CATEGORY C: INSTRUCTION-
Standards-based Student Learning

C1. INSTRUCTION CRITERION

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results (ESLRs)?

California State Standards-driven instructional activities are designed to encourage students at PCHS to be participants in their own educations. In every classroom, SDAIE (Specially Designed Academic Instruction in English) techniques and differentiated instructional strategies are used to build academic skill sets students need to progress academically. Many teachers help students connect to the surrounding community and real world via out-of-classroom learning experiences, including field trips, lectures, and community programs.

There is a school-wide expectation that all students will have access to challenging learning experiences. Evidence of challenging learning experiences can be found in:

- Course syllabi
- Offerings of Advanced Placement, honors, college-prep, and special education classes
- Samples of student work assessed by departmental PLCs and 9th-grade SLCs
- Classroom observations
- Student performance on state-mandated tests (CST), college placement tests (ACT and SAT), and common assessments designed by PLCs

Teachers participate in PLC meetings at least twice a month. PLC meetings allow teachers to examine student work, discuss student progress toward meeting focus standards, share best teaching practices, and design interventions for students who are failing. One of the most successful interventions is the 9th grade English Literacy class.

RESULTS OF STUDENT OBSERVATIONS AND EXAMINING WORK

FINDINGS	EVIDENCE
PCHS serves a population of students with diverse backgrounds and abilities. Within all departments, there is a school-wide expectation that students participate in standards-based instruction that is linked to school-wide ESLRs. According to the WASC Staff Survey, 80% of teachers agree that PCHS instruction includes rigorous, standards-based lessons. All departments are engaged in PLCs; however, the PLCs function at different stages of development. After several staff members attended Rick DuFour conferences in 2003-04, the school implemented SLCs and PLCs. In most departments, PLCs include teachers assigned to AP, honors, college-prep, special education, and continuation school classes. Teachers are expected to meet in PLCs at least twice a month during 7th period. This common planning time is set aside to	• *PLC pacing (ex. Integrated Science and US History)* • *Agenda Boards and Classroom Visits* • *PLC minutes and agendas* • *PLC Mastery Manager Data* • *PLC notebooks* • *PLC-generated rubrics* • *DuFour PD Agenda (August 2004)* • *WASC Surveys*

work on pacing plans, discuss best practices, examine student work, and create common assessments and rubrics aimed at establishing uniform expectations and common instructional goals. When examining samples of student work on common assessments, PLC members use designated standards-based indicators to identify which students are working at advanced, proficient, basic, below-basic, and far-below-basic levels. Intervention strategies are then designed to target the needs of students who are not working at grade level. Future goals include modeling the Visual and Performing Arts (VAPA) PLC practices, which include using common planning time to examine student work across the curriculum. Working within PLCs, teachers also have been asked to design intervention strategies for students who are failing to make adequate academic progress. In 2006, the school purchased Mastery Manager, a data management program, and created out-of-classroom positions for two teachers who help colleagues design common assessments and interpret data. Working in PLCs, teachers use the Mastery Manager data to make informed decisions about instructional design, identify skills that need to be re-taught, and discuss how to differentiate instruction so that content is accessible to all learners.

In all classes, there is an expectation that students will be involved in high-level critical thinking and student-centered activities. Teachers routinely use a variety of SDAIE methods when delivering direct instruction. Frequent questioning for understanding enables teachers to monitor student progress toward mastering the skill or concept taught. The ESLRs of core learning, critical thinking, communication, and community are embedded in instructional activities. Students routinely work in a variety of group settings, providing the opportunity to work with peers to solve problems, construct knowledge, and deepen understanding of the skill or concept taught. Working in groups enables students to reduce individual affective filters and access support. Working independently, students compose journals, interactive notebook entries, and/or self-evaluations, which are designed to reinforce understanding and identify concepts needing clarification. Moreover, in every classroom, teachers routinely provide modifications and accommodations to make instructional content accessible to students with special needs.

- *Self-evaluations, journals, composition books, and interactive notebooks in social science, science, and English Language Arts*
- *Posted agendas via classroom observations*
- *504s and IEPs*
- *Instructional PowerPoints in all disciplines*
- *Honors Notebooks in Science*

Our eclectic activities and assessments enable access for diverse students with varying backgrounds and abilities. In social studies classes, teachers use backward planning when designing instructional activities, which include analytical, comparative, and evaluative essays, direct instruction, participating in Socratic dialogue and reflection, grade-level academic competitions, group analytical projects, interactive composition notebooks, and standards-based PLC common assessments. For example, when composing the 11th grade Imperialism report, an analytical essay, students receive a task sheet and a rubric. Then, working in small groups, students examine and evaluate sample reports and then collaboratively create a portion of one report. Once that foundation is established, students in college-prep classes use guiding questions and graphic organizers to complete the prewriting process. From there, students independently write the report and submit it to Turnitin.com. Through that website, students receive instructor feedback on their work and have the opportunity to submit revisions.

- *Comparative Religion Project*
- *Legitimacy of American Democracy Project*
- *Analytical, comparative and evaluative essays*
  Imperialism Report (analytical essay)
  French/American Revolution (comparison essay)
  Effects of Industrial revolution evaluation essay)
- *AP DBQ: Loose/Strict Constructionalism*
- *Academic competitions*
  US History Vietnam competition questions and photos
  American Imperialism competition questions and photos
- *Sample DBQs*
- *Interactive notebooks*
  Lee, Saiza, Anderson, and Rauschuber
- *Socratic dialogue*
  classroom observations

The Science department engages students of diverse backgrounds and varying abilities by using several strategies such as hands-on learning, heterogeneous student groups for peer learning and mentoring, SDAIE strategies, direct instruction, writing and analysis, and common assessments and tests. Most science teachers offer modified curriculum when necessary or stated within IEPs and 504 plans. These different modalities and variations of instruction tie in with the ESLRs and create a diverse and scaffolded learning environment.

- *Hands- On Learning: labs, manipulatives, inquiry-based instruction, demos, and dissections*
  Ex. Plant Chromatography Lab, Leaf Manipulative, Mouthwash Lab, Starch-amylase Digestion Demo/Lab, Conservation of Matter Demo (Iron Rusting), Titration Lab, Squid Dissection, Physics Labs
- *Heterogeneous groups: seating charts*
- *SDAIE: foldables, Venn*

diagrams, vocabulary/pictorial sheets, graphic organizers Ex. Organelle Foldable, Prokaryote, Eukaryote, and Virus Venn Diagram, pH Foldable, Atoms Vocab, Fall Integrated Science final review graphic organizers

- *Direct Instruction: Ex. Instructional PowerPoints and Composition Books*
- *Common Assessments: Mastery Manager Data Ex. Integrated Science, Biology, and Chemistry Common Assessments*

The Math department provides multiple opportunities for students to retake essential standards and master curriculum objectives. In geometry, the class incorporates peer learning to help students of diverse backgrounds and with special needs. At all levels for each unit of study, students are given the chance to collaborate and communicate in the context of critical thinking, problem-solving, and other open-ended questions during team tests and group work. Some classes incorporate peer learning to help students of diverse backgrounds and with special needs. At all levels for each unit of study, students are given the chance to collaborate and communicate in the context of critical thinking and problem-solving. In Geometry, students investigate open-ended questions during team tests and group work using the California Preparatory Mathematics (CPM). Within the Math PLCs, teachers will examine student work and analyze questions and answers in disaggregate form to compare work samples from students of diverse backgrounds and abilities.

- *Geometry Folders of appointments for exam retakes*
- *Seating Charts with teams*
- *Assignment sheets with learning objectives*
- *Notes with objectives*
- *Textbook sections with objectives specified*
- *Textbook with discovery lessons*
- *Discovering the Derivative Activity*
- *Mastery Manager Data and PLC minutes*

In Physical Education classes, each student determines his or her initial fitness level, calculates Body Mass Index, and measures fitness progress every two months. Teachers observe students' movement skills performed throughout each unit for signs of improvement and

- *P.E. journals*
- *SSR reflections*

growth. Teachers help students create individualized goals. Students in Dance, Advanced Fitness, Weight Training, and P.E. classes use journals to record self-reflections and to monitor their progress toward meeting their fitness goals.

In Foreign Language classes, students are asked to master the four skills of language: listening, speaking, reading, and writing. During spoken and written exercises, students are provided with direct feedback for corrections and improvement. Teachers challenged their students to perform at and beyond their levels through ongoing coaching. Students work individually or with partners and groups, taking notes, color-coding, working to recognize patterns, and practicing to master all four skills.

- *Course outlines*
- *Classroom observations*

In VAPA classes, students create and analyze works of art and other forms of creative expression. The VAPA classes are highly diverse. They are mixed with students of varied grade levels, and educational abilities – from AP and honors students to resource and SDC students. Teachers also work with ELL students and those with 504 plans and IEPs. Lessons celebrate diversity, focusing on the arts and music of other cultures, all in connection with the standards and ESLRs. For example, the drawing teacher incorporates concepts of identity, culture, and community into drawing lessons. In Chorus, students spend time on Latin American music. In AP Art History, students work in pairs to create a PowerPoint presentation on art form non-western cultures. In the dance class, students research a dance from a culture other than their own, imitating these positions and stringing them together into a pattern and create a movement piece.

- *Portfolios*
- *Live performance observations*
- *(lecture notes in Sketchbook- Pereyra)*
- *PowerPoint – Elson*
- *PowerPoint – Villagran*
- *Class observation/dance culture research findings (student work)*

In English Language Arts classes, students read and analyze grade-level literature and non-fiction. There is an expectation that students will compose at least one essay in each of the domains of writing per school year and supplement in-class reading and writing assignments by independently reading and analyzing at least four books or novels per school year. In order to make these critical thinking tasks accessible to all learners, parts-to-whole instruction models are used. To deconstruct text, students are taught how to use the following reading strategies: DITSO (diction, imagery, tone, structure, and opposition), TPCASTT (title, paraphrase, connotation, attitude, shift,

- *Persuasive essays in all grades, including honors admissions essays*
- *Persuasive writing rubric*
- *9th grade annotated persuasive writing packets*
- *Search paper framing outline*
- *IRP directions and responses*
- *Parts-to-whole (scaffolded) assignments*

title revisited, theme), Say-Mean-Matter, and SOAPSTone (speaker, occasion, audience, purpose, subject, tone). Prewriting strategies, such as T-charts, webs, and graphic organizers, are used to guide students through the writing process. These tools enable instructors to provide scaffolding and support for all students.

- *DITSO responses*
- *TPCASTT responses*
- *Say-Mean-Matter responses*
- *SOAPSTone responses*
- *Graphic organizers*

Members of the Technical Education department considered the art of teaching as opposed to the science. Technical Education courses provide a hands-on learning experience for students. The resulting products in project-based courses indicate the degree to which students meet requirements in accordance with specific rubrics and, since assignments are standards-based, with State standards and ESLRs.

- *Student projects and other work products*
- *Grade distributions*

PCHS teachers use accommodations from IEPs, 504 plans, and frequent consultation with resource and special education teachers to meet the needs of their students with special needs and services. Tutors in the tutoring center also use a variety of strategies and prior knowledge of classroom dynamics and learning modalities to assist in the mastery of academic standards. The tutoring coordinator uses student feedback to monitor learning and guide her decisions in tutor assignments.

- *IEP meeting sign-in and classroom observations*
- *J. Buckman observations and interventions for COS*
- *Tutoring observation forms*
- *IEP and 504 Records*
- *Tutoring Schedule*

In the SDP setting, the general education curriculum is modified according to the individual needs of each student, according to IEPs. The general education curriculum and standards are taught with an emphasis on the major concepts 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, visuals, and books on tape to provide support.

- *Signed Agenda Books*
- *Overhead Slides*
- *Journal Entries*
- *Classroom Observations*

In the RSP setting, resource teachers support students who working on their general education curriculum. RSP teachers also monitor assignments and projects and due dates for upcoming tests and quizzes and provide support for work completion, goal achievement, and overall organization. Depending on the need of each student as stated in an IEP, the general education curriculum may be modified, through shortened assignments and alternative

assignments and assessment, as agreed upon by 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. Therefore, the instruction they receive takes place entirely within the general education environment. The resource teacher collaborates with general education teachers via e-mails and conversations, and sees each student for consultation for a time specified on the IEP.

At Temescal Academy Small Learning Community, students are evaluated weekly in all classes. No work is accepted below a "C" (72%) level so that students can earn their 75 points (75-80 hours per class) for five credits. Teachers read student work and write what is additionally needed for completion and to demonstrate proficiency levels. Teachers make suggestions for peer pairings and check learning through quizzes, museum boards, PowerPoint presentations, and standard projects that integrates the curricula in science, English, history, and economics.

- *Weekly Progress Reports*
- *TA SLC Lesson Plans*

STUDENT UNDERSTANDING OF PERFORMANCE LEVELS

FINDINGS	EVIDENCE
Within all departments, teachers clearly explain the course objectives and expectations. The Math, Social Studies, and Science departments all have their course outlines and/or syllabi posted on TeacherWeb throughout the year. VAPA teachers provide students with a parent letter that reviews expectations and what will be covered in the class as well. Many teachers also have a course calendar posted as well. The standards are addressed at the beginning of the school year, before each unit, throughout the unit on a daily basis, and/or reviewed prior to testing and assessment. Although PCHS does have some discontinuity within the grading procedures and policies, many departments have aligned their common assessments and test percentages (including final percentages). Within the English department, two common assessments for two types of essays (persuasion and analysis) have been adopted as a form of common grading based a common rubric. The Science department	• *Course outlines/ course expectations or syllabus* *Ex: Art Class Syllabus and Parent letter* *Ex. Math, Social Studies, and Science syllabi* • *Science Agenda Sheets* • *Science Department Meeting Minutes* • *VAPA Parent Letters/Course Outlines* • *CST Standards Booklets and Standards review PowerPoints* *Ex. Integrated Science and Biology Standards booklets and Biology*

is currently working on establishing common testing and grading policies, including appropriate ranges of percentages of tests, quizzes, and the final exam. All teachers at PCHS have the agenda, standards/objectives, and ESLRs posted on the whiteboard or projected within the classroom, gym, or weight room.	*standards review PowerPoints* • *Agenda, standards, and ESLRs via classroom observations* • *AP US History pacing*
The courses typically outline or provide a comprehensive timeline, created by PLCs via backwards planning activities, to students prior to instruction or within their course outlines or syllabi. The course syllabi and calendars can be found on the PCHS website or the school's TeacherWeb pages.	• *PLC Notebooks* • *Course Syllabi* • *TeacherWeb urls*
Most textbooks list the objectives for the unit are on the first few pages of each chapter to help guide student learning and provide focus on the unit objectives.	• *Foreign Language textbook*
Daily lessons are typically driven or guided by a "question of the day," journal question or reflection, or warm-up activity connected to the content standards and unit objectives.	• *Biology (Dr. Woodward's) Science Composition Books* • *Physiology, Biology, and Integrated Science agenda sheets* • *SSR reflections in PE* • *Council prompts* • *Classroom observations to view question of the day and/or lesson plan agendas*
VAPA art teachers work to make expectations clear, beginning each lesson with demonstrations, examples of quality work, and clear guidelines for projects. For example, the drawing teacher communicates the agenda and warm-up of the day on the whiteboard and projects the homework assignment using an LCD projector and screen.	• *VAPA Project Guideline Sheets: Ceramics, Film, Drawing*
Standards and expected performance levels are included in Technical Education course outlines. The department's "Completeness, Originality/Organization, Neatness, Effort" (CONE) rubric is posted in each classroom. Additional course information is included on TeacherWeb pages, and assignments include specific rubrics referenced	• *Tech Ed Syllabi* • *CONE Rubric* • *TeacherWeb urls*

to specific standards and ESLRs.

Many PCHS teachers use department-designed rubrics and common grading methods to grade and assess student projects, performances, essays and other written work, labs, and tests. These rubrics and grading methods are clearly explained to students prior to grading. PLCs also create common assessments directly linked to the academic standards.

- *Common rubrics*
- *Elements project-Chemistry rubric*
- *English analysis essay rubric*
- *Imperialism project rubric*
- *Mango Street Unit*
- *rubric, checklist, revision task sheets, booklet guidelines*

At the end of the lesson or within the unit, teachers routinely ask students to reflect upon what they have learned. Some teachers use exit passes or mini-quizzes to check for understanding and review the major concepts of the lesson. Teachers remind students of expected performance levels and the timeline in which they have to achieve results and complete assignments. Within the Special Education department, case carriers monitor students' agenda books to ensure students are recording all assignments, projects, and upcoming quizzes/tests.

- *Classroom observations*
- *posted agenda*
- *student discussion of learning*
- *Physiology, Biology, and Integrated Science agenda sheets*
- *Student planners and tutor records*
- *Exit Passes or Mini-quizzes*

At Temescal Academy Small Learning Community, the ESLRs are posted and students write the daily standards in science and math before doing their warm-ups and following their pacing guides. In history, students see the ESLRs and then discuss at the end of class which standards and ESLRs were covered. Students are given a sheet in science, history, and math classes that explains how to get points in various manners (quizzes, daily work on the pacing guides, museum boards, PowerPoints, special projects and summative exams. History packets can be long- or short- packet choices (with differentiated reading levels) that show student choices for course completion points, and what is required for graduation credits. The first examples are done with the teacher for guided practice and small groups answer different questions and then share them with the class. Study guides matched to the reading assignments are corrected (no scores below "C" are accepted without being re-done) and then used as test preparation for student success. Some students do exceptional work and excel in as quickly as

- *Science and Math Warm-up Sheets*
- *Pacing Guides*
- *PCHS ESLRs and CA State Standards*
- *Graduation Requirements*
- *History Packets*
- *Study Guides*
- *Temescal Observations*

five to ten weeks' time; other students who need more time to finish may take up to two semesters of consistent effort to successfully pass the daily work, projects, quizzes, and exams in science, math, and history.

DIFFERENTIATION OF INSTRUCTION

FINDINGS	EVIDENCE
The goal of differentiation is to maximize student growth and individual success. It is our belief that students exposed to differentiated instruction typically have better academic outcomes and increased confidence and self-efficacy. Mindful of this, teachers routinely vary classroom assignments and groupings in order to make content more comprehensible for all students. By hitting upon the three major modalities of learning – audio, visual, and kinesthetic – and using a variety of cooperative and collaborative groupings, teachers strive to create a safe and productive learning environment for students with diverse needs. PCHS students typically engage in a variety of learning activities, including written work, oral presentations, collaborative projects, drill exercises, skits, debates, cooperative learning, graphic organizers, project-based learning, and labs. By differentiating the learning activities, students are allowed to approach concepts from different angles.	• *Written Work* *PE journals* • *Oral Presentations* *Biomes Project and Human Body Systems Project* • *Collaborative Projects* *Art POD newspaper, Drama POD Society Project- Exploring Our World assignment* • *Skill Exercises* *Art POD- Art assessment and differentiated handout according to assessed level* • *Skits/Plays* *Scientific island plays* • *Debates* *Integrated Science Debate Unit* • *Cooperative Learning Groups* *Geometry Learning Teams* • *Graphic Organizers* *Integrated science spring final review sheets* • *Labs* *pH Discovery Lab,Mouthwash Lab, Titration Lab, CSI Physiology Lab, Fish Dissection, SFM^{2}Physics Lab* • *Shape bucket lesson*: - ***Kinesthetic**: Challenge Activity*

- ***Auditory****: Shape Notes*
- ***Visual****: Venn diagram*
- ***Kinesthetic****: Algebra*

Within all departments, PCHS offers different levels of classes to support basic-level introductory courses through higher-level AP courses. For example, the Math department offers Essentials Mathematics, continuing with several tracks of Algebra I, and then providing honors-level and AP classes up through Calculus.

- *Course Offerings Booklet*
- *Honors English process posted at Palihigh.org*
- *Core science courses (Biology, Chemistry, and Physics) have AP, Honors, and Regular/General levels Ex. Science TeacherWeb site and Math Grid/Matrix*

PCHS conducts regular CELDT testing to ensure accurate identification of the needs of ELL students. The CELDT data is distributed to teachers, who then keep track of their students' EL status. SDAIE strategies are often incorporated into daily lessons. For example, science teachers break down academic language by using Greek and Latin roots to assist in student acquisition of vocabulary and scientific language. Other examples of SDAIE strategies include the use of pictures, symbols, hand gestures, graphic organizers, Venn Diagrams, and manipulatives to help students make personal and visual connections to the content.

- *CELDT data (Chapter 1)*
- *Word Choice in Physiology*
- *Integrated Science- Using Greek and Latin roots worksheet/glossary and Create a Creature*
- *Science vocabulary sheets, graphic organizers, homework assignments, and foldables*

For our students with special needs, case carriers collaborate with general education teachers to ensure that the needs of all students are met. At the beginning of each school year, general education teachers receive existing IEPs or 504 plans for students on their rosters. A student's specific learning disability is identified on the IEP or 504 plan, and the teacher is provided with a list of accommodations and/or modifications that must be provided. Typical accommodations include preferential classroom seating, extended time for assignments and assessments, frequent checks for understanding, and additional access to lecture notes.

- *IEP/504 meeting minutes and reports*

The impact on student learning has been positive as evidenced by our CST scores and AP scores, which exceed the national average. This year, the school is testing a pilot program re-teach and reassess, R&R, in which students are re-taught a skill and then re-assessed. In the re-teaching portion, teachers interview the students

- *CST data and AP data*
- *R&R reflections and data records*

and ask them to identify successful classroom activities. Using this information, teachers design new lessons aligned with the students' individual learning styles. Using this technique, most students realize academic gains as evidenced by their scores on the second test.

Differentiation of lessons must occur consistently in VAPA classes. With extremely diverse classes of multiple grade levels, from AP and honors level students to SDC, ELL, and Resource students, teachers must differentiate instruction in order for all students to be successful. For example, in Ceramics, instruction on how to begin a new project is introduced to students visually, verbally, and in written from with pictures, so there are multiple ways the information is conveyed to the students. Projects can also be modified to be more or less complex, giving more freedom to advanced students and providing more structure to students with limited ability. In Drama, the instructor provides differentiated scripts for ELL students and students with IEPs. When reading Shakespeare, students receive a script that includes the original text as well as a modern-day translation so that students of all levels can participate.

- *Ceramics Box Project Papers and Observation*
- *Drama scripts*
- *Nature & Artist Project & Presentation*

Most Technical Education courses are open to all students, regardless of skill or achievement level. Technical Education teachers employ all relevant accommodations and differentiated instruction. All students have an opportunity to meet challenges in accordance with their abilities and to achieve success.

- *Student Projects*
- *Grade Distributions*

English offers differentiated instruction in a number of ways. For example, teachers of inclusion classes differentiate for special needs students by supporting learning with concept maps, parts-to-whole graphic organizers, and simplified texts. English also addresses the needs of gifted students through use of "depth and complexity icons" and through SAS classes. Furthermore, members of heterogeneously-grouped pods work together to peer edit. Additionally, IRPs and other written responses to texts offer options for students to self-select response forms appropriate to their learning levels. Students are offered opportunities to select texts and topics of preference, subject to teacher approval, and to demonstrate learning through favored modes of the multiple intelligences.

- *Concept maps*
- *Parts-to-whole graphic organizers*
- *Simplified texts*
- *Depth and complexity icons*
- *SAS statistics*
- *Peer edited texts*
- *IRP response options*
- *<u>Mango Street</u> options*
- *Student-selected topic & text assignments*
- *Multiple intelligence response options*

STUDENT PERCEPTIONS

FINDINGS	EVIDENCE
Many of our PLCs have begun to formally survey the students. Some teachers survey the students both in the beginning and end of each semester or unit to assess which activities and methods helped them best understand and acquire the standards and information.	• *Welcome letters from social studies, English Language Arts, and science* • *End-of-semester exit survey from social studiesand science* • *Standards posted on teacher web (social studies)* • *Multiple Intelligence Surveys- 9th grade science*
Although PCHS does not have a formalized interview or dialogue process, our teachers do talk and listen to students about their perceptions of their learning experiences. Within the classroom, many students participate in Socratic dialogues and Council in which	• *Council Training handbook* • *Online discussions, emails, and message boards (ex. AP Government)*

students share their thoughts on the learning process, content material, or a theme or unit objective. Through this type of independent and group dialogue, perceptions and results are integrated into lessons.

- *Village Nation, LSU, and Council agendas*

African American students traditionally have not scored as well as other sub-groups on the CST. The Village Nation was established four years ago to help address issues regarding this achievement gap. As part of that process, low and under-performing African American students individually met with Village Nation elders to discuss goal setting and support needed to reach those goals.

- *TVN- Village Nation minutes*
- *CST data*

Many classes offer the opportunity for students to reflect upon their level of understanding through critiques, written reflections, and journal writing. Within the science department, agenda sheets provide students with a reflection box to sum up the day's lesson and exit passes are used to reflect upon the content discussed and/or check for understanding. Drama students are periodically asked to assess themselves on their work on the class. They must evaluate their own work as well as assess those they have worked with on projects and scenes. They must provide tangible evidence of their work and justify their personal assessments. Assessments also serve to provide teachers with information about students' understanding of the standards and the level of performance expected of them. Some science and social studies teachers use student response clickers as a formative assessment tool to check for understanding, review unit material, and assess students throughout the unit. This form of instruction allows students to reflect upon their understanding of the material and become aware of what they still need to improve upon.

- *VAPA critiques*
- *Ceramics questionnaires and refection forms*
- *Dear Ms. Porter letters*
- *Science exit passes and agenda sheets*
- *HITT Clickers and HITT files - Science and Social Studies*
- *Class evaluation forms*
- *Surveys*
- *College applications with reflection*
- *Mastery Manager test analysis*
- *Learning logs from AVID students*

During WASC meetings, students said they had a positive experience at PCHS and feel well-prepared to do post-secondary work. However, on rare occasions, the students said they had trouble understanding teacher expectations, because of lack of clarity by the instructor and/or classroom management issues. One other area of minor concern is that expectations sometime vary greatly from classroom to classroom. PCHS leaders are aware of this perception and are asking the PLCs to work toward establishing consistency among faculty.

- *WASC Agendas and Minutes*
- *WASC Interviews*

C2. INSTRUCTION CRITERION

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers at PCHS use a wide variety of strategies and resources to encourage students to be active participants in their own educations. The support enables students to work toward mastery of content-area standards established by the PLCs, which use the state framework and standards to guide instruction. In recent years, PCHS has significantly upgraded technology. As of 2007, all classrooms have a computer and a telephone, and many classrooms have LCD projectors and document readers. Two laptop computer carts are available to teachers, and there are computer labs in the library and Study Center. For any computer on or off campus, students may access a Gale Group research database, which PCHS instituted in 2007-08. Additionally, the school recently installed a series of wireless networks, one of which is dedicated to student use. The school subscribes to Turinit.com, TeacherWeb, and Connect Ed, web-based resources that enhance the learning experience for students and facilitate communication among teachers, parents, and students.

The technology upgrades have had a positive impact on instruction. With computers available in the classroom, teachers are better able to incorporate web-based resources into instructional activities. For example, students in social studies classes are able to view snippets from current events, such as the ongoing Presidential debates and the Occupy Wall Street movements. In English classes, teachers are able to augment traditional reading selections by showing snippets of films. Across the curriculum, teachers have incorporated technology into writing assignments. For example, in Literacy classes, students look at web-based charts and then, using graphic organizers, integrate information into an expository paragraph. The rate of plagiarism in student work has decreased, because many teachers now require students to submit

written work to Turnitin.com, a database that assesses student work for the amount of plagiarism. The website also includes powerful tools, such as peer-editing ports and student discussion boards. Using Turnitin.com enables teachers to maintain an electronic portfolio of all student work. Some teachers are now using the grading software embedded in the program; this software allows teachers to highlight passages of text and provide students with specific feedback.

In 2007, telephones and computers were installed in every classroom. This made it easier for staff members to communicate with each other; before phones were installed, teachers often communicated via student-carried memos. When placing phone calls home, they had to do so from a public phone in the main office, a setting that lacked privacy and was not conducive to productive communication. Now, teachers may place calls from their classrooms. A computer available in each classroom allows teachers to use email to communicate with parents, staff, and students. Addtionally, many teachers use the tools on TeacherWeb to create and maintain class-specific web pages, which include password-protected grade books, class agendas, handouts and website links that students use to complete homework assignments or access enrichment opportunities.

Many teachers use LCD projectors and document readers on a regular basis. The LCD projectors enable teachers to show instructional *PowerPoints* or demonstrate how to use software programs, such as *InDesign, Word*, and *Final Cut Pro,* which are widely used in the modern workplace. With document readers, teachers are able to model problem-solving skills in math or the writing process in English. For example, in the Journalism class, students use the LCD projector and document reader to edit staff-written stories. Students lead the discussion and make editing marks on the original paper or the white board. In the past, this collaborative process was possible only if the teacher made individual copies of the story for every student.

Recently, three PCHS teachers were awarded technology grants. The school received 15 iPads, which are used in special education, social studies, and English classes. Teachers use the iPads to differentiate instruction and provide interactive, collaborative learning experiences for students.

Teachers bring in guest speakers and take students on field trips to provide students with material that cannot be found in a textbook. Recently, the Human Rights Watch Club invited 500 students to attend a screening of the film *The First Grader*. After watching the documentary, students posed questions to the directors, who were on-hand for the four-hour assembly. In the Science department, teachers take advantage of many local resources, sponsoring field trips to Yosemite, Catalina Island, the Santa Monica tide pools, and the Los Angeles Zoo. In recent years, students have also visited the Getty Center, the Getty Villa, the Museum of Tolerance, and the African-American Museum. Students in Physics classes attend an annual event at Magic Mountain, where they see how the law of physics is evident in amusement park rides. Other regular trips include college tours and community outreach and service-learning (for example, the Fred Jordan Mission). Recent budget cuts reduced funding for field trips, forcing teachers to source alternative funding.

Teachers subscribe to *UpFront Magazine* and access CNN Student News online, allowing for discussions of current events and how these events fit into a historical context. The library also subscribes to several print and online periodicals, which students and staff are regularly able to access.

Many teachers routinely use instructional strategies that engage students and employ high-level thinking skills. These activities include: cooperative learning groups, reciprocal teaching, lab experiments, simulations, skits, videos/documentaries, oral presentations, portfolio

assessments, PowerPoint presentations, student-created films, student-produced publications, and use of primary documents and interactive websites to bring curriculum from other time periods and/or locales into the classroom.

CURRENT KNOWLEDGE

FINDINGS	EVIDENCE
PCHS teachers participate in continuing education to stay current in content area knowledge and teaching methodologies. Several teachers attend professional development workshops, seminars, conferences, and take educational courses to stay up-to-date in their areas of expertise. Many teachers work in their subject matters during the school or summer, like the VAPA teachers and science, and are members of professional organizations. By 2007, every teacher on staff had earned a CLAD credential and SDAIE training.	• *Conference Notebook and Approvals* • *Professional development survey*
Within all departments, several teachers are either pursuing or have already obtained professional degrees and certifications, including National Board Certification, Educational Doctorates, Master's degrees, administrative credentials, and PhDs.	• *Certified NBCT training program and trainer* • *Staff Data (Ch.1)*
Many teachers and departments subscribe to curriculum and content-relevant magazines and journals. Within department meetings and via e-mail, teachers share articles in the current literature to contribute to an environment in which teachers remain current regarding instructional content taught and research-based instructional methodology.	• *PLC Notebooks and PLC minutes* • *Department Minutes* • *Ceramics Monthly Magazines*
In science, music, and foreign language classes, teachers use the Fleming VARK model (Visual, Auditory, Reading, and Kinesthetic) within their pedagogy. Through seeing (visual aids), hearing (lecture, discussions, and tapes/videos), and tactile experiences (outdoor education, experiments, and performances), teachers access all styles of learning. In science and foreign language classes, instructors use songs to help students learn the content, develop cultural interest, and assist in learning the sequential order of models or trends. Many PLCs use educational websites to do virtual labs and demonstrations or simply for extra practice. For example, our French teachers use media websites to help students practice grammar drills, watch news and	• *Scientific method and water cycle song* • *DNA Splicing Lab and Virtual Frog Lab* • *Foreign Language letter samples, museum WS, French media sites* • *Classroom observation of marching band*

television shows in French, and do vocabulary work.	
In science classes, teachers integrate YouTube, the internet, and Science 360 into the curriculum. In many science classes, teachers use the VTT (Voyages Through Time) Module produced by NASA and the SETI Institute. The VTT module brings together technology, current research-based instructional methodologies (including 5-E Lesson Plans) and short clips.	• *VTT Module CDs and documents* • *Classroom Observations*
Most PLCs incorporate Blooms Taxonomy, recently modified by Lorin Anderson in the mid-1990s, into daily lessons and common assessments.	• *11th grade U.S. History-Imperialism project* • *Geometry quilt unit* • *Physiology cancer and stem cell research unit* • *11th grade U.S. History-modern issues paper* • *9th grade persuasive writing common assessment*
Biology PLC teachers annually incorporate new lessons to reflect current research or current events. In the last few years, the PLC implemented new curriculum from the Huntington Library and Botanical Gardens. This year, teachers piloted a variety of lessons from the newly-released curriculum from the state of California, Education and the Environment Initiative (EEI). This curriculum integrates California history, environmental issues, and new environmental technology with Biology and Earth Science California State Standards. Additionally, the curriculum provides methods of differentiation, research-based English Language Development (ELD) practices, and extensions for Gifted and Talented (GATE) students.	• *Photosynthesis Unit-Biology* • *EEI Curriculum via CD*
Many teachers use technology-infused problems and online resource pages during instruction. Teachers use a variety of technology instruction in their classrooms, such as laptop computers, Turnitin.com, library database, and Google groups.	• *New Math textbooks* • *Turnitin.com discussion threads* • *TeacherWeb pages* • *College preparatory math Web site* • *InDesign software for* Tideline • *Math department-*

	technology-based calculators • *CDs in foreign language* • *YouTube videos in PE for correct form* • *Stop-action videos for book reports in English*
In addition to the conferences noted at the beginning of this section, English teachers have attended AP conferences, received AP certification, attended *Humanitas* training, renewed National Board certification, pursued Master's and Doctorate degree programs, and received a variety of other awards and forms of recognition. One teacher, Ms. Rose Gilbert "Mama G", has worked at Pali for 50 years, since our opening in 1961.	• *Transcript evidence of AP training* • *AP certification* • *Humanitas evidence* • *NBC certification* • *Transcript evidence of post-graduate education* • *Mrs. Gilbert's award videos, articles, and certificates*

TEACHERS AS COACHES

FINDINGS	EVIDENCE
Within all departments, teachers are facilitators of content instruction and cooperative learning. Once a lesson or skill is taught, many teachers use instructional time to coach or facilitate individual or group learning (projects, labs, debates, or Socratic discussions). Teachers use heterogeneous and homogenous groups to provide students with the opportunity to practice interpersonal communication skills and learn the ESLRs and standards from each other. During these instructional activities, teachers serve as facilitators, moving from group to group to monitor student learning and ask and answer questions as needed. This practice enables teachers to support the learning of students with diverse abilities. When students need additional assistance mastering the content, teachers and/or peers can re-teach or restate material, so that every student is positioned for success. For example, in the math department, teachers hold essential standards workshops and midterm and final reviews to assist students. Students have many opportunities to get individual help, either from teachers (each department has teachers available for additional tutoring or practice after school and during lunch) or tutors (available in the Study Center).	• *Classroom observations* - *Science lab* - *Journalism editing* • *Council training and observations of Council use in Korbonski and Anderson's classrooms* • *NBC teacher videos* • *Pairing of more advanced students with less advanced students to encourage correct form and teaching within PE* • *Observe student film groups from Passan and Feltham* • *Think-Pair-Share Activities in science warm-ups and/or debriefs* • *Calculus Big Bear Trip Pictures* • *Announcement and school*

	bulletin, flyers • *Tutoring schedule/teacher office hours*
Teachers communicate with parents, counselors, and other teachers about student progress or needs. When students have had personal obstacles or illnesses, teachers give incentives or additional time to catch up with their work or relearn missed material.	• *TeacherWeb* • *Emails via counselors*
Since our teachers are knowledgeable in their content area, they possess the skills required to demonstrate appropriate outcomes for curriculum taught. Teachers are also active participants of student support programs and groups, such as Village Nation, Fuerza Unida, Council, Literacy, and AVID.	• *CST data (Chapter 1) for subgroups* • *PLC meeting minutes* • *Classroom observation of Saxon's literacy class*
During PLC meetings, teachers share best practices to support colleagues in meeting the needs of all students. With this peer coaching, teachers are better positioned to serve students, especially those who are struggling to master a skill or standard. For example, in the 9th grade English PLC, three teachers share strategies for teaching students how to write a persuasive essay. The teachers modeled the practice and provided colleagues with graphic organizers. With this support, long-term substitute teachers covering classes were better able to teach the content.	• *PLC minutes* • *9th grade persuasive writing graphic organizers* • *Integrated Science and Biology pacing guides and minutes*
Teacher-teacher coaching also takes place in literacy classes. As for teacher-student coaching, teachers use a parts-to-whole approach to the writing process. Students are provided with graphic organizers for pre-writing activities. With these supports in place, students are able to produce a first draft of an essay. In the editing portion of the writing process, students provide feedback to peers by answering questions on writer's workshop handouts. Then before beginning the revisions, students compose a revision strategy. Inclusion teachers scaffold instruction with graphic organizers and other support materials, and coach students on how to use them. Similarly, students use graphic organizers to support the development of thesis statements. Teachers also respond to early writing drafts as students undertake the writing process and provide peer editing checklists so that students may coach each other. Teachers also coach students to develop their	• *PLC Notebooks* • *9th grade persuasive writing graphic organizers* • *Inclusion graphic organizers and other scaffolding materials* • *Thesis statement graphic organizers* • *Early draft responses to writing process assignments* • *Student-generated vocabulary test* • *CAHSEE class enrollment records* • *CAHSEE-scale scored*

own assessments, such as vocabulary tests. Students requiring additional attempts to pass the CAHSEE are coached in special classes.

In the VAPA department, teachers consistently coach students in class. In performance-based classes, such as choir and band, the instructors teach students techniques, then ask students to perform them, providing feedback and suggestions. In band, students work with the staff and director to hone skills on their instruments and in their performance medium. Students self-evaluate and receive constant ongoing instruction specific to their level and need. In Dance classes, the instructors coach students on how to create their own specific choreography using locomotion choreography - use 7 basic locomotor elements to crawl, roll, walk, run, hop, jump, and leap. In visual art classes, instructors demonstrate different techniques, then students try to implement them, while the instructors circulate and provide coaching for the students by giving them feedback and individual instruction.

All students participate in one of the Social Studies department's four PLCs. Learning is supervised and coached by all teachers via group projects, debates, and individual student assessments. Coaching happens frequently, but not on a formal PLC basis. All teachers work as coaches to facilitate skill-building, scaffolded lessons to assist students with analytical writing, timeline development, reading of historical documents, and preparing for CSTs and APs.

To improve CAHSEE scores, PCHS has implemented a CAHSEE Boot Camp for high-risk students. This intense two-week course assisted students with math. Teachers coach students on test preparation strategies and re-familiarize students with middle-school-themed math content that is assessed on the CAHSEE during the two weeks leading up to the test. Teachers met daily with students and led them in instruction and practice. Based on pretest data, teachers were able to identify areas of weaknesses.

assignments
- *Peer-editing checklists*
- *Writing graphic organizers posted on Saxon's TeacherWeb*
- *Student portfolios in Saxon or Ramzi's classroom*

- *Dance locomotion choreography*
- *Class Observation- Smith, Hernandez, Elson, Unt, Steil*

- *AP Government Persuasive Analytical Writing Exercises*
- *Industrial Revolution Imperialism Essay*
- *Persuasive Civilization Essay*
- *DBQ writing*

- *CAHSEE boot camp roll sheet and sign-in*

The Technical Education department courses are primarily project-based and engage students as active participants in hands-on learning – therefore, the department encourages students to take ownership of their learning and for teachers to function as coaches. Technical Education courses provide demonstrations for assigned projects. Students are encouraged to follow technical directions to complete projects themselves, although teacher support is a component of each course's mode of instruction.	• *Tech Ed Student Projects*

EXAMINATION OF STUDENT WORK

a) structured learning so that students organize, access, and apply knowledge they already have acquired?

FINDINGS	EVIDENCE
PCHS students are provided with a variety of tools to organize and access prior knowledge as well as inquire, gather, and apply new information. Many teachers use composition books, semester or unit notebooks with dividers, or culminating projects, written essays, or presentations to demonstrate their understanding of concepts and terminology presented in the state standards.	• *Science notebooks and composition books* • *TeacherWeb* • *Graphic organizers* • *Journaling in Henderson and Christopher* • *English 9 portfolios in Ramzi's and Saxon's classrooms* • *Sketchbooks in Villagran and Pereyra* • *World and U.S. History agenda packets from Christopher* • *12th grade social studies*

	Stock market game from Lissaurer • *Temescal History PowerPoint finals from Maxwell* • *Culminating essays in 10th and 11th grade* • *12th social studies Economics project from Suarez* • *English 9 self-evaluation sheets in Saxon's classroom portfolios*
In the math department, some teachers require unit summary sheets, in which students list vocabulary, objectives, and other critical information for future reference. In geometry, numerous projects assist in the organization and comprehension of content material.	• *Math unit summary template* • *Math unit summary sheets-student samples* • *Kite, bridge, and pop-up books*
In VAPA classes, students must either create a culminating performance or produce a two- or three-dimensional work of art in which applied knowledge of the principles and elements of art is illustrated. In Drama, students write and perform an inanimate object monologue, written as a piece of furniture from their homes. In Advanced Art, students produce a work of art that creates political and social awareness through identification of their own worst fear. These connections to their personal experiences and prior knowledge provide more meaning to students and create more individualized involvement in their work. In Film, the teacher provides structured learning through packets that students use to plan and create the movies they make.	• *Ceramics: glaze informational Sheets* • *Projects in Ceramics, Drawing, Photography, AP Studio, Film* • *Performances in Choir, Drama (samples of written scripts), Dance, and Band* • *Samples of Fellthams's film packets* • *Pereyra and Villagran drawing sketchbooks and notebooks* • *Unt – sketches for project planning*
Social studies students apply knowledge of a specific historical period by creating a magazine-style cover, a table of contents, story teasers, and photos with captions. In AP Government, students apply the curriculum to the question of whether our democracy is legitimate.	• *U.S. History magazine project* • *AP Government Senior Project—Legitimacy of American Democracy* • *World Religions Compare/Contrast Essay* • *Meeting of the Minds*

- *School Budget Activity*
- *Stock Market Project*
- *WIP File*
- *Progressive Era Analysis*
- *Reconstruction Magazine*
- *Newsletter Project*
- *Family tree project*
- *Object pronoun assessment*
- *Culture project*
- *Essay on influences of technology*
- *Research and presentation paper on famous person*

In foreign language classes, students use newly acquired language skills to tell personal narratives, create family trees, and compose research-based projects. Oral presentations provide students with the opportunity to practice public speaking skills and create a presentation appropriate for the audience.

- *Classroom Observations*
- *Foreign Language Lessons*

Many teachers assign homework to practice or engage in the content or a physical activity learned in class. This independent practice provides opportunities to increase skill level and develop traits common among life-long learners.

- *PE homework and science packets/homework*

Technical education classes require some level of academic skill, particularly literacy, but do not necessarily require prior subject-area knowledge. However, technical education courses, particularly computer laboratory, provide opportunities for students to apply knowledge and skills researching information from authoritative online or print sources, assembling and organizing data, and conveying facts and analyses in multi-disciplinary projects.

- *Tech Ed Student Projects*

English students write research papers in which they gather information from a variety of sources and integrate it to form a cohesive whole. Alternatively, students gather in groups, analyze a text, and create a poster to use when presenting what they have learned to the class. In both cases, prior knowledge of how to identify pertinent evidence, extract meaning from evidence, and organize evidence into meaningful product is required.

- *Research paper*
- *Text analysis poster*
- *Dialectical notebook*

b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

FINDINGS	EVIDENCE
PCHS offers opportunities for students to participate in research-based assignments within all core content areas and electives. Student registration packets contain an Acceptable Use Policy (AUP) form authorizing computer use on campus. During summer registration, students are given an AUP sticker for computer use along to place on their school IDs. Students with AUP stickers have access to the following school computers before, during, and after school: laptop and desktop computers in the library, computers in the study center and/or computer lab, and a mobile laptop station for teachers to use in their classrooms.	• *Student registration Packets* • *AUP form*
In school-sponsored clubs and organizations, students have the opportunity to practice skills they have learned in a real-world setting. In Mock Trial, students have the opportunity to participate in a simulated trial. Students must have an understanding of all aspects of the legal process as they head into the competition at the Los Angeles Superior Courthouse. In Academic Decathlon, students make connections across the curriculum while taking part in a city-wide competition. In Junior Statesmen of America, students do independent research on current issues. Then they create proposals for laws, which are argued in regional competitions held three times a year.	• *Observation of AcaDec class* • *Mock Trial notebook* • *Junior Statesman sample meeting agenda*
In the Foreign Language department, students have many opportunities to research and apply content knowledge in project-based learning, through the use of PowerPoint presentations, posters, cultural food presentations, research-based projects, and tutorial CDs.	• *Italy Trip PowerPoint* • *History of France poster* • *Spanish Regions of Native food project*
Science students inquire, gather, discover, and invent content knowledge through the use of a variety of scientific tools, such as lab materials and equipment, dissection scopes, and microscopes. Most of the science facilities are sufficiently-suited for daily labs and the majority of science teachers conduct labs, demos, and lab activities on a daily or weekly basis. Students use	• *Mouthwash lab* • *Cell-size lab* • *Cell Microscope Lab* • *Genetic disorders research project* • *Element project*

technology during lessons by accessing mobile lab top carts, YouTube animations and other videos on classroom projectors, document cameras for microscopes and other lab demos, and PowerPoint presentations. As for the technology outside the classroom, many science teachers use the library for virtual labs and independent research time for class projects and papers. Science lessons are designed for peer interaction and rely on communication as a tool for analyzing and evaluating content knowledge and lab data.

- *Fish project*
- *Fruits, Flowers, and Seeds Lab*
- *Virtual Frog Dissection*
- *Exploring Our World Project*

In the Physical Education department, students create a project on weight training. This project is research-based and demands that students use the skills and knowledge acquired throughout the semester to design a personal portfolio. Students develop a personal training program using an online nutrition component.

- *PE portfolios = sport portfolios*
- *mypyramid.gov*

In the Technical Education department, students in computer classes have access to workstations, productivity software, application help menus, school library databases, and the internet. PCHS also has other media programs and a visual production class. Most Technical Education courses provide examples for students to view. Although prior skill and/or experience may be a factor, the extent of learning is dependent upon student motivation and effort.

- *Tech Ed Student Projects*

In the VAPA department, students can access artistic tools, like new editing equipment in Film, needed to synthesize their artistic comprehension, criticism, and expression. Ceramic students can use new potters wheels, a new slab roller, and new kilns. Mercer Hall has been updated with better lighting and sound equipment for drama and music productions. Computers have been updated in the photo room and in the advanced art room. These tools will be used to create better art products. The choir class uses the library to research and write a paper. The photo teacher uses Photoshop to show students how to digitally manipulate and edit photographs. The ceramics teacher has a small in-class library of ceramic books and magazines that students can use as a reference for inspiring their own artistic ideas and she sends students to the library or the study center to use the internet to research ideas for projects.

- *Film classroom observation and samples of student work*
- *Choir paper sample*
- *Photo classroom observation and samples of student work*
- *Hall pass/ samples of student work/ classroom observation*

In Social Studies, students have many opportunities to take what they have learned and construct new knowledge about how the real world operates. Students have created online discussion groups on social media sites. Final products include PowerPoint presentations, Socratic dialogues, library research projects, multi-media presentations, video research projects, student lesson plans, performances, persuasive and analytical writing, and debates.

- *PowerPoint presentations—PERSIA Project, Market Research, WWII Projects*
- *Socratic Dialogues—Civilization and Southernization*
- *Library Research Projects—U.S. Congress Research Paper, American Legitimacy Paper, Religion Essay, AP US History Research paper*
- *Multi Media Presentations—Economics Stock Market Infomercial*
- *Video Research—Economics Review Project*
- *Plays—Bleeding Kansas*
- *Persuasive Analytical Writing—Childhood Consumerism Analysis*
- *Debates—Hunter Gather v. Agrarians*
- *Social Media Sites Facebook and Turnitin.com*
- *TurnItIn.com electronic portfolio of work*

In the Math department, students communicate content knowledge by participating in a series of activities at each grade level. The College Prep Math (Math Essentials) curriculum used in geometry classes is discovery-based. Students are given projects which lead them to develop their own theories about the subject matter and resource pages on which to record their findings. This information becomes the foundation for future investigations. In Algebra II and higher, students use calculators that allow them to investigate functions, matrices, and statistics. Investigations on the calculator afford students the opportunity to gather, discover, and generalize knowledge on their own. For example, in Algebra II, students analyze parent functions using a calculator and in

- *Clinometer project in Geometry*
- *Bridge Project in Geometry*
- *Algebra II Behavior of Functions Student Posters*
- *Classroom Observations of Group/Class Discussions*
- *Geometry pop-up books*

Geometry students apply and test theories about triangles in building model bridges that must withstand heavy loads. In classes beyond Algebra II, students use calculators that require programming. Students share their conjectures and findings with their peers through class discussions, group discussions, and presentations.

In Journalism, students handle all aspects of newspaper production. They sell advertisements, write stories, layout pages, and produce a news magazine. Students participate in writer's workshops that require them to critically analyze student-created work samples, identifying the weaknesses and strengths of a text. In determining which stories will be published, students debate the merits of each article and articulate why it might appeal to the target audience. Articles that are not published in the *Tideline Magazine* are published on a student-created website, www.tidelineonline.com.

- *Classroom observations of journalism class*
- *Copy of the Tideline*
- *www.Tidelineonline*

Students in the Mathematics, Engineering, and Science Achievement Program (MESA) investigate science and engineering concepts on a weekly basis. They build projects to implement the concepts they study. They use the Engineering Design Process to identify a problem, brainstorm solutions, design a solution, build the project, present the design, evaluate the results, and redesign the project if necessary. Their work culminates in the presentation of their projects at the MESA Day and robotics competitions.

- *Various MESA projects in D206*
- *Pictures of MESA Day and robotics projects*
- *Pictures of students at competitions*
- *Student awards*

In English, students need the prior knowledge of how to analyze texts in order to create their own analyses. Students also gather and create knowledge when they apply roots and affixes to SAT word activities. Additionally, the knowledge of the elements of writing may be used to create original texts, such as personal essays, poems, and stories. Moreover, research projects may be extended into other forms, such as video projects.

- *Personal essay*
- *Original Poem*
- *Original Story based on Anti-Transcendentalist research*
- *SAT-related word root and affix response*
- *Research-based video project*

To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation?

FINDINGS	EVIDENCE
According to the WASC surveys, over 85% of parents and staff believe that students are involved in creative, critical thinking in their classes. This is evident when analyzing student work from various departments and when observing various classrooms. Many parents commented on the strength of the Science, Social Studies, and VAPA departments.	• *WASC Surveys*
In the Social Studies department, students have the opportunity to make connections between historical and current events. Students construct arguments for debates, trials, and essays to communicate ideas.	• *Truman's options essay* • *Death penalty debate and essay* • *Dichotomy 1920's essay* • *Trials: Hitler and Stalin on trial* • *Religion Essays* • *Hunter Gatherer vs. Agrarians debate* • *Meeting of the Minds* • *Buddha's, Laozi's, and Confucius advice to solve contemporary dilemmas* • *Justices Essay* • *1920s Project* • *Current Economic Data Visual Presentations and Analyses* • *Death Penalty Analysis*

	• *4th Amendment Case Challenge* • *FRQ on Political Socialization, Voter Behavior, and Campaign Finance*
In VAPA classes, students continually use critical thinking, reasoning, and problem solving in their group performances and individual visual art projects. These types of activities build planning and communication skills as well as problem solving and reasoning abilities among team members. For example, in dance classes, small groups of students participate in a personalized warm-up cardio routine, which covers all joints and large muscle groups. This allows students to address their own special needs and problem areas, and gives other students and the instructor the opportunity to provide constructive feedback. In the photo class, students present their work to the class and the class and instructor critique the work, providing feedback. In band, the instructor incorporates an around-the-room listening exercise into the warm-up. Students will play through the warm up the first time and ask any related questions and give each other constructive feedback. In Ceramics, students individually problem-solve on a daily basis, as they must come up with inventive ways to create the artwork they want to make. In film classes, students often work together in small groups to create and plan the movies they make.	• *Classroom observations of Hernandez, Villagran, Smith, and Elson* • *Villagran-critique form* • *Theatrical critique Evidence – assignment, rubric and samples* • *Student oral presentation of photo assignments to class (grading criteria paper)* • *Film sample group work*
In physical education classes, students' use of strategy and implementation of rules demonstrate the ability to think, reason, and solve problems. Coaches provide scenarios and then students develop and record a strategy in a journal.	• *Fitness journals*
In science classes, students participate in activities that require using, improving, and developing individual critical thinking, reasoning, and problem-solving skills. Students work together in lab groups, discussions, projects, demonstrations, and classroom activities to arrive at their own understanding of the educational objectives. When doing activities in class, students work with peers to collect lab data and discuss results through collaborative problem-solving and reasoning. As individuals, they take the data and the groups' findings to	• *CSI Lab for Physiology* • *Liver Enzyme lab* • *Mouthwash lab* • *Conservation of Matter Demo (Making Rust)* • *Honors Notebooks* • *Physics Lab Notebook*

then evaluate and analyze conclusions in greater detail.

In math classes, students routinely demonstrate their ability to think, reason, and problem-solve. Students in some classes are required to demonstrate critical thinking skills by creating projects such as bridge-building, kite construction, and designing pop-up books. Honors Algebra II students choose a topic, research, and write reports on material that extends beyond the textbook in a semester-long project which they present to peers.

- *Bridge project student reports and proofs (project description and rubric)*
- *Pop-up books and kite reports*
- *Quadratics modeling activity*
- *Transfer-mation project*

In foreign language classes, students use realia (for example J-Net, magazines, or articles in the newspapers) to compare language derivatives. Students also classify vocabulary words into groups, write reflections, and predict what will happen under prompted circumstances. Students also develop role-playing activities and dialogues.

- *"In his/her Place… What you do?" movie/story reflections*

In English classes, students participate in debates and problem-solving activities. For example, in 9th grade English classes, one persuasive writing activity requires students to work in cooperative groups to design an urban development plan for a community. Students present proposals and then debate each proposal's merits. As noted in the previous section, students may extend research into video presentations. Additionally, literary analysis may be expressed in project form, such as a Literary Circle project, or a storyboard visual. Persuasive writing frequently presents an evidence-supported proposal to solve a real-world problem. And argumentation is evidenced by the 11th grade persuasive "sermon" debate.

- *Dragonfly Pond handout*
- *Research-based video presentation*
- *Literary Circle project*
- *Storyboard visual*
- *Persuasive proposal addressing a real world problem.*
- *Grade 11 persuasive sermon debate materials*

Technical Education computer laboratory courses provide opportunities for students to research information from authoritative sources, organize and assemble data, and present facts and analyses in multi-disciplinary, standards-based, group and individual projects. Problem-solving exercises are unique to each course, and can include use of spreadsheets in computer classes or calculations regarding the use of materials or ingredients in textile and foods classes.

- *Tech Ed Student Projects*

To what extent do representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learning results (ESLRs)?

FINDINGS	EVIDENCE
The majority of teachers use TeacherWeb for their classroom websites. This website allows students to access class information, handouts, website links, and grades. One feature of TeacherWeb, the NewsFlash component, allows teachers to communicate with students and parents via email and texts about class updates, projects, tests, assignments, and grades.	• *TeacherWeb sites and counters* • *NewsFlash print outs*
Although technology and the number of classroom laptops are limited, many teachers still use the library and mobile laptop carts for technology-based assignments. For example, the chemistry and biology PLCs use the laptops for virtual labs and dissections. Many of the integrated science teachers use the library for research-based projects. They take their students to the library to work with the library databases and with the librarian. Some projects include the creation of PowerPoints, brochures, movies, newsletters, and written reports to help students achieve the academic standards and assimilate the ESLRs into the curriculum.	• *Library lesson plans and record of teacher use* • *Virtual gas laws lab, DNA splicing lab, and virtual frog dissection*
Many teachers require that students use web-based tools to complete projects, films, and assignments. Many of these assignments are typed in MLA style and include a Works Cited page. Many teachers use Turnitin.com to increase student accountability for meeting deadlines and as a tool to identify plagiarized work.	• *Exploring Our World and the Greeks project* • *Elizabethan research paper* • *Temescal senior research project* • *AP U.S. History final*

	research paper • *Video links to films* • *Sign-in sheets at library and data-base instruction and library lesson plans* • *TurnItIn.com use*
All VAPA classes use technology. Students use digital photography and advanced software programs (e.g. Photoshop). In video production and film classes, students use computers for compiling, organizing, assimilating, and editing their films. In ceramics, students are required to use the internet for research and images for various projects. In ceramics, students are required to use the internet for research and images for various projects. The choir teacher has students present a research-based project in PowerPoint to the class. For a drama project, students are required to create a CD that has songs which will be used as a score for the show they are designing.	• *Ceramics: Mask Project* • *Ceramics: Mask Project, Cultural Design Research assignment for box project* • *Photo student work* • *Film student work* • *Choir PowerPoint presentation student sample* • *Drama assignment sheet for Medea play production project*
In the news magazine and yearbook production classes, students use advanced software tools to create publications.	• *Tideline samples* • *Yearbook samples*
In social studies classes, students use publishing tools to complete department-wide projects that demonstrate an understanding of a historical period or a culture. In several social studies classes, students create PowerPoint presentations and in AP US History some students produce documentaries.	• *U.S. History and World History Magazine covers* • *Facebook pages for History and historical figures* • *AP US History Documentary* • *Class website* • *Imperialism Project* • *Immigration Presentation* • *Market Research Presentation*
In foreign language classes, students use technology to assist them in achieving their academic standards. In French, students are provided with CDs for levels 1-3 to practice speaking and listening skills outside of the classroom. In Spanish and Italian classes, students create PowerPoint presentations for projects. In AP Spanish and French, students create movies as final projects and use	• *CD ROMs* • *AP Spanish and French movies* • *tape recordings* • *interviews*

tape recordings to assist them with the AP exams by practicing speaking skills. Students also record interviews within their community.	
In math classes, students use a variety of resources to enhance learning. Students in Algebra II use graphing calculators to discover and observe the behavior and characteristics of functions. Students in Algebra II and AP Stats use calculators to input data and calculate linear and quadratic regressions. Students also do an internet-based research project and workshop.	• *Classroom observations of Algebra II and AP Statistics* • *Behavior of functions project in Algebra II*
In English, in addition to research-based video projects, teachers ask students to script and create video adaptations based on literary works. The school librarian works with many students in many subject areas, including English, to effectively enable them to access online databases.	• *Video adaptation based on a literary work* • *Student research utilizing online databases.*

To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook; such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities, and resources which link students to the real world?

FINDINGS	EVIDENCE
Students use Facebook, Twitter, and MySpace to communicate with peers.	• *PenPal Letters to France*
In foreign language classes, students are provided with links and names of TV programs to watch. They also print and report on French Direct news articles and visit museums with different assignments for credit. Many of these activities provide unique experiences in addition to the classroom curriculum. Students are encouraged to visit museums and participate in available field trips to enhance their understanding of foreign artists.	
The VAPA department regularly takes students on field trips, which enhance student learning by linking their classroom experiences to the real world. Students also use resources provided in the library and the study center to research ideas, projects, and techniques. When	• *Museum field trip agendas* • *9th grade pod- Getty field trip* • *Annual choir trip to Methodist church to give a*

appropriate, the drawing teacher weaves in Human Rights issues into art discussions. In drama, students have to read plays from Neil Simon and research the various plays online and in the library. Then they prepare scenes by cutting scripts into 5-8 minute scenes to be performed. The scenes are directed and performed by students for the community and parents. In dance, students exchange their traditions and movement styles with "Children of Uganda."

concert-trip slips

- *Choir trip to UCLA to hear a choir perform*
- *Itinerary for Choir tour*
- *Drama pod- Ahmanson to see The Glass Menagerie & Will Geer to see Midsummer Night's Dream & The Alex to see Something About Shakespeare*
- *Drama Festival*
- *Museum report-students go on their own-ticket stubs must be attached to their reports*
- *Library research samples- Elson, Unt*
- *(Palisadian Post Articles @ Pereyra)*
- *Simon Says Performance-drama*
- *Dance Cultural exchange with the "Children of Uganda".*

PCHS students are given guidelines for life-long fitness plans. Students are taught how to use weight rooms and the fitness center. Additionally, students have access to the pool, multiple athletic fields, and gyms.

- *P.E. journals*

In the science department, many teachers take field trips to explore science applications outside the classroom and link students to the real world.

- *Field Trip Approvals*

The *Tideline* news magazine and website (www.tidelineonline.com) contains student-generated stories that include interviews with primary sources as well as material attributed to secondary sources.

- *Tideline publication*
- *www.TidelineOnLine*

In social studies classes, students use the textbook as a reference or foundation for information. Most teachers go beyond the textbook and incorporate new strategies of pedagogy and technology. The Social Studies department has developed a common formula, SOAPS, to analyze

- *Primary source documents, historical videos, maps, charts, articles, and more beyond the textbook—classroom observation*

documents. This year English and social studies teachers will pilot a common research project that relies entirely on the library's extensive database.	• *SOAPS handout* • *Getty Villa Field trip lesson plan* • *Museum of Tolerance lesson plan* • *Meet the press project* • *Rubrics for research project*
In English, many students attend plays and other museums to learn about Shakespeare and other writers. Teachers also use tools such as SOAPSTone to help students deconstruct primary source documents.	• *Field trip materials- Will Geer Theatricum Botanicum* • *Field trip materials- Museum of Tolerance* • *AP essays using SOAPSTone*
In the Career Center, students are provided with information regarding internships, vocational opportunities, and work experience. Students are guided through a program called Career Locker that helps them determine their interests and build résumés.	
Students in honors mathematics complete research projects that require them to use additional resources to investigate a mathematical concept beyond what is learned from the textbook. The AP Calculus students create a "Cram Book" as a supplement to the textbook. Calculus students complete volume projects that require them to use integrals to calculate the volume of various fruits and other objects from the real world, then compare their findings with the results of physical experiments they are required to conduct.	• *Volume Projects* • *Stats Research Projects* • *Student Created Cram Books*

REAL WORLD EXPERIENCES

FINDINGS	EVIDENCE
PCHS offers many opportunities for students to connect with the community and make applications to the real world. Students visit various museums, learning centers, and college workshops to improve their understanding of the real world. On campus, students have support groups	• *College Center lists* • *Tutoring Program- Study Center appointment sheets* • *Best Buddies List* • *Village Nation and Fuerza*

and clubs to assist with improving skills, work ethic, and social and cultural awareness. Our Career Center offers students opportunities for internships and work experience in the local community as well as in students' home neighborhoods. Students also have the opportunity to work with students with disabilities and higher-level students can assist other students with academic needs in the Study Center. PCHS also offers additional support through the College Center and Career Center for internships, apprenticeships, and community projects. In clubs such as Mock Trial and Junior Statesmen of America, students have the opportunity to simulate real-world activities, arguing the merits of a legal case in Mock Trial and composing proposed legislation in Junior Statesman of America. Choir students go on a "choir tour" in Northern California. The band performed at the Fourth of July parade in Pacific Palisades and choir students are asked to sign-up to volunteer for community performances and program fundraisers. Dance students are encouraged to produce the Our Gift of Light benefit and participate in raising money for a charitable organization. Additionally, the band teacher involves her students in fundraising events for the band program, such as the Goodwill Drive, which prepares students for the real-world by teaching fiscal responsibility and appropriate interaction with the community.

Technical Education courses are intensely practical and simulate real-world environments. Some Technical Education courses take on community projects, shadowing, apprenticeships, internships, or other real-world experiences.

Unida Agendas and Minutes
- *Heal the Bay Guest Speaker*
- *Partnership with UCLA-AP Readiness and CityLab*
- *Clubs List*
- *Mock Trial notebook*
- *Junior Statesmen of America agendas*
- *Career Center Records*
- *Choir tour itinerary*
- *Newspaper articles*
- *Choir-charms sign up website*
- *Sign –up sheet for dance benefit*
- *Goodwill flyer*

- *Knitting Community Service Project*

AREAS OF STRENGTHS

Category C- PCHS Instruction Areas of Strengths

- PCHS offers a variety of coaching opportunities to facilitate learning for all students.
- PCHS teachers are very knowledgeable in their content area.

AREAS OF IMPROVEMENTS

Category C- PCHS Instruction Areas of Improvements

- Consistency among PLCs to have instructional impact on student achievement
- Implementation of more evaluative tools of classroom instructions via student surveys
- Implementation of more technology into the classroom
- Development of a bell schedule that allows for more PLC and Professional Development collaboration time
- Improved collaboration between the Special Education RSP teachers and the general education teachers
- Integration of real-world experiences in our classroom instruction.