

PACE

*Program in America and  
California Explorations*



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California Explorations*



CALIFORNIA ACADEMIC  
PARTNERSHIP PROGRAM

California State University  
Office of the Chancellor  
Long Beach, California

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The California Academic Partnership Program is an intersegmental program supporting partnerships between K-12 and postsecondary institutions designed to close the achievement gap and improve college-going rates for students in the state's underperforming schools. CAPP is administered by the California State University, in cooperation with the Association of Independent Colleges and Universities, California Community Colleges, California Department of Education, California Postsecondary Education Commission, California Student Aid Commission, and University of California.

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## PREFACE

The first day of school occurs for me on the fourth Monday in June when PACE Summer School begins. On that day, three other teachers and I meet the 140 new freshmen who are barely one week out of middle school. Formerly confident eighth graders are now shy and unsure freshmen. Looking out at all of them together for the first time, I wonder what they'll be like in two years when they're in my sophomore English class, or in four years, when they'll be leaving us for college: Who will be going to Stanford or UC Berkeley? Who will struggle through every class but still make it through? Who will be disheartened by the rigors of our program and want to drop out?

That's the point of having a small community—we figure things out quickly because the teachers know who the students are. We get to know them over the course of summer school, then in freshman and sophomore block classes, on field trips, and in tutoring labs. Our classrooms are full of PACE students from early in the day before first period to late in the afternoon. We can meet their needs on an individual level—whether it's challenging students to excel or helping students who are feeling overwhelmed—because we have this additional time together.

During this time, we build community. PACE students spend a lot of their time together; over the years, they develop friendships that transcend middle school, neighborhood, and class identities. They work together to meet the challenge of the curriculum instead of getting into petty rivalries. They celebrate one another's successes and support each other through difficult times.

That sense of community involves parents as well. Scores of parents get involved by chaperoning field trips, working in the office, and planning fund-raisers and events. The PACE Parent Committee, a group of dedicated parents who meet monthly, serves

as an advisory board and creates additional opportunities for parents to volunteer and socialize. The committee is a vital component of our program that links the four classes together and strengthens our community.

Our community spirit creates a shared purpose not just for the students and parents but for the teachers as well. We spend a lot of time together, too. My classroom and the PACE office have become the hubs of teacher collaboration and conversation. The old expectation of teachers working in isolation is not our way. We have rich discussions of curriculum and students that arise from a mutual respect and admiration.

We have room to grow, to be sure, but I believe we have the structures in place that foster growth, both for students and teachers. Gary Hart had a vision; now that vision is in its seventh year of implementation, and it's thriving.

Stephen Brooks, Teacher  
PACE Program, Kennedy High School

# Setting and Keeping PACE:

## *An Innovative Program That Works*

Gary Hart, in collaboration with the California Academic Partnership Program

### ***Genesis***

After many years as a state policy maker and chair of the California State Senate Education Committee and California Secretary of Education, I wanted to implement some of the education reform ideas I believed could make a positive difference in the lives of California high school students.

In addition, as a former high school teacher, I missed teaching history and spending time with high school students whose energy and ambitions were invigorating. I've always thought it a pedagogical crime that high school students are sometimes not challenged intellectually and often view history as their least favorite subject. I wanted to provide an academic setting that would engage students and provide them the motivation and intellectual skills to pursue successfully admission to competitive four-year colleges.

Finally, I wanted to do my part to confront the “achievement gap” where students of color and economic disadvantage continue to struggle to do well in school. There is no dearth of programs to address the achievement gap, but we continue to have few sustainable success stories for at-risk students. My hope was that I could help create and implement such a program at a Sacramento area public high school.

I had the good fortune to work only part-time at California State University at Sacramento (CSUS) and had quite a bit of flexibility, so that I could devote considerable time to this project. However, to move from my good intentions to a proposal that could be implemented was not as easy as I had envisioned. I had dreamed about this project for quite some time, but could never quite get up the nerve to move from theory to practice. What specifically would the project look like? Could I find a superintendent and principal willing to take a chance on the proposal? Would anyone be willing to fund the program?

### ***First Steps***

The tipping point to roll up my sleeves and actually begin serious work on this project came when a friend, Dave Jolly, director of the California Academic Partnership Program (CAPP), encouraged me to move forward and indicated that CAPP might be willing to support the project with a planning grant.

My first step was to put in writing exactly what I envisioned as an academic program and the organizational structure and resources needed to make it work. I called the program PACE for Program in America and California Explorations, and preparing the proposal forced me to articulate exactly what I hoped to accomplish and forced me to move the idea from my mind into reality. (A version of the proposal is included as Appendix A.)

I amended the proposal many times after getting responses from educators and policy makers whose opinions I respected. Although there were many questions, criticisms, and suggested changes, the responses were, for the most part, very positive. This initial level of support and assistance in refining the proposal was absolutely critical in avoiding pitfalls and blind alleys and, most importantly, in giving me the courage to move forward.

The initial proposal focused on curricular issues, since I was proposing an unorthodox approach to the study of history. There were two major innovations in my history prospectus:

1. Rather than a chronological approach, which provoked complaints for its inch-

deep, mile-wide, superficial coverage of history, my case study structure allowed for more in-depth immersion in key historical periods.

2. History in 9th grade would focus on U.S. and California history, so students would receive significant U.S. history instruction in grades 8, 9, and 11. In addition, 10th grade history (world history) would have a strong emphasis on the role of the United States in modern world history. (Note: Although attempted in the first year of PACE, the U.S. focus on world history in the 10th grade was subsequently dropped due to the difficulty of developing appropriate materials.)

Some of my ideas about the project crashed and burned very early on; in fact, some never even made it to the runway, but many features remain intact today. It was close to a miracle that without having served as a public school teacher for decades, I was able to pull together some of my ideas and actually see them implemented and sustained over a number of years.

Initial ideas that crashed and burned include the following:

- PACE students would have 100 minutes of homework each school night and each weekend in their core English and history classes. Note: This homework time was not consistent with academic norms at the high school—students did not ordinarily do that much homework for just two classes—and other teachers complained that their classes would be adversely affected. The average amount of daily homework ended up being closer to 60 minutes, but varied greatly due to PACE students' abilities and time management skills.
- Students of average academic performance would also be strongly encouraged to become part of AVID (Advancement Via Individual Determination). Note: The one AVID section at the school was discontinued after one year due to budget cuts and a determination by the principal of the teacher's ineffectiveness.
- Every two weeks during an extended 90-minute lunch period, a guest speaker would share his or her work perspective with PACE students. Note: Although guest speakers remain an important component of PACE, they participate twice

a semester rather than every two weeks; the idea of a 90-minute lunch period was totally unrealistic given the complexity of class schedules.

The following are some initial ideas that became strong components of the program and remain in place today:

- History and English classes for all PACE freshmen and sophomores are two-hour blocks.
- An intensive summer school program between 8th and 9th grades is mandatory for all entering PACE students.
- To promote good citizenship habits as well as academic skills, 60 hours of community service per year is required, as well as attendance at one cultural event per semester with classroom assignments reflecting on these experiences.
- Twice a semester guest speakers discuss their work perspectives.
- There is a PACE book club.
- A part-time PACE administrative assistant helps to coordinate special PACE activities (e.g., summer school, field trips, guest speakers).

### ***Going Public***

After feedback, revisions, and a strong possibility of CAPP grant support, the time was right to choose a district and a school to implement PACE. I wanted a district and school that was racially and economically diverse, where PACE might have the biggest impact. The most challenging district in the area seemed to be the Sacramento City Unified School District (SCUSD), which already had five comprehensive urban high schools and was launching a number of innovative small high schools.

In the early summer of 2001 I wrote a letter to Jim Sweeney, the superintendent of the Sacramento City Unified School District (SCUSD) at the time, enclosing my PACE proposal and asking if he would be willing to establish PACE within the district. I suggested that Sacramento High School, the most troubled school in the district, would be my preference for PACE. Although Sweeney was a casual acquaintance and had a

reputation as a “reformer,” I had no idea what his response might be. My hope was that he would at least read the proposal, and that he or someone on his staff would express some tentative interest that would lead to further discussions and possible negotiations on a final proposal.

I was surprised to get a prompt and very favorable response with no questions or suggested changes. Sweeney said, “I want to do it, but I want to do it at Kennedy High School rather than Sacramento High School. Go for it!” Although I was disappointed in his school preference, I was delighted that he was supportive and gave me the signal to move forward.

Kennedy opened its doors in 1966 in a suburban area of Sacramento, and in its first few decades was a relatively high-achieving school with a majority of middle-class students. However, like so many schools in California, the demographics of Kennedy had changed dramatically, and by 2000 Kennedy was a struggling school, still with many middle-class students, but also with a large number of low-achieving students and dropouts. Increasing numbers of middle-class parents were choosing private schools or other public schools within SCUSD. By 2002, Kennedy was one of the most racially diverse high schools in the country with significant representation of all principal ethnic groups—Asian-American, African-American, Latino, and white.

Sweeney assigned his chief of staff, Kathleen Whalen, to help get PACE off the ground and run interference on bureaucratic obstacles and potential political problems. She immediately arranged a meeting in August of 2001 with the newly appointed principal of Kennedy, Mary Shelton, to discuss the PACE proposal and to use the 2001–2002 academic year to plan, with the goal of PACE becoming operational at Kennedy in 2002–2003. Shelton was enthusiastic about PACE, and she agreed to set up meetings with the Kennedy faculty.

My first meeting at Kennedy was with Alida Imbrecht, chair of the Social Studies department, who was very supportive, followed by a presentation to the entire faculty. Next, I met with the English department faculty to discuss the proposal in greater depth, with the goal of finding at least one strong English teacher who would agree to partner with me and be the lead English teacher for PACE. Although some of the English faculty seemed intrigued by the proposal, no one beat down the door to become an active part of PACE. The more senior and most gifted members of the Kennedy English

faculty all had comfortable assignments teaching junior and senior honors classes, as well as journalism, debate, and theater. To find a talented English teacher willing to give up choice assignments in order to teach a diverse group of freshmen, develop a new curriculum, and participate in the summer school program was a huge challenge.

With some help from Mary Shelton, I was able to generate some interest from Richard Johnson, one of the most respected members in the English department, who had taught at Kennedy for close to 20 years. He was drawn to PACE because he felt Kennedy had been on the decline for a number of years and was losing potentially good students to other schools. However, he loved his current assignments, which included honors senior English classes and his first love—Kennedy’s journalism program.

More than anything, he needed to believe that I was firmly committed to PACE and that I had carefully thought through how a good idea could become a reality. Receiving an extra prep period for PACE and extra compensation for working in summer school were important factors for him. Finally, at a lengthy meeting in his home midway through the 2001–2002 school year, Richard Johnson signed on as the lead PACE English teacher, giving up the journalism and senior English classes he had enjoyed for many years. As a PACE teacher, Johnson was effective and conscientious; he became a true believer and brought great credibility to the program. His decision to become a PACE teacher was one of the most important reasons PACE was able to thrive and sustain itself at Kennedy.

### ***Reach Out and Touch Someone***

Another key challenge was creating our first class of PACE freshman students for the 2002–2003 school year. To accomplish our goal of 125 students, work had to begin early in the 2001–2002 year on admission criteria and recruitment.

#### **ADMISSIONS**

We decided to establish minimum academic standards that included the following: reading at or near grade level and a willingness to work hard and take rigorous academic courses, including honors and AP. These criteria meant that a sizeable number of students with poor test scores would not be eligible for PACE, but given the rigor of our curriculum, we thought this was a wise decision. We also chose not to have

any “ceiling” requirements because we did not want to penalize outstanding students by denying them admission and felt they could serve as role models to many PACE students.

We also chose not to make PACE a magnet program within the district; instead we limited enrollment to students in the Kennedy attendance area. Magnet programs in SCUSD required more central office involvement—something we wanted to avoid. Also, over-subscribed magnet programs meant that under state law students would be chosen by lottery—another thing we wanted to avoid in order to increase student diversity in the program. This proved to be a wise decision as a strict lottery would have resulted in a ratio of four females to one male rather than a more balanced male/female mix. Also, we would have had fewer African-American and Latino students and fewer working-class/poor families in PACE had it been a magnet program.

Finally, we developed a one-page application form. (See Appendix B.) An important feature was to ask applicants to list a middle school teacher most familiar with their academic work. In reviewing applications, I contacted each student’s teacher reference, which proved to be invaluable in helping determine student potential, maturity, and challenging home environment. Middle school teachers greatly appreciated this format as they did not have time to write reference letters, and they could be more candid orally than in writing.

### **RECRUITMENT**

A major challenge we faced was persuading 8th-grade students to give up their upcoming summer vacation as well as give up a 9th-grade elective to take a history class. In 2002 there was no social studies requirement for ninth-grade students in SCUSD. We employed a number of strategies to recruit students:

- I met with all the Kennedy feeder middle schools and K–8 school principals and faculty during the fall semester. If middle school principals and faculty believed PACE was worthwhile, they could be most influential with middle school parents and students in encouraging them to apply to PACE.
- I spoke to 8th-grade students in classrooms and assemblies at all of the Kennedy feeder schools.

- We presented PACE at middle school parent nights where different high schools made recruitment pitches for new students.
- We produced a PACE brochure, which was distributed widely to middle school teachers and parents. (See Appendix C.)
- Letters, brochures, and PACE applications were sent to all parents and students in the Kennedy attendance area encouraging them to consider PACE.
- I conducted one-on-one interviews with all applicants at their middle schools. The purpose of the interviews was to better inform ourselves about which students would be good choices for our critical first PACE class and to make a personalized pitch to potential PACE students.

In the end, we had 300 students apply for 120 PACE freshman slots. We accepted 180 students into the program knowing that some students would choose other schools and programs and wanting to err on the conservative side to ensure we had enough students (120) to generate adequate state ADA (Average Daily Attendance). When the dust settled, our first PACE class of 150 students was enrolled, resulting in class sizes averaging 37 students. We felt that enlarged classes was a small price to pay for the enthusiasm generated and the message we sent to people in the Kennedy neighborhood that PACE was now more than just an idea—it was a vital and visible part of Kennedy High School.

### ***A Potential Veto***

A final concern was the Sacramento City Teachers' Association's (SCTA) reaction to PACE. Relations between SCTA and SCUSD were not good, and SCTA was tired of existing reform initiatives. SCTA could be hostile to PACE, even though it involved only one high school and initially directly affected only 150 students out of a 2000+ student body. In the end, a Memorandum of Understanding was agreed to by the district and SCTA that provided for the following:

- I would receive a prorated (four-fifths) teacher salary since I was teaching only four, rather than five, class periods per day.
- PACE English teacher (Richard Johnson) would teach four periods, have a prep period, have one period to monitor student progress, and would receive a regular salary.
- SCTA agreed to waive the contract limit on the number of student contacts for PACE teachers, so PACE did not have to turn away any of the 150 enrolled students.

PACE was now a reality and ready to go!

### ***Signature Features***

As noted above in “First Steps,” PACE attempted many reform initiatives. Some no longer exist, but many remain as integral parts of PACE. Some of these reforms exist in many high schools throughout California, most notably and importantly, block scheduling and a community service requirement. In addition, field trips and guest speakers, which are ongoing features of PACE, also occur occasionally in some high schools.

However, two signature features are essential components of PACE and distinguish it from other high school–reform initiatives. The first is a *mandatory* summer school program for entering freshman PACE students, occurring at a university campus and run by PACE teachers. PACE summer school has had success in building relationships, establishing academic work habits, creating experiential learning activities, and forging a PACE identity that makes students understand that they are in a special program with unique participant opportunities and responsibilities.

The second unique program is the PACE book club during the freshman and sophomore years. Incorporated into the regular instructional day, the PACE book club provides opportunities for students in very small groups (usually five or six) to explore in some depth with an adult volunteer works of fiction and non-fiction that are related to the regular course of study and are often challenging texts. In addition, an important benefit of PACE book club is for students to enjoy reading and discussing books in a more informal setting.

Since both of these signature features of PACE are unique and took quite some time to develop, much of the rest of this report discusses their origins, implementation, obstacles, and benefits.

## **PACE SUMMER SCHOOL**

The following sections describe the summer school program, benefits, program components, challenges, and some final thoughts.

### ***Rationale and Description***

In the summer between 8th and 9th grades, PACE students are required to participate in a four-week summer school program. We carefully considered how to structure our summer school program so it would be viewed as an interesting and engaging learning experience, avoiding the stereotype of summer school as punitive, boring, and an abbreviated “cram course.” Summer school marketing and sound educational strategies that worked included having our summer school at California State University, Sacramento (CSUS) rather than at Kennedy; providing a variety of summer school classes; and providing interesting field trip experiences—the biggest hits being a river-rafting trip and a two-day/overnight trip to Yosemite.

Strategically, the most difficult challenge for high school freshmen is the academic and social transition from middle school to high school. By being provided a quality academic experience as they enter PACE, students learn about high school expectations and gain important academic skills and social contacts that smooth the transition to the new world of high school.

### ***Benefits***

PACE Summer School (PSS) is one of the most distinctive and popular aspects of the PACE experience. Below are some of the many benefits.

#### ***TEAM BUILDING***

Students develop friendships before the beginning of the regular school year that can help significantly in making a successful transition from a much smaller and familiar

middle school environment to a large, relatively anonymous, and imposing comprehensive high school. PSS is a formative experience that helps establish a positive and strong group identity for PACE students.

#### ***COLLEGE PREP***

From the first day of PSS, students learn that the goal of PACE is to get all “PACERS” ready for competitive college admissions. Holding PSS on a college campus creates a reality aligned with the PACE college prep rhetoric.

#### ***ACADEMIC WORK***

PSS provides daily opportunities for students to gain academic knowledge, skills, and work habits that facilitate the transition to college prep academic work during the regular school year. Summer school academic work consists of classes in history, English, writing, and field trip exploration, taught mostly by 9th grade PACE faculty.

#### ***EXPERIENTIAL LEARNING***

PSS academic work occurs in a more relaxed environment, and interesting field trips and related course work provide innovative, experiential learning opportunities for PACE students.

#### ***SCREENING DEVICE***

PSS requires a full month–commitment of time by students (and their parents) during the summer. The requirement discourages less than serious students from applying to PACE; any student who participates in PSS and has poor attendance and/or academic performance is dropped from the program before the start of the regular academic year.

#### ***CREDITS***

Upon completion of the summer program students receive five high school academic credits and a pass/fail grade.

### ***Program Components***

PSS is in session Monday to Friday for four weeks beginning one week after the completion of spring semester (usually from mid-June to mid-July). All students take four

40-minute academic classes: English, history, writing, and field trip orientation. School begins at nine o'clock and adjourns before two o'clock with a 40-minute lunch break.

A few weeks before PSS, the faculty holds an orientation session at CSUS for incoming PACE students and their parents. The purpose of the orientation is to introduce PACE faculty, discuss program requirements and expectations, and conduct a campus tour. The orientation tour is valuable in allaying fears and establishing a comfort level for students and parents before the official start of the program.

The first day of PSS is critical and requires careful planning. At an assembly of all students, the Kennedy principal and a high-level administrator from CSUS give welcoming addresses. PACE faculty provide campus tours including the PACE classrooms, and a CSUS librarian conducts tours of the campus library. Students also receive a PACE binder including information about the program, the CSUS campus, a journal notebook, upcoming field trips, and emergency contact information.

The English and history curricula are at the discretion of the classroom teacher, although a new district geography-course requirement necessitates that the 9th-grade history class emphasize geography. The writing class involves expository writing and grammar with students receiving regular responses on their written work. A teaching assistant—usually a college student—assists the teacher in reviewing and commenting on student essays.

The course in field trip orientation prepares students for upcoming trips, focusing on logistics and academic content (geology, California history, art, etc.). PSS field trips have included the following:

- Yosemite overnight
- Donner Summit
- San Francisco
- State Capitol
- Sacramento Delta
- Mother Lode river rafting/hiking

The success of PACE Summer School has led to an expansion of PACE Summer School

to PACE sophomores who desire more preparation for challenging sophomore course work. Sophomore courses offered have been prep courses for AP Chemistry and AP World History. Courses are at CSUS and are taught by PACE faculty for four hours daily.

### ***Challenges***

A number of significant challenges need to be addressed to have a successful summer school experience.

#### ***STUDENT AND FACULTY RECRUITMENT***

Initial student and faculty participation is a challenge as people must give up a month of summer vacation. Critical to recruiting faculty is demonstrating that the summer school helps students be successful in high school. Faculty are attracted to the idea that they will be able to work with and get to know their students before the start of the regular school year and that summer school provides them an opportunity to teach in greater depth and/or to try some new instructional strategies with students. An opportunity to supplement their salaries is valued by many faculty members.

#### ***PARENTS***

Parents are key. If parents feel the program will offer their child an opportunity to succeed in high school, they are more likely to enroll their child. Holding information and quasi-recruitment sessions for parents in the winter/spring is worthwhile. PACE student surveys indicate that a majority of PACE students enroll in PACE because their parents insist upon it. All PSS teachers attend orientation sessions with prospective PACE parents and students.

Knowing that PSS faculty will be teachers of record during the regular school year is an added assurance for students and parents.

#### ***FINANCES/BUDGET***

Revenue for PACE Summer School comes primarily from the state, which provides for core academic classes for up to five percent of the district's prior year enrollment. With recent state and district financial cuts, the number of PSS field trips has been reduced from four to two, and PACE parents are active in fund-raising activities to make up for lost state revenues.

***FACILITIES***

Location of summer school on a college campus is an attraction. A key policy decision when PSS started was whether to hold classes at Kennedy High School with regular summer school classes or at CSUS. We chose to locate at CSUS because we wanted PACE students to start thinking seriously about college as a realistic goal. Additionally, the college setting eliminated the stigma of summer school as punishment for students who had failed or needed remedial work.

CSUS has always been very cooperative and lets us use their facilities without charge. Most CSU campus presidents are committed to assisting programs like PACE because they realize that a strong link with such programs increases the likelihood of success for students attending their campus. Many of these students are the first in their families to attend college.

***TRANSPORTATION***

The CSUS campus is 10 miles from the Kennedy attendance area, thus transportation posed a problem. Getting students to PSS in the morning was easy because parents could carpool and drop their children off on their way to work. However, the two o'clock dismissal time necessitated our working with the Regional Transit management to establish a special bus line to return students to the Kennedy attendance area.

***FIELD TRIPS***

Good program design and planning are essential for field trips; they must be an integral part of the summer school program and not just considered an "add-on." PSS uses a portion of its state funding for field trips. We have considered charging students a small fee for field trips but much prefer to make them free of charge. Our commitment to make field trips an integral part of PSS would be compromised if we were to charge for them.

Arranging summer field trips to popular sites is easier because there are fewer field trip requests by school groups during summer months. We were pleasantly surprised by the enthusiasm of government and nonprofit groups to accommodate PACE. Lead time, of course, is important; making initial contact and setting dates three months in advance is a good rule of thumb.

One hour of each PSS day is devoted to field trip work, addressing logistical issues

and making sure that students are adequately prepped and debriefed. On many field trips, especially those that might require a certain physical ability or stamina (like hiking or swimming), we attempt to provide choices. (See Appendix C for Field Trip Survey.)

#### **ADMINISTRATIVE ISSUES**

PACE has always had a part-time administrative coordinator who is on site at all times during summer school to deal with any emergencies as well as to handle administrative matters and plan for upcoming field trips. Since PACE Summer School is a unique program operating at a non-district school site with a daily schedule different from all other summer schools, having school site and central office administrators who are knowledgeable and supportive of PSS is essential.

### ***Final Thoughts on Summer School***

The quality and integrity of the summer school program are essential. We developed a policy under which more than three days of absences would result in losing all summer school academic credit, and missing more than five days would result in a student being dropped from PACE. (See Appendix C for Summer School Rules.)

Here is an example of how we maintain program integrity: In our first year of summer school, three students violated rules on an overnight field trip. Despite some parent protests, these students were dropped from PACE. These were difficult policies to develop and implement, but they sent a clear message to all PACE parents and students about PSS standards. Because these policies have been faithfully followed, PSS has credibility, and our willingness to take a stand has been greatly appreciated by almost everyone associated with PACE.

Finally, establishing and maintaining strong relationships with partners is absolutely essential. Key partners for PSS include the Kennedy principal, the SCUSD central office, the CSUS administration, local and regional government agencies, and non-profit organizations (especially for field trips). PSS has not yet tapped into local media, teacher unions, chambers of commerce, and parent advocacy organizations. Of course, every community is different, and key contacts and resources will vary. What is needed more than anything are summer school organizers and innovators who can assess what community and school resources are needed, seek them out, and nurture them. Always keep

in mind that most community organizations very much want our public schools to succeed. If they believe the idea is worthwhile and workable, they will make an effort to help meet program needs, especially if a practical way they can assist has been identified.

An innovative summer school program will vary based upon the personalities of its leaders and the educational needs of a particular community. Especially in the beginning, hard work and resourcefulness are required, but the chance to develop a unique education program with enormous payoffs for students is well worth the effort.

## **PACE BOOK CLUB**

The following section describes the book club's purpose, rationale, and origins; adult volunteers; selection and purchase of books; grouping of students; oral presentations; evaluation; and miscellaneous issues.

### ***Purpose, Rationale, and Origins***

The PACE Book Club (PBC) is an integral and unique component of the PACE program, and perhaps the most portable component that can be replicated in other programs for other purposes. Struck by the current interest in book clubs among adults, I conceived of this feature of the program to develop in students an enthusiasm for reading quality literature—a practice not helped by the dreaded chapter quizzes and perennial perfunctory book reports to which high school students are often subjected.

Here's how PBC works: At least once (and up to three times) a semester PACE students choose one of five or six books selected by their teacher, then read and discuss it over a five-week period. The sessions are conducted during the regular classroom time for English or history. Each book club consists of four to seven students, and a weekly book club discussion is led or facilitated by an adult volunteer. At the conclusion of the book club, each student group makes a presentation (15–30 minutes) to the rest of the class about the major themes, plot, and characters; and group members share their own opinions of the book as well. (See Appendix C for a pamphlet on PBC.)

There are many educational advantages to PBC:

- Too often high school students are limited to selections from textbooks and

anthologies. PBC exposes students to entire works of quality. By choosing books that are engaging and exploring subjects in depth, students can become more enthusiastic and discriminating readers.

- Volunteers help students explore and analyze more difficult and sophisticated texts; volunteers also serve as role models, exposing students to adults who enjoy reading and who lead effective group discussions as a result.
- Because of large class sizes and lecture methods employed by many teachers, many students don't have opportunities to participate in meaningful discussions. With PBC's student/adult ratio of no more than six or seven to one, students can run, but they can't hide! Small group settings often provide more reticent students with a comfort level that makes it easier for them to participate.
- High-quality books are selected for PBC and serve as supplementary materials linked to the curriculum, providing a literary context for what students are learning in PACE U.S. History and English classes, increasing interest, and reinforcing factual information.
- Too often reading and academic work in general are isolating experiences that prevent development of academic peer groups. PBC provides opportunities to establish social networks.
- PBC creates different learning situations for students. A chance to interact in meaningful ways with a non-teacher adult in a less formal environment (sometimes with snacks and refreshments provided by the adult leader or students) serves as a nice change of instructional setting for students.

### ***Adult Volunteers***

In order to establish a successful book club program, many challenges need to be addressed, most of which relate to recruiting and supporting the adult book club volunteer leaders. *A book club program is only as successful as the quality of its book club leaders.* What follows are some volunteer issues and suggestions for how they can best be addressed.

**RECRUITMENT**

For every PBC class, six adult volunteers are required for the six different book clubs operating simultaneously. Since currently two teachers use PBC throughout the school year, as many as fifty adult volunteers may be needed. Many book club leaders are repeat volunteers, so the number of actual volunteers can be reduced substantially. Getting enough high-quality adult volunteers to lead book club discussions is the most critical challenge for a successful book club program. These are some effective strategies for recruiting:

- Identifying and reaching out to potential pools of volunteers. Successful pools for PBC have included friends and acquaintances of participating teachers, retired persons (especially teachers!), homemakers, college students, parents of students, friends of public libraries, independent business people, and professionals with flexible schedules. There are even large employers who will give time off for volunteer work. (The California Department of Education has been a partner in Sacramento for PBC.) PBC promotional materials have been produced for distribution to potential recruits.
- Emphasizing the limited time commitment. Volunteers commit to six weekly meetings at the school site, each one lasting from one to two hours. Open-ended commitments are very hard to secure, but volunteering once a week for no more than six weeks is attractive and do-able for many people.
- Highlighting to potential volunteers that the assignment is enjoyable. Few skills are required and little is needed except a love of reading. Volunteers work only with a small group of students where issues of classroom management are non-existent. Volunteers are not responsible for grading papers. In addition, they develop personal relationships with many of the students that make them want to return, thereby reducing the need for new volunteers.
- Selecting a book club volunteer coordinator. Someone needs to assist with recruitment and logistical support issues. To ask classroom teachers to handle all volunteer concerns is not practical. PBC has relied upon a PACE parent to provide this service and has paid this coordinator a modest stipend.

**SUPPORT**

For volunteers to be successful they need some help. And, as noted above, volunteers will often reapply for PBC if they have a successful experience. PBC provides several types of support:

- **Orientation.** Volunteers are encouraged to participate in a one- to two-hour session with the teacher in whose class they will be working. Such sessions include discussions of the following: 1) what the teacher hopes to accomplish through the book club and what his/her expectations are from volunteers; 2) effective techniques for volunteers to employ while leading book club discussions; and 3) high school demographics and typical strengths and weaknesses of PBC students. Ideally, volunteers would visit a PBC already under way so they can better visualize and experience what PBC is all about. This is the best orientation available although sometimes not possible for some volunteers, given their time limitations. (See Appendix C for orientation materials.)
- **Teacher availability.** Teachers often visit book club sessions, which sends a message to both adult volunteers and students that they value the activity. The teacher can check periodically with volunteers to see if they have questions or concerns, to reassure them, and to thank them for their participation. E-mail is an efficient and effective way for ongoing communication of this type.
- **Lunch.** We provide lunch for our volunteers. This shows that we value their efforts and also provides time for them to compare notes about their book club experiences with other volunteers.
- **Photographs and letters.** At the end of the book club, we take a photo of the book club volunteer and his/her students and send it to the volunteer with a thank-you note from the teacher and/or participating book club students.
- **Logistics.** We provide maps to the school, maps to the parking lot, and a common meeting place (the main office) where our volunteer coordinator always greets the volunteers, signs them in, provides name badges, and escorts them to the classroom where the book clubs are held.

- Cocktail party. At the end of the year we have a party for all of our book club volunteers to thank them for their participation and give them a chance to meet each other and compare notes.

#### ***FINAL WORDS ABOUT VOLUNTEERS***

As noted above, the quality of book club leaders is critical. What makes for a good book club leader? There are two essential qualities: a love of reading and good social skills, which include being a good listener and being adaptable. If a group discussion strategy is not working, the volunteer should not hesitate to try another approach.

We also find that styles vary enormously among book club leaders—some are quite task oriented and others are non-directional; some do an enormous amount of prep work, and others do very little. The comfort level for book club leaders is very important, and they should have considerable leeway in how they conduct their PBC.

Our program is small enough and based largely on referrals, so we have not had formal volunteer requirements, such as a college education or prior work with students. On occasion volunteers will not be successful, and we will not encourage them to volunteer again. (This is usually not a problem as they realize it has not gone well.) Initially, the school administration wondered about fingerprinting requirements for our volunteers, but since the volunteer work occurs in a classroom and group setting during the regular school day, it was determined such a requirement was not necessary.

#### ***Selection and Purchase of PBC Books***

PBC teachers select books based upon personal interest and/or books that would most reinforce units under study. Topics covered by the freshman history teachers include California and the West, Immigration, the Civil War, and Civil Rights. Genres used by the sophomore English teacher include science fiction, contemporary fiction, and memoir. Books are added and subtracted from the PBC list based upon comments from both students and adult volunteers. Books that teachers believe will be a “hit” are sometimes a “dud” and vice versa. (See Appendix C for book list and summaries.)

Initial book purchases were made through grant funding. PBC was also able to secure a group discount (20–25%) arrangement at the local Borders. In addition, a neighborhood service club made a donation of \$750 toward purchase of PBC books.

Solicitation to service clubs for books is a good fund-raising strategy. Books are purchased as paperbacks and used five or six times; students are encouraged to purchase their own copies so they can mark them up and/or add to their personal library.

### ***Grouping of Students***

Students select their first and second choices of books from the list of teacher-nominated books. Most PBC teachers attempt to include a balance of fiction and non-fiction books, and some require students to be involved in at least one fiction and one non-fiction book club during the school year. Teachers will sometimes select students for a particular book club based on the following criteria:

- 1) Gender. Teachers generally strive toward gender balance although a couple of our most successful book clubs have been all one gender.
- 2) Reading ability. Students who are the strongest readers end up in book clubs with the most challenging books.
- 3) Social dynamics. It's better to keep best friends (i.e., cliques) from being in the same book club.

Further, students do not read any portion of the assigned book until they have first met with their club leader.

PBC was initially built around freshman students, and we have learned much from this experience. First, freshmen have had little exposure to adult literature and, as a result, sometimes have trouble with books with little action. In addition, their background knowledge (e.g., geography, history, vocabulary) is limited. They also have had few or no opportunities to participate in meaningful group discussions, and so their listening skills are not well developed. In addition, many students (especially boys) are quite reticent in group discussions. However, in the hands of an able group facilitator, these challenges can be anticipated and successfully addressed.

### ***Oral Presentations***

At the conclusion of the book club, PACE students give an oral presentation to the rest of the class. The presentation covers such topics as book themes, author's background

and writing style, historical context, and participating students' opinions of the book. PBC initially had no culminating group presentations, but they have become extremely popular with PBC students. They provide an important focal/end point (somewhat like a final exam) and also give students a much-needed opportunity for public speaking. Student presentations vary in format. Most have some kind of panel discussion, but videos, power points, skits, and props have all been used successfully.

The Internet has been a valuable PBC resource for both adult volunteers and students. Many books and authors have Web sites that give valuable background information, and some even provide lesson plan materials that can be successfully adapted for book club discussions. In addition, some book club leaders have successfully contacted authors on the Internet, and authors have responded to many student questions. (See Appendix C for author/book club e-mails.)

### ***Evaluation***

One of the few changes that has occurred since the start of the program concerns student evaluations. Initially, there were no evaluations—attempting to replicate the book club model for adults—but there were too many students who did not keep up with the reading without an evaluation of their work. Subsequently, PBC teachers have employed a student evaluation that consists of two parts: 1) the adult volunteers sharing with the classroom teacher their evaluations of their students; 2) the teacher's evaluation of the book club group's oral presentation to the rest of the class. Some adult volunteers are not comfortable assigning grades and so just give brief descriptive comments about student group work. In addition, PBC teachers have provided a numerical grading rubric for volunteers to assist in student evaluations:

- 1 = All reading done in a timely fashion with consistent and thoughtful discussion contributions; leader in planning group presentation.
- 2 = Reading usually done in a timely fashion; a regular participant in group discussion.
- 3 = Readings sometimes not completed; inconsistent participant in group discussions.

4 = Readings usually not done and not engaged in group discussions.

PBC teachers also ask adult volunteers and students about whether they felt the book was worthwhile and ought or ought not to be continued as part of PBC. On occasion, PBC teachers have asked students to evaluate book club leaders. (See Appendix C for examples of evaluations.)

### ***Miscellaneous Issues***

#### ***FACILITIES***

PBC initially met in one classroom, but the noise level with six different discussions going on was too loud and too much of a distraction. PBC now uses six different classrooms, relying upon teachers who have prep periods to allow their classrooms to be used for PBC purposes. Sometimes book club leaders will choose to meet out of doors if the weather permits, which provides a nice change of pace.

#### ***EMERGENCIES***

Sometimes PBC volunteers are unable to fulfill their weekly assignments, in which case the following options are possible: 1) the regular classroom teacher serves as a substitute for the absent volunteer; 2) two book club groups are combined; 3) book club students have directed reading and/or time to work on their class presentation.

#### ***OUTREACH***

The principal is fully apprised of PBC and is invited to the volunteers' lunches to answer questions about the school and ask the volunteers for their feedback about PACE students and the school. As a result, the principal has invited campus visitors (e.g., the school superintendent, business leaders) to observe PBC. Also, two articles about PBC have appeared in *The Sacramento Bee*. The promotional brochure for PACE parents and prospective PACE families highlights PBC. (See Appendix C for the PACE brochure and *Sacramento Bee* article excerpt.)

Arranging for PBC students to be invited to local service clubs (e.g., Rotary, Kiwanis) has great promise as a school outreach activity that we hope to implement in the future. Also, we thought of placing a newspaper ad to recruit volunteers, but we have been successful by word of mouth so that has not been necessary.

## FINAL LESSONS LEARNED

PACE is stronger today than when it first was established. The Kennedy High School community and the surrounding adult community have recognized it as a strong and popular educational program. Initially, recruiting sufficient numbers of students and teachers was a major concern. Now a big problem facing PACE is not being able to accommodate all the families interested in the program.

The success of PACE is remarkable given the turnover of key personnel since 2002 when PACE was created. The pioneer PACE teachers—Gary Hart and Richard Johnson—have both retired. Additionally, Sacramento City Unified School District (SCUSD) has had four superintendents, and Kennedy High School has had three principals. Significantly, Kennedy High School and the district have suffered declining enrollment and consequential state and district budget cutbacks.

Initially successful programs often run out of gas when key leaders or resources are gone. What has accounted for PACE's initial success and its sustainability? Initial success had to do with a SCUSD superintendent and Kennedy principal who embraced PACE and who saw that, even though a special program, it had positive benefits for the rest of the school and district in terms of academic standards, student leadership, and community support.

A tangible and dramatic example of this effect on academic rigor is that prior to PACE there was only one AP section in all the history and English course offerings. Since PACE, there are at least three and sometimes as many as five English and history AP sections for all relevant AP courses.

In addition, PACE teachers were willing to innovate, work hard, and adapt, while always staying true to the core principles of PACE: academic excellence; a caring, small learning community; and a broad array of learning opportunities for students.

PACE parents are valuable assets. They believe that the program is academically strong—leading to competitive college admission—and at the same time a safe, comfortable environment for their children that encourages hard work and community service and provides exposure to important cultural and civic institutions. As a result,

these parents raise funds for PACE, serve on various committees, and donate their time to special PACE activities (e.g., field trips, freshman orientation, cultural events). Efforts to “mess with” PACE (and there have been some) have met with strong resistance from PACE parents.

In addition to district, principal, teacher, and parent support, PACE was fortunate to receive an initial CAPP grant for \$100,000 as well as subsequent CAPP funding in lesser amounts for three additional years. This funding not only provided essential support for planning and start-up costs but sent a strong message to PACE supporters as well as to school and district administrators that this was a serious initiative deserving of careful consideration.

But PACE did not rely exclusively on CAPP and parent fund-raising to meet all of its financial needs. Because of the appeal and success of the program, PACE has been able to attract \$30,000 of annual support from the Cotsen Family Foundation. Other resources that PACE has tapped into include the State Capitol, various museums, state parks, as well as the University of California and the California State University. PACE goals and innovative practices, as well as demonstrated community support and student success, have resulted in valuable financial and in-kind support from public, private and non-profit groups—even in these difficult financial times. Community leaders and public officials are concerned about our young people and public education, and if they see worthwhile ideas being implemented, they are often willing to help in many different ways.

PACE had a vision and has communicated that vision effectively to prospective students, parents, administrators, as well as to community and state leaders and officials. That communication takes many different forms: outreach such as middle school information forums, press coverage, a Web site; celebratory events such as family pot-lucks and senior recognition; and informational efforts such as community forums on college admissions and financial aid. In order to remain competitive and dynamic, communicating the vision, teamwork, and accomplishments of PACE has been critical.

Calls for education reform are easy to proclaim in academic journals, foundation reports, and political forums but too often aren't effectively translated into reality at the school site. PACE is an exception. The proof is in the advances as documented by the University of California Berkeley report on PACE: almost 90% of PACE graduates

indicated that PACE better prepared them for college; PACE students gained dramatic increases in high school academic credits and were committed to and succeeded in the rigorous academic PACE program. Students experienced support and individual attention in the PACE community, resulting in very few students leaving the program. Importantly, the fostering of parent involvement led to strong institutional support for PACE at the school site and district level, as well as in the broader community.

PACE is completing its seventh year and is here to stay. It is a compelling example of how educators, parents, and state agencies working together can make education reform a reality in a large and diverse high school. Hopefully, PACE can be an inspiration and a guide for other high schools who want to increase their college attendance rate, strengthen the academic rigor of their curriculum, and provide an exciting learning environment for students from varied social and economic backgrounds.

APPENDIX A

# Original Proposal for PACE



# Program in America and California Explorations (PACE)

(Original Proposal for PACE)

## **SUMMARY**

Program of America and California Explorations (PACE) is an intensive, four-year English/history honors program targeted at average students in 9th and 10th grades, many of whom are at risk of not attending a four-year college after high school. The program emphasizes rich academic content, real-world relevance, high standards, and personal attention by PACE faculty. Students are expected to gain not only in-depth knowledge about America and California, but also critical skills that will prepare them to be successful in both the academic world and their adult lives. At the end of the sophomore year, students are expected to be ready for Advanced Placement coursework and will be positioned to be competitive candidates for top-tier universities.

## **PROPOSAL**

The goal is to create American/California core studies classes for up to 150 freshman students at Kennedy High School in the Sacramento City Unified School District beginning in the '02-'03 school year. PACE students will stay with the program throughout their high school career. Each semester of their freshman and sophomore years, PACE students will take a two-period core class of either English or history (e.g., history in

the fall and English in the spring). In their junior and senior years, PACE students will continue to work together in their English and history/social studies classes using the more traditional structure of one 55-minute class period each.

Current standard curriculum provides U.S. history to students in 8th and 11th grades. PACE students will have four years (grades 8–11) of regular exposure to American history, a rich dose of American literature and culture, and a significant introduction to California history and contemporary issues. In their senior year, PACE students will take courses in economics and American government as well as a yearlong English course.

Each subsequent year, a new cohort of up to 150 freshmen will be added so that by the '06-'07 year the expectation is that 500–600 students will have been enrolled in the PACE program. If the program is successful, the PACE program may be replicated in other Sacramento area high schools.

All PACE courses will meet UC/CSU a–g requirements and will meet honors designation requirements at Kennedy High School.

## **TARGET STUDENT POPULATION**

A majority of PACE students will have “average” academic records, and without some intervention they would not be likely to attend a four-year college upon high school graduation. Some high-achieving students will be admitted to the program as well. In addition to student academic records, admission criteria will depend on recommendations from middle school teachers and counselors. Student motivation will be a very important consideration. Gary Hart, the PACE history teacher, will interview all prospective PACE students prior to their admission to the program.

The PACE program is rigorous, and in order for all PACE students to succeed, the following are integral ingredients of PACE:

1. A student commitment to do 100 minutes of homework each school night for the two-period PACE core course and 100 minutes cumulative for each Friday–Sunday time period.
2. PACE teachers will be provided a period to monitor student progress, assist stu-

dents in academic trouble, and meet with parents and guardians. Parents must attend an orientation session and pledge to meet with PACE teachers at least once a semester.

3. Students of average academic performance will be strongly encouraged to become part of the Advancement Via Individual Determination (AVID) program, a nationally recognized college prep academic support program. AVID students, in coordination with PACE faculty, will work with college tutors and the Kennedy AVID coordinator on academic skills and goal setting.
4. There will be a mandatory summer school program (70 hours) for all entering PACE students (between the 8th- and 9th-grade years), which will generate five credits toward high school graduation.

Given the rigorous nature of the PACE program, a recruitment campaign directed toward Sacramento middle school parents, students, and teachers will be launched in the fall of '01 and will continue throughout the spring of '02 in order to meet the PACE student population goals. It is anticipated that most PACE students will come from Kennedy feeder middle schools, but middle school students from throughout the SCUSD may apply.

## **STUDENT ACADEMIC PERFORMANCE GOALS**

There are seven PACE academic goals:

1. PACE students will pass the English/language arts portion of the California High School Exit Exam (CAHSEE) by the end of their sophomore year.
2. PACE students will successfully complete the a–g course requirements and will be eligible for admission to UC, CSU, and private four-year colleges and universities. Their completion of a high-standards, rigorous program will make them attractive candidates for entrance into top-ranked, competitive universities, as well as front-running contenders for merit-based financial aid.
3. PACE students who have completed 9th- and 10th-grade course work will have

mastered the English content standards for those grades as well as the world history content standards for 10th grade.

4. PACE students will take the U.S. History AP course their junior year and the English Literature and Composition AP course their senior year.
5. PACE students will become engaged in the course materials, acquire rich subject matter knowledge, be exposed to a variety of learning experiences, and understand the important linkages between the humanities and the contemporary world.
6. PACE students will develop a full repertoire of valuable academic skills including critical thinking, note taking (on lectures and books), writing in a number of genres at grade level, producing oral presentations, and analyzing original sources.
7. To promote citizenship habits as well as academic skills, PACE students will perform 100 hours of community service during their freshman and sophomore years and attend one community cultural or political event each semester. Students will reflect on these experiences through classroom assignments.

## **PROGRAM PERFORMANCE GOALS**

There are four long-term program performance goals:

1. At the end of year one and year two, there will be PACE curriculum materials and guides in place so that the program can be replicated.
2. Although there are initial planning and start-up costs, once operational, PACE can be sustained permanently and considered for implementation at other area high schools.
3. PACE will form partnerships with appropriate community organizations (possibilities: newspapers, state agencies, universities, service clubs) to help provide a

variety of resources (e.g., speakers, instructional materials, volunteer opportunities, mentors, funding).

4. A strong academic support team will be developed through the PACE faculty core, PACE counselors, AVID, and other academic outreach programs so that adult personal support and advocacy are available to all PACE students.

## **SPECIAL PROGRAMS**

In addition to regular academic work, summer school, and community service programs, there are three special PACE activities:

1. Every two weeks there will be an extended lunch period (for two PACE classes) to allow guest speakers to share their work perspective and current activities with PACE students. All PACE students will, therefore, participate at least once a month in the PACE speaker series. There will be a class assignment prior to the speaker's presentation related to the speaker's work. Speakers will include judges, writers, law-enforcement personnel, elected officials, lobbyists, business leaders, non-profit executive directors, recent successful school alumni, etc. PACE students will be responsible for introducing speakers, moderating presentations, and writing thank-you letters to all speakers.
2. There will be monthly class lectures by college professors from CSUS and UCD.
3. There will be two one-day field trips each semester (e.g., Crocker Art Museum, State Capitol).

## **PACE PERSONNEL**

In the first year, PACE will involve one full-time history teacher and one full-time English teacher. In the second year, a second history teacher and second English teacher will join the program. All PACE students will work with the same school counselor and have access to the services provided by the regular high school administrative and support staff.

There will be a  $\frac{3}{4}$ -time administrative assistant provided by the grant who will be responsible for supervision of the student community service work, the luncheon speakers' program, field trips, parent outreach, and administrative oversight of any grant funds and summer school operations.

There will also be a teaching assistant (provided by the grant) in each PACE classroom to assist in grading students' written work. These assistants will be CSUS students trained by a CSUS English Department faculty member.

## **PROGRAM COSTS**

PACE exists within the organizational framework of a regular high school and, to a large extent, program costs are addressed by traditional budgeting. However, there are some significant initial start-up costs. Grant funds are expected to cover the initial start-up costs (\$250,000 over three years), and contributions by community partners can help meet future ongoing PACE costs.

## **CURRICULUM RATIONALE**

Why emphasize American/California studies? Why at the freshman and sophomore years of high school?

1. Too often in high school history courses students must race through so much material that, at the end of the day (and year), they have lost interest because they have not encountered the complexity of human experience; instead, they have had to memorize facts that they rightfully complain have little relevance to their lives and futures. Because it sustains the study of American history over four years with close links to American literature and contemporary issues, PACE provides an opportunity for academic work that can lead to deeper knowledge of the American experience and stronger analytical skills, as well as opportunities to explore topics of personal interest to students.
2. This is an exhilarating time in American life. American institutions and ideas dominate the world scene. Students with a strong grasp of the American experi-

ence will be able to fend for themselves as citizens in our rapidly changing world. Likewise, serious exposure to California history and issues is appropriate as California represents so many demographics, and thus the cultural and economic vitality of America. More than 12% of the nation's population lives here. California recently surpassed France as the fifth-largest economy in the world. All of these facts—as well as PACE's being located in the capitol city of Sacramento—make California an appropriate academic focus for PACE.

3. California and the United States continue to attract immigrants from all parts of the world. Whether these immigrants are recent or fifth-generation natives, our ability as a state and as a nation to integrate successfully these diverse people into our society depends, in part, upon our children learning about the American/ Californian experience so they can become effective future citizens and leaders.
4. High school continues to be the most challenging arena in education reform. Efforts to reorganize high schools limp along, as do attempts to engage all high school students in serious academic work. Successful models, especially for average and low-achieving students, need to be developed and disseminated.
5. A premise of PACE is that freshmen in high school are at a critical stage of their intellectual development and that “habits of the mind” are either developed or lost early in the high school experience. Also, 14- and 15-year-olds should start being exposed to adult academic concepts and themes. To this end, issues of good and evil, war and peace, love and betrayal, prejudice and tolerance, economic prosperity and deprivation, and the quality of our environment past, present, and future will all be dealt with seriously in PACE.

## **CURRICULUM/COURSE DESIGN**

What follows is a description of the academic course requirements for PACE. Curriculum descriptions and books/authors identified are subject to substantial revision and are put forward here for illustrative purposes only.

### ***Summer School***

As noted in the “Target Student Population” section above, there is a mandatory 100-hour summer school session for entering PACE students. The summer academic program will focus on the regional history and literature of California/Sacramento (e.g., John Muir, John Steinbeck, Kevin Starr, and Joan Didion) and engage students in important skill-building activities (e.g., note taking, effective small-group discussion techniques, writing and speaking exercises). There will also be weekly field trips (e.g., Yosemite, San Francisco, the American River). In addition to the academic skills and knowledge gained, there are four goals of PACE’s summer session:

1. To impress upon students that this will be a different kind of learning experience, combining fun activities with serious and demanding work (Any students failing to take their summer academic work responsibilities seriously will be dropped from PACE prior to the beginning of the fall semester.)
2. To impress upon students that they are embarking on a serious journey that, when completed, will lead to selective college admission
3. To develop a sense of identity and camaraderie among students, teachers, and parents
4. To provide an early opportunity for teachers to learn more about PACE students and their capabilities and interests so that appropriate curriculum modifications can occur as early in the regular school year as possible

### ***Regular School Year Pace Program***

There are some initial points to note before describing the PACE curriculum design. First, although American literature will be included as well, students in the English courses will devote a substantial amount of time on literary classics that are not part of the American experience but are emphasized in the English/language arts standards for the freshman and sophomore years (e.g., Homer, Shakespeare, and Dickens). Since the history strand will also include illustrative historical literature, what follows are materials that will be covered in either the English or history core courses.

Second, art and music will be important components of the program, as they are certainly significant aspects of the American experience and can be powerful learning devices for students with diverse learning styles and interests.

Third, current events will represent a significant part of the history course content (roughly one day per week), and historical material will be used to inform students' understanding of current events.

Finally, both the 8th- and 11th-grade U.S. History courses follow a chronological and narrative approach. Although chronology and cause-and-effect issues will certainly be touched upon in PACE, there will be a heavy emphasis on key themes and historical periods in order to allow for in-depth study. The overarching theme/question posed throughout the program is: "What are the most important ideas and events that have helped shape the American character?"

### ***Ninth Grade***

The 9th-grade history course will consist of four 4- to 5- week strands (double-period concentration), and each strand will examine a particular aspect of the American (and sometimes the Californian) experience. Below are the proposed 9th-grade strands.

#### **STRAND 1 — THE LAND**

Major questions to explore include these:

- How did the boundaries of the United States come into being and how were disputes resolved as expansion occurred, especially among English and Spanish settlers and Native Americans?
- How has geography influenced American economic development and foreign policy?
- What kinds of regional differences exist in America and what accounts for these differences?

Authors to be studied include James Welch, Willa Cather, Rachel Carson, Carey McWilliams, Frederick Jackson Turner, and Jack London.

In California, the relationship of water to land, the environment, and agriculture will be explored.

**STRAND 2 — THE COLD WAR:  
AMERICAN FOREIGN POLICY 1945 TO THE PRESENT**

The overriding question to be resolved by students is: should the United States be praised or condemned for its actions during the Cold War? Following an introduction to the policy of containment, three issues will be examined:

- The Cuban revolution and the Cuban missile crisis
- The Vietnam War
- The Middle East (Israel/Palestine, the Iranian revolution, and the Iraq/Kuwait War)

The California focus will be on California immigration patterns due to international conflicts.

John Hersey's *Hiroshima* and Tim O'Brien's *The Things They Carried* will be read and films such as *Thirteen Days* and *Dr. Strangelove* will be shown.

Key personalities to be studied include Harry Truman, George Marshall, John Kennedy, Lyndon Johnson, Ronald Reagan, Fidel Castro, Nikita Khrushchev, Ho Chi Minh, Golda Meir, Yasir Arafat, and Osama bin Laden.

**STRAND 3 — THE CIVIL WAR:  
CAUSES, RESOLUTION, AND AFTERMATH**

Key questions to be examined include these:

- Was the Civil War inevitable?
- What is the legacy of the Civil War and Reconstruction?

Key personalities to be studied include Abraham Lincoln, Stephen Douglas, John Brown, William Lloyd Garrison, Frederick Douglass, Thaddeus Stevens, U.S. Grant, and Robert E. Lee.

Key texts to be examined include *Lincoln* by Gore Vidal, *The Red Badge of Courage*

by Stephen Crane, the autobiographies of Frederick Douglass, the Emancipation Proclamation, and Lincoln's Second Inaugural Address. Film/video excerpts include *The Birth of a Nation*, *Gone with the Wind*, *Beloved*, and *The Civil War* (Ken Burns).

#### **STRAND 4—AMERICAN ECONOMIC GROWTH: 1860–1945**

Capital, labor, and technology are the organizing concepts of this strand. Key questions to be studied include these:

- What accounts for America's economic productivity? Geography? Capitalism? Yankee ingenuity and hard work? Ruthless exploitation of human and natural resources?
- What are the distinctive features of the American economic system during this formative period?

Personalities to be studied include the Robber Barons, Samuel Gompers, Thomas Alva Edison, Henry Ford, and John L. Lewis.

**SPECIAL NOTE:** Although each strand is distinct, whenever possible, themes raised in earlier strands will be connected and reinforced with later strands. For example, westward expansion (especially the aftermath of the Mexican War) had a major impact on the North/South crisis that led to the Civil War; and the foreign policy tradition of American isolationism was greatly influenced by the United States' substantial physical separation from the Eurasian continent.

In addition, there will be special attention paid to relationships between the United States and other cultures and nations to ensure that important issues studied in traditional World History courses are not neglected. For example, in 9th-grade PACE, different cultural attitudes and national policies toward slavery will be analyzed in the third strand, and the historical concepts of colonialism, imperialism, and the challenges facing developing nations will be explored in the second strand when considering American foreign policy.

## ***Tenth Grade***

The strand approach continues in 10th grade but with greater attention given to ideas and events outside the United States and their impact within the United States. Once again, a strict chronological/narrative approach to American history will not be followed, but there will be, on occasion, lectures, films, and text material covering chronology and discussing the importance of cause and effect in American history.

### **STRAND 1 — THE FOUNDING OF A NATION: 1750–1800**

We will examine the critical events and personalities that forged the creation of the United States and the U.S. Constitution. We will examine the interaction of key European ideas and events upon American history. Specifically, we will examine political theory (Montesquieu, Locke); religion (the Puritans, Quakers, and deists); politics (European rivalries including the French and Indian War and the French Revolution); and economics (mercantilism, British colonial tax policy, Adam Smith).

### **STRAND 2 — IMMIGRATION**

- Foreign events that led to major immigration cycles (e.g., the Irish famine, Jewish pogroms in Eastern Europe/Russia, the Vietnam War, Latin American civil wars, and economic problems and population growth in Mexico)
- How ethnic groups have assimilated to the American way of life and what they have contributed to the evolution of American culture
- Various laws enacted to encourage/discourage immigration throughout U.S. History

### **STRAND 3 — FOREIGN POLICY FROM ROOSEVELT TO ROOSEVELT: 1900–1945**

Special focal points will include the Panama Canal, World War I and the Treaty of Versailles, the Vera Cruz occupation and the raids of Pancho Villa, America's relationship to China and Japan before World War II, and World War II.

California will be the focus in the study of World War II, especially war mobilization, vulnerability to Japanese attack, and the internment of Japanese-Americans.

David Guterson's *Snow Falling on Cedars* will be required reading, and key world

personalities will be studied, including Teddy and Franklin Roosevelt, Woodrow Wilson, Lenin, Stalin, Hitler, and Mao.

#### **STRAND 4 — MOVEMENTS**

We will examine important social and political movements: their origins, their leaders, and their influence upon the larger body politic. Each student will be responsible for selecting and reporting on a social/political movement from the 19th or 20th century.

Concurrently, the class will examine, in depth, two movements in American history:

- Women and the women's movement, including such facets as the American family, suffrage, birth control, women in the work place, and gender discrimination

Key personalities/authors to be studied will include Elizabeth Cady Stanton, Jane Addams, Betty Friedan, Margaret Chase Smith, and Katharine Graham.

- The Civil Rights movement with special attention to the events of the 1950's and 1960's, including Brown v. Board of Education, the Montgomery Bus Boycott, the Civil Rights Act of 1965, the Watts and Rodney King riots, and the black power movement

Key personalities to be studied will include Thurgood Marshall, Martin Luther King, Jr., Malcolm X, Fannie Lou Hamer, and John Lewis.

The California focus will be on Cesar Chavez and the United Farm Workers.



**APPENDIX B**

# Applications for PACE

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Application Deadline  
(received, not post-marked):  
Friday, January 16, 2009  
Walk-ins by 4:00 PM

**P ♦ A ♦ C ♦ E**

Program in America and California Explorations  
John F. Kennedy High School

**Student Application Packet – 2009**

To ensure the submission of a complete application packet, please review the list below and check off each item. It is not necessary to submit this checklist with your packet.

**Completed and signed application packets should be returned to:**

*Jennifer Yee, PACE Coordinator  
John F. Kennedy High School  
6715 Gloria Drive  
Sacramento, CA 95831-2008*

***Application Checklist:***

- Student Application**
- Student Essay** (completed in student's own handwriting)
- Parent(s)/Guardian(s) Application**
- 7<sup>th</sup> & 8<sup>th</sup> grade transcripts or report cards** (obtained from K-8/middle school office staff)
- Most recent Standardized Test Scores** (obtained from K-8/middle school office staff)
- 7<sup>th</sup> & 8<sup>th</sup> grade Attendance Report** (obtained from K-8/middle school office staff)

The following forms must be received at the PACE office no later than the application deadline:

- Teacher Recommendation form** (Student should deliver the form and a pre-addressed, stamped envelope to the teacher who will mail the completed form directly to PACE.)
- Community Member Recommendation form** (Student should deliver the form with a pre-addressed (deliverable to the PACE Office), stamped envelope to the community member who will mail the completed form directly to PACE.)

Please note: Students will be notified of the status of their application by mail in mid-March. Students who provide an email address on their student application will receive an email verification when all parts of the application have been received by the PACE office.

**OPEN ENROLLMENT**

**All PACE applicants must complete an application packet to be considered for PACE. If you live in the Kennedy attendance area, it is not necessary to open enroll.** There are a limited number of open enrollment spaces in PACE for students residing outside of the Kennedy attendance area. If you do not live in the Kennedy attendance area, a parent or guardian must open enroll online between January 12 and February 6 or in person at the Serna Center Open Enrollment Office, 5735-47<sup>th</sup> Avenue, between January 20 and January 22, 2009. Please note open enrollment applicants must also complete an application for PACE. Additional open enrollment information may be obtained by calling 643-9075.

*Assistance is available from the PACE office (916) 433-5200, x1326 to any student or family who needs help completing the application packet.*

FOR OFFICE USE ONLY:	STATUS
Rec'd _____	_____
___ SA/ESSAY	_____
___ PA	_____
___ TRANS	_____
___ TESTS	_____
___ ATTENDANCE	_____
___ TR	_____
___ CMR	_____

<p>Application Deadline                  (received, not post-marked):  <b>Friday, January 16, 2009</b>                  Walk-ins by 4:00 PM</p>
---

## PACE Student Application – 2009

**Please print in blue or black ink.**

Student Last Name		First Name		Middle Name	
Street Address			City	Zip	
Home Telephone Number	Date of Birth	Present School of Attendance		Gender (M or F)	
Check, if applicable: <input type="checkbox"/> I have/had a sibling in the PACE program at John F. Kennedy High School: _____ <i>List name(s) and class</i>					
Check one: <input type="checkbox"/> I live in the John F. Kennedy High School attendance area and currently attend a public school in the Sacramento City Unified School District (SCUSD). <input type="checkbox"/> I live in the John F. Kennedy High School attendance area and currently attend a <b>non-public</b> school.* <input type="checkbox"/> I live in the John F. Kennedy High School attendance area and currently attend a public school outside SCUSD.* <input type="checkbox"/> I do not live in the John F. Kennedy High School attendance area, but I do live in the SCUSD attendance area and I have filed the appropriate forms with the Open Enrollment Office. My designated high school is _____**. <input type="checkbox"/> I live outside the SCUSD and will apply for a special permit to attend John F. Kennedy High School.*					
<small>*. Note: if student is accepted to PACE, s/he will also be required to register at JFK. Registration requires proof of address, birth certificate, immunization record, and copy of transcript. Hours of registration will be announced.                  **. Note: if accepted to PACE, student will be required to check out from her/his home high school and register at JFK.</small>					
Please note that all students will be notified by mail of the status of their application in <u>mid-March</u> . If you would like to receive notification when all parts of your application have been received by the PACE office, please provide one or more email addresses below: _____ <i>Please print email address(es) clearly</i>					

I understand that PACE begins with a mandatory four-week summer school session on the California State University, Sacramento campus beginning Monday, June 22 through Saturday, July 18, 2009. Regularly scheduled summer classes are Monday through Friday, 9:00 AM to 2:00 PM, except on field trip days. Incoming PACE freshmen will return from a two-day Donner Summit field trip on the Saturday of the last week of summer instruction.

I understand that participation in PACE core classes during the regular school year involves a two-hour block commitment (two hours of social studies one semester and two hours of English one semester).

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**



**P ♦ A ♦ C ♦ E**  
 Program in America and California Explorations  
 John F. Kennedy High School

Application Deadline  
 (received, not post-marked):  
 Friday, January 16, 2009  
 Walk-ins by 4:00 PM

## Parent(s)/Guardian(s) Application – 2009

**Please print in blue or black ink.**

Mother/Guardian First Name	Last Name	
Street Address	City	Zip
Home Telephone Number	Work Telephone Number	
Cell Phone	E-mail Address	

Father/Guardian First Name	Last Name	
Street Address	City	Zip
Home Telephone Number	Work Telephone Number	
Cell Phone	E-mail Address	

I understand that PACE begins with a mandatory four-week summer school session on the California State University, Sacramento campus beginning Monday, June 22 through Saturday, July 18, 2009. Regularly scheduled summer classes are Monday through Friday, 9:00 AM to 2:00 PM, except on field trip days. Incoming PACE freshmen will return from a two-day Donner Summit field trip on the Saturday of the last week of summer instruction. If my child is accepted into PACE and decides to enroll, I will plan family events and vacations around these dates.

I also understand that the PACE review team need to review my child’s academic transcript, standardized test scores, and attendance record. I authorize the PACE review team to have access to these records.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

**P ♦ A ♦ C ♦ E**

**Program in America and California Explorations**  
 John F. Kennedy High School  
 6715 Gloria Drive  
 Sacramento, CA 95831-2008  
 (916) 433-5200, x1326

Application Deadline  
 (received, not post-marked):  
**Friday, January 16, 2009**  
 Walk-ins by 4:00 PM

## Community Member Recommendation – 2009

Community members include coaches, Boy Scout/Girl Scout leaders, church leaders,  
 and other extra-curricular group or organization leaders.

**The student listed below is asking you to complete this recommendation form:**

\_\_\_\_\_

STUDENT APPLICANT'S NAME

Program in America and California Explorations (PACE) is a Small Learning Community (SLC) at John F. Kennedy High School. PACE offers students a four-year advanced academic program with an emphasis in English and history. The goal is to ensure that all PACE graduates are prepared to attend and succeed at competitive four-year colleges and universities. Each PACE student takes a rigorous college-prep curriculum (including math, science, and foreign language) and takes uniquely designed English and history courses with an emphasis on California history, government and literature.

Please rate the applicant on the following characteristics by placing a mark in the appropriate column:	Always	Most of the time	Usually	Seldom
Participates in activities enthusiastically				
Comes to activities on time				
Comes to activities prepared				
Treats other people with respect				
Accepts challenges without complaint				
Cooperates with requests				
Works well in groups				
Goes above and beyond what is expected				
Is Reflective				
(Optional) Any additional information about this candidate that you think will be helpful for the panel to consider:				

### Community Member information

Name	Title and Agency	Telephone
------	------------------	-----------

**Please DO NOT return this form to the applicant. Return to PACE in the addressed and stamped envelope provided by the applicant.**  
**Thank you for your time.**

**P • A • C • E**

Program in America and California Explorations  
 John F. Kennedy High School  
 6715 Gloria Drive  
 Sacramento, CA 95831-2008  
 (916) 433-5200, x1326

Application Deadline  
 (received, not post-marked):  
**Friday, January 16, 2009**  
 Walk-ins by 4:00 PM

## English/History Teacher Recommendation – 2009

**NOTE: Teacher recommendations must be from your current English or history instructor.**

The student listed below is asking you to complete this recommendation form:

\_\_\_\_\_

STUDENT APPLICANT'S NAME

Program in America and California Explorations (PACE) is a Small Learning Community (SLC) at John F. Kennedy High School. PACE offers students a four-year advanced academic program with an emphasis in English and history. The goal is to ensure that all PACE graduates are prepared to attend and succeed at competitive four-year colleges and universities. Each PACE student takes a rigorous college-prep curriculum (including math, science, and foreign language) and takes uniquely designed English and history courses with an emphasis on California history, government and literature.

Please rate the applicant on the following characteristics by placing a mark in the appropriate column:	Always	Most of the time	Usually	Seldom
Participates in class enthusiastically				
Comes to class on time				
Comes to class prepared				
Turns in assignments on time				
Cooperates with requests				
Accepts challenges without complaint				
Goes above and beyond what is expected				
Treats other people with respect				
Works well in groups				
Is reflective				
(Optional) Any additional information about this candidate that you think will be helpful for the panel to consider:				

### English/History teacher information

Name	Subject you teach:	Telephone:
------	--------------------	------------

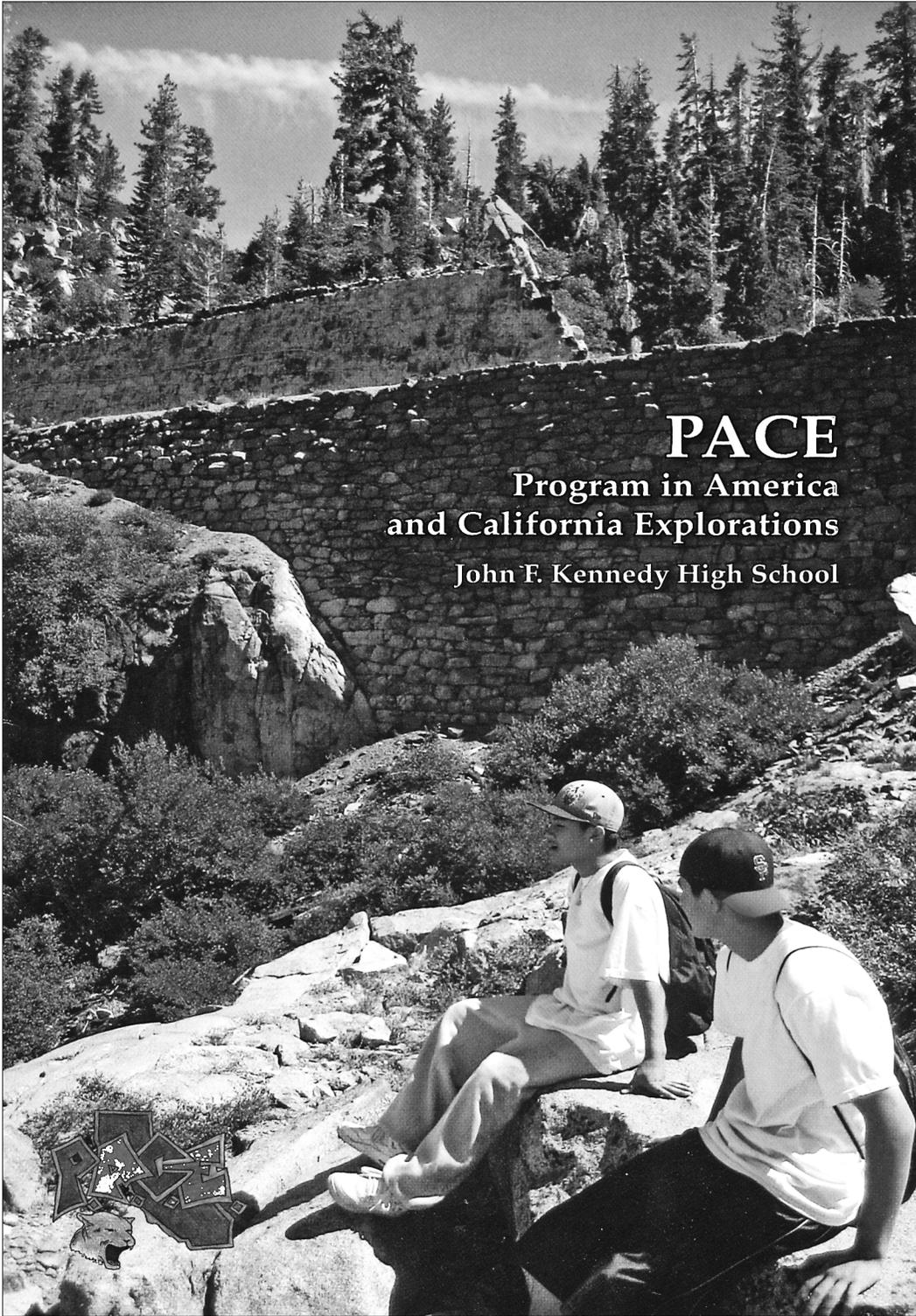
**Please DO NOT return this form to the applicant. Return to PACE in the addressed and stamped envelope provided by the applicant. Letters may also be grouped together and sent via inter-office mail. Thank you for your time.**



## APPENDIX C

# PACE Documents

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## WHAT IS PACE?

Program in America and California Explorations (PACE) is a Small Learning Community (SLC) at John F. Kennedy High School. PACE offers students a four-year advanced academic program with an emphasis in English and history. The goal is to ensure that all PACE graduates are prepared to attend and succeed at competitive four-year colleges and universities. Each PACE student takes a rigorous college-prep curriculum (including math, science, and foreign language) and takes uniquely designed English and history courses with an emphasis on California history, government and literature.

During their freshman and sophomore years, PACers are taught in two-hour “teaching blocks.” History is taught to one group of students one semester for two consecutive class periods with one break, while English is taught the other semester, utilizing the same two-period teaching block. For PACE staff, block scheduling allows for more instructional flexibility and provides opportunities for getting to know their students better. PACE junior and senior students follow the traditional six-period schedule. Junior and senior PACE students continue a rigorous curriculum and are offered honors and Advanced Placement courses in English, history, government, and science taught by PACE faculty. Other AP courses are also available.

## WHAT MAKES PACE DIFFERENT?

- **SMALL COMMUNITY OF LEARNERS**  
 PACE students get the best of both worlds. PACE classes are grouped together in one part of the campus so that students benefit from a close-knit environment, yet have access to all the benefits of a large school. Freshmen start our program during the summer and arrive at Kennedy’s campus in the fall already having established PACE friendships.
- **ACCESS TO EXTENSIVE AP CURRICULUM**  
 We encourage students to take advantage of the wide variety of AP classes (taught by our many nationally certified AP instructors) that Kennedy has to offer. Students can choose among many AP subjects including: biology, calculus, statistics, chemistry, English language & composition, English literature & composition, government, physics, Spanish, art, US history, world history and more.
- **ACADEMIC SUPPORT**  
 We support our students by holding PACE Homework/Tutoring

Lab four days a week so students can receive extra help for their challenging courses. PACE teachers are accessible both before school and after school to provide tutoring or just a quiet place to study.

■ **COLLEGE COUNSELING**

Students are guided through the college admissions process by having access to a full-time counselor. Our evening Information Series assists parents with strategies for supporting their child through this complex process.

■ **SACRAMENTO CITY COLLEGE CLASSES HELD AT JFK**

Several academic and enrichment courses taught by Sacramento City College professors are offered each semester on the JFK campus. Students wishing to challenge themselves and to enhance their high school education are encouraged to take advantage of this opportunity.

**SPECIAL FEATURES OF PACE**

■ **SUMMER PROGRAM FOR INCOMING NINTH-GRADERS**

The PACE experience begins on the California State University, Sacramento campus with a mandatory four-week enrichment program designed for incoming ninth graders. The four daily high school-level classes center on activities in literature, geography, writing and field trip preparation. Past field trips have featured river rafting or hiking near the American River, exploring San Francisco, conquering a ropes course and participating in an overnight trip to Donner Summit.

The summer program provides a great opportunity for PACE students to establish PACE friendships, work with PACE faculty and begin the transition to high school. High school credits are earned for this program if student absences do not exceed three days. (Students may miss up to five days of summer school and still maintain their ninth-grade acceptance status in PACE, but will not receive any high school credit for PACE summer school classes. )

■ **SCHOOL-YEAR FIELD TRIPS**

During their four years in PACE, students attend two or more field trips per year. Field trips have included university visits, live theatrical productions, history and art museum tours, state park outings, and explorations of historical sites. These field trips have been offered at no cost to the student. Out-of-the-region field trips (such as a tour of East coast colleges, a London theater trip, and a

trip to Ashland's Shakespeare Festival) are optional field trips that students must finance themselves.

■ **SPEAKER SERIES**

PACE students are given the opportunity to attend question and answer sessions with prominent leaders. Past speakers have included Ron George, Chief Justice of the California Supreme Court; Phil Angelides, State Treasurer of California; and Doris Matsui, Congresswoman from Sacramento.

■ **INVESTMENTS IN THE COMMUNITY**

A PACE education encompasses not only academic subjects, but also citizenship through social responsibility. A student community service requirement (thirty hours per-school-year) encourages PACE students to learn about matters outside the classroom and provides them the opportunity to give back to their community.

■ **CULTURAL/CIVIC EVENTS**

There is a rich array of cultural and civic activity occurring in the Sacramento area. PACE students are required once each semester (twice during the school year), to attend a cultural or civic event and write an essay about their experiences. Attending these events provides opportunities for PACE students to learn more about their community, to expand their cultural and civic horizons, and to articulate their perspectives.

■ **BOOK CLUBS**

PACE encourages its students to read widely and to explore new literary horizons. During their freshman and sophomore years, PACE students participate in several small-group book clubs led by community volunteers. This allows an opportunity for detailed discussion of works of important and popular literature (fiction and non-fiction) in an informal setting.

■ **INTERNSHIPS**

The Practical Politics Internship allows seniors to gain firsthand experience in government by working at city, county or state agencies, including the governor's office. The program has recently expanded to the private sector, with internships at a pharmacy, architectural firm, financial planning office and other places of business.

■ **JUST FOR FUN**

PACERs have many opportunities to socialize and celebrate their achievements at informal events, including PACE dances, rallies, the year-end dinner, and the annual senior trip to Disneyland.

## **SAMPLE COURSE SCHEDULE**

*(This schedule represents possible options, not necessarily required courses.)*

### **Freshman Summer Program**

Literature  
Writing  
Geography  
Field Trip Preparation

### **Freshmen**

PACE Block (2 periods) California History / Advanced English  
Molecular Biology (or appropriate level science)  
Advanced Geometry (or appropriate level math)  
World Language Level 1  
PE

### **Sophomore Summer Program (optional)**

AP World History Prep

### **Sophomores**

PACE Block (2 periods) AP World History / Advanced English  
AP Chemistry (or appropriate level science)  
Algebra II (or appropriate level math)  
World Language Level 2  
PE

### **Juniors**

Fine Art  
AP US History  
AP English  
AP Biology (or appropriate level science)  
Pre-Calculus (or appropriate level math)  
World Language Level 3

### **Seniors**

AP Government / Econ  
AP English  
AP Physics (or appropriate level science)  
Advanced Math  
World Language Level 4  
Internship in State Capitol

Kennedy offers a wide variety of courses—including electives—that are open to all students.

#### **ART**

Beg / Intermediate Art  
 Beg / Int 3-dimensional Art  
 Beg / Adv Architectural Design  
 Graphic Illustration and Design  
 Productive Advertising  
 AP Studio Art  
 Illustrator / Photoshop

#### **WORLD LANGUAGES**

French, AP French  
 Spanish, AP Spanish  
 Japanese (1-3)  
 Mandarin Chinese (1-4)  
 Latin (1-4)

#### **SCIENCE**

Earth Science  
 Cellular Biology  
 Molecular Biology  
 AP Biology  
 Chemistry, AP Chemistry  
 Physics, AP Physics  
 Anatomy & Physiology

#### **MATHEMATICS**

Algebra I / II  
 Algebra II / Trig  
 Beginning / Advanced Geometry  
 Beginning / Advanced Pre-calculus  
 AP Calculus AB, BC  
 AP Statistics

#### **PHYSICAL EDUCATION AND SPORTS**

Aerobics  
 Basketball  
 Baseball

Body Sculpting  
 Cheerleading  
 Cross Country  
 Dance  
 Football  
 Net sports  
 Softball  
 Soccer  
 Tennis  
 Track and Field  
 Volleyball  
 Weight Training  
 Wrestling

#### **MUSIC AND PERFORMING**

##### **ART**

Concert / Show Choir  
 String Orchestra  
 Theater / Drama  
 Band  
 Jazz Ensemble

#### **OTHER OFFERINGS**

Speech and Debate  
 Newspaper Publishing  
 Practical Politics Internship  
 Yearbook  
 Student Government  
 Intro / Adv. Culinary Technology  
 Psychology  
 Web Design  
 Information Technology  
 Engineering  
 Law  
 Auto Technology (I / II)

## INDIVIDUAL SUCCESSES AND ACHIEVEMENTS

- PACE's API score is 899, which is higher than any individual high school in Sacramento City Unified School District. Kennedy's API score is 754, higher than any other comprehensive high school in the district.
- Last year's PACERs passed 137 AP exams for college credit. 100% of PACERs take at least two AP courses during high school. The vast majority take four or more.
- College Placement for Prior PACE Graduates (This list reflects student enrollment, not just admission.): -
 

<u>College System</u>	<u>Percent of students -</u>
University of California	34% -
California State University	18% -
Community College	40% -
California Private Colleges	5% -
Out-of-State Colleges	3% -
- In a recent survey of our seniors, over 90% felt that PACE prepared them for college and offered opportunities for leadership experiences. PACE students felt close to their classmates and believed that PACE teachers created a welcoming and supportive learning environment. 94% took advantage of PACE counseling activities on campus. Overwhelmingly, PACE students felt safe on campus and in their classrooms.
- PACER Lyndsie Harris was one of only 26 students in the nation to achieve a perfect score on the ACT in 2006.

## PACE STUDENT TESTIMONIALS

"The core of the PACE experience to me has been its devotion to critical thinking no matter what form it takes. Whether it was spoken word, wrestling, politics or Eminem (and, yes, that was old even when Ms. Reynaga referenced him in my senior year), the teachers ask you to think about the subject critically. Not only does this make for fun dissections of popular culture, it trains you to read analytically. Now at a time when we are constantly flooded with information and articles about how to feel or what position to take, it is important to be able to discern fact from artifice, to discern our own thoughts and emotions from the rhetorical mechanisms that might incite anger and passion. Learning to do this in high school is a great advantage." – *Joey Fong, PACER at University of California, Irvine*

"As cheesy as it sounds, I loved PACE because it was a family. The teachers were always attentive to not just our academic, but personal needs. They knew about our relationships, gossip, jokes, and sometimes took part in all that craziness. We didn't just have close relationships with the teachers, we

all had tight bonds with each other since we had the same classes together. While PACE prepared me academically and gave me experiences that I wouldn't have gotten otherwise, I loved PACE because of these close friends whom I love and couldn't imagine high school without." – *Erica Fong, PACER at University of California, Berkeley*

"I found that there was more to this program than free field trips. I found that my classmates were my motivation and my inspiration.... I found my place in this family and I can't wait to see what everyone has done at our reunion!" – *Dianna Savangsy, PACER at University of California, Berkeley*

"PACE certainly put me through a constant routine of work and thought processes that made the transition to college education seamless." – *Jared Yee, PACER at University of California, Santa Barbara*

"I can honestly say that I loved high school and that I'll miss it, and a good part of that is due to PACE." – *Malia Gonsalves, PACER at Pacific University*

"I built my voice in high school and I am now showing it in San Francisco." – *Melissa Hook, PACER at California State University, San Francisco*

"PACE taught me to take the initiative to develop and expand my horizons beyond just reading textbooks. As a result, I am prepared to take my academic development to the next level." – *Edmund Yu, PACER at University of California, Davis*

"Of course I would do PACE all over again. The entire program was an enriching experience. From the lifelong friends I made, to the way PACE helped me become the person I am today, I don't regret a single moment going through. PACE not only helped me get into Berkeley, but also prepared me for the level of difficulty I am facing this year. I owe a lot of thanks to the teachers that put in so many hours and genuinely cared about us as students." – *Lyndsie Harris, PACER at University of California, Berkeley*

## **HOW DOES A STUDENT APPLY FOR ADMISSION TO PACE?**

Application packets for the following school year may be obtained from Sacramento City Unified School District K-8 and middle schools, online at [www.jfkpace.org](http://www.jfkpace.org), or at John F. Kennedy High School, beginning December 1st each year. The application form is brief, requesting contact information for the student applicant and parent(s)/guardian(s). Each student applicant is required to write a short essay.

Student transcript, achievement test results, and a middle school attendance report must accompany the application form. In addition, two recommendation forms, one completed by a history or English teacher and the other by a community member, must be forwarded to the PACE office.

(Community members include coaches, Boy Scout/Girl Scout leaders, church leaders, and other extra-curricular group or organization leaders.)

Students must have a minimum cumulative 2.75 GPA at the end of the first term of eighth grade and have scored in the "Proficient" range or higher on the California STAR achievement test (or equivalent test) for English-Language Arts. This test is usually administered in the spring of seventh grade. In rare instances, students not meeting the above criteria may be considered.

Completed application packets must be received (not post-marked) at JFK High School by 4:00PM on Friday, January 16, 2009. Applications received after the deadline will be considered for the waiting pool. Please read the open enrollment information within this brochure.

### **OPEN ENROLLMENT**

All PACE applicants are required to complete an application packet. However, it is not necessary for students to open enroll for PACE if they live in the Kennedy attendance area. For students who do not live in the Kennedy attendance area, there are a limited number of open enrollment spaces available in PACE. Open enrollment information may be obtained at [www.scusd.edu](http://www.scusd.edu), or by calling 643-9075.

### **CORE PACE FACULTY**

Stephen Brooks – PACE Director and English teacher  
Alida Imbrecht – PACE Lead teacher and Practical Politics  
Internship Coordinator  
Jonathan Andrews – social science teacher  
Angelina Garcia – English teacher  
Brian Gleason – English teacher  
Jennifer Reynaga – English teacher  
Todd Whalen – social science teacher  
Brett Williams – social science teacher

Gary Hart, former State Senator and Education Secretary, founded PACE in 2002. PACE is grateful to Mr. Hart for his continuing support of our program.

For more information, contact Jennifer Yee, PACE Coordinator, at 433-5200, x1326, or [jennifer-yee@sac-city.k12.ca.us](mailto:jennifer-yee@sac-city.k12.ca.us)

### **IMPORTANT DATES**

PACE Visitation Dates: Wednesday December 10 or 17, 8:30 am–noon  
PACE Open House: Monday, December 15, 6:30 pm–8:00 pm  
Application due: Friday, January 16, 2009, 4:00 pm

## List of Past Books Used for PBC

### NONFICTION

*The Age of Gold* by H. W. Brands

*April 1865: The Month That Saved America* by Jay Winik

*Barrio Boy* by Ernesto Galarza

*The Circuit and Breaking Through* (2 books) by Francisco Jimenez

*Epitaph for a Peach* by David Mas Masumoto

*Fast Food Nation* by Eric Schlosser

*A Hope in the Unseen* by Ron Suskind

*Isaac's Storm* by Erik Larson

*Ishi in Two Worlds* by Theodora Kroeber

*The Middle of Everywhere* by Mary Pipher

*My Bondage and My Freedom* by Frederick Douglass

*Nickel and Dimed* by Barbara Ehrenreich

*On Gold Mountain* by Lisa See

*Seabiscuit* by Laura Hillenbrand

*The Spirit Catches You and You Fall Down* by Anne Fadiman

*Swimming to Antarctica* by Lynne Cox

*Two Years Before the Mast* by Richard Henry Dana Jr.

*Warriors Don't Cry* by Melba Patilla Beals

**FICTION**

*Cannery Row* and *Sweet Thursday* (2 books) by John Steinbeck

*Children of the River* by Linda Crew

*China Boy* by Gus Lee

*The Chosen* by Chaim Potok

*Cold Mountain* by Charles Frazier

*Daughter of Fortune* by Isabel Allende

*Dragonwings* by Laurence Yep

*Fallen Angels* by Walter Dean Myers

*Giants in the Earth* by O. E. Rolvaag

*Guns of the South* by Harry Turtledove

*House on Mango Street* by Sandra Cisneros

*The Joy Luck Club* by Amy Tan

*Killer Angels* by Michael Shaara

*Kindred* by Octavia E. Butler

*Mean Spirit* by Linda Hogan

*O Pioneers!* by Willa Cather

*The Ox-Bow Incident* by Walter Van Tilburg Clark

*River of Red Gold* by Naida West

*Roll of Thunder, Hear My Cry* by Mildred D. Taylor

*Run River* by Joan Didion

*The Secret Life of Bees* by Sue Monk Kidd

*Snow Mountain Passage* by James D. Houston

*Tales of the American West* by Neil Morris

*When the Emperor Was Divine* by Julie Otsuka

## **A SELECTION OF SOPHOMORE BOOKS**

*Iron and Silk* by Mark Salzman

*Saint Maybe* by Anne Tyler

*Typical American* by Gish Jen

*Yellow Raft in Blue Water* by Michael Dorris

*Beggars in Spain* by Nancy Kress

*Dune* by Frank Herbert

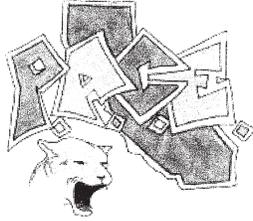
*A Fire Upon the Deep* by Vernor Vinge

*The Left Hand of Darkness* by Ursula K. Le Guin

*The Sparrow* by Mary Doria Russell

*The Wild Shore* by Kim Stanley Robinson

RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS



# Book Club

at John F. Kennedy High School

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## Like to read?

Like to interact with young people?

*Become a PACE Book Club mentor.* You'll get a chance to share your enjoyment of reading with high school students.

Once a week for five weeks, on either Tuesday or Thursday, you'll lead a book discussion with a small group of students in John F. Kennedy High School's PACE program.

You'll meet with one group before lunch, enjoy lunch on us, then lead one more group following lunch.

It's a great way to enjoy stimulating conversations with advanced students, be a part of the campus community, and have a positive interaction with youth that will foster their love of reading for pleasure.

There's a wide range of literature available—from historical non-fiction and fiction, to contemporary classics and science fiction.

## What is PACE?

Program in America and California Explorations is one of eight Small Learning Communities (SLCs) at Kennedy High School. PACE is an academic honors program, the goal of which is to ensure that all PACE graduates are able to attend and succeed at competitive four year colleges and universities. All PACE students take a rigorous college prep curriculum (including math, science, and foreign language) but take uniquely designed English and history courses.

All freshman and sophomore PACE students take common English and history classes and these classes are "blocked," meaning students have a two hour segment of history one semester and a two hour segment of English the next semester. Blocking allows for more instruction flexibility and opportunities for PACE teachers to get to know their students better.

## Interested in book club?

Contact Stephen Brooks at [stephen-brooks@sac-city.k12.ca.us](mailto:stephen-brooks@sac-city.k12.ca.us)

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

**What are the qualifications for volunteers?**

A love of literature and the willingness (and patience!) to interact with high school students are the key qualifications.

**What is the reading ability of PACE students?**

It varies significantly. Although most PACE students read at or above grade level, as this is an academic honors program.

**What types of books are read in PACE Book Club?**

Books are selected by PACE teachers and include both fiction and non-fiction. Teachers attempt to choose books that are challenging yet interesting to high school students. Books being used this past school year include the following popular titles: Fast Food Nation, Counting coup, Swimming to Antarctica, The Joy Luck Club, When the Spirit Catches You and You Fall down, The Chosen, Cold Mountain, Warriors Don't Cry and Killer Angels.

**What are some key facts/features about Kennedy High School?**

Kennedy is the largest comprehensive high school in the Sacramento City Unified School District (2,600 students) and have one of the most diverse student populations in the nation:

33% Asian-American, 22% African-American, 20% Caucasian, 18% Latino.  
Its API rankings are 6(overall) and 1(for similar schools).

**Where is Kennedy High School located?**

Kennedy is located one mile west of I-5 and Florin Road. The address is 6715 Gloria Drive in Sacramento.

**How do I sign up to volunteer or how do I get questions answered?**

For sign-ups and/or questions, please contact Jennifer Yee at [jcwongyee@gmail.com](mailto:jcwongyee@gmail.com) or Stephen Brooks – [stephen-brooks@sac-city.k12.us](mailto:stephen-brooks@sac-city.k12.us)

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

## PACE Book Club Question and Answer Sheet

### What is PACE?

Program in America and California Explorations is one of eight Small Learning Communities at Kennedy High School. PACE was founded in 2002 by Gary Hart, former State Senator and Education Secretary. PACE is an academic honors program involving close to 500 students. The goal is to ensure that all PACE graduates are able to attend and succeed at competitive four year colleges and universities. All PACE students take a rigorous college prep curriculum (including math, science, and foreign language) but take uniquely designed English and history courses.

All freshman and sophomore PACE students take common English and history classes and these classes are "blocked" meaning students have a two hour segment of history one semester and a two hour segment of English the next semester. Blocking allows for more instruction flexibility and opportunities for PACE teachers to get to know their students better.

### What is PACE Book club?

Three times a semester PACE freshman and sophomore students read and discuss over a five-week period one of five books selected by their teacher. The weekly book club discussion is facilitated by an adult volunteer.

During the 6<sup>th</sup> week, the students make a presentation on their book to the class. The adult volunteers are invited to attend their students' presentations.

### When do book club discussions occur?

Book club occurs during the regular school day and is part of the PACE academic program. The book club is held on five consecutive Thursdays or five consecutive Fridays. Book Club volunteers lead two book club sessions. They meet with two different groups of students. Each group will consist of approximately 7 students. The first book club session is from 10:30 - 11:26 and the second session is from 11:33 -12:30. Lunch is provided following both sessions.

### What if a book club volunteer can't make all of the scheduled five book club sessions?

We ask our volunteers to attempt to clear their schedules for the five week period; however, if an emergency arises and a book club volunteer can't make it, we request that you contact the book club coordinator and/or teacher to let them know. The PACE teacher can act as a substitute for the absent book club mentor.

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

## BOOK CLUB ASSUMPTIONS

1. Quality Reading Is Important. High school textbooks and assigned reading are often times bland and "dumbed-down" so many students are bored and not challenged. Book Club provides a different kind of reading: adult literature that can engage high school students.
2. More Time Reading Is Important. Students need more exposure to good books in order to improve their vocabulary and their critical thinking skills as well as to broaden their horizons. Pop culture will not go away but Book Club is an important counter-balance from which high school students can benefit as they begin to prepare for college level work.
3. Good Mentoring Is Important. Students need help in thinking about and exploring (relatively) difficult texts. Also, many students have not had exposure to adults who enjoy reading and are good at it. Book Club depends to a large extent on the effectiveness of the mentors.
4. Thoughtful Student Discussion/Conversation Is Important. Students have infrequent opportunities to engage in meaningful conversation because of large class sizes and traditional teacher lecture methods. Book Club addresses these issues through very small class size (5/6:1) and a process that is focused entirely on discussion rather than lecture.
5. The Use of High Quality Supplementary Materials to the Core Curriculum Is Important. Learning facts in isolation without reinforcement means that students may easily forget what has been taught. For the most part, all of the selections for Book Club are related to the unit theme of the PACE history course.
6. Avoiding "Kill and Drill" Exercises Is Important. If assigned reading is always linked to a proscribed set of questions that must be answered through homework or test requirements, the joy of reading can be lost. In Book Club, there are no tests, quizzes, or written book reports. (However, each Book Club group makes a 15-20 minute panel presentation to the entire class in which they discuss what the book was about and their opinions of the book).
7. Social Reading Is Important. Too often reading (and academic work in general) is an isolating experience. Just as with adult book clubs, Kennedy Book Club provides a means for students to share book impressions and related personal experiences with one another. Adolescence is an important time for developing personal relationships and Book Club provides a valuable means for socialization to occur in a classroom setting.

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

A portion of materials used  
in adult mentor book club  
training sessions

PACE PROGRAM BOOK CLUB  
Kennedy High School

Robby Ching

*Mean Spirit* by Linda Hogan

Day 1

Introductions:

- Who am I? -- my history as a reader
- Who are they?
- Why did they choose this book?
- What do they want to get out of the Book Club?
- What are my goals and expectations?

Pre-reading Activity:

- Bring a picture of a cut glass bowl and a Native American clay pot (or the real thing if you can find them). Ask students to talk about the kind of people who would make the bowl and the pot and what would be important to each kind of people.
- Look at the cover of *Mean Spirit*. What way of life does the teepee represent? What way of life does the car? (Make sure students talk not just about the car but the fossil fuel that is required to run it.)
- Discuss the title. What do you think of when you see the word "spirit"? What do we mean when we call someone "mean spirited"? Talk about what a novel is and what students expect when they read a novel.
- Read pp. 3-10 out loud stopping to discuss as you go along. What kind of people/places are these? What do you predict is going to happen to them?
  - Michael Horse
  - Belle Graycloud
  - Grace Blanket
  - Oklahoma (Bring a map so the students can see where Oklahoma is and talk a little about its geography.)
- What is Hogan's attitude towards the intersecting worlds of whites and native Americans in Oklahoma? Why are we reading this book in the PACE program?

Assignment: Read pp. 1 –125 to "That night he wrote another letter to Washington." As you read, be thinking about the characters we talked about today. Do they act the way you thought they would? What new things do you learn about them? What do you learn about Oklahoma? Which one do you like best?

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

**Alternative 1:** Assign students to find quotations (give each student a section, e.g. pp. 1-40; 41-80; 81-125) that they think are really interesting or important to the meaning of the novel. Ask them to mark the quotations with tabs so they can find them for the next meeting.

**Alternative 2:** Assign each student a section to summarize briefly. What are the most important things that happen in the section? Who are the most important people?

**Day 2**

**Alternative 1:** Ask students to read their quotations from the first section (have everyone else find it and follow along). Ask them to explain the reason for selecting that particular quotation. What makes it interesting or important in terms of the novel? Ask about any difficult words in the quotation. Then ask why the student responded personally to that particular quotation. Encourage the other students to add their viewpoints and ask questions also. Repeat the process with other quotations, making sure that you talk about quotations from each section.

**Alternative 2:** Ask students to summarize their sections. Clarify any confusions that they have. Talk about any difficult words or concepts.

Once students have talked about their quotations or summarized their chapters, add any comments you want to make and open up the discussion to other areas that may not have been touched on in. Additional questions might include:

- Read the description of the shooting of Grace (p. 24). *Why did the men in the black Buick shoot her?*
- Why do the Hill people send the watchers to protect Nola?
- Hogan writes that Horse “wanted to put together the broken edges of things” (p. 39)? *What is broken in Watona? Why are bad dreams common?*
- What are Sara and Lettie’s relationship to Benoit?
- *Why does Hogan say that “the townfolk didn’t know a thing about love without possession” (p. 47).*
- How do the allotment clerks feel about the Osage (p. 60)? In what ways are their ideas about them inaccurate? Why do they say that full bloods can only get part of their money? *What’s the real reason?*
- The fortune teller at the fair tells Lettie that the spirits predict “flying feathers. Flying wood. Things are falling apart.” What happens to Benoit and Sara that bears out her prediction (p. 70)?
- How does John Stink become a ghost (p. 107, p. 377)?
- Hogan says that the whites “were lenient about the religious practices of Indians (p. 111). *How have the Indians adapted to Christianity? How have Christians adapted to Indian beliefs. What does the killing of the eagles show?*
- Why does Belle stop talking to Louise (pp. 106, 118)? In what ways have the Osage people adjusted to modern life—life in Oklahoma in 1922? *Can two*

**RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS**

*cultures exist side by side or will one always overwhelm the other? Would you rather be an Osage or a white in Oklahoma in 1922?*

- *What is the attitude of the Osage toward their land? How is the attitude of the white settlers different?*
- *Now that you have read this section, who do you like best? Who do you think is killing the Indians?*

**Assignment:** Read pp. 125 - 145 to "A few nights later there was another ceremony . . ." As you read, be thinking about how the characters are changing because of modern life and the discovery of oil.

Assign students to find quotations (give each student a section) that they think are really interesting or important to the meaning of the novel or ask them to summarize a section. Ask them to also bring three questions based on their section of the novel modeled on the ones you asked today.

**Contingency plan:** Be prepared in case students have not done the reading and prepared their quotations or summaries. One strategy is to pick a section or sections to read out loud (you can read a short section or have students take turns reading a longer section). After reading, stop and talk about what you've read. Then talk about the importance of catching up.

**Day 3**

Discuss students' quotations/summaries and discussion question for each section. (Be sure to have backups of your own in case a student is not prepared).

**Day 4**

Discuss students' quotations/summaries and discussion questions for each section. (Be sure to have backups of your own in case a student is not prepared).

**Day 5**

Talk about the last section of the book and students' overall reaction to it.

- *What is Hogan's attitude towards the intersecting worlds of whites and native Americans in Oklahoma?*
- *Can two cultures exist side by side or will one always overwhelm the other?*
- *Now that you've finished the novel, what does "Mean Spirit" mean? Is there hope for the native people? Is there hope for the environment?*

Take the last half of the hour to give students time to prepare their presentations.

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

PACE PROGRAM BOOK CLUB  
Kennedy High School

*O Pioneers!* by Willa Cather

Day 1

Pre-reading Activity:

- Discuss the title and what students know about pioneers. Why the “O” and the “!”?  
Talk about what a novel is and what students expect when they read a novel.
- Read the poem and talk about what images you see when you listen to it.
- Read the first chapter out loud stopping to discuss as you go along. What kind of people/places are these? What do you predict is going to happen to them?
  - Alexandra
  - Emil
  - Carl
  - Marie
  - Nebraska (bring a map so the students can see where Nebraska is and talk a little about its geography.
- What is Cather’s attitude toward the people who settled the Midwest? Why are we reading this book in the PACE program?

**Assignment:** Read Part I, The Wild Land, Chapters 1 - 5. As you read, be thinking about the three characters we talked about today. Do they act the way you thought they would? What new things do you learn about them? What do you learn about Nebraska?

Assign students a chapter (from Chapt. 2 – 5). Ask them to find a quotation that they think is really interesting or important to the meaning of the novel. Ask them to mark the quotation with a tab so they can find them for the next meeting.

Day 2

Ask the student with a quotation from Chapter 2 to read it (have everyone else find it and follow along). Ask the student to explain the reason for selecting that particular quotation. What makes it interesting or important in terms of the novel? Ask about any difficult words in the quotation. Then ask why the student responded personally to that particular quotation. Encourage the other students to add their viewpoints and ask questions also. Repeat the process with a quotation from each chapter.

RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

**PACE PROGRAM BOOK CLUB**  
**Kennedy High School**

*Ishi in Two Worlds* by Theodora Kroeber

**Day 1**

**Pre-reading Activity:**

1. When you hear the words "wild Indian" what do you think of? What did Indians look like? What was their life like? How did they act? How do you know these things about Indians?
2. When you hear the word "pioneer" what do you think of? What was a pioneer's life like? What sort of person was the typical pioneer? How do you know these things about pioneers?

**Introduction to *Ishi***

1. Look at the picture of Ishi on the cover. What sort of person is in the picture? What do you think his life was like? How does he differ from your image of "wild Indian."
2. Read the prologue aloud. Pause and talk about what the prologue is saying.
3. Based on reading the prologue, what do you think *Ishi in Two Worlds* is going to be about?

**Assignment:**

Read Chapters 1 – 4 for next time. Be thinking about your images of Indians and pioneers and see to what extent Ishi and the California settlers match your images.

**Day 2**

**Discussion Questions for *Ishi in Two Worlds* by Theodora Kroeber**

Chapter 1: Copper Colored People on a Golden Land

1. What were the California Indians like? How were they different from the usual picture of an American Indian?
2. Kroeber talks about the legend of the Digger Indians who never existed. She says, "The legend may have been prolonged in defiance of known fact through inertia, legends easily becoming habits which are hard to break, and through its usefulness in salving a not quite good conscience over taking land and lives" (p. 19). What was the legend and why does Kroeber think it continued to exist?

## RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

3. Kroeber says that among California Indians, “no one voluntarily left his own and familiar world for a strange one” (p. 23) How must Ishi have felt when he went to San Francisco with Kroeber? What would it be like to be the last survivor of your people?
4. What do you think Kroeber’s purpose is in writing about Ishi?

Chapter 2: A Living People

1. Where did the Yana live? What kind of people were they as a result of their environment?
2. What were the lives of Yana like? Would you have liked to be a Yana?
3. How does Kroeber feel about the Yana?

Chapter 3: A Dying People

1. Chapter 2 was called “A Living People;” this chapter is called “A Dying People.” What does Kroeber mean by these titles?
2. How was the Yana’s experience with the Anglo Saxon settlers different from their experience with the Mexicans?
3. Kroeber says, “We have been taught to regard with pride the courage and ingenuity of these ancestors (the white settlers), their stubbornness in carving out a good life for their children.” In what ways does the story of Ishi force us to revise this image?

**Assignment:**

Read Chapters 4 – 8

Select five students (or ask for volunteers) to write 3 – 4 discussion questions for these chapters. Emphasize that these questions must deal with the central issues in the chapter and need to cover the whole chapter.

(Write a set of questions yourself in case some students don’t come through.)

**Day 3**

Ask students to lead the discussions of their chapters using their questions. Tell them that part of their role is to make sure all the members of the Book Club get a chance to participate. Your role as facilitator is:

- To keep track of time; if a discussion goes on too long, call a halt and turn it over to the next leader even if they haven’t finished their questions.
- To be a participant in the discussion; let students have their say but then chime in with your own observations, clarifications, or answers to questions.

RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS

- To fill in if a discussion leader is absent or unprepared.
- To debrief students at the end of the discussion about the quality of the discussion itself—i.e., was everyone prepared? did everyone participate? did they stay on the questions? did they refer to the book to support their conclusions? did they acknowledge the contributions of their classmates? did they treat the contributions of other members with respect? Take notes during the discussion so your comments can be very specific). In the debriefing, be sure to praise the students for what they do well (and in subsequent debriefing for how they improve. However, you can also be fairly blunt (in a kind way) about failings you observed coupled with suggestions for how to do it better next time.
- To make the assignment of chapters and select discussion leaders for the next class.

Day 4

Student-led discussion and debriefing.

**RECRUITMENT AND TRAINING TOOLS FOR BOOK CLUB VOLUNTEERS**

**Excerpt from an article in the *Sacramento Bee* (September 5, 2004)**

**Dawnie Andrak**

Unlike Lily Dong and Chris Dawson, Dawnie Andrak is not a parent nor does she even live near Kennedy High School. Dawnie graduated from UC Irvine and is CEO for Capitol Web Works, an Internet consulting firm.

Dawnie became involved at Kennedy two years ago when she heard about an innovative book club program for all freshman history students in PACE. (Students apply for the PACE program; they must have average test scores or better, middle school teacher recommendations and a willingness to work hard.) Volunteers work with two groups of PACE students - four to six students in each group - once a week for five weeks. Everyone in the group reads the same assigned book outside of class. The adult volunteer later leads a discussion during class about the book.

The program seeks to encourage students to read more challenging texts and share impressions and insights with their peers.

"The idea that I could work with some high school kids and might have an impact in such a short period of time was encouraging and if I didn't really like it, I wasn't committed for a lengthy period of time," Dawnie said.

Over the past two years, Dawnie has participated in five different book clubs, which involved nearly 100 hours of volunteer work and interaction with more than 50 students. She has led book club discussions about "Fast Food Nation," "Cold Mountain" and "The Secret Life of Bees." Dawnie is a big hit as an enthusiastic and knowledgeable reader, and she is famous for bringing food and snacks relating to the book. There were french fries for "Fast Food Nation" and grits and soda mixed with peanuts for "The Secret Life of Bees".

"I had an all-girl group once that read "The Secret Life of Bees," which is about mother-daughter relationships. One particular day, all of the girls ended up talking about their relationships with their moms, and it was amazing," Dawnie said. "Here were 14-year-old kids that seemed to appreciate the difficulties of parenting. I wish I had a tape recording of these conversations because I'm guessing each of the mothers would have been a bit surprised at the love and respect the girls showed."

Dawnie found the PACE book club students were more enthusiastic and did a better job of reading the books on time than adult members of book clubs Dawnie had known. "Sometimes they appear very mature and wise, and then they will revert to being kids without a care in the world," she said. Dawnie finds herself a beneficiary of her volunteer work. "I believe book club was more for me than for the kids even. I got to turn kids on to some worthwhile books, and I felt good about doing it. On book club days I would sometimes think to myself: 'I don't have time for this, I have too much to do!' I might be feeling stressed or grumpy, but once I left the office and headed for Kennedy I had a chance to get away, without phones and e-mails, etc. to spend time with some interesting young people. It gave me a healthier perspective on my own work and was a nice change of pace. In the end, I felt it was an excellent use of my time."

Dawnie recalls her last session with one of her "Fast Food Nation" book club groups, when students completed a survey about book club. One student responded, "Dawnie was smart, she was fun and she brought us french fries."

Dawnie was pleased: "That's not a bad epitaph as far as I'm concerned!"

(Bee readers interested in volunteering for the PACE book club program can inquire at [ghart@calstate.edu](mailto:ghart@calstate.edu))

## TEACHER TOOL FOR MATCHING STUDENTS WITH BOOKS

## DECEMBER BOOK CLUB

PACE Student \_\_\_\_\_

Book #1 \_\_\_\_\_

Book #2 \_\_\_\_\_

Select three books from the following eight books. At least one book must be from Part I and one book must be from Part II.

## PART I

\_\_\_\_ *Cold Mountain* by Charles Frazier. This novel tells the story of a Confederate army deserter's search for home and love in the last days of the Civil War.

\_\_\_\_ *The Killer Angels* by Michael Shaara. Told through the eyes of the military leaders on both sides, this novel describes the battle of Gettysburg, three of the most important and bloodiest days in American history.

\_\_\_\_ *The Guns of the South* by Harry Turtledove. History and science fiction merge in this novel. Just as the Confederacy seems doomed, the South gets modern day repeating rifles and wins the Civil War.

\_\_\_\_ *April 1865* by Jay Winik. This non-fiction account vividly describes perhaps the most momentous month in American history as the Confederate government abandons its capital at Richmond, Lincoln is assassinated and the South surrenders to the North ending the Civil War.

## TEACHER TOOL FOR MATCHING STUDENTS WITH BOOKS

## PART II

\_\_\_\_ *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself* by Frederick Douglass. Frederick Douglass tell his own life story revealing the terrors he faced as a slave, the brutalities of his owners and his dramatic escape to the North.

\_\_\_\_ *Roll of Thunder, Hear My Cry* by Mildred Taylor. This novel tells the story of a nine year old girl, Cassie Logan, and the struggle of her family to stay together in the face of brutal racist attacks, illness, poverty and betrayal in the Deep South of the 1930's.

\_\_\_\_ *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* by Ron Suskind. A true story about a talented black teenager struggling to succeed in one of the worst public high schools in Washington, D.C. He graduates and is accepted to an Ivy League college where his struggles to succeed continue.

\_\_\_\_ *Kindred* by Octavia Butler. A science fiction tale about slavery. A modern woman is repeatedly brought back in time by her slave master and she must live the life of a slave.

## TEACHER TOOL FOR MATCHING STUDENTS WITH BOOKS

## JANUARY/FEBRUARY PACE BOOK CLUB

Write your name at the top of the page and then write an "X" next to three books from the following list that you would prefer to read. At least one of the books must be from Section I and at least one of the books must be from Section II.

## SECTION I (NON-FICTION)

\_\_\_ *Seabiscuit* (Laura Hillenbrand) Seabiscuit was a famous race horse during the Great Depression (the 1930's) and triumphed over many handicaps. This book is a compelling story not only of a horse but of its owner, its trainer and its jockey that brings alive the drama, beauty and brutality of horse racing. A best-selling book, *Seabiscuit* was recently made into an award-winning film.

\_\_\_ *Fast Food Nation* (Eric Schlosser) This book investigates all aspects of the fast food industry---its effect on your health and our economy. Caution: After reading this book you may have second thoughts about Big Macs and a large order of fries!

\_\_\_ *Counting Coup* (Larry Colton) A high school girls basketball team in Montana competes for the state championship. The star and many of the key players on the team are Crow Indians and this story is not only about exciting basketball games but also the challenges and heartbreaks facing Crow reservation teenagers.

## SECTION II (FICTION)

\_\_\_ *Giants in the Earth* (O. E. Rolvaag) A Norwegian fisherman and his family travel to the Dakotas and experience tremendous challenges from the weather, Indians, other settlers, disease and the difficulties of farming. Life for these settlers is never dull.

\_\_\_ *The Oxbow Incident* (Walter Van Tilburg Clark) Set in 1885, this book presents an exciting and realistic portrait of frontier life and mob violence in the American West. It focuses on the lynching of three innocent men.

\_\_\_ *Dragonwings* (Laurence Yep) This is an immigrant story that describes how Americans were viewed by the Chinese and illustrates the many hardships the Chinese faced in America. The story takes place in San Francisco around 1900.

## EXAMPLES OF AUTHOR / BOOK CLUB E MAIL EXCHANGES

PBC student questions submitted to Lisa See, author of *On Gold Mountain*, a historical memoir, and her answers.**Gary Hart**

**From:**  
**To:** <garykhart  
**Sent:** Saturday, February 23, 2008 11:23 AM  
**Subject:** Re: On Gold Mountain High School Book Club

See my answers below in **bold**.

In a message dated 2/21/2008 10:20:50 P.M. Pacific Standard Time, garykhart@comcast.net writes:

Lisa - We just completed the second of four discussion sessions of *On Gold Mountain* and the students enjoyed your initial responses to their questions. Your comment about racism not only in history but today generated quite a bit of discussion about the word racism and whether stereotyping was a form of racism.

Here are three questions from today's sessions that we are hoping you might be able to respond to before our next session on Feb 28:

1. Sometimes the same person is referred to with different names and it can be confusing. In one paragraph Milton and Ming were used interchangeably. Was there a reason you had in using different names for the same person? (Diana's question) **Everyone had a Chinese name and an American name. I was trying to respect that, even though it's a little confusing at times.**
2. In class we discussed the meaning of a passage in the book: "But with each passing day she (Ticie) saw him (Fong See) slipping away from her and into the arms of his mother country." I think you are giving Fong See the benefit of the doubt. It seems to me he was slipping into the arms of greed and immorality rather than just going back to China. Do you think I'm being unfair in my opinion of Fong See? (Nancy's question) **I would say that we're both right. He was greedy in many ways. he was also -- as you'll see later -- a horny old man who put his sexual desires above his love for Ticie. But at the same time, he was very much conforming to the ideal of a wealthy Chinese man and to Chinese culture. I think this is one of the things that makes him interesting. He was very torn between conflicting ideas, cultures, and emotions.**
3. It is kind of confusing when all of a sudden you stop telling one family member's story and then jump to another family member's story (For example, in the first part of the book you talk about Stella's childhood and then many chapters later you suddenly pick up her story as a teenager). It can be confusing to the reader. From a writer's standpoint, you must have had a good reason for moving around so much. Could you share your reasons with us? (Anna's question) **Well, it is a big family story. I thought the easiest way to tell it was from start to finish -- in other words chronologically. If I told one person's story from start to finish, then I would have to repeat a lot of things and there would be a lot of overlap. But also think how boring and disjointed that would be. Do you watch Lost? That show jumps from character to character. If they told only one character's story from start to finish, then we wouldn't care to learn about the other characters.**

Thank you, Lisa. Some of the students are hoping to make it to the Roseville event on March 1 if they can arrange transportation (it's about a 30 mile drive from where they live).

Regards, Gary Hart

Delicious ideas to please the pickiest eaters. Watch the video on AOL Living.

2/23/2008

## EXAMPLES OF AUTHOR / BOOK CLUB E MAIL EXCHANGES

Questions and answers on *Counting Coup*


---

**From:**  
**To:**  
**Sent:** Wednesday, February 11, 2004 8:51 AM  
**Subject:** Re: Thank You and Student Questions

Bill,

Here's some answers for the students:

1. *When the Crow Indian location was chosen for a story (boys basketball team), had there been a review of other Indian tribes and programs in Oklahoma, Arizona, the Dakotas, etc. for similar stories? If yes, what favored the Crow kids?*

I never really considered any other reservation. I had read an article in *Sports Illustrated* titled "Shadow Nation" that told the story of a great Crow basketball player, Jonathon Takes Enemy, and his struggles after high school. I had also just read a great book called *Saturday Night Lights* about a high school football team in west Texas. It was much more than a book about a high school team...it was about a region and its culture. Reading these two pieces gave me the idea about writing a book about basketball on the Crow Reservation as a way of telling the bigger story of life on a reservation today. I do not consider *Counting Coup* to be a sports book. Also, there was something about going and living at such a historic site as Little Big Horn that intrigued me.

2. *What led to your decision to include in the story your personal opinions, such as comments about starting lineups, substitutions during games, etc.?*

Originally, I wrote the book in third person. I was not in the book at all - no sweat lodge scene, no hanging out with Sharon, no interaction with the people. But that draft of the manuscript got rejected - it lacked a point of view and the writing was bland and flat. I was trying to be too politically correct. So when I rewrote it I decided to tell the story from my point of view. I don't consider myself an expert on Native American culture, but I thought most readers would relate to a voice of somebody from the outside. By having the book be in my voice, I believe, made it much more human, and definitely more readable. If you really think about Sharon, she is a girl who makes one bad choice after another, not the qualities you look for in a main character. But if I could show the reader how much I cared about her, it would be easier to make her sympathetic. After all, a writer wants the reader to be rooting for the main character. Another reason I switched to first person was because it allowed me to put a little humor into the story. The book is not always the happiest of tales, and in fact it's downright sad a lot of the times, but I could lighten it up by using my own voice. I also used Stacie as a way to lighten it up. She was hardly in the first draft. As for my comments on the substitutions, or rather the lack of them, well, you don't have to be Rick Aldelman to know that it's not good to play a player the whole game, every game.

3. *Did your sweat experience have a long-term impact on your religious or spiritual views?*

I asked my wife Marcie what she thought the answer was to this question, and she just laughed. So the answer is a big fat no. Although it's not in the book, I actually took about 25 sweats while I was there and got to be quite good at it. I would feel purified after each one of them, but as far as long-term impact...not much. It did, however, help me to better understand the Crows' culture.

4. *In your opinion, why is alcohol and alcoholism such a big personal and Indian cultural problem? It seems to us that the students are repeating the same problems as their parents and grandparents.*

There isn't enough room in cyberspace to answer this question. Books and doctoral thesis have been written about it. But your observation that the students are repeating the same mistakes as their elders is right on. The elders are the role models. I think the alcohol problem has a lot to do with the sense of hopelessness so many Indians feel. There is very little in the way of economic or job opportunity for them on the rez, and they have little desire to escape and go live in the white man's world. So they tend to give up. It's like a student who flunks the midterm, skips half the classes, doesn't read the assigned books...so when it comes time to take the final, he doesn't even try. So who's fault is it? The student for not trying? Or the school for not doing a better job of counseling him and providing alternative avenues for achieving?

2/11/04

## EXAMPLES OF AUTHOR / BOOK CLUB E MAIL EXCHANGES

**Hart, Gary**

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**From:**  
**Sent:** Sunday, September 25, 2005 10:07 AM  
**To:** Hart, Gary  
**Subject:** RE: The Age of Gold

Mr Hart

I'm most pleased to hear that your students are responding positively to the book.

1. I did visit both Sutter's Fort and Coloma. In each case I tried to imagine what the place looked like during the period of the book. The inside of the fort retains its appearance from those days, although the outside is surrounded by the modern city. At Coloma I walked along the river and up the ridge to the south. It was fairly easy to imagine how it looked on the morning Marshall discovered gold, as the heavy population that followed soon after the discovery has mostly melted away.

2. In 1848 western Canada was essentially unsettled. The population centers of those British colonies were in the East, and effectively even farther from California (that is, in terms of how a person could conveniently travel) than New York or Boston, which were twice as far (again in terms of actual travel, around Cape Horn) from California as Australia.

3. For Yee Ah Tye I used the oral history by Lani Ah Tye Parkas cited in the notes, as well as references to Yee Ah Tye from court records, newspapers, and other public documents.

Good luck with the research, and give my best to your students.

HWB

At 07:29 PM 9/22/2005, you wrote:

>Professor Brands - Two months ago (see below) you were kind enough to  
 >respond to a question I had about Martha's Vineyard and your research  
 >concerning The Age of Gold. In an effort to promote California history I  
 >have begun this semester a weekly discussion session with a group of high  
 >school freshman who are reading The Age of Gold. We just finished the  
 >Prolouge and the first half of Part I of The Age of Gold and the students  
 >are enjoying all of the profiles and the fast paced nature and clear  
 >nature of your writing. Based upon their initial reading, my students  
 >generated three questions they were hoping you might answer briefly:

>  
 > 1. In your research did you visit Sutter's Fort and/or  
 > Coloma? If so, what were your impressions and did they help you fine  
 > tune what you wrote in the Prolouge?

>  
 > 2. Concerning the profile of Australian Tom Archer you make the  
 > following assertion (page 55): "Australia was the closest speaking  
 > English country to California." But what about Canada?

>  
 > 3. We don't understand how you gathered information about Yee Ah  
 > Tye since (unlike the other argonauts you described) there was no written  
 > record and all the relatives and friends of this Chinese immigrant have  
 > long since deceased. What was your source?

>  
 > Professor Brands, I know your time is limited (especially with  
 > your new book on Andrew Jackson just out) but if you could respond to  
 > these student questions they would be thrilled and since one of my goals

PACE Book Group Evaluation  
When the Emperor Was Divine by Julie Otsuka

AM Group

- Student 1 – Very quiet and shy, she only spoke when I called on her. However, she kept up on the reading and her comments were insightful when she did speak. She was always prepared when I did ask her a question. Metaphors (packing, no names, train trip) were lost on her, but that may have been a language issue. Score: 3-
- Student 2 – Wow. Perhaps the most thoughtful in the group. He started off reluctant to speak, but warmed up by the second session. His observations and comments about characters and motivations were right on point; he was always prepared. He seems pretty mature for his age (reads a lot, he says). He picked up on the civil liberties issues right away. The other kids listened closely to him. Score: 4+
- Student 3 – Shy at first, she became more talkative as time went on. [REDACTED] was always prepared, but didn't trust herself to volunteer much. When I called on her, she had an opinion and good, thoughtful comments. She didn't probe as much as [REDACTED], but made a sincere effort to hang in with the discussion. She was the major planner for the presentation. Score: 3
- Student 4 – The other kids looked to her to be the leader, although initially she was a little shy about sharing her thoughts. [REDACTED] was always prepared and current on the reading and could probe beneath the surface when nudged. I enjoyed her enthusiasm. She was a big contributor for their presentation. Score: 3+
- Student 5 – Our most vocal member, [REDACTED] read way ahead and came prepared to share. We all got a charge out of his comments and he really sparked the discussions. I think he read the entire book the first week! He recognized various devices the author used and was able to explain them to the group. Score: 4+

This group took much more away from this book than they showed to the class in their presentation. They keyed in on the in group/out group issue immediately and were able to see the parallels with [REDACTED]'s story and our own treatment of Muslims. We had a pretty good rapport and they were very responsive. I looked forward to seeing them each week and was sorry when we had to part.

PACE Book Group Evaluation  
When the Emperor Was Divine by Julie Otsuka

PM Group

This group was very lively! No one was quiet and shy, once we got going. The kids got into the book immediately (most read it all the first week) and they did not need any prompting to share their opinions. They seemed to have some limited historical context for the story. All appreciated the brevity of the book and how much the author did with so few words.

- Student 1 – was always prepared and had given some thought to the section we were due to discuss each week.. If there was one student quieter than the others, [REDACTED] was the one. I appreciated her character analyses; she related well to the family members in the story and contributed a lot to discussion. Score: 3+
- Student 2 – had spoken with her grandparents about their experiences in the camp and was willing to share with us. She reacted very strongly to the characters and events and spoke right up. [REDACTED] came in with parts marked and scenes she wanted to talk about. She was a major contributor. Score: 3+
- Student 3 – often piped up with the most perceptive comment of the day. He seems so young, but is amazingly perceptive. He picked up on the author’s metaphors and various devices quicker than the others. He was able to read below the story most days. Score: 4
- Student 4 – was our most vocal and intuitive. He knew he was leaving soon, so wanted to make the most of his time. He read the book in one weekend and loved it. He had so much he wanted to say about injustice and labels. The presentation was mostly [REDACTED]’s idea, and then he wasn’t there to do it. Darn. He was a pleasure to have in a group. Score: 4+
- Student 5 – took over the group once [REDACTED] was gone. She arranged for the props for the presentation and was generally on top of things. She came prepared every week, ready to talk, with lots of opinions. She picked up on a few of the subtleties in the book, although not as many as [REDACTED] or [REDACTED]. Score: 3+

This group was a blast—that’s all I can say about them. They attacked the book and chewed it up. I envy you this class!

**Hart, Gary**

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**From:**  
**Sent:** Wednesday, November 26, 2003 6:03 PM  
**To:** Hart, Gary  
**Subject:** RE: Book Club Evaluations

Gary,

I forget what rating or evaluation method you preferred but here are my comments and ratings.

Rating scale: 1 - 5 (5 high)

Group A

**Student 1** - Did not volunteer much and appeared (to me at least) torn about looking to smart. For the most part he seemed to have read the material and from time to time shared interesting insights with the group. Rating: 3.

**Student 2** - Never volunteered and when called on was usually reluctant to share his thoughts. Seemed to be concerned about what ██████ thought. At last meeting where presentation was planned he really perked up when there was an opportunity to do some work with a computer (he was going to scan something which in the end was not necessary). A few times (but not always) when called on, he seemed not to have read the material. Rating: 2.

**Student 3** - Seemed to be very interested in the book and seemed prepared about half of the time. Given the short amount of reading each week for Emperor I was disappointed (and worried) that she was not always keeping up. Also, did not volunteer much. Rating: 2.

**Student 4** - Was well prepared and frequently shared thoughtful comments (articulately, too). She would have spoken more but I suspect she was self-conscious about seeming dominant. Rating: 5.

**Student 5** - I thought she did quite well in the group. She asked great questions, listened well to others, was attentive and well-prepared. She also volunteered and stayed on point. Rating: 4.

Group B

**Student 1** - Smart student, eager to participate, and very well-prepared. Opinionated and occasionally flippant, but responded well to challenges (a few from me but also from others). Rating: 5.

**Student 2** - Seems self-conscious and I was worried (after he said he hadn't read many books) that he would be hard to pull into the conversation. Not so. I think he had read most if not all of the books the others had read and was a terrific participant. Good listener and very thoughtful and still self-conscious. Rating: 5.

**Student 3** - Always prepared, listened well to others and always on point. Really seemed to enjoy the historical context of the story. Frequently volunteered responses to the questions I had sent home. Rating: 5.

**Student 4** - Shy at first but warmed up and became more comfortable over time. Appeared prepared to respond to my questions but seldom volunteered to speak. Rating: 4.

**Student 5** - Great energy, enjoyed the discussions and was a strong participant. She listened well to others and often responded to what others said. Rating: 5.

**Hart, Gary**

---

**From:**

**Sent:** Monday, June 09, 2003 8:37 PM

**To:** Hart, Gary

**Subject:** Book Club Evaluations

Hi Gary,

Here are the evaluations for my kids...

I hate to lump the AM group together, but I am : )... [REDACTED], [REDACTED], [REDACTED], and [REDACTED] all receive 1's in my book. Each of them came prepared to every meeting. All reading assignments were completed, and any work I assigned was done (thoroughly). They were a really nice group of kids and I enjoyed working with them.

The PM group:

**Student 1** - Fell behind on the reading, but was definitely a discussion facilitator. She had a lot of nice things to offer to the group and really opened up on a few occasions.

**Student 2** - He also fell behind on the reading, but not too much. Talked A LOT, sometimes too much. He was always prepared to recap everything they had read previously, and every now and then offered something analytical.

**Student 3** - This is a hard one. I think he did complete all the reading but maybe because of the group makeup was extremely quiet. I wish he would have spoken up a little more. I guess it was kind of hard for a shy person to get a word in with [REDACTED] and [REDACTED]. I picked on him a few times and his voice was so quiet and meek you could hardly hear him. I was much more impressed with his presentation to the class. I thought he clearly gave the most thought out, researched presentation of the group.

**Student 4** - Fell behind on the reading, but then caught up at the end. Didn't have something to say all the time, but definitely contributed frequently.

**Student 5** - Fell behind on the reading, and I'm not sure if she finished. Spoke up less than the rest of the group (except [REDACTED]), and spent most of her time playing with her hair.

Hopefully, this helps. Let me know if you need anything else. I think the kids enjoyed the book, even though the PM group said, "it was soooooo long." I would recommend it for next year.

Take care,

Student Name \_\_\_\_\_  
(please print)

### PACE FIELD TRIP SURVEY

In order to plan for our river rafting and San Francisco field trips, this survey is to be completed by all PACE students and returned to the PACE office **no later than May 28**. (NOTE: The Yosemite and Sacramento trips are confirmed. Since all students will participate in the same Yosemite and Sacramento activities, they are not included in this survey.)

**RIVER RAFTING TRIP (JUNE 28)** We had originally hoped to provide three rafting/hiking alternatives but due to costs and logistics, we have had to reduce to two options. Please check one of the following:

\_\_\_\_\_ TRUCKEE RIVER RAFTING: this is a more gentle ride than some of the trips we originally considered along the American River. **Participants must know how to swim and may get wet.**

\_\_\_\_\_ DONNER HIKE: a not too difficult hike in the Donner Lake region. Plant and animal life as well as the history of the area will be covered by a tour guide.

**SAN FRANCISCO (JULY 5)** We will be providing four options for our San Francisco field trip. Please place a number 1 next to your first choice, a number 2 next to your second choice, and a number 3 next to your third choice. (We will make every effort to accommodate everyone's first or second choices, but we can't make any guarantees). If you know you will not be going on this field trip due to family July 4 vacation plans, check the box provided and do not place numbers next to the field trip options.

\_\_\_\_\_ ANGEL ISLAND: we will take a ferry to Angel Island, tour the island by tram and listen to a presentation on the immigration center (first American "home" to many Asian immigrants).

\_\_\_\_\_ GOLDEN GATE PARK: we will tour the park and nearby surroundings (including spectacular views of the Pacific Ocean and SF from Twin Peaks). At the park, we will have special presentations at the Japanese Tea Garden and the California Academy of Sciences (which includes the aquarium and planetarium).

(CONTINUED ON REVERSE SIDE)

\_\_\_\_\_ GOLDEN GATE BRIDGE: we will walk portions of the bridge and see a video on the construction of the bridge and meet with bridge officials to ask them questions about bridge operations. We will also take a ferry ride from Larkspur in Marin County to the Ferry building in SF.

\_\_\_\_\_ SF WALKING TOUR: our current itinerary includes Coit Tower (and a panoramic view of SF), Lombard Street, and the water front near Fisherman's Wharf including a tour of the Maritime Museum.

\_\_\_\_\_ I will not be participating in the Friday, July 5, field trip to San Francisco.

**PACE SUMMER SCHOOL RULES**

Given the special location and activities of PACE, there are a few rules that need to be reviewed by all PACE students and families:

**Attendance** Summer school attendance is critical for PACE students and there are strict attendance and tardy rules as follows:

- Three tardies (cumulative for summer school, not just one class) count as one full day absence.
- Missing any PACE class counts as a full day absence.
- Students with more than three absences will receive no summer school credit.
- Any student with more than five absences, for any reason, will be dropped from PACE for the regular school year.

**Behavior** Sacramento City Unified School District (SCUSD) policies regarding dress code, illegal and dangerous activities are in effect. Please review the attached two page summary.

**Supervised Activities** PACE students must remain on the CSUS campus during classroom instruction hours. During lunch, students must eat in the areas adjacent to Yosemite Hall or Eureka Hall (Mendocino Hall for chemistry students). On field trips, students must stay with the group and not wander off. Failure of any student to follow these supervision rules may result in such student being dropped from PACE.

**Good Academic Standing** In order to continue in PACE during the regular school year at Kennedy, PACE students must demonstrate satisfactory academic work and citizenship during summer school.

---

**SIGNATURE SLIP**

We understand that participation in PACE is a privilege, not a right. We understand and accept the above PACE rules and the attached SCUSD policies.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

APPENDIX D

PACE Program  
Final Evaluation Report

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# Kennedy High School

SACRAMENTO, CA

## PACE Program

*Final Evaluation Report*

Prepared under contract to the California Academic Partnership Project (CAPP).  
The views and opinions expressed here do not necessarily represent those of the  
University of California or CAPP. They are entirely those of the authors.

**TRACY HANNA  
CHARLES DAYTON**

*Spring 2007*

**CAREER ACADEMY SUPPORT NETWORK  
GRADUATE SCHOOL OF EDUCATION  
UNIVERSITY OF CALIFORNIA, BERKELEY  
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<http://casn.berkeley.edu>**

## INTRODUCTION

The Program in America and California Explorations (PACE) is an intensive, four-year honors program at Kennedy High School in Sacramento. Beginning with new freshmen in the summer of 2002 (i.e., the class of 2006), the program was designed to target high school students who in many cases were at risk to not attend a four-year college after high school. Each year, a new cohort of about 125 freshmen has been added so that by the 2005–2006 year approximately 500 students were enrolled across grades 9–12.

The program emphasizes rich academic content, real-world relevance, high standards, and personal attention by PACE faculty. It includes close communication between students and teachers, parental involvement, and field trips. Students gain not only in-depth knowledge but also critical skills that will prepare them to be successful in both the academic world and their adult lives. At the end of the sophomore year, students are expected to be ready for Advanced Placement coursework in order to position themselves as competitive candidates for top-tier universities.

The design of the program rested initially on the creation of American/Californian core studies classes. Current standard curriculum provides U.S. history to 9th and 11th grade students. PACE students have three years (grades 9–11) of continuous exposure to American history, a rich dose of American literature and culture, and a significant introduction to California history and contemporary issues. In their senior year, PACE students take courses in economics and American government, and complete a challenging senior project.

As it has evolved over the past several years, and as the high school moved to a school-wide small learning-community structure, PACE incorporated other subjects along with English and American history, including math, foreign language, and sometimes science. In most cases PACE students are scheduled together in their own course sections. All PACE courses meet UC/CSU a-g requirements and honors designation requirements at Kennedy High School. If the program is seen as adequately successful it may be replicated in other Sacramento high schools.

Kennedy High School, in the Sacramento City Unified High School District, is located on an attractive campus on the west side of the city. It has an enrollment of approximately 2,500 students, of which about 34% are Asian-American, 25% African-

American, 19% white, 20% Hispanic/Latino, and 2% other. It has an API ranking of 6, and a 4 among similar schools. Full credentials are held by 103 of its 113 teachers. It is divided into eight Smaller Learning Communities (SLCs), of which PACE was the first.

Students are not assigned to PACE, but must apply. They must also meet certain criteria and go through an interview. Among the criteria are a reading ability near or at grade level (to be able to handle the program's reading assignments); a GPA in middle school of at least 2.75 (C+); scores on the CST state tests at the 40th percentile or higher; and teacher recommendations. Program staff emphasize that this is not an honors program in the sense that students can automatically enter with certain grades or test scores, but rather efforts are made to enroll a diverse population of students. They also look for students who seem serious about learning— even if they score low on other criteria—and take teacher recommendations seriously in this respect. While the composition of students in PACE relative to the rest of the high school is more female than male, and more Asian and white than African-American and Hispanic, program staff emphasize it would be more skewed in these directions without such efforts.

## EVALUATION DESIGN

In the spring of 2003 a design was developed for examining the outcomes of PACE. This evaluation is sponsored by the California Academic Partnership Program (CAPP) of California State University (CSU). It is being conducted by the Graduate School of Education at U.C. Berkeley, with David Stern, a professor of education, as the principal investigator; Charles Dayton, a coordinator of public programs, as the coordinator; and Tracy Hanna, a field consultant, as the analyst.

The design entails comparing the performance of students in PACE with their counterparts at the same grade level(s) at Kennedy High School not enrolled in PACE, over time. The data were provided by the district Office of Assessment, Research, and Evaluation, through the efforts of Rebecka Hagerty, an associate director there. The main use of the findings is internal and formative, to help the program operators determine whether they are making a difference, and if so, in what ways, and to help them refine their efforts to meet their objectives.

The evaluation is using data that are gathered for other purposes, such as attendance rates, credits earned toward graduation, grade point averages, and state CST and

CAHSEE test scores. PACE students are compared to their non-PACE counterparts at each grade level. It is not an experimentally designed evaluation, which would require random assignment to the program. Rather, it uses a comparison group design, in which it is known the two groups are not matched from the start. It then looks at the gaps in performance between the two groups over time to see whether they widen or narrow. The assumption is that if the gap grows, the PACE program is exerting a more positive influence on its participants than the non-PACE alternatives are on their students.

The logic of this design is not perfect. First, the measures available in the high school's database may not reflect perfectly the goals of the program. A central goal of PACE is to help students prepare for and get into college. While there are correlations between the measures under examination and this goal, they are less than perfect. In addition, the measures included are not necessarily consistent reflections of performance. Not all teachers grade the same way. Sometimes teachers who are seeking greater rigor in their curriculum and instruction give lower grades than their counterparts. Not all students perform equally on state tests. Some like competition and test taking and do relatively well, others dislike them and may become nervous and do more poorly. Thus it would be unfair to present the data here as final proof of anything. They need to be considered along with the observations and insights of the program and high school staff.

The freshmen data primarily give a snapshot of the PACE and non-PACE students in their first year. The findings for sophomores, juniors, and especially seniors are more meaningful as they allow one to track the gaps between the two groups over time. It should be noted that the PACE groups are performing at high levels compared with most ninth grade students elsewhere. It is unusual to see average attendance rates in the high 90s, average credits earned of nearly 60 per year, and average GPAs of 3.1. These are all very good performances. Again, however, it is the relative performance of the PACE students in comparison with the non-PACE students over time that is of central interest.

## **2005–2006 FINDINGS**

What follows is a narrative summarizing the findings from 2005–2006 school-year data. Each section is followed by a series of charts that provide graphic displays of these data. The following measures were examined:

- Demographic enrollment profiles by gender and ethnicity
- For twelfth graders, attrition since ninth grade
- Annual attendance rates
- Cumulative credits earned toward graduation
- Cumulative grade point averages (GPAs)
- California State Tests in English/Language Arts and Math
- Tenth grade pass rates on the California High School Exit Exam (CAHSEE)
- Twelfth grade pass rates on the CAHSEE

For each category, data are available for four cohorts, freshman–senior. The freshman data are for one year (2005–2006); while the sophomore data are across two years, grades nine to ten (2004–2006); the junior data are across three years, grades nine to eleven (2003–2006); and the senior data are across four years (2002–2006). Reported values are averages for the PACE and non-PACE groups unless otherwise specified. Data were obtained following the end of the 2005–2006 school year. When students left either PACE or the high school they were dropped from the statistical analysis, though their test scores and grades from prior years are reported in the charts. When percent ages fail to total 100 it is due to rounding. Where Ns vary for a given group, it is due to missing data (“N” representing the number of students).

To determine whether differences between PACE and non-PACE students changed over time at a statistically significant rate, tests were conducted for attendance rates, credits, GPAs, and CST/CAHSEE test scores. The primary method employed used two analysis of variance (ANOVA) techniques that observed changes in dependent variables between the groups across multiple years: one-way for variables that were only measured once, and one-way repeated measures for those with two or more levels of measurement. The tests focused on the rate of change in achievement between the two groups from year to year.

One-way ANOVA, which measured the differences between means for PACE and non-PACE data at a single point in time, was used for all freshman (graduating year 2009) data

as well as one-time CAHSEE scores for sophomore (class year 2008) students. The remaining multi-year sophomore–senior data were analyzed through one-way repeated-measures ANOVA. Data for sophomore–senior students who were active in the 2005–2006 year but not continuously enrolled at KHS were removed from the analysis. Thus, there was a total sample size of 490 PACE students and 1,758 non-PACE comparison students.

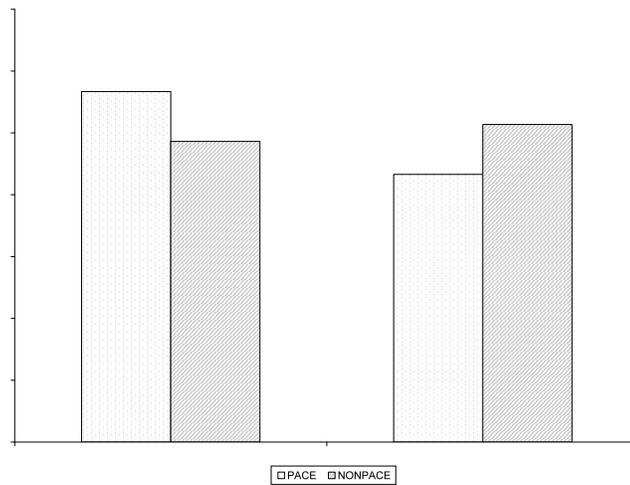
A third statistical test, chi square, was used to analyze retention rates for the senior class, comparing the number of students who left Kennedy High School to those who remained through their senior year.

## DEMOGRAPHIC DESCRIPTIONS

### *Gender*

In the PACE cohorts across grades 9–12, 57% were female and 43% were male, whereas the rest of the school was 49% female and 51% male. Thus the PACE cohorts have somewhat more females than the comparison group.

#### Kennedy High School Gender Demographics 2005-2006



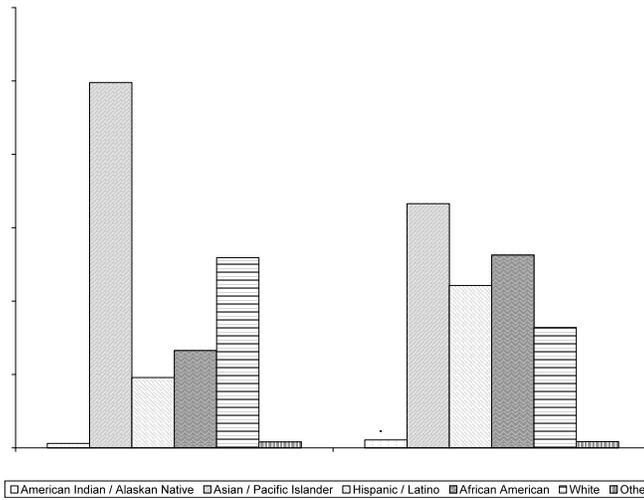
ALL STUDENTS, GRADES 9–12

PACE STUDENTS: 490; NON-PACE STUDENTS: 1,758

### *Ethnicity*

The PACE students (in all four cohorts) were somewhat more Asian and white, and somewhat less African-American and Hispanic, than their non-PACE counterparts.

#### **Kennedy High School Ethnic Demographics 2005–2006**



**ALL STUDENTS, GRADES 9–12**

**PACE STUDENTS: 490; NON-PACE STUDENTS: 1,758**

## ATTRITION

Looking at data for the senior class provides a clear picture of the level of attrition across all four years of high school. Only data for students who complete each grade level are included here. Thus the ninth grade cohort is students who completed ninth grade. The same is true for tenth, eleventh, and twelfth grades, though the twelfth grade data are based on those who graduated versus those who did not.\* Some students disappear between these levels. Typically this occurs for a variety of reasons: families move and students enroll in another district; students decide to move to another high school within the district; students drop out of high school altogether. It was beyond the means of this evaluation to track down the reason for every student's departure, but it is possible to look at the rate of attrition for PACE and non-PACE students, as well as the respective performance of the leavers (before they left) and stayers (from the same earlier time period) in each group.

The chart on the next page summarizes this information. The dramatic difference in attrition between the two groups is noteworthy, suggesting that PACE is exerting holding power on its participants. This is a significant finding. In addition, the generally stronger performance among students who did not leave (stayers) versus those who did (leavers) has further implications.

Usually it can be assumed that, on average, students who leave will perform lower than those who stay in high school. Comparing stayers with leavers, almost all variables show this difference, often quite dramatically. With a larger proportion of students leaving, the non-PACE group is more affected by this trend in the following year's data. One can estimate the size of this effect by multiplying the performance differences between stayers and leavers by the size of each group. Because of the much higher proportion of non-PACE students leaving, this calculation yields a far stronger effect on the non-PACE group. This means there is in effect an artificial boost to this group's performance each year (when the weaker leavers are gone). Thus whatever differences are found favoring PACE students are probably greater than estimated.

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\*Graduation rates were estimated according to CAHSEE pass rates. See "CAHSEE Tests" for further explanation.

**Performance of Students Who Stayed at Kennedy High School  
vs. Those Who Left Class of 2006**

PACE								
	2003		2004*		2005		2006*	
	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers
N	8	127	7	128	3	125	5	124
GPA	2.12	3.26	2.01	3.24	2.24	3.24	2.53	3.16
Attendance	99.5%	98.3%	81.2%	96.6%	92.6%	96.3%	86.2%	91.9%
Credits	65.63	74.77	97.14	133.00	140.00	195.20	139.00	252.18
CST Math	328.43	375.21	291.33	339.79	252.00	326.03	N/A	N/A
CST ELA	375.25	400.41	332.33	391.76	308.67	386.51	N/A	N/A
Non-PACE								
	2003		2004*		2005*		2006*	
	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers
N	146	407	138	357	84	323	32	336
GPA	1.78	2.49	1.50	2.61	1.91	2.69	2.09	2.71
Attendance	95.2%	96.5%	89.4%	96.5%	92.8%	96.3%	90.7%	90.7%
Credits	48.84	63.15	73.42	117.60	115.03	168.11	162.78	212.91
CST Math	292.53	319.51	278.34	300.65	268.68	291.47	N/A	N/A
CST ELA	314.57	337.61	301.44	339.67	275.10	329.90	N/A	N/A

\*INCLUDES NEW OR RETURNING STUDENTS

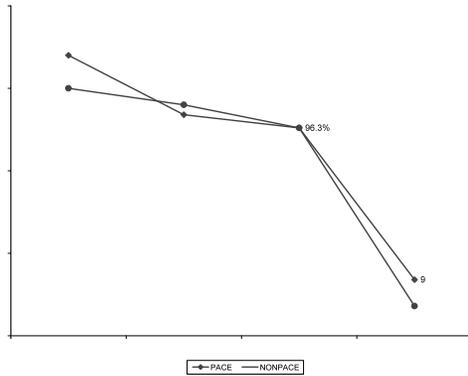
N = NUMBER OF STUDENTS

CST ELA = CALIFORNIA STANDARDS TEST OF ENGLISH LANGUAGE ARTS

## ATTENDANCE

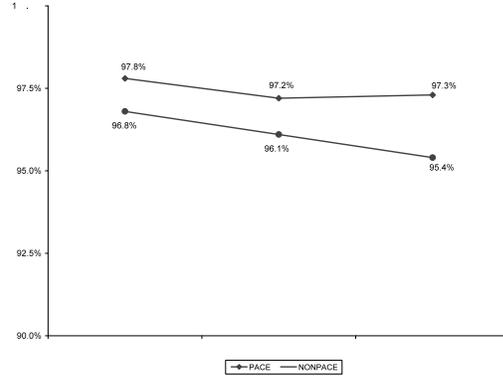
In all cases PACE attendance rates were higher initially, and generally stayed higher, although both PACE and non-PACE students showed consistent slight downward curves in their attendance rates from year to year. Significant differences in attendance rates were seen initially for all cohorts, favoring PACE students. These differences widened for the sophomore and junior cohorts, but were not retained for seniors.

### Kennedy High School Attendance Rates 2003 – 2006



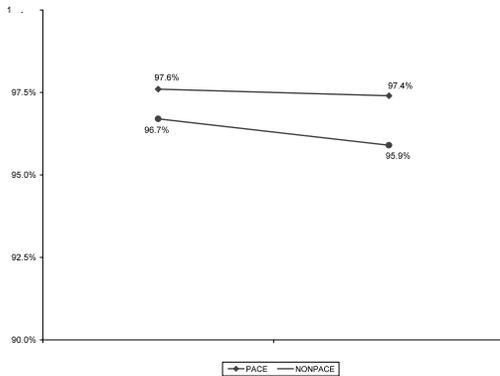
GRADE 12

PACE STUDENTS: 129; NON-PACE STUDENTS: 368



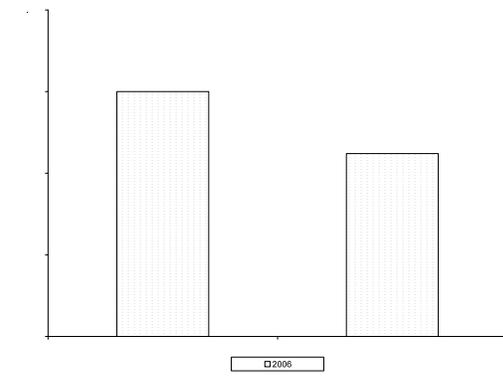
GRADE 11

PACE STUDENTS: 116; NON-PACE STUDENTS: 418



GRADE 10

PACE STUDENTS: 114; NON-PACE STUDENTS: 460



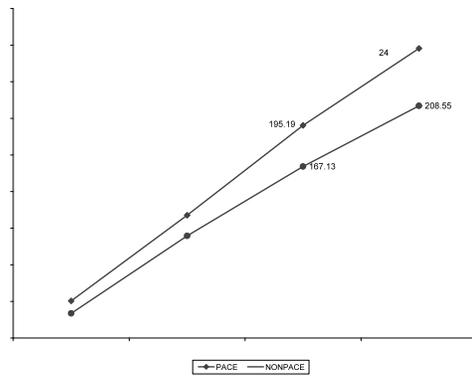
GRADE 9

PACE STUDENTS: 131; NON-PACE STUDENTS: 512

## CREDITS EARNED

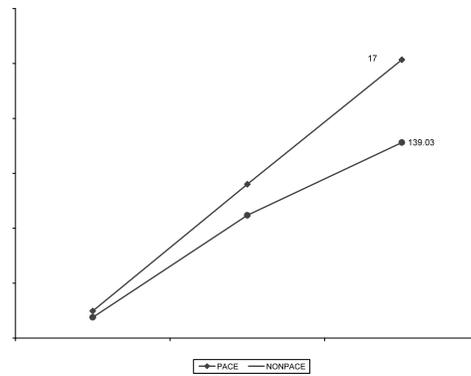
PACE students at all grade levels earned significantly more credits per year, and the differences between PACE and non-PACE students increased consistently over time, the effect ranging from small to medium effect sizes. This is the most consistent and therefore meaningful finding of the statistical testing of differences between the two groups.

### Kennedy High School Credits Earned 2003–2006



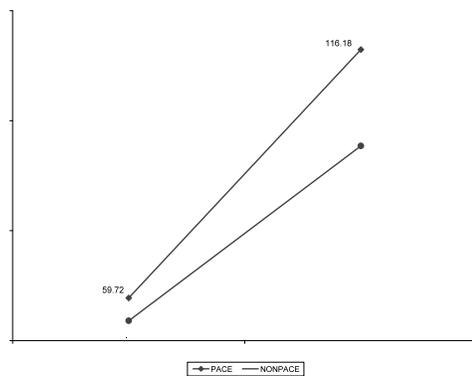
GRADE 12

PACE STUDENTS: 129; NON-PACE STUDENTS: 368



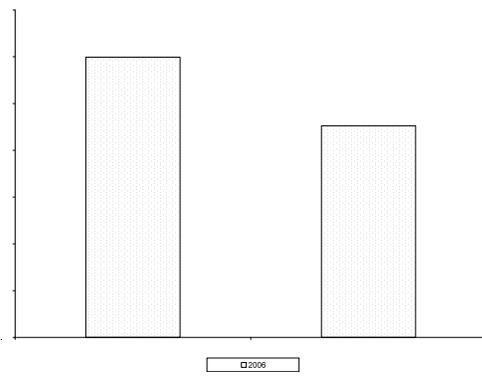
GRADE 11

PACE STUDENTS: 116; NON-PACE STUDENTS: 418



GRADE 10

PACE STUDENTS: 114; NON-PACE STUDENTS: 460



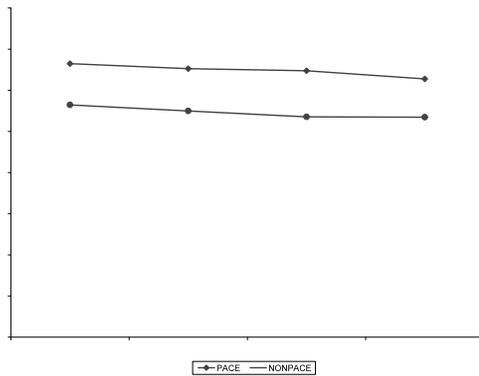
GRADE 9

PACE STUDENTS: 131; NON-PACE STUDENTS: 512

## GRADE POINT AVERAGES

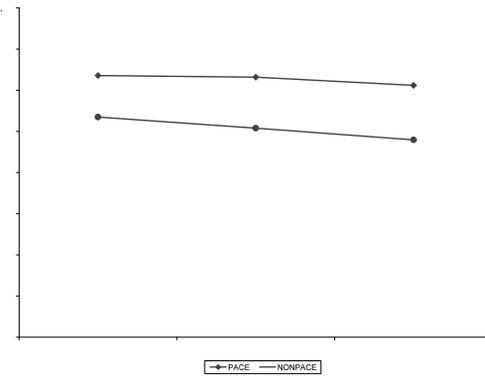
PACE students did substantially better in all four cohorts, while both groups declined slightly over time. None of the difference changes over time were statistically significant.

### Kennedy High School Grade Point Averages 2003–2006



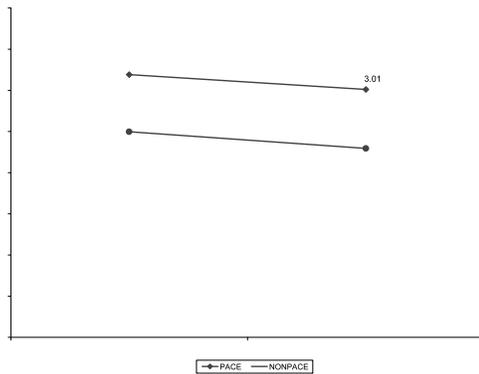
GRADE 12

PACE STUDENTS: 129; NON-PACE STUDENTS: 366



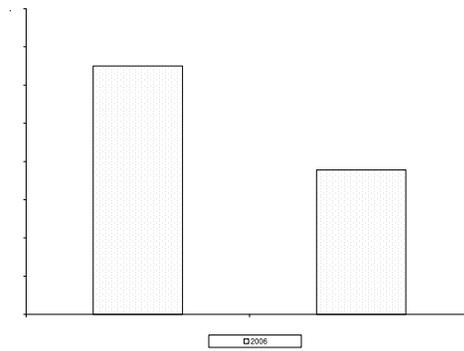
GRADE 11

PACE STUDENTS: 116; NON-PACE STUDENTS: 412



GRADE 10

PACE STUDENTS: 114; NON-PACE STUDENTS: 460



GRADE 9

PACE STUDENTS: 131; NON-PACE STUDENTS: 512

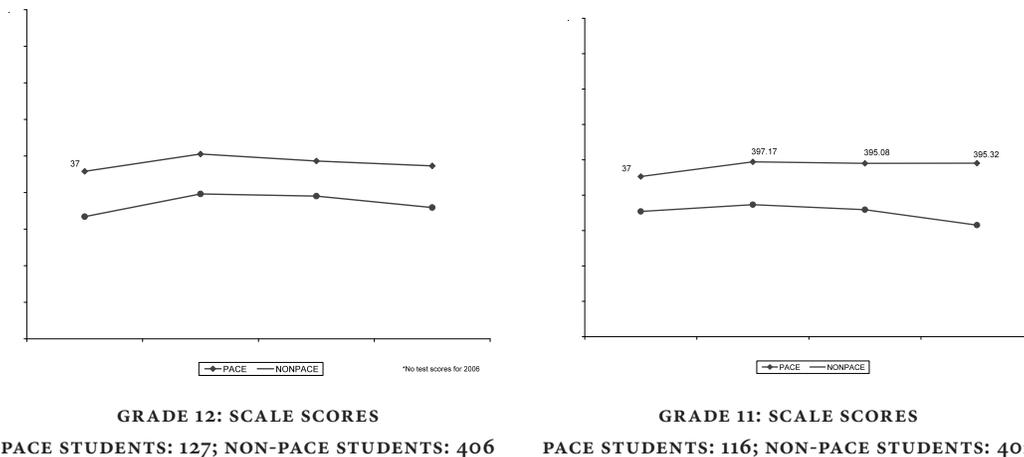
## CST SCORES

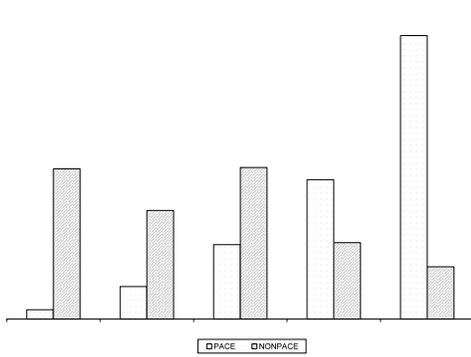
The California Standards Test (CST) scores are available for grades eight, nine, ten, and eleven. Thus trends over time can be shown for all students. To present a context for these, CST scores can range 150–600, with five performance levels defined within this range: “far below basic,” “below basic,” “basic,” “proficient,” and “advanced.” In English/language arts the basic scores are 300–349, while proficient scores are 350–395. In math the basic level ranges from 300–349 and the proficient level is 350–415 or 350–427, depending on the particular math course (e.g., algebra I, geometry, etc.). Again it is the relative performance between the PACE and non-PACE groups over time that is of central interest. In all cases PACE students start out above their non-PACE counterparts.

### *English / Language Arts*

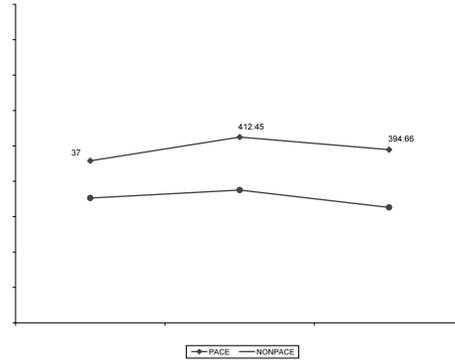
PACE students scored substantially higher at all grade levels. In terms of reaching proficiency, 92% of PACE freshmen scored at the proficient or advanced level (compared with 36% of non-PACE freshmen), as did 88% of PACE sophomores (compared with 26% of non-PACE sophomores), and 79% of PACE juniors (compared with 24% of non-PACE juniors). Thus in terms of both scale scores and proficiency levels, PACE students substantially outperformed their non-PACE counterparts. Further, since some of the change differences are statistically significant, this represents a pattern of growth for PACE students relative to their non-PACE counterparts.

#### Kennedy High School CST English/Language Arts 2003–2006

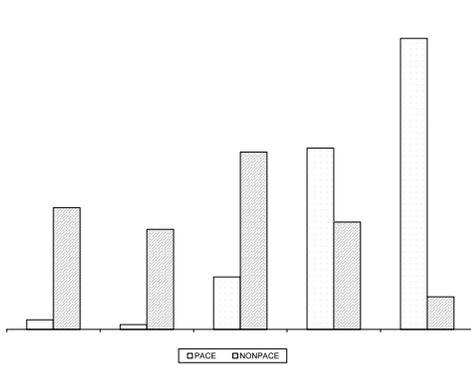




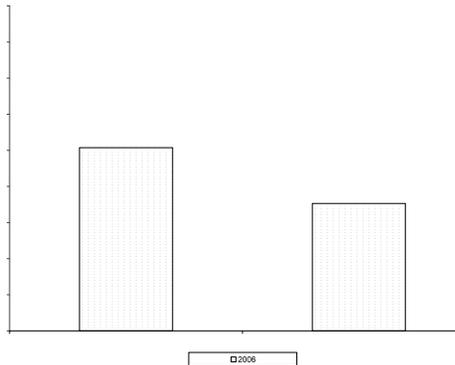
**GRADE 11: PROFICIENCY LEVEL 2006**  
 PACE STUDENTS: 116; NON-PACE STUDENTS: 402



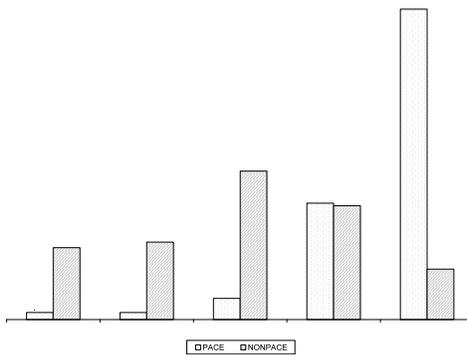
**GRADE 10: SCALE SCORES**  
 PACE STUDENTS: 113; NON-PACE STUDENTS: 447



**GRADE 10: PROFICIENCY LEVEL 2006**  
 PACE STUDENTS: 113; NON-PACE STUDENTS: 447



**GRADE 9: SCALE SCORE**  
 PACE STUDENTS: 131; NON-PACE STUDENTS: 495

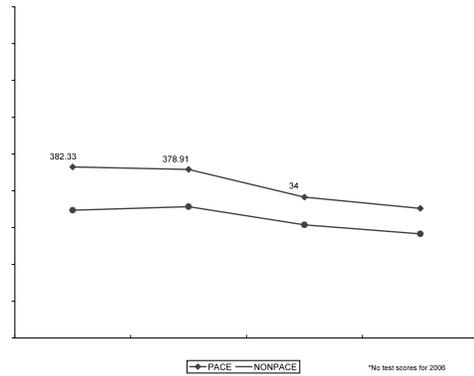


**GRADE 9: PROFICIENCY LEVEL 2006**  
 PACE STUDENTS: 131; NON-PACE STUDENTS: 495

## Math

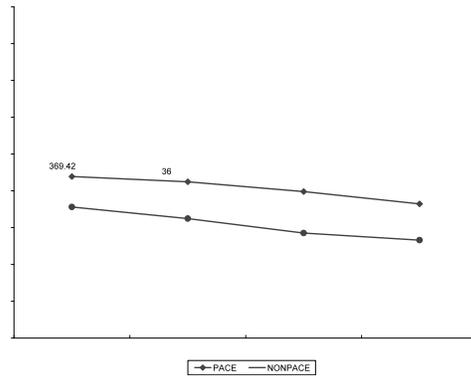
Again, PACE students scored substantially higher at all grade levels. In terms of proficiency, 59% of PACE freshmen scored at the proficient or advanced level (compared with 16% of non-PACE freshmen), as did 35% of PACE sophomores (compared with 8% of non-PACE sophomores), and 31% of PACE juniors (compared with 10% of non-PACE juniors). As with the statistical tests for ELA, some of the difference changes for math were statistically significant, but none dramatically so. Since the direction of the change varied from year to year and group to group, no clear pattern emerged here.

### Kennedy High School CST Math 2003–2006



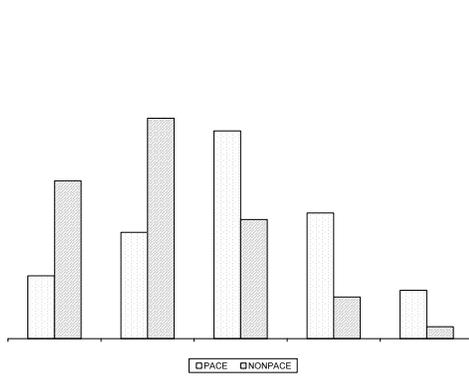
GRADE 12: SCALE SCORES

PACE STUDENTS: 125; NON-PACE STUDENTS: 392



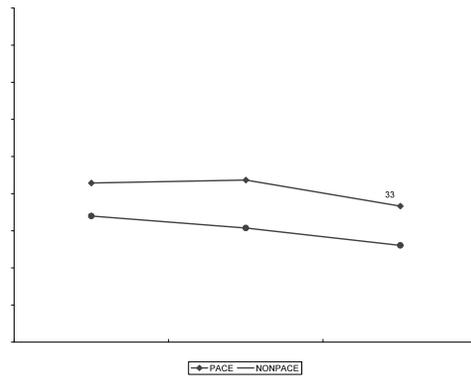
GRADE 11: SCALE SCORES

PACE STUDENTS: 114; NON-PACE STUDENTS: 370



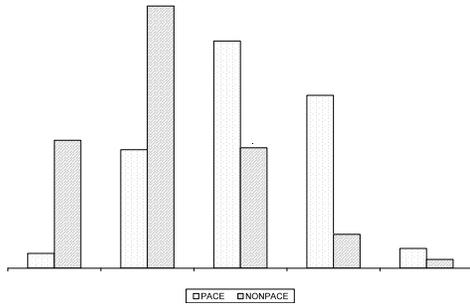
GRADE 11: PROFICIENCY LEVEL 2006

PACE STUDENTS: 114; NON-PACE STUDENTS: 370

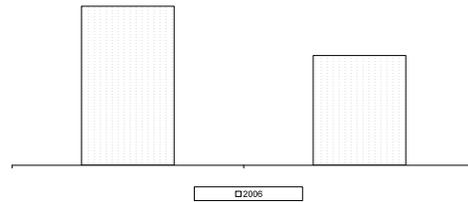


GRADE 10: SCALE SCORES

PACE STUDENTS: 112; NON-PACE STUDENTS: 441



**GRADE 10: PROFICIENCY LEVEL 2006**  
 PACE STUDENTS: 112; NON-PACE STUDENTS: 441



**GRADE 9: SCALE SCORE**  
 PACE STUDENTS: 130; NON-PACE STUDENTS: 481

PACE NONPACE

**GRADE 9: PROFICIENCY LEVEL 2006**  
 PACE STUDENTS: 130; NON-PACE STUDENTS: 481

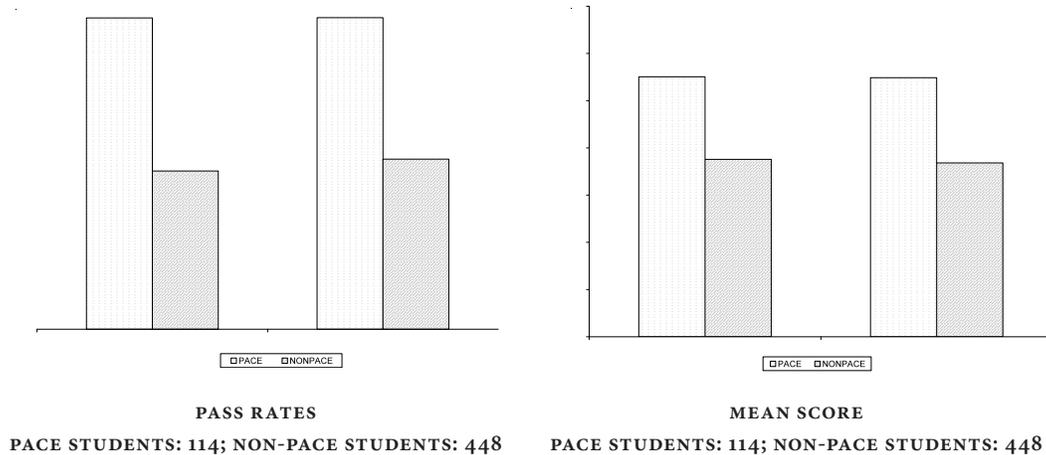
The CST English/Language Arts scores come from one common test, but the CST math scores come from several subtests, depending on the level in which the student is enrolled: general math, algebra I, geometry, algebra II, or high school math. While data were not available this year showing each student’s level, past years’ comparisons have shown that PACE students are on average in higher-level math classes. For example, in grade nine most PACE students are in geometry, while most non-PACE students are in algebra I. In grade ten, most PACE students are in algebra II, while most non-PACE students are in geometry, and so on.

## CAHSEE TESTS

The California High School Exit Exam (CAHSEE) is offered to students beginning in the second half of their sophomore year. Students who fail one or both portions of the test have several opportunities through their senior year to retake the sections which they did not previously pass. The next set of charts shows first-time pass rates and the mean scores for tenth grade PACE versus non-PACE students, in English/Language Arts (ELA) and math. CAHSEE scale scores for ELA and math range 275–450, with 350 being the score needed to pass each portion of the exam. Both the ELA and math sections address state content standards through grade ten.

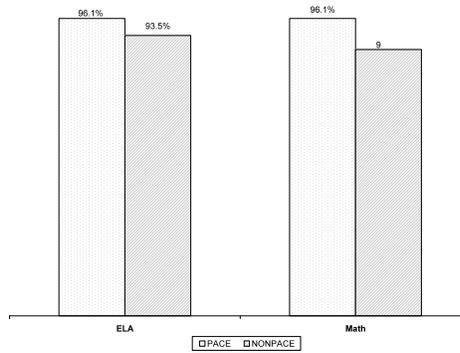
In all cases, PACE scores were significantly higher than non-PACE scores, with a higher percentage of students who passed the exam, and a medium effect associated with program participation. No change differences over time were statistically tested because once students pass the test, they don't take it again.

### Tenth Grade CAHSEE Pass Rates & Mean Score 2006



The class of 2006, this year’s twelfth grade cohort, was the first to be required to pass the CAHSEE in order to graduate. Thus, the rate at which students passed both portions of the exam by the end of their senior year roughly equates to the likelihood that they graduated from Kennedy High School. The chart that follows provides the pass rates by exam for this year’s senior class. While passing the CAHSEE is only one of several graduation requirements, we can assume that approximately 96% of PACE seniors and 91% of non-PACE seniors graduated by the end of 2005-06 school year.

**Twelfth Grade Final CAHSEE Pass Rates**



PACE: 129; NON-PACE: 368

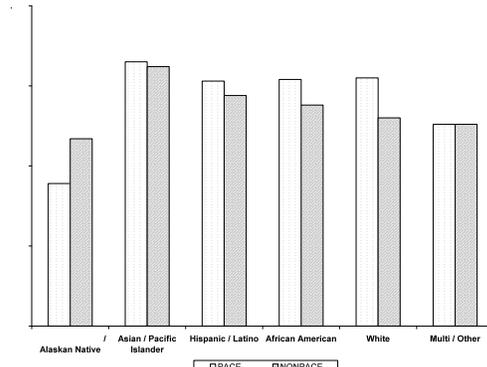
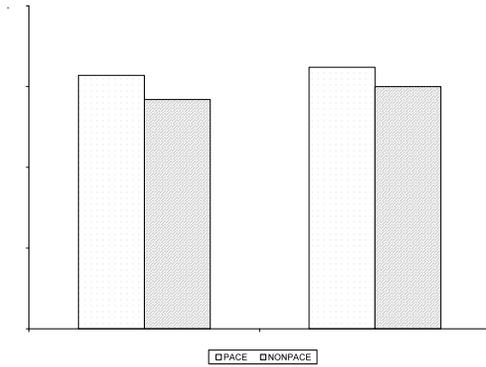
**GENDER AND ETHNIC BREAKOUTS**

At the suggestion of the PACE staff, another type of analysis was conducted this year, looking at various performance measures by gender and race/ethnicity. The teachers were curious whether there were differential effects seen for these subgroups. These analyses were done using all PACE and non-PACE cohorts, across grade levels, to obtain as full a picture as possible.

***Attendance***

Females in PACE averaged 95.7% attendance, compared with 96.2% for males. Females in the rest of the high school averaged 94.2%, compared with 95% for males. Thus males did slightly better in both groups. For race/ethnic categories, PACE students did better

than non-PACE students among all groups except multi-ethnic students (where they were equal), with differences ranging from 2.5% for whites, to 1.6% for African Americans, .9% for Hispanic/Latinos, and .3% for Asian/Pacific Islanders.

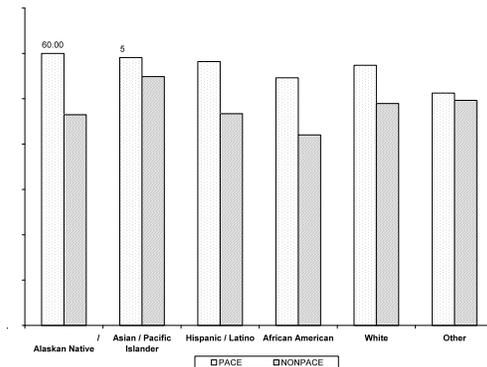
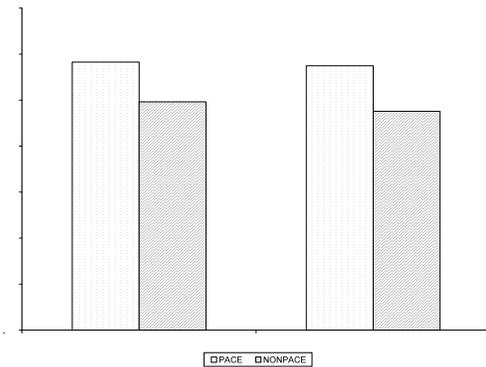


**ATTENDANCE RATES 2006 BY GENDER**  
 PACE STUDENTS: 490; NON-PACE STUDENTS: 1750

**ATTENDANCE RATES 2006 BY ETHNICITY**  
 PACE STUDENTS: 490; NON-PACE STUDENTS: 1750

### Credits

Females in PACE earned on average 58 credits, compared with 57 for males. Females in the rest of the high school averaged 50 credits, compared with 48 for males. Thus females did slightly better in both groups. For race/ethnic categories, PACE students did better than non-PACE students among all groups, ranging from a difference of 13 credits among African-Americans to 11 for Hispanics/Latinos, 8 for whites, and 4 for Asian/Pacific Islanders.

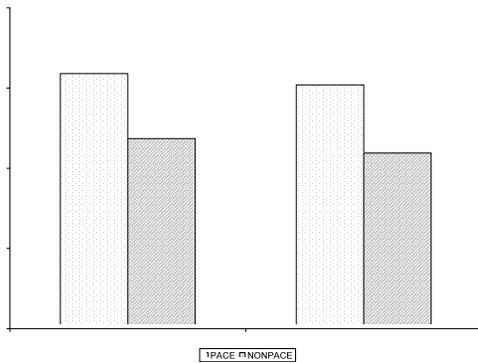


**CREDITS EARNED IN 2006 BY GENDER**  
 PACE STUDENTS: 490; NON-PACE STUDENTS: 1750

**CREDITS EARNED IN 2006 BY ETHNICITY**  
 PACE STUDENTS: 490; NON-PACE STUDENTS: 1750

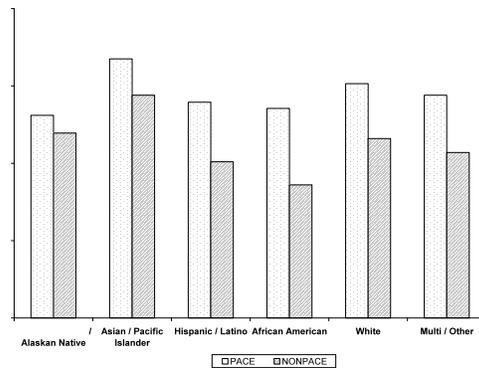
### Grade Point Averages

Females in PACE earned on average a 3.18 GPA, compared with 3.04 for males. Females in the rest of the high school averaged a 2.37 GPA, compared with 2.19 for males. Thus females did slightly better in both groups. For race/ethnic categories, PACE students did better than non-PACE students among all groups, ranging from a difference of .99 points among African-Americans to .77 for Hispanics/Latinos, .71 for whites, and .47 for Asian/Pacific Islanders.



ATTENDANCE RATES 2006 BY GENDER

PACE STUDENTS: 490; NON-PACE STUDENTS: 1750

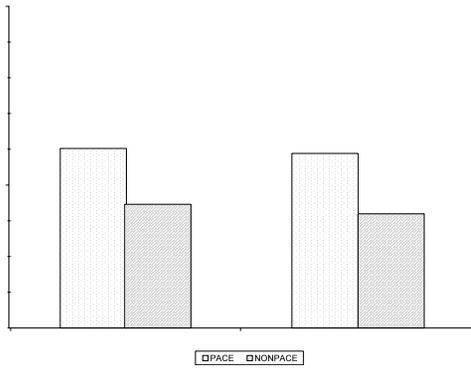


ATTENDANCE RATES 2006 BY ETHNICITY

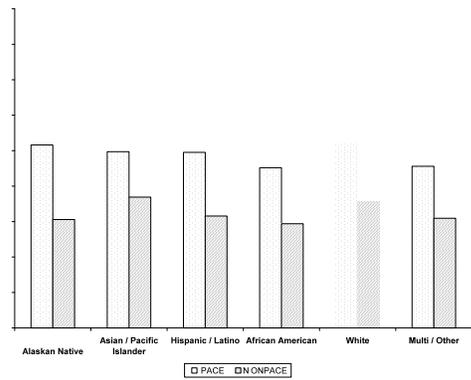
PACE STUDENTS: 490; NON-PACE STUDENTS: 1750

### CST ELA

Females in PACE earned on average a score of 401, compared with 394 for males. Females in the rest of the high school averaged 323, compared with 310 for males. Thus females did slightly better in both groups. For race/ethnic categories, PACE students did better than non-PACE students among all groups, ranging from a difference of 90 points among Hispanics/Latinos, to 82 points among whites, 79 points among African-Americans, and 64 points among Asian/Pacific Islanders.



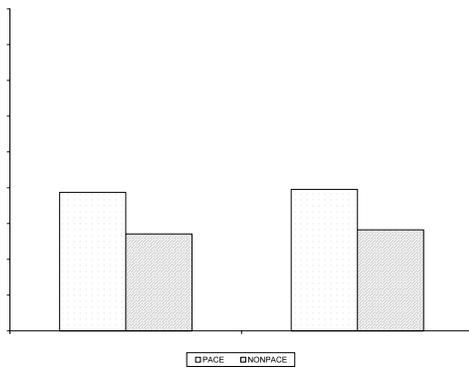
**CST ELA SCALE SCORE 2006 BY GENDER**  
 PACE STUDENTS: 360; NON-PACE STUDENTS: 1345



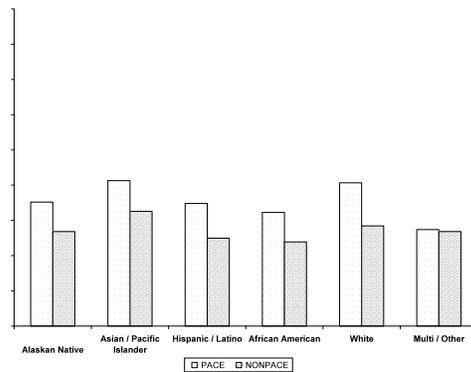
**CST ELA SCALE SCORE 2006 BY ETHNICITY**  
 PACE STUDENTS: 360; NON-PACE STUDENTS: 1345

### CST Math

Females in PACE earned on average a score of 344, compared with 348 for males. Females in the rest of the high school averaged 285, compared with 291 for males. Thus males did slightly better in both groups. For race/ethnic categories, PACE students did better than non-PACE students among all groups, ranging from a difference of 61 points among whites, to 49 points among Hispanics/Latinos, 44 points among Asian/Pacific Islanders, and 42 points among African-Americans.



**CST MATH SCALE SCORE 2006 BY GENDER**  
 PACE STUDENTS: 356; NON-PACE STUDENTS: 1293



**CST MATH SCALE SCORE 2006 BY ETHNICITY**  
 PACE STUDENTS: 356; NON-PACE STUDENTS: 1293

## SIGNIFICANCE TESTS

To summarize these, they showed initial significant differences between the two groups in attendance, credits earned, grade point averages, and CST scores in English and math, all favoring PACE students. The changes over time showed a mixed pattern, with relatively few statistically significant differences that were consistent in either direction, with two exceptions: PACE students consistently earned credits more quickly than non-PACE students; and PACE students were more likely to matriculate to senior year and graduate from Kennedy High School.

## FINAL THOUGHTS

PACE was in its fourth year of operation in 2005–06, and its first class graduated in June 2006. Thus it was in effect just completing its first full cycle. While each year that goes by adds to the evidence, and the pattern of relative performance of PACE students versus their non-PACE counterparts is now fairly clear, most new programs take several years to become fully established. Thus this pattern may evolve over time. The measures in use in this report are also those that are available in existing school records, and may be insensitive to some of the PACE curriculum and instruction, which stresses such skills as writing, problem solving, and analysis.

Two other reports are available as complements to this one. One reports on the 2006 graduating seniors at the end of their last semester regarding their satisfaction with the PACE program and their post-graduate plans. The second reports on the activities of the first class of graduates during the winter of 2006–07, after they have left Kennedy High School, regarding their college and work activities.

Gary Hart is the founder of PACE and taught 9th-grade history in the program from 2003 until 2005. He has a BA in history from Stanford and an MA in Teaching from Harvard. From 1974 until 1994 he was a California legislator and was California Education Secretary from 1998 until 2000. He is currently on the boards of the Public Policy Institute of California, the Cotsen Family Foundation, and the Campaign for College Opportunity.