Los Angeles County Office of Education
Division of Curriculum and Instructional Services

AWARD
APPLICATION

For California Elementary, Middle, and High Schools

Application and Overview
2016 - 2017
Application Deadline: March 17, 2017

Overview

Background
The California Democracy School Civic Learning Initiative is a first of its kind approach to institutionalizing civic learning for all students across entire grade levels in schools. Originally funded by the S.D. Bechtel, Jr. Foundation and directed by the Los Angeles County Office of Education with support from the Los Angeles County Education Foundation, the initiative originally engaged 12 high schools in Los Angeles and Orange Counties over a three-year span. All 12 successfully completed the program and were awarded California Democracy School status for institutionalizing high quality civic inquiry and investigations across one or more grade levels to empower all students to acquire the knowledge, skills, and dispositions for effective life-long civic engagement.

Purpose
“The success of our nation and state depends on educated, informed and active citizens and residents . . . For all students in California to have access to a continuum of civic learning experiences starting in kindergarten—and to effectively respond to equity issues—we must embed robust civic learning throughout the K-12 experiences, both within and beyond school walls” (California Task Force on K–12 Civic Learning, Revitalizing K–12 Civic Learning in California: A Blueprint for Action (August 2014), pp. 6, 30. www.cde.ca.gov/eo/in/documents/cltffinalreport.pdf

The goal of the California Democracy School Award program is to recognize elementary, middle, and high schools that are providing high quality civic learning for all students as part of an integrated curricular program or stand-alone curriculum across one or more grade levels. For the purpose of this program, high quality civic learning is defined as a civic action process whereas students engage in an inquiry about a current public problem or issue, research and analyze multiple perspectives about potential causes and solutions, participate in a civil deliberation to understand different perspectives, reach an informed conclusion, and propose a public policy solution.

Award Criteria
In order to qualify for the award, schools must provide evidence for institutionalizing civic learning by having the following elements in place along with thoughtful responses to the questions below.

- **Civic Outcomes for Students** – What civic knowledge, skills, and dispositions do students acquire? How are they assessed?
- **The School Environment** – How is civic learning integrated into the curriculum or delivered as a stand-alone curriculum? How are outcomes assessed? What is the professional development plan for existing and new teachers? How does the learning environment support the program? How has civic learning impacted classroom climate and school culture?
- **School/District Sustainability** – What policies are in place to build capacity and sustain the program for the future in the areas of curriculum, professional development, and accountability?
Examples for each of these along with other resources can be found on the California Democracy School website at http://www.lacoe.edu/CaliforniaDemocracySchool

**Award Process**

Beginning 2016-2017, all schools across California are invited to apply for the California Democracy School Award. Once applications are received and reviewed based on the scoring rubric, schools will be contacted to prepare for a site validation visit. Schools that meet the required criteria will be recognized with a plaque and banner at the California Civic Learning Showcase to be held at the Richard Nixon Presidential Library and Museum in Yorba Linda, California.

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<th>2016–2017 CALIFORNIA DEMOCRACY SCHOOL AWARD TIMELINE</th>
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Submit applications by mail or email by 5:00 p.m., Wednesday, March 1, 2017 to:

California Democracy School Award Program  
c/o Michelle Herczog, Ed.D.  
Consultant III, History-Social Science  
Los Angeles County Office of Education  
9300 Imperial Highway, ECW 236  
Downey, CA 90242

For more information, please contact, Michelle M. Herczog, Ed.D., Consultant III, History-Social Science, Los Angeles County Office of Education, (562) 922-6908 or Herczog_Michelle@lacoe.edu

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**Los Angeles County Office of Education**  
**2017 California Democracy School Award Program**  
**APPLICATION**

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 County-District-School (CDS) Code – 14 digits

Orange County  
County Name

Garden Grove Unified School District  
District Name

Pacifica High School
School Name (If your school is selected, this school name will be engraved on the award plaque.)

6851 Lampson Ave  Garden Grove  92845
Mailing Address  City  Zip Code

714-663-6515  714-663-6037
Area Code and Phone Number  Ext.  Area Code and Fax Number

rpatterson@ggusd.us
Principal's Email Address

★★★★★★★★★★★★★

I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

● The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;

● There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clauses; and

● The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Robin Patterson
Principal’s Name  Principal’s Signature  Date

Gabriela Mafi
District Superintendent’s Name  Superintendent’s Signature  Date
1. Current school enrollment: 1643

2. Percentage of Your Student Population Who are English Learners: 7.4%

3. Percentage of Your Student Population Who Qualify for Free or Reduced Lunch: 38.1%

4. Which category best describes where your school is located?
   - [ ] Urban
   - X[ ] Suburban
   - [ ] Rural

5. What is your school calendar?
   - X[ ] Traditional
   - [ ] Year-round
   - [ ] Modified

6. Is your school a charter school?
   - [ ] Yes
   - X[ ] No
Directions to Your School

If your school is selected as a nominee, the site visit team members will need directions to your school.

Orange County
County
Garden Grove Unified School District
District
Pacifica High School
School
6851 Lampson Ave. Garden Grove 92845
Street Address City Zip Code
Robin Patterson 714-663-6515
Principal (Area Code) Phone Number Ext.
John Wayne Airport Santa Ana, CA
Name and Location of the Nearest Airport
405 & 22
Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school and directions for parking. Please do not submit directions or a map generated by an Internet website.

From John Wayne Airport:
Take the 405 freeway heading North... travel 13 miles
Take the Goldenwest Ave. exit heading North...travel approximately 3 miles
Turn left on Lampson Ave.
Turn Right into 2nd driveway and park in the staff parking lot.
Part 1: Civic Outcomes for Students
What knowledge, skills, and dispositions do students acquire? How are they assessed? Response limited to this page.

- **Civic Knowledge** – Describe the civic knowledge acquired by students, as identified in the California History-Social Science Standards and Framework including the structure of government and the role and responsibilities of government and citizens to address current public problems and issues.
  
  o History-Social Science teachers at Pacifica High School use the State Standards and revised State Framework as the starting point for their instruction. Teachers align curriculum with mandated standards, especially in the 12th grade civics course. After studying constitutional principles of separation of powers, judicial review and popular sovereignty as they apply to the federal government, teachers target the participatory democracy standards - especially voting and political participation. These standards move instruction to the community and local level, making our civics courses more than just a study of the three branches of federal government. The 75 students in our AP Political Economy Course (AP Civics + Honors Economics taught in a combined setting by a single teacher) also target state and local political participation, despite its minimal focus on the national AP U.S. Government and Politics exam. All students - both AP and College Prep - spend extended time on issues such as social capital formation, demographic trends in local political participation, and the importance of local government in our lives. Nonetheless, students in AP Civics still earn high passing rates (typically 90%+ pass the AP exam), and students in all of our civics classes take quarterly content benchmarks, with the vast majority scoring proficient or above.

  o Per the national C3 standards, the Six Proven Practices of the Guardian of Democracy Civic Mission, and the state’s Civic Mission of Schools Report, Pacifica teachers also enhance the required content standards by directly involving students in topics like voting and political participation. All seniors participate in a service learning project, and many are actively involved with political campaigns and the County Poll Worker program as part of this endeavor, enhancing their study of required topics like political parties and elections. Hundreds of Pacifica students at all grade levels are also active in local non-profits and campus clubs that complete local service needs (and also international needs with our UNICEF and Red Cross clubs!). All civics teachers conduct voter registration activities with their students to support the study of voting, and during election years local candidates are invited (and also request) to visit our campus and speak to our students. At Pacifica our belief is “students learn civics by doing civics,” a philosophy on civic education that links students to vital issues in their community, improves their voter registration and voter turnout rates, and gives students real-world experiences as part of learning the state’s social science curriculum.

- **Skills** – Describe the cognitive and civic participatory skills acquired by students, as identified in the California History-Social Science Standards and Framework including analysis of different perspectives, effective use of deliberative processes in speaking and listening, reaching consensus, and working collaboratively with others.
  
  o Students acquire many important “hard” skills and “soft” skills throughout their experience at Pacifica. Our Social Science Department places emphasis on cognitive development that supports historical thinking, something that encourages students to seek multiple answers using a variety of sources of information to address complex problems. In addition, developing reading, writing, and presentation literacy has been done by our department long before it was promoted in documents like the Common Core State Standards. Students learn the important skills of evaluating sources in their reading, developing argument literacy in their writing, and strengthening their presentation and
listening skills through frequent classroom discourse. At Pacifica our push is to augment Common Core reading and writing skills by making our civics and history classes dialogue driven and Socratic, which improves students “soft” skills that are critical to their self-efficacy. These approaches, when taken holistically, prepare students to deal with a world of competing (and often misleading) sources of information, that are presented in a variety of formats, while being able to substantiate claims in both formal and informal settings. This contributes to developing the literacy dispositions needed in a high-functioning democracy, and supports the goals outlined in the Partnership for 21st Century Skills Initiative and the California Common Core State Standards.

In particular, we prepare students cognitively for the shift toward informational text in their academic subjects by “close reading” or “sourcing” the various texts they encounter at all grade levels. This research based approach supports Common Core reading goals by having students first investigate the nature and reliability of their sources of information. A byproduct of this approach is students develop the cognitive skills and dispositions needed for citizenship. For example, they learn to ask “Who is saying what to whom? What is the point of view? What evidence supports the claim? How credible is this source? Do other sources of information corroborate this claim? Why should I believe this claim?” Civic dispositions develop when students are constantly evaluating the nature and reliability of claims, a cornerstone of informed democratic participation, and one much needed in the era of “fake news” and “alternative facts.”

- **Dispositions** – Describe students’ concern for others’ rights and welfare, commitment toward promoting fairness and trust, and appreciation of public duty and civic responsibility (e.g., volunteering, voting in elections, participating in community meetings, communicating with elected and appointed officials).

- Students enrolled in Civics classes write letters to Congressional and local government officials concerning constituent matters, resulting in visits from many of our civic leaders, including United States Congressmen Alan Lowenthal, Garden Grove Mayor Bao Nguyen, and dozens of school board trustees and city council leaders. State Senators and State Assemblymen have also visited our school, as well as speakers from various advocacy organizations and Political Parties. Students see the faces behind local government in their community, which makes the topic less distant and more compelling, and challenges many of their assumptions about politics. For example, most students bring cynical attitudes about government officials into our class, despite few knowing any local officials or even being able to identify any of them. Meeting our representatives, appreciating their service, and also working with them in campaigns breaks down one of the caustic stereotypes that threatens to undermine youth political participation.

- Students participate in our Service Learning Project - our Capstone civic education activity - where they volunteer a minimum of 15 hours with a non-profit organization or cause of interest to them. Some students get involved with organizations such as Special Olympics or Big Brothers/Big Sisters. Other students use this opportunity to volunteer with the county as a precinct election worker, or volunteer with a local candidate’s campaign. Students engaged in electioneering canvass, phone bank, and even work on policy initiatives. For example, in the most recent presidential election we had 45 seniors serve in the non-partisan County Poll Worker program at local election precincts, and many used their language skills and technology skills to assist voters and election supervisors with the e-slate machines. We had another group of over 50 students service as volunteers in local campaigns and ballot measures.
Our ASB is more than just a school spirit organization, as it works with our senior civics teachers to put on a yearly “Adopt-a-Child” event, which brings low-income elementary students from Garden Grove to Pacifica for an annual Holiday event (now in its 20th year!) The ASB also helps organize our “mock presidential election” where all Pacifica students are invited to vote digitally at lunch, with the results announced over the loudspeaker on election day!

Along with their required volunteer time, seniors are also required to observe our local government in action as part of their Capstone project, and we offer students multiple opportunities to complete this assignment. Students may attend a City Council Meeting, Garden Grove Unified School Board meeting, or observe a jury trial at the local courthouse. Students complete a written assignment drawing conclusions about the nature and importance of local government.

A Speaker Series is also offered every year leading up to our annual elections. Candidates from various political parties are invited to speak and present their platforms to an audience of students. Student attendance is optional, but well attended, since we arrange the speaker presentations for Wednesday morning late start meetings open to all students. Pacifica students ask probative questions to the speakers, and these meetings serve as a bridge to volunteering in campaigns and also improving community awareness.

Mariner Mentors is another civic-related program we created 6 years ago to provide freshman the mentoring and the support needed to improve their school, classroom, and digital citizenship. Upperclassmen volunteer to participate as mentors for a year long period, with over 100 juniors and seniors currently serving in that capacity. Mentors use this opportunity to encourage a positive school culture and create a participatory climate amongst incoming freshmen. The program also prepares freshman for the larger civic expectations we have of our upperclassmen.

- **Assessment** – Describe mechanisms for assessing students’ knowledge, skills, and dispositions (i.e., classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessments).

  Students engaged in our Service Learning Project are required to submit a portfolio by the end of the semester detailing their experiences. Portfolios include photos, reflection essays, evaluations by volunteer supervisors, etc. Student essays argue whether their experience supports, contrasts, or extends on classroom learning of the topic, and students link their reports to research and class vocabulary related to political participation.

  Students now also have an additional pathway to complete their service learning, called CAP, or Community Action Project, now in its third year. Students in CAP fulfill their Service Learning Project by working with a group of fellow Pacifica students and analyze a school or community need, identify community assets, and developing an action plan to address the need. Students speak and present as part of this program, and the culminating project puts the students plan into practice. For example, the 2016/2017 group is currently developed a campus recycling program, and the 2015/2016 group developed a campus vandalism information video and reporting system. This project supports the Mikva Challenge national civic action program that gives students “community organizing” experiences through their high school civics courses.
Part 2: School Environment

Curriculum
Describe the program details as listed below. Limit response to 3 pages.

- **Curriculum** – Describe the curriculum used to engage all students in high quality civic learning. Be sure to address specific ways, or instructional strategies used, that differentiate for students with learning challenges (i.e. English Learners, students with learning challenges, struggling readers).
  
  o The goal of Pacifica High School’s Social Science curriculum is to shape globally aware, inquisitive, solution oriented 21st century citizens who feel empowered to utilize their voice and skills to better their communities. The basis of the curriculum revolves around the skills embedded in the Common Core Standards which are further enhanced by the C3 Standard’s goals of providing all students with a curriculum of opportunities for developing civic oriented participatory skills. As a department, curriculum is designed around a model of vertical integration so that skills and content build upon the previous grade level, ultimately culminating in students ability to better grapple with the complex problems of 21st century America. Sophomore year focuses on sourcing and credibility, Junior year emphasizes corroboration and use of text based evidence, while the Senior year asks students for application of these skills in their Capstone Project.
  
  o At its core, curriculum is focused on providing students with the literacy skills needed to decode the changing world around them. To accomplish this, Pacifica utilizes engaging practices which follow a model of inquiry based instruction that promotes independent thinking and evidence based conclusions. For example, teachers model thinking skills that a historian would utilize to evaluate the reliability of a range of texts, including close reading, analyzing multiple perspectives, and corroborating with text based evidence. Curriculum from SHEG (Stanford History Education Groups) provides students with a foundation in Common Core literacy skills, and our assessments reflect our classroom practices, by having students at all grade levels (and not just AP) take skills based exams in History-Social Science.

- **Learning Environment** – Describe the physical environment of the classroom/school space, resources and dedicated time and space for teachers to collaborate for planning, reflection and revising instruction.
  
  o The learning environment of Pacifica High School is one that prides itself on inclusiveness and collaboration at all levels that ultimately contributes to greater levels of student achievement. Our school is single story made up of three large, open access buildings surrounding a center quad. The quad has a stage and lunch tables to create a student friendly open space. Classrooms are grouped together in content alike blocks to promote regularly scheduled collaborative meetings. Department collaboration is built into our schedule to ensure meetings are regular and frequent. Our Wednesday bell schedule is “late start”, meaning students do not begin school until 9:15 a.m. so that teachers have morning collaboration, which takes place at 7:30 a.m. three mornings per month. During Wednesday morning collaboration, teachers meet as departments as well as in content specific course-alike groups. This allows for goal setting, collaborative lesson planning, the creation of common assessments, and reflection of assessment data. Beyond the time that is built into our weekly schedule, many course alike teachers are intentionally assigned matching prep periods to allow for additional collaborative opportunities. This is aided by the use of a department Google Drive which allows for course specific remote contributions when in person collaborating becomes challenging. Furthermore, Pacifica prides itself on cross departmental collaboration between Social Science and English Language Arts (ELA) where content is bridged together using Common Core skills. This has been ongoing for 10 years now, and together ELA and History teachers have created quarterly writing projects that support the writing genres in Common Core (expository, narrative, and argumentative
Assessment – Describe the assessment system used to determine if students have mastered civic knowledge, skills, and dispositions (i.e. classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessment).

- Formative assessments focus on a growth mindset and skill and content development by stressing historical thinking skills, Common Core reading standards (exposure to a range of primary and secondary sources, explicit practice in determining the credibility of sources, acknowledgement of bias in print, media and digital literacy), writing development (particularly the use of textual evidence in support of argumentative claims), strengthening speaking and listening skills (through collaborative discussion models such as philosophical chairs, Socratic seminars, etc.). These progress monitoring opportunities develop civic dispositions in classroom settings, evidenced by students openness to divergent points of view, political tolerance for student differences, and attentiveness to fact-based reasoning.

- While traditional summative exams are a part of the social science curriculum (i.e. multiple choice tests), the use of summative exams are with purpose and intent. Our assessments are based on skills rather than rote memorization of content. Tests require students to read and interpret a variety of primary and secondary text passages to make meaning and in turn convey that meaning through writing and in multiple choice formats. We have modeled much of our summative assessments on the Beyond the Bubble’s “Historical Assessments in Thinking” (or H.A.T.s) approach, which supports the format students will see on the SBAC ELA exam in June.

- An interdisciplinary approach to writing (ELA/Social Science) models the use of skills transcending multiple disciplines. Summative writes are supported with multiple formative steps to ensure student success, and ELA/History teachers hold interdisciplinary study sessions and writing workshops to support students needing additional attention.

- Senior Portfolios showcase our Capstone Service Learning Project and highlight the goal of student acquisition of civic dispositions (political attentiveness, civic duty, community involvement, political efficacy, etc.). Beyond traditional means of non-profit volunteer work, students are provided with multiple service pathways, especially our new Community Action Project (CAP), which allows students to complete their service learning on campus. In this program students demonstrate mastery of civic skills and dispositions by identifying community needs, researching their causes and evolution, breaking down power structures and ultimately creating an action plan to address their area of focus. SoapBox speeches at the school level and in county competitions allow students to expand their understanding of civic engagement by interacting with other youth from diverse backgrounds, further developing their civic mindset.

- Rubrics are used for all major assessments, creating clear expectations for students level of skill and content mastery. Beyond clarifying where students score, our rubrics shows distinctions between the various skills levels for students. Teachers ask students to reflect upon their own work, and continue to focus on growth to ultimately achieve mastery.

- Our Aeries Online Gradebook allows students and their families to actively monitor their progress. Feedback may be provided to students and parents about progress, giving more direction to students specific strengths and weaknesses. Teachers also use Illuminate and other digital testing platforms like Schoology to gather data related to assessment and to share feedback with colleagues. Tests and lessons are created collaboratively by course-alike teams, leading teachers to reflect on practices of where deficiencies still exist. This is how we adapt teaching practices to support all students success and mastery of standards, content, and skills.

Professional Development – Describe the type, frequency, content, and delivery system of professional development
Professional development is critical in achieving successful outcomes for all learners and ranges from trainings in Common Core at the district level, to workshops offered at the site level, to Professional Development sought by individual department members. The main goal is to provide educators with the tools needed, both individually and as a collective, to assist students in meeting our goals of developing 21st century citizens. Beyond offering strategic, technological, and content specific trainings every month, the Garden Grove Unified District prides itself on “Superweek” - a week long set of professional development courses that blends the above training options to ensure teachers begin the school year with effective C3 and Common Core practices. Pacifica teachers, particularly in Social Science, often lead these district-level trainings, and typically over half of our district teachers voluntarily attend. Teachers are provided with a course catalog to choose what fits their needs, as well as the needs of their specific students. Recent trainings included Structured Collaborative Discussion, Technology for the Social Science Classroom, Historical Thinking with Engagement Strategies, Historical Reading and Historical Assessment. Superweek takes place the week prior to the start of the school year to allow teachers to take advantage of the morning and afternoon sessions offered over a one week window, giving teachers the ability to take up to 10 courses. The importance of professional development is made clear through stipend pay or salary advancement incentives. For those unable to attend or for those who wish to further their expertise, a monthly professional development calendar is sent to all K-12 teachers allowing continued growth through additional professional development during the academic year.

A central component of 21st century citizenship and C3 readiness is for students to demonstrate technological prowess. At the site level, teachers provide students with diverse opportunities to master various uses of technology. Teachers have been provided with chromebooks that allow students access to digital sources and opportunities to demonstrate media literacy. In our social science department, we have actively sought training and funding for chromebooks, and over half our team have their own set of Chromebooks as a result. Those in our Department without their own set share with other teachers to promote digital literacy and digital citizenship department wide. Teachers are supported by two on campus Technology Coordinators - fellow teachers who have designated periods during the day to aid in all things tech related - whether that be gathering data to inform instruction using Google Forms, to introducing new apps and learning sites to extend lesson capabilities. Beyond this, the school site offers an on campus program called “Tech Fellows” which promotes a partnership between teachers and the Technology Coordinators. Over the period of a semester, teachers create lesson plans using targeted technology goals, and ultimately they implement lessons and get feedback with the support of the Technology Coordinators.

Opportunities for professional development within the Social Science department are frequent and support both skill and content growth. Such opportunities range from formal trainings both on and off campus, to a more informal approach that utilizes the “Train the Trainer” model. This approach allows more experienced teachers to model effective techniques and strategies which can then be implemented by others within the department. For example, Pacifica teachers have been participating in the Constitutional Rights Foundation of Orange County (CR-FOC) for the last 12 years through Constitution Day and Law Day, a county wide program facilitating both teacher and student growth in civic education. All Pacifica Social Science teachers have attended additional trainings through the California History-Social Science Project (CHSSP) affiliates at CSULB and UCI, which add depth of understanding to topics such as the Cold War.
**Home/Community Communication** - Describe how civic learning is communicated with families and community members to further understanding, build capacity, and support.

- Aeries, our digital grade platform, is used by all teachers to show student progress and mastery levels. Open House and Back to School Night allow parents to see work that demonstrates the civic learning of their child as well as hold discussions with teachers regarding strengths and weaknesses. Because of value of civic learning, and the importance of home links, requirements and expectations are emailed home to parents (and posted on Google Classroom for students) before they embark on Service Learning Project. Many of our parents further the value of the project by informing us of community endeavors and non-profits that are potential sources of service learning participation.

- Community members are well aware of the value placed on civic education at Pacifica and frequently initiate contact with instructors to enlist the help of Pacific students. Local non-profit organizations who need volunteers (Stanton Library After School Tutoring Program) to local School Board members (Teri Rocco) in need of interns, to city and county officials running for office in need of campaign volunteers have all come to rely on the dedication of Pacifica students and their understanding of civic duty. Community members also build capacity within Pacifica’s emphasis of civic learning by initiating and participating in an on campus speaker series and civic-oriented events. Recently, a parent who works for the 9th Circuit Court organized sending 35 of our students to witness a special [Korematsu v. US](https://www.uscourts.gov/cases/korematsu-us) Japanese Internment workshop. This prepared our students for a scholarship writing opportunity, and furthered both their content knowledge and civic dispositions.

- The School sends out a weekly newsletter to make families and community members aware of what is going on at Pacifica, to inform stakeholders about opportunities for greater school and community involvement, and to highlight students who have gone above and beyond the mastery of civic dispositions. For example, Senior Megan McCall, the Mikva Challenge SoapBox Orange County Winner, was featured in our newsletter and her trip to Washington DC to meet with other actively engaged youth was also profiled. Documents such as our SARC report are also available online for stakeholders, and our WASC accreditation process also highlights our community and civic focus.

- Letters to Congress by students in response to pending legislation occur in all our Civics classes, and current US Congressman Alan Lowenthal will be visiting Pacifica High School in the Spring of 2017 for the 2nd time in 4 years because of the large number of students voices coming from Pacifica who have requested a “town hall” with him.

(Pacifica HS)
Part 3: School/District Sustainability
Describe the policies in place to ensure that high quality civic learning is provided to all students across one or more grade levels, addressed in the elements below (i.e. School Level Plan, Local Control Accountability Plan). Limit response to 3 pages.

**Curriculum** policy that proves that curricula has been adopted for a stand-alone course or integrated within an existing course(s) (e.g., science, history-social science, English Language Arts).

- Pacifica High School augments the 12th Grade California Civics standards in systematic and sustainable ways. We are now in our 12th year requiring a service learning project for ALL seniors, which targets national C3 Civic Participation standards and moves beyond the “career and college readiness” benchmarks of Common Core. While students develop content literacy around the required state content standards, a majority of our students time is spent “doing civics”. This program has long been institutionalized, and has evolved into giving students a variety of service learning options, and civics teachers also require courtroom observations, city council observations and/or school board observations as part of their civics courses. This program is the cornerstone of our civic education philosophy, and Pacifica teachers have been invited to lead trainings on Service Learning through the Orange County Department of Education (OCDE), as well as to participate in national civic education conferences, such as Chicago’s Mikva Challenge Civics conference in 2015. Our service learning program has grown into one of the largest scale service learning programs in the county, and now gives students multiple pathways to meet their service learning - including serving as a poll worker, campaign staffer, non-profit volunteer, or joining a campus civic action club (CAPS).

- We also have an integrated civics and economics “Political Economy” pathway as an option for AP/Honors seniors to meet their civics and economics graduation requirements, which has been in place for 8 years now. We currently have 75 seniors enrolled in this year-long course, which targets developing leadership opportunities and interdisciplinary literacy in both subjects. “Political economy” students culminate their year by selecting a topic for research, investigating, writing, and presenting on the topic, and reading a recently published monograph on the topic.

**Professional Development** policy is in place to ensure resources (i.e. time, funding, facility use) to provide civic learning professional development for teachers.

- Professional development has augmented civic learning practices at Pacifica HS in numerous ways. Required district Common Core trainings support argument literacy, but teachers and administrators at Pacifica have moved civic education beyond this bar, with eyes on the C3 standards and a more participatory civic education approach. Two Pacifica civics teachers traveled to Chicago in 2015 to receive training in “Action Civics”, a national civic action program that promotes community organizing. These teachers then created a Community Action Project Club (CAPs) open to all seniors, and each year the student participants identify a campus need and develop an actionable plan. As part of this process students analyze community resources, engage in dialogue with school and community members, deliver a SoapBox speech, and work collaboratively with other students (and adults) in creating and implementing an action plan. Several student projects, such as this year’s student initiated recycling program, have a long-term sustainability element built into them so that the program carries on after the current students graduate. Pacifica teachers have also attended California Council of Economic Education (CCEE) trainings to augment economic literacy in their “political economy” approach to the topics. Teachers in the History Social Science Departments have also
received chromebooks and use these devices to give students access to immediate digital sources of information to promote digital literacy and civic literacy. Digital citizenship is embedded into our school ESLR’s (Essential Schoolwide Learning Results), including promoting “sourcing” and evaluating the credibility of online information. Per the recent 2016 Stanford Study on 7-12 digital literacy, Pacifica teachers promote the lateral reading of digital sources, which involves students opening up one tab for reading and another tab for investigating source background. This addresses where students receive most of their information today, and prepares them for investigating claims made and transmitted in cyberspace. Each grade level has its own assembly at the start of the school year where this citizenship message and civic literacy focus is also delivered by one of our Assistant Principals.

Our service learning program has also spread to other high schools in the district, and is even part of the district online civics program. Pacifica civics teachers Drew DeVoy and Adam Wemmer have presented at the Orange County Department of Education Constitution Day event on service learning, and we have worked with the Department of 7-12 instruction in GGUSD in offering service learning workshops.

- **Accountability** plan to ensure that civic learning is a required component of the educational program for students (e.g., Senior projects, classroom-based formative and summative tasks, portfolios, capstone projects, graduation requirement).
  - Accountability measures include student submission of a service learning project write-up, which asks them to link their political participation experiences to classroom topics. For example, how did serving as a poll worker support, contrast or extend on what was taught in class about voting and political participation rates?. How did serving as a campaign volunteer augment what was learned about political campaigns and electioneering? Student based campus projects have addressed bullying, vandalism, and recycling through the Community Action Program, and students speak in local meetings (school board, city council, etc.) as part of this project.
• **School/Community Support** is ensured through institutionalized structures and systems for building capacity and sustaining programming.
  - The Pacifica administration and larger campus community has been integral to all components of our civic education program. In addition to supporting grassroots teacher and student initiatives through funding community events such as Adopt-a-Child, motivational speakers, and Mariner Mentors (all through LCFF and general school funds), our administration has moved away from a Disciplinary Consequence focus toward Positive Behavioral Intervention and Supports (PBIS). This shift in our school culture and our school resources began 3 years ago by targeting broad citizenship dispositions, including what does it mean to be a good Pacifica citizen in a “Classroom Setting”, a good “Cyberspace” citizen on and off campus, and an effective community and national citizen. In fact, the new ESLR’s containing these messages are put on a student planner provided to each student free of charge at the start of each school, also done through LCFF and LCAP funding.
  - Mobilizing community resources, connecting students to their local civic environment, and preparation for active citizenship has always been a foundation of our civic education practices. Community activists and candidates for school board, city council, CA Assembly and the CA Senate, and even U.S. Congressional candidates have come to our school to speak to students and mobilize them into political action. We have built this capacity to the point where local candidates now contact us about arranging visits to Pacifica, whereas in the early years grassroots teachers initiated these visits. By networking students into local campaigns and civic action we have produced long-term benefits beyond the classroom. Research shows students involved in civic participation have increased rates of voting and volunteerism past high school, and numerous Pacifica students have gained employment post-high school in the Orange County Registrar of voters, as staffers with campaigns they have volunteered on as high schoolers, and in non-profits they worked on. Partnerships and grants with local the Los Angeles World Affairs Council, the Constitutional Rights Foundation of Orange County, the County Department of Education, CSULB, California Council of Economic Education, Mikva Challenge, National Teachers of Economics (NTE), California History-Social Science Project, California Association of School Economics Teachers (CASET) provide student field trips and speakers. For example, nearly 100 of our students attend OC Law Day every March through our partnership with the CRF-OC (who provides us with a yearly $1,000 grant), where students participate in workshops around important civic issues.
  - We are also now in our third year of offering a Community Action Project as a campus service club, which has students investigate a school or community issue, and develop a research based action plan around their inquiry topic. The majority of our instructional goals extend beyond the state content standard in civics.
  - Local employers also want participatory skills, and we are currently in the process of exploring pathways for business and a leadership academy. Principal Robin Patterson and Assistant Principal M’Liss Patterson are actively involved in the OC Pathways conference.
  - Finally, we are proud to say that our administrators have been willing to allow the OC Registrar of Voters Poll-worker program on campus for trainings, and are willing to allow as much as ¼ of our senior class to miss school every election Tuesday in November. At Pacifica our team is willing to take a short term loss in school funding for the long-term gains in our students civic development!
2016-2017 California Democracy School Award Scoring Rubric

Reader’s Name: _____  County: _____ District: _____ School: _____

1. **Civic Outcomes for Students** – The reviewer has a clear and complete understanding of the civic outcomes described below.

   a. **Civic Knowledge** - Description of civic knowledge acquired by students, as identified in the California History-Social Science Standards and Framework including the structure of government and the role and responsibilities of government and citizens to address current public problems and issues.

   b. **Skills** - Description of cognitive and civic participatory skills acquired by students, as identified in the California History-Social Science Standards and Framework including analysis of different perspectives, effective use of deliberative processes in speaking and listening, reaching consensus, and working collaboratively with others.

   c. **Dispositions** - Description of students’ concern for others’ rights and welfare, commitment toward promoting fairness and trust, and appreciation of public duty and civic responsibility (e.g. volunteering, voting in elections, participating in community meetings, communicating with elected and appointed officials).

   d. **Assessment** – Description of mechanisms for assessing students’ knowledge, skills, and dispositions (i.e., Senior project, classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessments).

   **Excellent**  **Approaching**  **Incomplete**

   □  □  □

Grand Total ___
2. **School Environment** - Reviewer has a clear/complete understanding of programming in place in the following areas.

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<thead>
<tr>
<th></th>
<th>Excellent (5)</th>
<th>Approaching (3)</th>
<th>Incomplete (1)</th>
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<tbody>
<tr>
<td>(e) Curriculum – A clear description of the curriculum is provided with strategies for students with different learning needs (i.e. English Learners, students with learning challenges, struggling readers) to engage in high quality civic learning.</td>
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<td>(f) Assessment – A clear description of the assessment system to determine if students have mastered civic knowledge, skills, and dispositions (i.e. classroom-based formative and summative tasks, portfolios, capstone projects, performance-based assessment).</td>
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<td>(g) Professional Development – A clear description of the type, frequency, content, and delivery system of professional development is provided.</td>
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<td>(h) Learning Environment – A clear description of the physical environment of the classroom/school space and dedicated time and space for teachers to collaborate for planning, reflection and revising instruction.</td>
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<th>Incomplete (1)</th>
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<td>(i) Home/Community Communication – A clear description of the communications plan to families and community members to further understanding, build capacity, and support.</td>
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3. **School/District Sustainability** – Reviewer has a clear/complete understanding of policies that have been adopted to ensure that high quality civic learning is provided to all students across one or more grade levels in the following areas. Policy examples include School Level Plans, Local Control Accountability Plan, and school board policies.

<table>
<thead>
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<th>Policies</th>
<th>Excellent</th>
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<tr>
<td>School/District Sustainability</td>
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<td>(3)</td>
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<tr>
<th>j. <strong>Curriculum</strong></th>
<th>A curriculum has been adopted for a stand-alone course or integrated within an existing course(s) (e.g., science, history-social science, English Language Arts).</th>
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<th>k. <strong>Professional Development</strong></th>
<th>Policy and resources are dedicated to provide civic learning professional development for teachers.</th>
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<th>l. <strong>Accountability</strong></th>
<th>Policy is adopted to ensure that civic learning is a required component of the educational program for students (e.g., Senior project, classroom-based formative and summative tasks, portfolios, capstone projects, graduation requirement).</th>
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<th>m. <strong>School Community Support</strong></th>
<th>Structures and systems are in place to engage families and community members for building capacity and sustaining programming.</th>
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**Total points awarded:**

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