

Gabrielino High School



Chapter Four **Standards-Based Student Learning: Curriculum**

Committee Membership

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The Committee

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Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

English

Findings	Supporting Evidence
<p>The Gabrielino English department offers students a research-based, curriculum that emphasizes critical thinking and that is aligned with state and district standards. The English department offers the following courses: English 1, 2, 3, and 4; Honors 1, 2, 3, and Advanced Placement Literature for seniors. Sheltered English 1, 2, 3/4; and ELD 1 Science, ELD 2 History, and ELD 3. In addition, the English department offers an English 1 Intensive course for struggling readers. The integration of a Scholastic Read 180 program and a college prep curriculum becomes a unique opportunity for Gabrielino High’s at risk students to develop strong literacy skills, yet remain on track for university admittance. All English teachers use an extensive variety of techniques to facilitate, encourage, and enhance student learning of a rigorous and relevant curriculum.</p> <p>All English classes teach a core set of literature that includes novels, plays, short stories, and poetry. All grade levels use McDougal Littell text books and Interactive Readers that are aligned to state standards. Based on Dr. Robert Marzano’s research on direct vocabulary instruction, a teacher led professional development day showed teachers how to incorporate academic vocabulary into their instruction and provide differentiated instruction to accommodate the learning styles of their students. On another professional development day Gabrielino High’s AVID site team provided teacher training on how to use AVID strategies in the classroom--with particular emphasis on Cornell note taking. In addition to this, some English teachers received AVID training over the past two summers to improve instruction and support AVID students in the AVID program that has been implemented for two years now.</p> <p>Strategies used by English teachers to engage student learning are debates, group work, small and large group discussions, silent reading, and role play. All assignments are literature based designed to heighten students’ understanding. Writing rubrics provide students with clear expectations which allow them to analyze and improve their level of writing. In collaboration with the Media Specialist, Ellen Shimamoto, students use technology as they complete research projects and reports. All of the above activities and assignments reflect the school’s ESLRs.</p>	<ul style="list-style-type: none"> ● Professional Development Agendas ● English 1 – 4 Curriculum ● English I Intensive curriculum ● Special Education Curriculum ● AVID curriculum ● English textbooks ● Vocabulary tests ● Quick writes ● Oral presentations ● Multimedia presentations ● Reading journals and logs ● Timed and untimed essays ● Writing rubrics ● 9th grade Report of Information ● Benchmark Assessments, 9th and 11th grades ● Textbooks and Consumable Interactive Reader ● 10th grade research project

To improve access to the English curriculum by special education students, English teachers met with the special education department to create a 9th grade benchmark assessment for both English special education students and general education students. In addition, more RSP and some SDC students have been mainstreamed into general education classes, including English. Special education English teachers have also been collaborating with general education teachers to obtain grade level curriculum and resources and have adapted them to meet the diverse needs of their students. To better prepare ELL students for the transition to regular education classes, the English department has added two more general education classes of ELD 1 science and ELD 2 history which both focus on content area vocabulary. In an effort to increase the number of underrepresented students taking advanced coursework, the English department has been allowed to offer a second section of Honors English at the 10th and 11th grades, and to open a second section of AP English in the 2011-2012 school year.

Students in English classes at Gabrielino High benefit greatly from the English department's collaborative efforts with Social Science, Art, and Drama. As 9th graders all students take Freshman Seminar (part of Social Science), they learn how to properly research, evaluate the validity of sources, and complete proper citations. In turn, this helps 9th graders in their English classes do a required Report of Information. 10th and 11th grade history and English teachers make thematic connections between literature and world events with texts like *The Crucible*, *Lord of The Flies* and *Night*. Since 11th grade students learn American history and American literature, some English and Social Science teachers collaborate on a research report. The elimination of the Freshman Seminar class in 2011-2012 will no doubt cause difficulties in how to ensure students still have access to this curriculum.

The Drama department has performed popular literature such as *Holes* and *Dead Man Walking*. During the fall of 2010, the Drama department performed *The Crucible*-- which is part of the 11th grade curriculum-- and gave preview performances to all English students during the school day. The Art department creates assignments based on literary terms taught in English classes such as allegory, symbolism and satire as well as literary and artistic movements such as Romanticism and Modernism.

In an effort to improve curriculum, the English department identified Power Standards at the 9th, 10th, and 11th grade levels and benchmark assessments were created these grades. Since the standards-based department final exams are graded collaboratively using rubrics, teachers can examine and discuss the results immediately to evaluate student performance, make necessary revisions, and improve instruction. By using DataDirector, teachers examine students' CST scores from previous years to inform and modify instruction. Power Standards, benchmark assessments, collaborative final exam scoring, and DataDirector allow for more curriculum review and evaluation. The English department uses the same grading categories and percentages to determine grades and follows the Board Advisory

- **Final exam results**

<p>Improvement Committee’s homework policy.</p> <p>The English department continues to discuss student entrance policies for honors and AP English classes. Currently students must receive a recommendation from their English teacher and take a timed writing essay in order to assess their readiness for an honors or AP course. Although more sections of honors and AP Literature have been or will open in the 2011-2012 school year, it is clear that Gabrielino High’s Hispanic population is underrepresented in honors and AP classes. Honors English teachers communicate with local feeder schools about the honors entrance exam and policy so that all incoming students are eligible to take an honors class. At the end of January 2011, English teachers identified and spoke to potential honors candidates in their regular English classes and submitted their names to their counselors who will also encourage these students to apply for Honors English next year. Moreover, Honors/AP teachers facilitated an “informational recruitment” student led panel to hopefully attract more underrepresented students.</p> <p>Journalism is also offered by the English department. In this course, students learn the principles of journalism and proper interviewing, researching, and writing techniques. Gabrielino’s Journalism class is responsible for writing The Tongva Times—and raising funds to see it published. The Tongva Times was recognized as Most Outstanding Newspaper in its class in the American Scholastic Press Association contest.</p>	
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English Language Development (ELD)

Findings	Supporting Evidence
<p>Gabrielino High provides second language students an enriching education. Students who speak English as a second language take the California English Language Development Test (CELDT), a language proficiency test that teachers monitor to make sure students achieve adequate progress. Twenty-five percent of the student population is considered to be English Language Learners, and another forty-five percent are considered Fluent English Proficient. Gabrielino’s students have more than a dozen primary languages. However, after English, Cantonese, Spanish, and Mandarin are the predominant languages.</p> <p>English Language Development classes offer rigorous learning experiences to English Language Learners. Sheltered and ELD classes incorporate instructional SADIE strategies that facilitate a student’s transition to a college preparatory English class. At all levels reading, writing, and speaking skills are emphasized. Block scheduling for ELD1, 2, and 3 classes increases instructional time which allows students more daily class time to learn English. All ELD English classes are aligned to the California ELD standards and use standards based textbooks, workbooks and grammar books. ELD teachers administer quarter and semester assessments as well as various formative assessments to monitor growth over time.</p>	<ul style="list-style-type: none"> • ELD Guidelines

<p>In ELD 1 students learn beginning essential vocabulary and developmental reading skills. This class uses guided reading and writing along with frequent work in pairs to create a more comfortable learning environment. Oral language development is the focus in all ELD 1 classes. In ELD 2 students learn to write two to four paragraph essays as they continue to develop reading skills. In ELD 3 classes students learn to write a five paragraph essay, while reading strategies, vocabulary, and conversational English skills continue to be addressed. All ELD 3 students are enrolled in the Scholastic Read 180 program, a computer based individualized class designed to increase students' reading levels.</p> <p>Sheltered classes use the same textbooks as regular English classes but an emphasis is placed on reading skills and vocabulary. However, budget constraints have increased class size in the Sheltered English classes and led to the creation of a combination 11th/12th grade Sheltered class.</p> <p>To increase language learners' access to general education subjects, Gabrielino High offers ELD 1 Reading Science and ELD 2 Reading Social Science. Academic vocabulary, language arts skills, and Cornell note taking are explicitly taught in an effort to prepare students for regular academic classes. These classes are taught by English teachers to help facilitate students' language acquisition.</p> <p>Outside of the classroom, a program called Conversation Partners allows ELD students to practice conversational English with fluent speakers. ELD 1, ELD 2, ELD 3 and sheltered English students have participated. A diverse group of volunteers have used this opportunity to earn service credit for California Scholastic Federation or just to make friends across cultural lines.</p> <p>English Language Learners continue to improve their testing scores on the CAHSEE and CSTs. CAHSEE workbooks and a summer CAHSEE class tailored to the needs of English learners helped contribute to the improved scores.</p>	
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Social Science

Findings	Supporting Evidence
<p>The Social Science Department aligns its curriculum with the State and District frameworks. The Social Science Department meets regularly to revisit the standards and discuss curriculum and classroom issues, both as a committee of the whole department and in subject-level teams. Results from DataDirector and the CST guide new focus goals each year for World History and United States History.</p> <p>The Social Studies department stresses both content specific vocabulary and test taking terminology within vocabulary quizzes and chapter tests. Many SDAIE strategies promote and reinforce academic vocabulary throughout the Social Science courses: Freshman Seminar, World History, Honors World History, AP European History, United States History, AP United States History, Psychology, Geography, Government, AP Government, and Economics, Sheltered Freshman</p>	<ul style="list-style-type: none"> • Subject specific curriculum calendars aligned to state standards • Curriculum guides/project handouts & rubrics/videos • Curriculum revisions based on CST results • Study Guides • Project Handouts • Textbooks aligned to

Seminar, ELD World History, Sheltered World History, Sheltered United States, and Sheltered Government/Economics. A variety of formal and informal assessment techniques are used to ensure students are mastering the variety of vocabulary required to successfully complete the course. Social Science courses have adopted a variety of note taking strategies for lectures, readings, and videos. These include Cornell, Cloze, KWL, and other forms when appropriate. Additionally, a variety of instructional techniques are used to expose students to primary source documents, political cartoons, and maps.

Students are introduced to the key aspects of information literacy, proper research, proper citations, proper usage of research, Noodlebib, create-a-graph, search engines, website evaluation in Freshman Seminar (ESLR 2, 3, 4). In addition, students are introduced to *the Style Manual for Documented Papers* that is available on the school's Library/Media Center web site. The focus is on delivering information literacy instruction that meets library standards based on the California School Library Association's *Standards and Guidelines for Strong School Libraries*, 2004. Information literacy and proper research strategies and skills are reinforced throughout their high school career in Social Science courses when completing a variety of projects in all courses. The loss of Freshman Seminar, where these techniques and skills were first introduced to the students by Gabrielino High staff, will no doubt have a noticeable impact on the overall program.

The Social Science department uses group projects and classroom discussions to promote collaboration among students. A few examples include: in Freshman Seminar, students work together on the Tribal project; in World History, students work together for the Latin American Revolutions Project and World War I Timeline Project. In US History, students collaborate on projects such as the Road to Revolution and Civil War project, and in Government and Economics, group projects often include the Political Party Project and the Stock Market Project. Working in groups promotes group and individual accountability, collaboration and planning skills, and helps prepare students for workplaces that are increasingly based around collaborative production. Additionally, students are forced to develop creative thinking and writing skills, higher level problem solving skills, and to draw conclusions based on evidence when completing these collaborative and also their own individual projects.

Since the SGUSD School Board directed the Board Advisory Improvement Committee (BAIC) to identify if and where more financial literacy could be taught in the curriculum at the high school, changes have been made in the economics course to include more financial literacy and emphasize the financial literacy areas which were already covered. The intention of producing more functionally financially literate individuals is a goal of the department, and the Economics course is an ideal opportunity. Although this component has always existed at Gabrielino High, an increased effort to expand the students' financial literacy is underway with the piloting of a new economics curriculum in some sections of Economics. Depending on the results of

CA State Standards

- Tests and final exams aligned to standards
- Vocabulary quizzes, packets, academic vocabulary tests
- White boards/clickers
- Cornell notes & Cloze Notes
- DataDirector
- World History Benchmark
- Constitution Test
- Career Project
- Big 6 Research Model
- Class discussions
- Financial Literacy activities
- Seven Habits Curriculum
- Tribal Project
- Youth in Government
- Current Events
- Student Handbook
- Graduation Requirements
- College Entrance Requirements
- Modified tests in all social science areas: three Choices and simplified languages
- Modified timeline and requirements for projects
- Museum of Tolerance field trip
- Modified projects in most sheltered classes
- ELL Students have modified instruction (SDAIE)
- Progressive late project penalties (by grade level)
- Course Syllabus
- CST data
- DeVry University:

the piloting, all or some aspects of pilot program will be implemented across all Economics classes.

The ideas of civic virtue, global interdependence, and personal responsibility are introduced and reinforced in all Social Science classes. Students apply these concepts to a variety of situations, including their own lives. Students in Freshman Seminar classes apply knowledge they developed over the semester to create their own tribal society. The Tribal Project introduces the various disciplines within the social sciences to the students, who then utilize this knowledge to create a tribal society. This emphasis continues throughout World History and US History, and culminates in the Senior year when students are required to participate in the Youth In Government Program (YIG). YIG is a partnership with the City of San Gabriel which is designed to give young adults to first-hand experience with civic participation and local government. All Gabrielino High students have the opportunity to participate in elections and campaigns, by registering to vote, voting, and by working as campaign staff. Juniors and seniors may apply for positions such as Fire Chief, City Clerk, City Attorney, or Public Works Director. Seniors are able to run for the YIG City Council. All aspects of the program are modeled on real world practices to better illustrate the purpose, roles and responsibilities of American citizenship, and to connect the curriculum to the real world. City Council candidates run a candidate's speech program, delivering campaign speeches to all students currently enrolled in Social Science classes. All students are brought to the theater during their Social Science class period, and the candidates share their message. Many candidates have adopted a multi-media presence for their campaigns as well, creating commercials on YouTube and Facebook and utilizing other technological tools such as Twitter. The YIG Program culminates in a shadowing day with the "real" officeholder, and city-wide tour for all elected and appointed position holders, a formal luncheon with city officials, and a simulated council meeting open to the community in the City Council Chambers.

In every Social Science course students are required to complete a Semester Project (commonly referred to as the "final project") in addition to smaller projects assigned each semester. For example, in World History, students complete the Enlightenment Philosophers Project where each group is assigned a different philosopher to present their ideal form of government and rationale from that philosopher. In Government and Economics classes, students analyze current events by asking essential questions and researching their answer through the analysis of primary, secondary, and internet-only sources. Students then create a formal business letter to a member of Congress involved with their issue, analyze key documents, and create a presentation to share with their classmates.

In the Freshman Seminar course, the graduation requirements and college admission policies are reviewed in the second week of school and again during the Career Research Project in class. Students are also given the handbook that has the school rules/policies, graduation requirements, UC/CSU admission standards, calendar and generic

PowerPoint about career options

- **FIDM: Different career options in Fashion**

academic information in a class level meeting on the third day of school. This handbook is reviewed in detail in all Freshman Seminar classes. Students also complete the Choices career assessment as part of their Career Research Project. This assessment is revisited in the Economics course, to help determine the income students will have in the budgeting component of the Financial Literacy curriculum. Given the loss of Freshman Seminar, it is not immediately clear where the initial assessment will now be given.

The Social Science Department currently offers modified final exams for students with IEPs in all areas (World, US and Gov/Econ). Tests have been modified by collaborating with the special education teachers. Special education students that have “modified tests” written into their IEP’s may take the modified tests (usually tests with only three answer choices for each multiple choice question instead of the standard four, or simplified questions.) Other modifications are made based on individual student’s IEP requirements.

Subject specific goals are discussed by each Social Studies subject team in order to focus attention on areas of improvement for the upcoming school year. Past year CST scores are analyzed to determine the areas of improvement and review lesson plans to focus on those areas of concern. The Social Science department has an incremental late policy based by grade levels for projects. This allows for a uniform policy. Grading percentages are also established by subject level, so that all students in World History, for example, are graded at the same ratio of projects, exams, classwork, homework, and final assessments.

In order to help students achieve the highest level of mastery possible, the department (as a whole and by subject team) analyzes the CST data to determine strategies to address the areas of need for improvement in the upcoming school year. Emphasis in key areas are added to the calendar, tests reviewed and modified, and lesson plans changed. New strategies and ideas are implemented after teachers attend best practices presentations by fellow teachers on staff development days, or when individual teams have a new idea they’d like to try out. Collaboration in the subject team is expected, and experimentation with new materials, activities, or assessments is encouraged.

DeVry University, FIDM, and other tech colleges make presentations to 12th grade Government/Economics classes about career Choices and majors based on personal interest. These presentations are included to help students who are not bound for a four-year university immediately upon graduation. Additionally, most Government and Economics teachers incorporate post-graduation planning activities into their classes to help all students figure out their future plans. In AP United State History, all students complete the College Project after the AP Exam.

The Social Science department has been the most aggressive when it comes to expanding access and equity in the AP and Honors program. As none of the AP and Honors classes require prerequisites beyond

<p>being a particular grade level (AP European History excepted, as all Sophomores, Juniors, and Seniors may elect to take that course), and all students must take World and US History and Government/Economics in order to graduate, the Social Science department was in an excellent position to recruit more historically underrepresented students into AP and Honors classes. Extra sections of AP and honors classes have been added in order to recruit more students from underrepresented groups and to meet increased student demand. Careful marketing and targeted recruitment has helped expand the Social Science AP and Honors program without reducing rigor. In 2005-2006, for example, there were two sections of AP US History and one of AP Government—in 2011-2012, Gabrielino High will offer four sections of AP US History and three of AP Government, despite the fact enrollment at the school has remained virtually the same. As to the question of whether or not rigor has been maintained—both AP U.S. History and AP Government have seen results on the AP exam remain constant or improve despite the large increase in the number of students enrolling in the courses.</p>	
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Mathematics

Findings	Supporting Evidence
<p>Math academic standards are clearly defined by the California Department of Education. In an effort to maintain consistency in each course, the math department has collaborated to create defined pacing guidelines for each course in the department that are aligned to the state content standards. To meet the needs of Gabrielino High’s students, the math department has added special courses such as Algebra Readiness and CAHSEE Algebra. Teachers in the math department, as in all departments, have begun to incorporate the use of academic vocabulary as part of a school wide effort to improve student literacy. This year the math department has incorporated the AVID program and a general education/ special education co-teaching model. One teacher in the math department is participating in a co-teaching course, CAHSEE Algebra. This program will be expanded if the program proves to be successful in helping students succeed.</p> <p>Teachers in the Math department have access to sets of graphing calculators and of classroom response systems (clickers). These clickers are a great tool for immediate feedback and a check for understanding. DataDirector is used to analyze the students’ CST scores, as well as CAHSEE, benchmark, and final exam scores. Informal assessments are also used on a regular basis to help ensure students are mastering the topic at hand. The department has developed pacing guides, common benchmark assessments, and common final exams in Algebra Readiness, Algebra 1, Geometry, Algebra 2, and Pre-Calculus.</p> <p>The teacher, as facilitator, monitors student progress and checks for understanding using guided practice. The math department has led the school in the development of common benchmark assessments and final exams that are scored on DataDirector. The department is able to analyze results so that curriculum can be monitored and adjusted to</p>	<ul style="list-style-type: none"> ● California Frameworks ● DataDirector ● TI graphing calculators ● Response system ● Workbooks – provided by publishers and are standards based. ● Departmentalized Tests ● Benchmarks ● Renaissance Responders ● TI 83 Plus/TI 84 graphing calculators ● LCD Projectors & document cameras

meet the needs of all students.

In order to ensure accessibility of rigorous curriculum to all students, the department continues to look for ways to incorporate technology into the classroom. Each member of the department has access to a graphing calculator with a presenter that is hooked up to a television along with class sets of graphing calculators, an LCD projector for multimedia presentations, a class sets of classroom response system (clickers) to check for student understanding and monitor progress. The math department is also looking into incorporating more diversity in the honors and Advanced Placement courses by increasing the number of under-represented students in higher-level math classes. The math department also offers one section of CASHEE Algebra that is co-taught by a math teacher and a special education teacher.

Currently, there is a two year math requirement for graduation from high school; however the department encourages all students to be UC eligible by taking four years of math courses that build upon prior knowledge so as to construct new knowledge and apply learning to solve problems using abstract thinking. The department continually reviews results from standards based exams to assess and guide instruction to meet the needs of all students. DataDirector has been instrumental with this process as it allows teachers to review and analyze the results from common department benchmarks and final exams.

The math department acknowledges the need for improving diversity in its honors and AP courses and is taking steps to identify and retain students of underrepresented minorities in these classes. During 2010-2011, potential students for these courses (particularly those from underrepresented groups) were identified earlier in the school year, and teachers personally encouraged individual students to enroll in honors and AP classes. As more students enroll in honors and AP courses, the math department is working to identify ways to support these students will remain them in these classes and succeed. The Mathematics Engineering Science Achievement (MESA) program has been instrumental in aiding the department in its continual goal to increase the number of historically underrepresented students in higher level math courses, and to expanding the number of AP sections offered by the department.

The math department demonstrates consistency in the curriculum by using pacing guides for all subjects taught in the department, common benchmark assessments and final exams that are reviewed and analyzed for course evaluation and improvement. Relevancy is demonstrated with the use of different technologies to assist students with making connections and understanding concepts and lessons.

The math department chair plans to meet with the middle school math teachers about content and curriculum structure. They meet occasionally to align the Math programs and benchmarks to ensure consistency, but like all departments at Gabrielino High, the Math department would appreciate more opportunities to collaborate with

teachers at the middle school and at the continuation school.	
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Science

Findings	Supporting Evidence
<p>The Gabrielino High School Science Department offers a rigorous, relevant, and coherent curriculum in all courses that is strictly aligned with the California State Content Standards. The Science Department offers the following courses: Biology (college preparatory, honors, and Advanced Placement), Chemistry (college preparatory, honors, and Advanced Placement), and Physics (college preparatory, honors, and Advanced Placement). Additionally, the department offers a two-year Integrated Science course that is aligned with Biology content standards in year one and Earth Science standards in year two.</p> <p>Teachers within each science course have worked together to develop common curriculum that includes interactive PowerPoint presentations, interactive student notebooks, Cornell note-taking strategies, hands-on laboratory activities, interactive review activities that utilize audience responder devices, check for understanding activities that utilize individual student white boards, and standards-based benchmark and final exams.</p> <p>Students in all levels of science classes participate in regular laboratory activities that are designed to give students experience working collaboratively, developing scientific questions, practicing common laboratory techniques and using common laboratory equipment/ technology, analyzing data, solving problems, and communicating their results. All students in Biology classes further develop these science skills as they complete their own long-term scientific investigations as they prepare projects for the school's Science Fair. Students in all science classes also prepare individual and small group presentations which are shared with the entire class using computer presentation software or document cameras.</p> <p>The Science Department strives to provide a rigorous, relevant, and coherent curriculum to all students at Gabrielino High School. Teachers incorporate SDAIE and AVID strategies when planning and developing curriculum for all courses. Depending on enrollment, sheltered classes are offered in Integrated Science 1 and 2 for English learners and students with special needs. These smaller classes provide students with more personal assistance from teachers, and make use of additional support materials such as supplemental texts to enhance learning. One section of Integrated Science 1 is co-taught by a science teacher and a special education teacher who have worked together to develop a</p>	<ul style="list-style-type: none"> • Standards based textbooks • Interactive notebooks • Cornell notes • Benchmark exams • DataDirector test scores and analysis • Audience response devices • White boards • Co-teaching in Integrated Science 1 • Benchmark exams • Use of lab equipment in all science classes • Group work, presentations • Lab activities in all science classes • Open enrollment in Honors Biology and Honors Physics • Co-teaching in Integrated Science 1 • AVID training and materials • Benchmark and final exam results, CST results used to revise curriculum • Teachers within same course use similar grading scales and policies • Common labs • Cal Tech Classroom Connection

<p>rigorous, supportive curriculum to meet the needs of both the general education and special education students in the class. Honors classes in Biology and Physics are open to all students who are interested, and students from underrepresented groups are encouraged to enroll.</p> <p>Science teachers meet regularly to review curriculum based on data from benchmark exams, final exams, and California Standards Tests. Teachers use DataDirector to look at student performance levels for individual content standards as well as content clusters, and then revise curriculum and pacing as needed. Teachers within the same science courses use similar grading scales and policies, and assign common labs and projects.</p> <p>Biology teachers partner with local community colleges (Pierce College and Pasadena City College) to provide students with a three week laboratory experience in biotechnology. Students learn techniques of electrophoresis, PCR, and genetic engineering, and are exposed to a high demand career pathway. Physics class's partner with California Institute of Technology in a program called the Cal Tech Classroom Connection which brings volunteer Ph.D. and post-doctoral students to high school classrooms. These volunteers share their research with students, assist students with their own laboratory activities, provide demonstrations using high-tech equipment, and mentor students as they consider options for continued education and careers after high school.</p>	<ul style="list-style-type: none"> ● Amgen Biotechnology Program Lab Manual
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Special Education

Findings	Supporting Evidence
<p>The Special Education Department provides specialized academic instruction (SAI) in math, English, literacy, social studies, and science. The program is available to students with special needs who qualify under federal guidelines. Consideration for placement in the Special Education Program begins with input from teachers, parents, counselors, students, school psychologists, and other community agencies (therapists, mental health workers, etc.) at a Student Study Team meeting. If the team recommends testing, the student is evaluated to determine if he/she qualifies for services.</p> <p>At yearly IEP meetings for all Special Education students goals are developed in areas of behavior, curriculum, and written to address individual student needs; a majority of the goals are aligned to standards and monitored throughout the year. More frequent meetings are held as needed. Included in a typical Individual Education Program meetings are general education and special education teachers, parents/guardians, students, "Designated Instructional Service" providers, counselors, administrators, school psychologists, and parent advocates. Students are included in the IEP meetings to give input regarding their classroom performance as well as receive teachers' feedback. General education teachers benefit from attendance making appropriate modifications to the students' work if necessary. Special Education teachers benefit from insights shared by the general education teachers about students. A transition plan, included in IEPs for all students by the age of fifteen, is designed to aid students in finding areas of strengths and interests</p>	<ul style="list-style-type: none"> ● Banking program ● Student work samples ● Student pictures ● Student projects ● Edmark program binders ● Vocabulary binders ● Student journals ● Composition books ● Field trips ● SADAI strategies ● SEACO Alternate Curriculum Guide ● IEP files ● Transition Plans in IEP files ● Oral presentations ● Use of multimedia like LCD projector, document camera, computers etc. ● Modified exams and assignments

they may pursue as independent adults. In the senior year, a transition curriculum is explicitly taught. Students learn how to complete a job application, look for a job, interview, and budget. The plans are designed to help students find salient information about these areas (Post-Secondary Education and Career) which are aligned to the school ESLRs.

Consultation students are mainstreamed in all subject areas and work individually with a case carrier who assists them with required work. Each student's progress can be reviewed at any time during the school year to determine if services need to be increased or decreased. Subject areas in special education classes adhere as closely as possible to the general education curriculum and are aligned with the State Frameworks. The department's teachers routinely use individual and group testing data to modify class instruction as well as IEP goals and objectives. Currently Special Education classes consist of students who are designated RSP and SDC in the same classroom. This has made teaching a more difficult because of the wide range of academic and functional levels represented. This was done to increase class size and prevent classes with smaller numbers for budgetary reasons. This is an area of ongoing growth and next year the department is looking to combine grade levels, rather than combining various ability levels. Special education classes consist of drastically varied ability levels. For instance, one may have a student that reads at a 3rd grade level as well as others that read at a 7th or 8th grade level in the same class.

Special Education teachers communicate with general education teachers instructing special education students in a variety of ways. At the beginning of the school year, teachers receive confidential lists of these students. In addition, case carriers and counselors send out letters to the identified general education teachers who have them in their classes; the letters contain modifications and accommodations written in the IEPs. Special Education teachers meet with regular teachers to help align special class curriculum to the core subject areas. They also contact regular teachers to discuss individual students' progress. Many special education students are enrolled in general education physical education classes as well as life and earth science classes. These students attend their science and P.E. classes independently with some modifications to their class work if their plan calls for them.

Special education modifications are usually made in curriculum and instruction rather than in changing the material. Accommodations include but are not limited to additional time to complete homework, reports, and special projects, as well as reducing the number of questions and essay answers required. Special education students with processing deficits generally perform poorly on tests and are also offered test accommodations such as taking tests in the special education classrooms, having tests read to them, using notes on the test, or meeting with teachers to give answers orally. They can also take modified tests in their general education social science classes if stated in their IEP. For those students who do well on homework, class work, class projects and class discussions but poorly on tests, both general and special education teachers can increase the percentage points in the

student's area of strength (homework, class work, projects, etc.) to offset the 35% of the grade usually earned by testing in math, science, and social science classes.

In order to give special education students access to the general education curriculum, the special education department, along with math and science departments, have introduced a co-teaching model where the special education and general education teachers teach in the same classroom. The general education teacher serves as the content specialist while the special education teacher serves as a student specialist by helping all students, teaching lessons, and modifying lessons so that all students can access and understand the material. The counselors and Special Education Department are diligently working to make sure these modifications take place on a consistent basis. The co-teaching model is in its first year and more data needs to be collected in order to determine its effectiveness and viability as a mode of instruction at this school and within the special education department.

Special Education teachers serve as a resource to all students in their classes and are available before school, after school, and at lunch for additional assistance to students. Teachers in the department maintain close contact with parents. Special education students in general education classes are often able to maintain their anonymity, yet have support available should they need it. Because special education students often feel embarrassed about asking for additional assistance from general education teachers, counselors and special education teachers are making more of an effort to encourage students to self-advocate by asking for additional help from the case carriers, Special Education teachers, general education teachers, and/or counselors.

Students are given access to the core curriculum in Special Education classes.

As with general education classes, special education classes also include Thematic Integration. English 1, 2, 3, and 4 follow similar curriculum, with modifications as needed by individual students. Techniques such as quick writes, reader-response logs, and essays that follow the writing process are used in the special education classroom. Social Studies courses (American Government, World History, and US History) use the same textbooks and follow the same curriculum with modifications such as emphasizing the main points, working in pairs, oral reading with more explanations, and fewer tests. Required work for special education students is more extensively modified to encourage student success. Every student also has individual modifications relating to his or her particular disability. The goal of the special education Math classes is to increase skills levels for students to become successful in Pre-Algebra and Algebra Fundamentals and assist students in passing the CAHSEE Math test. Algebra Readiness and CAHSEE math are taught using the same curriculum as general education and the teacher provides accommodations and/or modifications to support the students understanding of content. The special education science class also uses the general education curriculum and tries to follow the Integrated Science 2 class as closely as possible. The SAI special education English, math, social science, and science classes give the

same benchmark assessments to further align special education classes with general education classes.

The Speech-Language Pathologist (SLP) teaches students with communication deficits compensatory strategies and/or specific skills to access the curriculum. The SLP teaches these skills/strategies by role play, class discussion, repetition, visual and verbal prompts, and real life experiences that teenagers would possibly encounter.

The SLP also consults with teachers about how to implement accommodations/modifications in their classrooms for students with communication deficits. The SLP also conducts classroom observations.

SELPA

SELPA SDC is a special education class geared to serve students whose learning disabilities are such that their unique educational needs cannot be met in the regular general academic curriculum. SELPA class provides specialized academic instruction that concentrates on life skills and is very individualized. IEP goals are more centered on the functional academics, life skills, independent living skills, leisure/recreation activities, community based activities and career/vocational domains. Functional skills area taught are communication, self-care/independent living, motor skills/mobility, functional academics, vocational, social emotional and recreation leisure. The social sciences curriculum includes basics of geography, civics, economics and history. Different strategies like real life experiences and cooperative group learning are used to teach Consumer Math skills like money skills, banking, time management, budgeting, and shopping. The health and science curriculum focuses on nutrition, health, and fitness. It also covers basics of physical science, earth science and life science. SELPA students also participate in various other projects like 'Gardening Project' by planting and maintaining planters on the school campus. SELPA students are provided real life experiences through participation in various community based instructional activities by visiting public places in the community.

SELPA program's special education curriculum is based on the core areas identified in SEACO (Special Education Administrators of County Offices) Alternate Curriculum Guide Standards in the areas of Language Arts, English Language Development (ELD), Math, Science, History, Social Science, Health, P.E. and Functional skills areas like communication, self-care and independent living. These standards are used as a basis for CAPA (California Alternative Performance Assessment). Besides specialized academic instructions, SELPA students receive specialized related services like speech and language therapy, adapted P.E. and occupational therapy as per the student requirement as mentioned in their IEP.

Foreign Language

Findings	Supporting Evidence
<p>Gabrielino High has offered foreign language instruction in three languages: French, Spanish, and Mandarin Chinese. Due to budgetary restrictions, the district voted two years ago to phase out the French language program. The French program had suffered from declining enrollment, and the district felt it was better to allocate the increasingly scarce resources towards expanding programs where there was greater student demand. Elimination of the French program began with the lowest level classes; current French students are able to complete their language instruction, however, no new students are able to take French—and in the 2011-2012 school year, French will no longer be offered at Gabrielino High.</p> <p>Spanish and Mandarin offer a full range of classes for students to take; four levels plus AP are currently offered. (Due to modifications to the AP Spanish class, Spanish 4 will be discontinued in 2011-2012 and all 4th-year Spanish students will be enrolled in AP Spanish.) It is also hoped that Gabrielino High will be able to offer a separate program in the near future for native Mandarin speakers who only need to learn the written portion of the language. Currently, these students are placed in Mandarin 4. Although there is no formal AP Mandarin Chinese class, level 4 students may elect to take the AP exam. It is hoped that an AP Mandarin class will be added in the near future.</p> <p>The Foreign Language Department uses a five stage learning continuum to structure lessons. The continuum describes the function, context, text type, and content.</p> <p>The Foreign Language Department uses standardized performance-based assessments in the area of speaking, reading, grammar, and listening comprehension. Rubrics are used for assessing speaking and writing assignments and are established by each individual teacher. Students must achieve a grade of C or higher in order to advance to the next level of that language. The expected degree of accuracy varies for each level based on the difficulty of the task. Higher level language classes that use multiple tenses in writing or speaking would have a lower level of accuracy expected than simpler speech patterns in stage one communication.</p> <p>Most class work and homework assignments match the content standards and learning results. The Foreign Language Department model is to teach the new concept, practice it in class, assign homework to demonstrate understanding, review homework, assign written and oral projects to reinforce the new concepts, and then give quizzes and tests to evaluate level of learning. Class activities within any given day move from listening to writing to speaking to reading in a fast paced manner that keeps students engaged. Students take personal responsibility for completing homework, studying with a take home tutoring CD, or practicing language skills with a partner. Students with</p>	<ul style="list-style-type: none"> ● California Language Learning Continuum ● Accuracy/assessment section of the California Language Learning Continuum ● Samples of class work and homework ● Take home tutor CD ● Sample lesson plans ● Textbooks and other ancillary materials ● Postcard and Family Tree project ● Don Juan Tenorio performance ● All Saints Day and All Souls Day alters ● Post card projects ● Virtual Field Trip Power Point presentations ● Tutoring during lunch and after school

higher levels of understanding (i.e. native speakers of the language) are often given additional work in reading or writing to challenge them.

Foreign language teachers also use creative methods to bring their curriculum to life including dramatic performances, art projects, authentic writing assignments, virtual field trip Power Point presentations, and pen pal relationships. These projects also introduce students to the cultures associated with each of the languages they are studying. It is not uncommon to see foreign language classes in the quad rehearsing skits or presentations.

Students from most demographic areas are enrolled in level 1-4 classes. The Spanish AP class usually has an equal number of native Spanish speaking and non-native Spanish speaking students enrolled. Entrance tests are given to potential AP Spanish students if there are more applicants than can be enrolled in the allocated spaces. Special Education students are introduced to level one classes and can advance at their own rate. They are given extra support based on their IEPs.

Students who take Spanish in eighth grade are able to take Spanish 2 in their freshman year of high school (based on recommendations from their middle school teachers) because the Spanish courses offered in middle school use the same materials and standards. When a new textbook adoption is planned, language teachers from the middle school and high school meet to review textbook selections.

Students who are struggling to master a foreign language are given opportunities for peer or teacher tutoring to improve their grades. The Foreign Language Department also encourages teachers to monitor the results of their students' English CST scores in order to provide additional grammar, reading comprehension and writing skills to low-scoring students. Foreign language classes help students complete the UC/CSU A-G Requirements necessary for graduation, use authentic materials, technology and cultural learning.

Visual and Performing Arts

Art

Findings	Supporting Evidence
<p>In the Spring of 2010, the Visual Arts department took advantage of professional development Title I funding to dedicate two full days of working towards modifying the curriculum to incorporate student-generated resource books that will include Cornell notes and vocabulary. The department is also using benchmark quizzes, formative and summative assessments, and formal and informal assessments of student work.</p> <p>All courses that are currently offered by the Arts department are aligned to the California Standards for the Visual and Performing Arts. These standards are posted in the classrooms and are addressed on classroom demonstration boards.</p> <p>The concepts and skills taught in class assist students in developing critical thinking skills and require that each student practice creative problem solving skills. The skills required are sequential and demand</p>	<ul style="list-style-type: none"> ● Resource books ● Cornell notes ● Vocabulary wall ● Benchmark vocabulary activities ● State Framework for the Arts ● Standards posters ● Demo boards ● Authentic assessment ● Project collaboration ● Individual postsecondary goals

that the student master basic, intermediate, and advanced techniques. The students learn to work together to achieve common goals in a multicultural artistic community. The art curriculum encourages students to become lifelong learners and provides them with skills that will be valuable in pursuing their personal, academic, and career goals.

Each project offered in the Art Department addresses one or more of the California State Standards for the arts. The students are able to discuss the goals of each project using appropriate academic and artistic vocabulary. The projects directly relate to the ESLRs in multiple ways. Through guest speakers and field trips, the students are exposed to professional artists and discover potential career choices in the arts. Gabrielino art students are exposed to technology through the use of both PC and Macintosh computers. Still cameras, video cameras, LED projectors and document cameras are also used in creating and presenting art. Art students practice accountability and responsibility by taking care of their own projects and supplies, respecting the work of others, and by cleaning and maintaining a tidy environment in the classroom.

The Gabrielino Visual Arts Department is not currently offering an Advanced Placement course. This puts Gabrielino students at a disadvantage compared to surrounding schools. The Art department is working with the district, board and administration to try and develop support for adding an AP Art elective, although the current budgetary crisis has made it difficult to move forward with any specific plans.

Each year special education students participate in regular education art classes. The projects are modified to meet their specific individual needs. Depending on the needs of the special education students, they are often paired with adult aides who can assist them. The art department is also currently working with the counseling department to create a period of Intro to Art that would be dedicated to the large population of ELL students.

The Visual Arts Department collaborates with English, Science and History classes to support, review, and reintroduce shared themes and cross curricular content. The Gabrielino High School art classes allow students to meet their F and G course requirements in the UC/CSU A-G Requirements.

As Gabrielino High School art students advance from lower level to upper level art classes they develop a sense of their personal strengths and interests. The art instructors survey the students at the beginning of each year to better understand what they have set as personal goals. Staff works closely with parents, the counseling office and career center to better direct students toward achieving these goals.

Budget cuts have eliminated many of the zero period classes and prevented students from enrolling in a seven period day. This, combined with new classes recently implemented to improve academic test scores, has limited the space available in students' schedules for elective classes. Unfortunately this directly impacts the population of students who often benefit the most from art classes.

Guest speakers from local colleges and art schools are invited to give

- **Completed projects**
- **Guest speakers**
- **Field-trips**
- **Ongoing discussions with administration and counselors.**
- **Cross curricular projects**
- **Results of surveys**
- **Communication with counselors**
- **Utilization of the Gabrielino career center**
- **Reduced class sizes**
- **Guest speakers**
- **Visiting college representatives**
- **Returning Alumni**
- **McKinley visit**
- **Participation in art shows and competitions**

presentations that introduce the students to career possibilities in the visual and performing arts. At the current time there is limited articulation between Gabrielino high school and its feeder schools. Each year McKinley elementary school brings four fourth grade classes to visit the Gabrielino Ceramics class. Paired with a high school student, each fourth grader makes a clay tile project related to their California missions unit.

The Gabrielino art department makes a concerted effort to stay in touch with its alumni. Alumni return to Gabrielino to share their portfolios and discuss their college experiences with students. All three visual arts teachers stay active in the Southern California art scene. Current trends and themes are incorporated into new and existing art projects. When funding allows, field trips are scheduled, which allow students to directly experience art in museum, gallery and college settings.

Drama

Findings	Supporting Evidence
<p>The drama course is designed to introduce the art of the actor through performance. Using various processes, each student will discover what is encompassed in the history of drama and the dramatic profession. Through the reading of the textbook's supplemental instructional materials and scripts, the writing of essays and scripts, as well as the designing and acting of plays, students will have an understanding of the history of drama and the dramatic profession.</p> <p>Each student maintains a drama notebook that contains daily handouts, scripts and written exercises used in class, and notes taken during class lectures and discussions. The students also attend outside productions and watch films followed by discussions on the different genres and forms of theatre. Students focus on what they have learned by the using improvisational theatre, skits, classical scripts, and original writing. Each student works at his/her own pace for individual growth and is graded on participation, knowledge of theatrical concepts, and his/her ability to work in a professional theatre setting. During the school year, many students are given the opportunity to observe and participate as actors for the Television Production class at Pasadena City College. This enables Gabrielino's young actors and stage tech students to experience a college setting working with students pursuing a professional career in the arts.</p> <p>Each spring, students present a showcase of their works during an evening show, "Original Thoughts". They are expected to prepare their audition pieces for consideration using material from the production. The students learn to use a theatrical resume, memorize lines, create characters, build sets, sew costumes, use stage make-up, generate publicity, and budget their time to follow a rehearsal schedule. These productions give drama them the opportunity to collaborate closely with students from Stage Technology, Music, Art and Woodshop classes.</p>	<ul style="list-style-type: none"> • Drama notebooks • Recent productions • Field trips

Music

Findings	Supporting Evidence
<p>The Beginning/Intermediate choral group (Vocal Ensemble) follows the California Music Standards for high school proficiency in choral music. The group introduces basic choral and singing techniques to the beginning singer and strengthens them for the intermediate singer. Students rehearse and demonstrate elements of proper vocal and choral technique. This course introduces basic musicianship (music reading ability, interval recognition/production, rhythmic accuracy, phrasing and dynamics). Periodic written or singing quizzes are used to assess a student's progress. This group fulfills the high school performing arts requirement for some students. Beginning choir is a prerequisite for the advanced ensemble, "Gabrielino Singers," which is a concert-show choir.</p>	<ul style="list-style-type: none"> • Participation in concerts • Participation in workshops • Festival • Competitions

<p>“Gabrielino Singers” follows the California Music Standards for high school proficiency in choral music. This group takes prior knowledge and choral music experience to a more advanced level through the study and preparation of more difficult repertoire. Students continue to work on the elements of proper vocal production and choral techniques listed above in the Vocal Ensemble course to develop their skills to a more advanced form or artistry in choral performance. This group is introduced to more advanced skills or concepts in musicianship through the study of more advanced repertoire and vocal exercises.</p> <p>Gabrielino High also has a marching band, concert bands, and an orchestra. These courses also follow the standards, and help students develop mastery of their own particular instruments while learning how to read and interpret written music. Collaboration in these courses is key, and students often mentor one and other to help improve mastery.</p> <p>Students engage in public performances including school concerts and festival competitions. Finally, the students participate in workshops such as Disney’s Magic Music Days Workshop and Forum Music Festival and others, where professional conductors guide them through pieces and access them on their technique and performance.</p>	
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Speech & Debate

Findings	Supporting Evidence
<p>The Gabrielino Speech and Debate team competes under the auspices of the National Forensic League (NFL) and the California High School Speech Association. The Speech Team offers one beginning and several advanced classes. For the 2010-2011 academic year, approximately 200 students participated in the Gabrielino High School Speech and Debate program- the third largest speech and debate team in the nation (out of 2700+schools). Gabrielino High School has qualified for NFL’s most prestigious chapter club, Elite 8, an award that recognizes the speech program for teaching essential life skills to such a large number of students. The team has won the Southern California Debate League Championship the past fourteen years and has been awarded the top program in the southern half of California for the past 10 years. Nationally, the team has been recognized as one of the largest five programs in all of America for the past seven years. The past three years, the team has finished 5th at the National Championships and has earned the prestigious National School of Speech Excellence award by the National Forensic League Speech & Debate Governing Body. Students research, create, and practice their own projects for various categories of competition. More experienced and competitively successful students mentor less experienced classmates in a collaborative learning environment.</p>	<ul style="list-style-type: none"> • Honors and award plaques and trophies

Physical Education

Findings	Supporting Evidence
<p>The curriculum of the Physical Education Department is aligned with the California State Framework in Physical Education. Physical Education is a two year core program that includes 9th grade Physical Education, 10th grade co-ed Physical Education, Weight Training, Aerobics, Life Fitness, Athletic Conditioning, and team sports. The development of team fundamental skills, combined with the exposure to a variety of activities, helps students become healthy individuals who make sound life Choices. Both the 9th and 10th grade Physical Education classes provide students opportunities for physical, mental, emotional, and social growth, which enables them to become active and productive members of society during and after high school graduation. The textbook used in the Aerobic classes is <i>Personal Fitness</i> (4th edition).</p> <p>Students in Physical Education classes are first given instruction in the fundamental skills of each activity and then demonstrate basic competency in games or matches. Safety procedures for each sport are taught and monitored. Students in 9th grade Physical Education learn dance, tumbling, self-defense, and team sports. They participate in Project Adventure, a program in which students learn trust, initiative, and leadership through a variety of activities. Through this curriculum students also learn to work collaboratively and appreciate cultural diversity.</p> <p>To prepare for the California State Physical Fitness Test each Physical Education class has two days per week dedicated to fitness where students practice a variety of exercises such as plyometrics, bleachers running, and interval running. Throughout the year each class addresses all six components of the fitness test: pushups, curl ups, trunk lift, aerobic capacity, body composition, flexibility; and a semester final exam tests students on all six components. Furthermore, the Physical Education department has developed benchmarks in pushups, curl ups, and a one mile run that are given during the 1st and 3rd quarters of the year to better prepare students for the State Physical Fitness Test in May.</p> <p>With the elimination of the Health & Safety course in 2011-2012 due to budgetary concerns, the P.E. Department will attempt to include portions of the Health curriculum in their classes.</p>	<ul style="list-style-type: none"> ● California State Framework for Physical Education ● <i>Personal Fitness</i> (4th edition)

Business and Technology

Findings	Supporting Evidence
<p>The Business and Technology Department curriculum reflects the California State Standards in Career Technical Education and continues to implement current business and industry standards. Courses include Regional Occupational Program offerings in: Computer-Aided Design, Computer Applications, Office Occupations, Retail Marketing and Sales,</p>	<ul style="list-style-type: none"> ● Business and Technology course offerings ● Sample activities and projects

Cooperative Vocation Education (CVE), Construction, and Fashion Merchandising. Carl Perkins Career Technical Education courses include: Keyboarding/Computer Applications, Computer Programming in BASIC, Java, AP Computer Science, Wood Working, Engineering Design, Architectural Design, and Intro to Business and Technology.

Engineering Design is a course where ideas become reality. Learning 3D design is an interactive process. Students explore the practical applications of the concepts that they learn. This course has many activities and exercises that enable students to put design concepts into practice.

Architectural Design is a course that investigates how a structure is designed and built as well as the layout of spaces between the walls. Students are introduced to a variety of concepts including green building and sustainable design in architecture. Students apply the concepts introduced to a 'dream home' that they design and model.

The project-based curriculum captures student outcomes which validate key skills and competencies via certifications demanded by industry employers while linking to post-secondary education institutions via articulation. Courses map to national standards: ITEEA, ABET, NCTM, NSTA.

Standards that are achieved and outcomes that have been met by students are captured and archived. The archived student achievement includes completed projects, certifications and resume that are formatted into a digital portfolio. The student digital portfolio validates skills, competencies and overall preparedness for career and advanced education opportunities for numerous professional fields such as architecture, construction management, engineering & design.

Business and Technology students are exposed to many forms of technology and utilize these tools in the process of their learning activities. Sample computer programming exercises include: 1) programming games; 2) matrix programs; 3) sorting and searching programs that allow the user to produce student data by alphabetical order, grade point average order, and to search the data for a given student. Keyboarding/Computer Applications students learn to type by "touch" and acquire computer skills in programs used in the workplace. They produce correctly formatted newsletters, tables, business correspondence, and spreadsheets.

Today's workplace requires employees to work in teams and cross-functional team environments. Many of the learning experiences, assignments, and activities presented in the classroom require group development and interaction. Students in Computer Programming classes work in pairs. They are expected to document their programs by describing the problem and the solution. The curriculum of Business/Technology courses centers on developing students with oral/written communication skills and "team play" skills that are essential for success in the workplace.

Many class projects directly relate to typical issues and obstacles that are encountered every day in industry. Computer Programming assignments are based on manipulating large amounts of data. Often students create data input programs that replace archaic and outdated

- **Student-designed "Dream Homes"**
- **ITEEA, ABET, NCTM, NSTA Standards**
- **Digital portfolios**
- **Computer Programming assignments**
- **Keyboarding/Computer Applications assignments**

labor-intensive manual systems. Students must understand the assigned problem, develop an algorithm to solve the problem, and then write the programming code to reflect that algorithm. Throughout the course, students develop critical thinking and analytical skills and become independent problem solvers.	
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Media Center

Findings	Supporting Evidence
<p>The Library/Media Center is an integral part of various curricular paths of the school. The focus is on delivering information literacy instruction that meets the Model School Library Standards for California Public Schools which were just approved (9/2010) by the State Board of Education.</p> <p>Information Literacy was embedded in the Freshman Seminar curriculum. The class is was a one semester class, wherein six weeks were devoted to the teaching of information literacy through a career themed research project. The Teacher Librarian and classroom teacher guided the students through all the steps of the Big 6 Research Model. All freshmen students came to the Library/Media Center for 12-14 days of instruction by the Teacher Librarian. They were taught various researching skills for the career project, including Cornell note-taking and avoiding paraphrasing and plagiarism, evaluating websites and researching tips, catalog searches and online subscription database use, and proper MLA citation and bibliography formatting. They were also given a pre- and post- information literacy quiz. Teachers in subsequent grade levels and departments could then continue the process of information literacy in their classrooms. Obviously, the elimination of the Freshman Seminar course will have a lasting impact on information literacy instruction. Steps are being taken to try and relocate much of this curriculum into other courses.</p>	<ul style="list-style-type: none"> ● Freshman Seminar Syllabus ● Big 6 Research Model posters ● Information Literacy Quiz

Counseling Department

Findings	Supporting Evidence
<p>Every year the counselors have been afforded the opportunity to attend workshops hosted by the University of California, California State University and College Board which have kept them abreast of current issues and best practices in implementing counseling curriculum to address students' needs. According to the evaluation cycle, each counselor is evaluated following the National Counseling Standards to evaluate the effectiveness of each counselor and the program.</p> <p>Within the AVID elective and the AVID site team (which includes a representative from each core content area), continued professional development is offered through the AVID program to keep the team aware of current education research and thinking. Through participation in Summer Institute, teachers received training on research based</p>	<ul style="list-style-type: none"> ● National Counseling Standards ● AVID Summer Institute ● Agendas and promotional material for informational meetings ● Student counselor meeting request form

methods that correlate with making rigorous curriculum accessible to all students in their specific content area. Those strategies are then put into practice by the teacher in their regular content classes and evidence is collected, documented, and examined by the AVID coordinator.

Articulation and Follow-up Studies

Gabrielino High School's primary feeder school is Jefferson Middle School. While there is a need for continued articulation between the two schools, currently the Gabrielino High counseling staff communicates with the Jefferson counselors to assist their incoming ninth graders in course selection. The articulation process begins with an assembly that is held at Jefferson Middle School to introduce the eighth grade class to Gabrielino High course offerings, graduation requirements and extracurricular activities that students can join in the ninth grade. Furthermore, Jefferson teachers have input regarding placement of their students in some Gabrielino High courses such as math, ELD, foreign language and science. Counselors visit Jefferson Middle school after spring break to meet individually with incoming ninth graders to review their course selections and teacher recommendations. Incoming ninth grade students from private schools and Jefferson Middle School are invited to attend the Open House and the Parent Night for incoming eighth graders, after which parents can make individual appointments with counselors to further discuss questions specific to their child.

The Career Center staff also maintains relationships with the local community colleges and four year universities. Office hours are held by the local East Los Angeles Community College representative who is available to assist students with their community college applications and answer other questions. In addition, California State University, Los Angeles (Cal State LA) also sends a representative to the campus who offers CSU application workshops and is available to students throughout the application process. Cal State LA also provides us with a representative from the Cal Soap Program (California Student Opportunity and Access Program) which provides information about college and financial aid, sponsors college field trips and assists students with their college applications. In addition, during the school year Gabrielino hosts presentations from various public and private universities, a four year- community college fair, and a two year career and community college fair which are open to all grade levels.

B2. Curriculum Criterion

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

Findings	Supporting Evidence
<p>Counselors, teachers and other school personnel play a significant role in assisting students with career exploration, preparation for postsecondary education and pre-technical training. With the addition of a fifth counselor, the counseling staff has been able to meet with students individually to discuss future career plans, college awareness and planning. The counseling staff, along with the career center staff, works diligently to offer graduating students direction after high school. This process culminates in their senior year when each student is invited to attend a workshop with his/her counselor that is divided up among students planning to attend a four year university, students planning on a two year college, entering the work force, or exploring a career in the military. At the workshop students are given a step-by-step guide covering all aspects of the college application process to preparation for entering the work force. At the end of each workshop students sign up for individual conferences to discuss any questions or concerns they may have in regards to their future plans. Parents are encouraged to attend the individual meetings with their child. To further assist students workshops are available for UC/CSU and private school applications where students are guided through the application process. The counseling staff is exploring ways to implement the same workshops for students interested in community colleges. In conjunction the career center staff coordinates visits of representatives from businesses, colleges, universities, and the Armed Forces to ensure students are aware of post-secondary opportunities. The Career Center publishes and emails a monthly bulletin to all students that provides information and deadlines regarding the college admissions, scholarships, vocational training and military opportunities available to them. Many teachers post this bulletin in their classroom, as well.</p> <p>Gabrielino also offers the PSAT school wide, using a modified schedule to allow the maximum number of students to take the exam to begin planning for their future career/college goals. In its third year of offering the PSAT during the school day instead of a weekend, spots have sold out each time reaching an all-time high of 515 students tested in 2010. Due to the continued growth of students wanting to take the test, Gabrielino is moving in the direction of utilizing all staff to test the maximum number of students possible. Currently the PSAT results are handed back in December and discussed at individual student conferences. In an effort to make the most use out of the test results, AVID will help guide students through <i>My College</i> quick start feature of the PSAT to review results and provide college and career information. AVID students will be expected to identify their test taking strengths and weaknesses and implement a study plan on how to improve their scores using <i>My College</i> quick start.</p>	<ul style="list-style-type: none"> ● Registration appointment times ● Registration appointment times ● Parent Information Night handouts ● College Workshop handouts ● Career Center bulletins ● PSAT letter to parents ● AVID lesson plans for PSAT ● CHOICES software ● Personal Learning Plans ● AVID lesson plans ● College Workshop Handouts ● Career Center Bulletins ● ROP Course Offerings ● Graduation status reports ● Del Mar transition plans ● Email Communications ● “What’s Next?” Presentation ● Financial Aid Night Handouts ● AVID Senior Data Collection Form

Gabrielino High subscribes to Choices software program which is available to all students. Using Choices, each student takes an interest inventory and has an opportunity to also take a work values inventory. Choices also offers students an opportunity to explore colleges and/or careers that match the results of their interest inventories. Based on their college and career explorations, students begin a 4-year high school plan that offers course suggestions based on their particular interests. Although Choices is currently available to all students, AVID is the only course that currently utilizes all facets of the Choices software. Freshman Seminar uses many aspects of the software, but not all parts. In AVID elective classes for both the ninth and tenth grade classes, students use the results of the interest survey to research careers/majors and select colleges which meet their interests. Part of the AVID curriculum helps students find the best colleges given their interests and learning styles. Students input their researched information into Choices and are given a 4 year plan including required classes for graduation along with required courses for college admission, and recommended courses based on their interests. With the help of the AVID counselor, students use the Choices information to craft a schedule for each year. AVID students are also asked to update their 4 year plan twice a year by inputting their grades into the program. Currently plans are being developed to have all ninth grade students use the 4-year high school planning guide when they meet individually with their counselors at registration, in case Freshman Seminar is eliminated.

Gabrielino is fortunate to have an ROP counselor and ROP technician available in the career center on a daily basis to help students pursue a well-rounded educational experience. The ROP courses help students focus on opportunities that will provide them advanced placement in their careers Choices. Students are able to learn about the course offerings via Choices, their counselor, and ROP staff presentations. A strong indication of this program's success is that the ROP courses are taken by a variety of students including those students interested in four year universities.

Student-Parent-Staff Collaboration/Monitoring and Changing Student Plans

In an effort to ensure collaboration by all interested parties in the development and monitoring of a student's personal learning plan, the goal is to move to an online plan using the Choices program. Once all students are plugged into this program parents, staff and students will be able to review their personal learning plans at their convenience and make changes as needed. While still in the process of implementing this program, Gabrielino continues to invite parents to presentations conducted by counselors in the parents' native languages via translators to learn about the programs that Gabrielino has to offer its students. Information is presented regarding the rigor and relevance of all grade level courses, like honors and Advanced Placement. Parents are also informed of courses needed for graduation and college. The process for course selection is also discussed along with college prep information. Following the presentations parents are encouraged to make individual appointments with counselors for an in depth discussion of their child's progress and current educational plans.

Students are encouraged to participate in a variety of co-curricular activities including athletics, student government, pep, band, and service clubs via the annual Club Faire held at the beginning of each school year. At any given time parents can call to make appointments with teachers and counselors to discuss their child's progress. Staff is also accessible via phone and email; translators are provided for both parents and staff to communicate progress. Letters are also sent home to all juniors' and seniors' parents to document their progress towards meeting graduation requirements. At the beginning of every school year all tenth through twelfth graders are given copies of their transcripts and graduation status reports which is reviewed with them by their counselors to make any adjustments in their schedules. Counselors use a D/F list at the end of each grading period to notify parents and schedule meetings with teachers, parents, and students to discuss what adjustments need to be made to help students meet graduation and career goals. For students who fall behind in credits, a referral will be made to adult school with parent notification or the student will be advised that he/she needs to attend summer school. For those students who are severely behind in credits, a meeting is called by the counselor to discuss a transition to Del Mar High School, the local continuation school. In attendance at the meeting are: a parent, student, the student's counselor, a Gabrielino High administrator when available, the Del Mar principal and Del Mar counselor who develop a plan to transition the student to Del Mar and implement a strategy to ensure the student is able to graduate on time either at Del Mar High or at Gabrielino High.

Throughout the year staff and counselors are available to meet with parents and students who may have questions about their child's progress in school. Many of the students and families choose to communicate via email to accommodate working parents who are not available during traditional school hours.

Post-High School Transition

The counseling staff has not developed a method by which to evaluate the effectiveness of Gabrielino High's strategies to facilitate transitions to post-high school options. However, a great deal of time and effort has been spent ensuring that each student has an opportunity to receive one-on-one time throughout their high school years to discuss their plans for after high school. The counseling staff continues to explore ways to offer the same application workshops for students interested in attending community colleges as are currently offered to four year college bound students. (Workshops on completing the CSU, UC, and Common Applications are offered.) Based on students' questions, the counseling staff actively evaluates additional information needed by seniors to make the transition from high school to post-secondary options. For example, given the high rate of students' questions about what to do after a student applies to college, Gabrielino High hosts a presentation given by the Cal State Los Angeles representative entitled "What's Next?" to address students' questions and concerns. Moreover, a Counselor Forum has been added to the Financial Aid Night so that students can ask any questions about college, financial aid, or career options to a panel of counselors. The newly formed Alumni Association hosts workshops to address the

world of work, college, and provides mentorship for students as they transition out of high school. These newly added workshops have been made possible due to the low counselor to student ratio of approximately 400:1. Gabrielino High is fortunate to be able to have such low number of students per counselor in relation to other schools in the area.

Because AVID is a recent addition to Gabrielino, the first AVID class will not graduate until 2013. However, plans are already in place to evaluate the transition from the AVID program to post-secondary education. Since the main goal of the AVID program is to ensure preparation for and admittance to a four year university, program data is collected each year by the AVID site team as to the number of students who were served, the retention rate of students in the AVID program, number of students graduating high school, and the number of students accepted to a 4-year university. Individual student data will also be collected such as number of AP courses taken, academic GPA, SAT/ACT, SAT II scores, the number of colleges applied to and accepted to, and the university or military branch that students will be attending. The information collected from the Senior Data Collection Form will be evaluated to structure the AVID curriculum and program. Data is also collected to follow up with former AVID graduates. As the program expands to include 11th graders, the AVID program will require all 11th grade AVID students to be enrolled in at least one AP course to ensure that students are exposed to a rigorous curriculum in preparation for college.

B3. Curriculum Criterion

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

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
<p>As described in section B1, students have access to real world applications through their academic classes. In addition, students may take classes through the Regional Occupational Program (ROP) that are designed to provide students with real world applications to skills learned in the classroom. ROP classes emphasize hands on training of students in trades and techniques at the industry standard level. Through these courses, students see how a given trade is conducted and at the end of many of the courses, students may apply for certification to begin working in that occupation immediately following high school graduation. Each ROP course is taught by a credentialed teacher who has a wealth of experience in the appropriate trade and who develops curriculum that meets the ROP course requirements and standards.</p> <p>The Math Department has included a non-AP statistics course which gives students practical experiences in this field of mathematics. Also, MESA and AVID provide students with opportunities to talk to university professors, and experience being on a university campus.</p> <p>In the Social Science department, projects such as the Career Project and the financial literacy component of Economics provide connections to the real world. Senior final projects on current issues facing the nation force students to see how what they learn about in class still matters in the day-to-day events that shape our nation. Participation in election simulations and programs like Youth In Government (YIG) and the Student Pollworker program also help students make real world connections.</p> <p>Students in visual and performing arts classes participate in competitions and concerts. They also assemble sets for Homecoming and drama productions, and help ASB with school-wide projects. Students take one art field trip per year and are encouraged to visit museums and galleries on their own.</p> <p>In many classes, teachers make an effort to connect their subject material to real world experiences—translating for friends, writing cover letters or letters to the editors, calculating the cost of items that are on sale, and similar activities are common at Gabrielino High in all subject areas.</p>	<ul style="list-style-type: none"> ● ROP course offerings ● Statistics course description ● Field trips ● Art shows ● Group projects ● YIG, mock elections, Student Pollworker Program ● Activities embedded in many courses

Meeting Graduation Requirements

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
<p>Students are doing well at Gabrielino High; test scores prove that. However, there still have a clear achievement gap, and many of the students “pass” but are not “proficient”. For these reasons, the academic support programs at Gabrielino High could best be categorized as somewhat effective. Staff at Gabrielino are continually looking for new ways to reach students and help improve their performance.</p> <p>The Math Department offers a CAHSEE Algebra class to 10th, 11th, and 12th grade students. This course is designed to prepare 10th grade students who have been identified for intervention based on a pre-CAHSEE diagnostic test, and to help 11th and 12th grade students who have not yet passed the math portion of the CAHSEE.</p> <p>The English Department offers a test preparation class during the summer for incoming 9th grade students who have low CST English scores. Small-group, intensive test preparation tutoring sessions are available throughout the year for 11th and 12th grade students who have not yet passed the English portion of the CAHSEE, and for 10th grade students who have been identified for intervention based on a pre-CAHSEE diagnostic test.</p> <p>Student members of the National Honor Society and California Scholastic Federation provide tutoring at lunch and after school for students needing extra assistance with their academic classes. Teachers are also usually available before school, at lunch, and after school for additional tutoring and support.</p> <p>The AVID program provides support services for an increasing number of the students at Gabrielino High.</p> <p>Although Gabrielino High’s test scores have continued to rise, and the pass rate on the CAHSEE is improving, there is still room for much improvement. Moving more students from “pass” to “proficient” is still a key goal, as is reducing the achievement gap between the Asian and Latino students. This has been a key goal of the school community for some time, and new ways to try and improve all students’ performance while narrowing the achievement gap are constantly being explored.</p>	<ul style="list-style-type: none"> ● Course offerings ● NHS, CSF tutoring schedules

WASC Category B. Standards-based Student Learning: Curriculum

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 B: Standards-based-Student Learning: Curriculum: Areas of Strength

- ❖ 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.
- ❖ Differentiated Instruction: The art department caters to a broad range of students from AP and Honors to RSP, ELL and SELPA. In order to accommodate the varying needs of these students the art department is dedicated to modifying the curriculum and adapting each lesson to be accessible and challenging for all art students.
- ❖ All academic subjects use curriculum and textbooks that are aligned to the California State Content Standards.
- ❖ Core academic subjects use common benchmark tests and final exams to assess student learning, and to modify curriculum as needed.
- ❖ Courses in all departments use technology and collaborative learning regularly in their curriculum.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- ❖ Addition of additional course offerings to better serve students (ELD and AP Art, additional electives, additional AP Science sections)
- ❖ 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 the 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 data 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 major exams.
- ❖ More time should be allocated for collaboration between special education teachers and teachers of core academic subjects.
- ❖ Reduce the achievement gap