

Gardena High School

Expected Schoolwide Learning Results

***“If You Can Dream It,
You Can Achieve It!”***

**Graduates of Gardena High School will
achieve their dreams:**

**D
R
E
A
M**

**DEMONSTRATE PROFICIENCY WITH THE
COMPUTER AND OTHER FORMS OF
TECHNOLOGY**

**RESPECT AND APPRECIATE DIVERSE
CULTURES AND INDIVIDUAL DIFFERENCE
THROUGH INSTRUCTION AND POSITIVE
INTERACTION**

**EMPLOY PLANNING SKILLS TO ACHIEVE
ACADEMIC AND CAREER GOALS**

**APPLY PROBLEM SOLVING AND CRITICAL
THINKING SKILLS TO REAL LIFE SITUATIONS**

**MEET OR EXCEED CALIFORNIA STATE
STANDARDS AT ALL GRADE LEVELS, IN ALL
SUBJECTS,
PARTICULARLY MATHEMATICS AND IN
ENGLISH LANGUAGE ARTS**

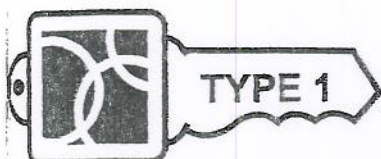
GARDENA HIGH SCHOOL Small Learning Communities

 Architecture, Construction, Computers, Engineering (ACCER) The Architecture, Construction, Computer Science, Engineering and Robotics Academy (ACCER). Students interested in this SLC will work in the following careers: - Engineering including aerospace - Construction - Computer analyst, systems analyst, computer programmer, Data analyst - Landscape design - Video game development	 Art, Music, Entertainment (AME) AME focuses on the Visual Arts, Media Arts, Performing Arts, Music, Film, Technical Theatre, and Graphic Production. Students interested in this SLC will work in the following careers: - Entertainment including dance, music and theater - Technical theater/stage management - Filmmaking, digital imaging and graphic design - Painting - Working in art galleries and museums - Graphic artist, lighting and sound engineers
 Global Leadership Academy (GLA) The Global Leadership Academy is a combination of Magnet students and those students who have an interest in business, leadership, and speaking multiple languages. Students in this academy will pursue careers in: - Working for large companies that do business in other countries - Stock market - Banking and finance- accounting - Business management - Interpreters for international companies - Entrepreneurship- owning your own business	 Sports Medicine, Health and Public Service (SHAPS) The Sports Medicine, Health and Public Service (SHAPS) will focus on careers in health or public service professions including the following: - Healthcare- nursing, doctor, physical therapy, dentist - Sports therapy - Public service- law enforcement, fire, paramedics - Psychologist and social worker - Teacher - Attorney/ paralegal

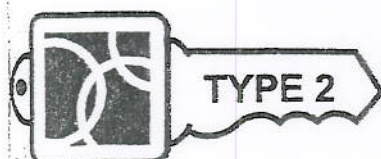
ITEP TEN POINT STUDENT PROGRAM ITEP + Industry + Teachers + Sustainability = Job-ready College-Prepared High School Graduates			
Program Component	9 th & 10 th Grade	11 th Grade	12 th Grade
1. Industry Orientation	■ Introduce industry themes, job skills, and training in the field of business and international trade including clusters in transportation, logistics, global safety & security and global environmental sciences.	■ Organize industry-networking opportunities for students and teachers with business leaders through industry and trade association sponsored events.	■ Require completion of capstone course of virtual business or at a Community College.
2. Career Exploration	■ Increase student ability to use industry, Community College and government resources to find career opportunities. ■ Organize tours of corporations, community colleges, Small Business Administration & Small Business Development Centers.	■ Provide classroom activities, with the help of industry leaders, designed to show students the qualities of a good business person. ■ Develop student presentation on what it takes to succeed in business in their selected career.	■ On-line career exploration.
3. Business Skills & Operations	■ Implement a team-building activity and field trips.	■ Train students in "soft-skills" such as business behavior and appearance. ■ Complete planning and preparations to apply for an entry-level position or college.	■ Provide opportunities for students to earn industry recognized technical trade certificates.
4. Academics Matter	■ Provide industry context & examples for state required classes. ■ Use leaders in industry to explain the importance of learning English & Algebra. ■ Emphasize the importance of passing the California High School Exit Examination (CAHSEE). ■ Identify students earning required credits to move to 11th grade.	■ Provide industry context & examples for state required classes. ■ Identify students earning credits for 12th grade.	■ Provide industry context & examples for state required classes. ■ Give the ITEP Global Business Competency & Computer Literacy test. ■ Identify students earning credits for graduation. ■ Award High School International Trade Certificate.
5. Industry In Action Speaker Series	■ Offer Entrepreneurs in Action speaker series.	■ Offer International Trade Leaders in Action speaker series.	■ Offer an Industry in Action speaker series.
6. Interventions for Struggling Students	■ Facilitate ITEP/ industry/ student/ faculty discussion groups to motivate and support struggling students.	■ Facilitate ITEP/ industry/ student/ faculty discussion groups to motivate and support struggling students.	■ Facilitate ITEP/ industry/ student/ faculty discussion groups to motivate and support struggling students.
7. Work Experience Community Service Job Shadow & Internships	■ Provide students with opportunities to complete 30 hours of supervised community service with Environmental firms.	■ Implement job shadow study tours to provide students to take an onsite look into the environmental aspects and opportunities in logistics, manufacturing, retail, service, transportation, and safety & security.	■ Certify internship program completion. Interns complete 70+ hours of supervised work.
8. Industry Boards	■ Identify program resources and funds.	■ Identify program resources and funds.	■ Identify program resources and funds.
9. Awards & Recognition	■ Celebrate industry, faculty, student and ITEP achievements at the Scholarship Awards.	■ Celebrate industry, faculty, student and ITEP achievements at the Scholarship Awards.	■ Celebrate industry, faculty, student and ITEP achievements at the Scholarship Awards.
10. Evaluation	■ Assess 10th graders for attitude and performance changes.	■ Assess 11th graders for attitude and performance changes.	■ Assess 12th graders for attitude and performance changes.

THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

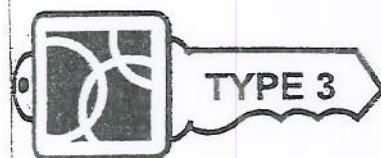
EPSTEIN'S SIX TYPES OF INVOLVEMENT



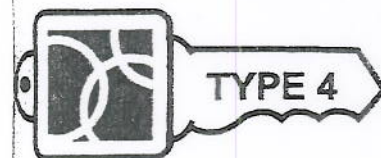
PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



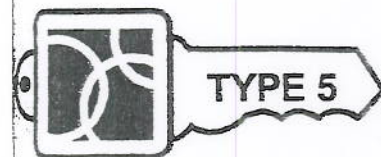
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.



LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

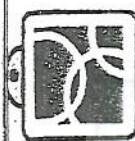


DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



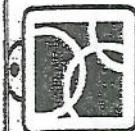
COLLABORATING WITH THE COMMUNITY: Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

LAS CLAVES PARA LA ESCUELA, FAMILIA Y SOCIEDADES COMUNITARIAS EXITOSAS SEIS TIPOS DE PARTICIPACION SEGUN ESPTEIN



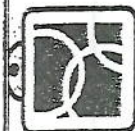
TYPE 1

COMO SER UN BUEN PADRE : Ayudar a las familias con destrezas de cómo ser un buen padre y cómo ayudar a los padres a entender el desarrollo del niño y los adolescentes y fijar condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado. Ayudar a las escuelas a entender a las familias.



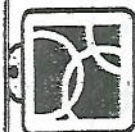
TYPE 2

COMUNICARSE: Comunicarse con las familias acerca de los programas escolares y el progreso del estudiante por medio de comunicaciones efectivas de la escuela al hogar y del hogar a la escuela.



TYPE 3

VOLUNTARIOS: Mejorar el reclutamiento, entrenamiento, trabajo y horarios para involucrar a las familias como voluntarios y entrevistas en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.



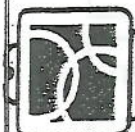
TYPE 4

APRENDIENDO EN EL HOGAR: involucrar a las familias con sus hijos para aprender actividades en el hogar, incluyendo la tarea y otras actividades y decisiones relacionadas con el plan de estudios.



TYPE 5

TOMANDO DECISIONES: Incluir a las familias en las decisiones escolares, el gobierno y el apoyo por medio del PTA/PTO, los concilios escolares, comités, equipos de acción y otras organizaciones de padres.



TYPE 6

COLABORANDO CON LA COMUNIDAD:
Coordinar los recursos y servicios comunitarios para los estudiantes, las familias, y la escuela con los negocios, agencias y otros grupos y proporcionar servicios a la comunidad.