Site Validation Report

School Information

County: Orange County  CDS Code: 30-66522-3035581
District: Garden Grove USD
School: Pacifica High School
Principal: Robin Patterson  Phone: (714) 663-6515

Site Validation Team

Date of Visit: April 17, 2017
Team Leader: Michelle Herczog  Signature:
Agency: Los Angeles County Office of Education  Phone: (562) 922-6908
Member: Rob Vicario  Signature:
Member:  Signature:

Site Validation Team Recommendation

☒ The Site Validation Team has validated the information in the California Democracy School application and recommends that this school be selected as a 2017 California Democracy School.

☐ The Site Validation Team was unable to validate the full implementation of the model practice and cannot recommend that this school be selected as a 2017 California Democracy School.

County Superintendent’s Assurance

The Los Angeles County Office of Education has reviewed this report and supports the findings of the Site Validation Team.

Signature of County Superintendent or Designee  Date
Validation Strategies

Indicate all validation strategies that the Site Validation Team used to validate the information in this school’s California Democracy School application.

1. Constituency Group Interviews

   Formal or informal interviews were held with the following groups:

   - [ ] Classified Staff (aides, custodians, etc.)
   - [ □ ] Community liaisons, representatives of organizations, business partners, etc.
   - [  ] District Administrators/Staff
   - [ □ ] Parents and Families
   - [  ] School Administrators
   - [ ] School Site Council
   - [ ] Students
   - [ ] Teachers
   - [ □ ] Technology Staff
   - [ □ ] Others

   Were the students and parents interviewed representative of the school population?

   - [ ] Yes
   - [ □ ] No  (If “No,” explain) ______________________________________________________

2. Classroom Observations

   What percentages of classrooms were observed if applicable for civic learning practice? 100% _____________

3. Document Review

   The materials will be defined by the content of the model practice submission. Documents must reflect and validate the information presented in the model practice submission. Materials may include, but are not limited to: assessment materials; assessment data, action plans, classroom/school displays, and curriculum materials; single school plan; minutes of meetings; project or activity scrapbooks; surveys; newsletters; volunteer logs or statistics; and other relevant data. Please briefly describe the documents reviewed.

   A. Please describe the qualitative and quantitative documents and data reviewed.

      Lesson plans, instructional units, and student projects were reviewed.

   B. Please briefly describe additional documents reviewed that document and validate the content of the materials.
Site Validation Team Findings

As a result of the validation strategies used on page 2, it is important to indicate the degree to which the information in the application is Consistent, Understated, or Overstated.

- **Consistent** is the expected and most common designation for the validation of a school’s application.
- **Understated** may be used to indicate elements of the school’s practices that were found to be richer than described in the application.
- **Overstated** must be used if critical elements of the signature practices cannot be validated and is required as support for the team’s decision if not recommending the school (see Additional Comments below).

1. **Description of the Program**

   - Information in the application is: ☒ Consistent ☐ Understated ☐ Overstated
   - Information was validated by: ☒ Interviews ☒ Observations ☒ Document Review

2. **Implementation and Monitoring of the Program**

   - Information in the application is: ☒ Consistent ☐ Understated ☐ Overstated
   - Information was validated by: ☒ Interviews ☒ Observations ☒ Document Review

3. **Results of the Program/Practice/Strategy**

   - Information in the application is: ☒ Consistent ☐ Understated ☐ Overstated
   - Information was validated by: ☒ Interviews ☒ Observations ☒ Document Review

**Additional Comments**

If the Site Validation Team is recommending the school receive the California Democracy School Award, please describe one or two highlights of the validation visit.

If the Site Validation Team was unable to validate a comprehensive implementation of the model practice(s) as described in the school’s application, please write a detailed description of the elements not validated.

Civic engagement is deeply embedded in the culture of the school beginning in ninth grade. Early on, students learn the importance of reading and analyzing multiple perspectives of a number of issues across the curriculum. Text analysis and “sourcing” of information is routinely conducted in all history-social studies classrooms at all grade levels.

The one semester twelfth grade government course has been repurposed to be a civics course where students study and investigate and number of current issues. Each student selects one of the pathway options described below to actively engage in civic practices.

- **Poll Worker** – students volunteer at polling stations during election periods to assist with translating information and providing other assistance to poll workers.
• Political Action – students study the positions and platforms of various candidates in local elections and organize a town hall for candidates to share their views. Students often choose to campaign for candidates by volunteering time at phone banks or distributing flyers.

• Non-Profit Work – students are invited to investigate the work of a number of local non-profit organizations and choose to volunteer time to support their mission. Examples have included serving breakfast to homeless children or teaching low-income children how to play basketball.

• Community Action Project – students study and address local problems in their community by investigating multiple causes and solutions, engaging in dialogue about various issues, communicating conclusions by delivering “soap box speeches,” and implementing a plan to directly solve problems.

• Mariner Mentor Program – students act as mentors to incoming freshman to help them adapt to the high school environment, thus providing social-emotional support to be successful.

A number of clubs on campus provide additional opportunities for students to debate, dialogue and address local issues and problems. Teachers also intentionally connect curricular topics to current issues. Students in AP English classes discuss issues surrounding gender equity. Eleventh grade U.S. history teachers study the civil rights movement of the 20th century and pose the question, “Is racism prevalent today?”

The entire staff including teachers, administrators, and support staff are extremely committed and engaged in preparing all students for civic life.