

International Baccalaureate at Temescal Canyon

# IBTC Update

Preparing Students for Success in Higher Education and Life in a Global Society.



**Special points of interest:**

- Perfect Graduation Rates
- Scholarships
- College Credit
- Middle School Continuum
- Public Recognition
- Student Work
- Academic Booster Club

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*The IB Diploma Program is an academically challenging and balanced program of education with final examinations that prepares students for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students.*

*The program has gained recognition and respect from the world's leading universities.*



## Diploma Program Enrollment

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The transformational value of an IB education is rooted in our ability to provide the foundation of lifelong learning and future success. The IB program at Temescal Canyon High School has attracted the attention of students and parents from the surrounding area. This year represents a record number in highly qualified and academically successful students transferring and enrolling at TCHS. Thanks to the outreach

efforts by teachers, administrators, past and present IB students the merits and value of the program have been embraced by a wide audience. Those involved with the IB outreach have visited the neighboring middle schools, conducted information meetings and coordinated school open houses. The word has spread in regards to the programs success. As a result, the enrollment of IB diploma candidates has doubled since last year to

over one hundred twenty students. Currently one-third of all students at TCHS are taught by twenty-six IB trained and certificated faculty who incorporate IB approaches to teaching and learning in their classrooms. IB teachers and their expertise are also influencing school wide Professional Learning Communities facilitating common core implementation, vertical curriculum alignment and advancing school-wide student achievement.

## College Acceptances of 2015



The IB Diploma Program at TCHS is riding an incredible wave of momentum in academic achievement. Our second IB class graduated in June and the results are in—100% graduation and a 100% four year university acceptance rate. Over the past two years the IB diploma students have earned an estimated total of **\$1.5 million** in academic scholarships. In other words, an IB diploma graduate at TCHS is awarded on average \$60,000 in academic scholarships. Listed

below is a sample of where some of our most recent IB diploma graduates will be attending college this fall:



- UC Los Angeles
- UC San Diego
- UC Davis
- UC Santa Barbara
- UC Santa Cruz
- UC Riverside
- UC Irvine

- American Musical and Dramatic Academy, Los Angeles
- California State Polytechnic University San Luis Obispo
- University of Las Vegas

## IB Diploma Results

*Over the past two years the IB diploma students have earned an estimated \$1.5 million in academic scholarships.*

Our IB students' accomplishments define the program and they will continue to distinguish us. Last May one hundred twenty IB subject exams were proctored to thirty-eight students. Seventy-three percent of our 2015 IB senior class earned the prestigious IB diploma. Our diploma pass rate has doubled since last year, nearly reaching the global average diploma pass

rate. Although this gain is impressive, we continue to work diligently on program improvements. We are encouraged by the fact that IB seniors over the course of the diploma program earned on average twenty college units or the equivalent of five college courses. By earning the IB diploma and college units, several of our IB graduates are beginning their collegiate studies with sophomore status. This is

a substantial monetary benefit to families and an amazing launch to their college careers. As Marilee Jones the former Dean of Admissions, Massachusetts Institute of Technology (MIT) stated "IB is the "best" high school prep curriculum an American school can offer."

## IB Continuum at Elsinore Middle School



Elsinore Middle School, a primary feeder-campus to Temescal Canyon High School, has received LEUSD School Board approval to usher in the IB Middle Years Program (IB MYP) to its campus. Elsinore Middle School is currently in the candidacy application phase of this

coveted program. Once approved by the International Baccalaureate Organization, Elsinore Middle School will soon be offering all their students an internationally-minded education that will be sustained as they continue on at TCHS. As we look forward to the addition of

IB MYP, we maintain a continuous commitment toward improvement of our educational program and curriculum as we invest in our students current and future successes at multiple academic levels.

## Community Service



One of the essential requirements to earning an IB diploma is embodying the concept of service. The service component of the diploma requires that students understand their capacity to make a meaningful contribution to their community and society. Last year our eleven IB seniors logged over 1,000 volunteer community service hours. Students volunteered their time to a variety of causes and organizations that include: Rehabilitation of the Regency Heritage

Park, Reading Across America, Kaiser Permanente, Keystone and the City of Lake Elsinore. Pictured below are IB students

being recognized by the Wil-domar City Council for their efforts and hard work in rehabilitating Regency Heritage Park.



## IB Visual Art Student Work

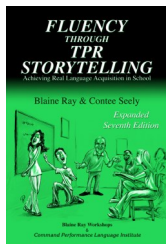


The IB visual arts course encourages students to challenge their own creative and cultural expectations. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring

and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Examples of student work and curatorial practices are found in the surrounding pictures.

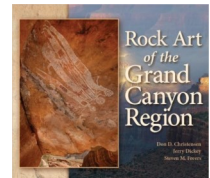


## Faculty Spotlight



The TCHS faculty is proud to have two recently published authors in its IB teaching ranks. Michael Peto, the IB Spanish instructor and world language department chair, coordinated a school-wide curriculum transition from a grammar-anchored course of study to a Teaching Proficiency through Reading and Storytelling (TPRS) module with great success. He has contributed an essay about his success in bringing TPRS to TCHS in the book Fluency Through TPR Storytelling. Our other distin-

guished author is Steve Freers, IB chemistry, who published Rock Art of the Grand Canyon Region, a comprehensive overview detailing Native American art painted and engraved within the greater Grand Canyon region. The book contains hundreds of exquisite photographs and research narrative detailing nearly three decades of fieldwork. Mr. Freers and his coauthors were recently bestowed with the prestigious Arizona Governors' Special Achievement Award in Public Archaeology.



*The IB career technical education pathway has led the way for LEUSD to receive a \$700,000 California Career Pathway Grant.*

## Design and Technology Engineering

The IB Design and Technology advanced engineering pathway at TCHS has no other counterpart in the state of California in regards to college articulation, laboratory equipment or educational pathway. Recently, the IB career technical education pathway has led the way for LEUSD to receive a **\$700,000** California Career Pathway Grant. A por-

tion of this grant has been allocated towards purchasing Computer Aided Design & Computer Aided Manufacturing Mills and thirty-two new classroom computers to operate the CNC mills and AutoCAD design software. This grant has doubled the program's machinery capacity which is used by all levels of CTE engineering students at TCHS.



## Cultural Enrichment & College Visits

Last year our IB students toured the LA County Museum of Art, Norton Simon Museum, California Science Center, California Institute of Technology, and the University of California at Los Angeles. Similar trips are planned for this year including National Aeronautics and Space Administration Jet Propulsion Laboratories (NASA JPL) in Pasadena and the University of Southern California.



## HOW CAN YOU HELP?

*“In IB with the help of your teachers and hard work you can accomplish your dreams.” Annie Lamas*

## Academic Booster Club

You can help support International Baccalaureate at Temescal Canyon by becoming a member of the Academic Booster Club. With your support we can provide our students with the most enriching high school experience possible. In becoming an active member you can assist with fundraising efforts which support engaging globally minded activities and college visits that benefit hundreds of deserving TCHS students. To learn more or to join please visit us at our website:

<http://tcib.weebly.com/>



IB Students visiting UCLA

## STUDENTS REHAB PARK: Group of Temescal Canyon seniors dedicate themselves to fixing up Regency Heritage Park

THE PRESS-ENTERPRISE  
 BY MICHAEL J. WILLIAMS  
 2015-02-18

During her childhood years, Esmeralda El Srouji spent a lot of time at Regency Heritage Park, only a few blocks from her family's Wildomar home.

The park features a heavily used entrance to the campus of the primary school she attended.

"I used to go to William Collier Elementary School, so my mother would always walk me through the park and I would play a lot there," said 18-year-old El Srouji, a senior at Temescal Canyon High School in Lake Elsinore.

The 4-acre park, however, has seen better days. It was closed in 2011 after the city lacked funding to keep it open. Though the city was able to reopen its parks in 2014, Heritage Regency was inundated with rain in mid-September.

"After the big storm that we had recently, it was completely devastated and there was dirt everywhere," she said. "It's close to my heart. So to see it so run down, it made me feel really sad because I wanted the park to be the same park that I went to when I was a child and that I have so many memories of."

So she decided to do something about it.

After consulting with city officials, she organized a group of nine fellow seniors in Temescal Canyon's International Baccalaureate Diploma program. To fulfill the program's community service requirement, the students decided to work on rehabilitating the park.

In addition to El Srouji, the participants are Emily Beckius, Annie Lamas, Klynn Shelton, Emma Bruno, Andrew Pong, Blake Echt, Kabir Torres and Deanna Yee. They will be assisted by about 15 junior IB students, El Srouji said.

"We've done a lot of research to get this started," she said. "We started in November."

In conjunction with Wildomar city officials, the students and I created a plan, including a schedule of working each Saturday morning over the next six weeks. The work will consist primarily of planting and relocating vegetation to help deter erosion and to spruce up the space. Plantings will include toyon, deer grass, red yucca, coyote bush, coffeeberry and acacia.



Also, the students hope to put up a Regency Heritage Park sign, as the facility now lacks identification.

"I think it's wonderful for the students to learn how to give back to the community," said City Councilwoman Bridgette Moore, who is lending her support by helping to find sponsors, "and they're learning so much about the inner workings of the city, they're learning about plants and they're learning how to interact with adults."

As a fundraiser for the program, sponsors who donate \$30 will have their names posted at the park and will be honored at an upcoming community barbecue.

El Srouji said the group has raised about \$200 to date. The money will be used for plants and materials.

Carmen El Srouji, Esmeralda's mother, said she wasn't surprised by her daughter's initiative.

"She's always been outgoing and looking for something to do," the mother said. "I'm glad she's going to be helping the community and fixing up this park."

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*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.*

*These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

Preparing students for success in higher education and life in a global society.

<http://tcib.weebly.com/>  
[www.ibo.org](http://www.ibo.org)



## In Their Own Words

IBTC alumni reflect on their experience in the program.

*"It really helped me with time management and how to approach a work load efficiently. The skills I learned help not only to understand information but to process it"*

**Blake Echt**

*"The IB Program gave me the ability to think larger than just myself, it gave me a global perspective."* **Samantha Stillwell**

*"The closeness of the IB students was a real positive. The types of things we learned really engaged me and I was intrigued in what I was learning."* **Klynn Shelton**

*"In IB with the help of your teachers and hard work you can accomplish your dreams"*

**Annie Lamas**

*"The rigor of the program will help me better adjust to college. I retained a lot of information thanks to the hard work of all my teachers."* **Esmeralda El Srouji**

*"The people I met in the program are kind, supportive and understanding of each other."*

**Deanna Yee**

*"My writing ability has greatly improved and due to the rigor and amount of papers we had to write, I am very confident going into college."* **Andrew Pong**

*"I learned ways to find success in independent learning."* **Kenneth Pham**

*"You develop a strong bond with members of your cohort and are provided a globalized education that allowed me to expand my perspective."* **Kabir Torres**