

CATEGORY B: CURRICULUM- Standards-based Student Learning

B1. CURRICULUM CRITERION

B1: To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results (ESLRS)?

PCHS teachers provide students with a rigorous, relevant, and coherent standards-based curriculum bolstered by methods they collect from a wide range of professional development experiences. They address national, community, and student issues and needs by developing the curricular program while remaining anchored to state standards-based curriculum, school-wide ESLRs (Core Learning, Critical Thinking, Communication and Community), and local curricular agreements.

Most teachers at PCHS design and facilitate standards- and ESLR-based education to elicit student responses that require high-level critical thinking and problem-solving. Such lessons provide students with the opportunity to connect their learning to personal experience and knowledge, and to reach out into the community through technology, service-based learning, or in-person interaction. The majority of teachers articulate course design, both horizontally and vertically, to create instructional frameworks of knowledge acquisition, skill attainment, and critical thinking ability in each course. Most teachers work together in their departments and course-alike PLCs to continually monitor the effect of their curricula on students' academic progress by analyzing data from school and state assessments. The results of the analysis are then used to modify or upgrade the curriculum for all groups of students. Most departments and PLCs use aligned rubrics that express clear performance-level expectations for assignments, projects, and performances. Teachers observe and reflect on both instruction and assessment results to improve the depth and effectiveness of the learning transaction.

With a large percentage of the faculty participating in professional development, PCHS has demonstrated a commitment to be informed about the latest educational research and integrating it into the classroom, with teachers often sharing formally or informally their newly-acquired knowledge.

PCHS offers to all students a solid, college-preparatory course of study that follows the A-G entrance requirements of the University of California and the California State University systems. Although these requirements are not necessary for graduation, all students are encouraged to follow them.

Demonstrations of learning which access multiple intelligences are widely encouraged, including portfolios, dramatic performance, and presentations that use visual technology. Other established practices across disciplines include the use of Cornell note-taking, the teaching of subject-specific writing strategies, and the use of writing rubrics. In some departments, especially Foreign Language, Technical Education, and Visual and Performing Arts, kinesthetic and project-based learning are strong. In other departments, notably English, Social Studies, and Science, a wide variety of learning experiences has been integrated into instruction for all students.

PCHS offers twenty AP and honors courses across all disciplines. More than 1,400 AP exams are administered every May. Last year, 26% of the students scored 5s, 28% scored 4s, and 25% scored 3s, for an overall pass rate of 79%. In the graduating class of 2011 there were six

National Merit Semi-Finalists and one National Achievement Scholar, 16 NMSQT-commended students and one National Hispanic Recognition Program Participant.

The high academic expectations and a shared dedication to continually refine instructions to help students meet and exceed standards have resulted in a rising trend in standards-aligned API test scores. 54% of PCHS' graduating seniors have been accepted to four-year colleges, with over one third of these coming from University of California campuses. The commitment of all involved staff members – teachers, counselors, administrators, clerical staff, classroom aides, and advisors in the College Center, the Study Center, and the Community Service Program – support school-wide scholastic achievement.

CURRENT EDUCATIONAL RESEARCH AND THINKING

FINDINGS	EVIDENCE
<p>The California standards and the ESLRs are the foundation of all curricula at PCHS. At the same time, curriculum is designed to stress the importance of students' ability to meet the standards and achieve the ESLRs.</p> <p>In order to stay up-to-date on current research and techniques, many teachers attend workshops and conferences, such as:</p> <ul style="list-style-type: none"> • AP (Advanced Placement) • AVID (Advancement Via Individual Determination) • LACOE (Los Angeles County Office of Education) • TVN (The Village Nation) • NCECA, (National Council on Education for the Ceramic Arts) • ACTFL (National Council on the Teaching of Foreign Languages) • CLTA (California Language Teachers Association) • CSTA (California Science Teachers Association), • Professional Learning Communities at Work Institute (Rick DuFour) • California Math Council • California Preparatory Math Training • Charter school conferences • NCECA conference • Workshops at the Francophone Research Center at USC • Language diversity classes 	<ul style="list-style-type: none"> • <i>Textbooks based on California Standards</i> • <i>Course and curriculum descriptions</i> • <i>PCHS ESLRs</i> • <i>PLC Pacing guides and Notebooks</i> • <i>Office Records and Conference Approvals</i>

Many Visual and Performing Arts (VAPA) teachers belong to the professional organizations related to their field such as NCEA, and keep up on research through professional journals and articles. They also attend festivals and competitions that allow them to observe other schools and other teaching practices to compare to their students. Departments use SDAIE techniques in order to help all students especially ELL and Special Education understand subject matter. For example, many departments use word walls, vocabulary pictures, diagrams/foldables, concept maps, manipulatives, PowerPoints, and graphic organizers. Providing these visual aids in the classroom addresses the needs of ELL and Special Education students. Reinforcement of vocabulary and visual representations of mathematical concepts help all students better understand concepts.

Most departments follow the DuFour model of PLCs and use common summative and formative assessments to analyze student achievement of state standards and to re-teach or reassess, reincorporate and reintroduce standards when students perform below proficiency. Throughout the year, most departments and/or PLCs evaluate the curriculum to make sure it allows students to access state standards and helps them master the standards. When weaknesses are found, teachers create additional assignments or revised tests and study materials to compensate.

Many departments align their planning and instruction with current educational research and employ the concepts of Harold Bloom and Howard Gardner in order to actively engage students in learning at all levels and in

- *Posted Word Walls via classroom observations, Biology Vocabulary Sheets (ex. Energetics Vocab), Biogeochemical Cycles Diagrams, Rock Foldable and Nitrogen Cycle Foldable, 11th grade US History Concept Maps, Photosynthesis and Cellular Respiration Concept Map and manipulative, Mutations Lab Manipulative, Instructional PowerPoints, and Venn Diagrams via Classroom Observations, worksheets, and composition books*
- *PD Budget line item 2005-2006 for DuFour Training*
- *August 2004- Professional Learning Communities at Work Conference Manual*
- *Faculty Agenda Spring PD Day March 2009 for DuFour Grading Practices*
- *Mastery Manager Data records*
- *Copies of PLC Common Assessments*
- *English language CST practice exams to literacy students*
- *PLC meeting agendas*
- *PLC minutes*
- *PLC pacing guides*
- *department meeting schedule*
- *Common Assessments and Mastery Manager printouts*
- *PLC notebooks*
- *Dialectic journals*

AP-level writing that addresses global issues. Bloom's taxonomy is used to provide a variety of low- to high-level critical thinking skills and levels of questioning. Teachers also use Howard Gardner's research on multiple intelligences by differentiating process and product, allowing students multiple ways to respond to a text so that students can employ means of expressions (written texts, films, songs, dramatic presentations, two-dimensional art, and three-dimensional art).

In the Mathematics department, lessons are structured so that students learn concepts according to Bloom's Taxonomy. Practice reflects these varied levels of thinking and assessments mirror the practice. With respect to multiple intelligences, the department also employs various techniques for assessment, such as written reports, class presentations, traditional tests, and projects, which allow students to demonstrate understanding in a multitude of ways.

In the VAPA department, drama builds on Gardner's research on multiple intelligences for the Othello assignment. Students receive a copy of an abstract piece of art and a collection of words taken from the script of Othello. As a group, they create a poem or story to describe the art using only the given words. Students then turn their poem or story into a scene to be performed transforming text into kinesthetic expression. In ceramics class, students are provided with information on the skills and steps required to complete a particular assignment in visual, verbal, and written forms.

In the Foreign Language department the majority of teachers implement modern aspects of methodology (for example, Krashen's comprehensible input) in their everyday classroom practices. These aspects find their reflections in the structure of lessons, exercises, assignments, projects, and speaking of the target language for most of the instruction. Students are also provided with an environment rich in the target language (reading material, listening to authentic podcasts, videos, and pictures). Students not only learn Spanish, French or Italian, but they also better understand the origin and meanings of English grammar and vocabulary. Teachers strive to teach concepts using Gardner's various intelligences, and making use of students' strengths as

- *Multiple Intelligences Surveys and Classroom Observations in Integrated Science*
- *Research Project in English*
- *Classroom Observations*

- *PLC Notebooks*
- *Common Assessments*
- *Various Math Projects*

- *Othello poems with art*
- *Dance assignment examples*
- *Ceramics step-by-step handouts and class observation*

- *Foreign Language Pacing Guides and Lesson Plans*
- *PowerPoint presentations*
- *Classroom Observations*

well as improving their weaknesses.

The Mathematics department implemented the College Preparatory Mathematics (CPM) program for geometry in the fall of 2008. This program is researched-based and implements cooperative learning, problem-based learning, and spaced practice. The Mathematics department chose to implement CPM in response to low CST scores in Geometry and the need to build higher level thinking skills and persistence in problem solving. The members of the department felt that the use of techniques supported by the CPM research would improve students' critical thinking and problem solving and lessen the importance of rote memorization. This advance in learning and understanding should better prepare students for more advanced courses. By learning to cooperate and investigate problems in groups to build solutions, students should be more capable and more confident to tackle the more advanced problems in subsequent math courses.

Technical Education teachers employ research-based practices to meet the needs of English learners and special needs students. The department uses current research on autism spectrum disorder (ASD) taken from Research in Autism Spectrum Disorders, v6 n1 p. 293-303, Jan-Mar 2012. This information is included in the curriculum of the different courses offered by the department.

The department consists primarily of project-based courses that use action flow lesson plans to engage students in active, hands-on-learning. Student outcomes are determined using authentic assessments. The courses in the department, while not strictly vocational in nature, invariably focus on practical skills that enable students to connect their learning to their lives outside of school.

Technical Education courses also emphasize and support the core curriculum through activities that use a variety of technologies, equipment, and applications.

- *Evidence of research for the CPM program is provided by CPM on their website CPM.org*
- *CST Data (Ch. 1)*

- *Tech Ed Lesson plans*
- *Tech Ed Student projects*
- *ASD workshops certificate*

ACADEMIC STANDARDS FOR EACH AREA

FINDINGS	EVIDENCE
The Social Studies department aligns its curriculum with the California State Standards, with the exception of 9 th grade World Cultures since California State Standards for 9 th grade World Cultures do not exist. In 2006, the department	<ul style="list-style-type: none"> • <i>Social Studies 9th Grade PLC Notebook</i> • <i>California Social Studies Standards</i>

realized it needed to create specific benchmarks or department-wide academic standards for the 9th grade World Cultures PLC to assist in common planning, skills-based instruction in reading comprehension and writing, and a foundational platform for 10th grade World History. Through collaboration, the department has created academic benchmarks for the 9th grade World Cultures elective. All 9th grade students are required to take this elective within their designated Pod.

The defined academic standards in the Foreign Language department are the National Standards (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities) and the Foreign language Content Standards for California Public Schools. All Foreign Language textbooks are aligned to the 5 C's and correlate to the CA Content Standards for Foreign language.

In the English department, teachers create units predominantly comprised of assignments designed to demonstrate student mastery of California State Standards. PLCs have analyzed CST data and released test questions to identify those standards most frequently tested and have made efforts to weight curriculum accordingly. The department also has identified standards that feature writing as a particular focus; therefore PLCs have developed common assessments comprised of literary analysis and persuasive and reflective essays. When the State does not provide standards – such as for support and elective classes - teachers work together to devise curriculum appropriate to academic goals.

The varied disciplines within the VAPA department fall under one of two broad categories, either visual or performing arts. There are clearly defined standards as outlined in the State of California Frameworks for the Visual and Performing Arts, which all the teachers in the department implement in their specific disciplines.

The Technical Education department includes several disciplines, such as Information and Data Processing, Computer Programming, Graphic Design, Animation, Independent Living, Sewing and Cooking, and Business Education. The overall curriculum for each subject is designed to meet applicable state standards as well as

- *PLC created Standards/Benchmarks/Pacing Plans*
- *Syllabi*
- *9th grade World Cultures Curriculum and Common Pacing Guide*

- *ACTFL's Standards for Foreign Language Learning*
- *Foreign language Content Standards for California Public Schools*
- *Standards-based Textbooks*

- *English Curriculum Pacing and Syllabi*
- *College Board Requirements*
- *PLC notebooks*
- *California State Standards for writing, oral language, and reading comprehension for grades 9 and 10*

- *Curriculum Plans and Syllabi*
- *California Standards for VAPA*

- *California State Standards for writing, oral language, and reading comprehension for grades 9 and 10*
- *Grade 7 standard number sense*

specific subject objectives. Besides the course-specific Business Education and Home Economics standards, the department supports core academic standards, particularly in Reading/Language Arts and Mathematics. Therefore, students generally do very well, even those with special needs. All Technical Education courses support core academics by stressing the following State Standards: grade 9 and 10: writing strategies, written and oral language conventions; grade 7: number sense; 2.0 reading comprehension.

The Science department aligns its curriculum to the California State Standards and Framework, and closely follows the National Standards for Science, and the EEI Curriculum (Environmental Education Initiative). Honors classes also include starred standards of the CA State Standards and additional information and/or enrichment to prepare for SAT II exams. The science department noticed inconsistency among the rigor and pacing of our honors classes. For the 2010-11 school year, the department implemented an honors notebook. This notebook has set criteria and is reviewed by the administrator who oversees the department. The notebook must include the state standards, pacing guide (including all lectures, labs, activities, etc) aligned to the standards, 1,200 minutes of labs and student lab work for that year, common assessments and Mastery Manager data, and an SAT II practice test with data analysis. AP courses strictly align to the AP standards and labs to prepare students for the AP Exams. All AP courses have their course syllabi and programs approved and accepted by the College Board.

Each course within the Physical Education department has established course standards which align with the California Standards for P.E. and ESLRs.

Mathematics State Standards and Palisades Essential Standards are specifically defined for Algebra 1, Geometry, Algebra 2, and Math Analysis. Using the State Standards for Mathematics, the department determined which standards were essential for continued success in mathematics and success on the CST. These standards were clearly outlined for students. Through quizzes, tests, midterms, and final exams, teachers constantly assess students' proficiency levels on the standards. Lessons and assessments focus on these standards. In addition to the current lessons for State

- *Syllabi*
 - *Tech Ed teachers' course standards*
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- *California State Standards for Science*
 - *AP Standards, AP Syllabi, and AP Exams*
 - *EEI Curriculum*
 - *Syllabi*
 - *National Science Standards*
 - *Science Framework for the State of California*
 - *Pacing guides/Curriculum Plans per discipline*
 - *Mastery Manager Data and Common Assessments*
 - *SAT II Test results*
 - *Honors Notebook Criteria and Honors Notebook Example*
 - *PLC Notebooks*
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- *California Standards for P.E.*
 - *Syllabi*
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- *Mathematics State Standards*
 - *Palisades Essential Standards*
 - *Copy of the Common Core Standards Implementation Plan*
 - *Common Core Standards and Curriculum Plan*

Standards, the Math department has developed a Common Core Standards Implementation Plan to implement new Common Core State Standards (CCSS) and the standards for mathematical practice for Fall 2012. Teachers will develop common lessons that focus on cooperative learning and problem-based learning. Common assessments will also be written to reflect the new standards.

In the Special Education department students are provided access to the general education curriculum through accommodation instruction, individualized pacing, and incorporation of the standards into the curriculum on an individualized basis depending on each student's IEP. In the Special Day Program (SDP), the standards are taught with audio/visual aids, connecting the curriculum to current events and pacing that meets the needs of the students.

- *IEP and 504 Records*
- *PLC Notebooks*
- *SDP Class Curriculum Plan*

CONGRUENCE

FINDINGS	EVIDENCE
<p>PCHS's ESLRs of: core learning, critical thinking, communication, and community are embedded within the Social Studies department. The Social Studies curricula also align to the academic standards as stated above. Within the department, teachers do group work, essays, discussions, projects, and various assignments that demonstrate the congruency between skills and concepts taught to the standards and ESLRs.</p> <p>In many classes in the Foreign Language department there is congruence between actual concepts and skills taught to the academic standards and the ESLRs. This is demonstrated in class projects, discussions, group research projects, and museum projects related to the Spanish-speaking world and culture that include all five National Standards and the ESLRs, lessons that require critical thinking, and the use of language in the community.</p> <p>In the English department the four ESLRs are consistently interwoven in the State Standards for English, and so to teach to the standards is inherently to address the ESLRs. For example, the ESLR of core learning is aligned to the standards, so assignments that occur in all grade levels address both, such as writing in the four domains, reading</p>	<ul style="list-style-type: none"> • <i>PLC Pacing Guides</i> • <i>PLC Common Assessments</i> <ul style="list-style-type: none"> • <i>Foreign language Pacing Plans or Lesson Plans</i> • <i>Museum projects: Olmec exhibition; Contested Vision; ASCO</i> <ul style="list-style-type: none"> • <i>Dialectic journals</i> • <i>Greek/Latin roots vocabulary lessons</i> • <i>SAT vocabulary list</i> • <i>Multimedia vocabulary development</i>

a variety of grade-level texts, and engaging all students in dialogue about those texts. As for critical thinking, all grade levels engage students in the analysis of texts and the revision of their writing, the latter with an eye toward resolving problems of clarity and style. Communication is at the very heart of the English curriculum as evidenced by the division of standards into the four skill categories of reading, writing, speaking, and listening. Finally, the ESLR of community is inherent in the following standards-based work: 1) engagement with universal themes that encapsulate the human experience, 2) participation in Council-format discussions that encourage respect and tolerance for all points of view, and 3) project-based learning that invites students to investigate and interact with members of the wider society.

In the VAPA department, there is congruence between the standards and ESLRs, as demonstrated by the fact that students create and perform high quality artwork. The standards provide the substance, shaping the way the assignments are created and taught, and the ESLRs are naturally connected to that. The wide variety of style, content, and subject matter demonstrate the department's endeavor to reach the majority of the students. Students are linked to the community when they display their standards-based art at Showcase Night, the Palisades Public Library, and local restaurants such as Café Vida. They participate in local music festivals and at the Heritage Festival in Seattle, give campus performances, participate in national and local art competitions, plays, musicals, shows, and performances, present three full stage productions, and participate in the DTASC Fall and Shakespeare Festivals. In the 9th grade World Music pod, students work in groups to research a genre of music from Latin America or the Caribbean and give oral presentations in class. This assignment covers Core Learning as well as Critical Thinking and Music Standards. This assignment also covers Communication and Community by requiring students to work together to present an oral report using technology.

The lesson plans of the Special Education department are connected to both the essential standards and the ESLRs and are shown through common assessments and projects as created in PLC meetings. In the SDP setting, the

- *Portfolios*
- *PLC notebooks*
- *Pacing plans*
- *Classroom observations*

- *Performance Evidence File Folder and Student Work Photographs*
- *Trophy Displays*

- *SPED Lesson plans*
- *Lesson objectives*
- *Journal entries*
- *Overhead slides*

general education curriculum is modified according to the individual needs of each student, as stipulated in the IEP. The general education curriculum and standards are taught with an emphasis on the main points with frequent checks for understanding and individualized pacing. For students with visual and/or audio processing deficits, teachers provide visual aids including graphic organizers, overhead presentations, and visuals to provided support. Books on tape are provided as well. Students write journal entries summarizing the main points.

In the RSP setting, students are supported while working on their general education curriculum. RSP teachers monitor assignments and projects with due dates and upcoming tests and quizzes. They also provide support for work completion, goal achievement, and overall organization during each resource class period. Depending on the need of each student as stated in the IEP, the general education curriculum may be accommodated in terms of shortened assignments, alternative assignments or projects, and alternative tests or quizzes that are collaborated on between the resource teacher and general education teachers. Students with IEPs that are on a monitoring basis do not attend a resource class, but their progress is monitored by a resource teacher. The resource teacher collaborates with general education teachers via e-mail and conversation, and sees each student for consultation for a time specified on their IEP. In the inclusion English classes that are co-taught by an English teacher and a Resource Specialist Teacher, standards-based general education curriculum is provided with graphic organizers, vocabulary development, adjusted classroom assessments, and accommodation instruction per each student's IEP.

The Technical Education department consists of many different disciplines: computer, sewing, cooking, and independent living; therefore, the department has agreed to incorporate two standards: one in English and one in math. All lessons plans incorporate either or both standards.

In the Science department the actual concepts and skills taught are aligned to the California State Standards and ESLRs. For example, the different activities performed by the students in school and outside of school via classroom

- *Signed Agenda Books*
- *Teacher e-mails*
- *E-mails with general education teachers*
- *Graphic organizers used in Inclusion English*

- *Tech Ed Lesson plans*
- *Tech Ed Student projects*

- *Beach clean-up poster and community service records*
- *Eco-helpers brochure and visitor sign-in (office*

lessons, projects, field trips, and tutoring/group studying all integrate the ESLRs and build and elaborate upon the academic standards.

Every course within the P.E. department requires a fitness component which directly aligns with the academic standards of “maintaining a health-enhancing level of physical fitness.” This includes the inclusion of cardiovascular training, strength training, and flexibility enhancement. Additionally, the sports-based 9th grade classes are congruent with the ESLRs of community through incorporating respectful and effective team work. Each unit has summative written tests that cover the rules and sportsmanship of the different physical activities.

The Math department aligns concepts and skills to academic standards (core learning). Students are accountable for demonstrating proficiency on standards. Modeling, graphing, analyzing graphs, solving, transformations, and proofs in geometry require critical thinking skills and application of content knowledge. A variety of grouping situations are used in order to create communication among students (small groups, partners, whole class). Students use group work to practice, review, and share knowledge. Some teachers give team assessments and projects that require partners and teams. Students team-teach to review material (communication and community). The department also requires honors students to tutor other students and to participate in math related activities in the outside community. Students participate in activities like the UCLA Math Circle where students meet with other students to discuss and work

records)

- *Aquarium and Zoo Analysis Essay*
- *Environmental advocacy project*
- *Aquarium of the Pacific Approval Sheet*
- *PowerPoint lectures*
- *Chemistry of the environment project*
- *Letter to the Senator about Air Pollution in CA*
- *Water Bumper Stickers and Global Warming Posters*
- *AP Biology lunch time study group sign-in sheet*
- *Fitness journals*
- *Warm ups*
- *Written tests*

- *Math CA State Standards*
- *Math PLCs Common Assessments*
- *Students' Lesson plans*
- *Student reflection on participation in activities.*
- *Pictures/seating charts of groups.*
- *Copies of team assessments*
- *Student tutorial logs*

through challenge problems or visit the California Science Center. Students complete a summary of their activity that describes the mathematics they observed. In Algebra 2, honors students are also required to write a research paper about a math-related topic not covered in class and the honors Math Analysis students write and implement a lesson plan on a topic from the textbook, including handouts and practice.



STUDENT WORK- ENGAGEMENT IN LEARNING

FINDINGS	EVIDENCE
<p>All units, lessons, activities, and assessments are designed to ensure the teaching of essential standards and the school-wide ESLRs. Therefore, student achievement of standards and ESLRs is reflected in nearly all student work in Social Studies classrooms.</p>	<ul style="list-style-type: none"> • <i>PLC Notebooks</i>
<p>In the Foreign Language department, projects such as describing photos, visiting and writing about museum exhibits related to target language; writing and illustrating soap operas, writing essays related to lesson topics and paragraphs, listening to podcasts, textbook listening exercises, watching films, and speaking assignments in the target language demonstrate the implementation of the 4 C's and the ESLR's.</p>	<ul style="list-style-type: none"> • <i>Dialogues</i> • <i>Oral presentations about diverse topics</i> • <i>Descriptions of photos</i> • <i>Essays/paragraphs</i> • <i>Fotonovelas' presentations</i> • <i>Singing in target language</i> • <i>Podcast notes</i>
<p>In the English Language Arts classes, the ESLRs of core curriculum, critical thinking, and communication are reinforced in most instructional activities. In every English Language Arts class, teachers use department-adopted models (e.g. DITSO, TPCAAS, SOAPStone) to break down and analyze literature and expository text. Group activities, such as peer editing and interpreting scenes taken from classic works of literature, help to build community while also reinforcing student understanding of core curriculum.</p>	<ul style="list-style-type: none"> • <i>9th grade writing samples</i> • <i>11th grade- What does it mean to be American? Essay</i> • <i>Classroom Observations</i>
<p>In the VAPA department, the excellent and award-winning quality of students' art and performances demonstrate the implementation of a standards-based curriculum and the ESLRs. In music classes, students perform literature of a difficulty level of 5 out of 6 (wind ensemble) on a scale of 1 to 6 with 6 as the highest level based on SCSCOA (Southern California Band and Orchestra Association). Music theory packets demonstrate different levels of learning standards. Film students are taught lessons based on the standards, ESLRs, and the real world and they successfully compete in several film festivals each year. Students participate in the Santa Monica International Student Film Festival and the Harvard-Westlake Film Festival. In the visual arts classes, the curriculum is driven by the standards, namely, aesthetic valuing, creative expression, cultural and</p>	<ul style="list-style-type: none"> • <i>Art work student samples</i> • <i>Performances flyers/pamphlets</i> • <i>SCSCOA results</i> • <i>Lesson plans and Curriculum Guides</i> • <i>Assignment sheets</i> • <i>Newspaper articles-film awards</i> • <i>Theory packets</i> • <i>Festival's adjudicator's comments</i>

historical content, connections, and applications. All of the visual arts classes have assignments and projects that build on these standards. When looking at the samples of student work, it is clear that these standards are met because the projects and assignments examine culture and history, and the performances and art pieces were made with creative expression, and deliberate aesthetic choices.

In the SDC Social Studies classes, an emphasis is given to connecting the standards in history to current events, making the content more relevant to the students. In the Moderate to Severe program, lessons and activities are individualized according to each student's needs. The main focus is on functional living.

Technical Education lesson plans work backwards from identification of the standards and expected student outcomes. In order for students to complete assignments and projects, they must exercise fundamental academic skills—reading, following technical directions, calculating, and communicating—that are imbedded in their standards-based lesson. Thus, student work products demonstrate implementation of standards-based curricula and achievement of the ESLRs.

The Science department curriculum is directly correlated to the California State Standards and ESLRs. The common labs, activities, dissections, and demonstrations used in the Science department correspond to the various content and skills taught within the various scientific courses. Over the last four years, the science PLCs have significantly progressed by creating numerous common assessments and labs and activities within all multiple-teaching PLC groups. Most PLCs are able to analyze and modify current common assessments and pacing according to student outcomes and data. The department's next task is to analyze the student work to see how effective the lesson or lab is at teaching the standards. Each lab provides visual (see how the science works), auditory (listen and communicate with their peers), and kinesthetic (manipulate and play with science tools and materials) experience with the standard.

In the P. E. department, students are engaged in fitness activities such as running, swimming, and weight training which demonstrate correlation to the State Standards and

- *Overhead slides*
- *Work samples connecting current events to history*

- *Tech Ed Lesson plans*
- *Tech Ed Student projects*

- *PLC Pacing Guides and Notebooks*
- *Making the Baby Lab*
- *Biomes Project*
- *Chicken Wing Dissection*
- *Common Assessments and Mastery Manager Data*
- *ICS binder with labs and standards*
- *Honors Notebooks*

- *P.E. Common Assessments*
- *Fitness journals*
- *Written tests*

ESLRs. Students engaged in organized sports achieve both communication and community of the ESLRs.

In the Math department, daily class assignments, quizzes, tests, and homework are standards-based. The work that students complete in class address the Essential and State standards and require students to consistently practice the skills required. Some class assignments include textbook work or practice; some are investigations, like the Algebra 2 investigation of transformations of function and the Geometry investigation of the triangle inequality theorem; some are assessments of the students' understanding of the standards. Assessments include tests and quizzes. Students' written assignments and class activities demonstrate a consistent focus on standards. Activities in the mathematics classroom engage students in communication through cooperative learning and classroom presentations. Students are consistently using critical thinking skills to develop new ideas, apply new concepts, and solve problems.

- *Class observations*
- *Student work samples*
- *Classroom observations*
- *PLC Notebooks*
- *Algebra 2 transformations activity forms*
- *Geometry triangle inequality activity description*
- *Copies of standards quizzes*

ACCESSIBILITY OF ALL STUDENTS TO CURRICULUM

FINDINGS	EVIDENCE
<p>Social Studies classes in 10th – 12th grades are divided into homogenous groups – College Prep., honors, and Advanced Placement. The student enrollment policy for these classes is based on the student's previous year's performance as outlined in the department's honors/AP enrollment policy. Students in 9th grade World Cultures are heterogeneously grouped. All Social Studies PLCs have collaborated and have identified essential standards as identified in the Social Studies PLC notebooks. Formative and summative assessments based on the essential standards facilitate accountability and mastery for all students. With each common assessment, students who fail to master the essential standards are identified, however, this process still needs work and the department needs to figure out how to build in time to re-teach and reassess (R&R) students to ensure they have mastered the standard. The rewriting of essays, retaking of exams, and retesting of units allow all students to master standards and facilitate their success in the class. Through analysis of PLC data and student work, teachers within the Social Studies department frequently collaborate on their</p>	<ul style="list-style-type: none"> • <i>Formative and summative assessments</i> • <i>Minutes of meetings with SDC and Temescal Academy teachers</i> • <i>Social Studies PLC Notebook</i> • <i>R & R Reports</i> • <i>Honors/AP enrollment Policy</i>

instructional practices to benefit all students including students with special needs. With respect to specifically addressing the needs of special needs students, the department has begun to collaborate with resource teachers. For the last several years an SDC and Temescal Academy teacher have fully participated in the US History PLC. For the last two years, the Temescal Academy social studies teacher has collaborated with the US History and World History PLCs.

The majority of classes in the Foreign Language department include different types of lessons and assignments that target multiple intelligences and give students the opportunity to be successful and help students meet the lesson goals and standards. Some of these activities include group activities, games, assignments online, in- and out-of-class projects, singing in target language, student presentations of current news and articles related to the lesson theme, dancing, pen pals and e-mail exchange with a school in Paris (French classes). Most lessons are structured in such a manner that students at different levels and with different learning styles are involved in the learning process and are able to at least master the core of the program. Additional help is offered to support students with special needs during and after class.

Although the English department administers start-of-the-semester questionnaires and refers to online data to learn about its students, the department ultimately defers to the ability to demonstrate mastery of standards. Teachers differentiate the curriculum to afford all students the maximum opportunity to learn and meet or exceed standards-based course requirements. Students who require extra time, extra help, or other accommodations--as might be the case with some special needs students--are provided with those. The English department offers a 9th grade literacy program that works in conjunction with the pods to provide academic as well as literacy support. The additional time and contact with a pod teacher allows students to make connections with adults on campus and successfully complete more of their rigorous writing assignments. At the core of the literacy program is a Sustained Silent Reading component, which helps account for the consistent rise in Gates-McGinety Reading Test Scores. The time spent reading, writing about their

- *Curriculum Guides and Lesson Plans*
- *Classroom observations*
- *Course list*
- *Course admissions lists*
- *Scaffolded assignments*
- *Graphic organizers*
- *AP/Honors demographic analysis*
- *Start-of-the-semester questionnaires*
- *Tenth, 11th and 12th grade inclusion classes*
- *Literacy class for ninth grade students*
- *Ninth grade pods*
- *Variety of levels for different classes.*
- *Gates-McGinety scores/charts*
- *Ed programs reports for Literacy*

reading, and reflection on their writing helps students succeed on English class assignments such as the Independent Reading Projects (essays on a book they have read independently). Students in the class qualify for a variety of reasons: per the Response to Intervention model, ELL students, RSP students, lower-skilled students, and at-risk students in the 9th grade may all qualify for this class. The department also offers inclusion English classes. Currently, placement of Resource and Special Day Program students is determined through a team assessment and evaluation during the individual's IEP meeting. The case carrier and team members discuss student progress, needs, and support. Students in grades 10-12 have the opportunity to participate in an inclusion English class. Students who would benefit from a team taught class, who need several delivery strategies to comprehend concepts and produce work, and need extra scaffolding and personal support are eligible for this course. Upon determination of this criterion, students are scheduled into a team-taught course with the general grade-level population. Both the English teacher and the resource expert assess these students throughout the year, using anecdotal evidence, portfolio work, and grades. Each year inclusion educators examine the effectiveness of the class demographics through a reflective meeting process. Findings have shown that courses with 40% or more resource students unbalance the effectiveness of the instruction for all, lowering the rigor. Furthermore, reflective evidence demonstrates that a population of over 10% SDP students limits the progress of the class and creates less rigorous instruction. Moreover, the inclusion English program's reflective process evaluates the numbers of students who require this course, and may eliminate a particular year (this year, the seniors), from the grid. This year, after IEP evaluations were completed, less than 5% of the previous year's students were eligible for this course.

English course instructors work to assure the success of every student. Instructors scaffold lessons with graphic organizers, outlines, templates, anticipatory pre-teaching activities, journals, pair-share activities, jigsaw learning activities, and implementation of different delivery styles to access differing learning styles. Teachers use visual, multimedia, and musical aids in delivery. They also provide conference time with students, maintain writing

- *Persuasive Common assessment results*
- *Anecdotal evidence*
- *Reflective writing from students*
- *SDAIE techniques*
- *Current events*
- *Minutes*
- *Rosters*
- *Classroom observation*
- *Honors policy survey*
- *Honors applications*
- *Honors database*

portfolios, and work with the Study Center for individual student tutorial. The inclusion English class provides all of these supports with every lesson, often personalizing for individual needs through more detailed templates, outlines, and graphic organizers. Furthermore, the addition of a Resource Specialist provides the special needs student with different delivery methods that meet the individual needs of the student. Resource or SDP students in the inclusion English classes are aligned with an additional Study Skills course to further support their work in English with one-on-one teacher availability from the Resource inclusion educator.

If new enrollees to PCHS report a primary language other than English, then the student is given the CELDT Test (CA English Language Development Test) within 30 days. If the student scores an overall 1-5 and any skill area 1-2 in listening, speaking, reading, or writing, then the student is placed in ESL. If a student was enrolled in ESL in middle school, that student would also take the CELDT upon arrival at PCHS. ELL classes are for students who have yet to do three things simultaneously: 1) earn an overall CELDT score of 4-5 with skill scores of 3 or higher in listening, speaking, reading, and writing, 2) earn a grade of C or better in English or ESL, 3) earn a CST score in English Language Arts at Basic, Proficient, or Advanced. Over the last six years, the English department has been refining its policy regarding entrance to AP and honors English classes. The qualification process takes into account a student's writing samples, English grades, and teacher recommendation. All students who apply and meet the qualifications in these categories are eligible to take the upper level course. The writing assessments for this process are scored by two teachers from the department, and they are generally labeled with a student's ID number rather than name to make the process as objective as possible and give every student a fair shot. However, the department looks at the whole student. When students are on the cusp of qualifying, the department looks more closely at their applications to see if the individual's scores may be affected by their special needs or at-risk background.

The VAPA department provides courses that serve the entire student population, from AP students to students with severe disabilities, from 9-12 grade students, all

- *Class offerings*
- *Lesson plans*
- *IEPs and 504 records*

within the same classes. The curriculum is readily accessible to all students. Art teachers find that presenting current students with sample work from previous students is helpful in setting the expectation for the quality of artwork generated. While the teacher may briefly show what poor and medium quality look like, he or she will only leave the top quality sample works for students to observe and concentrate on. This brings the quality of everyone's work up. IEPs and 504 plans are consulted and teachers make modifications accordingly. If students have a difficult time accessing the curriculum, despite the recommended modifications, the instructors go out of their way to focus on what students can do and understand. The VAPA department works very closely with the Special Education department, since there are a large number of Special Ed students taking courses in the VAPA department. Special Ed teachers review ceramics vocabulary words with students, provide advice on modifying curriculum and projects, and support VAPA teachers. In many classes, all major exercise and projects deadlines are broken down into a series of mini deadlines that are credited as progress grades. This ensures that more students make the final deadline and allows the teacher to identify students who may be falling behind or need more assistance reaching their goal. Men's Chorus has been a successful model for providing curriculum that is rigorous and relevant while also meeting the needs of special needs students.

The photo teacher has established a "loaner camera" program so that all students have access to a camera to take pictures in their own neighborhood. Before the camera check out program was established, students had to do photography only at school unless the students had their own camera. Many students from low socio-economic backgrounds did not have the opportunity to bring their own life stories into the classroom to share with their class. They had limited opportunities to explore photography and creatively express themselves.

In the Special Education department, the curriculum and support is based on IEPs for individual students. The department provides individual and small group scaffolding along with audio, visual, and kinesthetic aids to ensure that each student has access to the curriculum.

- *Student work samples via classroom Observations*
- *Progress stamps/points recorded on grades roster*

- *Camera Checkout Sheets*

- *Audio, visual, and kinesthetic aids*
- *Manipulatives*
- *Formative criterion referenced assessment*

Most Technical Education courses are open to all students, regardless of skill or achievement level. Technical Education teachers employ relevant accommodations and differentiated instruction. Sewing projects are designed for students of all ability levels. Technical education courses incorporate differentiated instructional strategies that provide avenues for all students to be successful. The courses also provide opportunities for students to learn in heterogeneously mixed classes.

The Science department paces curriculum appropriately to teach all standards before state testing (CSTs). Individual teachers use assessment tools such as surveys, letters to teachers, and IEPs and 504 plans to examine student demographics. Posted PowerPoints, handouts, downloadable tutoring, and extra time given to complete assignments facilitate access and success for all students, especially special needs students. SLCs are looking at their demographic data using MyData and comparing it to the school as a whole in order to properly place students. The department has also standardized regular, honors and AP course requirements and applications. The department uses flexible and heterogeneous groupings of students for activities and labs in order to improve access. The Integrated Science PLC has compiled leveled reading materials that include basic, moderate, and advanced readings for each unit. These readers are available to students and literacy and resource teachers.

The Physical Education curriculum offers diverse courses to meet the physical needs and/or abilities of all students. Within P.E., students can choose from weight training, sound body sound mind, dance, yoga, surf, adapted P.E., as well as all organized sports teams.

In the Math department, students may enroll in any math course for which they have met the prerequisites. The department uses common standards and assessments for all students. It provides a modified curriculum and accommodations for students with an IEP. Teachers analyze student results on common assessments to provide intervention to students. Through Mastery Manager, they can also look at performance by demographic groups such as sex and ethnicity. Every teacher in the department provides tutoring and uses

- *Sewing products*
- *Computer generated projects in graphic design*
- *Productivity applications and programming projects*

- *Instructional PowerPoints posted on TeacherWeb pages*
- *Downloadable tutoring material from TeacherWeb*
- *MyData documents*
- *PLC Meeting minutes*
- *PLC Pacing Guides*
- *Leveled Reading- ICS Reader*
- *Seating Charts and Lab Group Charts*
- *Welcome Letters and Teacher/Course Surveys*

- *Course offerings*

- *California State Math Standards*
- *Common Math Assessments*
- *Mastery Manager Data*
- *Math Lesson plans (SDAIE & enrichment activities)*
- *department tutoring/office hours Tutoring- Syllabi*
- *Seminars schedule*

SDAIE methods (visual, Algebraic, verbal representations). Math seminars on specific concepts are offered during lunch and 7th period. The department offers honors courses with enrichment projects and assignments for advanced students. When appropriate, the math department creates and implements new classes to provide support for students at risk of failure. Some of the classes implemented include a double block of Algebra 1, a daily 7th period Algebra 1 class, and course offerings of the 1st and 2nd semester of Algebra 1, Geometry, and Algebra 2 in the fall and spring. The Math department requires all incoming 9th grade students to take a placement test to assess each student's proficiency with Algebra 1. This test is used to place students into a class that is appropriate for the current skill level. Students who have the prerequisite skills are placed into higher level mathematics based on previous courses completed and passed. The Science department also uses the Math Placement exam to assess the 9th grade students' preparedness to enroll in Chemistry or Biology as an alternative to Integrated Coordinated Science. The Math department offers CAHSEE Boot Camp for students who did not pass the math portion of the CAHSEE exam.

- *Honors project*
- *CAHSEE Boot Camp (dept. schedule, teacher records/lessons)*
- *department course offering chart and class schedules*
- *Math Matrix/Grid*

INTEGRATION AMONG DISCIPLINES

FINDINGS	EVIDENCE
<p>Teachers in the Social Studies department teach multiple grade levels and collaborate in at least two Social Studies PLCs. As a result, there is integration between social studies subjects. For example, some teachers within the 9th grade PLC also belong to the 10th grade PLC. Last year, the 9th grade PLC agreed to teach Standard 10.1 in 9th grade so that 10th grade World History teachers could have more time to teach their curriculum. The 9th grade World Cultures teachers work within interdisciplinary Pods, consisting of an English, Math, Science (from 2006-2010), and elective teacher. These SLCs create interdisciplinary lessons that are themed based. Furthermore, some teachers informally work with English teachers on content and writing. The department would like to see more formal links with English teachers in the 10th and 11th grade.</p> <p>Teaching a foreign language involves not only the language itself, but also the teaching of the history,</p>	<ul style="list-style-type: none"> • <i>9th Grade World Culture Standards in PLC Notebook</i> • <i>9th Grade interdisciplinary work</i> • <i>11th Grade English/History Essay</i> • <i>Media pod—B.A.R. Thesis writing skills</i> • <i>Drama pod—Interdisciplinary project</i> • <i>Tech Pod—Being Human Project</i> • <i>Music pod Interdisciplinary Project</i> <ul style="list-style-type: none"> • <i>Human Rights unit</i> • <i>Classroom Observations</i>

geography, and culture of the country where the language is spoken. Several teachers prepare lessons in Spanish and French art. Some classes are given history projects about the countries where the language is spoken. Students create maps of the places where the target language is spoken. Many classes sing songs in the target language. Some classes integrate math through calculations and measurements when learning numbers in another language. AP Spanish Language classes integrate lessons from different disciplines such as human rights, the environment, immigration, and fairy tales. However, teachers in the foreign language department do not plan interdisciplinary lessons with teachers of other departments.

The English department provides opportunities for students in the 9th grade to join interdisciplinary Pods. Teachers within those pods coordinate curriculum. For example, when the Art pod English teacher teaches persuasive essays and the proper format for a persuasive letter, the Art pod science teacher teaches a persuasive editorial report, and the Art pod history teacher teaches a persuasive project. Similarly, AP Language teachers align instruction chronologically to match the progress of the AP U.S. History teacher. The study of Greek and Latin roots helps students' access academic vocabulary across descriptions. The pods currently reflect upon their interdisciplinary practices and explore avenues to fund training and planning opportunities to implement a *Humanitas* model of interdisciplinary instruction.

In the VAPA department, vocalists, instrumentalists, actors and dancers come together to perform during the fall play, the spring musical, and other performances. The VAPA department participates in the 9th grade pod program. VAPA common assessments are focused on strengthening writing skills as identified by the English department. Students learn critical thinking skills by identifying the intentions of artists and creating contemporary works of art. AP Studio Art and the performing arts teachers collaborate with the drama department to present plays. AP Art students help with set design and costumes. The drawing and painting teachers and students help design props and stage decorations. The dance and drama department work very closely together. The production classes are team-taught during

- *Curriculum Plans and Lessons*

- *English PLC Pacing Guides*
- *Ninth grade Art pod Ancient World Magazine Project*
- *English PLC Notebooks*
- *Team teaching rosters*
- *Vocabulary lists with etymology*
- *SLC Notebook*

- *Fall play (Dr. Faustus) and spring musical video*
- *Performance Assessments portfolios*
- *PLC Common Assessments*
- *Interdisciplinary Assignments that include song lyric analyses for English*
- *Props and stage sets*
- *Shakespeare Festival brochure*
- *Performance programs and flyers*

5th and 7th periods. There are interdisciplinary projects created during these periods which also include the music and visual arts departments. The 2011 fall play, Dr. Faustus, was an equal collaboration between the dance and drama departments with input from the visual art department. The play was one of the strongest in the school's history, receiving very strong reviews. The audience sizes broke records and there has been positive pressure to remount the show.

All members of the Special Education department attend different PLC meetings in different subjects and then share information from the PLCs with each other, to ensure standards-based instruction in each classroom.

In the Technical Education department, several classes integrate among disciplines. The child development classes incorporate biology and clothing and textile classes align with math. Independent living draws parallels with math, health, and economics. Computer courses emphasize problem solving and communications skills applicable to core academic classes. In the freshman pod classes, computer laboratory teachers coordinate and collaborate with English, social studies, and science teachers to allow for interdisciplinary learning.

Within the Science department, teachers make several real-world connections with other disciplines. There is integration overlap among the different sciences taught, especially within our integrated "environmental" science course. Math, health, history, and English are incorporated into the teaching of science.

Sports and Physical Education incorporate other disciplines. Math is involved through measurement and scorekeeping and science is linked through strategic use of force, angles, and momentum. Teamwork and sport history bring in social studies. English is integrated through assignments in which students write about athletic experiences and progress.

In the Math department, curriculum is heavily integrated with science, particularly physics and chemistry application. Students explore projectile motion in Algebra 2 and rotary motion and forces in Math Analysis. Vertical teaming allows teachers to develop department-wide

- *Copies of minutes from PLC meetings in PLC notebooks and in evidence*
- *Electronic mannequins*
- *Items of clothing created by students*
- *Budgeting activities*
- *Unit on nutrition*
- *Consumer economic activities*
- *Freshman pod interdisciplinary units*
- *CA Science Standards*
- *Chemistry Course Requirements*
- *IS PLC Pacing Guide*
- *Reports on social and historical health and issues*
- *Handouts on rules*
- *Journals*
- *Ball toss activity for Algebra 2*
- *Circular motion lessons for Math Analysis*
- *Lesson plans textbooks*

goals and curriculum planning from Algebra 1 through Calculus. Students in the honors Algebra 2 and Math Analysis courses use research and writing skills to complete written projects and to present about mathematical topics.



CURRICULAR DEVELOPMENT, EVALUATION, AND REVISIONS

FINDINGS

The Social Studies department has created a challenging, coherent, and relevant curriculum for all students. At the beginning of the year, each PLC evaluates released CST data including performance band and cluster data. Upon reflection of the data, the PLCs make adjustments in their backwards planning and establish new goals for the academic year. In order to graduate from PCHS, a student must earn a “D” or higher in World History (two semesters), US History (two semesters), US Government (one semester), and Economics (one semester). Five years ago, the department changed the “D” policy from 60%-69% to 66%-69%. The change in policy makes it more difficult for a student to earn a “D” helping to ensure that all students are proficient in meeting the standards in order to receive credit for the course. Over the last five years, social studies teachers have placed greater emphasis on student performance on standards. In most social studies classes, nightly homework comprises no more than 15% of a student’s grade. The department is looking into developing greater continuity among social studies teachers in the weighting of common assessments.

EVIDENCE

- *PLC Notebooks—CST data and pacing plans*
- *Department Notebook—2011-2012 Social studies goals*

Although foreign languages are not required to graduate, they are part of the A-G requirements to enter the University of California, California State University, and other colleges. Students receive five credits for each semester they study a foreign language. Grading policies are based on rubrics, test results, and projects. Homework is required for all classes; however, its evaluation and weight in the final grade vary from class to class.

Although classes are open to all students, in order to take the first level of the target language a student must have earned a “B” in his/her English class the previous year. To take the next level, students must earn a “C” or better. Some teachers publish course outlines, grades, and homework policies and assignments on a TeacherWeb page. Parents and students are provided with class syllabi so that they are informed about class requirements. Two teachers use a Facebook group to communicate with students about class assignments and to clarify questions about explanations. Most teachers use e-mails and phone calls to communicate with parents. Although teachers tutor their students who are having difficulty, the department needs to institute a department-wide program to help students who are in danger of earning a “D” or “F.” Teachers at different vertical levels need to create common pacing guides and assessments.

The English department provides a college-preparatory curriculum, one that meets University of California requirements. Each year, PLCs continue to refine the curriculum by adding or revising common assessments. The process is collaborative and teacher-initiated, ensuring buy-in from PLC members. Analysis of CST data by strand, the results of previous common assessments, and PLC discussion of challenging standards drive the focus of these assessments. When department policies are under review, the English department often surveys all members for recommended changes, and suggestions are incorporated after PLC or department discussion. For example, the department has agreed to raise the threshold for earning a “D” to 65% and annually reviews the honors admittance process. Other policies are determined by each teacher, such as the granting of half-credit for late or missing work in order to support students who have fallen behind.

- *Rubrics*
- *Teacher Websites*
- *Syllabi*
- *Facebook group*

- *TeacherWeb sites*
- *PLC Minutes*
- *Honors Policy Survey Sample*

Courses in the VAPA department are designed to fulfill the A-G requirements of the University of California. Most teachers publish course outlines, grades, and homework policies on TeacherWeb. Teachers provide a syllabus outlining the course requirements and curriculum to students and parents. Projects in ceramics, orchestra, photo, and advanced art are graded at a high standard demonstrated by the success of the work performed or produced. In film classes, there is frequent grading of projects as they are developed by the students. Students have several opportunities to redo an assignment for a higher grade or to complete an individual project. The dance teachers constantly evaluate their policies and how effectively they are meeting the needs of their students. Dance teachers monitor students with special needs and address any special accommodations they may need. They grade using multiple areas of assessment so that strengths can balance out weaknesses. They evaluate their data and grades at each grading period and make any necessary adjustments. They also create their own reader so that all information offered to students is current, relevant, challenging, and appropriate.

Some students in the Special Education department have had some difficulties in regard to general education grading policies. There have been efforts to modify grading policies, as in integrated science, to ensure more success and access to the curriculum, but the majority of general education teachers have opposed such a change. In the SDP and Moderate to Severe program, grading is based on a balance between participation, comprehension and effort, and is individualized according to IEP goals and objectives for each student. In RSP Study Skills classes, grading is based on students' completion of agenda books with current assignments and projects with due dates and the dates of upcoming tests and quizzes. Grading in RSP classes is also based on work completion, individual goal attainment, and is also individualized according to each student's IEP.

In the Technical Education department, curricular development is in accordance with course-specific state standards. Grading and homework policies are made and implemented by individual teachers in accordance with the needs of their courses. The department coordinates with school administration to ensure courses meet state

- *Rubrics*
- *Grading legend*
- *Individual project files with attached work*
- *Printout of all assignment grades*
- *Self test forms*
- *Grading policy for dance classes*
- *Dance syllabus*

- *Minutes and Pali e-mails*
- *Syllabi*

- *Syllabi*

and school graduation requirements.

Students need science classes to graduate and fulfill A-G requirements. Currently the Science department is working on standardizing grading and testing policies for the 2012-2013 school year and subsequent years. PLCs annually review and modify the curriculum and create a common pacing plan to ensure all standards, content, ESLRs, and scientific skills are addressed and taught throughout the year. The ICS curriculum has been revised multiple times to ensure all stakeholder groups are satisfied with the teaching, content, and student placement within the Integrated Science course.

The P.E. curriculum is continually updated to meet the changing needs of students. Department grading policies are discussed and developed by PLCs. The flexibility component has recently been updated to include dynamic stretching.

The Math department has developed a department grading policy. It has planned curriculum from Algebra 1 through Calculus so that there is constant growth and spiraling in instruction. Each year, the department reflects on the curriculum and sequencing and makes adjustments as necessary. For example, the department changed standards in Essentials of Math and Algebra 1 by identifying the areas where students had gaps and providing a course that addresses prerequisite skills that prepare them for Algebra 1 and higher level courses. The department regularly analyzes student progress and the success of its programs. Through this analysis, the department has developed different programs and strategies for helping students complete the required curriculum for graduation and college admissions. Some of the impact of this analysis has been the creation of “off-track” courses (offering 1st and 2nd semester courses year-round), year-long Essentials Math course, CAHSEE Boot Camp, and Algebra 1 with tutorial.

- *Science department Meeting minutes*
- *PLC Notebooks*
- *PLC agendas and minutes*
- *IS Pacing Guide, Minutes, and Emails*

- *Grading policies for PLCs*
- *Swim unit outline*
- *Dynamic Stretch Sequence*

- *Grading policies*
- *department course grid*
- *Essential Math course*
- *CAHSEE Boot Camp (dept schedules, teacher records and lesson book)*
- *Tutorials (part of the course offerings on grid)*
- *PLC Notebook*
- *Course offering lists*

POLICIES-RIGOROUS, RELEVANT, COHERENT CURRICULUM

FINDINGS	EVIDENCE
<p>Student enrollment in the Social Studies' honors/AP program is based on students' previous year's performance. 10th grade teachers spend tremendous effort recruiting and analyzing external and internal data to appropriately identify students for the honors/AP program. While there is no demographic data on enrollment into such programs throughout PCHS, anecdotally it appears that the Social Studies classrooms are the most diverse of the honors/AP tracks at PCHS.</p> <p>In the Science department, 9th grade placement in Chemistry or Biology (honors and general levels), instead of in Integrated Science, is linked to math level. Currently, the department and counselors are working together to make proper placement in science classes more clear and directly related to the college board requirements, course placements, and course pre-requisites. Previously, the department had established a waiver policy to ensure that students could bypass the recommendation process and continue into higher level science classes. However, the Science department is currently creating clearer guidelines and procedures to allow for more access to higher level science courses based on student ability and without the use of waivers. The Science department hopes to align its grading, testing, and recommendation procedures to prevent students from being misplaced or inappropriately recommended into higher level science courses. Many teachers within the department are working together to solidify their pre-requisites and grade-entry requirements to accommodate more students and appropriate place them into honors or AP. Because of these developments and through the encouragement of The Village Nation and Fuerza Unida, the number of underrepresented students enrolled in honors and AP courses has increased.</p> <p>The P.E. course offerings make a variety of movement options available to all students: sports, weight training, fitness, dance, yoga, surf, and athletics. Marching band is also part of the P.E. department.</p> <p>Each year the Math department reflects on the curriculum</p>	<ul style="list-style-type: none"> • <i>Honors/AP Enrollment Policy</i> • <i>department Notebook—10th Grade AP Recruitment</i> • <i>Counselors' records</i> • <i>Science department Meeting Agendas and Minutes</i> • <i>Course offerings</i> • <i>Class rosters</i> • <i>Course Offerings</i> • <i>Grading policy</i>

and sequencing and makes adjustments as necessary. For example, the department offered students who received a “D” or “F” in Geometry and Algebra 2 the opportunity to continue to the second semester to complete requirements. There is a noticeable gap in achievement; while most students seem to be advancing to Algebra 2, different demographic groups are succeeding (or failing) at different rates. It is also noticeable in the demographics of enrollment in Math Analysis. Successful students are challenged and able to continue to apply their knowledge in higher level courses.

In the English department, teachers commonly issue progress reports and review their common assessments in PLCs. The department has learned that some student subgroups are not succeeding as well as others, and that some students prefer different learning methods than others. Some students would rather impart information by class discussion than by individual writing. Similarly, other students prefer to work in a setting that encourages peer support and group work rather than isolation. The department needs to address the issue of inequality among subgroups. In order to address this concern, the honors admittance process asks for teacher recommendations specifically to increase the underrepresented population in the classes. This year, applications for honors English will be dispersed by counselors, AVID teachers, and LSU and BSU representatives as well as the English teachers. The Village Nation and Fuerza Unida programs may be able to support the department’s efforts to recruit underrepresented students to higher level English classes.

The VAPA department has a very diverse population in all of its classes. In ceramics, in particular, the classes are extremely diverse, populated with students from 9th-12th grade, who range from being highly gifted or enrolled in multiple AP courses to having 504 plans and IEPs or being enrolled in SDC or Resource. It is a challenge to keep the class accessible and, simultaneously, stimulating for all students. Therefore, projects are modified to be more challenging and more accessible. The dance teachers make all materials and information equally accessible to all students. They provide many options for students to choose from so they can pick the ones that best fit their lifestyle and socioeconomic background. The dance teachers also include curriculum that is diverse and

- *Course offering chart*
- *department course Schedules*
- *PLC notebooks*
- *Pacing criteria charts/backward planning*

- *Honors/AP Demographic Analysis*
- *Honors Application and Recommendation Form*

- *Class rosters*
- *Dance curriculum*
- *Positive feedback via e-mails and notes*
- *VAPA Assessments*

appeals to students of varied backgrounds, different levels of experience, and areas of interest. Dance classes are in high demand and are consistently some of the most diverse on campus.

In the Foreign Language department, students must have a “B” in English to take Spanish 1 and must pass with a “C” to continue to the next level. Students who wish to take the Spanish for Native Speakers classes do not need to have a “B” in English in order to enroll. Students who take honors/AP classes are recommended by their teacher and must earn at least a “C” in the previous level of the language. However, many students who have IEPs and 504 are enrolled in foreign language classes and are successful in them.

The underrepresented student population comprises a representative segment of Technical Education courses. Some of these courses serve as vocational training for students who may not be college bound. Tech Ed courses also welcome a high percentage of Special Day and Resource Program students. For many of these students, elective classes like those in the Tech Ed department are their only opportunity to meet the challenges of a general education classroom. GATE students also participate in Technical Ed courses which help to create a diverse and stimulating learning environment that benefits all students.

- *Report cards*
- *Teacher recommendation list*

- *Student information from ISIS*
- *Tech Ed Project samples*
- *Tech Ed Student work products*
- *Fabric identification*
- *Sewing practice*
- *Clothing design project*

ARTICULATION AND FOLLOW-UP STUDIES

FINDINGS	EVIDENCE
<p>Students come from 117 different zip codes throughout the city of Los Angeles. It is impossible to be able to have articulation meetings with all the feeder schools. However, the majority of PCHS students come from Paul Revere Charter Middle School, the local feeder school. PCHS has an annual performance program with Paul Revere and elementary schools in the Palisades Educational Complex. Department chairs meet each year with the local feeder middles school to discuss placement, curriculum and consistency.</p> <p>In the VAPA department, through the development of portfolio and oral skills, students present their work in a</p>	<ul style="list-style-type: none"> • <i>Meeting minutes</i> • <i>Annual performance Scores</i> • <i>Alumni visits</i> • <i>Placement tests/criteria</i> • <i>Campus visits</i> <ul style="list-style-type: none"> • <i>VAPA Dept Meeting</i>

professional manner. Students in the photo classes can receive college credit for their work since PCHS has an articulation program with Santa Monica College. Students who have taken photo classes at PCHS can get placed in Photo II in a guaranteed slot. There is constant articulation with the music department at Paul Revere. The consistent communication between the middle school and high school directors since the fall of 2008 has greatly increased retention of music students as they move from middle to high school. Since 2008, a number of PCHS instrumental music students have remained involved in music programs as they have moved from high school to college, and have joined independent music ensembles. PCHS music is now represented in several college and independent music programs: UCLA, San Diego state Cal Poly Pomona, Cal Poly San Luis Obispo, Northwestern, Rensselaer Polytechnic Institute; Riverside Community College, Pacific Crest Drum and bugle Corps, Cavaliers Drum and Bugle Corps, and Santa Clara Vanguard Drum and Bugle Corps. PCHS alumni are working with Paul Revere to establish a Drumline program.

The Special Education department has an annual campus day with Santa Monica College and Los Angeles area colleges. Special Education staff members meet with teachers from Paul Revere to ensure smooth transitions for 9th graders. The DOTS transition program is provided to Special Education students to assist them with employment or college opportunities.

The athletic coaches provide recruitment and try-out opportunities to students in feeder schools. College recruiters also often visit PCHS athletic programs to recruit athletes.

The Foreign Language department does not have articulation meetings with Paul Revere because foreign languages are not offered at that level.

Annually, the English department meets with Paul Revere to coordinate instruction. For example, in 2010 teachers met to align reading lists, to coordinate understanding of literary terms, and to agree on common expectations for formal writing.

West Los Angeles College instructors teach Technical

minutes

- *SMC Photo I articulation agreement with PCHS photo department*
- *Drumline Roster*
- *Increasing enrollment in PCHS music from 2008-2011*

- *Field trip paperwork*
- *Senior Resumes*
- *Transition student questionnaires*

- *Athletic Records*

- *Meeting agendas*
- *Minutes*
- *Literary terms list*

- *Business education courses*

Education courses on the PCHS campus, and students may receive dual credit. As Tech Ed department courses do not depend on middle school prerequisites, there is no regular articulation with feeder schools. Currently, none of the courses taught by the department staff articulates with local colleges or universities, although the possibility was the subject of a fall 2011 department meeting, and members are investigating the process.

Representatives of colleges and universities visit the school on a regular basis to provide feedback to the school about former students. Former students' visits and communication through social media reveal that students are well-prepared to undertake higher level courses. The College Center keeps statistics on college enrollment. Counselors give information about taking courses for college credit and entrance placement exams. The College Center takes students on tours, provides PSAT and SAT prep courses, Parent Connection, and Naviance.

- *Data collected by College Center*
- *Tours of colleges*
- *Parent Connection*
- *Naviance*
- *College Fair*



B2. CURRICULUM CRITERION

B2: Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

All students at PCHS have access to the school's entire program and are assisted by their counselor, the College Center and the part-time Career Advisor in creating a vision for their future careers and identifying the educational path leading to these careers. This is accomplished through various services, presentations, and events.

All students at PCHS will have personal learning plans (four year plans) that support educational and career options. This academic school year, the 9th graders begin the process of developing their four year plans within small collaborative workshops. During these seminars, students learn how to analyze their first semester transcript, distinguish between graduation requirements and college entrance requirements, and determine the sequencing of classes needed to graduate and prepare for college and career opportunities. In addition, students will be informed of how to access the College and Career Center to explore school-to-career goals. Students will be able to evaluate their learning plans at least once a year with their counselors to make revisions based on students' needs, interests, and goals.

Students are encouraged to enroll in honors, AP courses, and courses that challenge them to maximize their learning experience. Although many courses have prerequisite requirements, some departments provide course waivers if students do not meet the established criteria. Students have various opportunities to gain access to real-world applications throughout many disciplines. Students meet with their counselor at least once a semester to discuss their class schedule and make adjustments to meet students' needs.

Through a variety of ways, PCHS parents are involved in the personal learning plan process. Parents are encouraged to attend informational meetings that support students academic success such as the new student orientation, Back to School Night, Annual College Fair, college workshops, PTSA and PAC monthly meetings, articulation, and AP and honors informational meetings. Fuerza Unida and AVID offer several Saturday parent meetings to increase parents' knowledge of personal learning plans, college entrance process, and strategies to increase academic achievement. Special Education students' transitional plans are reviewed annually to meet students' academic and career goals. Parents are required to approve their child's class schedule annually and are provided a copy of their child's four-year plan.

VARIETY OF PROGRAMS-FULLRANGE OF CHOICES

FINDINGS	EVIDENCE
Each student meets individually with his/her counselor a minimum of once per semester for course planning. Prior to meeting with the student, the counselor prepares an individualized semester plan sheet that is distributed to students in order to review with parents/guardians. The plan sheet includes credits completed, credits in progress, completion of testing (CAHSEE, FitnessGram), and course requirements including credit recovery and graduation requirements in addition to grade-level classes not yet completed. A handout is provided during	<ul style="list-style-type: none">• <i>Master Schedule</i>• <i>Four year plan forms</i>• <i>College Requirements Power Point</i>• <i>Individual planning sheet</i>• <i>9th grade four year plan schedule</i>• <i>Copy of the mailed four year plan portfolio</i>

programming with graduation, A-G, and NCAA requirements.

PCHS offers Advancement Via Individual Determination (AVID) classes at all grade levels. This college preparatory program provides students with support for their core classes and prepares them for the rigor of college.

In the Career Center, the career advisor coordinates the Work Study Program and makes the ASVAB (Armed Services Vocational Aptitude Battery) available to all students in the spring. He also organizes career seminars, a career fair in the spring with exhibitors representing careers ranging from the medical and law professions to apprenticeships in the trades. The career advisor also promotes and enrolls students in ROP (Regional Occupation Program) community based classes and site-based ROP classes. Students receive counseling on job hunting, preparing applications, interviews, and the work environment. In addition, the career advisor maintains resources for various educational summer programs, paid internships, and the jobs available for students during the school year and summer. Career planning presentations are made to numerous classes throughout the year. These presentations provide students with college planning steps, career planning, Career Profiler assessments (including an Interest Profiler based on the Dr. Holland Codes), information regarding educational pathways leading to specified careers, and access to Career Locker. Career Locker offers web-based services that include skills and interest assessments, in-depth information on universities and careers, budgets spreadsheets, resume and cover-letter makers, and tools for creating an “e-portfolio.” The department is working to get course credit for Work Experience classes.

- *CAHSEE Results*
- *Signed AP contract forms*
- *Classroom visitation calendar for scheduling*
- *AVENTA application/contract*
- *Adult School registration forms*
- *Tutorial Schedules*
- *Master Schedule*
- *AVID Course Offerings/Master Schedule*
- *Work study program*
- *ASVAB results*
- *ROP Course Offerings*
- *Career Profiler*
- *Career Locker*

The College Center helps students prepare and plan for college (college search, testing, essay writing, applications, recommendations, and transcripts). The Center provides the following services to students:

- Family Connection, a web-based college planning and application management system
- Free online SAT prep course
- Summer planning appointments available one-on-one with the College Center staff (contingent on availability of funding)
- Fall and spring college planning appointments
- Workshops
- Writing coach
- UC and CSU outreach representatives and Santa Monica College representative (twice a month during lunch)
- College visits
- Financial aid workshops
- Letters of recommendation
- PSAT and SAT registration and fee waivers
- Classroom-based SAT prep course (scholarships provided for students in the lunch program, fee-based for others)
- College Fair
- Library of college guides, test prep and financial aid books
- Use of computers, photocopier, fax, and telephone for college-related matters
- Grade-appropriate mailings about College Center events and services
- College planning workshop in Spanish
- Information about summer programs (academic, community service, internships, etc.)
- Scholarship information and program nominations (Posse Foundation, Links, HOBY, Gates, etc.)
- AP examination registration and administration

PCHS offers a variety of skill-based classes that provides an opportunity for students to explore interests that lead to a career option: Graphic Design, Ceramics, Video Production, Journalism, Drama, Photography, Computer Applications, Culinary, Fashion Design, Band, Orchestra, Dance, Choir, and Work Experience.

- *WASC Survey*
- *College Service List*
- *Family Connection*
- *College Center Calendar*
- *Classroom Visit Schedule*

- *Master Schedule*
- *Individual Plan Sheets*

The Social Studies department provides all students with access to a World Cultures, World History, US History, Government, and Economics class. Currently, all students have access to an optional psychology and college-level business classes offered by a local community college. Within the last five years all students have had access to African American Studies and Philosophy classes. The department uses real-world examples in the curriculum to assist students in career exploration and preparation for postsecondary education.

In the Foreign Language department, AP level classes prepare students to think critically and write college-level essays. The AP Spanish Literature class also prepares students to critically analyze fiction, nonfiction, prose and poetry. Information is provided to all students enrolled in the Foreign language department about foreign language careers and how a foreign language enhances other professions and opens opportunities in the global community. AP French students will have a visitor from the French consulate this year who will explain what studying in France is like and how US students can attend a French university.

The English department offers opportunities to explore media expression and text publication through the department's award-winning creative writing magazine, "Making Waves," the academic writing publication "Educere," and the award-winning newspaper, "The Tideline." Working in these publications emphasizes good writing and editing skills. The department also prepares students for college, to write correctly, think, and critically analyze text. Students also prepare for the SAT and the AP English Tests. The English department emphasizes good writing and editing skills, key to all future careers. The department strives to teach critical thinking skills through the four domains in writing.

VAPA prepares students for making appropriate choices regarding their future and their careers by expanding their sense of creativity and self-confidence and organizing these strengths into marketable skills. VAPA's critique sessions for completed works of art explore college options and second careers. Students enrolled in AP Studio Art are accepted into the most prestigious art schools across the country. The students are provided

- *Department Notebook—Course Descriptions*
- *Naviance Surveys*
- *1040 Tax Return*
- *College Week Seminar*
- *Budget Project*

- *Lessons*
- *Newspapers and magazine articles*
- *Essays*
- *Readings in AP Spanish Literature class*

- *"Making Waves"*
- *"Educere"*
- *"The Tideline"*
- *English college essay*
- *Portfolio*
- *SAT prep tests*
- *AP Tests*
- *Pre write, write, rewrite assignments*

- *DVD's of plays, musicals*
- *Portfolio folders*
- *Journal writing*
- *Speakers*
- *10th/11th grade research paper on art/design careers*
- *Portfolio for AP 2d/3d*

with lectures and presentations about art schools and future careers from FIDM, ArtCenter, and Otis. VAPA teachers instruct students on portfolio design and how to get letters of recommendation. In photo classes, guest career photographers visit and inform students on the various ways to pursue a career in photo. Leading art schools in the U.S. come to the classes and talk about the opportunities at their respective institutions. The photo department has secured internships with A and I, a prominent photography printing company. Students in visual arts practice the presentation of ideas and concepts in creative ways, enhancing their ability to market themselves when creating a resume and an overall personal portfolio. Some of the teachers in the department require a research paper on art careers.

The Special Education department works closely with each student's teachers, parents, counselors and all related support staff to ensure a productive transition after high school. RSP provides curriculum modification and small group and individualized instruction directly tailored to students needing appropriate modalities. The department also uses a bridged curriculum science text that reaches the standards but is more accessible to students with learning disabilities. English Inclusion and Resource classes provide high interest reading materials. PCHS utilizes LAUSD's DOTS Transition program and employs a transition specialist teacher three days a week to facilitate transition. Services include résumé assistance, field trips to local colleges, job placement assistance, and functional living assistance for students in the Moderate to Severe program.

Courses in the Technical Education department provide opportunities to the broadest range of students, and focus on practical skills that enable students to connect their learning to their lives outside of school with the goal of making them college and career-ready. Courses are open to all students, regardless of skill or achievement level. In Independent Living and Teen Living courses, students examine their goals and look at career options.

Regular courses in the Science department are open to all students. There is a recommendation process for access to honors classes, a waiver, and review process for application to advanced levels. There is also a list of

Studio Art

- *Ninth grade sketch books*
- *Lists of speakers and dates of presentations*
- *List of scholarships awarded to VAPA students*
- *List of speakers*

- *Science Bridge textbook*
- *High interest reading materials*
- *Field trip receipts/slips*
- *Sample senior resumes*
- *Job placement agreements*
- *Class lists*

- *Goal setting assignment*
- *Career options assignment*
- *CareerLocker.com*

- *AP Biology application*
- *Honors/AP Waiver form*
- *department Pre-Requisite*

prerequisites for courses within the department, so that students can be placed appropriately. The department offers a waiver for students not meeting the pre-requisite grade requirement to allow for students and parents to have the option of taking an honors or AP course when a recommendation is not made by their current science teacher. The science department offers a large choice of offerings at all levels and interests to allow students to explore different fields and careers in science. Integrated Science provides a foundation for students to progress to higher levels of science. The department offerings provide a scientific foundation for medical, engineering, and research careers. Science teachers invite guest speakers to present on jobs, careers, and research so students are exposed to professionals in science careers.

In the P.E. department, all students are instructed in the benefits of and techniques for maintaining physical, mental, social, and emotional health and well-being. Students are encouraged to explore a variety of movement opportunities in order to ensure enjoyment of physical activity. The overall goal is to encourage students to develop lifelong habits for physical activity and fitness.

In the Math department, completion through Algebra 2 meets A-G requirements. The department offerings also give students a foundation for technological and science-related careers. Statistics provides real-world applications and prepares students for social science careers. MESA prepares students in the fields of engineering.

Sheet

- *Conference with students*
- *Flyers that show pathways to different science courses*
- *Chemistry Math Readiness Test*
- *Guest speakers list*
- *Notebooks prepared for science research*
- *Course syllabi*

- *P.E. Observations*
- *P.E. Journals*

- *Course offerings*
- *MESA roster*
- *Math readiness test*
- *Syllabus*



STUDENT-PARENT-STAFF COLLABORATION

FINDINGS	EVIDENCE
<p>In order to increase student, parent, and staff collaboration in the development of the four year plan, counselors will mail the plan to the parent with supporting literature to increase parent involvement. These personalized plans will be revised annually to meet students' short- and long-term goals.</p>	<ul style="list-style-type: none"> • <i>Four year plans</i> • <i>Hand Outs</i>
<p>During registration and freshman orientation, students and parents are able to review their schedules and adjust if needed.</p>	<ul style="list-style-type: none"> • <i>Informational handouts</i> • <i>Master schedule</i> • <i>Letters mailed home</i>
<p>The 8th grade articulation meeting introduces the four-year learning plans to students and parents. Freshmen orientation informs students and parents of the benefits of creating individualized learning plans.</p>	<ul style="list-style-type: none"> • <i>Power point presentation</i> • <i>Agenda</i> • <i>Sign in sheet</i>
<p>Fuerza Unida and AVID host several parent meetings to provide information and strategies to support student success and personalized learning plans.</p>	<ul style="list-style-type: none"> • <i>Power point</i> • <i>Agenda</i> • <i>Handouts</i> • <i>Letters mailed home</i> • <i>Connect Ed phone calls</i>
<p>The large number of students enrolled in Social Studies classes limits the department's ability to collaborate with parents, students, and staff in the development and monitoring of a student's personal learning plan. Outside of IEPs, 504s, and SST meetings, collaboration for specific students occurs upon the request of parent, student, or counselor. There is no school-wide protocol for monitoring each student's personal learning plan.</p>	<ul style="list-style-type: none"> • <i>IEP, 504, SST meetings</i>
<p>Parents, students, and teachers in the Foreign Language department collaborate in the development of a student's personal learning plan in the language studied. Teachers also communicate with parents and counselors about the student's needs. In collaboration with administrators and parents, some highly qualified and interested students are allowed to learn at a faster pace by testing out of lower levels. Three teachers from the department have also met with parents during an informational PAC meeting where they answered parents' questions and clarified department policy and requirements. Teachers communicate with</p>	<ul style="list-style-type: none"> • <i>Pali E-mails</i> • <i>Teacher Web</i> • <i>IEPs and 504 meetings</i> • <i>Lesson plan about careers</i>

parents and students through TeacherWeb, e-mails, and parent/teacher meetings. Teachers also attend IEP and 504 meetings as well as Student Success meetings where they communicate student progress in class to parents.

The Special Education department makes general education teachers aware of the needs of certain students through forms, e-mails, and IEP and 504 meetings. Parents communicate with teachers through e-mail, phone calls, and meetings. Department and PLC meetings provide teachers the opportunity to discuss issues involving students and plan lessons and curriculum.

The English department would like to see more growth in the area of “personal learning plans” for all students, although students who have special needs have such plans crafted by teachers, parents, and staff, as well as the students themselves.

In the VAPA department teachers and students can collaborate via class project critiques, individual meetings, and assessments and student journals where they can keep track of their career and educational goals. This information can be shared with the parents at Back to School night, parent conferences, e-mail, and TeacherWeb. The staff connects during departmental, PLC, and faculty meetings. VAPA members also participate in IEP and 504 plan meetings and contact parents and students about students’ progress in class. If a student shows a specific interest in a given discipline in the department, teachers work individually with the students to discuss career and schooling options, and write letters of recommendation. Teachers in the department are in constant communication about students’ progress and any challenges they face. Lists of recommended students to higher level classes are discussed among the instructors to ensure proper placement.

Parents, students and teachers in the Special Education department collaborate in the development and monitoring of a student’s personal learning plan at IEP meetings, and with follow up group e-mail loops and phone calls. Teachers and case carriers collaborate throughout the school year to ensure that students receive

- *E-mails*
- *Phone calls log*
- *IEP and 504 meetings minutes*
- *PLC meetings minutes*

- *IEPs*
- *504 plans*

- *TeacherWeb*
- *E-mails*
- *Facebook*
- *IEP meetings*
- *Parent conferences*
- *Student-self assessment*
- *Home surveys*
- *PAC panel meetings*
- *Showcase Night*
- *Course information sheet signed by parents*
- *Assignments signed by parents*
- *PLC’s minutes*
- *Copies of letters of recommendation*
- *Recommendation lists*
- *Teachers’ e-mails*

- *IEP meetings*
- *E-mails*
- *Phone calls*

the supports they need to be successful in meeting the standards.

The staff of the Technical Education department collaborates with the Special Ed department to monitor IEPs and 504 plans. Teachers in the department do not collaborate with parents, students, or other staff to develop personal learning plans. However, teachers do monitor and periodically assess students learning and progress toward specific goals.

The Science department teachers employ multiple modalities of teaching for all learning styles such as lecture via PowerPoint, white board explanations, laboratory experiments, demonstration activities, group work, pair-share work, Cornell note writing, free response essay writing in AP Biology, peer review, and grading using rubrics. ICS classes administer a multiple intelligence survey to make students aware of their learning needs and style. All of these activities provide different types of learning opportunities.

Due to the large number of students in P.E. classes, personal learning plans for every student are difficult to design and implement. However, students who have been identified as having a need for individualized attention (either through Special Education or through department) are given personal attention through various types of student and parent contact from staff members.

Each Math department member maintains a web page. Teachers communicate with parents through e-mail, by phone and through TeacherWeb. Tutoring is provided by each math department member at least one hour per week. As students progress, teachers meet with them to make recommendations regarding the next course in which they should enroll.

In the Special Education department, case carriers collaborate with general education teachers and parents through weekly e-mail loops that ask for feedback from all IEP team members on accomplishments/concerns. Parents and teachers are asked to "Reply to All" in the e-mail loop to keep everyone updated on each student's performance.

- *IEP/504 Meeting Records*
- *PCHS Emails*

- *Open-ended projects*
- *MI survey for all 9th graders*
- *TeacherWeb*
- *IEPs meetings*
- *504 meetings*
- *PCHS e-mails*
- *Parent-student conferences*

- *Participation in IEPs*
- *504 meetings*
- *Individualized meetings*
- *PCHS e-mails*

- *TeacherWeb urls*
- *PCHS e-mails*
- *department tutoring/office hours schedule*
- *Tutoring*
- *Participation in IEPs and Student Success Team meetings*

- *IEP meeting records*
- *Samples of e-mail loops*

MONITORING/CHANGING STUDENT PLANS

FINDINGS	EVIDENCE
<p>The counseling office is largely responsible for monitoring all students' personal learning plans and programming. Students meet with their counselor at least twice a year. Every effort is made to accommodate students' choices regarding classes.</p>	<ul style="list-style-type: none"> • <i>11th/12th grade timeline for college application and requirements</i>
<p>Counselors regularly mail home letters to warn parents of possible problems with students' academic achievement. For example, the letter might indicate the need for intervention classes or the possibility a student might fail a class required for graduation or earn a "D" or "F" in one or more classes. These letters encourage parents to meet with counselors and or specific teachers to discuss strategies to improve student progress.</p>	<ul style="list-style-type: none"> • <i>Copy of letters</i> • <i>Plan for Intervention</i> • <i>D/F List</i>
<p>Many departments give a list to the counseling office of student placement into honors and AP classes based on their department policy for enrolling in those classes. Incoming 9th graders are placed in math classes based on assessments (CST, department placement test). Students are moved at the 2nd semester based on 1st semester performance. Success is evident in improved CST scores and higher pass rates, as well as in the number of students completing courses. Students who have special needs have IEPs, 504 plans, or Student Success plans. Students who are struggling academically are entered into the Pyramid of Intervention. Counselors consult with students annually. The College Center provides some additional support.</p>	<ul style="list-style-type: none"> • <i>AP, Honors lists</i> • <i>CST results</i> • <i>IEP</i> • <i>504</i> • <i>TeacherWeb</i> • <i>Portfolios</i>
<p>Students with special needs are monitored by weekly progress reports and e-mail loops to maintain consistent collaboration among case carriers and general education teachers. IEP and 504 plans are adjusted according to needs.</p>	<ul style="list-style-type: none"> • <i>Weekly progress reports</i> • <i>E-mail loops among Special Education teachers/support staff/general education teachers</i>
<p>The school nurse informs teachers how to make adjustments and adaptations to the medical needs of the students.</p>	<ul style="list-style-type: none"> • <i>Health Office Records</i> • <i>Communication with doctors via emails</i>
<p>Teachers provide periodic assessments of progress and many post weekly grades through TeacherWeb or in class</p>	<ul style="list-style-type: none"> • <i>TeacherWeb</i> • <i>Grade printouts</i>

on a regular basis. Some use Facebook groups to communicate with students.

Students who are struggling academically are entered into the Pyramid of Intervention. This year the school has created COS (Counseling Office Support). The goal of COS is to be part of a pyramid of intervention that supports student achievement and provides a source of accountability and follow-up for students. This includes students that are involved in R&R as well as other intervention pieces. The program focuses on having students connect with their counselor more often than the routine visitation for programming classes that takes place. This program is for 9th grade students with one or more fails at the 5, 10, and 15 week progress reports. With the support of their parents/guardians, counselor and an intervention class, the students are monitored and assisted with their course work and study skills.

Other departments such as VAPA use classroom critiques, individual meetings with students, and personal portfolio evaluations in order to make appropriate changes to a student's program.

Because P.E. requires physical involvement, teachers are often required to work with the school health office and/or community medical professionals in order to adapt the curriculum to meet the needs of students with chronic or temporary health issues. The grades of students participating in sports and other extra-curricular programs are monitored frequently to meet eligibility requirements.

The Math department monitors student grades and placement to ensure students are in the course for which they are prepared. Course offerings are adjusted to meet student needs and desire to study certain content. Teachers monitor seating to allow students to support each other.

In the English department, real-world applications of learning include the following: journalism and related publications (Making Waves, The Tideline, and Educere), website assignments, media assignments, club activities, and community service activities.

The staff members of the Technical Education department

- *Facebook groups*

- *COS Documents*

- *Portfolio evaluations*

- *Critiques*

- *Health office records*

- *Eligibility Rosters*

- *IEP records*

- *Seating charts*

- *Course offering grids*

- *Teacher recommendation lists*

- *Seating charts*

communicate with counselors, administrators, or other staff to advocate for students.

Teachers and counselors closely monitor AVID students' four year plans and grades. Parents and students are informed of student progress and provided with tutorial support.

- *Parent Meeting Agendas*
- *Sign-In sheets*
- *Copies of Four Year plans*
- *Emails Sign-In sheets*

POST HIGH SCHOOL TRANSITIONS

FINDINGS	EVIDENCE
According to a WASC student survey, 90% of students agree that their PCHS experience has prepared them for their post secondary plans.	<ul style="list-style-type: none"> • <i>WASC Surveys</i>
The College Center holds several workshops to assist students and parents with the application process for college. In addition the college center provides college entrance exams informational meetings, financial aid, and essay writing workshops to support students' transition to post-secondary opportunities.	<ul style="list-style-type: none"> • <i>College admissions</i> • <i>List of working alumni</i> • <i>List of awards</i> • <i>Flyers</i> • <i>Agendas</i> • <i>Calendar</i> • <i>Test Results</i>
All 11 th graders are encouraged to take the EAP test during the CSTs in the areas of Language Arts and Mathematics. The EAP test assesses students' readiness for college-level work.	<ul style="list-style-type: none"> • <i>CST Testing Materials/CST Testing Schedule</i>
PCHS offers CAHSEE preparatory courses to ensure student graduation. AVID and MESA programs require students to develop a post-secondary plan and steps to meet it. The College Center and MESA work with students on college applications. The Career Center provides internships, ROP, and Work Study. The Special Education department employs a transition specialist to support students' post-secondary plans.	<ul style="list-style-type: none"> • <i>CAHSEE prep courses</i>
VAPA provides a balance of academic and studio approaches so students are prepared to transition to a university setting or work.	<ul style="list-style-type: none"> • <i>College admissions</i> • <i>List of working alumni</i> • <i>List of awards</i> • <i>Samples of student work</i>
The Special Education department utilizes LAUSD's	

DOTS Transition program and employs a transition specialist teacher three days a week to facilitate transition of students. Services include: resume assistance and functional living assistance for our students in the Moderate to Severe program.

- *Field trip rosters*
- *Agendas*
- *Feedback from students through journaling*



B3. CURRICULUM CRITERION

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Upon completion of the high school program, most students meet graduation requirements. PCHS students have a variety of academic support to ensure all students meet graduation requirements, including passing the CAHSEE. CAHSEE support classes are offered within the school day. Students also have access to a CAHSEE online test preparatory program.

The counseling department closely monitors students' progress by meeting with students and parents to keep them informed of their academic status and progress towards graduation. Counselors provide students with support and options to be academically successful.

REAL WORLD APPLICATIONS- CURRICULUM

FINDINGS	EVIDENCE
PCHS is a college preparatory school and all students have access to real-world applications of their education. Real-world applications of learning include but are not limited to the following: journalism (The Tideline, Making Waves, Educere), website assignments (video and	<ul style="list-style-type: none"> • <i>Tideline</i> • <i>Making Waves</i> • <i>Educere</i> • <i>Projects</i> • <i>Performances</i>

PowerPoint presentations), community service activities, and club activities. Students are also exposed to situations where they have to work with other people, creating a sense of team work which develops their interpersonal skills and communications skills. Students are expected to complete projects and performances that give them the ability to problem-solve and understand how to structure and organize their plans in order to follow through and complete the task at hand.

Students with special needs work with a transition specialist to ensure a smooth and productive transition to post-secondary life, and make sure that whatever college or work choices are made, they are made in accordance with each student's strengths, interests, and challenges in mind. Additionally, exposure to the College Center, Career Fair, community service hours, and relevant field trips provide access to real world applications.

The Social Studies department teachers use projects and assignments to incorporate real world application.

Students in the Foreign language department have the opportunity to use their knowledge of Spanish, French, and Italian when they visit restaurants and museum exhibits, listen to broadcasts, read newspapers and magazines, and watch movies and TV programs in the target language. They can also use their language skills in the community.

The Science department presents many different topics such as genetics, physiology, biotechnology, gel electrophoresis, bacterial transformation, environmental science, and ecology. These topics are made relevant by current events brought up via multiple media sources such as YouTube, magazine articles, and Internet articles. Students in AP Biology also focus on individual projects and present them to the class. The department also uses simulation labs and field trips to explore real world concepts.

Several math standards are based on real world applications. For example, Algebra 2 offers students experience with growth and decay in banking, population growth, and projectile motion. Algebra 1 deals with fixed and variable cost, percent growth, and systems (applied to

- *Career Day*
- *Community Service*
- *College Center*
- *VAPA performance DVD's portfolios*

- *PowerPoint presentations*
- *College Center*
- *College Center Records*
- *Career Day Emails/Flyers*
- *Community Service log*
- *Field trip rosters and records*

- *Stock Market simulation unit*

- *Museum exhibits reflections*
- *Newspapers, magazines clips*
- *Movies, TV programs lists*
- *Internet broadcasts logs*

- *YouTube documentaries*
- *Magazine articles*
- *Internet articles*
- *Artificial Selection Lab- New Vegetables from Old?*

- *Math Standards*
- *Bridge building project description and student projects*
- *Activity description and*

real life problems). Geometry focuses on scale modeling and the use of trigonometry and geometry in building bridges. In AP Statistics, students use data collected during class activities to investigate statistical concepts and make conclusions. One such activity included students collecting data about the distribution of the ages of pennies to investigate the Central Limit Theorem.

VAPA students are exposed to real world applications. Photo assignments such as fashion advertising, urban landscapes (architecture) and PowerPoint presentations allow the students to focus on real life applications in the photographer's professional world. It gives them the skills to look professional as these skills are used after graduation from PCHS. The photo classes have a fully functioning photo studio and studio equipment which allows the photo teacher to give students real world experience. Professional photographers, design groups, and other professionals present their real-world experiences and the opportunities for employment in creative industries. Students in drama and dance classes put on full performances, choir sings in public performance. Art students exhibit their art work at Showcase Night. Art classes give students the opportunity to be creative and problem solve in order to make their imagination and ideas come to life, which will help them be creative and confident in the real world. Students in ceramic and art classes have to clean up after themselves which also provides them with real-world experience about organization and responsibility

All students have access to Technical Education courses that provide hands-on experience to gain practical skills with real-world applications and have opportunities to achieve success in project-based learning activities.

In the English department, 10th and 12th grade teachers provide the formats for business letters and resumes that apply to the working world; 12th grade teachers also assign personal statements that prepare students for, or sometimes serve as, college application essays. Other teachers have students engage with real world text in the form of newspaper opinion/editorial pieces as preparation for persuasive writing. Finally, some teachers encourage students to enter compositions into writing competitions.

data collected for Central Limit Theorem

- *Projectile motion lesson in Algebra 2*

- *Power Point presentation*
- *Photo studio*
- *Professional visits flyer*
- *Play programs*
- *Choir tour itinerary*
- *Band itinerary*
- *Showcase Night flyers*
- *Art projects*
- *Clean up charts*

- *Tech Ed Lesson plans*
- *Tech Ed Student projects*

- *Drafts of business letters*
- *Students resumes*
- *Op/ed materials*
- *Personal statements*
- *Competition entries*



MEETING GRADUATION REQUIREMENTS

FINDINGS	EVIDENCE
<p>On average, the pass rate for first-time takers of the CAHSEE is about 90%; however, students who do not pass the first time receive support in various ways. PCHS offers CAHSEE Boot Camp, an online service, and a special CAHSEE prep class.</p> <p>Other support programs are the Study Center where students can receive tutoring in any subject by peer tutors and teachers. The AP Readiness program in the Math and Science departments prepares students to enroll in AP level classes in math and science.</p> <p>Individual departments support literacy in their classes. For example, other subjects are integrated into the study of a foreign language: art, history, geography, writing and reading. Individual teachers in the department tutor students. VAPA supports literacy by assigning reading and writing about artists from different cultures and historical time periods. Students in the department also read critical reviews of various art work and performances, and notes on procedures and techniques. VAPA also supports the development of mathematical concepts from understanding 2 and 3 point perspective, and looking at the way proportions work in measurements and rulers. In this department the student's ability to concentrate and focus is developed through the process of making art, which may cross over to the process of test-taking as well. Students' creative processes are encouraged and developed, increasing self-confidence and promoting their balanced, complete development.</p>	<ul style="list-style-type: none"> • <i>CAHSEE Boot Camp</i> • <i>Online CAHSEE preparation</i> • <i>Math CAHSEE</i> • <i>7th period videos</i> • <i>Study Center</i> • <i>Teacher tutoring during lunch and 7th period</i> • <i>AP Readiness attendance rosters</i> • <i>Readings</i> • <i>Drawings and paintings</i> • <i>Fuerza Unida</i> • <i>The Village Nation</i> • <i>Curriculum offerings</i> • <i>VAPA's reading assignments handout</i> • <i>Photo textbooks</i> • <i>Drama's The Medea project</i> • <i>Choir research assignments</i> • <i>Ceramic's box project</i> • <i>Costume making and maintenance</i>

The Math department provides additional support classes in Algebra 1 to ensure all students pass and complete two years of math. It also offers an alternative second year course for seniors, and additional courses each semester to allow students to make-up courses.

Counselors meet at least twice a year to update students' progress towards graduation and post-secondary plans. Counselors place students in CAHSEE and intervention classes to meet students' needs. If students are credit deficient, they are enrolled in credit recovery courses: 7th period, adult school, community college, Aventa, and other approved online programs. Some students attend Temescal Academy to make up credits at their own pace within a smaller learning environment.

Although PCHS graduation requirements are not aligned to A-G requirements, counselors motivate students to complete the A-G requirements to maximize their post-secondary plan options.

- *Course Offerings*

- *Temescal Academy Rosters*
- *Aventa Rosters*

- *Master Schedule*
- *College Fair*
- *Grade level meetings*

AREAS OF STRENGTHS

Category B- PCHS Curriculum Areas of Strengths

- PLCs have implemented common pacing plans and assessments.
- PCHS offers numerous AP and honors courses.
- Standards and ESLRs are embedded with the curriculum.

AREAS OF IMPROVEMENTS

Category B- PCHS Curriculum Areas of Improvements

- Focus on evaluating and aligning the graduation requirements to the A-G requirements.
- Implementation of a 4-year plan, beginning at the 9th grade.
- Better articulation and communication with the current feeder school about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's.
- Development and implementation of a post-transitional plan, including more partnerships with our local community colleges, California State Universities, and UCLA.
- Better alignment of departmental grading policies.
- Better preparation of *all* our students to meet the prerequisite needs for AP and honors courses and provide the necessary mentoring to encourage students to enroll within these courses.
- Better Special Education information and access to curriculum, college-prep courses and post-transitional life.