CHAPTER III: PROGRESS REPORT

PCHS Accomplishments of the School-wide Action Plan from 2005-2006
Overall, how has PCHS accomplished the Goals of our 2005-2006 Action Plan?

PCHS has significantly progressed in accomplishing our school-wide action plan goals in the last six years.

These three goals were:
A. **Supporting academic achievement and personal growth for all groups of students**
B. **Improving communication among all stakeholders**
C. **Upgrading facilities and improving technology**

In addressing identified needs, PCHS has made significant gains in building a school culture of support, increasing communication, and upgrading facilities and technology. However, PCHS still needs to focus its efforts on the Pyramid of Intervention/Response to Intervention, PLC development, and academic achievement of all students, with special attention devoted to undeserved subgroups (special education, ELL, and gifted and talented). Since 2003, when PCHS gained its independence from the District, all stakeholder groups have collaborated to create a vision outlined in our current 2010 Charter. Although PCHS has encountered a few obstacles, stakeholders continue to remain focused on student achievement and to adhere to the school-wide action plan.

Communication among stakeholders has improved and the overall school culture has continued to grow in a very supportive nature. PCHS has implemented several emotional and social support groups for students and staff. The Communications Committee has worked extremely hard to create common goals regarding professionalism and various communication-centered policies, as well as working to continually improve communication among all stakeholders. PCHS has also employed a Parent Liaison, formed *Fuerza Unida*, and purchased ConnectEd to reach out and better communicate with the parent community. With the hiring of the new Executive Director and Principal and the more directed Board focus on student achievement, communication also has improved within the leadership team and governance. PCHS is moving toward more open, clear, and transparent communication.

Through various stakeholder surveys, PCHS has gathered valuable data concerning the need for adequate technology and facilities. Even with the foundations of the school's technology infrastructure now in place, PCHS still seeks to make better use of technology. PCHS students need access to state-of-the-art technology to make positive contributions to the global society. The Operations, Facilities, and Technology Committee has assimilated stakeholder input regarding facilities and technology. Within the last two years, the committee has compiled a long-term Technology Plan for the school. The committee also has communicated with LAUSD and the administrative team a proposal to upgrade the facilities to better meet students' needs and to maintain a safe environment. This past year, PCHS has worked closely with the community to renovate the school campus. Although PCHS has come a long way in terms of technology and facilities, PCHS still has room for improvement and growth.

GOAL A: Supporting academic achievement and personal growth for all groups of students

As the school enters the sixth year of its current WASC accreditation term, one of the most prominent and exciting accomplishments that has been achieved at PCHS is the renaissance of student unions, associations, and assemblies. The common mission of this renaissance is to support both the academic and personal growth of all PCHS students. To design these supports for students, PCHS faculty, staff, and administrators committed themselves to both on- and off-site training to develop a school culture and climate of care and support. With both research-based training and intensive collaboration, PCHS faculty, staff, students, administrators, and parents have designed programs intended to provide students with appropriate academic and emotional support. Student responses to these efforts have been overwhelmingly positive. Student membership and participation in unions and associations has steadily increased, and surveys show that students believe these assemblies and student forums have had a positive influence on their lives. The introduction of The Village Nation at PCHS inspired a resurgence of student-centered support programs. *Fuerza Unida*, Gay Straight Alliance, Latino Student Union, Black Student Union, Every Fifteen Minutes, and Council have used similar strategies.

Some of the intervention programs implemented at the beginning of the WASC term have been revised while others have been disbanded. The programs Dolphin Days, Club Dolphin, and Student Assistance Program have stopped both due to budgetary concerns as well as the absence of measurable, positive student outcomes. Program revisions since the last accreditation cycle include Small Learning Communities, Literacy Success, and Guided Study. The 9th grade SLC is adding a *Humanitas* component, and Guided Study has been redesigned for a more targeted population of students. Nonetheless, new programs that support academic achievement and personal growth were piloted and continued. These programs were designed to provide interventions to specific populations of students. These targeted intervention programs within the PCHS Pyramid of Intervention/Response to Intervention are CAHSEE boot camps, R&R, and Counseling Office support for 9th and 10th grade. Several measures were used to identify students eligible for these programs; the measures include grades, as well as scores from the CAHSEE, CST and PLC common assessments. These interventions have had a positive influence on student academic outcomes. For example, during the last 3 years, the PCHS CAHSEE pass rate for both English and math exceeds 90%.

PCHS has continued collaboration in PLCs, although the extent of collaboration and instructional impact has varied among PLCs. To further development of the PLC model, PCHS has focused its school-wide goals to include SMART goals for each PLC. To support the academic achievement and personal growth of every student, PCHS is continuing Professional Development in differentiated instruction.

GOAL B: Improving communication among all stakeholders

Communication at PCHS has greatly improved in the last six years. This improvement can be attributed to award-winning student programs, increased technology and training, the work of the Communications Standing Committee, Governance policies, and hired communication personnel. During the last six years, PCHS has demonstrated that it has allocated proper resources to improve PCHS communication of school support, school policies, and school programs.

In order to improve emotional and social communication for students, PCHS hired a full-time school psychologist and maintains a counselor: student ratio that is lower than the state-wide average. The PCHS psychologist conducts support groups and oversees outside providers who help students in emotional need. Through participation in student unions and organizations, teachers and staff communicate with, mentor, and support students. Both Village Nation elders and *Fuerza Unida madrinas* keep their classrooms open so students can voice concerns and participate in support activities. These teacher and staff mentor groups have grown from a core of five teachers to twenty-two. The Gay Straight Alliance teacher mentors have organized "safe space" communication campaigns to address teacher practices and student behavior to promote a more tolerant and inclusive environment. "Culture Chats" are held with students during lunch and pre-registration. In addition, the Board and administrative team regularly receive reports from student groups, the Student Concerns Committee, and Student Senate.

The following two factors have greatly contributed to effective emotional and social communication:
1. The "Every 15 Minutes" and "In One Instant" Programs
2. Council Program

The "In an Instant," formerly "Every 15 Minutes," program was developed by various stakeholder groups, including parents, community, faculty, administrators, and students, to open communication regarding safe driving and help students make the right choices. Due to the success of "Every 15 Minutes" at PCHS, two of the school's parent coordinators began a non-profit organization called Streetwise Media. Through Streetwise Media, parents adapted the "Every Fifteen Minutes" program so that more schools could have access to this powerful, safe driving program. Streetwise Media's "In One Instant" is a multi-faceted, peer-driven program. A safe driving message is delivered through a gripping, dramatic reenactment of a reckless driving collision caused by drinking and texting. In one instant, students learn how one accident can devastate an entire community. The program profoundly affects teens and community members. The CHP has endorsed this program, and PCHS is proud to be one of the first schools to pilot it.

In addition to this powerful assembly, PCHS also has implemented the Council Program for both staff and students. Council is a practice of speaking and listening from the heart. Through compassionate, heartfelt expression and empathic, non-judgmental listening, Council inspires a non-hierarchical form of deep communication that reveals a group's vision and purpose. Council offers effective means of working with conflict and discovering the deeper, often unexpressed needs of individuals and organizations. Council is a powerful tool for co-visioning, learning, healing, community building, and decision making in a group context. Council explores both the personal and the collective story of a community. Educators at all levels have expressed concern that young people are losing their ability to connect and communicate with others - particularly those from different cultural backgrounds. There is a perception that too many young people leaving high schools and universities are technically savvy but "emotionally illiterate." This problem exists in all cultural and socio-economic groups, and it is an issue Council is designed to address.

Extending beyond the improvement of student communication, PCHS also has improved communication among its adult stakeholder groups. In 2005, the PCHS administration created a Parent Liaison Coordinator to improve communication between the parent community and PCHS via Pali emails, a monthly newsletter, and the PCHS website. Additionally, the school

purchased Teleparent and ConnectEd, web-based software programs for teacher and school-wide phone and email communication. In 2009, PCHS piloted a parent portal (LAUSD SchoolMax Integrated School Information System) that provides password-protected access to information regarding student grades and attendance. Teachers were trained on TeacherWeb software to create web pages that provide students and their parents with easy access important information about courses.

     The Board approved communication policies written by the standing Communications Committee to create a more professional and positive work environment for all employees. In 2009, The Board tasked the Human Resource Director to continually update and modify the existing PCHS Employee handbook with new email and social networking policies and current school information. In 2010, the Communications Committee established the PCHS 50th Anniversary Committee. This committee has rejuvenated communication with both community and alumni groups. During the school leadership search in 2010-11, the Board of Trustees held forums and hired the UCLA SMP staff to solicit all stakeholder input on critical school issues. The same year, the Board passed a set of Governance Policies, which clearly articulate the roles and responsibilities of Board Trustees and their relationship with school administrators.

     To better support communication among school personnel, parents, staff, and community members, the Board and administration hired development consultants, obtained the services of a communication consultant, and added staff in the technology office. Consequently, the school has fostered excellent communication among all stakeholders. WASC survey results revealed that more than 90% of teachers agree or strongly agree that information regarding student achievement is effectively communicated.

GOAL C: Upgrading facilities and improving technology

     During the last six years, PCHS has greatly improved the school's exterior as infrastructure. PCHS also has made a few additions to the campus, including the Maggie Gilbert Aquatic Center and the Carl Lewis Track at Stadium by the Sea. In the last WASC report in 2005-06, the library was cited as a critical area for improvement. Since then, PCHS has completely remodeled the library and created a student-friendly environment. The library is run by an excellent, innovative, credentialed librarian, who is supported by an assistant. They have worked extremely hard to continually improve access to technology, resources, and academic support.

     Despite the economy, lack of state and district funding, and inconsistent fundraising raising efforts, PCHS has attempted to make multiple upgrades to facilities and technological tools for student success. Campus improvements include the addition of nine portable classrooms, which allowed PCHS to reduce the number of traveling teachers and lower class sizes. Nonetheless, additional facility upgrades are needed to increase student engagement. For example, the science labs and classrooms are not updated and lack equipment needed to meet OSHA safety requirements. The majority of the science labs are basic classrooms. Some classrooms do not have lab stations or the resources needed to provide rigorous, academically challenging labs. In order for the Science Department to apply scientific principles and fully use current technology-based scientific labs, such as biotechnology, labs require significant upgrades. The PCHS Master Facilities Plan targets these classrooms for priority upgrades. The Master Planning Committee also includes a Visual and Performing Arts Center (VAPA). The VAPA Center is intended to create a centralized location for all VAPA disciplines with a modern theater, photo lab, dance studio, ceramics studio, music, and rehearsal space. This auditorium

would allow for a more centralized location for review sessions, rehearsals, assemblies, guest speakers, student presentations and performances, and employee/parent meetings and seminars. Future fundraising campaigns will focus on securing funds needed to complete this project as well as the much-needed science lab upgrades.

Despite limited resources, PCHS has upgraded the school's technology infrastructure and increased the size of the technology department. At the end of the last WASC cycle, the school had a small technology department in place. The department has grown into a technical coordinator and two technicians. Additionally, the school hired a technical consultant, TCS Network Consulting. During the last six years, this team has been able to provide classroom support and equipment to incorporate multi-media lectures and technology-enriched curriculum. Wireless Internet access is available on campus, and some classrooms have LCD projectors, and document readers. Other improvements include mobile laptop carts, a VOIP classroom phone system, a new sound system, networked photocopying machines, classroom computers, updated software, photo lab computer upgrades, and state-of-the-art stadium, theatre, and library facilities. With funding from the Lions Club, the Study Center was able to secure twenty new computers. And through a subscription purchased by the library, students now have access to web-based databases 24 hours a day.

Moreover, there have been significant school information and communication upgrades. Working with TCS Network Consulting, the technical department has upgraded the bandwidth/speed of the school servers. Communications between parents and teachers, teachers and office staff as well as teacher and students has dramatically improved due to the implementation of software such as ISIS Family Module, MyData, ConnectEd, Teacher Web, Edlio's PCHS Web page, PCHS Facebook and Microsoft Office email. Despite these software and hardware improvements, PCHS has not been able to implement its complete technology plan. According to the school's Operation, Facilities and Technology Committee, the PCHS master technology plan needs to be revamped, because of the rapid technology development during the last six years as well as personnel turnover in the school's technology department. One of the weaknesses of the current technology plan is that there is insufficient focus on Professional Development needed to help staff remain current regarding how to access and use technology-rich teaching tools.

WASC CRITICAL AREAS FROM 2009 MIDTERM REPORT:
CRITICAL AREA 1: Connect the ESLRs to the standards and develop common indicators, to measure or observe student attainment.
PCHS has increased awareness of the school's ESLRs, as the four C's are embedded in daily learning objectives and in student achievement of state standards. PLC assessments and community service hours are the primary vehicles used to measure student progress toward realizing the ESLRs. Although a specialized student assessment to measure student attainment of the ESLRs has not been developed, the ELSRs are embedded within our school culture and remain a unifying theme of student achievement.

CRITICAL AREA 2: Investigate alternative instructional programs in core subjects with significant achievement gaps.
PCHS has made significant progress in investigating alternative instructional programs in core subjects. In the Math department, courses are now offered such as Math Essentials as well as a year-long Algebra IA class. The Science department has established an AP readiness program at

UCLA for its Biology course to improve lab and free-response skills. The English department piloted an AP readiness course for underrepresented students in 2006-09.Based off school-wide AP and Honors disaggregated data, English is trying to increase the diversity of Honors and AP classes by offering writing workshops to students from underrepresented subgroups (African American and Latino). As a result of a self-study, PCHS Small Learning Communities (SLC) investigated and will implement a Humanitas curriculum into the SLC program, so that every student receives access to rigorous, interdisciplinary, and core curriculum. To support students who are credit deficient, PCHS offers Aventa Learning classes on-line and credit recovery through Temescal Academy Small Learning Community.

CRITICAL AREA 3: Reduce the achievement gap among all students, especially out-of-area transfers.
PCHS has piloted and developed two innovative programs designed to help close the achievement gap between students of color and their white counterparts. Both The Village Nation, a support program for African American students, and Fuerza Unida, a support program for Hispanic students, seek to increase individual student self-efficacy and academic outcomes. The programs provide students with academic and emotional support. Throughout the year, students attend impact assemblies that address critical cultural issues. Parental support and engagement opportunities and built into each program. Since establishing these programs, PCHS has seen significant gains in CST test scores for these two subgroups. African American students have achieved a 49-point gain on CST tests in the last four years. Meanwhile, the CST test score of the Hispanic subgroup increased seven points overall in Fuerza Unida's first year.

CRITICAL AREA 4: Address the high dropout rate of the 9th graders.
PCHS collaborated with Helix Charter High School to bring a Summer Bridge program to PCHS. "Dolphin Days" premiered the summer of 2005. The Bridge Program was discontinued when funding was cut in 2009. As a result, emphasis was placed on the 9th-grade Small Learning Community (Pods) to provide support and interventions for PCHS freshmen.

CRITICAL AREA 5: Upgrade the school facilities.
PCHS has implemented many facility upgrades during the last six years. More instructional space was gained by acquiring additional property from LAUSD, and portable classrooms were added to the main campus. The PCHS library was remodeled, and the PCHS Stadium by the Sea has a new track and a new playing field with artificial turf. As of 2010, PCHS is home to a state-of-the-art aquatics center. PCHS now houses its own internet servers and has new technology and phone systems.