



**Carson High School
ESBMM Design Team
Public School Choice 3.0 Plan- Informational Summary**

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 Communities¹.

- *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
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.

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



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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)



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- 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.



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- 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

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