated Tech

DATA DRIVEN SCHOOL!

PCHS is using data to make changes to its instructional program. PCHS has implemented new programs and interventions to support student achievement (Dolphin Leadership Academy, Fuerza Unida, Peer Mediation, Link Crew, Hello!)

MORE SCHOOL STRENGTHS



- ✓ Robust counseling and emotional support
- ✓ Diverse population within an inclusive environment (Campus Unification)
- ✓ Student Empowerment (Student Bill of Rights and Responsibilities)

HOW TO BE THE BEST OF THE BEST

AREAS OF FOCUS



Align current technology and data management tools to better inform the school community and drive decision making.



Utilize instructional time to engage students through the class period, ensuring equitable access to additional supports. Increase Quality Learning Time in classrooms and explore project based learning models to increase student engagement.



Continue to close the opportunity gap in A-G access and Honors/AP curriculum. Keep expansion of rigorous and relevant course catalogue.



WASC TEAM RECOMMENDATIONS

1. Align school initiatives to work as efficiently as possible.
2. Identify critical data and summarize it in one key location. This will serve as a single data profile that can be accessible to all stakeholders.
3. Maximize instructional time by flipping instruction so that the students are actively learning with teachers serving as guides and coaches.
4. Continue to use LTSP committees to align school goals with the WASC action plan and LCAP.
5. Refine/adjust your plans after critical analysis of your data.



With our combined leadership, PCHS is soaring to new heights!

Noguera Equity Study

April 3-5, 2018

Domain 1. School Culture for Learning

Intentionally target and engage minoritized populations of students and families in support of a more inclusive campus.

Domain 2. Learning, Teaching, and Assessment

Across the 69 classrooms we observed, teachers regularly communicate agendas and activities students will be expected to participate in during the period, however the new knowledge and skills that students will learn are not always made explicit. In the majority of lessons, checking for understanding either did not take place or the efforts to check for understanding were insufficient for determining whether students completely understood and acquired newly introduced concepts.

Domain 3. Leadership, Management, and Accountability

Develop monitoring systems and strengthen leadership's "ways of knowing", so that leaders at various levels of the school have an accurate understanding of what is working well and what must be done to improve the quality of learning for students.

Domain 4. Partnerships with Families and Communities

We suggest a parent liaison or committees that work to engage and represent parents contribute to a targeted review of parent and community partnerships through an equity lens to determine strengths, growth and priority areas.