

Gabrielino High School



Chapter Four: Standards-Based Student Learning: Instruction

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CI. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

English

Findings	Supporting Evidence
<p>To ensure all students receive a rigorous education, the English Department presents a college preparatory, literature-based, student-centered curriculum that is district and state standards-aligned. Curriculum and instruction include various literacy and learning strategies which incorporate meta-cognitive/reflective learning opportunities. The English department continually reevaluates and reassesses current instructional practices and modifies them accordingly.</p> <p>In order to assess student growth and development, the English Department has created and implemented benchmark assessments that are state standards-aligned.</p> <p>The English Department utilizes student performance on a variety of assessments to demonstrate growth in both writing and reading over time. Increased access to technology continues to benefit students in the English classrooms. The English Department uses DataDirector to analyze students' results which shapes future instruction.</p> <p>Recently, English teachers received LCD projectors and Document cameras. Teachers have the option to implementing the newly acquired technology in a variety of ways to further enrich instruction. English teachers at all grade levels require that students submit researched-based assignments and responses to literature pieces to Turnitin.com, a site which allows students and teachers to confirm the authenticity of completed work. Students are also encouraged to use technology as a means to process essays and publish projects.</p> <p>English classes are student-centered and at all grade levels teachers incorporate an array of engaging opportunities to promote communication and collaboration. Students are given multiple opportunities to work with a partner, share ideas in small groups, and join in class discussions. Collaboration is evident in group projects, Socratic Seminars, debates, student plays, reader/writer workshops, presentations, and similar assignments. Students readily express opinions, engage in discussion, and validate ideas.</p> <p>The English Department curriculum places great emphasis on critical thinking, reading, and writing skills. Students engage in a variety of activities designed to further develop their critical thinking skills by encouraging them to "think outside of the box." Students complete one-pagers, reading response journals, Cornell Notes, and response to literature and persuasive essays; they participate in class discussions, and engage in debates to critically examine a given topic.</p> <p>In the English classes, students are provided an array of opportunities to understand and explore their role and responsibilities within a culturally diverse community. Many units include reflective elements which require students to address accountability for their actions as well as opportunities to examine their place in the community at large.</p>	<ul style="list-style-type: none"> ● State/district standards ● Benchmark assessments ● Standards-aligned, common reading and writing rubrics. ● Academic vocabulary ● SDAIE Strategies ● Graphic organizers ● Cornell Notes ● Costa's Level of Questioning ● Bloom's Level of Questioning ● Formal/informal assessments (white boards) ● Use of supplemental materials to ● Standards based textbooks and consumable work books (Interactive Readers, R book in Read 180). ● Read 180, English 1 Intensive ● MLA Style handbook on the Library/Media Center website. ● Standards-aligned modes of writing ● Socratic Seminars ● Debates ● Informal and formal classroom discussions ● Modeling of assignments ● Scaffolding ● Writing process ● Implementation of 9th grade CAHSEE diagnostic exam to

Students are asked to connect their readings to their own lives and find universal meanings.

In addition, English teachers encourage that students continue to maintain personal accountability for their actions and achievements with the hopes that this will be carried with them as they leave the classroom. School agendas, the use of rubrics, turnitin.com, are just some of the tools used to validate the importance of personal accountability.

Sheltered English (ELD 4) classes' instruction and curriculum are the same as Regular English classes except for modified writing rubrics

identify students who are in need of additional support before official CAHSEE

- **Turnitin.com**
- **Word processing**
- **MLA and bibliographic websites (noodlebib, etc.)**
- **Collaborative work**
- **Cornell Notes**
- **Diverse learning activities**
- **Reading response journals**
- **Response to literature essays**
- **Creative writing**
- **Persuasive reading and writing**
- **Graphic organizers**
- **School-provided agendas**
- **Use of rubrics**
- **Student reflection**
- **Turnitin.com**
- **Thematic units and activities**

English Language Development (ELD)

Findings	Supporting Evidence
<p>A student is placed in the appropriate English Language Development class based on his or her California English Language Development (CELDT) score and/or the previous year teacher's recommendation. English Language Development (ELD) classes offer rigorous learning experiences to English learners. Block scheduling for ELD 1, 2, and 3 classes increases instructional time and adds support in hopes that students will quickly acquire English and be able to succeed in College Prep courses at Gabrielino High. The ELD teachers utilize differentiated instruction and SDAIE strategies to scaffold curriculum and meet the needs of English learners. Material is enhanced with the use of document cameras, projectors, and handouts.</p> <p>ELD 2 and 3 students are required to read books independently throughout the school year. Teachers may assess students' comprehension with book projects, book talks or computer-based book quizzes. Some ELD teachers introduce students to Cornell note-taking to improve reading comprehension.</p> <p>All ELD 3 students are enrolled in the Read 180 program. This program, computer-based and individualized, is designed to rapidly increase the student's reading level. Each class begins with whole group instruction and then the students break into rotation groups. Each group spends 20 minutes independently reading, working with the teacher in small group, and working on individualized computer activities. The teacher monitors student progress with Scholastic Achievement Manager (SAM).</p> <p>All ELD classes have formative assessments in place. ELD 1 and 2 students take quarter assessments, and all ELD classes take semester final exams to measure students' reading and writing levels. In addition to reading and writing exams, ELD 1 students have speaking assessments. Read 180 Reports and the Scholastic Reading Inventory (SRI) show the progress individual students are making in Read 180 (ELD 3). In addition to the quarterly SRI, Read 180 students take semester reading and writing assessments.</p> <p>In order to help students quickly acquire English, GHS offers ELD 1 Reading Science for ELD 1 students and ELD 2 Reading Social Science for ELD 2 students. These courses do not give the students a science or social science credit; however, they expose students to more English and introduce them to academic vocabulary and concepts. The teachers explicitly teach academic vocabulary, and reading skills. In addition, ELD 3 students (grades 10-12) enroll in ELD World History. Even though this course does not meet the UC/CSU A-G requirement, it exposes ELD students to a more rigorous social science class before entering the sheltered classes.</p> <p>ELD classes are aligned to the California ELD standards. ELD classes use standards-based textbooks that have an interactive workbook as well as a grammar workbook. GHS and ELD teachers monitor yearly CELDT scores to make sure students maintain adequate progress. Furthermore, ELD teachers have created and administer quarter and</p>	<ul style="list-style-type: none"> ● ELD enrollment statistics ● ELD 1, 2, and 3 course outlines ● SDAIE strategies ● Front loading vocabulary ● ELD work samples ● Cornell note-taking ● Read 180 Paperback and Audio book titles ● Read 180 information (program reports, software topics) ● ELD Assessments ● ELD History and Science work ● CELDT ● Semester and Quarter Assessments ● Interactive Workbook: rBook, Visions workbooks ● Student writing pieces (word processing) ● Read 180 Research project and report ● Think-Pair-shares ● Class discussions ● Group work and presentations ● Group word puzzles ● Peer edits (Read 180) ● Book Presentations ● Graphic organizers ● Response to Literature compositions and essays ● Creative writing opportunities ● Persuasive reading and writing ● Research Report (Read 180) ● Interaction with

<p>semester assessments to ensure students continually advance their English skills. ELD 1 and 2 students show growth over time through the quarter and semester assessments.</p> <p>To help students transition from ELD to mainstream English, ELD teachers teach word processing skills. ELD 2 and 3 students are expected to word process several of their writing pieces. The Read 180 class has a class set of MacBooks, so the teacher can easily explain and demonstrate standard formatting (font, double spacing, etc). This greatly helps the English learner as he or she he moves into sheltered or regular English and is expected to word process the majority of the work. The class set of laptops also allows the Read 180 teacher to introduce internet research skills: choosing a credible online document or website.</p> <p>ELD classes are student-centered and teachers apply an assortment of activities and projects to promote communication and collaboration. ELD students often work in pairs and groups to improve and promote their verbal skills as well as collaboration. ELD teachers assign group projects and presentations to improve verbal communication and to enhance cultural awareness among the diverse EL population.</p> <p>ELD students exhibit critical thinking, creative problem solving and data analysis through graphic organizers, response to literature compositions, creative writing and persuasive writing. ELD 1, 2, and Read 180 students use graphic organizers to work on reading skills such as problem and solution, compare and contrast, and main idea and details. Read 180 students read several opinion articles to identify the writer’s opinion, strong arguments versus weak arguments; these articles help students develop their own persuasive essays. Read 180 students also write response to literature essays as well as a research report. The writing assignments engage students in critical thinking.</p> <p>ELD classes provide students opportunities to interact and learn about various cultures. The teachers encourage students to share their culture with the other students in hopes that it will demonstrate Gabrielino High’s culturally diverse community. Some classes even utilize conversational partners, student volunteers who work with ELD students to help them become more comfortable speaking English.</p>	<p>culturally-diverse students, group and pair shares</p> <ul style="list-style-type: none"> • ELD 1 & 2 Visions readings
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Social Science

Findings	Supporting Evidence
<p>State curriculum frameworks determine curricular content and instructional strategies in all Social Science classes except Freshman Seminar. The Social Science Department uses standards-based, departmentalized study guides, unit tests, final exams, and final projects. All lessons are expected to support mastery of the California State Standards or the special skill standards for Social Science. Tests are used to measure mastery of course content whereas projects are used to assess critical thinking skills and the students’ ability to express themselves in writing. World History is piloting the use of benchmark assessments; Government utilizes a benchmark assessment with mastery learning techniques in the Constitution test. Additionally, modified</p>	<ul style="list-style-type: none"> • Standards-based instruction lesson plans, study guides, unit tests, final exams, final projects • Standards-based study guides, unit tests, and final exams • World History benchmark assessments • Constitution Test

standards-based exams are available to special education students when required by their IEP.

The Social Science Department uses a standards-based curriculum to ensure that both content and skills are taught in classrooms. Unless specially designated as ELD or Sheltered, all courses in the Social Sciences are College Preparatory. The Social Science Department currently offers the following AP or Honors courses: AP U.S. History, AP European History, AP Government, and Honors World History.

Freshman Seminar used Choices software. Through Choices, each student takes a survey. At the end of this survey, the program matches their interests, skills, and values to potential careers. This helps us ensure that students achieve the ESLRs, and helps students see directly the connection between their choices in school and their future careers. Teachers hope to expand the use of this software so that students will be able to create and update their Personal Learning Plan (PLP) online. By having access to the PLP online, students will have greater ownership of their future plans. The use of the Choices profile is being expanded in the senior year Economics course; students revisit their profile, see if or how their interests have changed, and begin exploring in greater detail the financial implications of career selection. This also offers an excellent opportunity to help students who may not be on the college track find a new way to reach their career goals.

Also in the Freshman Seminar course, students learn how to access Media Center resources, such as the computerized catalog, subscription databases, and citation help websites. Students also learn how to effectively evaluate websites. Ellen-Shimamoto, Teacher-Librarian, introduces the students to the Library/Media Center and research skills; she greatly assists the Freshman Seminar teachers.

The Social Science Department incorporates various assignments, projects, and activities to create collaborative presentations. Some students take part in various types of debates, and all students learn how to work collaboratively through simulations, jigsaws, and projects. Analysis and interpretation of political cartoons, time period maps, graphs, and charts used in the Social Science classes help students understand time and place in history and their effects on various cultures.

To encourage civic responsibility, the Social Science classes participate in the Youth-In-Government program. The program allows all students to participate in a simulated election with sample ballots, voting booths, and campaigning. Those elected or appointed (juniors and seniors) take part in a simulated City Council Meeting and Shadow Day.

The Freshman Seminar course also used Sean Covey's *7 Habits of Highly Effective Teens* as part of the curriculum. The course also educated students about plagiarism and encouraged students to do their own work by submitting assignments to Turnitin.com—as all classes in the department do. This requires that students take responsibility for completing and submitting their own work. Turnitin.com is a way to hold students accountable and is often used as a teaching tool to help students understand the importance of proper citation and the perils of

(Government Class)

- **Project handouts and rubrics**
- **AP course enrollment data**
- **Cover letters, resumes, interviews questions, job application**
- **Freshman Seminar teachers pilot the revised four-year plan using “Choices.”**
- **Computerized catalog worksheet, subscription database worksheet/tutorial, Internet evaluation checklist**
- **Political Parties presentation, Supreme Court case debates, debates on California propositions, Federalist vs. Anti-federalist Jigsaw**
- **Andrew Jackson political cartoon, Great Depression simulation, Religions chart, Causes of WWI chart, 3 branches of government.**
- **City Council Meeting write-ups, Youth-In-Government campaign flyers**
- **7 Habits lesson plans, Career Project lesson plans**
- **Big 6 Research**
- **Cloze notes, Cornell Notes**
- **turnitin.com**

<p>paraphrasing. Students submit major projects to Turnitin.com in all Social Science classes; students must also properly cite sources in their writing.</p>	
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AVID

Findings	Supporting Evidence
<p>The AVID (Advancement Via Individual Determination) program was designed to teach, prepare, and support “middle of the road” students. These students are recruited based on specific criteria. The student may start off receiving a GPA of around 2.5 in core subjects. The student should be enrolled in college prep classes and on track to attend a four year university. The students may also be from a financially disadvantaged family and may also be the first person their family to attend a four year university. However, the most important component of the student’s recruitment is the student’s motivation and willingness to succeed.</p> <p>To ensure students will have a career/academic plan, be employable, and prepared for employment expectations, two sections of the AVID program have been put into practice at Gabrielino for the last two years, and a new section will be added every year until all grade levels are represented. AVID teachers continue to teach the same AVID students from freshmen year to senior year.</p> <p>All 9th and 10th graders are required to create and use an account with the Choices program, which allows students to have access to college information and create plans for their future after high school.</p>	<ul style="list-style-type: none"> • AVID freshmen and sophomores attend 4-year college fair • University fieldtrip • College related field trips on weekends • Guest speakers • Goal-setting activities • Career options • Clubs and organizations • Organizational/planning skill-building • Study and test-taking techniques (i. e. Cornell Notes) • Development of academic confidence • Networking • There are activities that create student accountability which include: • Choices program on Bridges.com • Group and individual presentations • PSAT preparation • AVID interventions • Interventions and probationary periods • A mandatory AVID student contract • WICR (Writing, Inquiry, Collaboration, and Reading)

Mathematics

Findings	Supporting Evidence
<p>The Mathematics Department offers many courses to ensure that all students receive engaging instruction that helps them master the California standards.</p> <p>There is a Special Education inclusion class to support Special Education students in the regular education curriculum. The CAHSEE math inclusion class has two teachers in the classroom at the same time, a general education math teacher and a special education teacher. The class is designed to give more individualized attention to students and allow special education students to take classes in the general education setting. The special education students also attend a separate intervention class with the same special education teacher later in the day, where they have the opportunity to get even more attention, learn study techniques, and reinforce their learning for the day.</p> <p>The Mathematics Department also offers non-AP Calculus and non-AP Statistics courses to provide access to these college level courses to a wider range of students. The Mathematics Department continues to strive to improve in its goal of increasing the number of underrepresented minority students in upper level courses, such as AP Calculus and AP Statistics. Some students also have the opportunity to get ahead in their learning by completing “get-ahead” Geometry over the summer when offered.</p> <p>Benchmark assessments are used department-wide in a number of courses, including Algebra 1, Geometry, Algebra 2 and Pre-Calculus to inform instruction. Many teachers also use a variety of resources to supplement their instruction, including practice workbooks, standards workbooks, and released standards questions.</p>	<ul style="list-style-type: none"> ● Benchmark Assessments ● Practice Workbooks ● Standards Workbooks ● Released CA Standards Questions ● Enrollment numbers over the years ● Inclusion class for CAHSEE math ● Recruitment ● Non-AP Calculus and Statistics courses ● Summer Get-ahead (when offered)

Science

Findings	Supporting Evidence
<p>Instructional design by all science teachers is based on the California State Science Standards. The Science Department has also developed Standards-based Curriculum Guides to help teachers organize and pace the course. Students are involved in group activities, long-term science fair projects, and laboratory experiments. Chemistry, Integrated Science, and Biology students maintain interactive science notebooks. Science students are expected to use Cornell Notes in their notebooks. Teachers work as teams to modify instruction, content and expectations. Technology is available for teachers and students to use in the</p>	<ul style="list-style-type: none"> ● Curriculum guides are standards-based ● Mandatory Science Fair Project for all Biology students ● Science Notebooks in Chemistry, Integrated Science, and Biology ● Cornell Notes

classroom. Students use technology in the classroom to present projects.

A Sheltered Integrated Science class was selected for co-teaching for the 2010-2011 school year; students get access to two teachers (one Special Education teacher and one Science teacher) to improve student learning. In its first year of implementation, student learning has improved some through this support program, but more data is needed before determining the program is truly beneficial. Both teachers are available to help students, underachieving students have more one-on-one attention, and all students have more hands-on laboratory time. A good percentage of these students are also in the co-teaching CAHSEE math class and see their Special Education teacher for a support class, which is another benefit of the co-teaching program.

The Science Department has developed California Standards-based curriculum guides to ensure that content and skills standards are being taught in the classroom. This document is collaboratively evaluated and updated yearly. All Biology students complete a variety of assignments that culminate in a science fair project. In Physics, students design and execute their own labs and reflect on how they would improve/adjust their procedures to make them more accurate in the future. Students in different sections of Biology and Chemistry participate in the same laboratory procedures and experiments which will benefit them in future science classes. All students in science are required to take a cumulative semester benchmark exam. These common assessments are inputted into DataDirector, to assess what students need to improve on and allow teachers to adjust instruction to ensure students are mastering the California State Standards. AP courses are administered in Biology, Chemistry, and Physics, with AP Environmental Science joining the line-up in 2010-2011.

Faculty often discusses career options in the sciences. Students participate cooperatively in laboratory experiments that require them to analyze data and use higher-level problem solving skills. LCD Projectors, document cameras, PowerPoint, Excel, and other technologies are integrated into lessons. Some science teachers use Smart Boards in their classrooms daily. Student response clickers are being introduced to Integrated Science students. Students have access to a variety of laboratory equipment, including: microscopes, calculators, micropipettes, gel electrophoresis, spectrosopes, centrifuge machine, incubators, generators, probe ware, and balances. Students use the Computer Lab in the Library/Media Center for research projects. Biology and Integrated Science student's research, create, and present Endangered Species projects to the class using technology (internet, Microsoft Word, PowerPoint, document cameras).

Students frequently work in lab groups to gather and analyze data that may be later shared with the class through a PowerPoint presentation or by using a document camera. The scientific method is used as a basis for the research process in lab experiments. In science classes, labs make use of synthesis-level critical thinking in which

- **Standard-based laboratory experiments**
- **Use of technology in presenting information**
- **Co-Teaching in Sheltered Integrated Science**
- **Curriculum Guides are standards-based**
- **Science Fair Projects**
- **Students design labs in physics**
- **Same laboratory experiments across the board for Biology and Chemistry students**
- **Common assessments in DataDirector**
- **AP Tests**
- **Discuss science career options**
- **Laboratory experiments**
- **LCD Projectors, document cameras, PowerPoint, Excel**
- **Smart Boards**
- **Introducing Student Response Clickers**
- **Laboratory equipment**
- **Endangered Species Presentations - use of internet, Microsoft Word, PowerPoint, document cameras**
- **Group work and presentations**
- **Use of Scientific Method**
- **Laboratory Experiments**
- **Science Fair Projects for all Biology Students**

<p>students design their own labs and test and reevaluate their procedures. A culminating project for all biology students is the science fair. Students must form an original hypothesis and present their findings in the school-wide science fair. The top 13 science fair projects from the school science fair are entered into the Los Angeles County Science Fair.</p>	
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Special Education

Findings	Supporting Evidence
<p>Special Education students are involved in challenging learning experiences and achieving academic standards through different modes of interaction such as oral presentations, independent work, large group participation, small group work, and partner work. Students demonstrate understanding of the academic standards through written work, multiple measures exams, projects, multiple choice exams, essay exams, and oral presentations. Students in the Special Education department are performing below grade level in most cases since Special Education is a diverse group of students with special needs. Since each student has a unique way of learning associated with their disability, their expected performance and their background knowledge is based on their ability. Differentiated teaching occurs in each lesson in each special education class to meet the unique needs of the students in the class. Gabrielino High currently has a specialized academic instruction setting for CAHSEE Math, English 9, 10, 11, 12, Literacy, United States History, Freshman Seminar, Health/Safety, Government, Economics, Physical Science, and a core content support class. CAHSEE ELA release questions are used in a curriculum to help students pass the CAHSEE and help them become familiar with the questions that they will face on the CAHSEE. Academic language is integrated into the curriculum with the emphasis of teaching students how to read a question and understand what the question is asking.</p> <p>Some classes have been using some parts of the general education curriculum with supplemental material and expect students to be learning the grade level standards. To ensure that they are accessing the grade level standards and general education curriculum, different modalities are used to reach all students' learning styles and needs to facilitate learning and growth in the content areas. The department uses the general education benchmark assessments to show how the students are progressing in addition to their own formative and summative assessments that match the needs of the students.</p> <p>All students in Special Education are required by law to have a Transition Plan by the age of 15. The students decide what they would like to do after high school including both college and career options; goals are created that address the student's specific interest. The Transition Plan is updated yearly. Students enrolled in Freshmen Seminar complete the Choices survey. With the help of their counselors, students review the survey and update it. In the Senior English class the students must participate in a mock interview and create a resume as</p>	<ul style="list-style-type: none"> ● Modified tests, to meet the needs of the students so they can access the California academic standards ● Formative and summative assessments ● Teacher observations ● CST scores ● CAHSEE pass rate by senior year ● Benchmark assessments ● IEP ● Choices survey ● Transition based curriculum ● Student work using technology ● SOLO Suite software ● <i>Seven Habits of Highly Effective Teenagers</i> ● Oral presentations ● Group Projects ● DataDirector is used to analyze the results of assessments given ● Field trip to the Museum of Tolerance ● Books by authors from different cultures ● Circle of Friends club

<p>well as fill out an application. They also are given a job and a budget, and they must live on it accordingly, taking into account rent, bills and other living expenses.</p> <p>Technology has become a more integral part of the curriculum. Students are preparing presentations to demonstrate understanding of material. Students use computers to research and write papers. The school bought assistive technology in which students and teachers can take the technology home to assist with reading and writing. The assistive technology program helps create an outline and a bibliography, reads aloud books to accommodate all learning needs, and helps students write with correct grammar and spelling. The students also have access to the media center and computers in the career center. Students are taught to use Noodle Bib in their Freshmen Seminar class and how to research items. Teachers use document readers as part of their lessons, LCD projectors, and smart boards are used in the Special Education English class.</p> <p>In each Special Education classroom, students participate in small group work which facilitates working with each other and being able to communicate with one another. In Special Education Freshmen Seminar, the students participate in a tribal project that focuses on working well with their peers. The students also do oral presentations, which strengthen their communication skills and public speaking skills. The book <i>Seven Habits of Highly Effective Teenagers</i> is taught in modified and regular Freshmen Seminar, which features how to effectively communicate and collaborate with other people.</p> <p>Students are exposed to Costa's levels of questioning; they are asked to create their own different levels of questions to foster critical thinking skills. Different methods such as using Cornell notes and SQ3R, and Costa's level of questioning are used.</p> <p>In English and Social Science, the students read and encounter materials that are representative of different cultures. Clubs on campus focus on exposing students to people from different abilities. Students also take part in trips to the Museum of Tolerance to further their understanding.</p>	
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Foreign Language

Findings	Supporting Evidence
<p>Foreign Language teachers use a number of methods to engage students in the learning process. Within the learning process, students acquire knowledge in speaking, listening, reading, writing and the culture of the foreign language. Communicative Language Teaching (CLT) is one approach that is used in the Foreign Language classes that emphasizes interaction as both the means and the ultimate goal of learning a language. Teachers use activities to help promote conversations, provide and obtain information, express feelings and emotions, and exchange opinions in class to help students access the language being taught.</p>	<ul style="list-style-type: none"> • review activity at the beginning of class • Songs are played regularly to teach culture, grammar, listening and speaking. • Games to reinforce vocabulary and grammar (BINGO,

<p>Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own. For the more advanced levels of foreign language, students use authentic materials such as short stories, novels and newspaper to help acquire information. Teachers use a number of technological modalities to help students. Students listen to the tape/DVD to answer questions and generate more questions. Technological tools such as LCD projectors, document cameras, cassette/DVD players along with online resources (web quest, PPT, book publish) are used in some of the classes to help students obtain information.</p>	<p>Pictionary, Family Feud, Simon Says, verb relays)</p> <ul style="list-style-type: none"> • Listening activities are done with a C.D for workbook and DVD for video activity handouts. • Oral and written projects to reinforce vocabulary and grammar (skits, posters, show and tell, creating advertisements) • Some oral projects assess speaking skills (student dramatic performances) • Word processing essays, narratives • PowerPoint or word document to present projects • Essays, journals, project presentations to practice the target language • Textbook and workbook activities • Students are aware of assignments due and grading scale • Student work, rubrics, reflections
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Visual and Performing Arts

Findings	Supporting Evidence
<p>All arts courses follow the state visual and performing arts standards and are or are in the process of becoming approved for the UC course requirements. The arts classes serve all levels of students from special education students, English Language Learners, students in the general population all the way through AP/gifted students in integrated classrooms. As a result, differentiated instruction is a staple of the visual arts program.</p> <p>Regardless of the level of the student, all students are involved in challenging learning experiences. In the visual arts courses, classes are</p>	<ul style="list-style-type: none"> • Intro to Art projects (general and advanced options) • Intermediate projects • Advanced Ceramics projects versus Ceramics projects

project based, with multi-step, multi-concept projects challenging general education students with modifications for students with IEPs and optional higher level challenges for gifted students to ensure all students are challenged and engaged in the curriculum. Material is presented orally, in lecture form, as an audio-visual demonstration, in written form and pictorially with examples of successful and not-so successful projects. This multifaceted approach helps students with different learning styles or English levels access the curriculum. Intermediate and Advanced courses provide added challenges beyond the introductory courses.

In Orchestra and Band, students are given sheet music to learn in a sequential manner in respect to difficulty and level of musicianship. The students are expected to not just play notes on the page but add a level of nuance and expression which challenges them musically. Student work over the course of a year shows technical and creative growth in the visual arts. The development of the students' musical talent is audible. The students listen to recordings of their performances in class, so they are equally aware of their progress throughout the year.

The arts provide students with skills such as creative thinking, engaging in rigorous activities, and individual focus and discipline, which will translate well in all career paths. The intermediate and advanced visual arts courses invite speakers from arts colleges to discuss art-related careers and encourage students to pursue the arts as a career option. Advanced art students develop portfolios and are encouraged to attend national portfolio days at local colleges. In Orchestra and Band, music is not the only subject taught. Music is used as the vehicle to teach teamwork, time management, personal accountability, peer to peer, and peer to adult relationships. All of these skills are very important in any level of education or employment.

Classes such as Graphic Design and Art in Motion are taught in computer labs and require significant student literacy in a variety of computer programs, including Photoshop, Illustrator, InDesign, Flash, iMovie, Dreamweaver, and iDVD. Students learn how to use these programs in class, but Introduction to Art is a prerequisite to ensure students have mastered basic art concepts. Advanced arts students have the opportunity to use the Visual Arts Mac Lab in the creation of 2D digital works of art. In the music classes, students are introduced to pertinent technology in the field of music such as a metronome, music writing software, and electronic and MIDI instruments.

In the visual arts courses, students are regularly asked to describe what they are seeing in the world around them and specifically in artwork. In Introduction to Art, students describe, analyze, and interpret artwork four days a week to encourage the development and comfort with a language with which to talk about art, as well as the ability to see the world with a critical eye. Upon project completion, students reflect upon their own stated goals as well as their feelings about their project. Reflection helps students become more aware of their goals and challenges and produces students that are more clearly able to communicate successes and failures in their own lives. As a class, students in the visual arts work collaboratively to maintain the

- **Advanced Art projects**
- **Student post-project reflections**
- **Differentiated sheet music**
- **Student Recordings**
- **Art college speakers**
- **Student portfolios**
- **Music sections and Section**
- **Graphic Design student projects**
- **Art in Motion student projects**
- **Advanced Digital student projects**
- **Museum Journals, Rubrics and Reflections**
- **Group projects:**
Introduction to Art:
Ceramic Project, Art in Motion: Flash animation Advanced: Homecoming Rally Props
- **Orchestra A, B, C Sections List**
- **Orchestra performances**
- **Choir performances**
- **Drama performances**
- **Music Sections**
- **Section performance goals**
- **Section rehearsals**
- **Intro project criteria example**
- **Graphic design projects**
- **Art in Motion projects**
- **Museum Journals**
- **Intro to Art: Social Issue Project**

classroom space, tools and supplies. Some projects are offered that provide students with an opportunity to work collaboratively as well. In Introduction to Art, students created a group sculpture project with individual pieces shown together as a sculptural installation on school grounds. In Art in Motion, students created a computer-generated group animated short using Flash. Student art is used to support the activities of the Associated Student Body (ASB) including collaborating with the ASB team for the homecoming rally.

The performing arts use collaboration daily. The orchestras, choir, and drama classes all require students collaborate to be successful performing artists. Communication is an important aspect of the performing arts as well. Whether as an orchestra member, a choir member, or a thespian, the students need to communicate with their fellow players, whether in practice or performance. In music classes, students are not afraid to ask questions on rhythm or notation in a particular piece of music. Many times students will rehearse in sections. Through these sectionals, the students work together in improving the music as the stronger players help the weaker players to reach a performance goal for the group.

Visual arts projects are designed to allow for personal expression within a set of guidelines. Students use creative problem solving to incorporate technical skill, content, and stylistic requirements, while tapping into personal interests and student choice. In Graphic Design and Art in Motion, students are asked to think critically about the world around them and devise artwork that reflects their viewpoint.

Students in the arts find themselves in a diverse community within the classroom; ethnically, socio-economically, and with a wide-range of artistic abilities. Students are respectful of student work and student ability, encouraging creativity among all students. Students taking visual arts courses are exposed to works of art from disparate cultures, time periods, and continents. Students taking Introduction to Art create a two-dimensional work of art that addresses a social issue, providing students with an opportunity to reflect upon their role within the community and their impact on the social issue their work addresses. Students in band and orchestra divide into sections and choose student leaders. Each student leader is responsible for arranging a weekly practice outside of class. In the music program, every student needs to be responsible for learning the music at the same rate as the rest of their section. Also, there is a common respect for each other's instrument and personal items. There are no locks on lockers or storage rooms, as all music students have full access to everything in the room. It is this respect that prevents any instruments from being abused or damaged.

- **Art in Motion: Flash Project**
- **Section Leaders**

Physical Education

Findings	Supporting Evidence
<p>In the past, the ninth grade curriculum focused on team sport activities and the tenth grade focused on individual sports. However, as the fall of 2010, the Physical Education department has merged both. Each grade level gets a bit of both, and teachers have added a greater emphasis on the health/fitness standards.</p> <p>Physical Education classes experience a variety of partner and team sports activities in which they must communicate and strategize. Weight Trainers write their own programs for personal goals as well as course standards. Aerobics students choreograph and lead workouts demonstrating knowledge of fitness standards. Aerobics students also take quizzes on fitness principles and elements of safe, effective exercise.</p> <p>Students are assessed throughout the year on the State Fitness Standards and daily warm up activities include academic vocabulary and fitness standards.</p> <p>All ninth grade classes are combined for the delivery of concentrated instruction in Combatives, Dance, Aquatics, and Tumbling. In addition, mile times are tracked at varying intervals. Benchmark assessments are used in Physical Education classes. Team Sports allow students to work well with others, display leadership, and collaborate.</p> <p>A \$40,000 grant provided Club-Personal Fitness equipment for students to utilize, allowing them to program their work out and interpret the data provided.</p>	<ul style="list-style-type: none"> • Lesson plans, schedules • Student work • Tests (pre/post) • Benchmarks • Calendar and schedule • Teacher records • Benchmark Assessments (3 times a year) • Observation • Student use of equipment

Business and Technology

Findings	Supporting Evidence
<p>The business and technology department comprises five major electives: architectural drafting, computer applications, computer programming, business management and woodworking.</p> <p>Students in these courses are challenged to learn career-oriented skills, such as running a small business, building a complex piece of woodwork under certain criteria, designing models using computer aided design software, learning Microsoft Office to prepare for clerical careers and using computer coding to program. Students progress from simpler to more complex problem solving over time. For example, in the computer applications courses, students are assessed on typing speed and accuracy, and are expected to improve over the course. In woodworking, students begin with basic cuts and building then move on to more complex construction projects.</p>	<ul style="list-style-type: none"> • Furniture building projects • Resume and business writing • Computer programming • Store operations • Product design using ArchiCAD, EcoDesigner, DS SolidWorks software • Fashion show marketing and design • Computer programs

Each of the skills learning the business and technology courses is geared towards equipping students with an employable skill set, and class discussions revolve upon how these skills will apply to a real-life job situation. Work expectations are discussed in certain classes, including such tenets as working hard, showing up on time, and dressing appropriately.

Most classes use technology, including Microsoft Office, Java programming, CAD design programs, machine tools, and electronic media. Students are taught how to use the technology effectively and properly. In the computer applications courses, students are taught how to appropriately use community-based websites and online discussion forums such as Facebook.

Many classes require students to interact with other students in solving problems. Students in the business class must manage the school store, counting inventory, ordering inventory and being accountable in running a business. Woodshop students work with each other nearly every day to use the tools, analyze problems, and find solutions. Students in the computer programming classes must collaborate in order to understand how to solve complicated programming issues.

- **Woodshop projects**
- **School store**

C2. 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?

English

Findings	Supporting Evidence
<p>A more recent development in the English Department is the acquisition of new technology. Some teachers use PowerPoint, for example, to offer a more visual and interactive means of disseminating information to students. Others use overhead projectors to assist with lessons. More teachers are starting to utilize document cameras to do the same things overheads once did – to display “in-the moment” needed demonstrations of important skills such as: reviewing sample essays, annotating a text, modeling Cornell notes, demonstrating better proofreading practices, and anything else the teacher may need to display to the class in the moment.</p> <p>Teachers use LCD projectors to show videos from websites, podcasts, and speeches to supplement the texts students are reading. They are also used in tutorial lessons on how to use word processors and common school resources such as the school website, the Library/Media Center databases, bibliography assistant websites, MLA style guides, and turnitin.com.</p> <p>English teachers also use a wide array of strategies, lessons, activities, and other experiences to help engage students, develop their critical thinking skills, and create a climate of academic rigor. In anticipatory activities, such as quickwrites and anticipation guides, students access prior knowledge about themes and issues related to the textbook in order to make what they will be studying applicable to them and to develop a schema for what will be seen in the text.</p> <p>Teachers also design their own unique classroom experiences, privileging scaffolding, modeling, and other modes of making content accessible and relevant to students, to take students “through” the texts being read. In order to develop students’ higher reasoning and thinking skills, students develop debate cases on propositions about characters and situations from the novel, learn about genre elements through the use of TV shows and film, compare texts to multiple film versions to examine similarities and differences, and compare themes in songs/popular music to themes in the text being studied.</p> <p>Occasionally, students get learning experiences outside of the classroom to connect to the curriculum they are studying. Students in the 10th grade, ELD 4 Sheltered English and ELD World History have in recent years have traveled to the Museum of Tolerance to enrich their understanding of the Holocaust and World War II, and the novel <i>Night</i> (a required tenth grade text). In 2010, English classes who were reading <i>The Crucible</i> were invited to the school production of the same play.</p> <p>Teachers deliver scaffolded lessons on the writing process to help students produce various modes of writing – analytical and creative – in order to give students the challenge of expressing and developing their thoughts about a text. In this way, writing is taught as a means of assessment and as an ongoing process with many purposes outside of</p>	<ul style="list-style-type: none"> ● SDAIE techniques ● Teacher use of multimedia, document camera, PowerPoint presentations, LCD projections, MLA Style, Bibliographic guides on the Library/Media Center website. ● Anticipation Guides ● Quickwrite prompts ● Various modes of reading aloud and individually in class to enhance reading comprehension ● Cornell Notes ● Annotating a text ● Creation of manipulatives and bodily-kinesthetic activities (e. g. making soap dolls as seen in <i>To Kill Mockingbird</i>; ● Poetry and song readings ● Art/storyboards ● Debates ● Videos/films/TV shows ● School viewings of school-produced plays (based on literature) ● The Writing Process ● Graphic Organizers (plot diagrams) ● Literary Response

<p>the classroom students can use later. For instance, persuasive essays and research paper units engage students to view both sides of social and political issues and to find viable sources and evidence to support their opinions. In literary response writing, students are challenged to dig deeper in a text for meaning. To develop literary analysis skills, teachers may give students cooperative learning experiences to prepare them with insights and information for their writing.</p> <p>Students have opportunities to create their own writing – poetry, fiction, and so on. The Literary Anthology is a school record of this. This is a published collection of student-created writing collected by students in the Literary Anthology club. The award-winning journalism and yearbook produced on campus also gives students the opportunity to put their skills to the test.</p>	<p>Writing</p> <ul style="list-style-type: none"> ● Persuasive Writing ● Research Paper ● Creative Writing – interior monologues, poetry, spoken word ● Projects ● Speeches ● Presentations ● Literary Anthology (school-produced)
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English Language Development (ELD)

Findings	Supporting Evidence
<p>The ELD teachers utilize a variety of strategies and resources to engage students: interactive writing lessons, PowerPoint presentations, as well as vocabulary development. Every ELD teacher has an LCD projector and document camera. These resources especially help teachers teach writing as they are able to instantaneously display student samples to discuss strengths and weaknesses; the teacher or students can even edit the text while the class observes. Some teachers also use these resources to show videos, to model internet research, and to teach proper word processing.</p> <p>In the Read 180 class, students use the class computers daily. The curriculum is computer-based, so the teacher has access to numerous reports. The teacher can customize the reports to focus on a specific student or the entire class. The variety of online reports at the teacher’s disposal facilitates the individualized feedback shared during student-teacher mini progress conferences.</p> <p>ELD teachers often use experiences beyond the textbook and classroom to help students connect to the literature and emphasize critical thinking. Previewing a text is one way teachers use experiences beyond the textbook and classroom. ELD students may complete anticipation guides, quickwrites, or pre-reading questions to help activate prior knowledge and bring their personal experiences to the reading. To improve comprehension, ELD teachers use Cornell Notes. Students work on Cornell Notes after reading a text which is usually read aloud in class. Read 180 students enrolled in the ELD World History class have been fortunate enough to visit the Museum of Tolerance and learn outside of the classroom, when funding is available.</p> <p>Although the ELD teachers give formal assessments, individual teachers create and use informal assessments and group work to enhance the students’ understanding of the text and vocabulary. Some strategies include visual representations of new vocabulary and diagrams for vocabulary or literature. Teachers use speaker circles to</p>	<ul style="list-style-type: none"> ● SDAIE techniques ● Teachers use of multimedia: LCD projector, document camera, MacBook Lab ● Read 180 Software ● Scholastic Achievement Manager (SAM) ● Anticipation Guides ● Quickwrite prompts, pre-reading questions, reaction questions ● Cornell Notes ● Storyboards ● Poetry Readings ● Role plays ● Speaker Circle (outer circle converses with inner circle) ● Small group pair share ● Conversational English

discuss a reading or topic and improve speaking skills.	
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Social Science

Findings	Supporting Evidence
<p>All Social Science teachers use a variety of instructional strategies and technologies to actively engage students. Lecture, Videos & DVDs (including Discovery Streaming), PowerPoint presentations with Cloze or Cornell Notes, document cameras to facilitate document, cartoon, or photo analysis, Whiteboard or clicker quizzes, graphic organizers, and TCI activities are some of the more common strategies used. Teachers also regularly rotate among individual work, pair work, and group work. Every Social Science class requires extensive project work, and each culminates in a semester project which requires extensive critical thinking and analytical skills.</p> <p>All students at Gabrielino High were required to take Freshman Seminar. Students learned how to properly document and cite sources, how to take Cornell notes, and how to create a MLA style bibliography in a unit dedicated to Informational Literacy. They also learned about subscription databases and how to evaluate the validity of on-line resources through the somewhat infamous “Velcro Shortage” activity. These skills are then reinforced in all successive Social Science courses. In Freshman Seminar, students also learned how to create resumes, write cover letters, complete job applications, and prepare for job interviews, and utilize CHOICES software. This career guide software is also being re-introduced to the senior-level Economics class to supplement the financial literacy section with data relevant to each student and their goals. The loss of Freshman Seminar has forced the department and school to try and find new areas to incorporate this curriculum.</p> <p>The Social Science department encourages students to participate in the Youth-in-Government program, which simulates local government elections and allows students to shadow the people who run all aspects of the local government. Juniors and Seniors may apply for various positions such as Public Works Director or City Attorney, and Seniors may run for City Council. All students at Gabrielino High are able to register, vote, and work on council campaigns. All seniors are required to attend a City Council and a School Board meeting so that they understand issues that directly impact the city and the community, and how easy it is for them to get involved and share their opinion with their elected representatives. Seniors who meet citizenship requirements (per federal law) are also able to participate in the Student Pollworker Program through the County of Los Angeles wherein they are actual precinct workers for a real election.</p> <p>A more formal Financial literacy curriculum is being piloted in certain Economics classes. This curriculum attempts to help students learn economics through a more hands-on approach. Students will have the opportunity to create their own budget, and learn what it is like to</p>	<ul style="list-style-type: none"> • SDAIE techniques • KWL chart, Venn diagrams, quick writes, graphic organizers, Costa’s Levels of questions, jigsaws, cloze notes (guided note taking), group work, map-making, music and photo analysis, Cornell Notes, bibliographies, Internet (website) evaluation, • Youth-in-Government campaign speeches • Resumes, cover letters, job applications, interview questions • City Council & School Board meeting attendance and reports • Youth In Government/Student Pollworker Program participation • Stock market portfolios & consumer education activities/projects • Federal Reserve Bank field trip • Guest speakers • Videos & DVDs • TCI & other simulation based curricula •

<p>deal practically with money as an adult. However, all Economics classes at Gabriellino High have incorporated financial literacy in an informal way—some teachers requiring marketing and consumer projects, others providing the information via lectures and activities.</p>	
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Mathematics

Findings	Supporting Evidence
<p>Technology is incorporated into instruction for most classes. Students in Algebra 2 and higher courses learn to use graphing calculators. Renaissance Responders (clickers) are used in many classes, particularly lower level courses like CAHSEE Algebra, to give instant feedback to teachers on student learning. Some teachers use websites, videos, online gradebooks and other online technology to reach students who are technologically connected. Many math teachers use document cameras to display math material such as problems, models and diagrams.</p> <p>Common Benchmark Assessments are given by all math teachers of Algebra, Geometry, Algebra 2, and Pre-Calculus. The results of these California Standards Based Assessments are used to check on overall and individual student progress towards mastery of the standards. They are also used as a discussion point for modification of instruction and instructional goals by the teachers of the individual courses.</p> <p>Students often engage in cooperative learning activities, where one student may need to explain to another student how to approach solving a particular problem. This actively engages students in their learning, as they need to convey information in their own terms to other students. Some teachers use outdoor activities, such as using tape measures and protractors to make calculations of campus fixtures. Students are able to see how classroom learning connects to real life examples</p>	<ul style="list-style-type: none"> • SDAIE techniques • Partner assessments • Graphing Calculators in many higher level courses (Algebra 2 and above) • Pair share • Renaissance Classroom Responders • Document cameras • Teacher Websites • Geometry Outdoor

Science

Findings	Supporting Evidence
<p>The textbooks used in Science classrooms are aligned with the California State Science Standards, and is a critical element of the science curriculum. Websites, computer simulations, and videos are used to reinforce science concepts. Physics students design and construct a musical instrument utilizing the scientific concepts they have learned throughout the semester. Science teachers use a variety of strategies including: Venn Diagrams, graphic organizers, Costa’s Level of Questioning, jig-sawing, guided note taking, cooperative learning, and practical labs, and many others. Books from National Geographic are used in Sheltered EL Integrated Science as supplemental reading materials. Some science teachers use smart boards and students response clickers that actively engage students in lessons.</p>	<ul style="list-style-type: none"> • Textbooks aligned with CA State Standards • Websites, computer simulations and videos • Physics students design and create musical instruments • Student Notebooks • National Geographic books in Sheltered English Language Learners Integrated

<p>Biology students participate in a three weeklong biotechnology lab sponsored by AMGEN, a large biotechnology company. Physics students go to Knott’s Berry Farm where they see the application of physics concepts and use those concepts to analyze the physics of thrill rides. Some Science Department members also participate in the Cal Tech Classroom Connection. In this program, the students are able to interact with researchers from that institution in a classroom setting.</p> <p>In Science courses, the scientific method and higher-level thinking skills are used to challenge and excite students. Students create their own science fair projects as well as analyze environmental and ethical issues.</p>	<p>Science</p> <ul style="list-style-type: none"> ● AMGEN Labs ● Knott’s Berry Farm ● Cal Tech Classroom Connection ● Science Fair Projects ● SDAIE techniques
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Special Education

Findings	Supporting Evidence
<p>Teachers in the special education department use smart boards in the classroom, document cameras, PowerPoint presentations, cooperative groups, partner work, scaffolding instruction, and curriculum that requires students to create presentations that use technology.</p> <p>Teachers try and incorporate personal or current events into the curriculum so students can connect to the material by using current events as part of a lesson or having the students research areas of interest that they would like to explore.</p> <p>Teachers use document cameras to model how to research topics, explore websites that support instruction and show videos. In the math classes, the teacher uses web based math games to engage students and foster student learning. In English and literary classes the teachers use Costa’s levels of thinking to foster students’ higher level thinking skills. Teachers use supplemental videos and resources to connect the students to the curriculum. The English classes visit the Museum of Tolerance to supplement the reading of Night, learning about WWII and genocides. The Special Education class that uses CAPA standards uses community field trips to provide hands on experiences. The students in this class have moderate to severe needs and curriculum is heavily focused on life skills. The students gain a greater understanding through hands on instruction, therefore lessons that take place in the community include learning how to use public transportation, how to use a bank, order food, and other important life skills.</p>	<ul style="list-style-type: none"> ● Smart Boards ● Assessment results both summative and formative ● Document cameras ● Community field trips

Foreign Language

Findings	Supporting Evidence
<p>Foreign Language teachers use a variety of teaching strategies in order to reach all students. Some teachers use songs to teach culture, grammar, listening and speaking. DVDs are used with workbook resources to further connect text learning to video and audio, and</p>	<ul style="list-style-type: none"> ● Songs ● DVDs ● Students projects

<p>teachers will occasionally use a foreign language version of a familiar show or movie to help students practice their listening skills.</p> <p>For more advanced levels of foreign language, students use materials such as short stories, novels, and newspapers written in a foreign language to acquire information from original sources.</p> <p>Oral and written projects are used to reinforce vocabulary and grammar. These include skits, posters, show and tell assignments, and advertisements. Students regularly practice writing and speaking in class to help develop their fluency as well.</p>	<ul style="list-style-type: none"> ● Writing & Reading ● Discovery streaming video clips ● Newspapers in foreign languages ● Skits, oral projects
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Visual and Performing Arts

Findings	Supporting Evidence
<p>The visual arts courses are taught using multiple access points to the curriculum. Oral instruction, including lecture with projected images, is given. Visual demonstrations, materials, and examples of artwork in various stages of completion are provided. Clear criteria, rubrics with student-determined goals, and reflections are used. Projections of artwork provide students with a vast array of art pieces specifically addressing project requirements and providing relevance to the projects, linking to contemporary artists and their work. Students are encouraged to incorporate popular culture, internet visual research, and cross-curricular knowledge to enrich their visual projects. Technology dense courses are offered in Graphic Design and Art in Motion.</p> <p>When funding is available, visual art students take field trips to museums in the area. Intermediate and Advanced art students have sketchbook assignments that require them to be out in the world. Students also pursue venues to show their artwork on their own.</p> <p>Students participate in choral, instrumental, and dramatic performances. Visual arts students have participated in and won many district, statewide and national competitions. Band, Orchestra, and Choir classes focus on practical mastery of the students' instruments; Drama gives students a chance to learn through performance, improvisation, and also by writing their own skits and scenes to perform.</p>	<ul style="list-style-type: none"> ● Research for Endangered Species Watercolor Project ● PowerPoint Presentations ● Document Camera demonstrations ● Art 21 Videos ● Art in Motion Projects ● Field trips to museums (Art Center, Norton Simon Museum, Armory Center for the Arts, Geffen Contemporary, MOCA) ● Choir Concerts ● Orchestra Concerts ● Theater Performances ● Art Competitions ● Intermediate Sketchbooks

Physical Education

Findings	Supporting Evidence
<p>Students in physical education are required to attain minimum fitness standards as determined by the state by the end of 10th grade. Therefore, a large emphasis is placed on the achievement and maintenance of each student's personal physical fitness. Students receive direct instruction in each fitness standard embedded into their daily warm-ups and are also able to utilize and develop those abilities within participation in various activity units. These units include development of physical skills; coordination, and hand-eye coordination.</p> <p>Teachers use various methods to deliver this instruction. Teachers use modeling and guided practice to develop needed skills and also utilize grouping and pairing of particular students to facilitate student sharing. General classes use competitive tournament play to facilitate collaborating and communication within groups. In special classes such as aerobics and weight training, students are able to expand upon basic concepts of fitness learned in general classes and apply them to personal fitness goals. They have access to state of the art cardio equipment utilized in several classes. Students collaborate for presentations for summative assessment, and mini presentations on chapter concepts in personal fitness.</p> <p>Teachers also use lead-up activities with modified rules and equipment to facilitate accessibility for all students for various activities.</p>	<ul style="list-style-type: none"> ● Cardio equipment ● Presentations on personal fitness

Business and Technology

Findings	Supporting Evidence
<p>All students in the business and technology courses (Computer Applications, Woodshop, Business Management, Fashion & Merchandising, Computer Drafting, and Computer Programming) use technology in their classrooms on a daily basis. In these classes, students are learning unique skill sets to prepare them for careers.</p> <p>The courses introduce students to real careers, preparing them to be able to attain jobs in these respective fields. For example, in the business courses, students must interview business owners to hear their perspective on running an actual business. Woodshop students work to build items that are used on campus, such as bookshelves or teacher podiums. They research, plan and then create objects and use power tools to create hands on objects and materials. Computer drafting students must use software programs such as ArchiCAD, EcoDesigner and DS SolidWorks to design and make real life models. Students learn using real-life applications and programs that connect careers to classroom learning. Teachers model to</p>	<ul style="list-style-type: none"> ● Woodworking ● Microsoft Office ● Computer programming ● ArchiCAD, EcoDesigner, DS SolidWorks programs ● Power Tools ● Store/business operations and management ● Interviews of business owners ● Model using tools and

students using these tools/programs and the students in turn practice using the materials and software available to create their own learning experiences.

software

WASC Category C. Standards-based Student Learning: Instruction

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C: Standards-based-Student Learning: Instruction: Areas of Strength

- ❖ Access to technology is appropriate
- ❖ New programs such as English 1 Intensive, Read 180, AVID, and the experimental co-teaching model, in addition to new and broader AP & Honors recruitment, encourage all students to succeed and help reduce the achievement gap
- ❖ There is increased collaboration between general education and special education teachers.
- ❖ Cross-Curricular Collaboration: The art teachers collaborate with teachers in many subjects areas including, English, social studies and science to design cross-curricular projects that reinforce and expand on content being presented to the students in their other courses; math and science often collaborate as well.
- ❖ All academic subjects use curriculum and textbooks that are aligned to the California State Content Standards; departments are continuing to refine and create subject-wide assessments such as benchmarks and common finals
- ❖ Core academic subjects use common benchmark tests and final exams to assess student learning, and to modify curriculum as needed.
- ❖ Due to recent professional development, teachers are better able to share their expertise and instructional skills.

Category C: Standards-based-Student Learning: Instruction: Areas of Growth

- ❖ More exchange and interaction with feeder schools.
- ❖ More effort needs to be made to encourage underrepresented students to take honors and AP courses so that the student make-up of these classes is more reflective of our school demographics. This will require adding new AP classes (such as AP Art) and additional sections of existing AP classes (such as those offered in science and math).
- ❖ Further use of DataDirector program to assess student learning in all subject areas. More time is needed for teachers within disciplines to meet and analyze results from benchmark tests and final exams.
- ❖ More time should be allocated for collaboration between special education teachers and teachers of core academic subjects.
- ❖ Reduce the achievement gap.