

## Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

➔ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

### B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Indicators with Prompts

##### Current Educational Research and Thinking

**Indicator:** The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**Prompt:** *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
<p>South East High School utilizes the current educational research to maintain a viable and meaningful instructional program for students through professional learning communities, small schools, and school wide professional development. The SEHS PD Team uses smartjaguar.com to post and share professional development resources for its teachers and staff.</p>	<ul style="list-style-type: none"> <li>• Professional Development Plan</li> <li>• Professional Development Agendas</li> <li>• Department Agendas</li> <li>• Small School Agendas</li> <li>• Scope and Sequence</li> <li>• Teacher Syllabi</li> </ul>
<p>Every member of SEHS is in a Professional Learning Community (PLC) that consists of members in content alike subject matter. Using principles from Richard Dufour’s PLC Cycle of Continuous Improvement (9 Step Cycle), SEHS commitment to key essential standards is guiding the creation of common lessons, scope and sequence plans, formative/summative assessments, and regular examination of student achievement data (district-wide periodic assessments,</p>	<ul style="list-style-type: none"> <li>• TTT Workshop Agendas</li> <li>• SIG Summer</li> <li>• Title I Budget</li> <li>• Google Forms</li> <li>• PD Project Check Schedules</li> <li>• UTLA Flyer for Lesson</li> </ul>

PLC formative assessments, end-of-course summative assessments, CAHSEE results, etc.).

During 2012-2013 school year, members of SEHS attended a two day leadership lab on 21<sup>st</sup> century teaching and learning. Research based instructional strategies were referenced through the *Global Achievement Gap* by Tony Wagner, *Made to Stick* by Chip and Dan Heath, and the *Starfish and the Spider* by Ori Brafman.

Several members of our Math Department are mentor teachers in California State University Dominguez Hill's Transition to Teaching Program. [\(more information from this please\)](#)

Teacher engage their students in writing across the curriculum through professional development offered through UCLA Center X, Mary Ledbetter, Jane Schaffer, SHEG, etc.

Monies are allocated through Title I for additional Professional Development for teachers. Teachers who attend conferences share their best practices with their PLC. Conferences attended by teachers include: Learning and the Brain, Thinking Collaborative, SHEG, UCLA History-geography Project, etc.

SEHS teachers and out of classroom personnel engaged in project based learning by finding an essential problem about Common Core and addressing it through their professional learning communities. The work was grounded in "learning by doing."

Several members of SEHS participated in Lesson Study during the summer. This training was held by The Institute for Standards, Curricula and Assessments (ISCA) and sponsored by the United Teachers of Los Angeles (UTLA). ISCA guides teachers through UTLA Lesson Design Study, an intensive teaching-as-research-and-development process that invests in the creativity, content knowledge and intellect of teachers. In lesson design study, teachers design units (a series of lessons)

#### Study

- PD Calendar
- Lesson Study Agendas
- PLC Agendas
- Peer to Peer Schedule
- Coaching Triads
- Cognitive Coaching Questions
- Book Club Agendas
- SIG 30 Certification
- AP Boost Flyers
- Learning zone registration
- College Board Registration
- Conference Attendance Form
- Smartjaguar.com
- SlyReply
- PD Agenda
- Smartjaguar
- Teacher Sign Ins

and assessments that measure student learning from those lessons. The lessons are taught (field-tested) and measured against the students' performance on the assessments. Based on the outcomes, the lessons and assessments are redesigned in detail and disseminated to colleagues at their schools.

Teachers participate in Peer to Peer Observations once a semester. In addition to Peer to Peer Observations, teachers engage in Cognitive Coaching to mediate reflection and inform their instructional practices. Cognitive Coaching is reflected in the researched based strategies of *Adaptive Schools* by Garmston and Wellman.

All members of SEHS participated in a school wide book club reading of Charlotte Danielson's Framework for Teaching.

AP Teachers participate in training by College Board through the AP Boost workshops. These workshops inform their instruction for their students. AP teachers also share best practices with their PLC. Also, one of our AP Teachers is a reader for College Board.

Several Members of SEHS are WASC visiting members. They bring back best instructional practices to the school and their PLC.

Several teachers attended the trainings by UCLA Center X such as The Art of Questioning, Adaptive Schools, and Habits of Mind

All staff received training in five modules explaining the nature and purpose of the three instructional shifts and content within

the Common Core State Standards.

Teachers have lead and created professional development for their colleagues. Topics included China Delegation, CCSS-SHEG, Close Reading, Writing Task Force, and Media Snap.

### Academic Standards for Each Area

**Indicator:** The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

**Prompt:** *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements?*

Findings	Supporting Evidence
All teachers English and Mathematics teachers incorporate the Common Core State Standards through their PLC work in their common lessons and assessments. All other content areas utilize the California Content Standards and the Common Core Career and College Readiness ELA Anchor Standards	<ul style="list-style-type: none"><li>• Scope and Sequence</li><li>• Smartjaguar.com</li><li>• Teacher Syllabi</li><li>• Textbooks</li><li>• Master Schedule Matrix</li></ul>
All students in the 2013 graduation class and beyond must complete A-G requirements in order to graduate. This means students cannot earn lower than a C in their A-G coursework in order to be promoted/graduate.	<ul style="list-style-type: none"><li>• LAUSD Graduation Requirement</li><li>• UC and CSU Acceptance</li><li>• AP Course Syllabi</li></ul>
All AP courses must be approved by College Board through an AP Audit. All AP teachers must be trained by college board prior to teaching an AP course.	<ul style="list-style-type: none"><li>• AP Pass Rate</li><li>• Textbooks</li><li>• LAUSD Perkins Application</li></ul>
All ROP coursework must be aligned to the California Technical Education vocational pathways.	
<b>Additional Online Instruction Prompts:</b> <i>Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.</i>	

Findings	Supporting Evidence
Not Applicable	N/A

**Congruence**

**Indicator:** There is congruence between the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.

**Prompt:** *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>All teachers post their Common Core State Standards/California Content Standards, Objective, Agenda, and corresponding Schoolwide Learner outcomes on their bulletin boards daily.</p> <p>All seniors participate in a service learning project that integrates SEHS’s core values of reading and research, 21<sup>st</sup> teaching and learning, and collaboration. Students practice and exemplify the school wide learning outcomes as problem solvers, responsible citizens, independent and resilient individuals, disciplined learners, and effective communicators.</p> <p>Professional Development is created and implemented through the lens of “How do we become a 21<sup>st</sup> century learning organization?” Through this lens, 21<sup>st</sup> century teaching and learning concepts and strategies are embedded in the work. There are continuous efforts to achieve congruence between classroom instruction, School wide Learner Outcomes, and academic standards. Professional Development meetings are used to assess data to improve proficiency rates. Small Schools, where possible, focus on inter-curricular lessons and activities. Professional Learning Communities (PLCs) allow faculty to refine lessons and share best practices and findings with the entire faculty. SEHS students receive a rigorous academic curriculum aligned with district, state and national standards and state frameworks. All courses are consistent with the academic standards and the school-wide learner outcomes and meaningful to the students</p>	<ul style="list-style-type: none"><li>• PRIDE Posters in classrooms</li><li>• Classroom visits</li><li>• Teacher Syllabi</li><li>• Smartjaguar.com</li><li>• US History/ Government scope and sequence</li><li>• US History/Government PLC</li><li>• Student senior presentations</li><li>• Scope and Sequence</li><li>• Small School created projects</li><li>• Lesson plans</li><li>• PLC Agendas</li><li>• Department Agendas</li><li>• Small School Agendas</li></ul>

**Student Work — Engagement in Learning**

**Indicator:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Prompt:** *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>SEHS participated in two self reflections through the PSC to review the instructional program. A collective sample of teachers and out of classroom personnel observed and recorded data on student learning and engagement. That data was utilized by small schools and PLCs to alter, inform, and/or enhance instruction</p> <p>Teachers participate in Peer to Peer Observations and utilize cognitive coaching to mediate thinking and reflection to inform instructional practices.</p>	<ul style="list-style-type: none"><li>• Smartjaguar.com</li><li>• PSC findings Write up</li><li>• PD Agendas</li><li>• Peer to Peer Triads and Schedule</li><li>• PD Agendas</li></ul>
<p>Teachers utilized several protocols to analyze student work in their departments, PLCs, small schools, and lesson study groups (AAR, CFG protocols, Dialogue around data, Student work calibrations)</p>	

**Accessibility of All Students to Curriculum**

**Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

**Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
<p>At South East High School, all students participate in a curriculum based on the frameworks and content standards as established by the California Department of Education, and the A-G requirements as established by the UC system. SEHS</p>	<ul style="list-style-type: none"><li>• Master Schedule Matrix</li><li>• PD Agendas</li><li>• PLC Agendas</li><li>• Unit Lesson Plans</li></ul>

faculty and staff believe that all students can achieve high levels of academic success, that all students deserve equal access to a rigorous, standards-based curriculum, and that the school environment must nurture students and teachers as life-long learners to grow as a learning community and better meet the schoolwide outcomes.

SEHS students have access to the school's entire program and are members of a small school (SS).

- All incoming ninth grade students are given an opportunity to select an SS based on their interests and career goals. In addition to the present modes of articulation with the feeder middle schools, students should be able to make a more informed decision when choosing their academies. Students choose their SS choice via LAUSD Zone of Choice process.
- All SSs host a Picnic to introduce 9th graders to the SS, its teachers and programs, and promote a sense of fraternity.
- SEHS' bell schedule allows for Advisory Wednesdays. Homerooms are organized by SS and allow for additional student identity within the academy and dissemination of pertinent information about schoolwide programs and within the SS.
- All SS have career themes from which they have built career pathways. Students are able to make elective choices within their SS, but are often uninformed about elective offerings outside of their SS. Also, there is an uneven distribution of electives offered in each SS.
- Most SSs have a group of students that sit on its student Council. The councils represent students of the SS and plan activities and events to promote academy spirit.
- Special needs students are part of the inclusion model. Because they are receiving support from their Educational Specialist, who is within the SS, students are able to have access to the school's entire program.
- Each SS has a bulletin board in the contiguous hallway to post information for student awareness of academy activities

- Common/Formative Assessments
- IEP
- Title I Funding
- Bridge Coordinator Job posting
- Smartjaguar.com
- M Team
- TSP and Title III Job description
- ELAC
- Master Schedule Matrix
- Teacher Syllabi
- Classroom Observations
- Teacher Lesson Plans
- IEP/504 Plans
- Inclusion Model
- Special Education Passports

All students need to pass the California High School Exit Exam, therefore SEHS has put various intervention methods in

place:

- In tenth grade, students attend mandatory CAHSEE preparatory courses on Saturdays.
- A two-week CAHSEE Boot Camp is held for seniors who did not pass the CAHSEE. One week is devoted to each subject.
- After school classes are held for 10th, 11th, and 12th graders to prepare them for the CAHSEE.

The Bridge/Intervention Coordinator supports students with special needs.

- SEHS utilized a full-inclusion model for students with special needs. Students with mild to severe disabilities from Banneker Special Education Center are now housed at SEHS and included in the instructional program.
- SEHS supports a co-teaching special education model. RSP and Special day teachers collaborate with content PLCs. Additional professional development and collaboration time is needed to ensure that all special education students' needs are met.
- Through common lessons, PLCs differentiate lessons and provided accommodations for students with special needs according to IEP/504 plans.

Teachers institute instructional practices that facilitate access and successful educational outcomes for all students. PLCs participate in a 9 step cycle. This cycle focuses on collaborative and reflective practices that help 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. The cycle includes:

1. Identification of the content's **essential standards** to add relevancy.
2. Collaboration on the **scope and sequence** to assure a coherent curriculum.
3. Creation of **common summative assessments** to assure rigor and coherence.
4. Creation of **common formative assessments** to assure rigor and coherence.
5. Identification of **SMART goals** to increase rigor.
6. Design of **rigorous lesson plans**.

- 7. **Looking at student work** reflectively.
- 8. **Sharing Best Practices.**
- 9. Collaboration on **intervention and extension** that can be offered to support achievement of the academic standards

Through the implementation of the PLCs' 9-Step Cycle, all disciplines ensure the utilization of culturally relevant and responsive pedagogy that address the needs of English Learners, including Reclassified, Fluent English Proficient Students (RFEPS), standard English Learners, and students with disabilities. Within this curriculum, many schoolwide instructional strategies are implemented (e.g., Think-Pair-Share, KWL, Jane Schaffer Writing Program, etc.).

The Targeted Student Population (TSP) Coordinator and Title III Coach support ELD and LTEL students.

- TSP and Title III Coordinators provide PD, support Master Plan program implementation for ELs, collaborate with school staff to ensure that PD plan and intervention services are aligned with SPSA, conduct demonstration lessons and observations to improve instruction for ELs.
- LTEL students are enrolled in a double period block of ELA

There are both honors and Advanced Placement courses in which SEHS students may enroll. SEHS offers 14 Advanced Placement courses

**Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Not applicable	N/A

### Integration Among Disciplines

**Indicator:** There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
SEHS incorporates Writing Across the Curriculum through Jane Schaffer, UCLA Center X, Mary Ledbetter, SHEG, the Writing Task Force, etc.	<ul style="list-style-type: none"><li>• Scope and Sequence</li><li>• Common Writing Samples</li><li>• Classroom Observations</li><li>• Common Formative and Summative Assessments</li></ul>
PLC Projects incorporate 21 <sup>st</sup> century skills, CCSS, and writing across the curriculum.	<ul style="list-style-type: none"><li>• Scope and Sequence</li><li>• PLC Project Updates</li></ul>
Some teachers participate in interdisciplinary projects through their small schools.	<ul style="list-style-type: none"><li>• AP Social Science and English PLC</li></ul>
Seniors complete the service learning project, which requires them to do community service, research, present their findings, and write a MLA research paper.	<ul style="list-style-type: none"><li>• Government/US History PLC</li><li>• Student work</li><li>• Classroom observations</li></ul>
ROP instructors provide IC3 certification from Certprep.	<ul style="list-style-type: none"><li>• ROP Application</li></ul>

### Curricular Development, Evaluation, and Revisions

**Indicator:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Prompt:** *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
SEHS Shared Decision Making Council adheres to the mandates of the LAUSD/UTLA Collective Bargaining Agreement. SDMC is comprised of 16 representative members (teachers, UTLA representative, parents, students, classified staff, and the principal). This council has purview over student	<ul style="list-style-type: none"><li>• SDMC Agenda</li><li>• SDMC Elections</li><li>• Scope and Sequence</li><li>• PD Agenda</li></ul>

discipline, professional development, bell schedules, school equipment and technology, and several general fund budgets, including the Instructional Materials Account (IMA), textbooks/materials, and the School-Determined Needs Account.

Through PLCs and the 9 step cycle teachers review, evaluate, and assess the effectiveness of their curriculum.

The PD subcommittee was created last year to incorporate teacher feedback on the PD goals and curriculum goals of the school.

The Magnet school reviews its evaluation plan annually to adhere to LAUSD integration policy

The major function of ELAC is to advise and make recommendations in writing to the principal and the School Site Council (SSC) on the implementation and evaluation of the school's Master Plan programs and services for ELs

There are school wide policies in place for homework and grading for some of the small schools

Some teachers are evaluated and accessed through the Teacher Evaluation System that adheres to the Teaching and Learning Framework.

Peer to Peer Observations are conducted with the lens of the Teaching and Learning Framework for challenging, coherent, and relevant curriculum.

Back-to-School Night and Student-Led Conferences give SEHS parents the opportunity to interact with their children and their children's teachers about the curriculum.

- Smartjaguar.com
- PD subcommittee Agenda
- PD calendar
- Magnet annual evaluation
- ELAC Agenda
- School Site Council Agenda
- LAUSD Master Plan
- VAPA Student Handbook
- TMM Student-Parent Compact
- SEHS Student-Parent-Teacher Compact
- Truenorthlogic.com
- PD Agenda
- PLC Agenda
- Parent sign-ins
- Back to School Night Flyer
- ConnectEd Messages

**Policies — Rigorous, Relevant, Coherent Curriculum**

**Indicator:** The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt:** *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
SEHS teachers review Department/PLC, and Small School goals at the end of the year and reassess their focus for the upcoming school year.	<ul style="list-style-type: none"><li>• Smartjaguar.com</li><li>• Scope and Sequence</li><li>• Buy Back Day Agendas</li><li>• PD Agenda</li></ul>
SEHS core subject teachers prepare and assess students using Common Formative and Common Summative Assessments.	<ul style="list-style-type: none"><li>• Scope and Sequence</li><li>• Common Formative and Summative Assessments</li></ul>
Instructional guides are modified and utilized in some core subjects to inform instruction.	<ul style="list-style-type: none"><li>• English Instructional Guide</li></ul>
Parents visit classrooms to help inform instruction. Twice a year, a school wide classroom visitation program is hosted by the parent center. Another two are hosted by the Magnet Program. Parents also utilize the Teaching and Learning Framework as a reference to help inform instruction.	<ul style="list-style-type: none"><li>• Mathematics Instructional Guides</li><li>• LAUSD Master Plan</li><li>• Parent Observations Agenda</li><li>• Parent Observations Flyers</li></ul>
Parents attend trainings, meetings, and review committees through the Parent and Magnet Office.	<ul style="list-style-type: none"><li>• SEHS Parent Calendar</li><li>• ELAC Agendas</li><li>• Magnet Parent Newsletters</li><li>• SEHS Parent Newsletter</li></ul>
<b>Additional Online Instruction Prompt:</b> <i>Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.</i>	
Findings	Supporting Evidence
Not applicable	N/A

**Articulation and Follow-up Studies**

**Indicator:** The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Prompt:** *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>SEHS articulates with its elementary and middle school feeder schools to establish a strong sense of community and high expectations of incoming students prior to enrollment at SEHS. Through classroom tours and Small School presentations, students are introduced to the rigorous academic expectations and coherent curriculum offered at SEHS.</p>	<ul style="list-style-type: none"> <li>• SEHS Articulation Programs</li> <li>• SEHS School Calendar</li> <li>• Magnet Articulation PowerPoint, Flyers, and Parent Sign-ins</li> <li>• EL Camp curriculum</li> <li>• ROP Agenda</li> <li>• ROP Field Trips</li> <li>• College Center visitor log</li> <li>• College Center emails (Edmodo)</li> <li>• Senior Assemblies</li> <li>• Parent Sign-ins</li> <li>• Articulation/Orientation Agendas</li> <li>• PowerPoints</li> <li>• Flyers</li> </ul>
<p>The SEHS Magnet Program articulates with surrounding Middle Schools and hosts several articulation parent meetings to inform community members of the their instructional program.</p>	
<p>SEHS hosts ELAC classes on campus.</p>	
<p>The Career-Technical Education (CTE) courses at SEHS are partnered with business advisories through the district CTE program. These business partners work with educators to match industry needs with content standards in developing curriculum.</p>	
<p>The College Center invites alumni back to participate in a student panel to share their experiences about college with our seniors during senior assemblies.</p>	
<p>Incoming 9<sup>th</sup> grade parents and students are invited to attend Orientation to prepare them for the rigors of high school. Parents and students were provided with information regarding district A-G graduation requirements as well.</p>	

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• There are various opportunities for collaboration of all</li> </ul>	<ul style="list-style-type: none"> <li>• PD Calendar</li> </ul>

stakeholders through departmental and small school allocated times

- All disciplines adhere to the curricular standards (Common Core and Content)
- Peer to Peer observations guide instruction and inform curricular development
- The extended school day adds to the curriculum at South East High School
- All disciplines participate in Writing across the curriculum
- The professional development utilized 21<sup>st</sup> century teaching and learning and is focused and helpful for the regular education curriculum
- SEHS has a comprehensive advanced placement offering with 14 subjects.

- Department/PLC Agendas
- Small School Agendas
- Smartjaguar.com

**Prompt:** *Comment on the degree to which this criterion impacts the school's to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Professional Development does not effectively include the needs of Special Education teachers/curriculum. Additional collaboration and professional development for co-teaching models is needed to address the inclusion model. Differentiation of Professional development for special education is needed. There are no special education teachers in the PD subcommittee to develop PD.</p> <p>Additional electives should be offered to provide students with an opportunity to explore vocational, career, or enrichment choices.</p>	<ul style="list-style-type: none"><li>• PLC/Department Agendas</li><li>• PD Plan</li><li>• Master Scheduling Matrix</li></ul>

## B2. Curriculum Criterion

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.

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

**Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**Prompt:** *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>At SEHS, all students have access to the school’s entire program on the school’s website. All students receive the Student-Parent Handbook and the Parent Compact. The handbook delineates district policies while the Parent Compact is an agreement between shareholders on school policies.</p>	<ul style="list-style-type: none"><li>•college center partnership with CSU and USC TRIO</li><li>•Woodcraft rangers – design classes</li><li>•MESA club – engineering and science</li><li>•Electronic courses within small schools</li><li>•Summer bridge program</li><li>•College peer counselors</li><li>•AP summer bridge program</li><li>•College counselors</li><li>•College advisor (partnership with USC – not TRIO)</li><li>•Internships offered to students</li><li>•UCLA AP boost program offered to students</li><li>•13 AP courses offers to</li></ul>
<p>All students receive assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals. The counselors meet with all students and their parents at least once during the freshman year. Advisory time is also used to cover study skills and address students’ personal learning plans. During the senior year, students periodically meet with their academic counselor for graduation checks. Seniors are summoned by the College Center to ensure they are meeting application deadlines.</p>	
<p>Students attend field trips through their Small School or individual classes</p>	
<p>SEHS offers 14 advanced placement courses for students.</p>	
<p>SEHS has two CTE approved ROP courses.</p>	