**Appendix**

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**Letter of Intent and Commitments and Expectations, updated & final version (Appendix A)**

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

## FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

| APPLICANT TEAM INFORMATION | |
|---|---|
| **Name of Applicant Team** *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):* <br> **Carson High School ESBMM Design Team** | |
| **Address:** <br> **Carson High School** <br> **22328 S. Main Street** <br> **Carson, CA 90745** | **Phone Number:** <br> **(310) 847-6000** |
| **Website** *(if applicable)* <br> *www.carsonhs.org* and/or <br> *http://carsonhs-lausd-schoolloop.com* | **Email Address:** <br> *winwarren@lausd.net* <br> *sbotrik@lausd.net* |

| | |
|---|---|
| **School site for which your team is submitting a Letter of Intent:** | |
| **Grade configuration of your school:** 9-12 | |
| **School model for which you are applying:** | ☐ Traditional      ☐ Pilot <br> ☒ ESBMM      ☐ Network Partner <br> ☐ Affiliated Charter      ☐ Independent Charter |
| **Please respond:** <br> 1. Are you planning to operate more than one school on the campus? <br> 2. If yes, how many schools are you proposing to operate? <br> 3. If yes, will they all operate under separate CDS codes? | 1. No <br> 2. N/A <br> 3. N/A |
| **School calendar-- please provide the following dates:** <br> 1. First and last date of instruction? <br> 2. Winter recess dates <br> 3. Spring recess dates | 1. August 14th - June 4th <br> 2. December 17th - January 6th <br> 3. March 25th - March 29th |

List the name and contact information of your design team members below:

| Printed Name | Signature | Phone | Email address | School/Affiliation |
|---|---|---|---|---|
| 1. Windy Warren | *(signature)* | (310) 847-6000 | winwarren@lausd.net | Carson High School |
| 2. Suzanne Bottlik | *(signature)* | (310) 847-6000 | sbotrik@lausd.net | Carson High School |

LOS ANGELES UNIFIED SCHOOL DISTRICT
## PUBLIC SCHOOL CHOICE MOTION

| 3. Richard Watson | | (310) 847- 6000 | rcw0141@lausd.net | Carson High School |
|---|---|---|---|---|
| 4. Gary King | | (310) 221-2076 | gary@piced.org | Carson High School |
| 5. Mary Vasquez | | (310) 847-6000 | mrv1134 @lausd.net | Carson High School |
| 6. Christy North | | (310) 847-6000 | volley1013@earthlink.net | Carson High School |
| 7. Mary Ann Coyle | | (310) 847-6000 | mpc8756@lausd.net | Carson High School |
| 8. Tammy Bird | | (310) 847-6000 | tbirdbea@lausd.net | Carson High School |
| 9. Sali Seyhun | | (310) 847-6000 | sseyhun@lausd.net | Carson High School |
| 10. Valri Randolph | | (310) 847-6000 | valri.randolph@lausd.net | Carson High School |
| 11. Ralph Mertens | | (310) 847-6000 | rmertens@lausd.net | Carson High School |
| 12. Pamela Baysa | | (310) 847-6000 | pbaysa@gmail.com | Carson High School |
| 13. Kary Harger | | (310) 847-6000 | kharger@lausd.net | Carson High School |
| 14. Diana Faatai | | (310) 847-6000 | dfaatai@lausd.net | Carson High School |
| 15. Pat Agbu | | (310) 847-6000 | pagbu@lausd.net | Carson High School |
| 16. Honey Koletty | | (310) 847-6000 | yanangko@lausd.net | Carson High School |
| 17. Dr. Dan Cartmell | | (310) 847-6000 | dcartmell@lausd.net | Carson High School |
| 18. Carlos Ruiz | | (310) 847-6000 | cer8918@lausd.net | Carson High School |
| 19. Haydee Malacas-Hart | | (310) 847-6000 | haydee.malacas@lausd.net | Carson High School |
| 20. Shemaiah Torres | | (310) 847-6000 | shemaiahtorres @yahoo.com | Carson High School |
| 21. Yna Verdejo | | (310) 847-6000 | ynaverdejo@yahoo.com | Carson High School |
| 22. Erika Nina Ferrer | | (310) 847-6000 | reeninaf@yahoo.com | Carson High School |
| 23. Eugenie Adler | | (310) 847-6000 | ela83514@lausd.net | Carson High School. |

LOS ANGELES UNIFIED SCHOOL DISTRICT
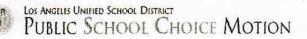PUBLIC SCHOOL CHOICE MOTION

Appendix B

# PSC 3.0
## Commitments and Expectations Form

*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by 6:00 pm on Thursday, March 31, 2011. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

**We agree to:**

- Serve students and the community to the best of our ability;

- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;

- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;

- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;

- Openly seek input from the community during the development of our application;

- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;

- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;

- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;

- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;

- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;

- Ensure that no electioneering occurs on school campuses;

- Abide by all guidelines set forth for the Advisory Vote process; and

- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

Appendix B

# PSC 3.0
## Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

| Applicant Team Name/Organization | Carson High School ESBMM Design Team |
| --- | --- |
| Name of Team Representative | Dr. Windy Warren |
| Signature of Team Representative | *Windy W Warren* |

| Design Team Member Name | Signature |
| --- | --- |
| Dr. Windy Warren | *Windy W Warren* |
| Suzanne Bottlik | |
| Richard Watson | |
| Christy North | |
| Sali Seyhun | |
| Gary King | *Gary King* |
| Tammy Bird | *Tammy Bird* |
| Valri Randolph | *Valri Randolph* |
| Pamela Baysa | *Pamela Baysa* |
| Ralph Mertens | |
| Mary Ann Coyle | |
| Mary Vasquez | *Mary Vasquez* |
| Honey Koletty | *Honey Koletty* |
| Diana Faatai | |
| Pat Agbu | |
| Kary Harger | *Kary Harger* |
| Dr. Dan Cartmell | *Dan Cartmell* |

Intent to Apply Packet
Part 2 of 2

LOS ANGELES UNIFIED SCHOOL DISTRICT
## PUBLIC SCHOOL CHOICE MOTION

| Carlos Ruiz | |
|---|---|
| **Haydee Malacas-Hart** | *Haydee Malacas-Hart* |
| **Shemaiah Torres** | *Shemaiah Torres* |
| **Yna Verdejo** | *Yna Verdejo* |
| **Erika Nina Ferrer** | |
| Eugenie Adler | *Eugenie Adler* |

Intent to Apply Packet
Part 2 of 2

## Applicant History Data Sheet (Attachment F)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
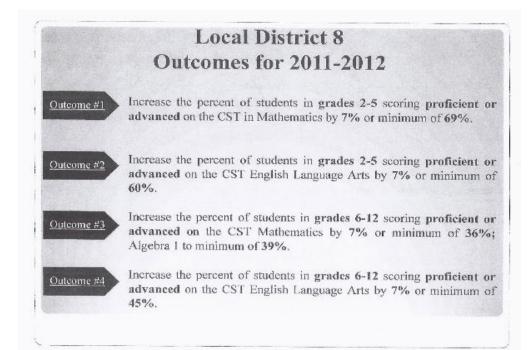Applicant History Data Summary Sheet
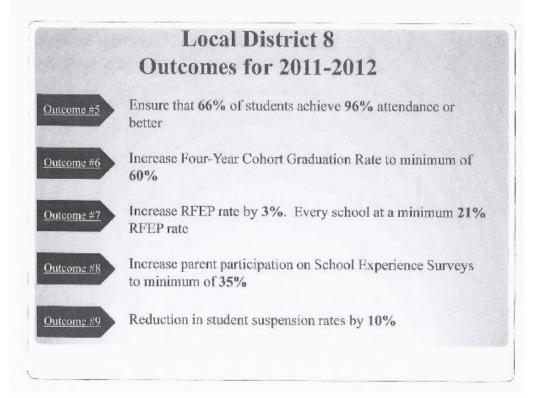
### NAME OF PSC SCHOOL: Carson High School

| Demographics | | | | | | | | Performing | |
|---|---|---|---|---|---|---|---|---|---|
| Size | Ethnicity | | | | Other Groups | | | API | |
| 2009-10 Enrollment | % African-American | % Latino | % Asian | % White | % Free-reduced price lunch (FRPL) | % English Learners (EL) | % Students w/Disabilities (SWD) | 2010 Growth | Net API Gain over 5 Years |
| 3,281 | 17% | 49% | 3% | 3% | 52% | 9% | 11% | 30% | 71% |

### NAME OF PSC SCHOOL: Carson High School

| Performance | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CST Proficiency | | | | | | | | | | | | | | | Others | | | | |
| % Proficient ELA 2010 | Change from 2009 | % Proficient Math 2010 | Change from 2009 | SWD % Proficient ELA 2010 | SWD % Proficient Math 2010 | EL % Proficient ELA 2010 | EL % Proficient Math 2010 | FRPL % Proficient ELA 2010 | FRPL % Proficient Math 2010 | Latino % Proficient ELA 2010 | Latino % Proficient Math 2010 | African-American % Proficient ELA 2010 | African-American % Proficient Math 2010 | Reclassification Rate 2008-09 | Reclassification Rate 2009-10 | Dropout 4 Year Rate 2008 | 4 year Retention Rates for Students Entering 9th Grade | Graduation Rate Over 4 Years 2009 |
| 38% | 4% | 10% | 2% | 9.50% | 2.30% | 3% | 0.60% | 35.20% | 8.80% | 32.70% | 7.30% | 26.4 | 4.10% | 5.70% | 6.90% | 27.70% | 75.70% | 79.70% |

## LD8 Data and Outcomes

### Local District 8
### Outcomes for 2011-2012

**Outcome #1** — Increase the percent of students in **grades 2-5** scoring **proficient or advanced** on the CST in Mathematics by **7%** or minimum of **69%**.

**Outcome #2** — Increase the percent of students in **grades 2-5** scoring **proficient or advanced** on the CST English Language Arts by **7%** or minimum of **60%**.

**Outcome #3** — Increase the percent of students in **grades 6-12** scoring **proficient or advanced** on the CST Mathematics by **7%** or minimum of **36%**; Algebra 1 to minimum of **39%**.

**Outcome #4** — Increase the percent of students in **grades 6-12** scoring **proficient or advanced** on the CST English Language Arts by **7%** or minimum of **45%**.

### Local District 8
### Outcomes for 2011-2012

**Outcome #5** — Ensure that **66%** of students achieve **96%** attendance or better

**Outcome #6** — Increase Four-Year Cohort Graduation Rate to minimum of **60%**

**Outcome #7** — Increase RFEP rate by **3%**. Every school at a minimum **21%** RFEP rate

**Outcome #8** — Increase parent participation on School Experience Surveys to minimum of **35%**

**Outcome #9** — Reduction in student suspension rates by **10%**

LOCAL DISTRICT 8 CUMULATIVE HIGH SCHOOL AND CONTINUATION SCHOOL ATTENDANCE YEAR TO YEAR COMPARISON
2009-2010 and 2010-2011

| SCHOOL NAME | YEAR | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | DIFFERENCE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | HIGH SCHOOLS | | | | | | | |
| BANNING SH | 2009-10 | 95.70% | 94.80% | 94.50% | 94.30% | 94.10% | 94.10% | 94.20% | 94.10% | 94.10% | 93.60% | |
| BANNING SH | 2010-11 | 96.90% | 95.60% | 95.40% | 95.00% | 94.80% | 94.50% | 94.60% | 94.70% | 94.30% | 94.30% | 0.80% |
| CARSON SH | 2009-10 | 97.60% | 95.90% | 95.30% | 95.00% | 94.90% | 94.70% | 94.60% | 94.30% | 94.60% | 94.30% | |
| CARSON SH | 2010-11 | 97.60% | 96.50% | 96.00% | 95.60% | 95.20% | 95.00% | 94.90% | 94.80% | 94.80% | 94.50% | 0.50% |
| | | | | | | | | | | | | |

## LD8 - Suspension Days Totals by School

Date of Report 06-30-11

| SCHOOL NAME | School Year | TOTAL | 10/11/2010 | 11/11/2010 | 12/11/2010 | 1/11/2011 | 2/11/2011 | 3/11/2011 | 4/11/2011 | 5/11/2011 | 6/30/2011 | YTD Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PEARY MATH/SCI MAG | 2010-2011 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | |
| | 2009-2010 | 10 | 0 | 1 | 0 | 0 | 3 | 0 | 5 | 0 | 1 | -7 |
| PEARY MS | 2010-2011 | 220 | 9 | 16 | 20 | 5 | 29 | 39 | 22 | 20 | 60 | |
| | 2009-2010 | 512 | 15 | 42 | 47 | 15 | 73 | 83 | 60 | 69 | 108 | -292 |
| WHITE MS | 2010-2011 | 222 | 4 | 23 | 10 | 7 | 23 | 8 | 36 | 28 | 93 | |
| | 2009-2010 | 388 | 20 | 24 | 21 | 23 | 43 | 34 | 52 | 84 | 77 | -166 |
| WILMINGTON MS | 2010-2011 | 130 | 7 | 5 | 20 | 5 | 26 | 8 | 11 | 25 | 22 | |
| | 2009-2010 | 355 | 25 | 52 | 28 | 22 | 39 | 40 | 24 | 38 | 87 | -225 |
| BANNING CIP MAG | 2010-2011 | 10 | 0 | 3 | 1 | 0 | 4 | 1 | 0 | 0 | 1 | |
| | 2009-2010 | 14 | 1 | 0 | 4 | 0 | 2 | 0 | 2 | 0 | 5 | -4 |
| BANNING SH | 2010-2011 | 309 | 24 | 49 | 43 | 15 | 32 | 44 | 31 | 34 | 37 | |
| | 2009-2010 | 466 | 42 | 32 | 68 | 20 | 55 | 40 | 46 | 108 | 85 | -157 |
| CARSON SH | 2010-2011 | 529 | 47 | 66 | 56 | 17 | 80 | 92 | 75 | 46 | 48 | |
| | 2009-2010 | 683 | 74 | 60 | 48 | 41 | 64 | 59 | 71 | 70 | 98 | -54 |
| GARDENA FOR LANG MAG | 2010-2011 | 13 | 2 | 0 | 1 | 1 | 1 | 1 | 0 | 3 | 4 | |
| | 2009-2010 | 11 | 0 | 2 | 1 | 8 | 0 | 1 | 0 | 0 | 1 | 2 |
| GARDENA SH | 2010-2011 | 419 | 57 | 70 | 16 | 43 | 45 | 44 | 36 | 40 | 68 | |
| | 2009-2010 | 884 | 91 | 188 | 150 | 54 | 132 | 117 | 68 | 60 | 34 | -465 |
| HARBOR TCHR PREP ACD | 2010-2011 | 23 | 11 | 6 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | |
| | 2009-2010 | 7 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 16 |
| MIDDLE COLLEGE HS | 2010-2011 | 3 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | |
| | 2009-2010 | 6 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 2 | -3 |
| NARBONNE MATH/SC MAG | 2010-2011 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | |
| | 2009-2010 | 4 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 0 |

Los Angeles Unified School District

Local District 8

## 2010 - 2011 High Schools Reclassification Rate
## (Progress Update)

| LOCN | SCHOOL | (2008-09) EL Count | (2009-10) RFEP Count | (2009-10) RFEP Rate | (2009-10) EL Count | (2010-11) RFEP Ongoing Count (3/1/11) | (2010-11) RFEP Ongoing Rate |
|---|---|---|---|---|---|---|---|
| 8518 | HARBOR TCHR PREP | 0 | 0 | 0.0% | 1 | 2 | 200.0% |
| 8529 | BANNING SH | 739 | 85 | 11.5% | 669 | 81 | 12.1% |
| 8575 | CARSON SH | 314 | 18 | 5.7% | 318 | 22 | 6.9% |
| 8664 | GARDENA SH | 511 | 41 | 8.0% | 433 | 33 | 7.6% |
| 8760 | MIDDLE COLLEGE HS | 9 | 6 | 66.7% | 9 | 2 | 22.2% |
| 8779 | NARBONNE SH | 479 | 56 | 11.7% | 471 | 46 | 9.8% |
| 8850 | SAN PEDRO SH | 319 | 46 | 14.4% | 307 | 33 | 10.7% |
| 8928 | WASHINGTON PREP S | 435 | 46 | 10.6% | 430 | 35 | 8.1% |
| | HS TOTAL | 2806 | 298 | 10.6% | 2638 | 254 | 9.6% |

## Los Angeles Unified School District
### Local District 8

2011 CST ELA, GRADES 9 & 10
Percent of Students Proficient/Advanced

| 39% OR BELOW | | | 40% - 44% | | | 45% OR ABOVE | | |
|---|---|---|---|---|---|---|---|---|
| SCHOOL | GR 9 | GR 10 | SCHOOL | GR 9 | GR 10 | SCHOOL | GR 9 | GR 10 |
| Banning HS | 30 | 33 | Carson HS | | 42 | Harbor Teacher Prep | 95 | 97 |
| Carson HS | 38 | | Narbonne HS | 42 | 44 | Middle College | 74 | 47 |
| Gardena HS | 24 | 30 | | | | San Pedro HS | 45 | 46 |
| Washington Prep HS | 22 | 22 | | | | | | |

**Performance Plan (Attachment P)**
**PSC School Site:  Carson High School**
**Design Team Name: Carson High ESBMM Team**

| | Indicators | Base-line (09-10) | Base-line (10-11) | Year 1: Goal/ Target | Year 1: Strategies for Achieving Goal | Year 1: Measures for Evaluating Success | YR2 Gl/ TG | YR 3 GL/ TG |
|---|---|---|---|---|---|---|---|---|
| **CST ELA** | | | | | | | | |
| 1 | % of all students scoring FBB/BB | 32 | 30 | 35 | • Apply to Sections 1 and 2:<br>• SDAIE  strategies<br>• Interventions<br>• School Loop for improved communication and collaboration<br>• Cross curricular support of core classes<br>• 7th period<br>• Project based learning<br>• AVID strategies<br>• Standards-based teaching<br>• Data-driven individualized instruction<br>• Addressing multiple learning styles | • Daily checks for understanding, re-teaching of lessons<br>• Teacher-designed assessments<br>• Formative assessments<br>• Periodic assessments<br>• Student grades<br>•  CST scores | 25 | 20 |
| | *English Learners* | 85 | 71 | 50 | | | 35 | 25 |
| | *Special Education* | 83 | 72 | 50 | | | 35 | 30 |
| | *African American* | 44 | 41 | 29 | | | 25 | 20 |
| | *Latino* | 38 | 32 | 23 | | | 20 | 18 |
| | *White* | 32 | 28 | 20 | | | 17 | 15 |
| | *Asian* | 23 | 17 | 15 | | | 14 | 13 |
| | *Economically Disadvantaged* | 34 | 30 | 21 | | | 18 | 16 |
| 2 | % of all students | 34 | 38 | 42 | | | 45 | 48 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| scoring Prof or Adv | | | | | | | |
| *English Learners* | 0 | 3 | 10 | | | 17 | 24 |
| *Special Education* | 5 | 10 | 17 | | | 24 | 31 |
| *African American* | 26 | 26 | 33 | | | 40 | 47 |
| *Latino* | 30 | 32 | 39 | | | 46 | 50 |
| *White* | 31 | 42 | 46 | | | 50 | 52 |
| *Asian* | 51 | 50 | 50 | | | 52 | 54 |
| *Economically Disadv.* | 32 | 35 | 42 | | | 46 | 50 |

- **CST MATH**

| 3 | % of all students scoring FBB/BB | 74 | 70 | 50 | Apply to Sections 3 and 4:<br><br>- Multiple Interventions<br>- 7th period<br>- Increase in instructional minutes<br>- Small-group instruction<br>- Addressing diverse learning styles<br>- Manipulatives<br>- Project-based instruction<br>- Data-driven individualized instruction<br>- School Loop for improved communication and collaboration<br>- Standards-based instruction | Apply to Sections 3 and 4:<br><br>- Daily checks for understanding, re-teaching of skills<br>- Formative, teacher-created assessments<br>- Periodic Assessments<br>- 5, 10, 15,20-week grades<br>- CST Scores<br>- CAHSEE scores | 40 | 30 |
|---|---|---|---|---|---|---|---|---|
| | *English Learners* | 91 | 95 | 66 | | | 46 | 32 |
| | *Special Education* | 94 | 92 | 65 | | | 45 | 32 |

| # | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *African American* | 83 | 81 | 57 | | | 40 | 28 |
| | *Latino* | 77 | 74 | 52 | | | 37 | 26 |
| | *White* | 86 | 72 | 50 | | | 35 | 25 |
| | *Asian* | 61 | 55 | 39 | | | 26 | 20 |
| | *Economically Disadv.* | 75 | 71 | 50 | | | 35 | 25 |
| **4** | % of all students scoring Prof or Adv | 8 | 10 | 17 | | | 24 | 31 |
| | *English Learners* | 0 | 1 | 8 | | | 15 | 22 |
| | *Special Education* | 2 | 2 | 9 | | | 16 | 23 |
| | *African American* | 3 | 4 | 11 | | | 18 | 25 |
| | *Latino* | 6 | 7 | 14 | | | 21 | 28 |
| | *White* | 2 | 4 | 11 | | | 18 | 25 |
| | *Asian* | 20 | 18 | 25 | | | 32 | 39 |
| | *Economically Disadv.* | 7 | 9 | 16 | | | 23 | 30 |

**ENGLISH LEARNERS (EL)**

| # | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **7** | Reclassification Rate | 5.73 | 6.9 | 21.0 | ● Training and support in SDAIE by EL specialist<br>● Focus on standards<br>● Data-driven, differentiated instruction<br>● Multiple interventions | ● Grades each 5 weeks<br>● CELDT<br>● CST data<br>● Frequent teacher-created and formative assessments | 24 | 27 |
| **8** | % EL Students Scoring Proficient on CELDT | 42 | 37 | 40 | ● CELDT practice<br>● SDAIE strategies | ● CELDT data | 45 | 50 |

**GRADUATION** (high schools only)

| # | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **9** | Four Year Cohort Grad Rate | 56 | 49 | 60 | ● 7th period credit and credit recovery classes<br>● Multiple interventions<br>● Parent conferences early in semester<br>● School Loop communication | ● Grades and grade checks<br>● number of students with multiple Ds/ Fs for intervention<br>● Formal and informal assessments | 64 | 68 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | • Counseling support | | | |
| | | | | | • Umbrella team collaboration on individuals needing support | | | |
| **10** | CAHSEE Pass Rate (10th grade) | 65 | 71 | 74 | • CAHSEE Prep 7th period<br>• CAHSEE Prep testing and intervention in 9th grade<br>• CAHSEE skills integrated into core curriculum | • CAHSEE pre-Assessments<br>• Percent of 10th-graders scoring pass/ proficient/ advanced on CAHSEE | 77 | 80 |
| **11** | % Students In A-G Courses Receiving Grade of C or Higher | 27 | 28 | 38 | • Improved parent communication<br>• Free tutoring after school<br>• Success strategies taught in advisory and core classes<br>• Parent conferences<br>• Grade checks<br>• Counseling support | • Report cards<br>• Records of parent meetings, mentoring, tutoring<br>• Summative/ formative assessment | 45 | 50 |
| **12** | % Graduates Meeting A-G Requirements | 27 | 23 | 26 | • 9th-grade parent meetings, counseling (all grades) to clarify requirements<br>• College Night<br>• College Center support<br>• Credit recovery opportunities<br>• Tutoring<br>• Incentives (e.g. NHS/ CSF) | • Grades each 5 weeks<br>• % Ds/ Fs each grade period<br>• Summative/ formative assessments | 30 | 35 |
| **RETENTION RATE** (high schools only) | | | | | | | | |
| | # First Time 9th Graders | 911 | 829 | 677 | • | • | 650 | 650 |
| | % Retained 9th Graders | 44 | 46 | 40 | • Teacher collaboration<br>• Parent conferences | • 5, 10, 15, 20 week grades<br>• Pass rates | 35 | 30 |

- and communication
- Mentoring
- Counseling
- Addressing individual needs
- Interventions
- 7th period credit

## CULTURE/CLIMATE & MISSION-SPECIFIC

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **13** | Attendance Rate for Students | 94 | 94.5 | • 95.0 | • Daily calls home when students are absent<br>• Letters home<br>• Conferences for students with poor attendance<br>• Clear attendance/ tardy policy<br>• Counseling<br>• Teacher collaboration<br>• Incentives (e.g. perfect attendance recognition) | • Daily/ weekly attendance %<br>• Monthly attendance reports<br>• Mydata attendance monitoring<br>• Formal interventions | <u>95.5</u> | <u>96.0</u> |
| **14** | Attendance Rate for All Staff | 92.4 | 93.4 | • 95.0 | • Review of data at staff meetings<br>• Staff recognition for 100% rate | • Monthly attendance % | 95.2 | 95.5 |
| **15** | Number of Suspensions | 308 | 327 | • 294 | • After-school detention and other alternative measures<br>• Parent conferences<br>• Conflict resolution strategies for students<br>• Anti-bullying training for students and staff<br>• Clear expect-ations of student conduct set | • Daily/ weekly review of suspensions by administrators/ counselors<br>• Monthly reports<br>• Referrals for counseling/ support for repeat offenders | 263 | 235 |
| **16** | School Experience | 21 | 6 | • 35 | • Improved communication | • Survey results | 40 | 50 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Survey: % Parents Participating | | | | with parents through Schoolloop | | | |
| | | | | | • Improved parent involvement in site decisions | | | |
| | | | | | • Parent Center a resource for parents | | | |
| | | | | | • Regular telephone communication | | | |
| | | | | | • Monthly newsletter | | | |
| 17 | School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement" | 86.2 | 82.3 | 87.2 | • Parent Center<br>• Booster Club<br>• PTA<br>• Teacher-parent meetings, conferences<br>• Parent committee volunteers | • Survey results | 89 | 92 |

Design Team Name: **Carson High School ESBMM Team**

Date: **November 10, 2011**

_Wendy W Warner_ , Principal _____

**Applicant Team Representative Signature**          **Local District Superintendent Signature**

**Informational Summary** – a copy in English, Spanish & any other applicable languages (not included in page count – Maximum 4 pages)

**Mission & Vision of the School**

Carson High will educate its diverse student population with a rigorous, relevant curriculum, bringing together personalized relationships, meaningful connections to the outside world, and consistent, proactive reflection. The staff is committed to ensuring academic achievement, developing well-rounded individuals, and fostering opportunities in a secure, multi-cultural, multi-generational school with a tradition of excellence in academics, athletics, and community spirit.

Carson will be structured as an integrated campus of five career/theme focused Small Learning Communities[1].

- *Education and Public Service*
- *Global Business, Law and Communications*
- *Environmental Science, Engineering, and Technology*
- *Performance Arts and Media*
- *Health and Medicine*

Through collaborative partnerships with universities, local businesses, and industry, students will graduate prepared for today's highly competitive collegiate demands and evolving global workforce. Students will know how to set academic and career goals, plan for achievement of those goals, evaluate their own progress thoughtfully, and make adjustments to achieve mastery of their goals. As a result of service learning projects, students will know how to connect with their community in a meaningful way and how to evaluate the effectiveness of their efforts as community members.

In addition to LAUSD high school graduation and promotion requirements, students will complete A-G course requirements for college eligibility. CHS students of each grade level must also complete required elements of their 4 year academic/career reflective portfolio and an interdisciplinary senior project.

**Designing Data Driven & Student Centered Instructional Programs**

In our review of student achievement and school performance data, it is clear that too many students are "giving up" prior to graduation or performing below their potential and, therefore, not becoming college eligible.  In particular, CHS needs to:

- Increase the number of students who are meeting goals for academic proficiency.
- Prioritize Mathematics as the content area with the greatest need for improvement.
- Increase focus on English Learners as a larger school-wide instructional priority.
- Increase focus on preparing students for life beyond high school.
- Maintain academic gains and consistency for Students with Specific Learning Disabilities.
- Increase AP test pass rate for Gifted and accelerated students.

As such, Carson has come to consensus on the following innovative services and research-based instructional strategies that will form the basis of instructional delivery across content areas and academies*:

1. **Period 7** - provides opportunities for targeted intervention, credit recovery, and enrichment for all students

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[1] SLCs will be called AMP it UP! Academies at CHS

2. **School Loop Plus** - allows parent and student access to grades, attendance, assignments in addition to giving CHS staff the ability to identify at-risk groups of students through data trends.
3. **Career/Theme focused AMP it Up! Academies**- allow personalized SLCs for students
4. **School wide teaching strategies-** Along with AVID (a college-readiness system), SDAIE (methods teachers use to help students learn in different ways), and PBL (project based learning), CHS faculty has committed to using the following techniques across all subject areas:

- TIPS (Think Ink Pair Share) –partner discussions and writings to enhance academic speaking and critical thinking skills

- Graphic Organizers – students process information visually

- Cornell Notes – note taking strategy that aids in critical thinking and study skills

- Exit tickets – specific tasks to provide evidence of learning

ALL students at CHS will receive an instructional program that incorporates the regular use of these mutually reinforcing, complementary services and strategies. These services and strategies provide a common "toolkit" for designing the overall schedule, classroom teaching practices, and student learning activities that will enable us to reach our vision of all students graduating from high school college-prepared and career-ready.

In addition, Carson will provide the following appropriate teaching strategies, interventions, and services to subgroups of students including:

*Students with disabilities/ Special needs students –*
- One-on-one assistants when required
- Wheelchair access, nursing services
- Learning Center staffed by Resource teachers
- Designated center for Deaf and Hard of Hearing students
- Individual IEPs and school to work/college transition services
- Focused collaboration between general education and special education staff
- Community Based Instruction program for developmentally disabled students

*Socio-economically disadvantaged students –*
- ROP courses where students receive job training
- Fee waivers for college entrance exams and applications
- A variety of free after-school college courses on CHS campus
- Work experience programs where students get high school credits while earning money
- Access to technology on campus through computers in classrooms, library, and labs to help offset difficulties due to lack of technology at home

*Gifted students –*
- Robust block-grant funded *School for Advanced Studies* program that allows out of area permits for participating students and requires specialized teacher professional development for gifted instruction
- High concentration of Advanced Placement Courses (Ranked in the top 1000 U.S. high schools by Newsweek by this criteria)
- Enrichment opportunities during new Period 7
- A variety of free after school college courses on CHS campus
- Independent interdisciplinary projects
- Reflective portfolios
- Business internships

*English Language Learners –*
- School-wide use of SDAIE strategies

- 100% sheltered English classes for students who have not re-classified as fluent in English
- Enhanced Literacy Skills and English Language Skills intervention classes for LTELs (Long Term English Learners)
- A dedicated Instructional Coach for ELL
- All teachers are CLAD certified
- Parent-student advisory (ELAC) that administers funding to enrich and enhance instruction in ELL classrooms
- AP Spanish Language that allows native Spanish speakers to obtain college credit for their skill
- Because ELL students who start in ESL end up having to take extra years of English, CHS's Period 7 offers increased opportunities to take courses necessary to stay on track for graduation.

*Standard English Learners* –
- School-wide teachers use research-based best practices
- 4 year reflective career and college preparedness portfolios
- All CHS school-wide innovations as listed at the top of this section*

**School Culture**

A key element of the culture at CHS is the idea that all staff and students work in an environment that emphasizes autonomy with accountability, opportunities to achieve mastery, and an individual sense of purpose. In this way, students are guided in a rigorous curriculum that focuses on pathways to attending college and realizing career options.

All individuals connected with CHS (staff, parents, students, community members) maintain a high level of involvement through communication, collaboration, and personalized relationships to promote the mutual goal of student success. In addition, CHS is committed to improving communication and outreach to both parents/guardians and community stakeholders. For example, CHS is the first school in LAUSD to pilot the use of School Loop Plus, an integrated website that grants parents, teachers, and other authorized support partners, real-time access to student assignments, grades, attendance and tardy history, and more and  is also in the process of establishing an on-campus Community Center, a complement to the new Wellness Center slated to be opened in spring 2012.

The students thrive in a vibrant atmosphere; CHS has a culture of "Colt Love", an original motto that conveys support, respect, and commitment to the school as a multi-generational family where individuals of diverse backgrounds create and maintain excitement about college, career choices, and service to the community.

Students begin a typical day at school at CHS by arriving on time, dressed appropriately, with necessary materials in hand as they enter classrooms that are welcoming, rigorous, stimulating, and relevant to their lives.  Those who are tardy, behaving disrespectfully, or dressed inappropriately are immediately corrected and/or disciplined, and not permitted to disrupt the focused learning environment. Within classes, students have multiple opportunities to engage intellectually with their classmates as they interpret and learn their subject matter.  At lunch and nutrition, students of all ethnicities and subgroups interact peacefully and many participate in club meetings of their choice. Many students engage in the diverse athletics programs available in the afternoons.  Others go to the Community Center on campus which houses tutoring, extracurricular activities, and support services provided by Boys and Girls Club and other community organizations. Still others attend the many college classes offered on campus.

- over 30 student driven clubs such as Key Club, National Honor Society, Pacific Islander Club, Salsa Club, Maharlika Club, and Black Student Union, and Human Rights Club.
- Over 20 sports and competition teams, including Basketball, Football, Volleyball, Golf, Wrestling, Baseball, Tennis, Cheer, Songs, Marching Band, Drumline, and Streetdance.
- Extensive extracurricular programs such as Journalism, Yearbook, Drama, and Academic Decathlon.

**Parent Engagement & Involvement**

- As part of the PSC process, parents and the community were invited to attend a series of public meetings to share their vision for the future of the school. Thanks to a robust publicity effort, these meetings had unprecedented parent attendance and participation. (On several occasions, Carson's large Multi-Purpose Room (MPR) was completely filled with parents and community members.) . Their input has proven invaluable and has been largely incorporated into the design of the school. In particular, the Carson community expressed a desire for:
- **A concerted effort to increase school's graduation rate by offering students more opportunities for intervention and credit recovery**- addressed with CHS's AMP it Up! 7th period.
- **Greater preparation for college and careers**- addressed by giving career focus to SLCs; each to contain a full array of AP and Honors classes.
- **Increased focus on cooperative and peaceful racial/ ethnic interactions and increased emphasis on the value of tolerance and the appreciation of diversity**- addressed by commitment to demographically balanced SLCs that reflect the overall diversity of the school and proposed implementation of PBL.
- **Improved safety on campus and in adjacent community**- addressed by Safety Committee that will report directly to the SBM council & maintaining successful STARS council.
- **Expanded parent involvement/ participation; greater community involvement and accountability**- CHS Parent and Community Center.
- **Expectations of and accountability for clear communication between school and home**- addressed with School Loop Plus website, allowing students and parents 24/7 access to class assignments, grades, and attendance data. Student Led Conferences allow increased communication between parents and students regarding academic progress.

**Staffing**

When selecting new staff, CHS places top priority on hiring those who have experience teaching in multi-ethnic, urban populations, possess subject matter expertise, share an innovative spirit, and demonstrate interest in CHS's particular career pathways/themes. Teachers who coach athletics, sponsor clubs and/or other extracurricular activities are preferred. Each applicant must be willing adhere to PSC plan guidelines.

Applicants must be fully CA credentialed in their subject area(s), and meet all federal standards to be "highly qualified." Emergency credentials, waivers, and must-places will not be considered.

**Applicant Contact Information**
**Lead Team Member Name(s): Dr. Windy Warren**
**Applicant Team Contact Phone Number: (310) 847-6000**
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**Spanish Version**
**Misión y Visión de la Escuela**
Carson High educará a su diversa población estudiantil con un plan de estudios riguroso, relevante, que reúna las relaciones personalizadas, conexiones significativas con el mundo exterior, y la constante reflexión proactiva. El personal se compromete a garantizar el logro académico, el desarrollo de individuos completos y se enorgullece de ser un lugar seguro, multi-cultural, multi-generacional de la escuela con una tradición de excelencia académica, atletismo, y de espíritu comunitario.

Carson se estructurará como un campus integrado de cinco carreras / como tema centradas en Pequeñas Comunidades de Aprendizaje.

- ***Educación y Servicios Públicos***
- ***Comercio Global, Leyes y Comunicación***
- ***Ciencias Ambientales, Ingeniería y Tecnología***
- ***Artes Escénicas y Medios de Comunicación***
- ***Salud y Medicina***

A través de asociaciones de colaboración con universidades, empresas locales, y la industria, los estudiantes se graduarán preparados para la alta competitividad de hoy exige la evolución de la fuerza laboral global. Los estudiantes sabrán cómo establecer planes de metas académicas y profesionales, para el logro de esos objetivos, evaluarán su propio progreso, bien pensado, y harán ajustes para lograr el dominio de sus objetivos. Como resultado de los proyectos de servicio de aprendizaje, los estudiantes sabrán cómo conectarse con su comunidad de una manera significativa y la forma de evaluar la eficacia de sus esfuerzos como miembros de la comunidad.

Además de la graduación de la escuela preparatoria y los requisitos de promoción de acuerdo con LAUSD,  los estudiantes completarán los requisitos A-G que son los cursos de elegibilidad para la universidad. Los estudiantes de CHS de cada nivel de grado también deberán completar los elementos necesarios de sus cuatro años en una carpeta de reflexión académica / profesional y un proyecto de alto nivel interdisciplinario.

**Enfocados en Diseño de Informacion (Data) y Centrados en el Estudiante con Programas de Instrucción**- :
En nuestra revisión de los logros de los estudiantes y los datos de rendimiento escolar, está claro que muchos estudiantes se "rinden" antes de la graduación o rinden muy debajo de su potencial y, por tanto, no reúna los requisitos para ir a  la universidad. En particular, la CHS tiene que:

• CHS debe aumentar el número de estudiantes que están cumpliendo los objetivos de alto nivel académico.
• Las matemáticas son el área de contenido más bajo en el rendimiento estudiantil.
• El promedio de aprobación entre los estudiantes de Inglés como segundo idioma deben ser para toda la escuela una prioridad en la instrucción.
• Un enfoque más amplio se necesita  para preparar al estudiante en su vida después de la secundaria.
• Los estudiantes con discapacidades de aprendizaje deben mantener los logros académicos.
• Es necesario mejorar el porcentaje de aprobados de las pruebas de AP para estudiantes dotados y adelantados.

En suma CHS ha llegado a un consenso sobre los siguientes servicios innovadores y basados en la investigación de estrategias de instrucción que será la base de la entrega de instrucción en las áreas de contenido y academias: *
1. **Período  7** - proporciona oportunidades de intervención selectiva, recuperación de créditos, y de enriquecimiento para todos los estudiantes.
2. **School Loop Plus** - permite acceder a padres y estudiantes con las calificaciones, asistencia, tareas, además de dar al personal CHS la posibilidad de identificar grupos de riesgo de los estudiantes a través de las tendencias de los datos.
3. **Carrera / tema se centró en AMP It Up! Academias a crear SLC (pequeñas comunidades de aprendizaje) personalizada para los estudiantes**
4. **Toda la escuela enseñará estrategias conjuntas**, junto con AVID (un sistema de preparación para la universidad), SDAIE (profesores utilizan métodos para ayudar a los estudiantes a aprender de diferentes maneras) y PBL (aprendizaje basado en proyectos), el profesorado de CHS se ha comprometido a utilizar las siguientes técnicas en todas las áreas académicas:

• TIPS (Piensa Comparte tinta par)-con un compañero de discusiones y escritos para mejorar la discusión académica y las habilidades de pensamiento crítico
• Organizadores Gráficos - Información a los estudiantes con el proceso visual
• Notas de Cornell - estrategia de toma de notas que ayuda en el pensamiento crítico y habilidades de estudio
• Boletos de salida - las tareas específicas para proporcionar la evidencia del aprendizaje

Todos los estudiantes de CHS recibirán un programa educativo que incorpora el uso regular de estos servicios complementarios y estrategias. Estos servicios y estrategias comunes proporcionan una "caja de herramientas" para el diseño de la programación general, las prácticas de enseñanza en el aula, y actividades de aprendizaje de los estudiantes que nos permitirá alcanzar nuestra visión de todos los estudiantes que se gradúan de la escuela secundaria, preparados para la universidad listos para una carrera. Además, en Carson High se ofrecen las siguientes estrategias de enseñanzas apropiadas, las intervenciones y los servicios a los subgrupos de estudiantes, incluyendo:

**Los estudiantes con discapacidades / estudiantes con necesidades especiales -**
• IEP (programa de educación individual) con la escuela para trabajar en servicios de transición
• Asistencia uno a uno cuando sea necesario
• Centros de aprendizaje entre la educación general y personal de educación especial
• Centro de aprendizaje integrado por los profesores de recursos especiales.
• Acceso de sillas de ruedas y servicios de enfermería
• Centro Designado para los estudiantes sordos y los que tienen mucha dificultad para escuchar.
• Programa de Instrucción de la Comunidad para los estudiantes con discapacidades en desarrollo.

**Estudiantes en desventaja socio-económica**
• Exención de gastos para los exámenes de ingreso a la universidad y las aplicaciones
• Una variedad de cursos universitarios gratuitos después de la escuela en el campus CHS
• Los programas de experiencia laboral en donde los estudiantes obtienen créditos de preparatoria al mismo tiempo que ganan dinero
• ROP cursos donde los estudiantes reciben capacitación para el trabajo
• El acceso a la tecnología en el campus a través de computadoras en las aulas, biblioteca y laboratorios para ayudar a compensar las dificultades debido a la falta de tecnología en el hogar

**Los estudiantes superdotados** -
• El programa de Estudios Avanzados (Robust block-grant funded), que permite a los permisos de zona para los estudiantes participantes y requiere el desarrollo profesional de los docentes especializados para la enseñanza de alumnos dotados
• Alta concentración de los cursos de Colocación Avanzada (clasificado en el top 1.000 de las escuelas secundarias de EE.UU. por la revista Newsweek en este criterio)
• oportunidades de enriquecimiento durante el nuevo período 7
• Una variedad de cursos universitarios gratis después de escuela en el campus CHS
• proyectos interdisciplinarios independientes
• Carpeta de muestra del trabajo en progreso (reflective portfolios)
• Empresas que dan oportunidad de prácticas

**Aprendices del Idioma Inglés Como Segundo Idioma** -
• uso de estrategias SDAIE en toda la escuela
• 100% de las clases de Inglés como segundo idioma para estudiantes que no han reclasificado con fluidez en Inglés
• Habilidades de lectura mejorada en inglés conocimientos lingüísticos clases de intervención para LTELs (Aprendices de Inglés a largo plazo)

• Un entrenador dedicado de instrucción para estudiantes ELL
• Todos los maestros están certificados CLAD
• Padres y Estudiantes de asesoramiento (ELAC), que administra los fondos para enriquecer y mejorar la enseñanza en las aulas de ELL
• AP Lengua Española que permite a los hablantes nativos de español para obtener créditos universitarios por su habilidad
• Debido a que los estudiantes ELL que se inician en ESL al final tienen que tener más años de Inglés, Período 7 en CHS ofrece más oportunidades para tomar los cursos necesarios para mantenerse en el camino para la graduación.

**Estándar de Estudiantes de Inglés como segundo idioma** -
• todos los maestros utilizan la investigación basada en las mejores prácticas
• 4 años de carrera de reflexión y preparación de carpetas (portfolios) para la universidad
• Todas las innovaciones de la escuela se enumeran en la parte superior de esta sección *

**Cultura escolar**
 Un elemento clave de la cultura en la escuela CHS es la idea de que todo el personal y los estudiantes trabajen en un ambiente que enfatiza la autonomía con rendición de cuentas, las oportunidades para lograr el dominio, y un sentido individual de finalidad. De esta manera, los estudiantes son guiados en un riguroso plan de estudios que se centra en las vías para asistir a la universidad y darse cuenta de opciones de carrera. Todas las personas relacionadas con la CHS (personal, padres, estudiantes, miembros de la comunidad) mantienen un alto nivel de participación a través de la comunicación, colaboración y relaciones personalizadas para promover el objetivo común de éxito de los estudiantes. Además, la CHS se compromete a mejorar la comunicación y divulgación tanto a los padres / tutores y los actores de la comunidad. Los estudiantes se desarrollan en un ambiente animado, CHS tiene una cultura de "Colt Love", un lema original que transmite el apoyo, respeto y compromiso con la escuela como una familia multi-generacional donde los individuos de diversos orígenes crean y mantienen la emoción sobre la universidad, opciones de carrera, y el servicio a la comunidad.

En un día típico, los estudiantes comienzan su día en la escuela CHS llegando a tiempo, vestidos apropiadamente, con los materiales necesarios en la mano al entrar en las aulas que están dando la bienvenida, algo riguroso, estimulante y relevante para sus vidas. Los que llegan tarde, comportándose irrespetuosamente, o vestidos inapropiadamente son inmediatamente corregidos y / o disciplinados, y no se les permite interrumpir el ambiente de aprendizaje centrado. Dentro de las clases, los estudiantes tienen múltiples oportunidades de participar intelectualmente con sus compañeros, ya que interpretan y conocen su contenido. En el almuerzo y la nutrición, los estudiantes de todas las étnicas y subgrupos interactúan pacíficamente y muchos en reuniones de clubes de su elección. En las tardes, estudiantes participan en los diversos programas de deportes disponibles, van al centro de la comunidad en el campus que alberga las actividades de tutoría, extraescolares y servicios de apoyo de Boys and Girls Club y otras organizaciones comunitarias, o asisten a las clases universitarias que se ofrecen en el campus.

• más de 30 clubes de estudiantes impulsada como Key Club, Sociedad Nacional de Honor, Club las islas del Pacífico, Club deSalsa, Club Maharlika, La Unión de Estudiantes Afroamericanos, y el Club de los Derechos Humanos.
• Más de 20 deportes y equipos de competición, incluyendo baloncesto, fútbol americano, voleibol, golf, lucha libre, béisbol, tenis, porristas, canciones, la banda, línea de tambores, y baile callejero (street dance).
• Amplios programas de actividades extracurriculares, tales como periodismo, libro anual, teatro, y el Decatlón Académico.
• El mayor número de clases universitarias se ofrecen en el campus de la escuela Carson High en el distrito local, incluyendo antropología, ciencias políticas, humanidades, y la terminología médica.

**Participación de los padres**

Como parte del proceso de PSC (opción de escuela pública), los padres y la comunidad fueron invitados a asistir a una serie de reuniones públicas para compartir su visión para el futuro de la escuela. Gracias a un fuerte esfuerzo publicitario, estas reuniones tuvieron una asistencia sin precedentes y la participación de los padres. (En varias ocasiones, la sala de juntas de multipropósito (MPR) se llenó por completo con los padres y miembros de la comunidad.). Su aporte ha sido invaluable y ha sido ampliamente incorporado en el diseño de la escuela. En particular, la comunidad de Carson expresó su deseo de:

• **Un esfuerzo concertado para aumentar la tasa de graduación de la escuela, ofreciendo a los estudiantes más oportunidades de intervención y recuperación de créditos** dirigida con AMP CHS It Up! Séptimo período.

• **Mayor preparación para la universidad y las carreras** con la dirección, enfocándose en la carrera de SLC (pequeñas comunidades de aprendizaje), cada una contiene una amplia gama de clases de AP y de honores.

• **Mayor atención a las interacciones raciales / étnicas y de cooperación pacífica y un mayor énfasis en el valor de la tolerancia y el aprecio de la diversidad**, dirigida por el compromiso con SLC demográficamente equilibrada que reflejan la diversidad global de la escuela y propuesta de aplicación de PBL.

• **Mayor seguridad en el campus y en las comunidades adyacentes** dirigida por el Comité de Seguridad que informe directamente al Consejo de SBM y mantener con éxito el consejo STARS

• **participación de los padres ampliada / una mayor participación de la comunidad y la rendición de cuentas**-CHS Padres y Centro de la Comunidad.

• **Las expectativas de la rendición de cuentas y de una comunicación clara entre la escuela y el hogar con** la dirección with School Loop Plus website, permitiendo a los estudiantes y padres de familia acceso 24 / 7 para las tareas de clase, las calificaciones y los datos de asistencia. Conferencias dirigidas por los estudiantes permitirá una mayor comunicación entre padres y estudiantes sobre su progreso académico.

**Contratación de personal**-la hora de seleccionar nuevo personal, CHS pone prioridad en la contratación de aquellos que tienen experiencia en la enseñanza  multi-étnica, las poblaciones urbanas, expertos en la materia, el espíritu innovador y el interés en las vías de carrera que interesan a CHS  en particular / . Cada solicitante debe estar dispuesto a cumplir las pautas del plan PSC (opción de escuela pública).Los solicitantes deben estar plenamente acreditados en el estado de California en su área (s), y cumplir con todas las normas federales para ser "altamente calificados". Credenciales de emergencia, las exenciones, no serán consideradas.

**Información de contacto del solicitante**
**Nombre del miembro lider(s): Dr. Windy Warren**
**Equipo de Contacto del solicitante Número de teléfono: (310) 847-6000**
**Equipo solicitante Correo electrónico de contacto: winwarren@lausd.net**

# Curriculum Development Timeline (*if applicable*)

### Timeline for Implementing Project-Based Learning @ Carson High School

**Year One:**

- Introduce the concept of project-based learning to faculty
- Train key faculty in PBL (Buck Institute, New Tech Network)
- Arrange visits to PBL schools

**Year Two:**
- Run PBL in several classrooms of highly interested/PBL-trained teachers
- These classrooms can serve as demonstration sites for the rest of the faculty
- Do pre/post tests of students and teachers to show gains/differences/benefits
- Core group of teachers determine what is needed to run PBL more effectively when it is implemented school-wide
- Continue to gather technology/money for technology
- Begin to train students in habits of mind needed for PBL from 9th grade (collaboration, self-responsibility, questioning, professionalism, presentation skills)
- Get Teacher Buy-In
- Begin training all teachers in workshop setting. Use outside trainers, as well as teachers already trained for support
- Arrange for intensive training in the summer/allow for teacher planning of projects
- Develop feedback protocol for teachers' project ideas/implementation
- Develop partnerships with outside entities that will be able to support our PBL efforts (evaluation panels, presentation spaces/opportunities, financial support)

**Year Three:**
- Plan on implementation of PBL in every classroom in the fall
- Start slow—maybe one project required in first semester, two in second semester
- Continue PD and give ample time for teacher collaboration
- Allow for teacher and student feedback—Is PBL working for everyone? How can we improve it?

**Years Four and Five:**
- Full implementation
- Continue PD and teacher collaboration
- Classroom visits to provide support/share best practices
- Provide support for struggling teachers and new teachers
- Continue gathering data on effectiveness on CHS's PBL implementation
- Expand by making project cross-curricular, whole-school, whole-SLC
- Include team teaching?
- Include technology integration
- Brainstorm new project ideas
- Get the community involved

*Advisory Component for Period 7 classes*

**Year One:** Develop structure and weekly curriculum for Advisory Component. By the end of 2012-13, CHS will have a set Advisory curriculum for use during 7th period classes.

*CTE pathways and courses*

**Year One:** Restructure into five new Small Learning Communities aligned to career/theme pathways and begin development of internships, service learning projects, and CTE courses.

**Year Two:** Train for key personnel in CTE Course/Pathway Development (with Capstone courses) for SLCs.

**Year Three, Four, Five:** Reflect and refine CTE Courses/Pathways for SLCs with continued development of internships and business partnerships.

*Interdisciplinary Senior Project*

**Year One:** Research how other schools have incorporated interdisciplinary senior projects in connection to Project Based Learning. Expert teachers pilot senior projects to use as models for training faculty.

**Year Two:** SLCs design comprehensive plan for facilitating, collecting, and evaluating senior projects.

**Year Three, Four, Five:** Graduating students will have been keeping cumulative portfolios for 4 years and

# Professional Development Schedule

**Table X: Six year plan for School-wide Professional Development**

| | |
|---|---|
| 2011-12 | 1. Curriculum Alignment with CA standards and CST blueprints within all departments<br>2. Implementation of new Instructional Leadership Committee to develop and implement PD.<br>3. Implementation of New Period 7 Bell Schedule and curriculum development for "Amp It Up" Period 7 Classes.<br>4. Training for New School Loop Plus Web Site, an integrated electronic grade, attendance, and communication system<br>6. WASC 1-Year Re-Visit: Focus on Critical Areas<br>    a. Curriculum Alignment with CST Blueprints<br>    b. Instructional SDAIE Strategy – Comprehensibility: Checking for Understanding<br>    c. CHS School-wide Strategies: Graphic Organizers, Cornell Notes, TIPS, Exit Tickets<br>7. Continued training in usage of School-wide Data Resources – MyData, CoreK12, LAUSD Curriculum Site<br>8. Continued refinement and development of Common Final Assessments for all courses<br>9. Identification and analysis of current project based learning techniques |
| 2012-13 | 1. Establishment of a culture of PLCs within each department and PLC style collaboration according to Richard DuFour.<br>2. Continued training in RTI Tier I- differentiation in the classroom (intervention, acceleration, English Language Learner, Special Education.<br>2. Restructuring into five new Small Learning Communities aligned to career/theme pathways (internships, service learning projects, CTE courses).<br>3. Development and implementation of advisory component of Period 7 "Amp It Up" course<br>4. Full Implementation of School Loop Plus (grades, discussion groups, intervention tracking)<br>5. Alignment of curriculum to Common Core Standards<br>6. WASC Full Review: Focus on Critical Areas<br>    a. Curriculum Alignment<br>    b. Instructional SDAIE Strategy – Content: Class Organization and Environment<br>    c. Analysis of School-Wide Data within Departments – Periodic, CAHSEE, CST<br>    d. Departmental Response to School-Wide Data<br>    e. CHS Strategies: Graphic Organizers, Cornell Notes, TIPS, Exit Tickets<br>7. Begin Teacher Peer Observations<br>8. Introduce PBL, train key faculty members, and visit PBL schools. |
| 2013-14 | 1. Curriculum alignment and full implementation of Common Core Standards<br>2. Continued training /implementation of AVID strategies (WICR, Socratic Seminar, Cornell Notes)<br>3. Continued RTI training in Tier II.<br>4. Test-taking strategies for Common Core Standards<br>5. Continued Teacher Peer Observations and Reflections<br>6. Training in Student Led Conferencing<br>7. Training for key personnel in CTE Course/Pathway Development (with Capstone courses) for SLCs<br>8. Continued training/reflection for effective PLCs<br>9. Teacher observation of PBL demonstration classrooms with teacher leaders<br>10. Training in PBL habits of mind (collaboration, self-responsibility, questioning, professionalism, presentation skills) |

| 2014-15 | 1. Continued Development, Implementation and Review of Common Summative Assessments<br>2. Instructional SDAIE Strategy – Interaction: Questioning, Partnering, Group Work<br>3. Training and protocols for looking at student work within departments and SLCs<br>4. Full implementation of Student Led Conferencing for all classes twice annually.<br>5. Reflection and refinement of Common Core Standards across curriculum<br>6. Reflection and refinement of CTE Course/Pathway Development for SLCs<br>7. Incorporation of at least one PBL project per semester for each grade level in each SLC/Department |
|---|---|
| 2015-16 | 1. Continued development, implementation and review of Common Formative Assessments<br>2. Instructional SDAIE Strategy – Comprehensibility: Application and Analysis<br>3. PBL- expand projects and analyze data for effectiveness. Continued support/training.<br>4. Taining in technological aspects of PBL<br>5. Continued refinement/reflection on Student Led Conferencing. |
| 2016-17 | 1. Refine vertical and horizontal interdisciplinary instruction and assessment for SLCs<br>2. Instructional SDAIE Strategy – Comprehensibility: Synthesis and Evaluation<br>3. Continue Service Learning Project Development (connection to community)<br>4. Continue Assessment Development and Review<br>5. Refinement of Common Formative and Summative Assessments<br>6. Continued refinement of PBL<br>7. Continued refinement of CTE Course/Pathway Development and internships for SLCs. |

# CARSON PLC Guiding Questions

*What do we want each student to learn?*

Recommended reading: "On Common Ground" chapter 3, "Results Now" chapter 4

Define learning standards for every subject, not only those mandated by the state.

Often, state standards documents cover more than the average student can learn in a year. For this reason, prioritize standards or select "power standards".

When necessary, break the standards into clear, concise learning objectives.

*How will we know when each student has learned it?*

Recommended reading: "On Common Ground" chapter 4

Develop common assessments that accurately assess understanding of the standards.

Develop a system for identifying specific knowledge gaps for individual students, so that intervention will be appropriate and targeted.

*How will we respond when a student experiences difficulty in learning?*

Recommended Reading: "Progress Monitoring Within a Response-to-Intervention Model", "Making Decisions About Adequate Progress in Tier 2"

What Tier 2 interventions are in place for the students who don't succeed on our assessments?

How do we monitor the progress of Tier 2 students?

How does a student earn his or her way out of the Tier 2 intervention?

How does a student who is not progressing get identified for Tier 3 intervention, and what form might the Tier 3 intervention take?

*How will we ensure that 80% of our students succeed without Tier 2 intervention?*

Recommended reading: "Matching Classroom Instruction with Common Assessments", "Up and Away",

How will we address the needs of special populations (English Learners, Standard English Learners, Learning Disabled, etc.)?

What "best practices" are especially effective in our subject area, and will be used by all our teachers?

How can we support literacy development for all students?

How will we integrate the Access Strategies into our teaching?

How can we integrate CAHSEE standards into our 9th and 10th grade classes?

**4 SDAIE PILLARS & ACCESS STRATEGIES THAT SUPPORT ESLRs**

| CONTENT | CONNECTIONS | COMPREHENSIBILITY | INTERACTION |
|---|---|---|---|
| __Standards<br>__Test Taking<br>__Identify Concepts<br>__Organize Concepts<br>__Organize Content<br>__Academic Literacy<br>__Backwards Planning | __Access Prior Knowledge<br>__Graphic Organizer<br>__Charting/Mapping<br>__Modeling<br>__Technology<br>__Preview/View/Review<br>__Cultural Relevance | __Application<br>__Analysis<br>__Synthesis<br>__Evaluation<br>__Reading / Writing<br>__Check for Understanding(examples: exit ticket; anticipation guides; graphic organizers; quickwrites; thinkalouds; higher level questions; chunking; symbolic representations; summarizing; paraphrasing; making analogies; cloze activities) | __Collaborative Problem-<br>   Solving<br>__Think/Pair/Share<br>__Facilitating Discussion<br>__Questioning<br>   Techniques<br>__Listening / Speaking |

**Carson Professional Development Agenda Template**
**To be Completed by PD Leader and Submitted to Administrator over PD**
**Immediately After Each PD**

| PD DATE:<br>PD LEADER(S): | PD FORMAT:<br>☐What WORKSHOP?<br>☐Which DEPARTMENT?           ☐Which SLC? |
|---|---|

## PART 1: INSTRUCTIONAL STRATEGY

**OBSERVATIONS**

**1. How Many Staff Observed a Peer's Class Instruction Since Last Week's PD?**

**2. What SDAIE Access Strategies Were Observed? Check All That Apply.**

| *CONTENT* | *CONNECTIONS* | *COMPREHENSIBILITY* | *INTERACTION* |
|---|---|---|---|
| ☐ Standards<br>☐Test Taking<br>☐Identify Concepts<br>☐ Organize Concepts<br>☐ Organize Content<br>☐ Vocabulary Use<br>☐ Backward Planning | ☐Access Prior Knowledge<br>☐Graphic Organizer<br>☐ Charting/Mapping<br>☐Modeling<br>☐Technology<br>☐ Preview/View/Review<br>☐Cultural Relevance | ☐Check for Understanding<br>☐Application<br>☐Analysis<br>☐Synthesis<br>☐Evaluation<br>☐Reading / Writing<br>☐ Other_____ | ☐Collaborative Problem-Solving<br>☐Think/Pair/Share<br>☐Facilitating Discussion<br>☐Questioning Technique<br>☐Listening / Speaking<br>☐ Other_____ |

**IMPLEMENTATIONS**

**3. How Many Staff Implemented a New Instructional Strategy Since Last Week's PD?**

**4. What Strategies Were Implemented?**

## PART 2: DATA, CURRICULUM, DIFFERENTIATION, ASSESSMENT

**What Is the Main Topic? Check all that Apply Below**

| *DATA ANALYSIS* | *CURRICULUM* | DIFFERENTIATION | *ASSESSMENT* |
|---|---|---|---|
| ☐Student<br>☐Teacher<br>☐ Department<br>☐Grades<br>☐ Credits<br>☐CST<br>☐CAHSEE<br>☐Periodic Assess. | ☐Alignment with Blueprints<br>☐Alignment with Calendar<br>☐Lesson Planning<br>☐Lesson Review<br>☐Use of Technology<br>☐Cross-Curricular<br>☐ Project Based Learning | ☐Intervention<br>☐Acceleration<br>☐Special Education<br>☐English Learner<br>☐Parent Communication<br>☐Social/Emotional Support<br>☐<br>Other_____ | ☐Implementation<br>☐Development  ☐ Review<br>☐Formative<br>  ☐Daily ☐Weekly<br>☐Summative<br>  ☐Quarterly ☐ Semester<br>☐<br>Other_____ |

**What Did Staff Learn About This Topic?**

**What Actions Will Staff Take to Improve Student Learning As it Pertains to this Topic?**

## Assessment Development Timeline (*if applicable*)

**Year One:** CHS Staff will use LAUSD periodic assessments and self-developed common cumulative assessments for fall and spring finals. At least 2 additional formative assessments will be developed and vetted for each course for the following year. Piloting of student-led conferencing.
**Year Two:** SLCs begin portfolio assessment by grade level and pilot senior interdisciplinary projects.
**Year Three:** School-wide use of at least one Project Based Learning assessment per semester per grade level in each SLC. Continue honing of alternative formative assessments to replace District periodic assessments. School-wide use of student-led conferencing and 4 year cumulative portfolios.
**Year Four and Five:** Adopt alternative formative assessments to replace District periodic assessments. Implement school-wide use of Project Based Learning assessments. Continue school-wide use of student-led conferencing and 4 year cumulative portfolios. Adopt school-wide requirement of senior interdisciplinary project graduation requirement with formal monitoring and evaluation system as developed by SLCs.

## School Calendar

Carson High School will follow the District Early Start Calendar that is scheduled to begin in 2012-13. LAUSD plans on a start date of August 14 and an end date of June 4.  The Design Team came to this decision based on the benefits of that calendar combined with the advantage to LAUSD families with siblings at other schools, allowing all students in a family to be on the same schedule.

## Daily Schedule

**Carson High School: 7 Period Bell Schedule**

| Period | Monday PD 298 Instruct Minutes | Minutes | Period | Tue | Wed | Thur | Frid | Tue-Frid 382 Instruct. Minutes | Minutes |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 8:00 – 8:43 | 43 | Per 1/2 | 1 | 2 | 1 | 2 | 8:00 – 9:40 | 100 |
| 2 | 8:51 – 9:39 | 48 | Nutrition | N | N | N | N | 9:40 – 9:55 | 15 |
| N | 9:39 – 9:54 | 15 | Per 3/4 | 3 | 4 | 3 | 4 | 10:03 – 11:41 | 98 |
| 3 | 10:02 – 10:45 | 43 | Lunch | L | L | L | L | 11:41 – 12:16 | 35 |
| 4 | 10:53 – 11:36 | 43 | Per 5/6 | 5 | 6 | 5 | 6 | 12:24 – 2:02 | 98 |
| L | 11:36 – 12:11 | 35 | Per 7 | 7 | 7 | 7 | 7 | 2:10 – 3:12 | 62 |
| 5 | 12:19 – 1:02 | 43 | | | | | | | |
| 6 | 1:10 – 1:53 | 43 | | | | | | | |
| PD | 1:53 – 3:10 | 77 | | | | | | | |

**Number of Days for PD Mondays and Regular Block Per Year:   ( Each Semester:  Week 1 = 1 Pupil Free + 4 PD       Weeks 2-18  =  1 PD + 4 Block)**

# PD Days each Year =      41   (7 PD Days Frontloaded [3 @ Beg of Fall Semester + 1 Pupil Free Day and 4 @ Beg of Spring + 1 Pupil Free if voted on]

+ 34 PD Days for remainder of  Mondays)

# Block Days each Year = 139   (68 Fall + 71 Spring with no Block Days the first week of Each Semester)

Total Days =                180   (Standard for Single Track Schools.  District Minimum is 175 per REF-685.7

**Total Number of Instructional Minutes Per Year   (Includes allowable passing minutes)**

PD = 298 min/day (43 min X 6 classes + 40 min passing) X 41 days/year             = 12,218 min/year

Block = 382 min/day (297 block min + 24 min passing + 61 min p. 7) X 139 days/year =  53,098 min/year

Total Minutes / Year   =  65,316

(District Minimum is 65,300 min/year per REF 685.7)

**Total Number of Instructional Minutes Per Course (In-Seat Time Only)**

Periods 1 – 6:  43 min PD    X 21 days/sem                     = 903 Period 7:  62 min X 68 Days/Sem            = 4216 min/semester

Divide by      60 min/hour

70 Hours per Course

98 min Block X 35 days/sem (meets 2 days per week) = 3430 min/semester

= 4333 Total Min/Semester

Divide by       60 min/hour

72 Hours per Course

(District Minimum is 60 hours/course for 5 credits per CUM Record Handbook)

# Policies for Retention, Graduation, and Student Behavior

*f. Policies*

**Student Dress Code**

At Carson High School, students are expected to be dressed in an academically focused, professional manner. Absolutely no gang affiliated clothing will be tolerated. No clothing that shows/promotes weapons or drugs will be tolerated. Finally, no clothing that is inappropriately revealing is allowed. The length for shorts & skirts should be at least halfway between the hip and the knee. Spaghetti strap camisoles, strapless blouses or "Tube tops", undergarment tank tops (i.e. "wife beaters") and sagging pants that reveal underwear, shorts, etc. are not allowed. Hats and beanies are allowed on campus only if they are solid white, black, or Carson blue (usually purchased through the school store), or have Carson logos. Modified hats and beanies will not be allowed.

CHS hat and electronics policy can be summed up in 6 simple words; "We see it, we take it." Before a student steps onto campus, any inappropriate hats or beanies, and all electronic devices, should be off, and stored out of sight. It doesn't matter if a student is on-campus before 8am for any reason; if seen, the hat, beanie, or electronic device is subject to confiscation. The item will not be returned until a parent, guardian, or emergency card contact comes to school, and signs a release form to pick it up.

**Discipline: Guiding Philosophy**

Carson High School students are expected to be respectful, academically focused, professional and responsible community members who exhibit exemplary behavior and appearance at all times. Non-compliance with school expectations will be addressed by the appropriate school personnel. Everyone (students, parents, teachers, administrators, deans, and support staff) plays an important role in upholding the disciplinary policies/procedures at Carson High School. It is through this collaboration that Carson High School maintains its status a safe and effective learning environment.

**Progressive Discipline Policy:** Carson High School teachers and staff are the front line of discipline enforcement and are committed to creating a focused learning environment with clear expectations. Students that do not comply with those expectations should initially handled by the classroom teacher in the following manner:

**Classroom Disciplinary Procedures for offenses:** The following are suggestions on how to handle violations of the school's policies/procedures. Situations will vary, but each infraction should be handled in a progressive manner and according to its severity.

**Initial Interventions**

1. Verbal warning
2. Teacher redirected behavior to return to classroom task
3. Change student's seat
4. Teacher/student conference

**Other Progressive Actions**

5. Parent contact – phone, letter, conference

6.  Timeout for student through the teacher "buddy system"
7.  Time after class
8.  Teacher behavior contract
9.  Class suspension
10. Communicate with coach/advisor (if in a sport/club)
11. Home visit
12. Submit referral/send student to the dean's office

**In addition, the counseling and/or Heart office takes referrals for:**

1.  Inability of student to focus in class (sleeping, excessive inattention)
2.  Not completing work or assignments
3.  Chronically unprepared for class (not dress for P.E., lack of books, supplies, etc.)
4.  Emotional issues
5.  Uncharacteristic behavior for a particular student

When such efforts do not change behavior, a written referral with prior interventions (on a per incident basis) will be sent to the appropriate office with the student.

Other violations of the student code of conduct are addressed in the following manner:

A tardy sweep takes place the first period of each day.

1.  When the tardy bell rings, students are expected to be in their class. Teachers are to close their doors for the first 15 minutes of class and are not to admit late students without a tardy pass.
2.  Late students are to report to the quad area (1st period only) for tardy processing. During all other periods, late students are to be sent to the dean's office for a tardy pass.

**Attendance office deals with:**

1.  All day truancies or students that arrive after 8:30 a.m.
2.  Parents that need to check their child out of school
3.  Late yellow bus
4.  New enrollees

**Dean's office handles:**

1.  Electronic device violations
2.  Defiance of authority/Disruption
3.  Disruptive behavior, profanity or vulgarity
4.  Theft
5.  Weapons or dangerous objects
6.  Damage of school property/vandalism or graffiti
7.  Threats
8.  Inappropriate attire
9.  Alcohol, drugs, or tobacco
10. False ID or forgery
11. Fighting
12. Sexual harassment
13. Bullying

14. Other offenses as warranted

**Note: School Police/Carson Sheriffs also assist/collaborate with many of the abovementioned infractions.**

**School Promotion and Graduation Policies**

CHS students will adhere to the LAUSD requirements for both high school graduation and college admission "A-G" requirements. Upon enrolling at CHS, all students are given the graduation requirements and the various "A-G" requirements for University of California, California State University, Private Colleges, and Community Colleges, so that they can properly prepare their four-year course of study. With each student, the counselor creates an individualized graduation plan (IGP), reviews this plan annually to determine progress, and makes adjustments as needed. All parents are also provided with a copy of the IGP and are encouraged to meet with their student's counselor regularly.

In addition to the LAUSD graduation policy, CHS will also require students to keep a 4 year cumulative career and academic focused portfolio, culminating in a senior project that is interdisciplinary in nature and focused on a theme/career from the student's SLC.

# Job Description for Principal

Role and Responsibilities (Job Description)
- The Principal will be responsible for establishing a positive school culture with high levels of student achievement by creating, promoting, and articulating a focused mission.
- The Principal will be able to provide instructional leadership by being knowledgeable of instruction, curriculum and data-driven assessment practices that increase academic achievement.
- The Principal will foster a healthy school climate of collegiality and collaboration among faculty, staff, students, parents and community members.
- The principal will be a result-oriented and data-driven leader who monitors and evaluates instructional practices in all classrooms, crafts high levels of support for teachers and students, and identifies and encourages individual teachers with leadership potential.
- The Principal will seek to make parents partners in their child's education by creating a structure for parent/ educator collaboration, and facilitating parent involvement in school governance, school volunteer work and home support.
- The Principal will facilitate professional development for staff and support the effective functioning of SLCs, PLCs and departments.

What rigorous and inclusive process will be used to select the school leader/principal?
Carson High School has a new principal who is participating in the writing of the PSC plan. She has exhibited proven knowledge, ability, and capability and comes to CHS with a range of experience as an administrator to implement the vision and mission of our school. Moreover, she has the capacity to be a transformational instructional leader based on her drive to institute research-based strategies.

In selecting future principals, Carson High School will adhere to the guidelines for Staff Selection under the ESBMM governance model described in Section 10 above. The principal candidates will be reviewed, interviewed and selected by the ESBMM Staff Selection Subcommittee (an inclusive body comprised of school stakeholders). *(10 Traits of Highly Effective Principals:From Good to Great Performance* by Elaine K. McEwan.Thousand Oaks, California: Corwin Press, 2003).

**Service Plan for Special Education** *(Appendix E)* **- not included in page count**

## *SERVICE PLAN FOR STUDENTS WITH DISABILTIES*

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:
1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
|---|---|---|
| **Federal Requirement, District publications and forms are available** | **Search and Serve**<br><br><br>**See PSC p.3** | The Carson High School special education department maintains, collaborates with regular education colleagues, and instructs students in the 'Carson Colt AIM', our Mission and Vision goal.  Posters of Carson' Mission and Vision are posted throughout the campus and in each classroom. Our school's Mission and Vision is:<br><br>**Mission: What We Do**<br>*Committed to Academic Rigor, Skills, & Opportunities that Nurture*<br><br>**Vision: Who We Become**<br>*Collaborative, Organized, Learners & Thinkers toward Success who acquire*<br><br>**AIM: What We Achieve**<br>*Advanced Skills, Involved Citizenship, Marketable Readiness*<br><br>The federal mandate requires any educational agencies to actively seek out, identify, and serve all the children in their respective jurisdictions that are eligible for special education. The federal regulations can be found at Title 34, Code of Federal Regulations, Sections 300.111.<br><br>Title 5, California Code of Regulations, Section 3021(a) requires local education agencies to honor *all* referrals for assessment, regardless of who they come from.<br><br>Los Angeles Unified School District's *Policy and Procedures Manual* states that "All schools are required to have procedures in place for identifying children who have or are suspected of having a disability and needing special education and related services. These procedures are commonly referred to as "Search and Serve" or "Child Find."  The school's responsibilities for search and serve apply to the families and students attending and enrolling in the school. The District also has responsibilities for Search and Serve activities directed at the families of children below school age and students in private schools. " Carson High School finds students eligible for special education services through enrollment procedures, articulation, staff communication, District communication, and parent communication.<br><br>**Middle School Articulation**:  The Special Education Department maintains established connection and |

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
|---|---|---|
| | **See PSC p. 67** | collaboration with counselors from middle school "feeders" with whom we work on incoming students with special needs prior to their enrollment at CHS. All students who are enrolled in CHS are given Required Enrollment Slips which have layers of accountability, redundancy and "fail- safe" mechanisms embedded within for additional screening purposes.<br><br>**Staff Communication**: The entire faculty is comprised of professional educators who are required to attend training during formal Professional Development meetings where they receive information and support about LAUSD procedures, in addition to procedures specific to CHS in special education.<br>The Special Education Department will also ensure that the:<br>• Enrollment Process identifying special education students (STARS documentation process) is completed<br>• Special education procedures used by school site are addressed through professional development before the start of the school year, during pupil free day or buy back days, to assure awareness by staff members.<br>• Students suspected of having a disability will go through the SST process and if needed will be assessed by the school psychologist for possible placement in special education.<br><br>**Parent Communication**: Forms and publications (i.e. *Parents Rights*, *IEP and You*, *ITP and You*, *and Are You Puzzled by Your Child's Special Needs?)* as well as the *Policies and Procedures Manual for Special Education Services* are kept in the special education office. These forms are available for the parents as part of the enrollment process.  In addition, parents receive IEP *Meeting Notifications*, *Assessment Notifications*, and *Parent Survey for IEP Meeting*  to inform the parent that the student is receiving special education services.  These forms are provided to the parent prior to the IEP meeting at other appropriate times, such as a parent request..<br><br>**New Enrollees**: CHS will ensure that all Federal, State, and District mandates, requirements, and policies regarding Search and Serve will be followed by all staff members.<br>• All new enrollees will complete LAUSD's *Student Enrollment Form* to identify whether a student has received special education services or had a 504 Plan at any of the student's previous schools.<br>• New enrollee's parents will be requested to provide the school with the student's IEP. If the IEP is not available, the school will assist the parent by requesting the IEP from the previous school.<br>• CHS counseling office will notify the Special Education Office of any academic or medical concerns in the |

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
|---|---|---|
| | (PSC, p. 39,40) | new enrollee's records, school history, or parent concerns.<br>• Reconciliation reports with SIS and Welligent data systems also provide the school with critical information regarding a students' previous eligibility and services at other LAUSD schools. There are indicators on these systems to inform the school that the student is eligible for special education services.<br>• CHS staff is aware of Search and Serve through professional development and staff meetings.<br>•<br><br>District policy requires all schools to distribute the *Are You Puzzled by Your Child's Special Needs?* brochure to every student to take home at the beginning of each school year. In addition, the following publications will be maintained in the school office and made available to parents and staff.<br><br>If the student is determined to be in need of special education services, the services will begin immediately if the services are available at the school site. If the services require the District office to schedule the service or placement, then the appropriate District personnel will be informed of the IEP services that are needed after the IEP is signed. |
| Outcome 2 | Intervention Programs (PSC p. 3)<br><br>(See Outcome 9)<br><br><br>See PSC p. 5, 18 | **Carson High School's Mission Statement: AIM signifies the school's commitment to all of its students by providing a meaningful education that promotes the Advancement of skills, having Involved citizenship, and Marketable skills. Special Education students who are in the general education curriculum are expected to learn the same academic standards as their non-disabled peers. Transitioning skills are taught in the SDP classroom. Learning Center, and the by the DOTS teacher. (**<br><br>**CST Test Results**: CHS is committed to raising test results on all statewide assessments, to closing the achievement gap between students with disabilities and their non-disabled peers, and to improving the graduation rate for all students, including special education students. The school has adopted a philosophy of setting high standards and using the Response to Instruction and Intervention (RtI²) as a framework to develop |

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
|---|---|---|
|  | **See PSC p. 22** | student performance and use data to guide instructional and intervention decisions.<br><br>**Instructional Framework**: CHS believes that The Rigor/Relevance/Relationships/ Reflection Framework helps all students achieve academically and reach their fullest potential. This is a strategy for explaining that learning is optimized when students are involved in activities that require both complex thinking (higher levels of Bloom's Taxonomy) as well as the application of knowledge to real-world situations. The following areas are important aspects of the learning process.<br>• RIGOR- In order to raise test scores (and recoup the loss of the eight points on the latest API) for students with disabilities, and to keep compliant with state standards, CHS will provide instruction and content that will be rigorous, while implementing the IEP. CHS will provide content through differentiated teaching strategies, visual support and academic dialogue. (i.e. scaffolding, graphic organizers, class discussions, and poster presentations).<br><br>    All lesson plans and units will include formative and summative assessments. Our formative assessments will be used to gauge student learning and to drive further instruction while the summative assessments will be used to see if there must be re- teaching or if a student can proceed to the next level.<br><br>• RELEVANCE- Today's SWD are confronted with keeping up with their peers in general education while confronting and often overcoming their own obstacles. In order to motivate them and have "buy- in" on the day- to- day educational process, teachers will tap into their student's life's experiences and previously gained knowledge. Lessons will provide relevance through connection from curriculum to what is important to them and their lives. Specific cultural relevance and cultural capital will be recognized and interspersed within each classroom.<br><br>• RELATIONSHIPS- The CHS Special Education Department will continue to keep all of its structured practices rooted in the Policies and Procedures Manual issued by LAUSD, and it will continue to conduct what it considers, "best practices for teaching" to its ethnically diverse population of students through differentiated instruction, strong community connections, and "strands of trust" built among its students, teachers and parents. Aspects of quality instruction include teaching such behaviors as respect, responsibility, honesty, civility and tolerance. |

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
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| | See PSC p. 17 | • REFLECTION- Time will be afforded within each lesson plan for reflection for both the students and the teachers. Students will reflect on the content standards being taught and how well they understand the instruction. Teachers will reflect on if the methods of instruction are in sync with a variety of learning styles, and how to better match learning styles appropriately with instruction. This reflection time is important for SWD so that the students may process the grade level content information, but also realize what learning styles are the most effective for them. In addition, this time allows the teacher to assess which learning styles are preferential for the students and use those modalities repetitively to promote students success.<br><br>**Instructional Strategies**: CHS will use "good first teaching" techniques using effective, accessible, and well-planned curricula with built-in opportunities for extended learning, remediation, credit recovery, and credit acceleration through the implementation of the newly created 7th period. The Resource Program, Autism Program, DHH, CBI, MRM, and the Special Day Program weave academic, vocational, and socio-emotional goals and objectives of each student into their daily core-curriculum.<br><br>**Professional Development**: There will be a consistent and continual collaboration of the special education teachers and the general education teachers in the utilization of the accommodations and instructional strategies, as well as for monitoring progress in the areas of academic performance and behavior for students. Professional Development opportunities will also allow teachers to collaborate with colleagues to develop strategies to improve instruction for specific students, develop pacing plans, concept lessons, and discuss assessment strategies. Teachers will access *MYDATA,* Periodic Assessments, and other relevant data sources in order to use data to gear specific instruction to address areas of needs identified by assessment results. In addition, special education teachers will meet twice a month to discuss period 7 interventions for special education students and policies that develop during the school year.<br><br>**Intervention Process**: The RtI² multi-tiered model (See appendix –the new "Carson Colt" Vision and Mission Pyramid) will be the basis for intervention. Through documentation of individual student's behavior, academic progress by the special education teachers, counselors, and general ed teachers, as well as the data collated |

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| | See PSC p. 42 | from the progress report and weekly academic performances, will dictate the need for intervention, as well as how and when to exit intervention. Embedded within the RtI² model is the Special Teams for At Risk Students (STARS). The STARS approach differentiates for students with different needs, as follows: <br><br> **Universal Tier** (All students) <br>This tier is school-wide and culturally relevant. It is expected to include approximately 75- 85% of the student population. This tier contains the following; <br>-Incentive Programs <br>-Clear Expectations <br>-Positive School Climate <br>-Safe School Plan <br>-Asset Building <br><br> **Selected Tier** (At Risk Students) <br>This level is specifically aimed at the At- Risk students. This level is expected to contain 10- 20% of the student population. The classroom, family, and small group meetings are used to find strategies to overcome behavioral setbacks. These could include the following: <br>-SLC meetings <br>-Individual student plans <br>-Instructional supports <br>-Behavior support plans <br>-Documentation and monitoring <br><br> **Targeted/ Intensive** (High Risk Students) <br>This level is expected to include 3- 5% of the entire student population. It will include Individual Interventions created to increase awareness and urgency with the student, his/her family, and school staff. This level includes: <br>-Case Management Interventions <br>-Increased Frequency and Duration <br>-SST Follow- up Meetings |

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| | **See PSC p. 38** | -Resource Coordinating Team (RST) with Community Agencies<br><br>**Specific Resource Intervention**: The Resource Program teachers have created tiers within tiers that have successfully moved students already identified with disabilities to secondary and primary levels of intervention. Various interventions are used in the Learning Center and within the school to improve test scores<br>• Tutoring (After school, teacher initiated, online through public library, District offered SES)<br>• Carson News (Clubs)<br>• ALEKS<br>• Language!<br>• Breaking the Code<br>• Make Sense Strategies<br>• Read 180<br>• REWARDS<br>• Skills for School Success<br><br>**Resource Learning Center**: The Resource Specialist Program has a Learning Center designed to enhance student achievement. The RSP teachers use this time to provide pre- and re- teaching strategies and study and organizational skills that will enable students to become active participants in the general education program. RSP teachers will partner with general education teachers to deliver standards-based instruction to classrooms in the general education where special education students are enrolled. Necessary accommodations, supports and interventions will be provided to students to achieve mastery of the content standards. Effective teaching practices will be implemented to improve academic achievement.<br><br>**Research-based interventions** will be available and provided when appropriate, to all special education students to help them achieve content standards. These practices include cooperative learning groups, differentiated instruction, interdisciplinary studies, project- based learning, multi-modal instructional strategies, technology integration, Specifically Designated Academic Instruction in English (SDAIE) for English language learners, etc.<br><br>**Assessment tools** (classroom performance, work samples, teacher reports, assessments and quizzes) and |

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| | | collected data will be used to identify students for more (or less) intensive interventions.<br><br>**Strategic Interventions** will be implemented to provide support for struggling learners. This may include student conferences, parent conferences, providing extended time on assignments or additional examples, small group instruction, distinct learning opportunities, or focusing on a narrower aspect of the content being taught. Students who make limited progress with strategic interventions may require more targeted intensive interventions.<br><br>**Intensive intervention** will be provided to the lowest performing students. Instruction will be specifically targeted to the student's instructional needs. Various assessments may be required to diagnose the student's specific instructional needs and to provide and align the instruction to the student's academic needs. The student's progress is monitored frequently to determine the effectiveness of the provided interventions.<br><br>The primary goal of CHS is that all students graduate as well-developed, lifelong learners with a global perspective and become productive members to the community. The established school-wide intervention program is aimed at identifying and monitoring the various needs of its students with disabilities. Indicators used to identify needs for intervention include, but are not limited to, a student's academic performance, social and emotional output, behavior, health, culture and family. Helping students obtain their educational goals through these strategies will create a community of good citizens. |

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| **Outcomes 5, 17 and 18 LAUSD Board Policy** | **Discipline Foundations Plan and Behavior Support**<br><br>**See PSC p. 63,64**<br><br><br><br><br><br><br><br><br><br>**See PSC p. 57, 64, 69** | Carson High School utilizes  a school-wide positive behavior support plan to maintain an environment that is conducive to learning.  The goal is to reduce suspensions, keep students in class, and increase academic performance.   The CHS plan includes:<br>• Progressive discipline policy<br>• The IEP team determines if an Individualized Behavior Support Plan (BSP) is needed for a student.<br>• Behavior Support Plans are distributed to teachers and monitored regularly<br>• The Behavior Support Team meets on a regular basis to discuss targeted interventions for specific students.  Behavioral Support Team members are trained as Behavior Intervention Case Managers and Non Violent Crisis Intervention (NCI) in order to provide behavioral support for special education students.  When necessary, data is collected by SESAC carriers for specific students needing more specialized support and intervention.<br>• In lieu of sending students to the Dean's office for behavioral incidents, students may be sent to another teacher for a temporary environment change and also discuss possible conflict resolutions strategies.<br>. The school and the Special Education Department use effective researched based strategies that are designed to be proactive and preventative in a nature.  All polices are designed to be fair, non-discriminatory and culturally responsive to enhance a positive school climate.<br><br>**Progressive Behavior Support Plan**: CHS has a progressive school wide behavior intervention policy that is designed to teach school rules and social skills, reinforce appropriate student behavior, provide early intervention for misconduct, and use appropriate consequences for behavior.<br>• Behavioral Intervention Process<br>    ○ Teacher/Student Conference<br>    ○ Teacher/Parent/ Student Conference<br>    ○ Counselor/Parent/ Student Conference<br>    ○ Instructional Team/ Parent/ Student Conference<br>    ○ Coordination of Services Team (COST)<br>    ○ Language Acquisition Team(LAT)<br>    ○ Student Study Team (SST) |

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| | | <ul><li>o IEP</li><li>o Behavior Support Plan included on the IEP</li><li>o School Psychologist – Counseling (PUC)</li></ul>**Classroom Behavior Support**: The Special Education Department has adopted and developed strategies and policies that are consistent with the school wide plan.  The Special Education Department:<ul><li>Adopted consistent rules for classroom behavior.  Classroom expectations are posted. *Carson HS Student Code of Conduct and the Student Rights* are posted and expected to be adhered to.<ul><li>o To cooperate with all school staff in a courteous and respectful manner</li><li>o To treat everyone with respect and dignity. Name calling, verbal slurs and sexual harassment will not be tolerated.</li><li>o To carry CHS  I.D. during the school day ant at school functions.</li><li>o To dress in a manner appropriate for school setting according to the *Dress and Safety Code.*</li><li>o To attend all classes; arriving on time, prepared to participate in class activities.</li><li>o To comply with teachers' classroom rules.</li><li>o To remain on campus for their entire scheduled school day.</li><li>o To have the proper school authorization to leave campus and must do so immediately following their last class. (Work experience, ROP, Skills Center, etc.)</li><li>o To assume responsibility for disposing of all food and trash.</li></ul></li><li>Uses progressive discipline in the classroom</li><li>Special Education classroom teacher will identify, teach and reinforce behavioral expectations, school and classroom rules, and social skills</li><li>Special Education classroom teacher will actively supervise, monitor and provide feedback on behavior using fair, but firm, techniques.</li><li>Special Education teacher will discuss behavioral issues will parent and if needed, will refer student to the Dean's Office for repeated or more serious behavioral issues or incidents.</li><li>Special Education teachers seek alternatives to sending a student to the Deans' Office.</li><li>Special Education Department will use the Office Discipline Referral (ODR) for all disciplinary concern that will be monitored by the school/District.</li><li>Behavioral Support Plans are distributed to teachers for implementation and monitoring by SESAC carriers.</li></ul> |

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| | **See PSC p. 64** | • Behavioral Support Team meets on a regular basis to discuss targeted interventions for specific students. Behavioral Support Team members trained as Behavior Intervention Case Managers and Pro-Act Trained in order to provide behavioral support for Special Education Students. If necessary data is collected by SESAC carriers for specific students needing more specialized support and intervention.<br>• School provides alternatives to suspension to reduce the suspension rate of special education students.<br>• Students will attend all of their classes and be on time. Attendance will be monitored by classroom teacher. Severe attendance issues will be referred to the PSA, SART, or State Attendance Review Board (Board).<br>• Behavior Support Plans are implemented as needed using positive reinforcements that are stated in the IEP.<br>• Weekly checks are circulated to classroom teachers to monitor grades and behavior, as needed or requested to monitor student progress.<br><br>**Behavioral Intervention Plan**: CHS will implement a RTI2 model for behavior within the Special Education that is aligned with the school wide model. It is :<br><br>**Universal Tier** (All students)<br>This tier is school-wide and culturally relevant. It is expected to include approximately 75- 85% of the student population. This tier contains the following;<br>-Incentive Programs<br>-Clear Expectations<br>-Positive School Climate<br>-Social Skills building through school events<br>-Safe School Plan<br>-Asset Building<br><br>**Selected Tier** (At Risk Students)<br>This level is specifically aimed at the At- Risk students. This level is expected to contain 10- 20% of the student population. The classroom, family, and small group meetings are used to find strategies to overcome behavioral setbacks. These could include the following:<br>-SLC meetings |

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| | | -Individual student plans<br>-Instructional supports<br>-Behavior support plans<br>-Parent Conferences<br>-Documentation and monitoring<br><br>**Targeted/ Intensive** (High Risk Students)<br>This level is expected to include 3- 5% of the entire student population. It will include Individual Interventions created to increase awareness and urgency with the student, his/her family, and school staff. This level includes:<br>-Case Management Interventions<br>-Increased Frequency and Duration<br>-SST Follow- up Meetings<br>-Resource Coordinating Team (RST) with Community Agencies<br><br>Functional Behavior Assessment (FBA) or Functional Analysis Assessment (FBA)<br>Will be conducted for students who have ongoing behavioral concerns.  District personnel or Non-public agencies may be contacted to assist the school with behavior assessments and Behavior Intervention Development. (BID). Behavior Intervention Itinerant maybe be used as consultants or to assist with monitoring students behavior.<br><br>The Resource Program teachers have created tiers within tiers that have successfully moved students already identified with disabilities to secondary and primary levels of intervention. Various interventions are used in the Learning Center and within the school to improve test scores<br>    • Tutoring (After school, teacher initiated, online through public library, District offered SES)<br>Carson News (Clubs) |

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| **Necessary for Planning, will be provided** | **Description of Student Population**<br><br>**See PSC p. 21** | **Demographics:** Carson High School will service students within the school boundaries, including students with disabilities at this site.<br>• Currently CHS has approximately 304 Special Education students.<br>• The school serves students with the following disabilities:<br>  o Specific Learning Disability ( 193 )<br>  o Mental Retardation (30 )<br>  o Autism (29 )<br>  o Deaf/Hard of Hearing (24 )<br>  o Emotionally Disturbed (2 )<br>  o Orthopedically Impaired (4 )<br>  o Other Health Impaired (19 )<br>  o Traumatic Brain Injury ( 0 )<br>• **DIS Services** include:<br>  o Speech and Language<br>  o Counseling<br>  o Physical Therapy<br>  o Occupational Therapy<br>  o Audiologist<br>  o Blind/Partially Sighted Itinerant<br>  o Adapted PE<br>  o OI Itinerant<br>  o Assistive Technology<br>  o Recreation Therapy<br>  o Inclusion Facilitator<br>  o Orientation Mobility<br>  o Deaf/Hard of Hearing<br>  o Behavior Intervention<br>• **Other Services**:<br>  o District Office of Transition (DOTS)<br>  o Junior Reserve Officer Training Corps ( JROTC)<br>  o College Center |

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| | | o  Library<br>o  Read 180/ System 44<br>o  Computer Lab<br>o  Learning Center<br>o  Career Center<br>o  School Clubs<br>o  Heart Office<br>o   Psychologist, Psychiatric Social Worker, PSA<br><br><br>CHS meets the needs of the special education students by providing the following programs and classes:<br>**Resource and Special Day Program that Use Core Academic Curriculum:**<br>• 5 Resource Specialists Programs/classes<br>• Learning Center<br>• 6 Special Day Programs/classes for combined disabilities of Specific Learning Disabled, Orthopedically Impaired, Other Health Impaired, Emotionally Disturbed, and Autism<br><br><br>**Special Day Program the Use Alternate Curriculum:**<br>• 1 Special Day Program/class for Autism<br>• 2 Special Day Programs/classes for Deaf/ Hard of Hearing<br>• 3 Special Day Programs/classes for Mental Retardation –Community Based Instruction (CBI) |

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| **Outcome 2** | **Special Education Program Description See Outcome 7A, 7B, Outcome 2** | **Program Placement Guidelines**: All students are placed, according to Federal, State, and District Guidelines in the Least Restrictive Environment. Placement in the Least Restrictive environment will be determined by the IEP team.  Students will be placed and educated, to the <u>maximum extent appropriate, with non-disabled peers.</u>  CHS will provide:<br>• A continuum of placement options and services<br>• Equal access to all students within the schools boundaries, relative to the services available at the site.<br>• Placement based on the student's IEP<br>• Placement as close to the student's home as possible<br>• Supports and supplementary aids in the general education classroom, including curriculum modification and school personnel<br>• A review of the student's placement and services annually to review the accommodations and modifications needed.<br>• Dual enrollment of Non-public students<br><br>**Service Models:** The following models describes the types of services provided at CHS:<br><br>**General Education with Collaboration**. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP. This includes students with a 504 Plan.<br><br>**General Education with Collaboration/Accommodations**. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.<br>In addition, district mandated *Passports* which include present levels of performances, the SLD, areas of need |

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| | | and strength, and accommodations are the responsibilities of both the SESAC case manager and the general education teacher to implement and to use to assess and drive further instruction of the student.<br><br>**General Education with direct special education support in the general education classroom**. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through research based models such as collaborative or co- teaching. There are four types of Collaborative Models used at CHS in the RSP.<br>&bull; Parallel Teaching (Both teachers teaching the same thing in small groups)<br>&bull; One Teacher/One Support<br>&bull; Station Teaching (Different focus/ subject groups)<br>&bull; Co-Teaching (Taking turns on same subject)<br>The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. Accommodations are made according to the student's IEP, to assist the student inside the classroom. Curriculum will be aligned according to all state standards.<br><br>**General Education with direct special education support outside the general education classroom**. The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. The special education teacher in the special day class monitors the student's progress daily and the service provider monitors the student's progress as indicated on the IEP for time and frequency of service.<br><br>**Instructional Strategies Used to Access Content Standards**: Carson High School will implement a multi-tiered Response to Instruction and Intervention (RtI²) approach to guarantee the academic success of the Special Education students. Academic instruction will be based on the California Content Standards for Secondary Students. Various effective and necessary supports and interventions will be provided to assist the students in achieving academic mastery of the content standards. The use of research-based instructional practices will |

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| | | support all students with disabilities to participate in rigorous standards-based curriculum.  Research-based strategies, along with targeted instruction based on student data, will drive the various approaches and instructional strategies used in the classroom.  Students with disabilities may require differentiated instruction to be successful. Students will receive curriculum in the form of lecture, scaffolding of information, Graphic Organizers, class discussions, oral presentations, and projects.   The Learning Center in available to resource students to provide more intensive instruction, as determined by the students' IEPs. The Learning Center staff will conduct Formative and Summative Assessments in order to check for re- teaching opportunities and information retention. In addition, the Learning Center will provide more intensive personalized one-on-one instruction which will include but not limited to scaffolding, note- taking techniques, test taking strategies, and co- teaching. The Learning Center will contain relevant student information which will be collected from all of a given student's teachers and will be used to create and drive teaching for specifically targeted students.<br><br>Supplementary aids and services to improve the students' ability to access the spectrum of academic, extracurricular, and nonacademic activities and settings.<br>**Direct and Indirect Services** include:<br><br>• Accommodations and modifications to the curriculum<br>• Training of staff who work with the students<br>• Accommodations needed for the student to participate in school sponsored activities vary based upon the student's needs and will cover the spectrum of possibilities.  The student may need the supervision of an additional assistant in a one-on-one situation, or the supervision of a special education assistant in a group situation for off-campus trips, or the support of a sign language interpreter. These accommodations will be listed and described on the IEP.<br>• Special needs students will participate in general education classes to the extent determined to be appropriate by consensus of the IEP committee members.  Counselors will cluster students included into general education electives (no more than 5 or 6) so that special education supports can be assigned to the class to assist the teacher with classroom management, presentation of material, academic support, and student participation in the classroom activities.  Placement of assistants to support students in the general education setting will be determined by the IEP, and implemented by special education staff.<br>• Special needs students will have access to all clubs on campus and team sports, as appropriate. Students interested in joining clubs will receive the supports and accommodations listed in their IEPs. Students |

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| | | who qualify to participate with the general education sports programs will also receive the supports and accommodations listed in their IEPs.<br>• Sign language interpreters will be utilized, when appropriate, for HOH/deaf students to access the curriculum and activities.<br>• Technology will be utilized by students within the classroom, and through Assistive Technology services and supports.<br>• Paraprofessionals are used in the classroom to assist the students with academic, behavior, and medical supports.<br><br>Students with disabilities will be integrated with their non- disabled peers to the maximum extent appropriate, during their electives, PE, nutrition, lunch, assemblies, and extra- curricular activities. |
| **Outcomes 8, 10, 13, 14, 15** | **IEP Process: Implementation and Monitoring** | **IEP Meeting Process**: Carson High School will follow the IEP processes and timelines mandated by law.  CHS will provide staff, parents, and students with the appropriate notification for assessments, meetings, and follow-up of IEP meetings.<br>• School administrator and/ or Bridge Coordinator will monitor all procedures regarding IEP meetings, meeting notifications, and compliance with all special education laws.<br>• All case carriers receive monthly SESAC lists with due dates for annual IEPs and 3 year evaluations.<br>• IEP meeting dates and notification requirements are scheduled and monitored by the SESAC carrier as well as the Modified Consent Decree Clerk.<br>• Case carrier, nurse, psychologist, physical therapist, occupational therapist, adapted PE, all DIS itinerants, and relevant LAUSD participants will be notified electronically on the Welligent system. Counselors will receive notification by a posted calendar.<br>• IEP calendars are created and distributed to SESAC carriers and staff members. Notifications for IEP meetings are distributed to general education teachers and related support staff (DIS, School Psychologist, Nurse, APE Teacher)<br>• IEP meetings are held in the classrooms as well as in designated IEP meeting rooms in order to ensure confidentiality and an appropriate environment conducive to having constructive and informative IEP meetings.<br>• IEP meetings will be held at the parents' convenience as much as possible.  A telephone is available in the conference room for teleconferencing, at parents' request.<br>• The school administrator and/ or Bridge Coordinator will review the IEPs after the meeting to ensure that |

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| | | all service providers are notified of the outcome of the IEP for change of services, new assessments, change of placement or eligibility, or transportation.  The case carrier will provide an updated "Passport" of strengths, needs, accommodations/ modifications, and impact of disability of all special education students who have a general education teacher.<br>• Translators during meetings as well as publications in various languages are provided so that cultural and linguistic backgrounds are accounted for in order for parents to feel welcome and valued as members of the IEP team. |
| **Outcomes 10, 18** | **Procedures for Identification and Assessment of Students**<br><br>**See PSC p. 38** | **STARS RTI2 Academic Intervention**: Carson High School utilizes STARS (Special Teams for At Risk Students) to help identify students who may need an assessment to determine if a student may benefit from special education services.<br>• <u>Universal Tier</u> provides incentive programs, clear expectations, positive school climate, safe school plan, and asset building as a system of support for 75-85% of the students.<br>• <u>Selective Tier</u> includes data collection of targeted student groups, instructional supports, individual student plans, SLC team meeting, and COST team intervention for 10-20% of the students.<br>• <u>Targeted/ Intensive Tier</u> is designed for high risk students and includes case management interventions, increased frequency and duration of services/interventions, Resource Coordinating Team (RST) with community agencies, and Student Study Team (SST) for 3-5% of the students.<br><br>**Referral Process**:  Parents may request a special education assessment at any time. The school has 15 days to respond to the parent if the assessment is appropriate and will occur. If it is determined that the student needs to be assessed, the school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of the signed assessment plan to complete the assessment and hold an Individualized Education Program (IEP) meeting**.**<br><br>Teachers and staff can refer a student to the nurse, school psychologist, psychiatric social worker, PSA, Bridge Coordinator, or school administrator for a special education assessment. This referral will be sent to the Coordination of Services Team (COST) to determine what level of intervention is indicated.  If the team agrees that a Student Study Team should meet, the team will determine if a special education assessment is warranted and the types of assessments that are needed for the evaluation. |

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| | | **Assessment Process**: Parents will be given an assessment plan. The following guidelines must be followed:<br><br>• Student will be assessed only after the parent consents to the assessment plan.<br>• Student will be assessed in all areas related to his and her suspected disability.<br>• The assessment will be administered in the student's primary language or a qualified interpreter will be provided.<br>• The assessment must include a variety of appropriate tests to measure the student's strengths and needs. The persons administering these tests must be qualified to do so.<br>• The assessment will be adapted for students with impaired sensory, physical or speaking skills.<br>• An assessment will occur by a multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of the student's suspected disability<br>• Testing and assessment materials and procedures must not be racially, culturally or sexually discriminatory.<br>• After the assessment plan is signed, an assessment will be completed within 60 days and an IEP meeting will be held to review the results of the evaluation with the parents.<br>• The IEP meeting will be conducted in the parent's native language and parents may request a translated copy of the assessment report at the meeting. |
| **Outcome 2** | **Instructional Plan for students using grade level standards**<br><br><br><br><br><br>**See PSC p. 17** | **Content Standard Access**: Carson High School is a comprehensive public high school that is committed to providing all students access to the core content standards in the least restrictive environment (LRE). Students in the Resource Specialist Program, Specific Learning Disability and Deaf/Hard of Hearing classes will be educated with their non-disabled peers to the maximum extent appropriate. CHS will strive to close the achievement gap between students with disabilities and their non-disabled peers.<br><br>Academic instruction will be based on the California Content Standards for Secondary Students. Various effective and necessary supports and interventions will be provided to assist the students in achieving academic mastery of the content standards. The use of research-based instructional practices will support all students with disabilities to participate in rigorous standards-based curriculum. |

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| | | **Instructional Strategies**: Best teaching practices within the content area are crucial to assisting all students to achieve academic success.. The special education department will provide instruction aligned with the general education model of <u>AMP IT UP!</u><br><br>This model will give students and teachers a sense of **A**utonomy, **M**astery, and **P**urpose! Engaging the students in listening, questioning and being responsive in the classroom will improve the students' ability to provide responses, develop oral communication skills, increase students' problem-solving skills, and develop higher-order thinking skills. Active learning can be implemented by cooperative learning groups and project-based learning. In addition, instructional support is necessary to support students with disabilities through the use of <u>co-planning and co-teaching</u>. Timely and targeted corrective feedback, remediation, and intervention plans are crucial to the achievement and mastery of grade-level standards.<br><br>Effective methods, strategies, and techniques are research-based approaches and practices designed to improve academic skills. The teacher can implement varied strategies to stimulate a student's desire to participate in reading, learning, and classroom activities. Active learning is one strategy that is motivating to students and helps to create lessons that are relevant and meaningful.  Active learning engages students from the beginning of the lesson to the end. The lesson begins with a "hook" or an opening question; students can discuss the answer (Pair-Share), develop lists, or brainstorm. Then students can engage in role playing, solving problems at the board, creating story boards, or classroom projects. Finally, students summarize, ask questions for clarification, and teacher restates the critical points of the lesson.  Instructional strategies need to incorporate learning experiences that match the ways that students learn. Planned activities provide optimal learning experiences by accessing prior knowledge, understanding the learning purpose, and relating the information to real life experiences. In addition, properly chosen instructional strategies and technology are necessary to engage the students in the learning process. This is necessary to motivate students, so the lessons need to have a purpose and be interesting to activate the students' desire to learn. Research also supports the use of technology for teaching real-life experiences in classroom instruction.<br><br>The uses of varied instructional strategies are crucial to implement best practices in the classroom. It is imperative that research-based policies are utilized in the classroom to promote learning, not only for special education students or English language learners, but for all students. As the students' progress from one grade level to the next, the curriculum becomes increasingly more difficult and complex, so the need for strategies that will assist the students to obtain meaning in all of the content areas is required to tap into the <u>students' prior</u> |

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| | See PSC<br>p. 23, 63 | knowledge, engage them in oral language development, develop critical thinking skills, and help them make connections by using real life situations.<br><br>In addition, these strategies should increase the students' vocabulary, reading, and writing skills through cooperative learning groups, and gradually enable the students to apply their learning in independent reading and writing, which is quite effective for teaching comprehension strategies.<br><br>Research-based approaches, such as project-based learning and technology integration, will ensure overall student achievement and close the achievement gap between general and special education students. Utilizing proven instructional strategies, differentiated instruction, cooperative learning groups, and interdisciplinary curriculum, are proven methods of achieving improved academic success.<br><br>**Strategic intervention** will provide support to struggling learners. These interventions may include small group instruction, extended time or practice, additional examples, small group instruction, targeted instruction, and task analysis. Monitoring of the student's progress is crucial to determine if sufficient gains are occurring. If the student has made little or no progress, then the student may need more intensive intervention.<br><br>**Intensive intervention** will be provided to students who after strategic intervention strategies have been provided and deemed to be inadequate. Intensive interventions require more explicit instruction to the students' specific instructional need. Scaffolding content standards is a useful strategy to assist the student with context comprehension. Various diagnostic assessments, including formal and informal tools, will be used to align assessment results with instruction. Student's progress will be recorded to document the appropriateness and effectiveness of the interventions provided.<br><br>**Test Preparation**: All 9th, 10th, and 11th grade students, including special education students, will attend a period 7 Intervention/Advisory period for instructional intervention, Advisory, tutoring, Test Prep for CST, CAHSEE, SAT or in the credit recovery (offered in the spring). Resource Specialist Program students will participate in the general education Intervention period and the Special Day Program students will meet with their core special education teachers for necessary instruction.<br><br>**Learning Center Programs**: As appropriate, students with or without disabilities may be referred to the Learning Center for additional targeted instruction in the core curriculum. The Learning Center will provide extended |

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| | | instruction and additional support for the lowest achieving students. The Learning Center will make available teachers who will employ strategies such as co- teaching and utilize and including multiple teaching stations. Instructional strategies, graphic organizers, and supplemental materials will be used to target the needs of the specifically identified student as determined by on-going academic progress and assessments. Special education students may be programmed into the Learning Center for intensive intervention or attend based on a "pull-out" model to address specific skills. Programs that may be used in the Learning Center include:<br>&bull; Aleks<br>&bull; Breaking the Code<br>&bull; Language!<br>&bull; Make Sense Strategies<br>&bull; Read 180/ System 44<br>&bull; Reach<br>&bull; Rewards<br>&bull; Skills for School Success<br><br>Data collection is a crucial component in evaluating student progress in achieving grade level standards. Teachers can use data to determine instructional practices that are necessary, and they can also provide appropriate accommodations and modifications to each individual student to acquire necessary skills and intervention needs. Effective use of data will provide timely and effective intervention strategies. In addition, if several students are experiencing difficulty with a task or standard, it may indicate that a new teaching strategy may be required to re-teach the information for the students to obtain mastery.<br>Learning Center staff will implement strategies for student organization and continued monitoring of progress. |

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| **Outcome 7A, 7B** | **Instructional Plan for students using Alternate Standards** | **Alternate Standards Instruction**: The instructional plan for students using alternate standards consists of providing an alternative curriculum based on those standards. Classes/programs at Carson High School using the alternative curriculum consist of, but are not limited to, Autism, Community Based Instruction (CBI, CBI-Transition), and MRM. As with any instructional plan, instruction is guided by assessment. Based on assessment results, the following sources are used as frameworks for instructional planning based on the requirements of the alternative curriculum: <br>• IEP goals and objectives <br>• SEACO Alternative Curriculum <br>• Community-Based Instruction: Teaching Life Skills in the Community: Handbook for High School Students on Alternate Achievement Standards <br>• Rubrics for Transition III: Autism Spectrum Students <br>• Brigance Diagnostic: Life Skills Inventory <br>• Brigance Employability Skills Inventory <br>• DOTS assessments <br>• Community Logs <br>• Behavior Logs <br>• Informal notes based on observations <br><br>**Pre Assessment** <br>Based on documented research for the overall goals of these programs, students are assessed in the beginning of the school year or upon enrolling in CHS, to establish a baseline of their abilities.  Results from pre-assessment are used to guide instruction. Both formal and non-formal types of assessments are utilized to measure students' abilities. Types of formal/standardized pre-assessment tools are as follows: <br>• Academic evaluation (i.e.,Woodcock Johnson III, Brigance Employability) <br>• Language evaluation <br>• Psychological evaluation <br>• Perceptual evaluation <br>• Occupational Therapy evaluation <br>• Types of informal/non-standardized tools <br>• Ecological inventories <br>• Direct assessment |

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| | | <ul><li>Portfolios</li><li>Work samples</li><li>Anecdotal reports</li><li>Checklists</li><li>Informal observations</li></ul><br>**Assessment**<br>Students in the alternative curriculum are reassessed at varying intervals during the school year to evaluate on-going progress and to determine the need for further intervention. Additionally, assessment results of each program's alternative curriculum are used for the purpose of determining IEP goal attainment for individual students within that program. Combined with previous results, summative end-of-year assessments provide guidance in future placement and eligibility for extended school year (ESY).<br><br>**Instruction**<br>Each classroom/program using the alternative curriculum has slightly different learning goals from the others, based on student abilities and ages. Overall, alternative curriculum is an individualized, coordinated set of classroom and community activities based on the student's interests, preferences and needs. All instruction is designed by the classroom teacher and delivered by the teacher or a paraeducator. The instructional design includes the selection of age-appropriate instructional materials, activities and community environments. Instruction is provided that helps students interact with their non-disabled peers, using the same materials and participating in the same activities.<ul><li>Alternative curriculum addresses functional academics, independent living skills, social/behavior skills, community skills, transition and vocational/job training skills that increase the opportunities for students with moderate to severe disabilities for "life after school."</li><li>Four instructional environments are the basis for developing the skills necessary for a successful transition into "life after school." Within each instructional environment, the functional skill areas of communication, self-care/independent living, motor skills/mobility, functional academics, vocational, social/emotional and recreation/leisure are addressed. The four instructional environments are:</li></ul><ul><li>School Learning Environment—This instructional environment provides students with the necessary academic skills to successfully transition into adult living. Examples are reading public information,</li></ul> |

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| | | directional and emergency signs, directions, bus route information, learning to make purchases, etc. These skills are first taught in the classroom through direct and guided instruction and role play, and then generalized in the real community.<br>• Domestic/Home Learning Environment—This instructional environment provides the skills necessary to move the individual toward independence in the home. These are skills that are introduced in the school setting and shared with families to practice in the home setting. Examples are washing dishes, preparing meals, laundry techniques, using an alarm clock to wake up, dressing, or raking leaves in the yard.<br>• Community Learning Environment—This instructional environment provides the skills necessary to participate in the neighborhood or the local community. Examples include ordering food at a restaurant, crossing the street safely, making a purchase at a local store or market, riding the bus/using public transportation, accessing parks and museums, developing a hobby, etc. These skills are first taught in the classroom and then generalized in the real community.<br>• Vocation/Work Learning Environment—This instructional environment provides the skills necessary to perform meaningful work. Examples are vocational training provided in a classroom at a school site and/or occupational or skill development center (in Local District 8 at Doyle Career Training Center in Gardena) and/or on-the-job training at a local business (e.g. fast food restaurant, retail store, office, landscaping or manufacturing.)<br><br>• **Instructional Strategies**<br>    o All lessons presented in the CHS classrooms and specifically within the special education department utilize the alternate curriculum and consist of all or any combination (depending upon content to be covered) of the following instructional strategies:<br>• Anticipatory sets<br>• Input<br>• Modeling<br>• Frequent checks for understanding<br>• Guided practice<br>• Independent practice<br>• Closure<br>• Assessment<br>• SDAIE strategies |

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| | | <ul><li>Reflection</li><li>Flexible grouping (small groups or pairs based on student abilities)</li></ul><br>**Teaming**<ul><li>Paraeducators are assigned to each class using the alternative curriculum. Teachers and paraeducators work together as a team, sharing responsibility for all students. The paraeducators reinforce teacher-led lessons, offer individualized instruction to students, provide flexible grouping, and impart a lower adult-to-student ratio both inside and out of the classroom.</li></ul>**Technology**<ul><li>Technology is integrated into lessons for the purpose of providing alternative sources of student research, products, and assessment. Multiple types of technology are or can be used in the classroom to augment instruction:</li></ul><ul><li>Personal computers</li><li>SmartBoards/interactive white boards</li><li>ELMO (document readers)</li><li>Projectors</li><li>Overhead projectors</li><li>Calculators</li><li>Digital cameras</li><li>Video recorders</li><li>Subject matter related video</li><li>Power point presentations</li><li>Internet research</li><li>Online assessment</li><li>Subject matter software</li><li>Audio books</li><li>Microsoft Office programs</li><li>Other assistive technology as required by individual student IEPs.</li></ul> |

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| **Outcome 13** | **Plan to provide Supports & Services** | **Welligent Tracking**: Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally from his or her instructional program. The IEP team determines the necessary related services and shall be included in the offer of FAPE within the IEP.<br>• Once the IEP is signed, the student will be assigned to the caseload of the service provider. This information is uploaded on the SIS system and Welligent. Time and frequency of service, consistent with the goals and summary of service, will be entered into the Welligent Tracking Log as the services are provided.<br>• School administrator will monitor Tracking Log to make certain that staff records are updated and services are being provided.<br>• Tracking Logs are submitted to the school administrator once a month. Logs are kept in a notebook in the Special Ed. Office for safe keeping and record review. |
| **Outcome 9 (for programs with students 14 and older)** | **Transition Planning Strategies** | **Transition Assessments**: Carson High School has an on-site DOTS teacher to support the students with vocational education skills and transitioning to another placement after high school. In addition, Local District and Related Services staff provide professional development regarding the requirements of Individual Transition Plans (ITPs) and transition service.<br>100% of all IEPs for students over the age of 14 have an ITP developed in accordance with federal law.<br>• Carson High School has developed Transition strategies for all special education students. In addition, all students complete a commercially produced transition assessment administered by DOTS or the case carrier prior to the students' 16th birthday. Results of the assessments are included in the ITP, Present Level of Performance on the IEP, or in an assessment report. Assessments may include:<br>    ○ COPS<br>    ○ IDEAS<br>    ○ COPS-PICS<br>    ○ Brigance Diagnostic Employability Skills and Inventory<br>    ○ Transition-To-Work Inventory |

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| | | <ul><li>Janus Interest Inventory</li><li>Job Survival and Success Scale</li><li>College Survival and Success Scale</li><li>California Zone</li><li>Career Cruising</li></ul><p>•All students who are leaving Carson High School due to graduation with a diploma, receiving a Certificate of Completion, or aging out, will receive an exit IEP. The students complete a Senior Inventory as a graduation requirement and a Summary of Performance (SOP) that is completed by the case carrier for the IEP. One copy of SOP is provided to the student and another copy is placed in the student's cum.</p><p>•Transition instruction is included across the curriculum. Information is distributed to the parents and students regarding ITP and transition services through the IEP process.</p><p>•After the IEP meeting, parents and staff are provided with an opportunity to complete surveys about the meeting.</p><p>**Grade Level Vocational Activities**: The following vocational activities are aligned to age appropriate expectations:</p><p>9th Grade- CHS has designed activities that align education/ training, employment and daily living skills into the curriculum.  As the student becomes 15 years of age, each student is given a commercially produced transition assessment which is aligned with said activities.</p><p>In addition, given that transition from middle school to high school is inherently challenging, we explore meaningful ways to introduce *what it really means to be a Carson Colt*. Specific Professional Development meetings are scheduled to train and familiarize our faculty with our Carson Colt AIM Mission and Vision. They then embed these activities into lesson plans and teach and review with the students throughout the semester.</p><p>10th Grade- At this point in their academic career, the students begin to identify their post- secondary goals and aspirations. These students are encouraged and supported through counseling, peer- advising, and "Cause and Effect" awareness sessions in order to maintain good grades so that increased opportunities will exist upon completion of high school. Students are self- motivated to maintain good grades because they are made to understand that in our program, these off- campus opportunities such as district and state supported employment exist exclusively for those students who have good grades.</p> |

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| | | <u>11<sup>th</sup> Grade</u>- The vision of the program at Carson High School is that after having successfully completed two years of academia, the student will have gained both knowledge and self- confidence so that at this point in time, they will continue to use the learning skills that have helped them so far, but they will also begin to hone in on being proactive in graduation progress, leading their IEP's and exploring ways in being a positive force in society such as volunteering, lower grade mentoring, and participate in district and state supported employment.<br><br><u>12<sup>th</sup> Grade</u>- The senior year is a year of preparation for transitioning into successful adulthood. In addition to being given support with their Senior Portfolios, we begin the academic year by giving the student an orientation/ presentations of how to successfully complete their time at Carson High School implementing the skills that they have learned their prior three years. CHS systematically presents an array of post- secondary options such as the Job Corps, local community colleges, Occupational Centers, the military, etc. by bringing in guest speakers from the field and taking students on various transition trips to local partners as mentioned above. We also assist in completing college applications, financial aid, and obtaining employment applications. |
| **Federal requirement** | **Access to Extra-Curricular/Non academic activities:**<br><br>**See PSC p. 56** | **Access to Elective Programs**: All special education students at Carson High School are placed in the least restrictive environment under the guidelines of IDEA. Supplementary aids and services are provided to any student who wants or needs additional supports to participate with non-disabled peers, to the maximum extent possible, in other education-related settings, non-education settings, and extracurricular activities.Supplementary aids and services improve the students' ability to access the spectrum of academic, extracurricular, and nonacademic activities and settings.<br>**Direct and indirect services** include: |

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| | | • Accommodations and modifications to the curriculum<br>• Training of staff who work with the students<br>• <u>Accommodations</u> needed for the student to participate in these activities vary based upon the student's needs and will cover the spectrum of possibilities.  The student may need the supervision of an additional assistant in a one-on-one situation, the supervision of a special education assistant assigned to a group of four students for each off-campus trip, to be shadowed while with a larger group by an assistant or certificated staff member or a sign language interpreter. These accommodations will be listed on FAPE 1 and discussed on Section 4 of FAPE 2.<br>• Special needs students will participate in <u>general education classes</u> to the extent determined to be appropriate by consensus of the IEP committee members.  Counselors will cluster students included in general education electives (no more than 5 or 6) so that a special education assistant can be assigned to the class to assist the teacher with classroom management, presentation of material, academic support, and student participation in the classroom activities.  Placement of assistants to support SWD in the general education setting will be handled by the special education office.<br>• Special needs students will have access to all <u>clubs on campus and team sports</u>, as applicable. Students interested in joining clubs will receive the supports and accommodations listed in their active IEPs. Students who qualify to participate with the general education sports programs will also receive the supports and accommodations listed in their IEPs.<br>• <u>Sign language interpreters</u> are utilized, when appropriate, for HOH/deaf students to participate in all activities.<br>• <u>Additional activities</u>  available to our special needs students include:<br>    o  Best Buddies<br>    o  Coffee Café<br>    o  Recycling program<br>    o  Transition programs to Harbor College and Doyle Academy<br>All special education students have <u>equal access</u> to: yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, recreational clubs, JROTC, and all freshman, sophomore, junior, senior class activities, including culmination exercises.<br><br>Students with <u>physical limitations and/or special needs</u> may participate in athletic teams as team managers, |

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| | | statisticians, and other team positions as their abilities allow. Every student must complete the necessary athletic team paperwork. Physical exams are required to ensure that all students are eligible.  AA track team members will be exposed to a general education athletic event with general education peers. |
| **Federal requirement** | **Providing Extended School Year** | **Extended School Year** (ESY) will be provided to students with disabilities who have unique needs and require additional special education classes or related services beyond the regular school year.  Students who are likely to regress in academic proficiency, maintaining skills,  or behaviors due to an interruption of schooling or when coupled with limited recoupment capacity, rendering it impossible or unlikely that a student will attain the level of self-sufficiency and independence that would be expected for the disabling condition are eligible for ESY.<br><br>**ESY Eligibility**: To determine if a student is eligible for ESY, the IEP team should consider:<br>• Severity of the disabling condition<br>• Areas of learning critical to maintaining IEP skills<br>• Extent of regression caused by interruption in educational programming<br>• Rate of recoupment following interruption of instruction<br>• Availability of alternative resources such as intervention programs and general education summer school<br>• Skills or behaviors that may be at risk of regression during the summer/intersession period. These skills or behaviors are noted on the IEP goals<br>• Critical skills or self-sufficiency goals for students with severe disabilities<br>    o Mobility and muscular control<br>    o Toileting, feeding, dressing<br>    o Communication (Receptive, expressive, impaired or bizarre speech)<br>    o Unusual habits (i.e. self-stimulation, fetishes, or attachments to odd objects)<br>    o Unusual behavior (i.e. withdrawal, lack of awareness of surroundings, disruption of relationships, |

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| | | anxiety)<br><br>ESY services will be determined by the IEP team and shall be documented on the offer of FAPE.  Services offered during the school year may be offered during ESY.  For RSP students who are in general education classes for the majority of the school day, the IEP must clearly outline the need and rationale for ESY attendance. ESY may also teach independence skills and used as a fading out plan for additional adult assistance.<br><br>Students that require related services in the ESY setting, the District supports inclusive practices in the delivery of the related services, as it does during the regular school year. Related services may be delivered in the following ways:<br>• Indirect with the provider(s) serving primarily as collaborating with the classroom teacher<br>• Co-planning and collaborative co-teaching between the classroom teacher and provider<br>• A pull out model involving individual or small-group sessions<br><br>Special education students who are not eligible for ESY may attend regular general education intersession, adult school, or occupational centers.<br><br>**Transportation** to ESY services will be provided to students whose IEP provides for home to school transportation because of personal factors such as health, social judgment, or lack of ability to communicate such that the IEP team considers that the safety of the student is of primary concern.<br><br>ESY budget is determined in collaboration with the Division of Special Education and is based on the number of students eligible for ESY. |

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| Federal Court requirement | MCD Outcomes (to be woven among others) See PSC p. 48<br><br><br><br><br><br><br><br>See PSC p. 56<br><br><br><br><br><br><br>See PSC p. 56,57 | • 1: Participation in Statewide Assessments, English Language Arts<br>  o All special education students on general education curriculum participate in Statewide Assessments.<br>  o Students who are absent on the day of testing will be contacted at home to attempt them to come to school.<br>  o Make-up assessments will be offered, if possible.<br>• 2: Participation in Statewide Assessments, Mathematics<br>  o All special education students on general education curriculum participate in Statewide Assessments.<br>  o Students who are absent on the day of testing will be contacted at home to attempt them to come to school.<br>  o Make-up assessments will be offered, if possible.<br>• 3: Graduation Rate<br>  o CHS offers special education many opportunities for credit recovery and extra credits through the implementation of the 7th period.<br>  o 7th Period Intervention classes are designed specifically to assist the students with passing the CAHSEE.<br>  o Attendance Office, PSA, school psychologist, counselors, nurse, and HEART Office offer supports for students who are absent from school.<br>• 4: Completion Rate<br>  o Students who are on alternative curriculum are eligible for a Certificate of Completion and any student with a disability who has satisfied **any of the following** three requirements, but who has not satisfied the requirements for a diploma, may be awarded a Certificate of Completion:<br>    1. Satisfactory completion of 230 credits of a prescribed alternative course of study as identified on the student's IEP; OR<br>    2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team; OR.<br>    3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of the objectives of the statement of transition services<br>• 5: Reduction of Suspension<br>  o Schoolwide positive behavior support plan, classroom interventions, BSP<br>  o Counselors, School psychologists, Heart Office, Deans Office |

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| | **63,64, 69** | • 6: Least Restrictive Environment |
| | **See Outcome 2** | • 7A: Least Restrictive Environment, <br> • **Students with** SLD, SLI, OHI eligibilities **will be educated for with non-disabled peers for less than 60% of the school day.** |
| | **See Outcome 2, 7A** | • B: Least Restrictive Environment, <br> MD, OI |
| | **See Outcome 2, 7B;  Access to Extra-Curricular/Non academic activities,** | • 8: Home School <br>     o CHS believes that students should be allowed to attend their school of residence.  Only students who have a specific eligibility, whose needs cannot be met, will be not be allowed to enroll. <br> • 9: Individual Transition Plan <br>     o All students who attend CHS have Individual Transition Plans <br> • 10: Timely Completion of Evaluations |
| | **See Outcome 9** | |
| | **See IEP Process: Implementation and Monitoring** | • 11: Complaint Response Time <br><br> • 12: Informal Dispute Resolution |
| | **See Outcome 14** | • 13: Delivery of Special Education Services |

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| | **See Outcome 14**<br><br>**See Outcome 13, 7**<br><br>**See Outcome 14**<br><br><br><br>**See Staffing Operations** | • 14: Parent Participation at IEP Meetings<br><br>• 15: Timely Completion of IEP translations<br>   o All requests for IEP translations are sent to the LAUSD Translation Unit within 24 hours after the IEP is signed<br><br>• 16: Qualified Special Education Teachers<br><br>• 17: Behavioral Support Plans for students with Autism or Emotional Disturbance<br>   o 100% of students with Autism or Emotional Disturbance will have a Behavior support plan that was developed by the IEP team.<br><br>• 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance<br>   o CHS will follow District's Guidelines, policies and procedures for ED Assessments |
| All | **Professional Development**<br><br> | **Weekly Professional Development**: The faculty at Carson High School voted to have Professional Development days every Monday.<br>• Some Professional Development sessions are specifically devoted for promoting collaboration between General Education and Special Education teachers in order to create differentiated instruction and presentation of different service delivery options for students in order to foster a quality learning environment for the students.<br>• Teacher In-Service training concerning differentiated instruction strategies for general education and special education teachers.<br>• Department meetings are conducted to:<br>   o Inform teachers and aides about new policies or information from State, District, or School Administration.<br>   o Develop new strategies, implement new programs, discuss issues or concerns, and collaborate with colleagues.<br>   o Discuss instructional strategies |

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| | | Teachers may request to attend outside conferences that deal with special education issues (i.e. differentiated instruction, behavior management, autism, RTI2, inclusion, collaboration, tiered interventions and instruction) |
| Outcomes 6, 8, 16 | Staffing/ Operations | **Staffing procedures** and hiring will be planned and based upon current needs of the populations that are serviced. CHS will take a more pro-active role in the selection and recruitment of credentialed staff with the special education department becoming more involved with district staffing personnel in the overall process.<br><br>Recruitment of staff by CHS will follow current district protocol for hiring including credential verification for the appropriate designations of highly qualified candidates.<br><br>Service ratios and mandated service norms will be determined by population needs and as are documented on an individual, case-by-case basis.<br><br>Clerical support will be developed and determined using current district model for secondary schools. The special education department will best allocate clerical support to meet compliance demands.<br><br>Health services and protocols will continue to be offered school-wide and under the current guidelines as stipulated. |
| | Fiscal | Funding for all positions both current and future, credentialed, classified, and support will come from allocations as stipulated by district general fund or other district funding contingent upon current budgetary sources. |

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| **Outcome 14** | **Parent Participation**<br><br>**See PSC p. 67** | **Parent Communication and Participation**: Carson High School has a very active community in all school events. There is a highly active Booster Club and Parent Center on campus. Parent Conference Nights, Back to School Nights, athletic events, and IEP meetings are highly attended by parents.<br><br>Bridge Coordinator, teachers, and MCD Clerk are highly effective in involving staff and parents for the special education procedures.<br>• Notification of Meeting, Assessment Plan and SST Meetings are printed in the home language and sent home for parent signature. Follow up calls are made home prior to the meeting date for confirmation of attendance.<br>• Teachers maintain phone contact with parents of students on their caseload and in their classes.<br>• Positive phone calls home are also encouraged.<br>• All parents receive a monthly newsletter which lists calendar of events and upcoming meetings.<br>• District trainings for parents are forwarded to the parents as they are received by the special education office.<br>• Parent concerns are addressed promptly by the Bridge Coordinator, teachers, or administrator. Satisfactory resolution is the goal. If needed, parent will be provided with information regarding the District's Informal Dispute Resolution, Mediation, or Due Process.<br>• PSA contacts and works with special education parents to improve attendance and parenting skill. Parenting classes are offered, at convenient times, to everyone who is interested in attending.<br>• Carson High School is piloting an online notification system of school activities called "School Loop" through LAUSD and in conjunction with School Max. Currently, parents can log on to the website and receive information about school activities, special awards, parent notification of upcoming events, information about their child's teachers, and homework assignments. Next semester, parents will be able to view grades online from each of their child's teachers. This will allow the parents to monitor their child's progress and encourage more effective communication between the parents, teachers, and the school.<br>• On School Loop, the parents may e-mail the teachers with their comments or concerns.<br>• District trainings for parents are forwarded via email or information is sent home with the student to the parents as they are received by the special education office.<br>• On School Loop, the parents may e-mail the teachers with their comments or concerns and teachers are required to reply in a timely manner. |

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## Signed Copy of the Assurances Form *(Appendix D)*

# ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ Traditional    ☐ Pilot    ☐ Network Partner    ☒ ESBMM

☐ Independent Charter    ☐ Affiliated Charter

Name of School **Carson High School**          Name of Applicant Group/Applicant Team ESBMM DESIGN
TEAM

Lead Applicant  Dr. Windy Warren          Title of Lead Applicant Principal

Mailing Address 22328 S. Main Street

Phone Number  310 847-6000          Fax Number 310-518-5817

Email Address winwarren@lausd.net

Website (if available) http://www.carsonhs.org   or  http://carsonhs-lausd-ca-schoolloop.com

**By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:**

1. **Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity**

    *Please check one of the following statements:.*

    ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

    ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

    ☒ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

    ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. **Assurance that an Applicant Organization is Solvent** *(For External Organizations Only)*

    Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. **Assurance of Enrollment Composition Compliance**

    The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. **Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".**

    In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP.  Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP

Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.  The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures.  The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671.  Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. **Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement**

   *(For Independent Charter School Operators Only)*  If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. **Resident Enrollment and Attendance Boundary Compliance**

   *(For Independent Charter School Operators Only)*  In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act.  The District's waiver from the State Board of Education codifies these requirements.

   While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question.  Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

   If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter.  At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. **Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

   *(For Independent Charter School Operators Only)*  In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education.  Additionally, independent charter school operators must agree to waive their rights under

Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

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*By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:*

Name of Lead Applicant   Dr. Windy Warren          Title of Lead Applicant <u>Principal</u>

Signature of Lead Applicant _____*Windy W Warren*_____   Date  11/16/2011

Name of Board President* <u>N/A</u>

Signature of Board President* _____N/A_____   Date _____

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*The additional name and signature of the Board President is only applicable to organizations with a
  Board.*

**Waiver Request Forms (if applicable; Internal applicant teams only)**

## Stakeholder Commitment to Carson High School ESBMM PSC Plan

*I commit to:*

- Work collaboratively as a member of a Small Learning Community (SLC) **(T,C,A)[2]**
- Work collaboratively as a member of a department, including participating in the design and implementation of pacing plans, as well as common formative and summative assessments **(T,A)**
- Use the district provided Instructional Guides and Periodic Assessments until such time as school-generated pacing plans and assessments are fully implemented **(T)**
- Teach an additional period four days a week to facilitate the implementation of Carson High's 7th period intervention and enrichment classes. **(T)**
- Participate in the 7th period intervention and enrichment classes as guest teachers/speakers. **(A, C)**
- Use a co-teaching model in which general education teachers and special education teachers collaborate to ensure the Least Restrictive Environment (LRE) for all students with IEPs **(T)**
- Maintain a "professional portfolio" that includes evidence of use of school-wide teaching strategies including TIPS, Graphic Organizers, Cornell Notes, and Exit Tickets. **(T)**
- Participate in non-evaluative peer observation of colleagues **(T)**
- Observe classes frequently to promote collaboration and accountability. **(A)**
- Use and update my School Loop Plus website and grade book at least once per week in order to keep parents informed (Staff will be provided comprehensive training on how to effectively use the new system.) **(T)**
- Use and update School Loop Plus website to track at-risk students for interventions, post events on calendar, and participate in online group discussions and sharing of resources. **(C,A)**
- Check district e-mail at least once daily in order to facilitate the move towards a "paperless environment" **(T,C,A)**
- Treat each student, regardless of ethnicity, disability (physical, mental, or educational), socio-economic background, sexual orientation, or lifestyle (dress, music style, club or team choice) with equal respect and educational expectations. **(T,C,A)**
- Share leadership duties by becoming involved in any of a variety of ways such as department leadership teams, grade level leadership teams, SLC leadership teams, and in Professional Leadership Communities. **(T,C,A)**
- Communicate with parents through School Loop Plus, regular Connect-Ed updates, personal phone calls/conferences, improved notifications of parent involvement opportunities and feedback, volunteerism, and participation in their children's education **(T,C,A)**
- Support teachers through open and respectful communication. **(A)**

**Signature**                                                                                      **Date**

Principal:_____          _____

Staff member:_____          _____

UTLA rep:_____          _____

_____

[2] T = Teacher, C = Counselor, A = Administrator

## Petition for Governance Model

The writers of this plan are **petitioning for the Extended School Based Management Model**.

Voting by the entire Carson High School staff for 3 plans

(Carson HS ESBMM, AEE Pilot, and AMA Pilot)

was conducted on February 1 & 2, 2012 by UTLA representatives.

A Total of <u>95 Teachers Voted</u> on the Following Two Questions:

1. Carson Senior High School should be an ESBMM school:    YES: 64    67.3%

NO:  18    18.9%

ABSTAINED: 13    13.6%

2. Choose Only One:

A. Carson Senior High should be a school with no pilots    YES: 59    62.1%

B. Carson Senior High should be a school with one pilot, ATCA    YES:  1    .01%

C. Carson Senior High should be a school with one pilot, Champs    YES:  4    .04%

D. Carson Senior High should be a school with two pilots,
ATCA and Champs    YES: 30    31.5%

ABSTAINED: 1    .01%

## Carson High School Good Faith Shared Use Agreement
## February 7, 2012

This Good Faith Shared Use Agreement was written in the event that Carson High School campus is to be shared by three separate schools: The Academy of Education and Empowerment at Carson High School, The Academy of Medical Arts at Carson High School, and the Carson High School AMP It Up Academies.

All three design teams, the Carson High School Instructional Leadership Team, and our UTLA chapter chair have held several meetings to discuss equitable distribution of students and equitable and harmonious use of the campus if and when the PSC 3 plans are approved. This information has been presented and discussed with the entire faculty as well on several occasions. Representatives from all three plans agree that we need to work in good faith to make decisions that will best ensure student achievement as well as enable us all to implement our plans as outlined.

We anticipate an implementation process through which we can agree to compromise or form consensus on transitioning to a shared use campus, including but not limited to:

* Contiguous space for each school or SLCs within the ESBMM school
* Calendars and schedules
* Inter School Council
* Distribution and recruitment of all students (including differentiated and special populations)
* Athletics and extracurricular activities
* Autonomous Budgets and Jointly Funding Positions that are essential to the smooth running of a campus, i.e. custodial, librarian, psychologist, and college center
* Use of all shared space and rooms on campus (the MPR, the OAR, the library, computer labs, outdoor space, cafeteria, etc.)

We understand that there are traditional routines at Carson High School and components of each plan that may be difficult to change. We agree to remain open minded and negotiate in the spirit of building alternatives for students in order to improve educational opportunities and outcomes for all students, regardless of their school choice. We will be open to an LAUSD, LASDI or UTLA mediator helping to forge a shared use agreement at Carson High School.

### Contiguous Space…….*Who will go where?*
1. All rooms will be used for their intended purpose (i.e.: science labs, band, drama, art, computers, culinary arts)
2. The new WOW offices will have to be assigned
3. The new WOW spaces will be utilized by all and not assigned since they are open…..considered campus beautification.
4. ATCA (AEE) would like to return to the Z bungalows (they estimate a need for 16 classrooms)
5. ATCA (AEE) would consider splitting between Z and X bungalows if the Z bungalows are already committed to the community center

6. CHAMPS would like the H building and 3 S rooms to house their Pilot school
7. Questions about how to handle the computer labs…….Nova Net, S4 (Martin), S5 (Yearbook), K3 (Alexander), Donahue's rm, Watkins's rm
8. There will be a shared Calendar for MPR and OAR rooms.
9. Lunch time will have to be spent in lunch area due to different schedules

## Bell Schedule

10. ESBMM and AEE have agreed to the same period 7 bell schedule.
11. Champs wants a period 7 bell schedule, but the shorter advisory period will be in the morning and PDs will be on Friday morning, thus creating a different bell schedule, different PD, and overlapping nutrition and lunch by about 15 minutes.

## Athletics

12. 7th period or after school?  The coaches polled do not want their programs moved to after school.  Money, time commitment, game days, student commitments, more injuries to students.  They want to be accountable for their student/athletes….study and tutoring hall is important to them.
    a. Both AEE and Champs have included in their Commit to Work that all teachers wanting to coach must do so after school.
13. Is the District going to move sports to after school?  NO; however, Pilot/SLC preference and possible reduced funding (both Norm and Per Pupil and fewer stipends) may force coaches to move to after school only.
14. How do students participating in sports move from one school to another?  If the coach carries a roster for credit, whether during or after school, the coach will carry a roster for each school and a designated person from each school will need to input attendance and grades.  How does this fit with budget?  The district pays for after school stipends only. Each small school will have to pay for an athletic class that is offered during school or as an auxiliary period.
15. How do we work shared positions?  Athletes will come from all 3 schools.  If a coach is in a school that does not allow for a period 7 team, then that person can still coach, but only after school.
16. How does 7th period work if one pilot has 7th in am and the others in the pm?  The Pilot schools will either determine a way in the child's schedule for him/her to attend the ESBMM period 7, OR coaches will need to make accommodations for athletes to start practice after school.
17. Approx. 34% of all our students participate in sports (including band, drill, and cheer teams).
18. Our school values athletics and has deep roots with alumni and community support.
19. For many of our students, athletics is the carrot that keeps them coming back to school.
20. Walk on; non-credentialed coaches are a challenge with 7th period.  What will this look like?  Walk-ons period 7 will look no different than they are now.  Walk-ons after school may potentially increase if teachers do not want to teach an extra period 7 AND coach after school.  Which school will give a teacher to the walk-on to be accountable for the 7th period students?  Currently only  ESBMM includes athletics during period 7.

# Process for Equitable Distribution of Students across ESBMM and Pilots

Current Student Choice Process

1. Students whose current SLCs career theme aligns with future SLCs written in the ESBMM or Pilot plans will receive a higher priority rating to move into those future SLCs/Pilots.

2. All Carson students attend a SLC/Pilot informational meetings and write their top 4 choices, in order, for next year.

3. The informational meeting will have representatives from each SLC/Pilot who will be responsible for presenting/selling their own SLC/Pilot

4. All collected forms will be held by a designated administrator or staff person who is as neutral as possible to the choice process until a Selection Committee meeting is held.

5. Prior to the Selection Committee meeting, data regarding student demographics of each SLC will be provided in a chart.  The demographic data must include total SLC/Pilot enrollment, student grade levels, gender, ethnicity, and the following designations: Special Education, Gifted, EL.  Student grades and GPA will not be considered in the selection process.

6. The Selection Committee will be comprised of representatives from each future SLC/Pilot who will meet together with a designated facilitator to review the demographic data and student choice sheets.

7. Selection Committee members will collaboratively review and equitably distribute student choices keeping in mind the following priorities: Students should receive no less than their 4th choice, and preferably their 1st or 2nd choice, depending on the current demographic makeup of the SLCs/Pilots.  Distribution of choices should aim at equitably balancing student demographics as much as possible across all SLCs/Pilots.

8th Grade Choice Process

1. A date(s) and time will be scheduled at each feeder school so that representatives (preferably students) from each SLC/Pilot will present/sell their SLC to an assembly of 8th graders zoned to Carson.

2. The same process as in steps 3-7 above will apply to the equitable distribution of 8th grade choice forms.

New Enrollees at Pre-Registration will follow steps 3-7 above as well.

After School Starts, a designated enrollment person(s) will keep a current chart of SLC/Pilot demographics (check-outs and check-ins) and will allow the student to choose only from the SLC/Pilot that has space available.

<u>Special Education Distribution</u>
1. RSP students will be equitably distributed by student choice across all schools since they are mainstreamed in almost all classes.

2. SDC students will be equitably distributed by student choice across all schools but MAY only be in thematically focused in elective/pathway classes, depending on ability to distribute SDC core classes.

3. CBI and DHH classes will be assigned to a particular Pilot/SLC and student numbers can be balanced with other SDC numbers.

# Budget and Staffing

**How is per-pupil funding different from norm funding and how does each affect the school?**
1. Two main determinants of <u>Per-Pupil funds</u>: High student attendance = more money and high salary scale of teachers = more expenditure. Pilots can spend money any way they agree upon. <u>Norm-based funding</u> must adhere to norm-determined class size. The district can still assign additional positions at their discretion as long as the entire district is not per-pupil funding.

**How big will the schools be?**
2. AMA and AEE: Pilot focus is no more than 500, but can go over with rationale. Per pupil funds will be supplied regardless of number.

3. With a current total population of 2800, if the Pilots have 500, then each ESBMM SLC will have 600. Teacher ratio would relatively remain the same. Each Pilot will have only 1 administrator. ESBMM of 1800 will have 2 APs and 1 Principal, regardless of numbers of SLCs.

4. Currently discussing (has not been decided) whether to add another ESBMM SLC to reduce numbers to 450 across ESBMM and Pilots so that new enrollees can be equitably distributed. <u>OR</u> all schools agree to equitably take new enrollees regardless of current number. (3 current ideas: a. 2 Pilots w/ 500 & 3 SLCs w/ 600; b. 2 Pilots w/ 460 & 4 SLCs w/ 460; c. 2 Pilots w/ 560 & 3 SLCs w/ 560.) May not be allowed to choose letter 'c' if norm requires a 2nd administrator for Pilots.

**How will new students—those who arrive after the start of the school year—be evenly distributed if it is important for students to have choice in their SLC?**
5. 3 Ideas Currently being discussed centered around school size.
   a. a. Students will be given choice only out of available spots in schools.
   b. b. If Pilots must/insist on capping, then new students can be waitlisted to the Pilots and enroll once openings arise.
   c. c. Pilots and ESBMM can agree to equitably distribute regardless of school size.

**Global Classes: What happens when there are not enough students to justify a class?**
6. One solution might be that each school might offer one of the classes that it would be difficult to fill on its own. Example: AEE offers AP Calculus, AMA offers AP Physics,

ESBMM offers AP Biology.  Each school would pay for its teacher but allow "passport" students.  Students would be given a sticker for their ID card that they identified them as "passport" students who would not be marked tardy as they entered their "home" school.

7. <u>Do we need the same bell schedule to make this work?</u>  YES, or offer global classes before/after school.

8. <u>Might we just encourage more students to take the AP classes and get our own teachers trained to teach the classes?</u> YES, if it can be afforded.

9. <u>What is the process for taking attendance?  How is this handled at other schools?</u> Teachers carry a manual roster of students not in their school, then must manually deliver attendance and grades to a designee in that school.

**Shared Positions between Schools**

10. If there is only need for a part-time position at AEE or AMA, say for an Art or PE teacher, both agree to share a position when possible; however, sharing is only possible with a common bell schedule.

11. The goal of shared positions like College Center, Librarian, School Psychologist, and Custodial Staff is to have full-time positions (ie: each school provides a portion of their salary), not turned into part-time positions.