The Site Validation Team has validated information to confirm that high quality civic learning is institutionalized to enable every student to participate in a civic inquiry and investigation at least once during their high school career. The team, therefore, recommends that this school be selected as a California Democracy School.

The Site Validation Team was unable to validate the full implementation of high quality civic learning for all students and cannot recommend that this school be selected as a California Democracy School.
Additional Comments

After examining a great deal of evidence, observing classrooms, and interviewing students, teachers, school administrators, a parent, and community stakeholders, it is abundantly clear that Glendale High School has established systems and practices to ensure that all students engage in civic inquiry and investigation activities to prepare them for civic life in the 21st century. It is clearly evident that the team at Glendale High School has taken steps to establish a civic learning curriculum that will be embedded in the required ninth grade Contemporary World Affairs course required for all students. Civic inquiry and investigation is also evident in a number of twelfth grade government and economics courses.

There is an overriding sense that studying civics promotes civility. We saw evidence of civility across the campus. It’s more than just youthful idealism. They have strategies and techniques to engage with one another in a civil, responsible, problem solving way. There is also ample evidence to confirm that the initiative will be sustained in the years to come as a result of intentional capacity building and commitment of the staff and school community.

Members at meeting:
- Olivia Macaulay, Civic Learning Co-Coordinator and Social Science Teacher
- Cheryce Kurtz, Civic Learning Co-Coordinator and Social Science Teacher
- Reiner Kolodinski, Social Studies Teacher
- Amy Mkrtchian, English Teacher
- Chris O'Malley, Social Studies Teacher
- Gabriela Orue, Social Studies Teacher
- Tom Walley, Social Studies and Gen Yes Teacher
- Lee Yamashiro, Parent
- Monica Makiewicz, Principal
- Deb Rinder, Executive Director, Secondary Services, GUSD

Evidence of Institutionalization and Sustainability:
- Civic inquiry and investigation is implemented in
  - All 9th grade Contemporary World Affairs (CWA) classes and
  - Some 12th grade government and economics classes.
- Every 9th grade student will be enrolled in CWA beginning fall 2016, including English Language Development and Special Education students. For many students engaging in civic learning connected to content in this way is a first-time experience for them.
- Glendale High School will continue to incorporate civic learning in 10th, 11th and 12th grade social science classes. Examples include:
  - WWI and Ottoman Empire study is connected to Darfur and other current genocide events
  - Industrial Revolution and Child Labor in the past is connected to current issues around child labor today in Africa and Asia.
- An English teacher has incorporated civic learning by asking students to focus on questions about driving in connection to course content. Students completed a PSA about safe driving. Work is being done to engage English teachers to align with CWA course.
- Partnership with “Facing History and Ourselves” is extremely helpful.
- Senior Project will begin with incoming 9th graders in fall 2016 – first project will be completed in 2020. Students will be required to engage in all five steps of civic learning and engage in a civic action.
- School will continue to expand core team to include all social science teachers from all disciplines
• Professional development is supported to equip teachers with curriculum and instructional strategies. Title 1 and general funds will support this. Professional development is written into action plan and school plan. Funding also to be provided for ongoing PLC meetings
• Single Plan for Student Achievement for 2016-17 includes reference to civics
• Glendale High School Schoolwide Action Plan – is a supplement, based on district, WASC, school site goals and stems from LCAP priorities. Goal 2 of the plan describes how Glendale High School will address the LCAP priorities. This has been submitted to WASC and to the district and approved by District. This is a six-year plan.

Sample of Contemporary World Affairs curriculum
Inquiries:
• Why is the world apathetic about genocide?
• Why are genocides still happening today?
Investigation:
• Students study different examples of historic genocide – i.e. Armenian Genocide
• Study is connected with Genocide and Atrocities Prevention Act of 2016 co-sponsored by California Senator Barbara Boxer
Conclusion:
• Do we agree with Sen. Boxer’s bill or should US act as an isolationist?
Taking Informed Action:
• Write a letter to Senator Boxer

Student Clubs
All clubs are now required to have a civic community component. Examples include
• Hunger Heroes – raised funds for food for homeless
• Anti-Bullying Club – working with middle school students to educate students about bullying
• Green Club – planted a drought-resistant garden on campus. Taught them a great deal about working with bureaucracy.

Impact on Students:
• Teacher response: When Supreme Court made a ruling on same-sex marriage, students expressed interest and explored ideas.
• Teacher response: All kids are getting engaged! Students who may not be good speakers or writers are now engaged. They want to learn about these topics and work on their skills.
• Teacher response: It gives kids a voice and empowers students so they know they can take an impact even on their small place in the world. It gives them motivation to make an impact on the larger world.
• Parent response: They’re also seeing themselves as problem-solvers in a number of situations whether in content courses or career technical education courses. They are finding different ways to talk, learn and communicate. They’re becoming more involved in PTSA and PTSA activities. Service hours have increased. Students share information from PTSA meetings at ASB meetings.
• Principal response: Failure rate has decreased. Rigor has increased in classes. Number of discipline issues has decreased. Students have increased their service hours. School does not require service hours but students choose to dedicate service on their own.

Impact on Teaching – Below are responses from teachers:
• In terms of teaching, it has allowed me the rich opportunity to collaborate with people I may not have collaborated with in the past. This has allowed me to bring content and ideas that are Common Core aligned into my classroom. It has increased the relevancy and makes our
teaching better. They understand the value of what they’re learning and are better writers and speakers as a result.

- Our entire department has changed. New people have come in and afforded us the opportunity to change the way we do things. We are learning from each other.
- It gives us a focus and gives kids a focus.

Impact on School Community – Below are responses from teachers and administrators:

- A cultural shift has occurred – students are more interested in committing community service.
- Outside community partners have become more interested in school activities.
- PTSA is extremely supportive. Parents want their kids to be “in the know” of current world affairs and are glad students are given different points of view.

Interviews with Students

- This helps me see how fortunate I am. It really helps me understand what life is really about. The difference we can make in the lives of homeless people is extraordinary.
- I feel very enlightened. Just last Sunday there was festival for Home Boy Industries. I talked to the children of people of Home Boy Industries. They learned a lot about bullying from me and I learned a lot too.
- I feel people my age don’t necessarily need adults to get things done. We have our own ideas and we can execute them.
- I feel I can do more than just talk about it (issues) at school. I can sign petitions. I can do more things in my community other than just talking.
- For me, it started in my English class. I learned about different injustices and it helped me think about my own community and what I can do.
- My parents are very supportive because they come from countries where they were not allowed to learn about different issues and take action. They didn’t have the right to participate and here they do.
- My parents see a benefit because it builds character. It’s good to be involved to build yourself as a person.
- Helping people builds a sense of attitude that you should help other people.
- My little brother was bullied and that motivated me to start an anti-bullying club to help my brother and other kids.
- These days many adults think kids don’t have a voice but we do. We can change how the world is and will be.

Dr. Rinder:

- I think we are moving into a paradigm of self-discovery. We are working to help kids investigation, research and take a stand.
- The school board is very supportive of the program and work of individual schools.