



CARSON HIGH SCHOOL



CARSON COLTS A.I.M.

**ADVANCED SKILLS, INVOLVED CITIZENSHIP &
MARKETABLE READINESS**

Extended School Based Management Model
Public School Choice Proposal

November 18, 2011

Carson High School ESBMM

Public School Choice Plan 3.0

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A. Summary Analysis

1. Mission and Vision

Committed to Academic Rigor, Skills, & Opportunities that Nurture Collaborative, Organized, Learners & Thinkers toward Success who acquire Advanced Skills, Involved Citizenship, Marketable Readiness

Mission: What We Do

Committed to Academic Rigor, Skills, & Opportunities that Nurture

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 nurturing environment. As an integrated campus of five Small Learning Academies, the school is united in its goal of emphasizing advanced scores and critical thinking skills, involved citizenship in school and the community, and marketable readiness for college and careers. Through collaborative partnerships with universities, local businesses, and industry, students will graduate prepared for today's highly competitive collegiate demands and evolving global workforce. Carson High takes pride in being a secure, multi-cultural, multi-generational school with a tradition of excellence in academics, athletics, and community spirit.

Vision: Who We Become

Collaborative, Organized, Learners & Thinkers toward Success who acquire

Carson High will develop independent and organized learners and thinkers who are not afraid to take risks to guide themselves and their peers toward success through a well-rounded whole-child approach of academic, social-emotional, and physical development.

AIM: What We Achieve

Advanced Skills, Involved Citizenship, Marketable Readiness

Carson High will graduate students with advanced academic skills and personal talents who have demonstrated involved citizenship through giving back to their school and community, which prepares them to be marketable for college and career entrance within a global community.

Core Beliefs:

We believe that students, faculty, administration, and staff all perform best in an environment that emphasizes Autonomy with accountability, opportunities to achieve Mastery, and an individual sense of Purpose. We believe that with personalized instruction every student can and will reach his or her fullest academic and personal potential at our school. The importance of Autonomy, Mastery, and Purpose is highlighted in the AMP it Up! moniker for our new SLC Academies.

We believe Carson High's five AMP it Up! Academies as listed:

- Education and Public Service
- Global Business, Law, and Communications

- Environmental Science, Engineering, and Technology
- Performance Arts and Media
- Health and Medicine

will provide a positive, balanced, all-inclusive, standards-based learning environment. All Carson High students will have access to a more comprehensive curriculum, becoming self-directed, life-long learners and responsible citizens.

Students will become collaborative, organized learners and thinkers as they take an active and often independent role in their educational success, initially through their choice of one of our career-focused academies. They will work directly with mentors and counselors to select a rigorous program, setting an individual pace for their course of study and ultimate career goals. Students will choose topics for project-based learning, develop service learning projects, and create reflective, holistic portfolios that force them to monitor their own progress while making adjustments to complete their goals. Students will utilize one of our 4 technology labs to conduct research for projects, and to prepare professional-grade presentations and papers. These 21st Century skills will be a focus for our students so that they will be competitive in today's work force. Students will conduct quarterly Student Led Conferences with parents/guardians in which they will examine and evaluate their own data, and articulate their progress toward mastery of standards. Those who struggle, and need to revisit or practice standards, are given guidance until they reach mastery, while those who achieve the standards are provided with possibilities for enrichment through Advanced Placement courses, college classes, on-campus peer-mentor programs, and local internships. While advanced courses are offered to all students, we are a designated School for Advanced Studies site designed specifically to meet the enriched and accelerated education needs for Gifted and High-Performing students.

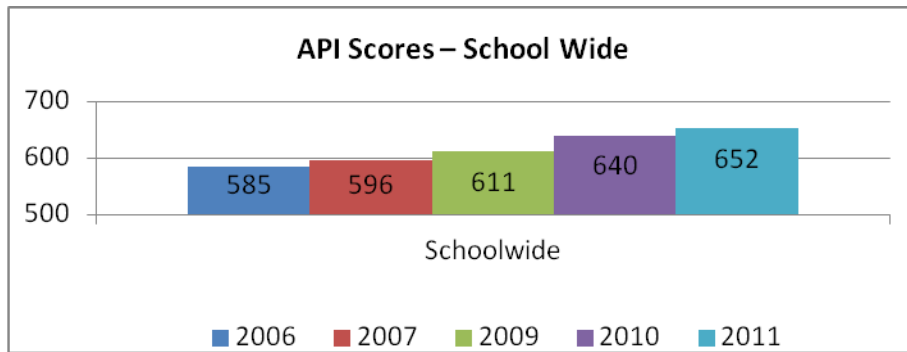
Students will collaborate with their peers to design and then complete classroom and service learning projects which allow them to make contributions to their local and global community. In this way, students see the worth of bringing individual passions and career interests to class work and projects. Students will articulate the personal relevance of this process of life-long learning through portfolio reflections.

Carson High faculty, administration, and staff are dedicated to maintaining a high level of involvement, collaborating with students, parents, and each other in positive, personalized relationships with the mutual goal of student success. CHS has been awarded a five year pilot grant through LAUSD to implement and showcase School Loop Plus, an integrated website that allows access to parents, students, teachers and counselors through dedicated portals to grades, attendance, and homework assignments. The faculty, administration, and staff accept the responsibility of ensuring student achievement, and continually work to provide an equal, quality education to each student. We lead by example, seeking improvement and enrichment through professional development, shared resources, peer evaluation, and self-reflection.

2. School Data Analysis.

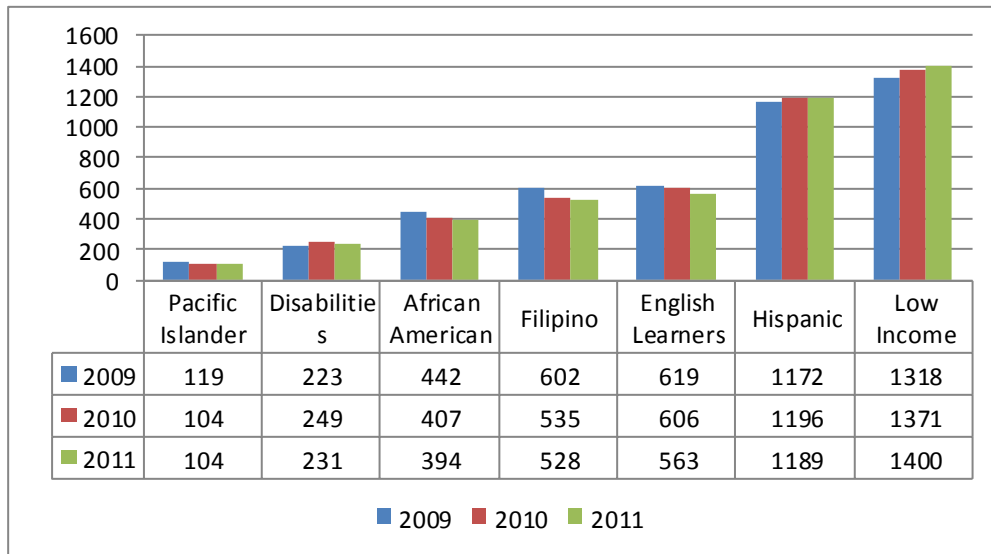
Academic Performance Index

API data is provided below for a five year range that excludes data from 2008 because Carson did not earn participation percentages to qualify for an API score in 2008. Baselines were re-established in 2009, and in most areas, Carson is showing steady growth. Explanations of data are focused on the last three years (2009-2011).

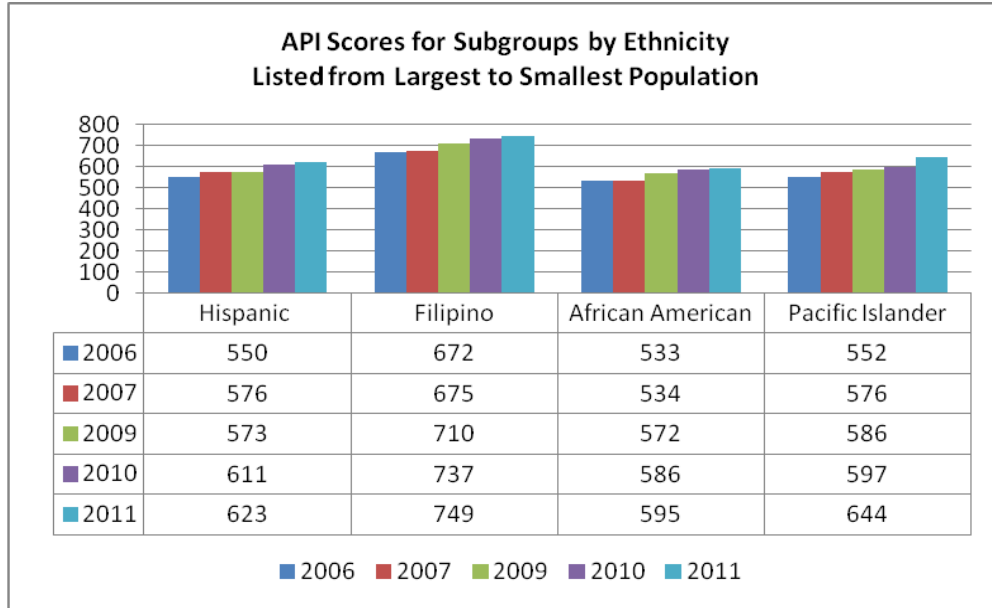


Carson's API score in 2010-11 was 652, which exceeded the 2011 growth target by two points and represented a 12-point increase from 2009-10, and a net gain of 41 points since the baseline was reset in 2009 after not meeting participation rates in 2008.

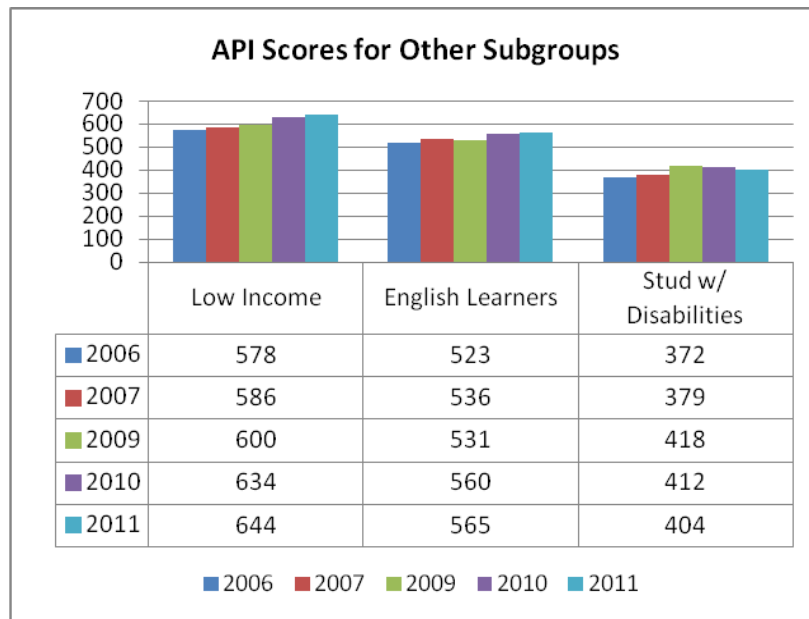
**Numbers of Students Included in API Subgroups
From 2009 to 2011**



Of the numerically significant API subgroups, Pacific Islanders are the smallest group, while Economically Disadvantaged students are the largest group. Subgroups that have increased in number include Students with Disabilities, Hispanics, and Economically Disadvantaged. All other subgroups have decreased in numbers, which follows the LAUSD trend of reduced overall student enrollment.

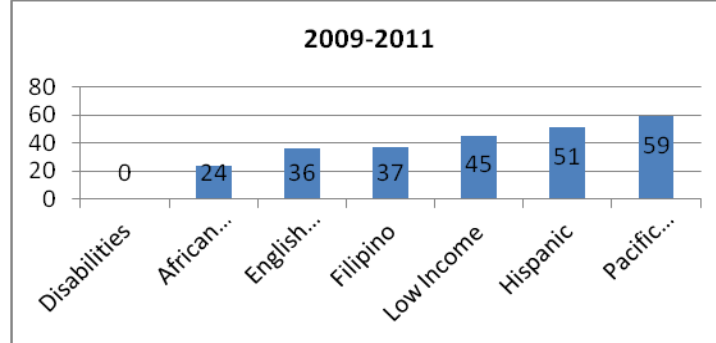


All of Carson's largest ethnic sub-groups (Hispanic, Filipino, African-American, and Pacific Islander) have shown gradual increases over the last 5 years of data. In 2011, Pacific Islanders far exceeded their target and had the largest gain of 47 points, while the African American group had the lowest gain and missed the API target by 3 points. Filipinos consistently outpace other ethnic groups, while the largest population, Hispanics, outpaced African Americans and Pacific Islanders, except for last year's Pacific Islander leap.



Low Income students have consistently increased their API scores over five years and met their targets the last 2 years. They had a significant increase of 35 points in 2010 and a 10 point increase in 2011. English Learners had a 31 point gain in 2010, but only a 5 point gain in 2011. Students with Disabilities are the only group that has dropped over the last three years, from 418 in 2009 to 404 in 2011. All sub-groups are lagging behind the school's API score except Filipinos.

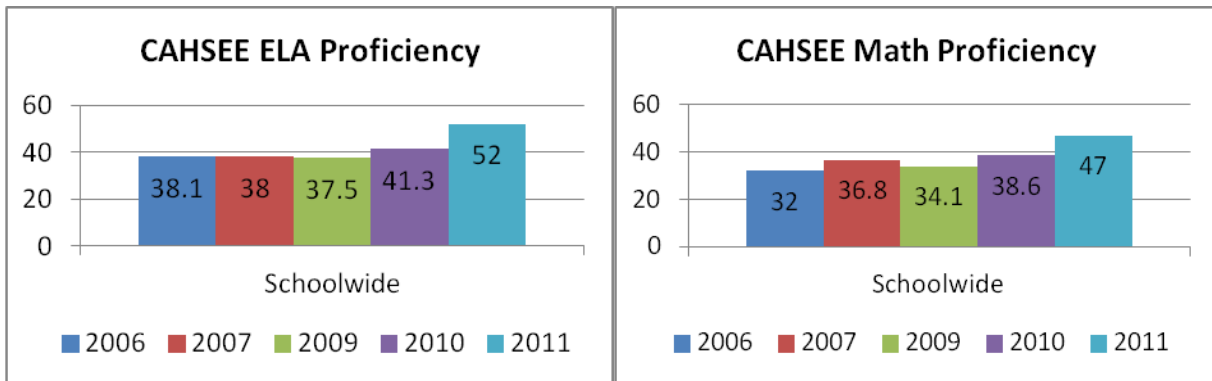
Total Number of API Growth Points From 2009 to 2011



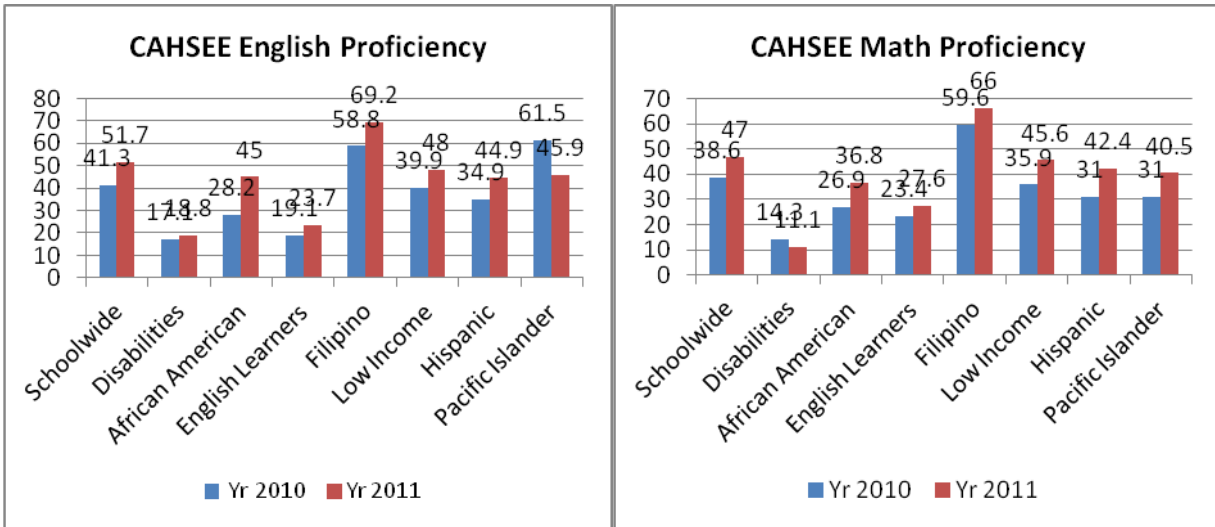
All sub-groups have shown cumulative increases over the last three years (2009-2011) except Students with Disabilities, who lost 14 points. African Americans and English Learners show modest increases, Filipinos and Low Income Students showed more pronounced increases, and Hispanics and Pacific Islanders have increased the most. The large cumulative point increase of Hispanics is especially significant because it is also Carson's largest ethnic group.

Adequate Yearly Progress:

Carson met the school-wide 2011 AYP Annual Measurable Objectives (AMO) criteria in both English Language Arts and Mathematics using the Safe Harbor method of measurement. While Carson's growth from 2006 to 2010 was nominal, the 2011 increase of 10.7 points in ELA and 8.4 points in Math within one year is an improvement from previous years, though much still needs to be improved with 48% below Proficient in ELA and 53% below Proficient in Math.

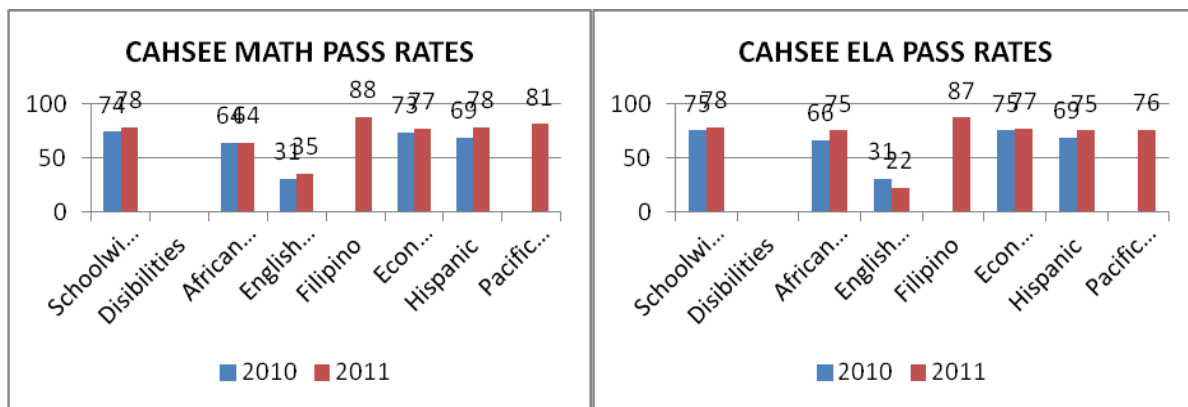


Subgroup Proficiency in 2010 and 2011



Subgroup details for CAHSEE in the last two years shows that the Filipinos met ELA and Math AMOs, while the African American subgroup met only the Math AMO. This is an improvement from 2010, when only the Filipino subgroup met the AMO. All Subgroups improved in ELA Proficiency except Pacific Islanders, who dropped significantly by 16%. African Americans increased the most by 17%. Students with Disabilities made only a 1% gain in ELA Proficiency. Filipinos have the highest proficiency of 69.2%, while Economically Disadvantaged students, Pacific Islanders, African Americans, and Hispanics show relatively close proficiency scores of 44.9 – 48%.

All Subgroups also improved in Math Proficiency except Students with Disabilities, who dropped by 3%. African Americans, Low Income, Hispanic and Pacific Islander students all made gains of approximately 10% each, while English Learners made a slight proficiency gain of 4% in both ELA and Math.

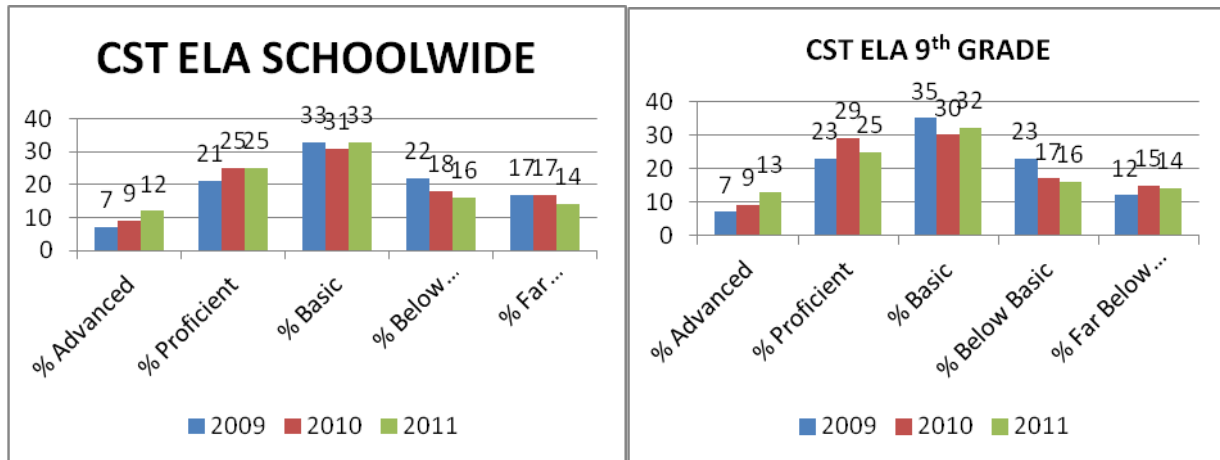


CAHSEE Mathematics Pass Rate: In 2010-11, all passage rates increased at least 4 percentage points over the previous year except for African Americans, who maintained the same rate. 78% of 10th graders passed the CAHSEE Mathematics, which represents a 13% net increase over five years. For the first time, Hispanics passed at the same rate as school wide, a 9% increase from 2009-10. African-Americans passed at 14% lower rates than school-wide, and English Learners passed at only 35% total. Economically disadvantaged students maintained comparable passage rates to school-wide over a two year period.

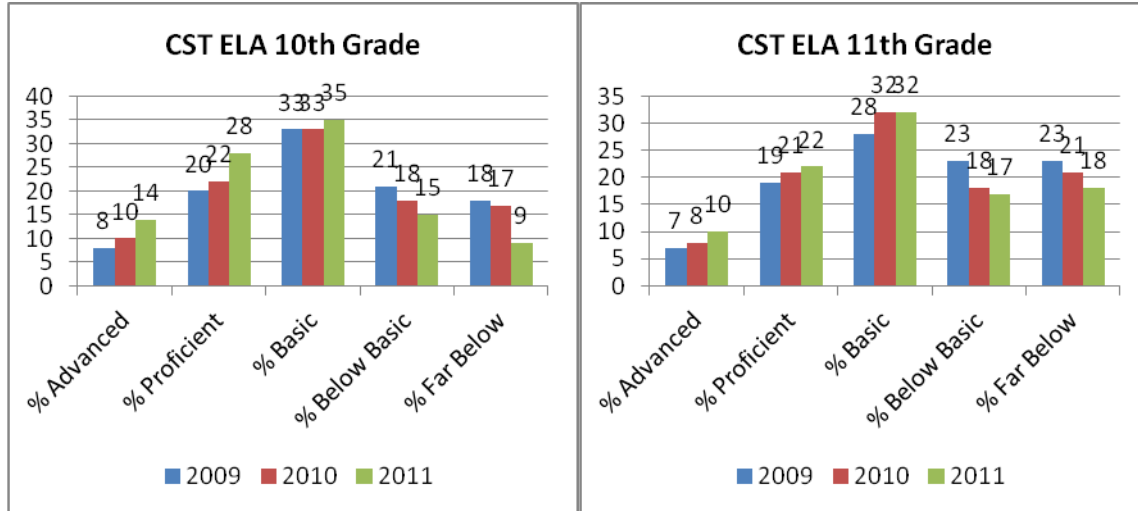
CAHSEE ELA Pass Rate: In 2010-11, all passage rates increased at least 2 percent over the previous year, except for a 9% drop in English Learners. African Americans had the greatest increase of 9%. 78% of 10th graders school-wide passed the CAHSEE ELA, which represents a 5% net increase over five years. African-Americans and Hispanics both passed at a comparable rate of 75%.

CELDT TBD.....

California English Language Development Test (CELDT): Forty-two percent of English Learners gained a proficiency level in 2009-10, which is an 8% decrease from 2008-09 and a 31% net decrease from 2005-06. The school did not meet its AMAO 1 target in 2009-10, and hasn't three out of the past five years. Twenty-one percent of English Learners in the less than 5 years cohort were redesignated in 2009-10, and Carson met its AMAO 2 target for that group, but Carson did not meet its AMAO 2 target for the cohort of students in EL for 5 or more years (24% were redesignated). It had not met the AMAO 2 target in three of the prior four years.

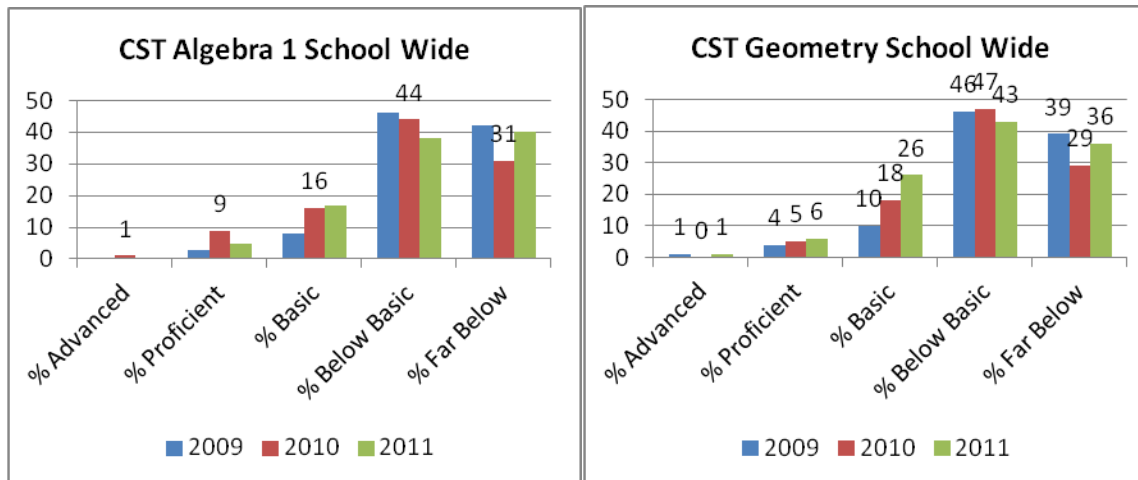


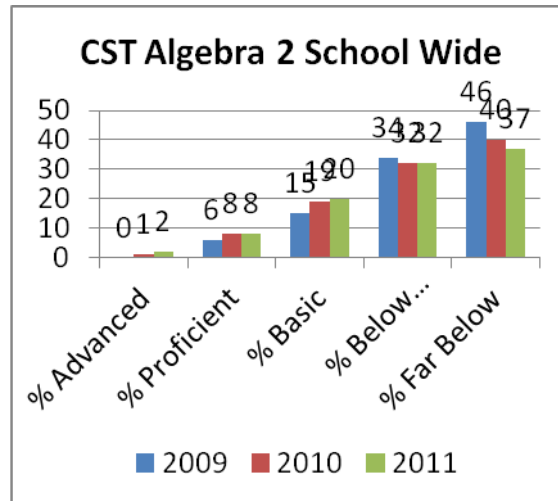
CST ELA: In 2010-11, 37% of Carson students scored Advanced or Proficient on the CST ELA, 33% scored Basic, and 30% scored Far Below Basic or Below Basic. Over three years, proficiency rates increased by 9% and BB/FBB rates decreased by 9% while Basic rates remained the same. 9th Grade ELA performed slightly lower overall than school-wide.



Tenth graders performed better in 2010-11 on the CST ELA than 9th and 11th graders, having more students scoring A or P, fewer scoring BB or FBB, and showing more net growth in proficiency over three years than their peers. This same group of students also outperformed their peers in 2009-10. Examination of skill strand data shows that Carson students across grade levels performed best in Word Analysis and Vocabulary Development, and worst in Literary Response and Analysis. Almost all skill strands have shown improvement over the past five years.

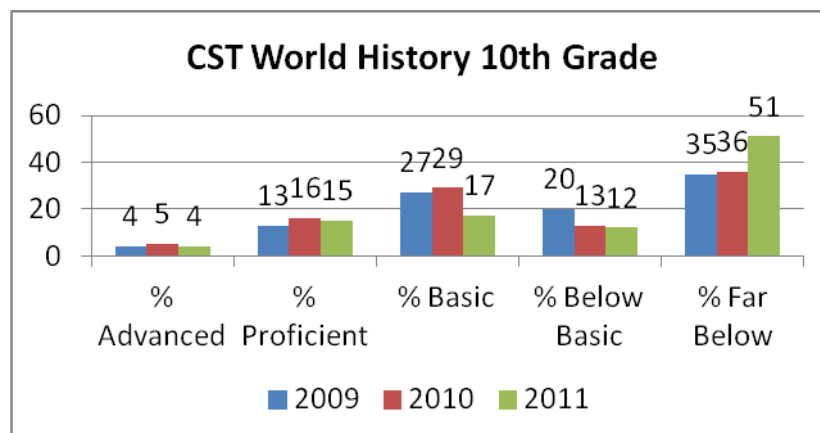
CST MATHEMATICS:





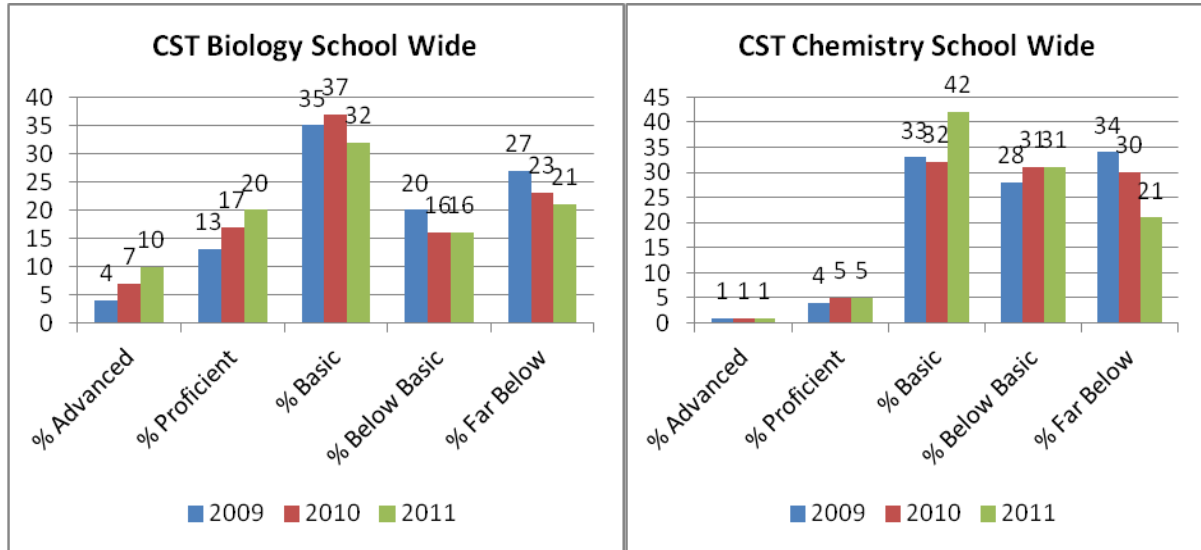
CST Mathematics: When examining the traditional sequence of mathematics courses over a three year period (Algebra I (which can begin in 8th or 9th grade, then Geometry, then Algebra II), very few students scored advanced and proficient in 2010-11, and there was a slight increase in Far Below Basic since 2010. The vast majority of students are scoring BB or FBB (78% of predominantly 9th graders in Algebra I, 76% of predominantly 9th graders in Geometry as well, and 83% of predominantly 10th graders in Algebra II. 9th Graders who take Geometry are supposed to be more advanced due to their Middle School success, though the data only mildly reflects this. Algebra 2 students demonstrated the most significant gains, with the majority of students being 10th graders.

Examination of skill strand data shows that Carson students across grade levels who took the Algebra I CST performed the best by far in Number Properties, Operations, and Linear Equations, and worst in Functions and Rational Expressions. Geometry students performed comparably in all skill strands, but showed the most improvement over the past few years in Angle Relationships, Constructions, and Lines. Algebra II students performed the best in Polynomials and Rational Expressions, and the worst in Series, Combinatorics, Probability and Statistics, and Quadratics, Conics, and Complex Numbers. Performance in Exponents and Logarithms improved the most.



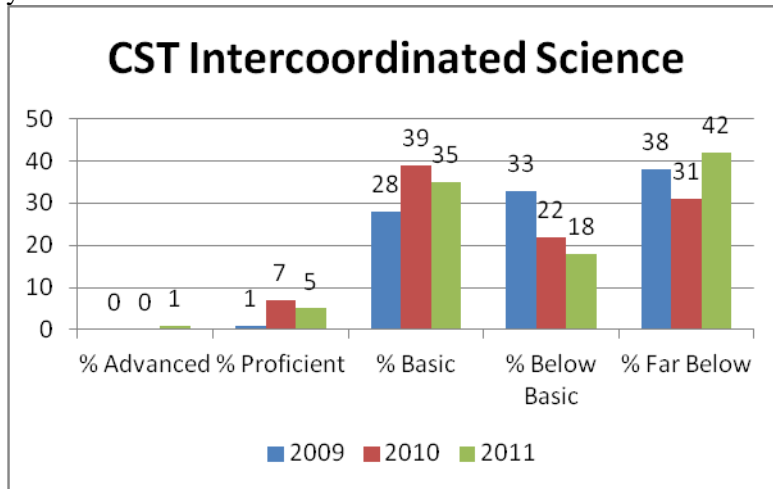
CST World History: In 2010-11, 19% of students scored Advanced or Proficient on the CST World History as opposed to 21% in 2009-10. Far Below Basic Percentages jumped significantly in 2010-11, from 36% to 51%. Prior to last year, World History was showing gradual improvement, with a 9% net improvement over five years. Examination of skill strand data shows that Carson students performed

best in Development of Modern Political Thought, and worst in International Developments in the Post WW-II Era.



CST Science: In 2010-11, 30% of students scored Advanced or Proficient on the CST Biology, an improvement from 24% the previous year, which is an 14% net increase over 5 years. Thirty-seven percent of students scored FBB or BB in 2010-11, a 2% decrease since 2009-10. Most test takers were 9th grade (n=505), though a significant number of test takers (325) were in 10th grade, and 159 in 11th grade.

On CST Chemistry, only 6% of students scored advanced or proficient in 2010-11, with no increase over the last 5 years. 52% scored FBB or BB, with a significant decrease in FBB of 13% in the last three years.



On CST Integrated Science, 6% scored Advanced or Proficient (up only 2% in 5 years), and 60% scored FBB or BB (an 11% increase since last year). The most successful skill strand in Biology was physiology and the worst was cell biology. The most successful skill strands in Chemistry were chemical bonds and biochemistry, and the worst was chemical reactions.

Graduation and Dropout Rates, UC/CSU Eligibility, and California Public

College/University-Going Rates: Carson's graduation rate in 2009-10 was 80%, which is a 2% net

decrease from 2007-08. The adjusted four-year derived dropout rate has slightly decreased over the past three years, from 21% in 2007-08 to 17% in 2009-10. These figures do not correlate, which means that graduation data is possibly inaccurate at the local school site. Approximately half of 2008-09 graduates graduated with the UC/CSU required courses (48%), which is a 15% net decrease from 2004-05. Similarly, 50% of 2008-09 graduates enrolled in a public 2-year or 4-year college or university in California in Fall 2009, which is a 10% decrease from Fall 2006. Most of those students enrolled at a community college (152 out of 305), followed by a CSU (112), and then a UC (41).

Summary: Carson HS has made gains in API school-wide but needs to focus on improving achievement of Students with Disabilities and English Learners to close the achievement gap. Similarly, Carson HS has inconsistently met AMAO 1 and AMAO 2 targets over the past five years. Most 10th graders at Carson HS pass the CAHSEE Math and/or ELA on their first try (78%), but whereas Math passing rates have increased over five years, ELA passing rates have plateaued. African-Americans are mildly lagging behind the school average and Hispanic students are significantly behind the school average. In contrast with CAHSEE passing rates, CST ELA proficiency has increased over the past five years, especially among 9th graders, but CST Mathematics is a clear area in need of improvement at all grade levels, with more than 78% of students in each grade level in Algebra I and Geometry scoring in the bottom two proficiency levels. Similarly, while World History made gains in 2001-10, scores dropped in 2011-12, demonstrating a need for consistent focus. CST Chemistry is a clear area in need of improvement, with only 6% of students scoring Advanced or Proficient compared to 30% in Biology. Finally, graduation rates have decreased, dropout rates have increased, and UC/CSU eligibility and college-going rates have decreased over the past five years, indicating another area of need.

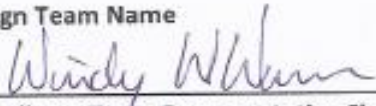
PSC School Site:

Carson High School

Design Team Name:

Carson High School ESBMM Team

Design Team Name


Applicant Team Representative Signature

Date 11/17/2011


Local District Superintendent Signature

3. Applicant Team Analysis.

All applicants should also address the following questions:

(1) What does it take to be successful in either a turnaround or a new school environment?

There needs to be a commitment by all stakeholders to follow the turnaround plan with fidelity.

- PD support
- Clear communication among all stakeholders
- Data Driven instruction with consistent reflection
- A sense of cohesion across the school
- Opportunities for innovation

(2) Why is your team well-positioned to do this work?

- We have a shared vision on how to accentuate the strengths of Carson High School while at the same time addressing areas of need
- Combined 200 years of experience teaching, National Board Credentialed teachers, representation from multiple departments and SLC's.

- All teachers and administrators will sign a “Commitment to Carson’s PSC Plan” that ensures adherence to our plan. (See Section C.1. Waivers and Appendix)

Specifically, Design Team members bring many talents and skills to bear that will prove invaluable in implementing the plan.

Dr. Windy Warren, Principal- As a former Assistant Principal, Secondary Counseling Services, Dr. Warren has extensive experience at developing a master schedule, and has taken a hands-on approach to the complex implementation of Carson’s new seven period schedule. At her former school, she was also in charge of professional development, and has used that expertise here at Carson to lead the Instructional Leadership Team in planning *weekly* professional development sessions and making them more meaningful and relevant.

Suzanne Bottlik, English, National Board Certified Teacher- Ms. Bottlik is the school’s webmaster and has overseen the implementation of School Loop Plus. Ms. Bottlik was a founding member and leader of the Advanced Studies Academy at Carson High School, which has produced 1-4 Gates Millennium Scholarship Winners in each of its 10 years of existence. As IMPACT Coordinator for 6 years, Ms. Bottlik helped create the STARS process for identifying Students at Risk and has training and experience in interventions for at-risk students. A proponent of accountability and empowerment for students, Ms. Bottlik has extensive experience with Student Led Conferencing, Socratic Seminar, TIPS (think ink pair share), and portfolio use and will act as a demonstration teacher.

Tammy Bird, Science, National Board Certified Teacher- Ms. Bird has experience designing career-focused SLCs as the leader of CATS, which will transition to the Environmental Science, Engineering, and Technology Academy in the first year of the PSC plan. Ms. Bird has extensive experience in professional development for teachers and will act as a demonstration teacher.

Sali Seyhun, Foreign Language, National Board Certified Teacher- Ms. Seyhun is an active member of the Instructional Leadership Team, and is taking a lead role in the development of curriculum for the new 7th period.

Richard Watson, English- As a Humanitas-trained teacher, Mr. Watson has extensive experience with interdisciplinary teaching strategies and has an ongoing role in development new summative assessments for the English Department. A leader on campus, Mr. Watson has served on SBM, CEAC, and many other committees and will continue to be CHS’s leader for the governance structure.

Valri Randolph, English- Ms. Swift is a former Literacy Coach, and has helped develop and implement the district’s ELA Periodic Assessments. She is currently helping the English Department develop new assessments.

Pamela Baysa, Parent- Mrs. Baysa is heavily involved in SSC and CEAC and has been instrumental in helping Carson transition to the new 7-period schedule and the development of new course offerings.

Ralph Mertens, Math Department Co-Chair- Mr. Mertens has long been an innovator when it comes to math instruction, and as a leader in the Math Department, he is working to develop new assessments.

Mary Ann Coyle, Math Department Co-Chair- Ms. Coyle, as a former computer programmer, is helping to implement the school’s new School Loop Plus web portal.

Christy North, English- Ms. North is on the Instructional Leadership Team and is currently leading an ad-hoc committee to develop additional courses and curriculum for the new 7th period. She is also hard at work laying the groundwork for Cumulative Portfolios and the Senior Project.

Gary King, Community Member- As a leader of the new Carson Colt Resource Center on campus, Mr. King is heavily involved in designing intervention strategies that will decrease the lag-time between a targeted remediation response and the actual “distress indicators” for the lowest performing students in the school. He is invested in using School Loop Plus to help facilitate this process.

Mary Vasquez, Math- Ms. Vasquez has been involved in developing pacing plans for the district and is working closely with her colleagues in the math department to create new assessments. She is also hard at work on refining the school peer observation process for the first year of the plan.

Diana Faatai- Testing/ Intervention/ Professional Development Coordinator- Mrs. Faatai is an AVID- trained teacher who founded the school’s AVID program. She brings with her a wealth of knowledge in the school-wide teaching strategies featured in the plan and will use her position as Professional Development Coordinator to oversee the training of the faculty in the effective implementation of these strategies.

Kary Harger- Social Studies, UTLA Chapter Chair- Ms. Harger will use her position as Chairperson of School Based Management to ensure that teachers are provided the resources to make the plan work.

Honey Koletty- College Counselor- Mrs. Koletty is helping to develop the college preparation component of the new 7th period, and she is also using her many contacts with local colleges to help set up college classes for the school’s existing and proposed CTE Pathways.

Pat Agbu, Special Education- Mrs. Agbu is an expert in scaffolding strategies (used in both the EL and Special Education populations). She is also a leader in the school’s ongoing effort to transition to an RTI2 model.

Dr. Dan Cartmell, Math- Dr. Cartmell is a former Math Coach who has extensive experience in the development of pacing plans and is actively working to enhance instructional strategies in the Math Department, a key area of need according to data.

Carlos Ruiz, Special Education Department Chair- Mr. Ruiz has coordinated the drafting of the Service Plan for Special Education and has overseen the PSC parent outreach effort that has produced impressive attendance and participation at community meetings. He will continue to work on getting more parents involved in their child’s education.

Mrs. Haydee Malacas-Hart, Parent Center Director- Mrs. Hart has been a leading advocate for the implementation of School Loop Plus and will work closely with parents to make sure they are able to maximize its potential.

Shemaiah Torres- Student Body President- Shemaiah, a junior, will use his leadership role to advocate for new courses during 7th period which reflect student interests. He will also work closely with faculty on the development of a curriculum for the 7th period advisory component.

Yna Verdejo- Student Body Secretary- Yna is whole-heartedly supporting the development of the five new career- based SLCs, which will be demographically representative of the school as a whole.

Erika Nina Ferrer, Student Body Non-Commissioner- Erika is an active supporter of the continuing effort to develop 7th period as a tool for college preparation, credit recovery and enrichment.

Please Note- Brief biographies of team members can be found in Section 6.

B. Instructional Plan

1. Curriculum and Instruction

a. Instructional Program

Carson High School (hereafter CHS) is committed to providing a quality education for all students in the 9-12th grade. The instructional program at CHS will be organized around our school mission, encapsulated in our Carson acronym:

Committed to Academic Rigor, Skills, & Opportunities that Nurture

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 nurturing environment. CHS takes pride in being a secure, multi-cultural, multi-generational school with a tradition of excellence in academics, athletics, and community spirit.

As the Carson Colts, we have adopted a vision for our school that defines what we will become:

Collaborative, Organized, Learners & Thinkers toward Success who acquire

Carson High will develop independent and organized learners and thinkers who are not afraid to take risks to guide themselves and their peers toward success through a well-rounded whole-child approach of academic, social-emotional, and physical development.

In order to achieve our mission and vision, CHS has come to consensus on a set of principles for student outcomes which we call AIM:

Advanced Skills, Involved Citizenship, Marketable Readiness

Carson High will graduate students with advanced academic skills and personal talents who have demonstrated involved citizenship through giving back to their school and community, which prepares them to be marketable for college and career entrance within a global community. Through collaborative partnerships with universities, local businesses, and industry, students will graduate prepared for today's highly competitive collegiate demands and evolving global workforce.

Our design of the curricular and instructional program is informed by findings from a study of ten “best practice” high schools in California.¹ At CHS we are committed to the following the lead of “best practice” high schools through:

Focus on Standards: State (and new national Common Core) standards will be used to set goals, develop course outlines, and create common assessments.

Data- and Goal-Driven Instructional Planning: Planning of teaching and learning will be driven by explicit, measurable goals based on data and aligned to standards.

High Academic Expectations: Academic expectations will be high for all students, regardless of socioeconomic status, ethnicity, English language proficiency, learning disability, etc.

¹ National Center for Educational Accountability (2006). *Just for the Kids – California. High School Best Practice Study, 2004-2005*. Sacramento, CA.

Evidence of Effectiveness: Selection of instructional programs and resources will be based on available research and/or evidence of effectiveness. These instructional programs will be tightly aligned to State standards with the understanding that the standards, not the textbooks, drive instructional planning.

- **Differentiation**: A variety of instructional structures, programs, and resources will be selected to assist in differentiating instruction so that students can be served in the regular classroom and have access to a rigorous and engaging curriculum, whether they are ELL, Special Education, Gifted, or Economically Disadvantaged students.
- **Personalization**: Providing a personalized, differentiated classroom and enhancing adult-student relationships through advocacy and mentorship will be the primary means to reach high academic expectations for all.
- **Alignment of Schedules and Support**: Schools' schedules and structures will protect instructional time and reflect an emphasis on core academic courses. Instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom.
- **Focused Teacher Collaboration**: Teacher collaboration time will be used to refine and revise curriculum, develop assessments, and share instructional strategies and practices. Collaborative teams will take solution-centered approaches to address the learning needs of students, valuing professional inquiry, reflection and problem solving by team members.

Instructional Strategies

In our review of student achievement and school performance data, we have noted the following needs:

- **Few students are meeting goals for academic proficiency.** CHS is not meeting proficiency goals for Adequate Yearly Progress. English/Language Arts shows the most consistent longitudinal improvement. Still, only 34% of students demonstrated proficiency. In History and Science, approximately 20% are scoring proficient on CST.
- **Mathematics is the content area where student achievement is lowest.** Pass rates on the Mathematics CAHSEE have improved, but African-American and Hispanic students lag behind the school average. In addition, more than 74% of students in each grade level scoring in the bottom two proficiency levels (Far Below Basic and Below Basic) on the CST.
- **English Learners need to become a larger school-wide instructional priority.** School-wide API scores have improved but the achievement gap among English Learners has not closed. CHS inconsistently met English Learner accountability targets related to improvement on the California English Language Development Test (CELDT) over the past five years.
- **More focus is needed in terms of preparing students for life beyond high school.** Both graduation rates (-8%) and college eligibility (-15%) have declined over the past five years.
- **Students with Specific Learning Disabilities must maintain academic gains.** Students with SLD's gained eight points on the CST the year prior, yet lost eight points in the most recent assessment. Teachers must continue to provide differentiated instruction and provide scaffolded critical thinking opportunities during class which could aid during testing.
- **The pass rate of AP tests for our Gifted and accelerated students needs to be improved.** Through enrichment "lab sections" offered during the AMP it Up! Period 7, AP students will receive extra practice and instruction to support their learning.

In sum, the “typical” CHS student needs additional instructional support and English Learners require overt scaffolding in order to be successful in the core academic instructional program. In addition, too many students are “giving up” prior to graduation or performing below their potential and, therefore, not becoming college eligible. As such, the CHS Design Team has come to consensus on the following research-based instructional strategies that will form the basis of instructional delivery across content areas and academies:

1. **Specially Designed Academic Instruction in English (SDAIE)** Data at CHS shows the achievement gap among English Learners has not closed. CHS has inconsistently met English Learner accountability targets related to improvement on the California English Language Development Test (CELDT) over the past five years. Based on this evidence CHS will utilize SDAIE, a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, and student involvement in multi-sensory experiences that address multiple learning modalities. At CHS SDAIE will focus on:
 - a. **Non-linguistic representations**² intended to promote conceptual understanding by scaffolding learning. These often include use of graphic organizers³ to categorize and organize student learning.
 - b. **Cooperative learning**⁴ involving the structuring of peer-to-peer and small group interactions (e.g., Think-Pair-Share, Jigsaw, Reciprocal Teaching, Literature Circles etc.) during lessons to engage and promote active learning and oral language practice.
 - c. **Academic Language** that actively engages students in discussions and dialogues that access prior knowledge, encourage student reflection and meta-cognition (thinking about their thinking), and build conceptual understanding. In all content area teachers will create a language rich curriculum that introduces students to words they can use to describe what and how they are learning. The goal is for students to be able to share with each other what they understand so that the exercise of sharing helps see learning progressions, identify learning gaps, and/or solidify mastery.⁵

² Non-linguistic representations are a research-based instructional strategies in and of themselves, ranked fifth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Non-linguistic representations rank higher (second of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

³ Thinking Maps are distinct graphic organizers used to scaffold instruction for students in eight fundamental thinking processes (defining in context, describing with adjectives, sequencing and ordering, identifying part/whole relationships, classifying and grouping, comparing and contrasting, analyzing cause and effect, and illustrating analogies). Thinking Maps enable students to organize their thinking and are typically used in conjunction with collaborative learning groups to facilitate brainstorming, pre-writing, and other learning activities that help students to access and master rigorous content.

⁴ Cooperative learning is a research-based instructional strategy ranked sixth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

⁵ Commission on Behavioral and Social Sciences and Education (2000). *How People Learn: Brain, Mind, Experience, and School*. The National Academies Press.

2. **Advancement Via Individual Determination (AVID)** Few students are meeting goals for academic proficiency in all core subjects. Examination of ELA skill strand data shows that Carson students across grade levels performed worst in Literary Response and Analysis. Additionally, data shows that both graduation rates (-8%) and college eligibility (-15%) have declined over the past five years. AVID is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. **WICR** — writing, inquiry, collaboration, and reading — forms the basis of the AVID curriculum. It gives students the skills they need to succeed in college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars⁶ to stimulate higher-level thinking and meta-cognition. AVID is also focused on improving students' study skills (e.g., time management, note-taking, and generation of good questions for interactive classroom discussions). At CHS AVID strategies will be practiced throughout the curriculum so that students gain a habit of posing good questions, working in small groups to find solutions and reading and writing in ways that are specific to core subjects and result in their transformation into students that can engage with college material. Students will incorporate these AVID strategies and reflect upon their work as they construct their student academic progress portfolios. In this way they will learn to take ownership for their own work.
3. **Project-based learning (PBL)** As part of our vision at CHS, we aim to graduate students with advanced skills, who demonstrate involved citizenry, and attain marketable skills and readiness for college and the work force. This requires a greater focus for preparing students for life beyond high school. PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.⁷ At CHS, our PBL framework will involve students in interdisciplinary projects where students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL experiences will provide complex tasks based on challenging, interdisciplinary questions or problems that involve the students' problem solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching. CHS's School Loop Plus integrated website provides group forums for teacher support in learning how to teach using Project Based Learning. In this manner, teachers will be able to ask questions and share best practices. Also, project ideas will be shared through Google docs, which will allow for immediate feedback from peers. As PBL is a very different way of teaching and learning, it requires extensive training and practice—for both teachers and students. Teachers with experience and training in PBL will lead professional development sessions, and be available to support teachers less proficient in PBL.
4. **School wide teaching strategies-** Along with AVID, SDAIE, and PBL, CHS faculty has identified the following techniques to be implemented across all subject areas and courses as methods to foresee and intervene in student struggles:

⁶ Socratic seminar is a method of teaching that engages students in intellectual discussion by responding to questions with questions, instead of answers. This method encourages the students to think for themselves rather than being told what to think. Open-ended questions allow the students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.

⁷ Definition taken from Buck Institute for Education. See www.pbl-online.org

- a. TIPS (Think Ink Pair Share) – students engage in partner discussions and writings to enhance academic speaking and critical thinking skills.⁸
- b. Graphic Organizers – students process information visually.
- c. Cornell Notes – note taking strategy that aids in critical thinking and study skills.
- d. Exit tickets – specific written tasks students must complete at end of block periods to provide evidence of learning.

ALL students at CHS will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common “toolkit” for designing 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. Currently, most classrooms have at least several computers available for student use in addition to the Computer Lab and Library which are both being resupplied with new computers through Title One funds this year. Also, there are 4 portable lap top carts, allowing temporary project focused use of technology. Nonetheless, CHS is committed to dramatically increasing the availability of state of the art technology on campus and plans to write grants for technology and allocate Title One funds towards new technology as much as possible. With the new School Loop Plus integrated website, all students will have email addresses, online “drop boxes” for assignments, and the ability to participate in online discussions for classes. Students will collaborate on projects using Googledocs and the School Loop Plus “Locker” system. Students will be instructed in the use of 21st Century software programs such as Word, Power Point, and Excel. They will be required to use the internet to gather information based on their own questions and to evaluate the credibility of the sources on the internet.

Small Learning Communities to Maximize Personalization

CHS will reorganize its existing Small Learning Communities (SLCs) into five new interdisciplinary learning academies. Although CHS has had SLCs on campus since 2003-04, our proposed SLC design is intended to correct the structural weaknesses which characterized our previous efforts. Carson High’s previous 8 SLCs did not each reflect the equitable distribution of gender, ethnicities, Special Education, Gifted, and ELL students as represented in CHS averages. For example, CHS’s Asian/ Filipino/ Pacific Islander population was overrepresented in three SLCs: CHAMPS, ASA, and ATCA (AEE). The PSC plans to remedy this situation by replacing the 8 current SLCs with 5 new, demographically balanced SLCs. Students will be guaranteed one of their 3 top choices for SLC enrollment while still maintaining a system that ensures equitable distribution of student subgroups.

The current distribution of the two Small Learning Communities (CHAMPS and ATCA) which are applying to become Pilot Schools, compared to the rest of Carson High school’s population, indicates the inequitable subgroup distribution that needs correcting.

⁸ Think, Pair, Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. It introduces into the peer interaction element of co-operative learning the idea of ‘wait or think’ time, which has been demonstrated to be a powerful factor in improving student responses to questions. Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109-113). College Park: University of Maryland Press.

ETHNICITY	ATCA	CHAMPS	CARSON HS
Asian/Pac. Island	49%	51%	31%
Hispanic	42%	39%	50%
Black	8%	8%	18%
White	1%	2%	1%

GENDER	ATCA	CHAMPS	CARSON HS
Female	67%	57%	48%
Male	33%	43%	52%

	ATCA	CHAMPS	CARSON HS
GIFTED	28%	22%	12%
ELL	4%	6%	9%
SPEC ED	3%	7%	9%

Therefore, in this Carson High PSC plan, all stakeholders are committed to a comprehensive restructuring so that all SLCs have:

- A complete A-G sequence
- SLC purity (85%) in at least 50% of students' courses
- Equitable distribution of students that reflects school averages in terms of student demographics and prior academic achievement
- Approximately equal numbers of staff and students
- Common prep period by SLC
- School for Advanced Studies access and participation for students
- Counselors assigned to SLC (or shared across two)
- A broad CTE pathway
- Something different and distinctive in how students experience teaching and learning
- Common pedagogy (e.g., research-based instructional strategies, project-based learning within content, interdisciplinary units, etc.)

Each of the five SLCs at CHS will serve approximately 500 students in grades 9-12 with a differentiated and personalized educational experience tied to an interdisciplinary thematic orientation and/or career pathway, with embedded opportunities for community partnerships and service learning (see Table 1 below).

Table 1: Carson High School's AMP it Up! Academy Structure

<i>Approximate Enrollment</i>	<i>Theme /Pathway</i>
450-500	Education and Public Service
450-500	Global Business, Law and Communications
450-500	Environmental Science, Engineering, and Technology
450-500	Performance Arts and Media
450-500	Health and Medicine

SLCs have documented benefits in terms of reducing dropout rates, improving student attendance, and increasing likelihood of high school graduation.⁹ In effect, the SLC structure provides a vehicle for bringing together a focus on academic rigor, with augmented emphasis on curricular relevance and enhanced relationships/personalization. These 3Rs – rigor, relevance, and relationships – provide an umbrella for the instructional program at CHS intended to ensure that ALL students do, in fact, graduate on-time college-prepared and career-ready. CHS will also add a fourth R, reflection, to its instructional practice so that students and all stakeholders assess, reflect on, and adjust their work in ways that respond to achievement gaps, deficiencies, and desired goals.

- *Rigor* - CHS will ensure rigor through backwards planning to align departmental curricula with CST blueprints. Instructors will make sure that each unit will link back to essential questions, that there will be opportunities to check and make sure students understood the concepts presented. Each teacher in every core department will use common formative and summative assessments throughout the school year that will be based on the new 2014 common core standards. Teachers will use student generated research questions and assign work that gauges mastery of power standards.
- *Relevance* - CHS will ensure relevance in the curriculum through alignment with SLC/Academy themes. Each core subject teacher will make the connections between the work covered and the careers that the students are working towards and how the skills will be used in the global economy. SLCs will schedule internships, field trips and guest speakers that will emphasize these connections and give students opportunities practice these skills in real-world contexts. In this way, CHS will expose the students to community and business people who can enhance students' understanding of their chosen careers and how what they are learning at the school links to those subjects. CHS will also develop students' ability to communicate beyond their neighborhoods with people from throughout the world. An effort will be made to connect students to the cultural organizations that reflect the student population so that students are aware of the cultures present at CHS and how they enrich instruction and campus life.
- *Relationships* - CHS's career-themed SLCs will organize teambuilding activities and will provide students with mentoring and support. Upper class students will also mentor first year and sophomore students. The culture at CHS will ensure that all stakeholders will benefit from relationships in which they can model strategies that have helped them and in other relationships where others are modeling for them. Lastly, the Intervention and Enrichment component of the school's 7th period (see description below) will provide set aside time for personalization activities.
- *Reflection* - CHS will engage all stakeholders in a process of regular reflection that will boost individual and group accountability. By instituting daily reflection for students, it will help them take charge of their education and make sure that they are indeed learning what they are supposed to learn in order to graduate, succeed in college and obtain sustainable careers. Students will include reflections in their portfolio on their projects and activities and how they link back to the work that they are doing in each core subject. These reflections will assist students in identifying how their projects will help them in college and their careers. School leadership will also engage in quarterly reflection to make sure that the structures they have put in place for students and the

⁹ Kemple, J. K. and Snipes, J. C. (2000). *Career academies: Impacts on students' engagement and performance in high school*. New York, NY: Manpower Demonstration Research Corporation. See also, Bloom, H.S. et. al. (2010). *Transforming the High School Experience: How New York City's New Small Schools are Boosting Student Achievement and Graduation Rates*. New York, NY: Manpower Demonstration Research Corporation.

way that they have implemented programs and protocols is also helping students and teachers achieve program goals. School leaders will be able to use both feedback from teachers that they have collected through quarterly evaluation and their own observations that they have maintained. In addition, teachers will keep portfolios with test results, successful practices and samples of standards based work. They will also collect quarterly student evaluations and bi-monthly peer evaluations from fellow teachers.

The AMP it Up! academies will incorporate the philosophy introduced by Daniel H. Pink in, *Drive: The Surprising Truth About What Motivates Us*, that individuals are most motivated when they work in an environment that fosters autonomy, mastery, and purpose. CHS believes that students perform best with personalized instruction in an environment that emphasizes autonomy with accountability, opportunities to achieve mastery, and an individual sense of purpose. As such, CHS will promote Autonomy, Mastery and Purpose (AMP it Up!) in all instruction for all students.

Autonomy: Students will take an active and often independent role in their education.

- 1) Students will work directly with mentors and counselors to select the academy and the course program that will help them achieve personal and career goals.
- 2) Students will participate in quarterly Student Led Conferences with parents/guardians and articulate their learning progress and goals through reflective holistic portfolios.
- 3) Students will choose topics for project based learning and develop service- learning projects of their choice that align with the Thematic/Career focus of their academy.

Mastery: Students will pursue a rigorous course of study with consistent reflection on their progress.

- 1) Students will revisit and practice standards they are having trouble with until they reach mastery.
- 2) Students who are not achieving mastery will be provided Tier 2 interventions.
- 3) Students will be provided with opportunities for enrichment.
- 4) Common assessments will be used in all subject areas to guide and modify instruction, as well as provide feedback to students.
- 5) Students will examine and evaluate their own data on their progress towards mastery of standards.

Purpose: Students will make connections between the classroom, themselves and the outside world that empowers them with a sense of purpose to complete classroom and service learning projects that contribute to the local and global community.

- 1) Students will work towards their ultimate career goals through job shadowing and internships
- 2) Students will design and complete service learning projects (at least 2 throughout four years) on a local and global level
- 3) Students will articulate the personal relevance in their learning through portfolio reflection and project based learning that prepares them for college and career

Adding a 7th Period to the School Day

CHS will exercise PSC autonomy in the design and implementation of an AMP it Up! 7th period for Intervention, Credit Recovery, Student Advisory, and Enrichment. All academies will have the same bell schedule that includes 7th period, staffed by all teachers, counselors, and administrators. The course sequence during the 7th period will be:

	FALL SEMESTER		SPRING SEMESTER	
GRADE	<i>Intervention</i>	<i>Enrichment</i>	<i>Intervention</i>	<i>Enrichment</i>
9 TH	Life Skills	Elective/Athletic for those with no F's or D's on final 8 th grades	Credit Recovery Math, Science, History, or Foreign Language; CAHSEE and CST ELA PREP	Elective, or Athletics for those with no F's or D's on final Fall grades
10 TH	CAHSEE Math Prep	Elective/Athletic for those with no F's or D's on final 9 th grades	Credit Recovery Math, Science, History, Foreign Language, or Tutoring	Career Awareness, Electives, or Athletics for those with no F's or D's on final Fall grades
11 TH	Credit Recovery Math, Science, History, ELA, or Foreign Lang; CAHSEE Prep (Math or ELA)	Elective/Athletic for those with no F's or D's on final 10 th grades and no need for credit recovery	Credit Recovery Math, Science, History, Foreign Language, SAT Prep or Tutoring	College Prep, Elective, or Athletics for those with no F's or D's on final Fall grades and no need for credit recovery
12 TH	Credit Recovery Math, Science, History, ELA, or Foreign Lang; CAHSEE Prep (Math or ELA)	Elective, Home, or Athletics for those with no F's or D's on final 11 th grades and no need for credit recovery	Credit Recovery Math, Science, History, Foreign Language or Tutoring	Senior Seminar, Home, Elective, or Athletics for those with no F's or D's on final Fall grades and no need for credit recovery

The AMP it Up! 7th period will provide each and every student with the opportunity for Credit Recovery in core classes, Enrichment through A-G electives, test prep for CAHSEE/CST/SAT's, and Athletic team collaboration. As all students are individuals, a priority will be placed on making sure that each student is programmed into the 7th period option best for that individual. While some curriculum has alignment to a grade specific goal (such as Life Skills, CAHSEE and SAT Prep, Senior Seminar), other options are considered inclusive to all students who meet the requirements. In addition, each 7th period teacher will incorporate the AMP it Up! structured Advisory component specific to reflection, retention, and relationships necessary to ensure student success throughout high school.

Already, as CHS implemented this new 7th period in the fall of 2011, a special 7th Period Improvement Committee has been formed as an adjunct of the Instructional Leadership Committee and adjustments are being made to maximize the benefits of the 7th period that CHS staff committed to.

Credit Recovery and A-G Electives

Over 100 seniors are retaking courses necessary for their graduation, while others are taking G electives such as Anthropology that prepare them for UC/CSU eligibility. Credit Recovery will be expanded to include other undergraduates who need to re-take core curriculum in order to satisfy A-G requirements. As CHS develops over the next 5 years, continued changes will occur to maximize the benefit of this extra instructional time and flexibility.

For Special Education, because many of our population struggle initially with core academic subjects, 7th period will be used for credit recovery and for CAHSEE prep. Due to lack of retention of information, which is inherent to an SLD, students often benefit from re-taking a class and being able to make-up for

lost ground in order to graduate on schedule, or from being re-taught skills and techniques to use when taking high-stakes assessments.

For Gifted and accelerated students, both the advisory and academic components of 7th period will allow for enriched, differentiated opportunities, whether it means taking a college class in the afternoon, designing an independent project, or participating in a “lab section” of an AP class in which they are enrolled.

For ELL students, many of whom fall behind in English credits because of the time invested in ESL courses, 7th period can function as a valuable credit recovery opportunity in addition to skill building focused on individual language learning needs.

Advisory Component

In addition to the specific curriculum in each course, the AMP it Up! 7th period will always include a common thread that unifies and enriches the SLC focus for students. In this advisory component of 7th period, students will keep a portfolio that tracks their progression through the 9th-12th grade and shows evidence of A-G requirements for graduation and the CSU/UC college requirements for college entrance. This 4 year Cumulative Portfolio will be comprised of:

- Student Data
- Regular Reflections
- Academic and Career Goal Setting
- Interdisciplinary Project Based Learning component
- Preparation for Student Led Conferences

Students will use the advisory component of 7th period to reflect weekly on what/how they are learning, and whether what/how they are learning is standards based and will help them achieve success. Each quarter students will be able to review, with their parents, the portfolios they have accumulated that show what they have been working on. Students will guide their parents through examples of their own best work, as well as academic and career aspirations, and through that meta-cognition, students will be able to take responsibility for what they are currently learning, making connections to future goals.

In the senior year, students will turn this progressive portfolio into their Senior Portfolio and will include their own personal letter, letters of recommendation, a resume, documentation of their culminating SLC project, and other evidence of their student work. In preparation to become a candidate for graduation, each student’s Senior Portfolio will be evaluated in the spring by an interdisciplinary team of teachers designated by each SLC.

b. Core Academic Curricula

For the core academic curriculum, CHS will continue to utilize many of the curricular resources provided by LAUSD. In the first 1-2 years of PSC implementation, we will use the autonomy provided by PSC to design some additional curricula (see Curriculum Development below). While these are being developed, CHS will use the Instructional Guides, which provide guidance on curricular pacing and concept lessons intended to meet targets for standards mastery on the California Standards Tests and California High School Exit Exam. We will also continue to use the periodic assessments, which provide standards-aligned benchmarks on student progress. All textbooks, Universal Access materials, and other supplemental materials will adhere to guidelines from the State Board adoptions.

CHS staff will design and implement a rigorous instructional program that is student-centered and differentiated for at-risk students as well as Gifted and accelerated learners (see section on Addressing the Needs of All Students below). In addition, our curriculum is intended to ensure that teachers implement a rigorous instructional program that is student-centered, developmentally appropriate, and experiential. All curricula will be standards-based and meet the requirements for UC/CSU eligibility (i.e., the A-G course sequence). At a minimum, all high school students will take four years of English, three years of Mathematics, two years of Science, three years of Social Studies/History, two or more years of Physical Education, two years of foreign/world languages, one year of a performing or fine art elective and one year in a career technical art.

In each core subject area, CHS staff will design and implement a focused plan for reducing academic gaps that fits into our overall vision of personalized instruction with an emphasis on student autonomy, mastery, and sense of purpose by ensuring rigor, relevance, meaningful relationships, and meta-cognitive reflection. In order to accomplish this, CHS will develop a common template for lesson design that includes: 1) backwards planning; 2) essential learning questions for each unit; 3) overarching concepts; 4) possible culminating tasks and projects that reflect a variety of modalities and socio-cultural connections; and 5) clear, measurable expectations for all learners. As each lesson is implemented, CHS staff will utilize the following protocol for lesson design, lesson delivery, and lesson debrief:

1. Assess, diagnose and analyze student learning styles and needs
2. Develop specific strategies to meet student needs
3. Plan (within and across departments, SLCs, with RSP teachers, and when possible and appropriate with the input of 8th grade teachers) instruction
4. Frontload concepts and scaffold learning
5. Deliver and debrief instruction
6. Provide opportunities to assess and reflect on their work
7. Provide opportunities for teachers to assess and reflect on their work and the work of their peers

Curricula in the Core Content Areas

Based on a review of our student achievement data and conversations within each subject area department, we have provided curricular foci in each of the academic core areas:

English: The CHS English Department will assist students in generating and responding to leveled questions and engaging in literary response and analysis, the area of the curriculum that CST data show students are weakest. CHS English teachers will also focus on writing strategies, providing all students (with special supports for English Learners) with opportunities to design and respond to real-world writing prompts (e.g., business letters, reports, expository and persuasive essays, personal narrative, etc.) and to practice taking the writing process from the initial brainstorm through rough draft to final draft. Students will practice peer editing, focusing on writing conventions and the writing process.

Math: The CHS Math Department will use the Mathematical Instructional Guide and the Lesson Design Protocol to design targeted lessons that build and spiral concepts based on summative and formative assessments. Teachers will emphasize meta-cognition, particularly students' ability to understand and articulate their reasoning of mathematical concepts. In this way, we aim to ensure that students are equipped to understand abstract mathematical concepts and become accomplished mathematical thinkers in alignment with the new Common Core Standards. Cooperative learning and graphic organizers will be adopted for use in Mathematics in order to support English Learners and struggling students. The CHS Math Department will design a path for students that need additional remediation based on periodic

assessments and diagnostic exams that will include a Summer Bridge program and intervention classes designed for grade level mastery and preparation for district and state tests.

Science: The CHS Science Department will design and implement curriculum and specific labs that will emphasize the use of the scientific method via real-world applications of learning that address global problems (e.g., alternative and sustainable energy, perma-culture garden projects, etc.). Teachers will capitalize on existing relationships with local medical and engineering businesses to provide students with opportunities to understand the real world applications of what they are being taught and to make connections to their career pathways. In addition, the Science Department will adopt the Bybee 5-E model as a construct for instructional delivery. This framework exposes students to five stages of inquiry-based learning: Engage, Explore, Explain, Elaborate, and Evaluate. Science teachers will focus on experiential learning using innovative, interactive instructional activities that will incorporate opportunities for writing, reflection, and use of graphic organizers. In this way, Science curricula will embed literacy and numeracy standards and skills.

Social Studies: The CHS Social Studies Department will design and implement lessons that follow a constructivist student-centered approach to instruction aligned to California core standards. CHS will focus on interdisciplinary projects that center on world history and global studies for 10th graders and U.S. history and civics for 12th graders. CHS will adopt school-wide benchmarks for both grades in this area and will also develop SLC specific benchmarks that allow for thematic presentation of historical content knowledge. The CHS Social Studies Department will design common assessments and will implement interactive lessons such as *History Alive* into the curriculum, bringing in guest speakers and designing local service learning projects linked to core concepts and issues. History classes will focus more explicitly on key standards and overarching, transferable ideas linked to college preparation and career exploration. Students will also have the opportunity to learn computer research skills as they work on projects in social studies. Students will be asked to design or choose the projects that they most respond to and then they will be asked to make oral presentation to their classmates in order not just to share the content but to develop and practice oral presentation skills.

Curricula in SLC Academies

Because each of the five SLC academies has a distinct thematic orientation/career pathway that guides how students experience core academic instruction, as well as a set of specialized electives and Career Technical Education (CTE) courses, the curricula at CHS will be supplemented by *'thematic teaching'* delivered through the individual SLCs. Curricular relevancy will be embedded into the curriculum through school-wide use of project-based learning (PBL). In this way, we aim to connect academic learning to real life experiences and presentations of student learning organized around each academy's theme.

The implementation of PBL necessitates the development of subject area and interdisciplinary projects that innovatively connect to subject area standards. Autonomy will be beneficial in this respect insofar as the development of PBL lessons will require re-sequencing of content standards and development of performance-based assessments that measure student mastery in ways that are different from more traditional multiple choice or even constructed response assessments. Our emphasis on applied learning and "big" ideas (i.e., how to learn, rather than merely what to learn) will be aided by autonomy in designing curriculum and instruction that targets competencies that transfer beyond high school including:

- Oral presentation skills
- Critical reading/thinking/questioning
- Cogent expository writing

- Explicit citations of hypotheses and evidence
- Summarizing, categorizing, and synthesis skills
- Use of technology for discernment of research and real-life applications

Indeed, we intend to implement a requirement for completion of a college and career ready curriculum in order to graduate linked to preparation of a Senior Project. We envision this Senior Project as being interdisciplinary in nature, tied to academy theme. Student completion of this requirement will require multiple, smaller scale “practice projects” as well as the development of objective criteria and analytic rubrics to evaluate students. In this way, we aim to use PSC autonomy to provide additional opportunities for students to shape how they demonstrate their own learning increasing student accountability and addressing the California Standard for the Teaching Profession on ensuring “student autonomy, interaction, and choice.”

Due to the in-depth nature of the task, the timeline for developing PBL lesson units will occur over a longer period of time. We will begin the curriculum development process in 2012-13 but will likely not have a set of defined curricula until the end of Year 2 (2013-14).(See Curriculum Development Timeline in Appendix)

Advisory Curriculum

In conjunction with CHS’s organization into separate academies capable of ensuring that every student is known and receives a personalized secondary educational experience, the faculty is committed to supplementing the AMP it Up! 7th Period course sequence with elements of an Advisory curriculum. The Advisory component will function as weekly set-aside time for on-going personalization between students and a faculty advocate, structured and provided for use within all 7th period classes.

CHS advisory components for 7th period will be organized as weekly modules that provide ideas for classroom activities tied to the 40 Developmental Assets¹⁰, course credit checks and guidance on high school programming, review of assessment data for individual students, study and organizational skills, social and community responsibility, student projects and presentations of learning (including culminating projects for seniors), college preparation (PSAT, SAT, college essays), and career exploration (skills and interest inventories, mock resumes and job interviews, etc.). The intent of the Advisory component is to offer the student emotional support through contact with a supportive adult at the school, as well as a built-in peer group within 7th period. Individual academies will have the latitude to gear Advisory curriculum toward reinforcement and expansion of each academy theme.

CHS will develop and implement an initial advisory component in spring 2012, and will devote professional development time throughout 2012 to perfecting the structure and weekly curriculum. Developing and revising the Advisory components will be a priority in Year 1 (2012-13). By the end of 2012-13, CHS will have a set Advisory curriculum for use during 7th period.

¹⁰ The 40 Developmental Assets are building blocks of healthy development that help young children grow up healthy, caring, and responsible. External assets emanate from family, parents, and community in the areas of Support, Empowerment, Boundaries/Expectations, and Constructive Use of Time. Internal assets include Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. For more information see www.search-institute.org

c. WASC Accreditation

In Spring 2010, CHS received commendations and recommendations from the visiting committee in response to the 2009-2010 Year Six WASC self-study. The PSC curriculum and instruction plan for CHS takes advantage of CHS's key areas of strength as viewed by WASC as well as addressing WASC's six recommended School-wide Critical Areas for Follow-up. WASC viewed favorably the trajectory of the school towards organizing around SLCs, making community partnerships, and implementing intervention programs. On page 60 of the "Self-Study Visiting Committee Report," it lists the following areas of strength:

Schoolwide Areas of Strength

- Implementation of intervention programs
- Highly qualified faculty
- After school tutoring programs
- Hiring of an intervention coordinator, a math coach, and a literacy coach to oversee and monitor classes, programs, and student progress
- Community Partnerships
- Creation of small learning communities
- Strong sense of school pride
- Student access to counseling services

WASC visiting committee recommendations are also incorporated into the PSC plan. The first recommendation centers on improving communication among teachers in order to improve the consistency of students' educational experience:

- Improve communication between and among SLC teachers and among teacher across the curricular areas
 - Staff should develop time and strategies for communication within their SLCs and among teachers in their discipline and subject-alike-groups to promote decision-making for learning and calibration of instruction.

In the PSC plan, there exists a high level of teacher communication and cooperation facilitated by the structural changes to the SLCs mentioned earlier. Teachers will have a common preparation period per SLC in order to develop interdisciplinary units and project-based learning units. Subject-alike groups will meet at scheduled PDs. In fact, our school's focus on teacher collaboration will be increasingly department-focused with priorities of aligning assessments by content area.

The WASC visiting committee's second recommendation is to increase academic rigor through a more personalized approach, through promotion of students' meta-cognition, and through connecting learning to prior knowledge (page 60, WASC visiting committee report):

- Increase academic rigor across the curriculum so as to impact ALL students
 - CHS is well poised to take advantage of the more personalized approach to instruction provided by the school's adoption of the SLC structure. Leveraging the closer connections provided by this personalization by raising the expectations for student success with high quality instruction of grade level standards-based curriculum will take advantage of the SLC structures that Carson has worked to develop.
 - Instruction must promote students' critical thinking about their learning. Students must be challenged to connect their learning to prior knowledge and learning to understand how concepts interrelate (Analyze, Synthesize, Evaluation levels of Bloom's Taxonomy)
 - CHS must provide the appropriate scaffolding in coursework.

The PSC plan develops students' meta-cognition through its "fourth R," reflection, where students keep a portfolio and evaluate their own work quarterly. The PSC plan to use research-based instructional strategies, such as SDAIE and AVID, provides the scaffolding that allows students to reach higher-level thinking.

The committee also recommended that CHS develop and implement common formative and summative assessments for two purposes: to check for student understanding and thereby inform instruction and to monitor student mastery of content. The WASC visiting committee report, pages 60-61 recommends:

- Develop and implement common formative and summative assessments
 - The implementation of the use of formative assessment as a means to inform instruction by "checking for understanding" will serve as a tool to assure all students are mastering course objectives and mastering lesson content standards. Summative assessment data to monitor student mastery of course content at the student, class and school level will demonstrate if students are progressing appropriately and are succeeding at mastery of course content.
 - Although efforts have been made to include district Periodic Assessments in some curricular areas, a systemic, frequent, and ongoing real-time use of formative assessments needs to be developed and implemented to inform the delivery of instruction.

As noted earlier in this PSC plan, teachers will ensure rigor through backwards planning to align departmental curricula to CST blueprints and use common formative and summative assessments throughout the school year that will be based on the new 2014 common core standards. By aligning common PBL assessments with common core standards, CHS will ensure that students are mastering course content.

The WASC visiting committee's fourth recommendation is that CHS continue to use data to drive instruction. (p.61, WASC visiting committee report)

- Continue to examine, analyze, and utilize data to drive instruction and decision making, all data
 - CHS must take the multiple forms of data available it, reflect upon their meaning and develop plans to use that data to make decisions about organization, curriculum and instruction.

The PSC plan itself has been created with the use of all data available. The PSC plan, in essence, is fulfilling this recommendation. Teachers' competency at accessing data through ISIS and MyData continues to be developed through improved access and training. Teachers will use data during common planning time to inform their teaching.

As its fifth recommendation, the WASC visiting committee stated that CHS must find a solution to its poor Algebra pass rate (page 61):

- Increase Alg. 1 AB pass rate
 - CHS must continue to evaluate supports and classes to assist students in reaching proficiency in mathematics. Interventions and scaffolding must be clearly defined, delineated and implemented to get different results.

This pass rate will improve in two ways, discussed throughout this plan. First, by using research-based instructional strategies such as SDAIE, teachers who in the past used “traditional teacher-directed lecture-based instruction” (WASC visiting committee report, page 51), will provide the scaffolding for more students to succeed. Those students who still struggle with Algebra 1 will have access to Tier 2 intervention classes such as period 7 as described in this report or in a period 1 through 6 second math support class.

The PSC plan incorporates both PD time and common planning time to help teachers use instructional time more effectively, from bell to bell, thus addressing the WASC visiting committee’s sixth and final recommended area for follow up (p.61)

- Effectively utilize instructional minutes to improve student achievement
 - CHS must commit to utilizing instructional time effectively and to its fullest potential.
- Bell-to-bell instruction must take place. Teachers should work to balance traditional instructional practices with effective research-based instructional strategies across all content areas and to chunk activities so as to maintain student attention and focus during all class periods.

The WASC visiting committee’s recommendations can be summed up as recommending that CHS follow the Best Practices listed in this PSC report (C & I section, page 18). These Best Practices are to focus on standards, have high academic expectations for students, use effective pedagogy, differentiate instruction, personalize instruction, align schedules and support to ensure that evidence-based teaching strategies are implemented effectively, and finally, have teachers collaborate to develop assessments and share these teaching strategies.

WASC and “A through G”

WASC recommendations are incorporated into Carson High School’s PSC plan to provide the structure needed to deliver a quality education with workplace and college preparation needs met. While the SLCs offer career pathways, the entire school is working towards requiring all students to complete the prerequisite classes required for acceptance into four-year universities. Presently, colleges require more prerequisites than LAUSD requires for a high school diploma. In order to rectify this discrepancy, Carson High School and the LAUSD are recommending that all students enroll in the academic classes required for entrance into four-year universities. These classes are referred to as the “A through G” class requirements. If a student refuses enrollment in “A through G” classes not required for a high school diploma, parents must sign a waiver that is kept in their child’s cumulative file. Above and beyond the classes required for a high school diploma, university prerequisite classes for entrance are as follows:

- Three or more years of math, with a minimum completion of Geometry B and Algebra 2B
- Three years or more of science, including two years of laboratory science
- Two years or more of foreign language
- Final grades of “C” or better in all “A through G” classes

Through professional development inspired by WASC, Carson High School is developing the communication among faculty members, the teaching strategies, and the rigor needed to make students successful in meeting the “A through G” class requirements. Likewise, our PSC plan affirms the goal of having all CHS students successfully complete their “A through G” class requirements.

WASC timeline: developing common summative assessments:

Carson High School has used the WASC recommendations from March 2010 to form a time-line for implementing changes. April through June 2010 was used to form committees and attainable goals for the 2010-2011 school year. In the 2010-2011 school year, more time was set aside for communication within SLCs and within departments, and more PDs were scheduled. This deliberate setting aside of time during 2010-2011 resulted in the successful implementation of common final exams for both semester one and semester two in some departments. PD time has been set aside during the Fall 2011 semester for modification and improvement of common final exams with the goal of closely aligning the final assessment with the standards and the CSTs. Increased administrative overview of final exams is helping to get all departments and teachers on-board with this goal. Administrators have the common final assessments on-file.

WASC timeline: analyzing data and improving teaching strategies:

In the 2010-2011 school year, PD time did not focus just on the development of common summative assessments. PD time also was used to teach teachers how to navigate “MyData,” how to analyze the data to target students for intervention, and how to improve instruction by using more effective teaching strategies. Students targeted for intervention were placed in intervention classes offered for specific needs: Some students received Algebra 1 intervention by taking the ALECs course. Other students received math or English CAHSEE intervention. While a spring 2011 PD offered teachers an overview of SDAIE strategies, a fall 2011 PD offered sample lessons using the “checking for understanding” strategies known as “TIPS,” “Exit tickets,” “Cornell Notes,” and “Graphic Organizers.” Teachers took part in a sample lesson using these strategies and then met to discuss how they use or will use these strategies in their classrooms. Please see the timeline in the Appendix entitled “Professional Development Schedule” for an overview of PDs for the 2011-2012 school year and beyond. Because of Carson High School’s response to the WASC recommendations of March 2010, Carson High School is already on a trajectory aligned with the PSC goals.

WASC revisits Carson High School in the Spring of 2012. A Three-Year Mid-Term Progress report follows during PSC Year 1 (2012-2013). The WASC revisit this year and the Progress report next year will help Carson High School stakeholders reflect and improve.

d. Meeting the Needs of All Students

CHS is committed to providing consistent access for all students to standards-based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, socio-cultural influences and possible learning disabilities so that students receive individualized, personalized pedagogy that addresses student interests, goals, learning styles, socio-cultural influences, and possible learning disabilities. The key instructional strategies (see Instructional Strategies above) include commitment to providing in-class differentiation.

CHS will address the academic intervention and accelerated learning needs of general education students as well as respond to the needs of struggling students identified by periodic assessments, district and state level exams and review of student portfolios. Through continual surveys of students’ learning styles, CHS faculty will develop different instructional activities that can be selected for each target concept and

can be articulated through various modalities, project based learning and collaborative learning.

Students with Disabilities will be included in the Least Restrictive General Education Environment according to their Individual Education Plan as monitored by State and Federal Guidelines (See Appendix “School Plan for MCD Outcome”) Students in the Resource Program will be fully programmed in to regular education courses and expected to complete A-G requirements for a CHS diploma and college entrance requirements. Resource students will be supported in Math and English courses by having the Resource Specialist teacher provide personalized assistance in the core classroom and additional Resource Center as determined by their IEP.

Students in the Special Day Program will be expected to achieve mastery in the California Content Standards, just as regular education students, through the use of instructional modifications that address their special learning needs. Students in Carson’s Specially Designed Autistic, Community Based Instruction, and Deaf and Hard of Hearing Programs receive even more personalized support according to their physical/social/mental needs. All Special Education students will be mainstreamed in to elective courses as appropriate, encouraged to participate in school clubs and teams, and be allowed access to all events and activities as the regular education student.

Gifted and Talented Students can participate in Carson High School’s designated School for Advanced Studies (SAS). The school provides educational options for gifted and talented students while teachers are provided with increased professional training to support the instructional needs of these students. Students receive in-depth instruction tailored to accelerate academic performance and to offer in-depth study in a discipline or across disciplines and they are allowed self-direction in order to pursue individual study in greater depth. Students have increased access to the use of technology for research and multi-media presentations. Accelerated instruction allows students to achieve grade advancement, concurrent enrollment in two grades and/or college, and early college admission.

SAS teachers have increased knowledge and awareness of the cognitive and social needs of gifted students and they have been trained in appropriate strategies for teaching these students. They are able to offer their students a variety of program options, increased articulation between middle and high school, and alternative means of assessments and evaluations. Parents receive increased training in strategies, resources, and programs that allows them to foster and promote cognitive, social, emotional, and developmental needs of their children.

In order to qualify for the SAS program, students must demonstrate ability in all four areas of critical thinking and problem solving skills in their primary language. They must be able to explain meanings and relationships between facts, information, and concepts that demonstrates both depth and complexity. They must be able to formulate new ideas or solutions. They must be able to use alternative methods in approaching new or unfamiliar mathematical problems. Lastly, they must use extensive vocabulary easily and accurately to express creative ideas. Before entering the program students must score in the 85th percentile on standardized norm-referenced tests with a minimum of 445 on the ELA CST in grades 2-11 and 450 on the math CST in grades 2-7. They must also be identified as gifted by an LAUSD psychologist.

Socio-Economically Disadvantaged Students receive confidential support for free services as determined by their voluntary submission of the Federally Reduced Meal Plan application and other confidential forms such as fee waivers for college entrance exams. These free services allow for additional tutoring, course materials, Physical Education clothes, access to technology not provided at home, and enrollment in free after-school courses. Courses such as ROP and Work Experience also allow for job training and earning of income while receiving course credit.

Carson will center on implementation of Culturally Relevant and Responsive Education (CRRE). Research refers to CRRE as theoretical educational framework that asserts that teachers must be able to

construct pedagogical practices that have relevance and meaning to students' social and cultural realities, including students who are economically disadvantaged. The central elements¹¹ of CRRE that will inform the instructional program at CHS include:

- *Communication of High Expectations.* Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations will be consistently communicated based upon genuine respect and belief in student capability.
- *Cultural Sensitivity.* Gaining knowledge of the cultures and languages represented in their classrooms and translate this into instructional practice. Teachers will harness diversity for intellectual exploration by “bridging” learning experiences so that students “choose” academic excellence.
- *Culturally Mediated Instruction.* Ensuring that students develop and/or maintain cultural competence through connection to community, national, and global identities. Instruction will be characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content.
- *Reshaping the Curriculum.* Providing students with experiences that showcase academic success by legitimizing students' real-life experiences as part of the official curriculum.
- *Active Teaching Methods.* Believing that the co-construction of knowledge is the foundation of the teacher-student relationship. Instruction will engage students in active roles in crafting curriculum and developing learning activities.
- *Small Group Instruction.* Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- *Teacher as Facilitator of Dialogue.* Developing students' critical thinking skills through reflective discussions and learning experiences that challenge the status quo (i.e., to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).
- *Student Controlled Classroom Discourse.* Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

English Language Learners receive extra support in reading and writing through the funding of an English Language Learner Coach who works with targeted students and their teachers to apply Specially Designed Academic Instruction In English strategies. All staff are CLAD certified and utilize these SDAIE strategies so that all students can benefit from better access to core content standards. CHS also has an EL coordinator who works with the EL Coach to prepare EL students to pass the CELDT, pass English classes with a C or better, and receive at least a score of Basic on the CST English exam. Students who have not yet re-classified are programmed in to 100% ‘Sheltered’ English classes, and Long Term English Learners (LTEL) receive extra English support in a English Language Skills course. Spanish Speakers are allowed to excel in their native language through enrollment in Spanish for Spanish Speakers and AP Spanish Language. Funding to provide instruction for English Language Learners and core instruction for the whole school is provided through Title I. Oversight for this funding is guided by a Parent/Student Advisory Council (ELAC) who make recommendations to the voting Parent/Teacher School Site Council.

¹¹ For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org). For the research and theoretical foundation of these approaches see for example, Gloria Ladson Billings (1994) in *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey Bass Publishers and “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy” (1995) in *Theory Into Practice* (34:3), pp. 159-165. Another good reference is Tyrone C. Howard, “Culturally relevant pedagogy: ingredients for critical teacher reflection,” in *Theory Into Practice* (Summer 2003)

A CHS Comprehensive Response to Instruction and Intervention Plan (RtI²) will be implemented to meet the needs of all students. As described by LAUSD in Bulletin 4827.1, RtI² is based on supporting students with systematic intervention and extended learning opportunities. In particular, this means designing a tiered “pyramid of intervention” that clearly defines the entry and exit criteria for academic intervention and referral to other “intervention” services.¹² RtI² is an integrated approach using pedagogy, lesson design, and progress monitoring data to ensure the best instructional decisions for students, to ensure that every student will receive quality, standards-based instruction in all content areas to enable all students to graduate College Prepared and Career Ready.

CHS’s new School Loop Plus integrated website will be vital to the tracking of at risk groups of students according to adjustable criteria. Any professional will be able to identify groups of students who are trending down, up, or notably deficient in particular areas. This can happen on an immediate basis, without waiting for progress reports. The website also facilitates small group communication among professionals to allow a team approach to intervention for students.

The RtI² framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to acceleration in learning. The RtI² framework is based on the provision of good, quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. RtI² implementation is everyone’s responsibility and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. The intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

In this schema, Tier 1 of RtI² functions as the instructional program that all students receive in order to succeed in school. CHS faculty will provide instruction at that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students will have universal access to this high-quality instruction (i.e., the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities).

On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the kids are rather than adopting a standardized approach to teaching that presumes that all learners of a given age or grade are essentially alike. Thus differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching. Concretely, teachers do this by differentiating content (what), process (how), and product (evaluation) in their classrooms.¹³ In order to differentiate instruction to maximize student growth, CHS teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontloading.

Tier 2 will include the set of strategic interventions for targeted groups of students who have experienced academic setbacks and need accelerated intervention and support to access the core curriculum. Strategic intervention will be for 10%-15% of students that need additional time and type of instruction to learn successfully through more intensive (time and focus) instruction aligned to students’ instructional needs

¹² For a description of the “Pyramid of Interventions” please see DuFour, R., Eaker, R., Karhanek, G. and DuFour, R. (2004). *Whatever it Takes: How Professional Learning Communities Respond when Kids Don’t Learn*.

¹³ Tomlinson, C. (2001) *How to Differentiate in Mixed Ability Classrooms*. Alexandria, VA: ASCD. See also Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Contents and Kids*, Alexandria, VA: ASCD.

based on data from multiple measures. Strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy - whichever benefits the student more. At CHS, each 7th period instructional team will deliver Tier 2 interventions to their core group of students. Teacher teams will have the flexibility to either re-teach the concepts using the same instructional strategy that was used at the base level or to select another method depending on what has been learned about the core group's learning styles.

Tier 3, known as "Intensive Intervention," will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. Tier 3 will include use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Carson High is expanding along with Healthy Start into a Wellness Network which represents an expanded concept in school-based health care. The Wellness Network will offer comprehensive health and mental health services for all students and community members within the school networks. The guiding principles are to serve all students, involve all stakeholders, engage student involvement in health, and respond to unique community needs. Progress monitoring at Tier 3 will be more frequent, drawing on assessments that provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn.

To reinforce the CHS focus on meta-cognition, students will be given the tools and the language to analyze their grasp of concepts and the strategies to overcome particular challenges. Diagnostic, summative and formative assessments will guide teachers and counselors in identifying students that require either accelerated enhancement or intervention and what specific areas of the curricula need to be addressed (see Assessment and School-wide Data section of this plan). Based on continual progress monitoring and on-going data collection and analysis students in each progressive tier will be provided increasingly intense, frequent and longer supported interventions.

e. Vertical Articulation

Our school's Governance Committee will form an annual adjunct Vertical Articulation Committee whose sole focus is to plan, monitor, and improve the vertical articulation process. The Vertical Articulation Committee will include parents, students, teachers, and administrators from both CHS and feeder schools. CHS will build on existing articulation and relationships with feeder schools including Stephen M. White Middle School, Andrew Carnegie Middle School, and Caroldale Avenue K-8 School. Vertical articulation will focus first and foremost on easing the transition of students from 8th to 9th grade.

To promote awareness of and familiarity with CHS events and programs, we will send copies of our school newspaper to our feeder schools on a regular basis, in addition to providing links on feeder school websites to our School Loop Plus website, allowing online communication of current events. CHS will also conduct an annual SLC choice fair as part of middle school recruitment and outreach to area 8th graders. At the SLC choice fair, CHS junior and senior will conduct outreach visits twice a year to area 8th grade assemblies in order to motivate 8th grade students that are struggling to reach achievement targets and are in danger of failing, orient them regarding activities and support that will be available to them once they arrive on CHS's campus, and allow them to indicate tentative choices for their preferred SLC as an incoming 9th grader.

CHS will also focus on designing and implementing a Transition program for incoming 9th graders. Through the Colt Crew and/or LetUP programs, CHS teacher teams will identify middle- and low-achieving CHS students that will serve as cross-age tutors to middle school students, because this has been shown to positively impact both tutors and tutee student performance.¹⁴ The older students will design and deliver workshop sessions to the younger students that will focus on study habits, time management and other academic and life skills that are tied to high school career success. In addition, these older CHS students will be present to answer questions and facilitate small group discussions at a mandatory 9th grade orientation for incoming students and parents as part of the school-wide implementation of Families in Schools strategies (see Parent and Community Engagement section of this plan).

Vertical articulation will be supported through a thread in the professional development program at CHS. Core subject area teachers will develop a system of sharing of best practices through regular observations and content specific meetings, (particularly within the math department) with 8th grade teachers and will invite these teachers to subject area lesson planning sessions in order to inform curriculum development and design so that it can respond to the needs of incoming 9th graders. CHS will explore offering joint professional development with Algebra I teachers serving 8th and 9th grade students. Middle school reading lists will be reviewed in order to provide progression and eliminate duplication in reading assignments. CHS will also create an opportunity for student-led professional development sessions on topics that relate to the 9th grade transition or other socio-cultural aspects of youth development on which they can provide insight.

In addition, vertical articulation will be evident in links to all school websites, as well as dissemination of profiles of successful recent college graduates who attended CHS and area middle schools.

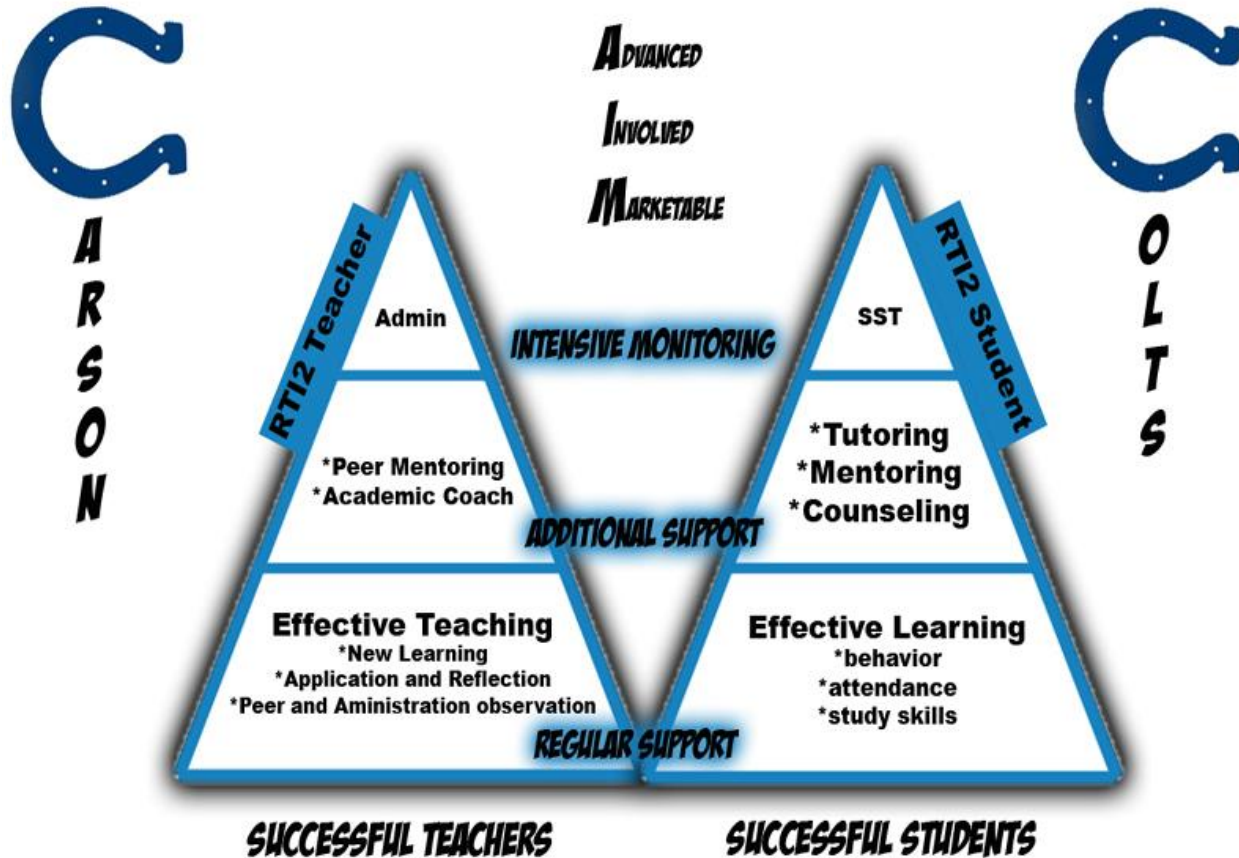
f. Early Education

Not Applicable

g. Service Plan for Special Education- See Attachment E in Appendices

¹⁴ Cohen, Peter A.; Kulik, James, A; and Kulik, Chen-Lin C. "Educational Outcomes of Tutoring: A Meta Analysis of Findings," *American Educational Research Journal* 19:2 (June 1982). Like the children they helped, cross-age tutors gained a better understanding of and developed more positive attitudes toward the subject matter covered in the tutorial program.

2. Professional Development



a. Professional Culture

CHS is committed to establishing a professional culture that will connect with the school's Mission, Vision, and AIM statements in order to promote high achievement from all students. Guided by the Daniel Pink philosophy that all professionals perform best in an environment that emphasizes autonomy with accountability, that provides opportunities to achieve mastery, and offers an individual sense of purpose, along with these guiding principles, CHS's professional culture will also promote a meaningful collaborative atmosphere that will inspire teacher and staff achievement through shared learning and growth. The School Loop Plus integrated website will be used to create PLC groups that allow sharing of resources and discussions. The professional culture at the school will be predicated on the expectation and belief that both teachers and students are lifelong learners and need similar supportive learning systems (See RTI² Diagram in Appendix.)

Under the guidance of the Instructional Leadership Committee (ILC,) teachers will be engaged in a constant process of new learning, application, reflection, peer and administrative observation, adjustments, and re-analysis. The ILC will be comprised of a representative from every department and SLC, with additional input from representatives from Special Ed, EL, UTLA, and the Administration. It

will ensure that all professional development sessions are planned with a full-year vision in mind according to data-determined school needs, and that PDs are structured in small group sessions led as much as possible by school staff with appropriate expertise.

The goal is to create a professional culture that promotes comfort and a level of trust among the teachers that will free them to a degree where they welcome others to observe their work and to accept and incorporate their colleagues' constructive feedback into their practice. In this way, teachers will co-create a culture of collaborative practice that will counteract the tradition of isolation in education. A process will be designed that elicits buy-in from teachers for this kind of peer learning through the implementation of an effective and teacher-led professional development program.

To establish such a culture, staff collaboration at CHS will be organized as Professional Learning Communities (PLCs) that meet in either Content/Standards focused groups within Departments or Thematic/Career Focused groups within Small Learning Communities (SLCs). Both Departmental and SLC PLCs will promote rigor, relevance, relationships, and reflection. In shaping our professional culture, CHS embraces the three core tenets¹⁵ of PLCs:

PLCs are student-centered: the staff will focus on what students have learned, not merely what has been taught. This emphasis on student learning means that teachers will emphasize what students have learned, how student learning can be evaluated, what teachers can do when students struggle with learning, and what they will do once students have demonstrated mastery.

PLCs are deliberately collaborative: the staff will have regular, job-embedded time to plan common lessons, develop common assessments, discuss the students they share, etc. Collaboration will be supported through application of Adaptive Schools' seven norms that encourage inquiry, pausing to reflect, paraphrasing ideas, open-ended probing questions, brainstorming of ideas, respect for others, and presuming of positive intentions of all staff. This collaboration also supports Adaptive Schools' focus on Deprivatized Practice, or the rejection of teacher isolation and recognition that group commitments to implement collective solutions to common problems provide a more productive way to improve student achievement. Deprivatized practice also means that teachers will dedicate themselves to the notion that they must make public what they have held, heretofore, to be private instructional decisions.

PLCs are professionally accountable for outcomes through a reflective modification process: Staff will take responsibility for their students' successes and failures. They will commit to looking at their own practices and addressing the factors that are within their control. No longer will they point the finger of blame elsewhere or expound on factors outside of their control that impact student learning; they will focus on what they can control. They will also commit to using data to evaluate defined outcomes, not merely intentions, and to ensure that data (broadly conceived) guides and modifies school-wide, team, and individual classroom decisions.

The professional culture at CHS will focus on common goals and structures that support collective inquiry, action research, as well as modeling of instructional practices, and coaching struggling teachers. The intention is to create within the faculty a shared willingness to experiment with new ideas and to remain life-long learners who are committed to excellence. In constructing this collaborative culture, CHS will ensure that professional culture is:

Innovative: In order to support the development of strategies and ideas that lead to improved student outcomes, teachers will be encouraged and rewarded for taking risks in the classroom. CHS will set up a

¹⁵ DuFour, Richard (2004). "What is a 'Professional Learning Community'?" *Educational Leadership*. May, 2004. Association for Supervision and Curriculum Development.

structure that highlights the modifications and new thinking that teachers engage in which results in increased student participation and successes. CHS will explore ways to provide incentives for those who are innovative and who consistently produce quality work.

Transparent: Teachers will develop a habit of sharing best practices and soliciting them from their peers so that instruction is informed by continued attention as to what is serving the students' best interests. Teachers will take responsibility for continued individual professional growth and will seek out opportunities to learn together so that all students at CHS benefit. Techniques that work will be disseminated throughout the school through the sharing of best practices.

Accountable: Teachers will work to implement agreed upon instructional strategies and to integrate SLC themes into their instructional delivery. Teachers will be accountable to themselves, their students, the school community, their department chairs, and their SLC leads. This will require a constant check on how things are going throughout the school year. The multiple forms and opportunities for assessment and reflection on results, not just for students but also for teachers, will ensure that work will be measured and improved on throughout the year.

In order to best support the creation and maintenance of the described professional culture, staff at CHS will embody the following characteristics:

Commitment to Students:

- Staff will be personable and approachable. All adults will employed on the school campus will put a premium on fostering relationships with students that support student growth and success.
- Staff members will take an active interest in student learning beyond presenting the required information provided in curricular guides and will seek to inspire students to become engaged critical thinkers who are involved both in the school community and the larger community beyond.
- The staff will seek to provide universal access to concepts and skills defined by the state standards as they are taught. Universal access will provide the opportunity for students to improve in school as they are challenged by and then ultimately master said standards.
- Each student, regardless of ethnicity, disability (physical, mental, or educational), socio-economic background, sexual orientation, or lifestyle (dress, music style, club or team choice) will be treated with equal respect and with an expectation of higher learning.

Commitment to Colleagues:

- Teachers will make a commitment to transparency and to authentic staff collaboration, also termed deprivatized instruction, in which teachers willing share class data and student samples in order to learn from each other and to make decisions that will support and improve instruction campus wide.
- Teachers will commit to participation in peer observations followed by discussions which focus on debriefing the teacher observing and analyzing the observations with the aim of improving classroom instructional delivery.
- Teachers will have support from school administrators through open, respectful, and personable communication. Administrators will frequently observe classes in order to become informed on instructional practices. Subsequently, the teacher and the administrator will be able to share their thoughts on best practices which will then encourage the sharing and improvement of instructional practices. This process will also support the need for accountability in cases where there is a perceived need for improvement of instructional practices. Teachers who need to improve the quality of instruction in their classrooms will receive qualitative support from administrators rather than merely evaluations. As teachers accept accountability for their instructional practices, administrators must also accept accountability for the successes and failures of their teachers.

- CHS will foster distributed leadership where teachers take on shared leadership duties by becoming involved in a variety of different ways such as department leadership teams, grade level leadership teams, SLC leadership teams, and in Professional Leadership Communities. Sharing leadership roles will allow for participation in decision making with fair, consistent, and mutual accountability for expectations while, at the same time, encouraging involvement at the leadership level from a wide range of staff members.

Commitment to Parents and Community:

- CHS will actively engage with parents/guardians and the larger community in structured, respectful, and effective partnering to educate the whole child. This partnership will foster the preparation of engaged and prepared citizens who can succeed both in school and in the global 21st century marketplace.
- The staff will make a commitment to continual communication with parents through School Loop Plus, regular Connect-Ed updates, personal phone calls and conferences, improved notifications of parent involvement opportunities, and improved opportunities for parent feedback, volunteerism, and participation in their children's education.
- CHS students and staff will continually acknowledge that they are members of the larger community. They will be good neighbors, partners and participants in the wider Carson environment.

b. Professional Development

CHS demonstrated its commitment to improving Professional Development even before the PSC plan was submitted by voting, and passing by a two-thirds vote of both certificated and classified staff during the summer of 2011, to implement a new Period 7 schedule (see attached) in the Fall of 2011 that included weekly (every Monday) PD time. This newly implemented schedule is currently allowing Carson staff to have 37 scheduled PDs during the school year, rather than the district's allotted 14 days. This willingness to implement a new schedule in advance of the approval of the PSC plan is evidence that Carson's staff members are serious about making improvements and that they are taken early advantage of the professional development autonomy provided under the Public Schools Choice (PSC) process. CHS also adopted the Instructional Leadership Committee during the fall of 2011. The new Leadership Team meets every other week to ensure that the increased number of PDs is being used effectively and that they are teacher-driven and based on data-determined needs and that they are aligned with WASC reviews. Because of this early implementation, the PD long-term plan is based on a 6-year implementation process (which includes the 2011-2012 school year), rather than a 5-year implementation process as allowed by the PSC guidelines. The structuring of weekly PDs every Monday in either content or course PLCs and interdisciplinary SLCs (see below) is one example of Carson's commitment to designing a more innovative professional development calendar under the conditions of autonomy.

Professional development sessions will be calendared beginning with broad-based, school wide perceived needs and will eventually lead to defined or more complex needs. For example, in the initial two years of PLC implementation, CHS will focus on the broad-based needs of curriculum alignment, common assessments, specific teaching strategies, and use of the new School Loop Website. In the subsequent years of PLC PD implementation, CHS will utilize the broad-based improvements in curriculum and instruction in order to apply this learning to a more refined and complex cross-curricular, project-based focus that incorporates more refined technology and higher order learning skills.

Professional development will also be structured with a consistent focus on both short-term goals, such as specific teaching or test-taking strategies, and long term goals, such as curriculum development, common

assessments, and data analysis. PD leaders will use the attached PD Template to consistently monitor the application of both short-term and long-term goals. PD leaders will have the autonomy to decide whether to share both a short-term strategy and work on a long-term goal within the same PD or whether to work on strategies and goals on alternating PD days.

When possible, the acquiring of new knowledge through professional development will be implemented on a rotating basis. In turn the staff, will share new learning and best practices within departmental PLCs and then share the same new learning in SLC PLCs. These strategy workshops will be teacher-led, and will then allow new learning to be implemented within Department/Content focus as well as SLC/cross-curricular and career focus. For example, one of the 2011-2012 WASC focus areas is checking for understanding. For the first PD, CHS will conduct five different teacher-led workshops on ways to check for understanding and teachers will each be allowed to choose his or her own workshop. During the second PD, teachers will meet within Departments and collaboratively share how their new ‘checking for understanding’ strategy can be applied in their content areas. Teachers will then be expected to implement this new learning in their lessons with the support of colleague observations and supportive critiques and conversations. In the third week, teachers may either meet again in departments to reflect on and modify their implementations, or they may meet by SLCs to determine how the same techniques can be applied to cross-curricular, thematic or career focuses. This rotation of small group workshops and application within Departments and SLCs will help ensure the success of the collaborative PLC model. PD facilitators (workshop leaders, department chairpersons, and SLC leads) will use the same PD Template (see Appendix) to document the sharing and application of new strategies.

Principles for PLC Collaboration

All professional development activities will be practice-oriented with structured follow-up activities. Through the on-going use of collaboration time to refine and revise common lessons, develop common formative assessments, and share instructional strategies and practices, collaborative teams will take solution-centered approaches to address student learning needs. Professional development will model distributed leadership insofar as it will be largely teacher-led, teacher-driven using the Adaptive Schools norms and strategies to strengthen capacity for facilitation and professional collaboration. Throughout, CHS educators will value professional inquiry, reflection and problem solving by and for PLC members. In the end, professional development should and will allow us to feel better about what we need to do because we feel more prepared to do it.

In order to build the capacity of staff and ensure distributive leadership, CHS will weave in the following mechanisms into professional development:

- Professional development time will be used to maximize specific short and long-term goals that are clearly established and communicated at the beginning of each school year.
- Department and SLC leaders will be empowered to understand their roles (see below) as they relate to the whole-school vision and each other.
- Each department and SLC leader will be empowered to pre-plan a continuous, cohesive professional development program aligned to school goals, but meeting the respective needs of each group.
- Professional development will be scheduled so that they build on each other so that teachers can use what they have learned before to help them with new information.
- Staff will answer and utilize guiding questions to ensure that instruction is meeting students’ needs.

School-wide Professional Development Foci

CHS will organize school-wide professional development to address the following priorities:

- Defining how to organize and operate as PLCs that embody the Adaptive Schools model for collaboration (e.g., core tenets, staff expectations, group norms, etc.)
- Ensuring a common understanding of key, school-wide instructional strategies (e.g., SDAIE, PBL, AVID, and CRRE)
- Using electronic systems for attendance, grading, school-home communication, assessment development, intervention monitoring, etc.
- Adapting instruction to meet the new Common Core Standards
- Preparing for WASC accreditation
- Reflecting on and refining instructional delivery based on peer observations

Professional Development by Course/Department

Subject area/course PLCs will focus on building the capacity of staff to engage in “backwards mapping” such that what is taught (curriculum) maps through assessment back to the key California content standards using research-based pedagogy. These PLCs will design common lessons by reaching consensus on matching key instructional strategies (SDAIE, AVID, PBL) to lesson plan development, and then analyze the effectiveness of the application of common pedagogy on teaching practices and student learning.

Content/course PLCs will also focus on curricular content, for example, targeting instruction and altering pacing, based on the learning needs of students expressed in common formative assessments. Indeed, a major focus of course/content area PLC professional development will be on the development of common formative assessments, reaching consensus on how to evaluate student performance and check for student understanding of underlying standards/concepts. Towards this end, teachers in subject area/course PLCs will administer and use data from common formative assessments to guide and modify teaching.

Course/content area PLCs will examine peer observation reports, CST scores by strand and subgroups and other periodic assessments throughout the year. PLCs will also review results from pre-tests, compared and modeled after end of course tests, in order to develop a baseline that will help teachers track students’ growth. PLCs will use this data to assist them in developing a plan to re-teach, spiral or use warm-ups to address weaknesses based on students’ results. In sum, the data analysis at the heart of content/course PLCs will guide individual teachers in the development of modifications they need to make to respond to the students’ needs.

In each core subject area, CHS staff will design and implement a focused plan for reducing academic gaps that fits into our overall vision of personalized instruction with an emphasis on student autonomy, mastery, and sense of purpose by ensuring rigor, relevance, meaningful relationships, and meta-cognitive reflection. In order to accomplish this, CHS will develop a common template for lesson design that includes: 1) backwards planning; 2) essential learning questions for each unit; 3) overarching concepts; 4) possible culminating tasks and projects that reflect a variety of modalities and socio-cultural connections; and 5) clear, measurable expectations for all learners. As each lesson is implemented, CHS staff will utilize the following protocol for lesson design, lesson delivery, and lesson debrief:

1. Assess, diagnose and analyze student learning styles and needs

2. Develop specific strategies to meet student needs
3. Plan (within and across departments, SLCs, with RSP teachers, and when possible and appropriate with the input of 8th grade teachers) instruction
4. Frontload concepts and scaffold learning
5. Deliver and debrief instruction
6. Provide opportunities to assess and reflect on their work
7. Provide opportunities for teachers to assess and reflect on their work and the work of their peers

Professional Development by SLC

PLCs organized by interdisciplinary, SLC teams will focus on putting PBL and 7th period into action. These collaborative teams of teachers will develop systems for structuring interdisciplinary linkages in curricula and designing culminating projects tied to SLC themes. In addition, the SLC PLCs will function as the forum for collaboration on developing and refining the content of the 7th period for academic intervention and enrichment. Professional development and teacher collaboration will address how to use the 7th period effectively, sharing best practices and experiences in personalizing the educational experience for students. In this way, professional development will enhance the capacity of all staff to translate personalization and differentiation into a set of concrete pedagogical actions for addressing the individualized learning needs of students.

Below we have outlined a six year plan, which outlines key topics and foci for school-wide CHS professional development:

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

2011-12	<ol style="list-style-type: none"> 1. Curriculum Alignment with CA standards and CST blueprints within all departments 2. Implementation of new Instructional Leadership Committee to develop and implement PD. 3. Implementation of New Period 7 Bell Schedule and curriculum development for “Amp It Up” Period 7 Classes. 4. Training for New School Loop Plus Web Site, an integrated electronic grade, attendance, and communication system 6. WASC 1-Year Re-Visit: Focus on Critical Areas <ol style="list-style-type: none"> a. Curriculum Alignment with CST Blueprints b. Instructional SDAIE Strategy – Comprehensibility: Checking for Understanding c. CHS School-wide Strategies: Graphic Organizers, Cornell Notes, TIPS, Exit Tickets 7. Continued training in usage of School-wide Data Resources – MyData, CoreK12, LAUSD Curriculum Site 8. Continued refinement and development of Common Final Assessments for all courses 9. Identification and analysis of current project based learning techniques
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2012-13	<ol style="list-style-type: none"> 1. Establishment of a culture of PLCs within each department and PLC style collaboration according to Richard DuFour. 2. Continued training in RTI Tier I- differentiation in the classroom (intervention, acceleration, English Language Learner, Special Education. 2. Restructuring into five new Small Learning Communities aligned to career/theme pathways (internships, service learning projects, CTE courses). 3. Development and implementation of advisory component of Period 7 “Amp It Up” course 4. Full Implementation of School Loop Plus (grades, discussion groups, intervention tracking) 5. Alignment of curriculum to Common Core Standards 6. WASC Full Review: Focus on Critical Areas <ol style="list-style-type: none"> a. Curriculum Alignment b. Instructional SDAIE Strategy – Content: Class Organization and Environment c. Analysis of School-Wide Data within Departments – Periodic, CAHSEE, CST d. Departmental Response to School-Wide Data e. CHS Strategies: Graphic Organizers, Cornell Notes, TIPS, Exit Tickets 7. Begin Teacher Peer Observations 8. Introduce PBL, train key faculty members, and visit PBL schools.
2013-14	<ol style="list-style-type: none"> 1. Curriculum alignment and full implementation of Common Core Standards 2. Continued training /implementation of AVID strategies (WICR, Socratic Seminar, Cornell Notes) 3. Continued RTI training in Tier II. 4. Test-taking strategies for Common Core Standards 5. Continued Teacher Peer Observations and Reflections 6. Training in Student Led Conferencing 7. Training for key personnel in CTE Course/Pathway Development (with Capstone courses) for SLCs 8. Continued training/reflection for effective PLCs 9. Teacher observation of PBL demonstration classrooms with teacher leaders 10. Training in PBL habits of mind (collaboration, self-responsibility, questioning, professionalism, presentation skills)
2014-15	<ol style="list-style-type: none"> 1. Continued Development, Implementation and Review of Common Summative Assessments 2. Instructional SDAIE Strategy – Interaction: Questioning, Partnering, Group Work 3. Training and protocols for looking at student work within departments and SLCs 4. Full implementation of Student Led Conferencing for all classes twice annually. 5. Reflection and refinement of Common Core Standards across curriculum 6. Reflection and refinement of CTE Course/Pathway Development for SLCs 7. Incorporation of at least one PBL project per semester for each grade level in each SLC/Department
2015-16	<ol style="list-style-type: none"> 1. Continued development, implementation and review of Common Formative Assessments 2. Instructional SDAIE Strategy – Comprehensibility: Application and Analysis 3. PBL- expand projects and analyze data for effectiveness. Continued support/training. 4. Taining in technological aspects of PBL 5. Continued refinement/reflection on Student Led Conferencing.

2016-17	<ol style="list-style-type: none"> 1. Refine vertical and horizontal interdisciplinary instruction and assessment for SLCs 2. Instructional SDAIE Strategy – Comprehensibility: Synthesis and Evaluation 3. Continue Service Learning Project Development (connection to community) 4. Continue Assessment Development and Review 5. Refinement of Common Formative and Summative Assessments 6. Continued refinement of PBL 7. Continued refinement of CTE Course/Pathway Development and internships for SLCs.
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c. Teacher Orientation

For teacher orientation, CHS will focus on introducing and reinforcing the Professional Culture described above with new staff members. Given the type of innovative school we are developing and the specific staff characteristics that we feel are desirable, it will be necessary to acculturate new staff to our mission, vision, values, and goals.

Our School Loop Plus integrated website will be used as an invaluable resource of materials for new teachers. The website also allows for formation of specific groups like new teachers, where members can share resources and conduct discussions. New (both to CHS and to the profession) faculty will receive a comprehensive orientation regarding the student reflective portfolios and teacher reflective portfolios, the school's professional development schedule, the peer observation process, the leadership observation process, PLC tenets and instructional foci, and common assessments. New teachers will also attend the summer orientations for incoming 9th graders and their parents in order to understand and be able to represent the school philosophy and culture to parent and community members in a consistent and substantive manner.

Peer identified experienced and exemplary teachers will mentor new faculty within and across content areas to assure that they are integrated into the school culture. In particular, mentoring will focus on ensuring that new teachers understand instructional expectations consistent with school-wide goals and AIM principles. Mentor teachers will walk new teachers through templates and will check in with teachers about the challenges in implementation that they confront throughout the year. They will also be able to point new teachers to videos in the library that may address some of their concerns and they will sit with new teachers as they conduct their first peer observations to reflect on the practice.

School leaders (administrators, PLC/SLC leads, etc.) will conduct a monthly meeting with new teachers to gather their perspective on their integration into the curriculum, instruction and school culture at CHS and the challenges they are facing as they progress through their first year. Where appropriate, these leaders will coordinate differentiated support.

d. Professional Development Evaluation

Department and SLC leaders will create rubrics by which faculty will evaluate the effectiveness of professional development. These rubrics will contain departmental and SLC goals for professional development that are content area, grade level and subgroup specific. These goals will be determined through a survey of staff at the beginning of the year and through the analysis of formative student assessment data and past school wide and subgroup specific performance on summative assessments (CST scores, periodic assessments, common department finals, CAHSEE scores, etc.). The committee will review other documents (described below) including: non-evaluative peer observation forms, student and teacher portfolios, on-line roll books and the videotaped lessons in order to further inform determinations about effectiveness and continued need in the area of professional development.

Evaluation of professional development will assess to what extent sessions contributed to: 1) an increase in rigor in the curricula; 2) an increase in relevance to real world applications and career/SLC themes; 3) an increase in the ability of staff to personalize instruction to respond to learning styles, cultures, evidence of student need and the requirements of career pathways students belong to; 4) an increase in staff's ability to manage the classroom and create opportunities for different strands and subgroups of students to access the material; 5) an increase in staff's ability to provide opportunities for students to return to concepts that they did not grasp and to recover credit and material they were not able to master; 6) an increase in the ability of staff to plan collaboratively and teach subjects in ways that connect skills across content areas; 7) an increase in staff's ability to integrate technology in relevant and effective ways into instruction both to expose students to technology related industry specific skills and to increase students' abilities to engage in creative problem solving and their utilization of tools to accomplish tasks and; 8) the extent to which instructional practice has a positive impact on student formative and summative achievement data.

Leadership will use these rubrics to determine a school-wide score on professional development in these eight areas. Leadership will use these scores to assist them in acquiring resources to supplement and enhance the professional development program in areas that demonstrate the highest need each year. The Instructional Leadership Committee will use these rubrics to continue to plan sessions and identify areas that need more attention.

During common planning time, teachers will hold professional reflection and evaluation sessions using a specific protocol adapted from successful business models such as the Tuning Protocol, or the Council model, etc. Teachers of every discipline will reflect collectively on their instruction versus the student achievement data and make data-wise evaluations and recommendations to the Data Committee in order to ensure that they can obtain relevant student achievement data that will inform their instruction and planning.

In addition, teachers will develop departmental rubrics to assist individual teachers in the selection and development of activities, exercises, units and projects. Faculty will keep reflective journals that they will include in their portfolios that will ask them to account for how they are meeting standards, providing rigor, relevance, relationship and reflection for their students and how they are presenting material that is advanced, provides students opportunities for involvement and teach students marketable skills that will prepare them for college entry and their careers.

To support de-privatized practice and support collaboration, CHS will institute a process of peer observations in which teachers will engage in structured classroom observations. Using observation templates, teachers will be able identify exemplary practices that are linked to the schools' student centered instructional goals and measure each activity against the desired infusion of rigor, relevance, relationship and reflection throughout the curriculum through agreed upon definitions, criteria and examples. Teachers will be using agreed upon criteria to identify exemplary practices and also to highlight areas that need improvement. Peers will then meet and discuss the feedback and strategize next steps for modifications needed and how to best disseminate effective practices throughout the school. Teachers will also be asked to reflect on how and to what extent professional development learning was being "transferred" to individual classrooms. The professional development committee will meet and debrief about these aspects of the observation feedback looking for what was "transferred" and to what extent professional development had an impact on instructional practice.

CHS faculty will also keep reflective portfolios with examples of low, middle and high student work, best practice lesson plans and their own reflection on what modalities and strategies were most effective in the classroom. These portfolios will be culled and organized according to a set checklist, but according to each faculty member's judgment and discretion. Review of these portfolios in addition to review of

student assessments, peer observation feedback forms, administrator observation feedback forms and other data will be used to develop topics and professional development needs. These portfolios will be submitted to the administration at the end of the semester to support accountability. In addition, a video library of classroom strategies and professional development will be developed.

Lastly, videotaped feedback of a cross section of students from all the subgroups and strands will be collected, added to the video professional development library and shown to parent/community members during orientation meetings to feed into a culture of transparency and continued growth. These sessions will ask students to reflect on what evidence of modified practice, varied modalities and growth they observed in their classrooms and whether they felt their academic needs were being assessed and responded to.

e. Management of Multiple Schools

The Local District is providing on-going professional development for Administrators and Teachers regarding content areas identified through data analysis including conceptual instruction in Algebra, and Expository Reading and Writing in 6th and 9th Grades, as well as the Common Core Standards, Standards-Aligned Instruction, universal screening, differentiated instruction, progress monitoring to ensure that instruction is meeting student needs, and access to core strategies for English Learners. All aspects of the performance meter are addressed, and support is provided district-wide and at specific sites, as indicated by data. The Common Core State Standards are being introduced to increase the rigor of instruction and ensure that students are prepared for the new standards and assessments. Under the leadership of the Local Superintendent and Directors, Local District Instructional Support Personnel including ELD and Title 1 Coordinators and their teams, Content and RtI² Teams, and expert teachers from school sites are utilized to provide professional development to support schools in meeting performance meter goals, and Local District identified goals.

Administrator Meetings

During the monthly Principal and Assistant Principal meetings, content and leadership professional development is provided to ensure continuous growth in instructional leadership capacity. The meetings focus on analyzing formative and summative assessment data, coaching for appropriateness to the content standards, and analyzing the rigor and relevance of student work. Administrators study the fields of interaction and practice using reflective conversations to assist teachers in recognizing and increasing the rigor and relevance of standards-based instruction in the classroom. Administrators have the opportunity to share experiences and identify best practices for developing a strong instructional program at each school.

Director's Groups

Monthly directors' meetings are held with groups of 7 to 11 principals. The director, the middle school principals, and the high school principals meet together to discuss strategies for improving instruction. There is a continuing focus on the effective supervision of instruction through the building of instructional leadership capacity. During these group meetings, principals review the Teaching and Learning Framework in order to understand the rubric that identifies effective instruction for LAUSD. In addition, observation tools are shared across schools so that each school, in their observation of classroom teachers, uses the most effective, aligned tools.

Level-alike groups

Effective pedagogy, differentiation of instruction, and project based learning to enhance conceptual understanding in math, as well as expository reading and writing across curricular areas, were identified through the data as targets for improvement. Principals provide input to determine topics for monthly

meetings by level (middle or high school). Level specific topics, such as building an effective master schedule, are also presented and discussed.

Principal Leadership Action Network Seminars (PLANS)

PLANS is a series of monthly meetings to increase the knowledge of content, pedagogy and leadership for secondary school principals in the area of Algebra. These meetings are well received and include analyzing student work for appropriateness to the content standards, and analysis of the rigor and relevance of the work. Principals also continue their study of the fields of interaction for instructional leadership, and practice using reflective conversations based on videotaped lessons.

Principals' Roundtable

These 30-minute meetings occur monthly at the school sites with the principal, other school site leaders, the director, and the superintendent. The meetings continue the focus on Algebra instruction and instruction of expository reading and writing. The meetings address the effectiveness of the teachers, and aligning and monitoring the School Leadership Team's plan of action for improving teacher practices.

To ensure sufficient support and follow up for implementation of professional development at the school sites and at the classroom level, all Secondary Directors are present for support at their designated schools on a daily basis from 9 am to 12 pm to observe classroom instruction with the Principal, Assistant Principals, Instructional Specialists, Instructional Coaches, or other instructional support staff. While the Director does not always walk with the entire team, the Director does have frequent conversations with the team to discuss academic rigor, differentiated support for teachers, and quality of the overall instructional program. The Local Superintendent joins the Directors to visit classrooms on a consistent basis. The purpose of the visits is to support continuous growth in the capacity of Administrators to:

- observe and analyze standards-based instruction on a daily basis
- meet with teachers to reflect upon their practice to improve content/ pedagogical knowledge and application
- evaluate the effectiveness of the implementation of professional development
- collaboratively design a plan of action to improve academic achievement for all students.

Based on analysis of student CST data, classroom observations are primarily focused on:

- algebra 1 in both the 8th and 9th grades
- English/ Language Arts in 6th and 9th grade, especially expository reading and writing
- special education
- probationary 1 and 2 Teachers
- developing teachers

Teachers who have received a Below Standard Stull in the previous year are also visited on a frequent basis. The Directors' job is to assist the Principal with making decisions about Curriculum Mapping, Academic Rigor, Professional Development, and the support and evaluation of struggling teachers.

Frequent classroom visits and a continuous plan of action to improve instruction will provide a structure for implementation of professional development to increase student academic achievement in the school and across the entire local district. Administrators have the opportunity to share experiences and determine the best practices for developing a strong instructional program at each secondary school.

Local District Instructional Support Personnel provide additional technical support through school visits, lesson studies, and professional development provided at Local District meetings and at school sites.

3. Assessment and School-wide Data

a. Student Assessment Plan

The research literature on school reform is replete with references on the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results. At the same time, few schools seem able to translate this vision of a data-driven school into reality. Both the lack of knowledge and time often conspire to limit the propensity of schools or districts to move beyond a cursory analysis of achievement data let alone empower teachers to restructure instructional delivery based on student assessment results.

CHS is determined to change this. We are committed to “data-driven” accountability, which transforms analyses of data into true information that drives concrete actions for continuous program improvement. We accept the “high stakes” metrics, which form the basis of State and Federal school accountability. However, we wish to expand the notion of “data” to include performance-based measures, structured analysis of student work against standards-based rubrics, as well as observational data from observations of classroom instructional delivery. In this way, we aim to build a sustainable system for accountability, which is objective and data-driven, but one, which incorporates both growth and attainment measures to ascertain effectiveness.

The foundation of our assessment philosophy is the need to move from assessment OF learning to assessment FOR learning.¹⁶ We believe that the overriding purposes of assessment are 1) to gather evidence to inform instructional decisions and 2) to motivate students’ behavior toward increased academic achievement. In designing such an assessment system, we are guided by Popham’s definition of formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”¹⁷

Throughout, CHS’s student assessment plan will be student-centered, providing multiple opportunities for students to showcase their knowledge/skills. Screening/diagnostic assessment tools assist schools in student course placements that best meet their unique learning needs. Formative assessments are designed to give classroom teachers accurate, timely, and useful student-level information that leads to instructional modifications. They are virtually inseparable from quality instruction. Benchmark and summative assessments are used by school leaders to monitor student progress and hold staff accountable for improvements.

Table X below summarizes the multiple types of assessments (screening, formative, benchmark, and summative) that will be used at CHS to guide instruction and inform school-wide decisions:

¹⁶ Stiggins, R. (2005). “Assessment FOR Learning: Building a Culture of Confident Learners,” in *On Common Ground: the Power of Professional Learning Communities*, Eds. Richard DuFour, Robert Eaker, and Rebecca DuFour. Bloomington, IN: National Education Service.

¹⁷ Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD

Table X: Overview of CHS Student Assessment Plan

Frequency	Assessment	Primary Data Analysis Audience
Screening /Diagnostic Assessments		
Annually	CAHSEE Diagnostic – Grade 9 PSAT – Grade 10	Department chairs, SLC lead teachers, Counselors
Formative Assessments		
Daily & Weekly	Checking for Understanding Strategies: (ie: Exit Ticket, TIPS, Socratic Seminar)	Individual classroom teachers
Monthly or more according to end of Unit	Assessments tied to California Content Standards	Individual classroom teachers
Quarterly	Common Performance Assessments tied to key California Content Standards (current) and Common Core Standards (future)	Department chairs, Classroom teachers in course/content PLCs
Monthly	Attendance data	AP Attendance, PSA
Monthly	SWIS (discipline referral) data	AP Discipline, Deans, Counselors
Quarterly	SLC (interdisciplinary) Portfolio	SLC lead teachers, Classroom teachers in SLC PLCs
Benchmark Assessments		
Monthly	High Point assessments	ILC, ESL teachers; EL Coordinators
Three times per year	Periodic Assessments – Grades 9 and 10	Department chairs, SLC lead teachers
Every 5 weeks	Student Grades	Department chairs, SLC lead teachers, Counselors
End of each semester	Common course final exams	Department chairs, SLC lead teachers
Annually	Senior (Interdisciplinary) Project	SLC lead teachers, Classroom teachers in SLC PLCs, Counselors
Summative Assessments		
Annually	California Standards Tests (CST)	Department chairs, SLC lead teachers
Annually	California Modified Assessment (CMA) and California Alternative Performance Assessment (CAPA)	Special Education Department Chair, Special Education teachers
Annually	California High School Exit Exam (CAHSEE)	ILC- Instructional Leadership Committee, Department chairs, SLC lead teachers
Annually	California English Language Development Test (CELDT)	ILC, ESL teachers, EL Coordinator, Counselors
Biannually	EL Redesignation rate	ILC, ESL teachers; EL Coordinator, Counselors
Monthly	Special Ed referral rate	Special Education Department Chair, Special Education teachers, Counselors
Annually	Advanced Placement Exams	ILC, Gifted Coordinator, AP teachers, SLC lead teachers
Annually	Parent survey	ILC, SSC, ELAC, CEAC
Annually	Student survey	ILC, SSC, ELAC, CEAC

All assessment and data will be

1) deliberately planned for (including backwards planning of instruction with federal, state, district level exams in mind)

- 2) evidence and outcome based (through the promotion of common assessments developed with an eye toward agreed upon departmental rubrics)
- 3) ready to be utilized immediately in classroom instruction and planning (for example, will guide the content of warm ups, exit tickets, and instances of re-teaching)
- 4) reported in a way that can be easily shared with students, parents and the community with corresponding suggestions to changes in academic practices or behaviors that can change the outcomes.

Autonomy

CHS is committed to taking advantage of assessment autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning and use of assessment to diagnose and target instructional resources. The exercise of autonomy will ensure ongoing use of data to guide and modify classroom and school decisions and ensure a cycle of continuous improvement.

CHS is committed to moving beyond the high stakes national, state and district metrics that are the basis for standard school accountability. CHS will use performance based measures, structured analysis of student work against standards-based departmental rubrics, as well as observational data. In this way, we seek to embrace a sustainable comprehensive system of accountability that incorporates measurable pathways of growth and attainment.

One area of assessment autonomy will center on the development of common formative assessments in each subject area. While we plan to continue utilizing the district's Periodic Assessments in the first year under PSC (2011-12), CHS will begin to develop our own common assessments to guide and modify instructional planning. CHS also intends to move in the direction of designing common formative assessments that draw upon a common item bank of standardized, multiple choice test items. To the extent that these are available through LAUSD's Core K12, we are open to using this resource. In this sense teachers at CHS will exercise some degree of autonomy in designing assessments.

Another area of autonomy that we plan to exercise is the development of common performance-based assessments. While multiple choice tests such as the CST and Periodic Assessments provide data on *breadth* of subject matter, they do not adequately measure depth of knowledge, complexity of thinking, cumulative knowledge, or provide students with opportunities to select how they will demonstrate mastery. Assessment autonomy will allow CHS to develop assessments of this nature in order to truly have multiple measures of assessment. With time, we aim to develop a set of holistic and analytic rubrics to objectively set criteria for performance-based assessments of subject area and interdisciplinary projects.

Assessment Development

While CHS plans to continue using the District-developed Secondary Periodic Assessments for all subject areas, and CHS has additional benchmark/culminating tasks in place for the various content areas, teachers will be involved in utilizing the Core K12 database in order to develop common formative assessment tools. Common formative assessments will measure student learning of a "guaranteed and viable curriculum" and will drive instructional pacing plans and collaborative planning. Department chairs, with the support of instructional coaches and department administrators, will lead the work of developing these assessments in PLCs during the 2012-2013 academic year so that they are in place for Fall 2013.

In terms of assessment development, the course/content area PLCs will create and use common formative assessments as outlined above to:

- Identify curricular areas that need attention because many students are struggling and design a common approach/lesson.
- Help each team member clarify strengths and weaknesses of his/her teaching and learn from one another.
- Identify students who are not mastering intended standards and need timely and systematic interventions following teaching.

As part of CHS's long range plan, new assessments will be developed in conjunction with Project Based Learning.

b. Graduation Requirements

In order to participate in the CHS graduation ceremony and receive a high school diploma, students at CHS must comply with LAUSD graduation requirements that include but are not limited to earning 230 or more credits in A-G courses and a passing score (350) on both sections of the California High School Exit Exam. In addition to the minimum high school graduation requirements, students will be enrolled in a 3rd year of math, a 3rd year of Science, and two years of Foreign Language and be challenged to pass all courses with a C or better to meet college entrance requirements. Parents must sign a waiver letter that is kept in the student's cumulative file if the child refuses to be enrolled in the additional college-entrance courses. (See WASC Section B.1.c.)

CHS will require seniors to complete a Senior Project, which will function as the culmination of multiple smaller scale examples of project-based learning completed within each student's SLC. Every CHS student will have a 4 year cumulative portfolio that will include examples of interdisciplinary projects, service learning participation, and a College Preparedness and Career Readiness component. The College and Career component of the portfolio in Senior year will include completed Career Key or other comparable assessments that give students reliable information they can use to choose a career path, evidence of student completion of job shadowing, internship, mock interview, career fair participation and other career related experiences that have been provided by the school, student resumes, evidence of participation in college fairs, personal statements and letters of recommendation. Review of these portfolios by the student, SLC teachers, and counselor will take place annually and then in the senior year be signed off on by the counselor before graduation.

c. Data Collection and Monitoring

CHS is committed to building an outcomes-based school culture based on holistic assessment (diagnostic, benchmark, summative, etc.) disaggregated by standards/skills and student subgroups. CHS will be authentically data-driven in its use of data to:

- Set achievement goals for subject area/course, subgroups, and individual students
- Inform individual students about learning gaps and measurable progress in their learning
- Identify effective instructional practices, as well as correct gaps in instructional delivery

We have crafted a set of core beliefs to guide data collection and monitoring at CHS:

- Student learning must be assessed using multiple forms of evidence including standardized tests,

periodic district assessments, performance-based, and informal assessments of student work; Multiple sources and types of assessment data should be used to plan course offerings and student schedules.

- Assessments give all stakeholders in our school feedback about students' progress in order for them to self-monitor and self-direct around behavior, support, or intervention.
- Standards based, curriculum aligned diagnostic, formative, and progress-monitoring assessments will be implemented throughout the school year.
- User-friendly explanations of the periodic and regular assessments, their purpose, their results and their schedule for delivery should be posted and shared with the school community.
- School Loop Plus (see below) portals will provide quick access to data for students, parents, counselors and teachers.
- Data will be reported in a way that will facilitate its use in planning and instruction.
- Structured opportunities for school-wide, small group and individual discussion of assessment data will be scheduled throughout the school year.
- Teachers will also conduct "informal" formative assessments throughout the year in order to drive instruction and create relevant curriculum.

To help us move toward such an assessment system, CHS will establish an Instructional Leadership Committee (ILC) comprised of school leadership, department and SLC leads, support staff, and counselors that will monitor the collection, dissemination and utilization of data. The ILC will seek to ensure a regular review of the effectiveness of data collection activities. The ILC will generate recommendations based on results to share with the professional development committee to guide decision-making. ILC will also help coordinate the dissemination of assessment results to students, parents, and community stakeholders, in friendly and visual summaries. The ILC will meet monthly in order to ensure effective communication, monitoring and delivery of assessments. The schedule will permit the ILC to:

- 1) Prepare the school-wide community for the delivery of assessments with clear explanations of their purpose, what they measure, what results mean and when they will be delivered.
- 2) Craft messages regarding results and disseminate those messages to the wider community.
- 3) Analyze trends, if applicable, for results per class or subgroup and disseminate to the wider community.
- 4) Gauge if the results have been used effectively to impact student, teacher parent, and leadership behavior.

With PLCs and other professional development, teachers and other staff will focus on reviewing data and using conclusions to change instructional practice. We will begin the year with a review and analysis of the previous year's summative data from CSTs, CELDT, common formative assessments, and portfolios. PLCs and other staff members (see Table X above) will take on the task of regular monitoring of students data and initiating preventative action and intervention as needed. Within each PLC, CHS faculty will use item analysis of formative assessments to pinpoint key standards where students have struggled to achieve standards mastery, providing regular time for teacher collaboration (see Professional Development section) for data analysis.

Significantly, CHS has been awarded a five year pilot grant through LAUSD to implement and showcase School Loop Plus, an integrated website that allows access to parents, students, teachers and counselors through dedicated portals to grades, attendance and homework assignments. The site has mechanisms in place that synchronize calendars and grade books. Students will also be able to upload their work on this site. In addition, staff with secure accounts will be able to track data through their self-selected priority groups (at-risk, under-performing, etc.) In this way data will be disseminated to all concerned

stakeholders to increase communication flow, accountability and ownership of outcomes, goals, and challenges.

In addition, all teachers will also be trained and expected to use MyData. We view the MyData website as a key tool for collecting and monitoring assessment results because it increases the teacher access to “real time” data on student progress. MyData reports student information including state test scores, student grades, attendance, periodic assessments, and English Language Learner data. With the built-in “Secondary Alerts” function of MyData, CHS will adopt an early warning system to alert the appropriate counselor, teacher, or administrator when data on individual students reveal concerns about attendance, student behavior, or academic performance. Counselors and grade level teams of teachers will be responsible for monitoring their students’ test scores and triggering appropriate intervention when necessary.

The Governance Committee, in conjunction with Counselors, will have additional contacts with data for use in placement decisions. The Governance Committee and Counselors are responsible for ensuring that each SLC at CHS is 1) equitable across all race, ethnicity, gender and academic subgroups, 2) provides students with 85% pure composition of their classes in at least half of their courses in order to ensure students receive the benefits of taking their core classes with their SLC cohort and 3) delivers the complete A-G coursework progression to students in addition to providing students with the career related activities and opportunities that have been shown to match with the associated SLC theme. The Head Counselor at CHS will review all assessments with an eye toward these SLC related goals and utilize relevant data to make these decisions.

In sum, CHS is focused on creating an assessment culture where data will be the starting point for reflecting on what students have learned, not merely what has been taught. Adults will be held accountable for and take responsibility for improved student outcomes. Moreover, teachers will be expected to analyze data on their students before coming together for structured collaboration so this time is focused on devising collective, strategic *responses* to student learning needs based on data rather than simply noting what data says about student learning needs.

d. Management of Multiple Schools

LAUSD Performance Meter Goals are monitored, and the most recent data provided to all administrators, at monthly Principals’ Meetings. In Level-alike sessions, and during RtI² meetings, Title I and ELD meetings, the progress toward the Performance Meter goals and the goals for Algebra 1 and 6th and 9th Grade ELA is also analyzed using the schools’ Periodic Assessment data Progress Monitoring Data, and observational data.

The monthly meetings are also used to review and analyze CST, CAHSEE, and Graduation Rate data. The combined data provides indicators regarding progress toward District Performance Meter and NCLB goals, and Local District Goals. At every meeting each school receives updated data for all schools for Attendance, Suspension, and Reclassification. All schools have received, or are currently in the process of receiving, professional development in the Response to Instruction and Intervention (RtI²) Problem Solving Model. At RtI² Professional Development, as well as through on-going technical assistance provided by the Local District Instructional Support, schools are assisted with application of the problem solving process to create and monitor action plans for targeted school goals identified through data analysis. The School Action Plans are reviewed and discussed at the Director’s Group meetings and the Principals’ Roundtable meetings. The Problem Solving Process is applied to determine the success of the strategies and to design new strategies when necessary.

4. School Culture and Climate

a. Description of School Culture

The culture and climate at Carson will foster positive, respectful, and empathetic relationships amongst students, parents, and staff. The school culture will empower and motivate students to succeed, while ensuring a personalized and safe learning environment organized as five Smaller Learning Communities (SLCs). Each SLC will be structured so as to provide its students with personalized academic and emotional support necessary for individual student success. In this manner, students will develop academic and social skills in a personalized and caring atmosphere of emotional safety.

At Carson High School, students are expected to learn, question, and grow from academically rigorous curriculum. In this environment, all stakeholders will continue to prepare students for college level work. Students will learn about the A-G requirements and will understand the significance of being “university-ready” in a competitive collegiate atmosphere. Students are expected to collaborate with others and will engage in project-based learning that provides real-world connections to career pathways, propelling students toward postsecondary education and careers.

A key component of Carson’s school culture is the continuation of SLCs. Staff and students alike will regularly engage in SLC-specific activities to build trust and collegiality among members. Teachers will work collaboratively on interdisciplinary project-based lessons and model this strategy for their students who will work collaboratively on a variety of academic and social activities. In addition, the autonomy that each SLC is given will allow them to develop and implement 7th period interventions, enrichments, and advisory components (see School Schedule/Calendar below), in accordance with perceived needs. This in turn will decrease the number of demoted students, while improving graduation and college admissions rates.

Carson’s school culture will also be characterized by the increased development of a college-bound environment that fosters curiosity, intellectual risk-taking, purposeful effort, and peer collaboration in order to cultivate and nurture self-directed life-long learning. By improving current programs and instituting new programs and opportunities, Carson will refashion a positive school climate of tiered support aimed at enhancing and supporting relationships amongst students, parents, and the school.

Carson will also be characterized by a shared culture of professional collaboration of students, faculty, and administration, supported by common high academic and behavioral expectations. To facilitate this collaboration, teachers will share common instructional approaches and successful strategies for the classroom, and will construct and administer common assessments to measure student progress. Carson stakeholders will continue to commit to a student-centered professional culture based on transparency, peer collaboration, and accountability for all.

As outlined in the Professional Development section of this plan, Carson will build leadership capabilities and distribute leadership among staff using Professional Learning Communities (PLCs), organized both by course/department and interdisciplinary teams of teachers. This system of PLC’s will enable new staff to assimilate into the collaborative and nurturing culture. The staff has also committed to peer observations as a demonstration of their commitment to the values of transparency, accountability, and reflection.

As outlined in the Parent/Community Engagement section of this plan, Carson is committed to improving communication and outreach to both parents/guardians and community stakeholders. For example, we are moving to School Loop Plus, an electronic “portal” system that allows parents full access to students’

assignments, grades, and progress. In addition, Carson will move toward school-wide use of Student-led Conferencing in order to have students demonstrate what they know and are able to do. Carson is also developing a community/parent center to interact and work with our expanded community-based health care clinic and Wellness Center so our school becomes an authentic resource and gathering place for the community.

b. Student Support and Success

In our school mission, Carson has committed to educating its diverse student population with a rigorous and relevant curriculum, which brings together personalized relationships, meaningful connections to the outside world, and consistent, proactive reflection. Such a mission thrives in a school culture and climate that exemplifies a focus on academic achievement, development of well-rounded individuals, and a climate of opportunity.

Our vision of “high expectations” is based on students developing into independent and organized learners and thinkers who are not afraid to take risks to guide themselves and their peers toward success. In addition, we expect our students to graduate with advanced academic skills and to demonstrate involved citizenship through giving back to their school and community.

Carson aims to foster a learning environment characterized by high quality strategies and practices aligned to our mission and vision. As such, concrete support for our school culture and climate will center on the following:

- Promoting acceptance, non-violence and harmony in the very ethnically diverse environment. Lunchtime events will celebrate the diverse cultures and backgrounds in the Carson community. Carson will have a campus-wide “no tolerance” policy regarding name-calling and bullying. In addition, Carson will be a campus committed to anti-homophobic language and behaviors with support for an active on-campus Gay/Straight Alliance (GSA). For example, Carson has begun a LetUP program that draws on students *nominated by the peers* because they have influence in their sphere of friends. The group is intended to bring together leaders from many groups on campus and challenge them to play a role in keeping the peace and maintaining a positive school atmosphere. In addition, CHS has been working with the California Conference for Equality and Justice (CCEJ) for the past 6 years. CCEJ has facilitated their Talking in Class (TIC) program. The TIC three-day program provides a diverse group of students the opportunity to address issues of culture, communication, conflict, and respect in the school community. TIC promotes self-respect and valuing diversity. TIC gives students the tools to fight prejudice, bigotry, and racism on the school campus.
- Providing access to peer mentoring and support. Each SLC will develop a cadre of peer tutors. Carson will continue current campus-wide peer programs such as Peer Advocates, California Scholarship Federation tutors, Best Buddies, and Peer Guidance Counselors. In addition Carson will create a faculty mentoring program for at-risk students and demoted students. Carson has a partnership with the Los Angeles County Bar Association, Center for Civic Mediation, for resolving disputes and conflicts through peer mediation and conflict resolution. Student mediators receive extensive training and certification by LA County Bar Association.
- Increasing student-driven involvement in extracurricular activities, character education, and leadership development. Many students at Carson already possess a passion and interest for student clubs, athletics, and activities outside of the school day, with over 30 clubs and student

organizations currently functioning on campus. We will harness this energy and transform it into service learning projects and tangible connections to real world application of knowledge and skills learned in school. For example, currently the Carson High School Teen Court Diversion Program has judicial authority with an assigned judge from the Los Angeles County Superior Court, a probation officer to manage cases, and a City of Carson Youth Services Officer to assist with providing direct services for court ordered juveniles. CHS students who act as bailiffs, clerks, and jurors learn responsibility and ethics in this community based program.

The promotion of excellence and high expectations permeates the campus and shapes the rejuvenated culture that Carson is fostering. Because student athletics have historically been a focal point of community involvement and pride, Carson has chosen to begin with changing the culture in this sphere. Specifically, we have instituted weekly monitoring of progress among student athletes. Our local standard for excellence (no D or F grades) exceeds the district expectations (GPA of 2.0 or higher) for participation in athletics.

c. Social and Emotional Needs

Carson has had a Healthy Start grant since 1997-98. The mission of the Healthy Start program is to support the instructional program of CHS and enhance family life through development of an integrated system of care. Both the Carson Colt Resource Center and the new “Wellness Center” (see “*Parent and Community Engagement*” section pg. 68) fall under the umbrella of the Healthy Start (aka HEART office) at Carson High. Data on services provided through this grant indicate the following as the most pressing social and emotional needs in the Carson school community:

- Alcohol and Substance Abuse: student use (on and off-campus) of marijuana, ecstasy, and alcohol (in rank order of prevalence)
- Sexual Education and Teen Pregnancy: students engaged in unsafe and premarital sex resulting in sexually transmitted diseases and teen pregnancy.
- Mental Health: students and families dealing with grief/loss, depression, anger management, and divorce with a need for counseling and therapy.
- Child Abuse: physical and mental abuse of teens in home and community settings.
- Basic Medical Services: physicals, immunizations, and pediatric services.

A key plank of support at Carson is the Healthy Start office/Wellness Center which runs Student Success Team for At-Risk Students (STARS). This body is akin to the district mandate for the establishment of Coordination of Services Team (COST). STARS functions as a forum for centralizing student referrals to support services on campus, through the district, and in partnership with outside providers. Using a standardized STARS referral form, the “umbrella” for STARS is the Response to Intervention (RTI) model, which addresses “tiers” of needs. The Healthy Start Office coordinates and provides services to students referred through the STARS process. This approach allows us to provide basic services for all students (and families) as well as provide more specialized services for students (and families) who have additional needs.

Homeless Students

CHS makes a concerted effort to identify homeless students through the use of the SRQ (Student Residency Questionnaire) required at enrollment. Over the last 3 years, CHS has an identified homeless student population of 1-3%. Any student responding as homeless is contacted by the PSA worker who assesses the student’s needs. Bus tokens, backpacks, and other necessities to support the education of the

homeless student are distributed as needed. A full time staff member is designated as the Liaison for Homeless students. If additional counseling services are needed, the PSA worker refers the student to the HEART Office and appropriate services.

Within Tier 1 of RTI, all students will have access to an academic and guidance counselor that will remain with them for all four years. Carson's academic and guidance counselors will:

- Consult with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Cooperate with school administration and staff in developing student attitudes and behavior which is necessary to maintain proper control by facilitating and scheduling meetings and referrals to the STARS, Student Success Team (SST), Pupil Services Attendance (PSA) counselor, Psychiatric Social Worker (PSW) for therapeutic counseling, and other needed referrals within school or to outside services.
- Counsel individuals and groups of students in the areas of educational, personal, physical, career, and social needs.
- Follow-up student progress within a reasonable time frame to assure all students have and/or are receiving adequate services as needed.
- Serve as a resource person to school personnel and parents regarding the counseling and guidance program.

Within Tier 2 of RTI, the full-time (five days per week) **school nurse** will provide targeted support and services as needed, including:

- Immediate assessment & counseling services for whole student population.
- Work with students to utilize specific referrals for services within the school and with outside community agencies based on student's specific needs.
- Instruction to students regarding options for social and emotional issues (i.e. role playing, relaxation techniques, etc.).
- Act as a mediator between student and parent regarding social and emotional issues.
- Act as an advocate for students dealing with sexual harassment, sexual abuse, and gender identity issues.
- Act as a member of the school Crisis Team, SST, Individualized Education Plan (IEP) team, Threat Assessment Team, School Safety Team, and STARS.

If and when students need additional psychological assessment and related support services, the **school psychologist** (five days per week) will be available to meet these individualized needs and provide the following services:

- Conduct an initial psycho-educational assessment; meet with IEP team consisting of a counselor, a general education teacher, a special education teacher, and an administrator.
- Contribute to the IEP for students with special needs.
- Meet with students and parents on an individualized basis.
- Make an evaluation of student's mental health needs and appropriate services.
- Act as a member of the school Crisis Team also consisting of the school nurse, administrator, dean, and other out-of-classroom personnel.
- Act as a member of the Threat Assessment Team to handle students that may be a potential threat to themselves or others.

Within RTI Tier 2, students will also be provided with support groups aimed at addressing their specific needs. These groups, in the form of STARS and SST, will be charged with:

- SST — identifying students who may be at risk socially or academically. The SST members consist of the identified student's counselor, general education teacher, student, student's parents, school nurse (as needed), and the school psychologist.
- STARS – determining which specific school or outside services the student needs; making the appropriate contact and referrals to begin services, as well as monitoring and follow up for support services.

Students identified as having issues with regular attendance will receive services from the **PSA** (three days per week), whose responsibilities will include:

- Working with students identified as at-risk for dropping out due to attendance issues.
- Serving as liaison between the school and the home; conducting home visits as needed.
- Consulting as an expert on all laws & bulletins related to education, attendance policies, enrollment, and student records.
- Conducting School Attendance Review Team (SART) meetings.
- Conducting School Attendance Review Board (SARB) meeting.
- Making trips to Juvenile Halls and advocating for students on probation.
- Working with District Attorney's Office, law enforcement, and community agencies to meet students' needs for other various services.

In addition, Carson currently has a full-time district funded PSA who targets 9th graders with chronic attendance issues, and works with them to ensure successful 9th grade transition and success throughout high school.

Within Tier 3 of RTI, students who need individualized counseling and/or other support services will have access to the full-time Psychiatric Social Worker (PSW), located at the on-campus Wellness Center, as well as a part-time **PSW** (two days per week). The PSW will provide services that include:

- Behavior Contract / Behavior Support: Developing a contract or plan with a student or teacher with behavioral goals and objectives which promotes positive behavior
- Individual and Group Counseling: Individual therapy as a treatment modality in which clinical intervention is given to an individual client. (Solution-Focus). PSWs are equipped to deal with crisis intervention, mental illness issues, suicide ideations, psychiatric hospitalization, and social and emotional needs of adolescents.
- Monitoring student attendance and calling home as needed.
- Advising parents/guardians on intervention techniques that can teach them how to effectively handle behavioral or emotional concerns.
- Participating in the SST.

Carson has multiple partnerships with outside service providers including but not limited:

- Mental Health (Children's Institute and Masada Homes)
- Alcohol and Substance Abuse (Harbor Area Substance Abuse Treatment Center)
- Medical Services (South Bay Family Health Care Center)
- Violence Prevention (Carson Sheriff's Gang Diversion Team, City of Carson Youth Service Officers, and Los Angeles County Probation Department).

In order to ensure the successful application of these services, the school leadership team will require sufficient data be provided on an annual basis to determine the effectiveness of each service. The effectiveness of Tier 2 and Tier 3 interventions will be measured by analysis of data from sources such as MyData. Carson will survey key support staff, as well as students involved in peer mentoring/guidance to assess the effectiveness of referrals to Tier 2 and Tier 3 services. In addition, Carson is already

implementing Online Discipline Referrals (ODR) and is moving forward in use of the School-wide Information System (SWIS).

d. College and Career Readiness

Carson is committed to building a strong college-bound culture where students are encouraged to further their education after high school. In the past four years, Carson has seen a slight increase in the four-year graduation rate. At the same time, the percentage of graduates meeting criteria for admissions eligibility to public four-year colleges and universities has decreased 4%. Moreover, 10% fewer of Carson's graduates attended college. In sum, the data indicates a need to rejuvenate awareness and preparation for college eligibility and admissions standards.

Carson Senior High and LAUSD Graduate Information

Year	School/District	Number of graduates	NCES Grad Rate	% grads with CSU/UC Eligibility	% grads enrolled in CSU or UC	% grads enrolled in CSU, UC, or CCC
2009-10	Carson	621	79.7%	51%	N.A.	N.A.
	LAUSD	35,457	70.4%	53%	N.A.	N.A.
2008-09	Carson	605	75.6%	48%	25%	50%
	LAUSD	32,147	69.6%	47%	25%	62%
2007-08	Carson	582	81.7%	23%	25%	73%
	LAUSD	31,165	72.4%	26%	28%	69%
2006-07	Carson	552	79.4%	55%	30%	60%
	LAUSD	28,545	67.1%	47%	29%	70%

Source: California Department of Education, California Post-Secondary Education Commission

College Access and Preparation

In preparing students for postsecondary education, the role of the academic counselor is key. All counselors will meet with students before the beginning of each term to ensure they are enrolled in the necessary courses for graduation and A-G course completion. Students will be challenged to take honors and Advanced Placement (AP) courses according to the individual abilities of each student. As part of this counselor-student interaction, the IGP (4-year Individual Graduation Plan) will be introduced to each 9th grader, and then updated each semester to ensure students are on track for completing A-G requirements.

Carson's use of AVID strategies (see Curriculum and Instruction section) will assist in the building of a rejuvenated college-going culture. AVID strategies are intended to close the achievement gap by preparing all students for college readiness and success in a global society. AVID defines rigor as using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. In PLCs, teachers will routinely collaborate to design and adapt lessons using WICR strategies. Teachers will reflect and discuss student work and continually refine students' independent use of AVID tools.

Carson will emphasize the continued development of a school-wide college-going culture. Students will receive support in college and career readiness through the dedicated College Center counselor and

support staff, peer counselors, college preparatory programs on campus, guidance counselors, and faculty representing each SLC. All students will receive college access resources and services including:

- A regional college fair held at the beginning of each school year on the CSU Dominguez Hills campus where over 80 colleges and universities come to speak with prospective students. Students and parents will attend workshops on topics such as Preparing for College and Steps to College. The College Center counselor and staff along with outreach representatives will provide one-on-one assistance with college applications, personal statements and the financial aid process.
- College preparatory programs such as Educational Talent Service, Upward Bound, the UC Early Academic Outreach Program, and the Educational Opportunity Program which provide college application workshops, essay reading, one-on-one and group advising and mentoring to all grade levels of students. These programs also do parent workshops and outreach. These representatives afford Carson students additional individualized college guidance information not otherwise available. Others represent institutions including but not limited to Los Angeles Harbor College and El Camino College, UCLA and California State University Dominguez Hills.
- Grade level (9-12) assemblies covering topics such as internships, graduation requirements, and application and testing requirements, important dates, financial aid, scholarships and grants.
- An annual college night program that will cover college and career information as well as a high school graduation review of requirements. As admission processes change yearly, counseling staff will provide updates to faculty and parents.
- SAT preparation workshops will be available to all interested students funding permitting.
- College classes offered at CHS after school. CHS has the highest number of college classes offered on campus within District 8 and will make a commitment to continue this outstanding service.
- Assistance and information on financial aid through the promotion of the *Cash for College* convention, held annually, for both parents and students. Funding permitting, Carson will provide transportation to this event that provides information and is a scholarship opportunity for college bound students.
- Additional information through the College Center website, carsonresourcecenter.com, which provides information on scholarships, links to applications, financial aid, college planning and a calendar of events.
- 15 or more visits to colleges for students with Carson alumni who attend those colleges providing presentations.
- Parent and Student Financial Aid Workshops (twice annually).

Currently, Carson has a number of partnerships with postsecondary institutions including: CSU Dominguez Hills, Los Angeles Harbor College and El Camino College. Currently, the CHAMPS SLC utilizes a local community college for two classes that are part of their career pathway and provide the students with a college experience and ready them for the transition to full time college student. Our plan is to increase the variety of courses available in each SLC.

Going forward, more Carson students will be encouraged to enroll in concurrent community college and CSU courses. Currently, approximately 1000 Carson students per year have taken courses such as Humanities, Personal Development, Medical Terminology, Political Science, and Anthropology, Sign Language, Introduction to Negotiation Theory, Psychology, and Theatre. Under PSC, Carson is proposing to increase the number of students in concurrent enrollment by 75 students/year over the next five years as state funding allows. All classes will be offered after school. Both the dedicated College Counselor and Carson counselors will be charged with serving as liaisons and advocates for transferable community college classes and CSU classes provided on our campus after school to assist students in completing the

A-G curriculum and provide for a unique college readiness experience. This will encourage students to become more competitive and prepared applicants.

In addition, College Center Peer Counselors will serve as a powerful group of peer mentors trained to empower their fellow students with information and strategies regarding college planning and issues surrounding high school success. Students who wish to become College Peer Counselors are required to pass a specific college class, Personal Development 20, offered through Harbor Community College, during their 11th grade year. This course covers all aspects of college preparation including admissions applications, personal statements, internships, scholarships, and other financial aid, as well as methods for guiding fellow CHS students through the college search and process. These students must then go to the College Center to apply for the position during the spring semester. Outgoing Peer Counselors interview and select up to 50 prospective Peers, drawing from each SLC represented on campus and possessing varying grade point averages (somewhat resembling an academic decathlon team). Final approval for prospective Peers is by outgoing Head Peers and the College Counselor.

College Center Peers are separated into 1-6 period classes in order to serve the needs of the entire student population. They will meet individually with 11th and 12th grade students to assist with college advising responsibilities and guidance. Peers will make presentations in classrooms relevant to college planning, testing, and financial aid. Additionally, peers will take on a month long project working to inform and advise 9th or 10th grade students of the necessary requirements for success in high school and college. Peer Counselors also benefit from this service learning opportunity.

Career Exploration and Preparation

For Career Readiness, each SLC will establish a curriculum that meets the requirements of their career pathway and provide a viable curriculum for completion of the diploma and A – G requirements. CHS SLC's will also include CTE (Career Technical Education), a program similar to the College Board's AP (Advanced Placement) in that it imbeds a multi-year sequence of courses into the SLC's, integrating academic and career knowledge. CTE provides industry linked programs and services that enable students to reach their career goals in order to achieve a high quality lifestyle and to be competitive in a global market place. Carson is proposing to add CTE courses to complete Career Pathways embodied in the SLCs, ultimately building up to Capstone courses that will allow certification and/or entry level abilities for career choices. For example, within the *Global Business, Law, and Communications* SLC, we will have the *Banking and Related Services Pathway* where students will take Computer Applications, Accounting, Financial Services, and the Capstone class Business Law. Existing CTE courses across the SLC's include Culinary Arts, Finance, Sports Therapy, Biotechnology, Certification for Nursing Assistants, Automotive Technology, and Parent Child Development. Future courses include International Trade, Business Law, and Stage Production among others.

Where possible, each SLC will make linkages with Regional Occupational Program (ROP) courses tied to the SLC's career pathway. Links will be established with community partners including businesses and community colleges, as well as soliciting participation from CSUDH, in order to provide students with access to guest speakers, job shadowing opportunities, and internships within each career pathway.

Another key element of Career focus at CHS will be the industry student leadership groups known as Career and Technical Student Organizations (CTSO). Currently CHS has HOSA (Health Occupations for Students Association), CCAP (Careers through Culinary Arts Program), and FEA- Future Educators of America. As CHS continues to refine career focus, FBLA (Future Business Leaders Association), and SkillsUSA for Automotive, Engineering, and Media/Entertainment career pathways will be integrated.

Each SLC will host a career specific fair each year. SLCs will have guest speakers and career panels each semester to expose students to various careers with that SLC focus. Each SLC will design and make revisions to the 7th period advisory curriculum dealing with careers including job application completion, resume writing, interviewing techniques, and mock interviews. Carson staff will identify general internships (Ex. Toyota/TODOS) and assist students in applying to such internships, as well as set up pathway specific internships (Ex. engineering at Northrup-Gruman) and job shadows.

e. School Calendar and Schedule

Carson recently adopted a 7-period schedule, structured as all 1-6 classes and professional development every Monday, with block scheduling on the other four days (see Appendix X). The shift to a seven period day effectively allows students to earn 10 extra credits per year. In the fall, Period 7 will focus on instructional intervention, advisory (emphasis on student portfolios, with evidence tracking career and college-bound progression), tutoring, as well as test prep for CST, CAHSEE, and SAT, and A-G elective enrichment for students who meet requirements. In the spring semester, Period 7 will continue intervention, allow for credit recovery (for failed fall classes), and again offer a selection of enrichment courses to students who are at or above credit requirements for graduation.

All Athletics have been moved to Period 7, which opens up space for courses and reduces class sizes in periods 1-6. However, athletes whose weekly progress report shows ANY D or Fail will be required to get intervention/tutoring period 7 for one week or until all grades raise to a C or better. In addition, athletes who complete a semester with any Fail or D will be required to take a credit recovery, intervention, or test prep during 7th period for the following semester. Athletes who maintain A's and B's each week are allowed to practice period 7 as an incentive.

This new adoption changed the start/end time from 7:42am - 2:49pm to 8:00am – 3:12pm. The new schedule is in alignment with research that teenagers learn better with later start times. In addition, a later start is intended to reduce morning tardiness, which has been a consistent problem. Lastly, the surrounding middle (White) and elementary (Dolores and Caroldale) schools have different start/end times. Therefore, student safety and crowd control among different age groups before/after school should be less problematic. This schedule provides for 65,588 instructional minutes annually (including allowable passing period minutes) which exceeds the district minimum of 65,300 minutes.

Carson's schedule allows for 41 Professional Development days for staff collaboration (including four "frontloaded" days at the start of each semester). Weekly professional development will be held on Monday afternoons in order to provide consistent instructional planning and improvement. In addition, Monday professional development, along with all 1-6 classes, allows for the staff to prepare curriculum and instruction for the rest of the week

In terms of calendar, Carson High School will adhere to an early start schedule for the 2012-2013 school year. Our traditional, two-semester calendar will begin school on August 14 and end on June 4. An early start in August will mean that the semester will end before winter break meaning no interruption of instruction.

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 as 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 be 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 trancies 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.

g. Management of Multiple Schools

Local District Professional Development structures provide new learning as well as the sharing of best practices among teachers, principals, and leadership teams to support the professional growth of all school team members. In addition to content and pedagogy, the shared learning contributes to the building of school climate and culture focused on student achievement consistently across the Local District.

During Principals’ meetings and additional professional developments, Principals and School Teams are strategically grouped. Schools with similar demographics but disparate API scores work together to share challenges and best practices, allowing the less successful schools to learn about strategies that are working with similar student populations.

Teachers are also provided with the opportunity to network and learn about best practices at similar schools. Teachers who have demonstrated success with academic growth are utilized to facilitate professional developments for conceptual lessons in mathematics, including algebra, expository reading and writing, differentiated instruction, and intervention strategies. Multiple schools collaborate to participate in these professional developments.

Additional Culture and Climate Indicators, including student and teacher attendance, and student suspension rates and disproportionality, are reviewed at monthly principal meetings. Central and Local District personnel often attend to address topics such as RtI² support for academics, attitude, and attendance. The unwavering focus on student achievement is modeled and supported as a Local District Culture to be replicated at each school site.

5. Parent and Community Engagement

a. Background

Carson High School will continue to serve the students of the City of Carson and surrounding area, drawing primarily from students currently attending the area’s middle schools, including Andrew Carnegie MS, Stephen M. White MS, and Curtiss MS. The City of Carson is home to a diverse population - socially, ethnically and economically. According to 2010 U.S. Census data, 38.6% of Carson residents are Hispanic or Latino, 25.6% Asian, 23.8% African American, and 23.8% White. A 2006 estimate shows the median household income to be around \$60,500 annually, with 7.2% of families living below the

poverty line. At Carson High, 49% of students are Hispanic/ Latino, 30% are Asian/ Filipino/ Pacific Islander, 17% are African-American and 3% are White. Half (52%) come from low-income households, 11% receive Special Education services and 9% are English Learners.

As part of the PSC process, parents and the greater Carson community were invited over the past year to attend a series of public forums to share their vision for the future of the school. The response has been overwhelming: Meetings for both the general public and our Parent and Community Engagement Committee have benefited from rigorous word-of-mouth and publicity campaigns and have been well-attended. Regional publications like the South Bay's paper of record, the Daily Breeze, have favorably chronicled CHS's progress under the PSC process, lending momentum towards a greater public awareness of our mission to innovate and improve on behalf of all Carson students and families. Most importantly, our outreach efforts have resulted in the kind of specific community and parent input that is essential in crafting a document that serves the needs of students in truly meaningful and actionable ways. For example, parents and community members over the course of the past year identified a wide range of concerns, which we have condensed into the following primary objectives under the Parent and Community Engagement section:

Objective	Solution
Increase the school's graduation rate	<ul style="list-style-type: none"> New bell schedule incorporating an additional 7th Period specifically for academic intervention and credit recovery
Greater preparation for college and careers	<ul style="list-style-type: none"> Implementation of five new, career-focused SLCs Wide array of AP classes (students allowed to passport between SLCs for chosen AP courses)
Increased focus on cooperative and peaceful racial/ ethnic interactions, tolerance and diversity	<ul style="list-style-type: none"> Strong commitment to the maintenance of demographically balanced SLCs that reflect the overall diversity of the school The proposed implementation of Project-Based Learning (PBL)
Improved safety on campus and in adjacent community	<ul style="list-style-type: none"> Creation of a Safety Committee that will report directly to the SBM council Continued support towards the maintenance and ongoing operation of Healthy Start's collaborative network of service providers (ie. "STARS" network)

Objective	Solution
Expanded parent involvement and participation in all aspects of the school	<ul style="list-style-type: none"> Continued support towards the maintenance and ongoing operation of the Carson High Parent Center
Greater community involvement and accountability	<ul style="list-style-type: none"> Creation of a Carson High School Carson Colt Resource Center as a nexus between community stakeholders, students, teachers, and staff
Expectations of and accountability for clear communication between school and home	<ul style="list-style-type: none"> Adoption of School Loop Plus portal, an integrated, web-based platform that provides real-time access for parents, teachers, students, and support staff to class assignments, as well as current grades and attendance data

Carson High’s socially and ethnically diverse student population poses a unique challenge to identifying effective and meaningful communication strategies that address the broadest spectrum of student, parent and community actors. Over the course of several public forums and committee meetings, Carson parents and other residents consistently identified increased cultural awareness and acceptance as primary goals of the school worth supporting. Around half of Carson residents speak a language other than English, with roughly 21% of them lacking fluency in English. Thus, in order to promote a culture of peaceful coexistence and connection between various groups, the imperative is clear: CHS must build on the strengths of its ethnically diverse faculty and staff, their cultural knowledge/skills, to identify and implement the most effective means of communication and disseminating ideas throughout not only the school but the entire city.

Carson High School is further challenged by relatively high levels of crime in the area and youth involvement in gang activity. The school is committed to providing access to safe, high quality after-school programs and services that serve to increase homework completion rates, as well as to extracurricular activities that engage students and are inclusive. This can be accomplished, in part, by strengthening existing community partnerships, such as those with the Boys and Girls Club, the Pacific Islands Center for Educational Development, Toyota, to name a few, and establishing new partnerships with additional community-based organizations in the Carson area.

All stakeholders recognize the importance of shifting parent-teacher conversations from student behavior to student learning. Parents need to be empowered to exercise more voice in shaping and reinforcing student learning. In addition, the school needs to play a role in assisting parents in reinforcing and supporting learning at home via parental conversations and encouraging greater parental involvement at CHS, especially through the new Parent and Carson Colt Resource Center.

Despite these challenges, Carson has valuable assets and strengths that can be accessed in order to meet the expectations of parents and community members. For example, Carson is a stable community with high rates of homeownership (roughly three-fourths of residents) and long-term residency. An essential

element that strengthens the collaboration between parents and the school is the fact that families genuinely want to be involved and partner with the school to support student learning as demonstrated by the high turn-out at community outreach meetings and the record attendance at Back-to-School Night on October 13th, 2011.

b. Parent and Community Engagement Strategies

Carson High School believes that building and supporting partnerships with families and the community is a fundamental element that will contribute to student success. To ensure that the school's connection to families and community partners is guided by a firm research-base, CHS will use the six-part framework developed by Dr. Joyce L. Epstein:

- Parenting: Helping families establish home environments to support children as students.
- Communicating: Designing effective forms of school-to-home and home-to-school communications about school programs and children's progress.
- Volunteering: Recruiting and organizing parent help and support.
- Learning at Home: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.
- Decision-making: Including parents in school decisions, developing parent leaders and representatives.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

These six approaches have proven to be effective ways to increase parent involvement and positively impact student achievement. All stakeholders share the commitment to improving the education of our students. We have opted to primarily focus on the Communicating, Decision-making and Collaborating with Community components of the Epstein approach, as outlined below.

Two Hubs: Carson Colt Resource Center and the Wellness Center

There are two main hubs for enacting Dr. Epstein's six approaches: the new Carson Colt Resource Center (the "Resource Center"), and the new Carson High Wellness center, both housed under the auspices of the Healthy Start initiative (aka the **HEART office**). Both represent an effective way to build on existing infrastructure and organizations that have a history of service delivery at CHS.

The umbrella for these two hubs, the HEART Office, is in its current role a respected and well-regarded "safe" space for teachers, faculty, staff, and students through which all official LAUSD partner agency services are delivered. Although Carson High students and staff have indicated via recent surveys high levels of satisfaction with the HEART Office, expansion and reorganization efforts will enhance the benefits it provides to students and expand its reach for improved access for parents and the community. The HEART Office currently faces challenges (eg. lack of space, physical isolation, and underutilization of academic interventions) that will be remedied by the introduction of the new Carson Colt Resource Center and the expansion of the longtime Carson High Teen Health Clinic into a broader-in-scope "Wellness Center" open to the public.

The Resource Center will serve as an access and information point for parents in order to improve communication and school involvement. Partner agencies at CHS, such as the Boys and Girls Club (B&GC) and Pacific Islands Center for Educational Development (PICED), that offer academic intervention and support services will be realigned in a more effective manner under the new plan,

forming an essential second layer of support staff. Moreover, parent and community outreach are bolstered by two important initiatives scheduled for later in spring 2012: the Resource Center is slated for a major renovation on April 28th through the support and patronage of community-based non-profit, Sharefest, which has selected Carson High as its “Workday” volunteer project, where literally hundreds of community volunteers descend upon a pre-selected site once a year and in one day, transform and rebuild the site into a more aesthetically and functionally-efficient space for all stakeholders.

Moreover, the Resource and Wellness Centers also formed a major component of an important grant application that was undertaken by a collaborative of public and private entities from the City of Carson this past summer for the Department of Education’s renown “Promise Neighborhoods” grant award. Regardless of the outcome of Carson’s Promise Neighborhood grant application (to be awarded in December 2011) on behalf of the collaborative of public and private organizations, Carson High’s Wellness and Resource Centers will continue to play an important role as central locations and organizing hubs for future Promise Neighborhood-related activities and planning. (The Promise Neighborhoods program under the Department of Education is an outcomes-based, long-term strategy to improve outcomes for children and their families via a continuum of services across a spectrum of need.)

Clearly, the Resource and Wellness Centers are key components under our PSC plan. The Resource Center gives community agencies and other civic partners in Carson a central location from which to offer a diverse spectrum of socio-emotional, enrichment programming to students, while the new Wellness Center represents the transformation of Carson High's longtime Teen Health Clinic into a full-service, family health clinic open to the general public. By providing stakeholders two separate locations from which to communicate and engage with students on subjects ranging from academics to extracurricular activities and outreach services, as well as to access socio-emotional and general healthcare services, parents and community-based organizations are inherently more connected within the broader spectrum of students’ lives, both academically and personally. The Workday project on April 18th will allow community members, parents, students, and staff a once-in-a-lifetime opportunity to take part in a professional renovation project, and strengthen their ties to the school; and the resulting newly refurbished and redesigned space will provide a strong basis for the continued existence of community-based equity models, like Promise Neighborhoods, to flourish and grow.

Thus, the Carson Colt Resource Center and the Wellness Center provide a natural mechanism for community and parent engagement, building stronger connections and closer community ties, under the following areas and in order to:

Communicating:

- Provide families with regular, consistent, and predictable communication from school-to-home and home-to-school, using such tools as the Parent Center, phone calls, emails, flyers, the School Loop website’s parent portal, and others.
- Guarantee access to translation for all documents, school information, school policies, and conferences.
- Commit to responsiveness to answer family and community questions and concerns.
- Require participation in a 9th grade orientation for parents and students so that they are informed about opportunities for involvement and input.
- Survey parents on satisfaction with their child’s educational experience, school performance, and request input on programs to increase family participation.
- House a small staff dedicated to assisting parents and disseminating information at the Parent Center. They will be responsible for:
 - 9th grade intervention/advisory
 - Community service-based assignments

- Increased open channels of communication for parents to speak with counselors about college readiness
- Have translation services available in Spanish, Samoan, and Tagalog.

Decision-making:

- Set a tone of mutual support for the whole school, whole child approach by creating a warm and welcoming school environment where families and community members have a voice.
- Cultivate a cadre of informed and active parents and community members who influence school governance by formalizing parent participation through efforts such as the PTA and Parent Council.
- Organize evening activities and meetings for parents to ensure they have access to authentic decision-making roles with real authority at the school.
- Organize “Parent Teams” visiting campus during high traffic hours such as lunch and after-school for improved school safety and student behavior.

Carson will also establish a parent volunteer program on campus to provide the opportunity for parents and families to become more involved in school activities. Through aggressive marketing and outreach, parents will be actively invited and encouraged to fulfill a recommended five hours of volunteer service throughout a student(s)’ four year career in high school. Parents will be able to fulfill these volunteer service hours in the following activities: chaperoning, skill donation, tutoring and supervision. The recommended parent volunteer hours gives families the opportunity to participate actively in the life of the school and to see, for themselves, how it operates in the support of their children.

Finally, CHS will create a culture and strategies that differentiate between parent engagement and parent involvement. The first is about ensuring parents have the information they need to understand their child’s progress through the school. To encourage this, parents will be given access to the School Loop Plus online portal that displays assignments, grades and assessment results. CHS will work to make sure that parents can ask questions and make suggestions related to the course their child is taking toward graduation and college and career preparedness. Parent involvement, on the other hand, is about providing opportunities for parents to participate in school activities as a way of modeling their support for their child’s education.

c. Key Community Partnerships

Carson High’s vision identifies families as key partners in educating students. It is also understood that engaging the broader community is critical to the school’s success. Indeed, the “Collaborating with Community” strand of the Epstein typology is essential to the success of the school—from academics, to college/career readiness, to social and emotional wellbeing.

In the table below contains a summary of existing and potential community partners, as well as the role and/or type of relationships the school envisions developing over time.

Type of Partner	List of Potential Partners	Role/Relationship with School
Community Based Organizations	South Bay Family Healthcare Center Parent/Family Resource Center Asian American Drug Abuse Program Pacific Islands Center for Educational Development Boys and Girls Club of Carson Masada Homes Carson Child Guidance Program Children's Institute International Harbor-UCLA Crisis Response Team Reaching Higher Plateaus Pacific Asian Counseling Services Dig for Kids Talent Search Students Run LA Team Heal Urban Teacher Fellowship Career Ladder Carson Boosters	Support in the arenas of: Healthcare Services, Socio-Emotional, Substance Abuse Prevention, Tutoring, After-School Enrichment, College and Career-Readiness, Conflict Mediation, Mentoring and Academic Support
Institutions of Higher Education	California State University, Dominguez Hills El Camino College Los Angeles Harbor College UCLA-RAND Center for Adolescent Development UCLA School of Social Welfare USC School of Social Work Harbor UCLA	Social Services, Higher Ed
Labor Organizations	Workforce Investment Network Teen Employment Network	Employment Services
Religious Organizations	Mission Ebenezer Church Samoan Congregational Church	Faith-Based, Civic Organizations offering dissemination of information and mediation in addition to support programs
Local Government	Department of Public Safety, City of Carson City of Carson LA County Department of Probation	Public Agency support
Business and Industry	See's Candy Toyota Las Chivas USA	Private Partnerships, financial support

To build the network of community partners, CHS will host community meetings and will invite and encourage partners to be part of every school-wide event. The school will continue to foster the partnerships already in place and work to ensure that these organizations and agencies are given the

support they need to reach all students. Community partners will be asked to establish their commitment to support CHS via a Commitment Letter outlining how they will support student success. In all, CHS is committed to strengthening connections with all stakeholders and ensuring that families and the community play a more active role in the academic and social growth of all students.

6. Governance and Oversight

a. School Type

Carson High School has collectively selected Extended School- Based Management Model (ESBMM) as its governance model. As written and detailed in the Extended School- Based Management Model Overview and Autonomies Document, ESBMM both promotes and enhances school autonomy while adding accountability, on- site based control, scheduling flexibility, academic excellence, and authentic partnerships with parents and Community Based Organizations (CBO).

Our selection of ESBMM is supportive of the school's mission and vision for whole school improvement and enhanced student achievement outcomes under an innovative and semi-autonomous school design.

Throughout this plan we have identified key areas where autonomy is needed, including:

- Requiring staff to adhere to shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction
- Integrate Project-Based Learning approaches into the content areas
- Developing common formative and summative assessments in each subject area
- Providing additional opportunities for students to shape how they demonstrate their own learning through development of performance-based assessments
- Implementing a requirement for completion of a 4 year cumulative portfolio which includes a senior project and a college preparedness and career ready component in order to graduate
- Expanding student access to college level learning opportunities while in high school
- Scheduling students within the 7 period block schedule to enable credit recovery and/or credit acceleration
- Structuring teacher collaboration both within content/course PLCs (Professional Learning Communities) and career-based, thematic SLCs
- Providing multiple opportunities for common planning time and focused professional development (e.g. Intensive, front- loaded PD's during the first week of each semester and each Monday thereafter) **(See School Calendar and Schedule in the Appendix)**
- Utilizing a staff selection process (Section 13: Staffing)

Having investigated several other PSC governance options and having held extensive discussion sessions with our team members, the Design Team comes away with a strong conviction that the ESBMM will best serve the needs of our students within areas crucial to student success by:

- Allowing for the use of per-pupil funding and the prioritization of funding based on student needs and not based on district staffing norms (e.g. This will potentially lighten the student to teacher ratio within classrooms and lead to more personalized instructional time.)
- Putting into motion a selection process for like- minded administrative, certificated and classified staff members who are committed to our shared mission, vision and core beliefs
- Implementing a curricular and instructional program that allows for some degree of autonomous curriculum and assessment development
- Designing professional development and teacher collaboration time to align with the instructional foci and key instructional strategies based on Autonomy, Mastery, and Purpose

In summation, the design team believes that ESBMM governance model best suits CHS's mission, vision, and core beliefs.

Applicant Team Capacity:

Team Members

Dr. Windy Warren, Principal- Dr. Warren is starting her 23rd year with LAUSD as the new principal of Carson High School. She got off to a quick start during the summer by devising and gathering support for the new 7- period bell schedule to institute reforms needed for the PSC plan, as well as to address the 2010 WASC recommendations and parent concerns. She is also leading the implementation of "School Loop Plus," an integrated grading, attendance and homework portal that is being piloted at Carson and four other LAUSD schools. Previously she served for 4 years as Assistant Principal, Secondary Counseling Services at Banning High School, which is one of only a few schools in the area to successfully exit "Program Improvement" status under NCLB. Prior to her work as an administrator, she worked at San Pedro High School, where she held leadership positions such as SLC Leader, Testing Coordinator, and Drug and Violence Prevention Coordinator.

Suzanne Bottlik, English, National Board Certified Teacher- Ms. Bottlik has taught at Carson High for 17 years and is a founding member of the Advanced Studies Academy. She serves as the coordinator of Carson High's Public School Choice plan.

Tammy Bird, Science, National Board Certified Teacher- Ms. Bird is starting her 10th year of teaching at Carson and her 27th with LAUSD. She currently oversees the CATS SLC at Carson and manages a California Partnership Grant. She is also an instructor at UCLA's Graduate School of Education.

Saliha Seyhun, Foreign Language, National Board Certified Teacher- Ms. Seyhun has taught at Carson High for 17 years and holds MAs in both Curriculum and Instruction and Spanish. She represents the SERF SLC and the Foreign Language Department on the Design Team.

Richard Watson, English- Mr. Watson is starting his 14th year at Carson High and is certified by the College Board to teach both AP English Language and AP English Literature. He is an elected member of both School Based Management and the School Site Council.

Valri Randolph, English- Mrs. Randolph is starting her 13th year at Carson High and is currently the school's Title I Coordinator. She also teaches in the school's Read 180 program and is an elected member of School Based Management.

Pamela Baysa, Parent- Mrs. Baysa is the mother of a 9th grade student at Carson High and is an elected member of both the School Site Council and the CEAC committee. Previously she served as the Parent Center Director at Caroldale Learning Community.

Ralph Mertens, Math Department Co-Chair- Mr. Mertens, a graduate of Carson High, is starting his 20th year of teaching here and also serves as the Boys Volleyball Coach. He is certified by the College Board to teach AP Calculus.

Mary Ann Coyle, Math Department Co-Chair- Ms. Coyle has taught at Carson High for 9 years and currently serves as co-chair of the school's UTLA chapter. She is an elected member of School Based Management, the School Site Council and the CEAC committee.

Christy North, English- Ms. North is starting her 11th year at Carson High and is certified by the College Board to teach AP English Literature. She has also been a featured presenter at the California Association of Teachers of English annual conference.

Gary King, Community Member- Mr. King is the Executive Director of the Carson branch of the Pacific Islands Center for Educational Development, a mentoring and academic support non-profit organization. He is focused on assisting students and teachers in the classroom at Carson High School and will help lead the new Carson High Carson Colt Resource Center.

Mary Vasquez, Math- Ms. Vasquez, a longtime resident of Carson and a graduate of Carson High, is starting her 10th year of teaching here and her 33rd year of teaching overall.

Diana Faatai, Testing/ Intervention/ Professional Development Coordinator- Mrs. Faatai, a Carson High graduate, is starting her 17th year here. She started an English teacher and served as Department Chair and most recently served as a dean. She currently serves as an elected member of School Based Management and leads the Testing Collaborative which consists of parents, classified and certified staff.

Kary Harger- Social Studies, UTLA Chapter Chair- Ms. Harger is starting her 13th year at Carson High and her 20th with LAUSD. She serves as Chairperson of School Based Management.

Honey Koletty, College Counselor- Mrs. Koletty has been the College Counselor at Carson High for 16 years, and prior to that, served as an EOP Counselor at California State University, Dominguez Hills. She is a past recipient of “Educator of the Year” awards from both the Fulfillment Fund/ KTLA Charities and the National Pacific Islander Network.

Pat Agbu, Special Education– Mrs. Agbu is starting her 12th year at Carson High School as a Resource Specialist Teacher and has another 12 years of teaching experience from overseas. She is a certified Education Specialist II, and holds a masters degree in Public Administration and Special Education.

Dr. Dan Cartmell, Math- Dr. Cartmell is in his 2nd year at Carson High, where he has worked as a Math Instructional Coach and as a classroom teacher. He has nearly 30 years of experience with LAUSD.

Carlos Ruiz, Special Education Department Chair- Mr. Ruiz is a graduate of Carson High and is starting his 5th year here as an instructor, teaching social studies to special education students and running the Read 180 program for struggling readers.

Mrs. Haydee Malacas-Hart, Parent Center Director- Mrs. Hart is starting her 6th year as a member of School Site Council and CEAC and is the Secretary of the Carson High Booster Club. She is also the Cheerleading Advisor, and as a Carson resident, is actively involved in church and non-profit organizations in her community.

Shemaiah Torres, Student Body President- Shemaiah is one of only a handful of juniors to have ever served as ASB President. He takes a challenging course load, which includes AP English Language and AP U.S. History. He is also active in his community, participating in AIDS Walk Los Angeles and volunteering to feed the homeless.

Yna Verdejo, Student Body Secretary- Not only is Yna an elected member of the ASB, she is a writer for *The Trailblazer*, the school newspaper. Her rigorous course load includes both AP English Literature and AP Psychology.

Erika Nina Ferrer, ASB Non-Commissioner- In addition to her ASB leadership position, Erika is an active member of Key Club, the California Scholarship Federation and the National Honor Society. As a junior, she has a difficult schedule that includes both AP Psychology and Personal Development 20 (a community college class).

With representation from all key stakeholder groups, including faculty, parents, students, community business and agency partners, the Carson High School Design Team was able to combine their expertise and experience to design an innovative high school that will meet its mission and vision for academic excellence. The Design Team was able to include a variety of perspectives, background, and knowledge, which reflects the diversity of Carson High School and indeed, the uniqueness of our community as well as an established track record of ability to lead and transform schools by raising student achievement. Additional information on each Design Team member can be found in his/her resume, attached.

Autonomy

Carson High School's governance autonomy under PSC is intended to disseminate a culture of shared leadership and decision-making which will focus on increased student achievement. As outlined above, there are clear areas for enhancing autonomy in order to meet our school mission and vision for increased student and school performance outcomes. Towards this end, we are intent upon establishing and nurturing a school culture where staff has authentic input, participation, and ultimately ownership of student and school success and where teachers, as well as students, will feel an air of Autonomy, Mastery, and Purpose! We are committed to using the autonomy of the ESBMM to ensure high levels of faculty "buy-in" and ensure other stakeholder input into school decisions. As detailed in the section below on school-level committees and governing council, there will be multiple forums for gathering perspectives from the staff and shaping the implementation of school-wide instructional priorities.

b. School Level Committees

Expanded School Based Management (ESBM) Council

ESBMM will serve as the primary leadership team for the school. Various standing and ad-hoc committees (e.g. Staff Selection Subcommittee) will be formed by the members of the council to streamline the decision-making process. The council will operate by consensus based on the recommendations of the council's own subcommittees, as well as the Instructional Leadership Committee, the Governance Board and the Safety Committee. The council will make decisions by consensus.

ESBMM will meet twice a month after school. Meeting dates and times will be set at the council's initial meeting, which will be held during the first week of school. New elections will be held at the end of each school year.

Instructional Leadership Committee

The Instructional Leadership Committee will supervise the design and implementation of professional development, as well as departmental formative and summative assessments. In addition, the committee will supervise the design and implementation of school-wide intervention programs, including the

curriculum for period 7 classes. Finally, the committee will also analyze data related to departmental assessments, periodic assessments, CST exams, and the CAHSEE. The committee will serve as an advisory body to ESBMM and will be comprised of an administrator, the intervention coordinator, the EL coordinator, the special education coordinator, the ELA coach, the math coach, and the chairs of the English, math, science and history departments (or designees). Meetings will be held after school as needed (at least once a month) and will be scheduled so as not to interfere with any previously scheduled meeting.

SLC Governance Committee/ SLC Leadership Teams

The SLC Governance Committee will handle vertical articulation with the various feeder middle schools, the sharing of campus facilities, the sharing of elective and extracurricular programs, the process for joining and switching SLCs, and any other related issues as they arise. Meetings will be held twice a month on a regular basis (i.e. the first and third Thursdays of every month), with the meeting dates, times and locations being mutually agreed upon by all participating parties during the third week of school. These dates and times will be set-up so as not to interfere with any other scheduled meetings. The SLC Governance Committee will consist of the principal (or designee), and the SLC leads. The Parent Center representative (or designee) and the ASB President (or designee) will augment the committee when needed (i.e. for vertical articulation). The composition of SLC leadership teams will be determined by individual SLCs, but must include faculty, parent and student representation. On each meeting day, the Governance Committee will briefly meet first (i.e. 3:15pm- 3:30pm) to determine which issues should be discussed by the individual SLCs. The SLC leadership teams will then meet for no longer than one hour (i.e. 3:30 pm- 4:30 pm) and make recommendations for the SLC leads to take back to the SLC Governance Committee, which will then reconvene and make final recommendations to submit to ESBMM.

School Site Council (SSC)

The School Site Council will make decisions regarding categorical funds and will take into account all recommendations from CEAC and ELAC committees. The SSC will also formulate the Single Plan for Student Achievement (SPSA). The council will be comprised of representatives of the administration, certificated staff, classified staff, parents/ community members and students as specified by federal law. New elections will take place near the beginning of each school year, with all stakeholders being informed in advance. Meeting dates will be set for the year at the council's initial meeting, which will be held within the first month of the school year in conjunction with CEAC and ELAC. Thereafter, the council will meet once a month in the evening (so working parents can attend).

Compensatory Education Advisory Committee (CEAC)

The Compensatory Education Advisory Committee will make recommendations to the SSC for the allocation of categorical funds as well as the SPSA. The committee will be comprised of representatives of the administration, certificated staff, classified staff, parents/ community members and students as specified by federal law. New elections will take place during near the beginning of each school year, with all stakeholders being informed in advance. Meeting dates will be set for the year at the committee's initial meeting, which will be held within the first month of the school year in conjunction with the SSC and ELAC. Thereafter, the committee will meet once a month in the evening during weeks immediately *prior* to SSC meetings.

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee will review data related to the school's EL students and will make recommendations to the SSC on the Economic Impact Aid-Limited English Proficient (EIA-LEP) budget as well as the SPSA. The committee will also develop the school's language census. The committee will be comprised of representatives of the administration, certificated staff, classified staff, parents/ community members and students as specified by federal law. New elections will take place near the beginning of each school year, with all stakeholders being informed in advance. Meeting dates will be set for the year at the committee's initial meeting, which will be held within the first month of the school year in conjunction with the SSC and CEAC. Thereafter, the committee will meet once a month after the CEAC meeting concludes during weeks immediately *prior* to SSC meetings.

Students At Risk Assessment (STARS) Council

The Students At Risk Assessment Council will process teacher referrals of students due to academic, social and emotional concerns. The committee will be comprised of an administrative representative, a dean, the school psychologist, the psychiatric social worker and the PSA counselor. Meetings will be held weekly on a consistent day and time during school hours.

Safety Committee

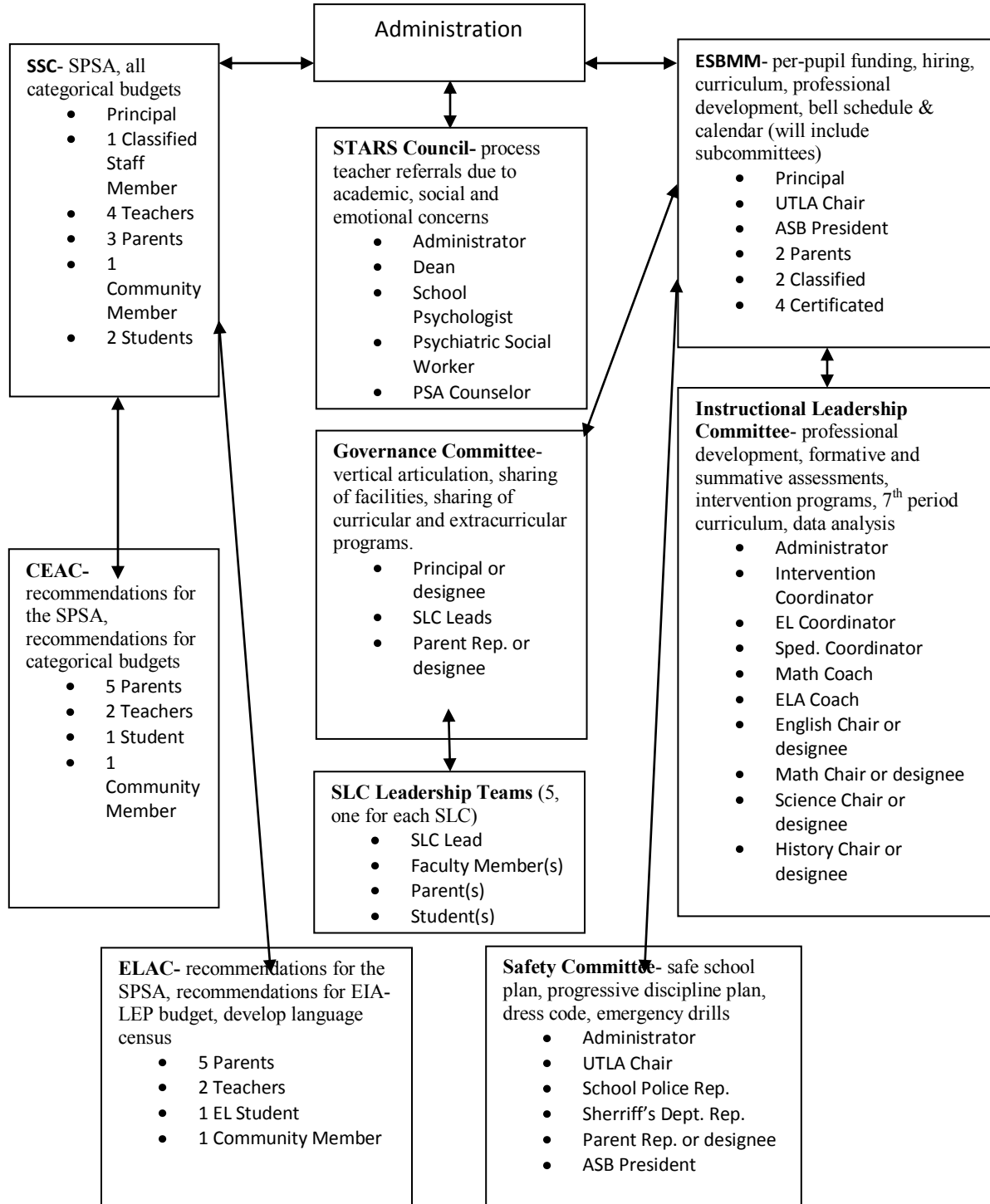
The Safety Committee will formulate the Safe School Plan (SSP), as well as the school's dress code and progressive discipline plan and present it to the ESBM Council for approval. The committee will also plan and oversee the shelter-in place drill and the SHAKE drill. The committee will be comprised of the principal, the UTLA chapter chair, a representative from School Police, a representative of the Sheriff's Department, the Parent Center representative (or designee) and the ASB president. Meetings will be held after school as needed (at least once a month) and will be scheduled so as not to interfere with any previously scheduled meeting.

Inter School Council (will only exist if the pilot schools are approved)

Inter School Council will consist of the three principals (or designees) and the three Carson High SLC leads (or designees). This council will make decisions relating to vertical articulation with the various feeder middle schools, the sharing of campus facilities, the sharing of elective and extracurricular programs, the process for joining and switching SLCs.

A detailed chart is located on the following page.

Organizational Chart for Carson High School



7. School Leadership

a. Principal Selection

California Professional Standards for Educational Leaders states that “A school administrator is an educational leader who promotes the success of all students by the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community...”. McEwan in Ten Traits of Highly Effective Principals defines a highly effective principal as an “Envisioner – an individual who is motivated by a sense of calling and purpose, focused on a vision of what schools can be, and guided by a mission that has the best interests of all”(p. 43-44). This means that a transformational educational leader will resolve to focus not only on developing a shared vision, but also on involving all stakeholders to be part of the process of articulation and implementation of the vision and sustaining of the shared vision and mission over time. Highly effective principals have strong communication skills, high levels of knowledge about teaching and learning, and the ability to provide instructional leadership.

For Carson High School, the ideal principal will be a transformational leader who will strive for fundamental changes rather than incremental improvement in improving teacher practice to achieve the shared vision and mission of Carson High School. The principal will be able to garner the full support and engagement of faculty, staff, students, parents and community members. The design team envisions a principal who will support Small Learning Communities (SLC) autonomy, as well as drive, implement and articulate the vision and mission of our school. The principal should be an innovative problem solver with financial and technological knowledge. In addition, he/she will have a valid administrative credential, a minimum of five years of verifiable experience working in secondary education with a valid California Credential, and working knowledge of current issues in public education.

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.

b. Leadership Team

Expanded School Based Management (ESBM) Council

The expanded School Based Management Council will have control over...

- The school's non-categorical budget as determined by the state ADA funding formula
- The hiring of administrative, certificated, and classified employees
- The curriculum
- Professional development
- The bell schedule

The council shall be composed of 11 members serving 1 year terms.

- The principal (co-chair)
- The UTLA chapter chair (co-chair)
- The ASB president
- 2 parents chosen in an election supervised by the Parent Center Representative
- 2 classified employees chosen in an election supervised by the SEIU chapter chair
- 4 certificated employees chosen in an election supervised by the UTLA chapter chair

ESBMM will make decisions after taking into consideration the recommendations of the Instructional Leadership Committee, the Governance Committee and the Safety Committee and will also create various subcommittees as necessary (e.g. Staff Selection Subcommittee).

School Site Council (SSC)

The School Site Council is mandated by federal law for all recipients of Title I funding and will make decisions regarding categorical funds (NOT per-pupil funding). The SSC will also formulate the Single Plan for Student Achievement (SPSA). New elections will take place during the first week of each school year, with all stakeholders being informed well in advance. Meeting dates will be set for the year at the council's initial meeting, which will be held the second week of school in conjunction with CEAC and ELAC. Thereafter, the council will meet once a month in the evening (so working parents can attend). SSC will make decisions after taking into consideration the recommendations of CEAC and ELAC.

The Council will be comprised of 12 members serving 1 year terms

- Principal (Chair)
- 1 Classified Staff Member
- 4 Teachers
- 3 Parents
- 1 Community Member

- 2 Students

8. Staff Recruitment and Evaluation

a. Staffing Model.

Carson's mission is to provide our students with a rigorous, challenging education emphasizing critical thinking, integrated skills, problem solving, social responsibility, and community involvement. Our vision is that our graduates leave Carson High independent, college and career ready, prepared to assume their roles in a global community.

To accomplish this, Carson High will be comprised of five thematic SLC's referenced previously in the Curriculum and Instruction section of this proposal. Students within each SLC will complete the A-G requirements while focusing on a career pathway. Projected enrollment is 560 students per SLC, with a school-wide enrollment of 2800 (based on current numbers).

Carson has been identified as a PHBAO school, and will be staffed as such based on LAUSD formulas. The current student to teacher ratio for a PHBAO school is 42.5 : 1, with a provision for a lower ratio of 34 : 1 for the four core classes in grades 9 and 10. LAUSD formulas will also be used for administrative, counseling, clerical, and maintenance positions, unless the governing council votes to alter the norm as determined by student need and funding.

Year 1

-Certificated: 85 teachers, 5 administrators, 4 counselors, 1 college counselor, 1 nurse, 1 librarian and 1 psychologist. A psychiatric social worker and a PSA counselor will be hired if funding permits.

-Classified: 1 SAA, 1 MCD clerical worker, 4 office techs, 1 plant manager, 1 assistant manager, 6 Building and Ground workers, 2 school facilities workers, 1 financial manager, 6 special education assistant, 1 parent center representative.

Year 2

The school will maintain staffing ratios for certificated and classified positions. Efforts will be made to secure additional categorical funds and grants to supplement the positions listed in Year 1.

Year 3

The school will maintain staffing ratios for certificated and classified positions. Efforts will be made to secure additional categorical funds and grants to supplement the positions listed in Year 1.

Working conditions will be set by the individual bargaining units. (The teachers contract will be modified by the UTLA/ LAUSD ESBMM agreement.)

Carson recognizes the diversity of its student body and plans to meet the needs of students with special requirements. Resource students will be mainstreamed, with support in the classroom from Resource Teachers and/or para-professionals. Special education students needing more structured assistance will be placed with CBI, MRM, or SDC teachers. ELL students will be placed in sheltered classes or in selected classes with a lower student to teacher ratio of 28:1).

Opportunities will be built into the curriculum for high achieving students as well. Honors and AP courses will be available to students of all SLC's. and college courses will be offered on campus after school. The College Center will continue to assist students with meeting A-G requirements, the college selection process, and application / financial aid forms.

Unlike our current SLCs (including the two proposed pilot schools) our new SLCs and reflect the diversity of our students. ELL, Special Ed, Honors, and AP students will be equitably distributed throughout the five SLC's.

Carson students will have access to numerous other support services on campus in the new Carson High Carson Colt Resource Center, including the HEART office, the Piced program, the Boys and Girls Club, and the Marine ROTC program. A grant under the federal Promised Neighborhoods program is currently in the process of being written to help coordinate resources. If the grant is not obtained, these agencies have agreed to maintain close collaboration. A variety of extracurricular clubs will continue to meet at lunch and after school.

With the implementation of the seven period schedule, students will be placed in basic skills, intervention, credit recovery, or college preparatory courses. Seniors who are on-track to graduate will also have the option of participating in SLC directed internships, or serve as peer tutors during seventh period.

The staff is committed to the success of our students and has agreed to work collaboratively throughout the years of the plan. We have chosen to incorporate common practices into our course work. These include, but are not limited to, SDAIE/AVID strategies, project based learning, cross curricular teaching, and emphasis on rigor, relevance, relationship and reflection. We have agreed to four uniform classroom practices: 1) posted agendas with student goals, 2) TIPS (think-ink-pair-share), 3) portfolios (student and teacher), and 4) exit tickets. Staff members will also observe one another at least once a week.

b. Recruitment and Selection of Teachers

When selecting new teachers, the ESBMM staffing subcommittee will be looking for fully credentialed, NCLB "highly qualified" teachers who have experience at schools similar to Carson. (Those with Emergency Credentials will not be considered.) Consistent with the UTLA/ LAUSD ESBMM agreement, "must places" won't be accepted and all "displaced" will have to go through the regular application/ interview process. Each applicant must be willing to commit to the school's Mission and Vision, to participate in our collaborative models, and to be fully engaged in the four uniform classroom practices mentioned above.

Applicants will submit a resumes and 2 letters of recommendation. The principal's designee will screen applicants to ensure all local, state, and federal credentialing requirements are met. All references will be checked.

Applicants who have made it through the screening process will be interviewed by the ESBMM staffing subcommittee. If time permits, the applicant will present a 15 minute sample lesson at the time of the interview. The applicants will be ranked by the committee and final selection will be made by consensus.

c. Performance Reviews

Administrators will follow the Stull Evaluation process as described in the UTLA contract. In addition, non-evaluative peer observations will take place weekly throughout the school year. Best practices will

be shared at least once a year at department and SLC meetings on a regular basis. To ensure consistency, a common observation form (Appendix) will be used. Teachers will debrief with each other the following week during professional development time.

As part of our common teaching practices, a portfolio will be kept by each teacher. Items to be kept in the portfolio include peer observations, model lessons/unit plans, student work, and self-reflections. Reflection should include a look at recent teaching practices/strategies, and make references to recent data from CST, CAHSEE, and common assessments. Portions of this process will be extended to include all certificated personnel, in and out of the classroom, including, but not limited to, administrators, counselors, deans, and academic coaches.

9. Sharing a Campus

Three internal and one external teams are submitting proposals to run Carson High School or a portion thereof. While our team believes that the school would function best as one unified entity, we realize that multiple teams might be awarded a portion of the school. The three internal teams (CHAMPS and AEE, which are both proposed pilot schools, and the ESBMM proposal) have met extensively and have reached several agreements about sharing a campus in the event that the school is divided into separate entities. See ‘Good Faith Shared Use Agreement’ under Addendum ‘Petition for Governance Model,’ page 84.

- All three groups have committed to adopt the 7- period bell schedule which was recently approved by a 2/3 vote of the faculty and other stakeholders
- All three groups have agreed to set up an interschool council to make decisions regarding the sharing of the gym, the MPR, the OAR, and the outdoor stage, as well as recruiting, enrolling, balancing and transferring students.
- CHAMPS and the ESBMM team have reached an agreement on proportionally sharing the costs of the college and career counselors, while AEE has committed to hiring their own college/ career counselor and staffing their own library/ media center
- All three groups have agreed that the students will wear lanyards (break-away) identifying their school. Additionally, they have agreed that all schools will have their own deans and security staff but will share the services of the School Police.
- Athletic teams will be open to all students.
- All schools will have an equal distribution of special education and EL students.
- All schools will have their own AP and honors classes.
- Certain classes which would be infeasible to offer at all three schools will serve as “passport classes” and will be open for enrollment to students from the other schools when room is available.
- The group would be represented on the interschool council.
- They would be invited to share the services of out-of-the-classroom positions by paying a portion of the salaries.
- Athletic teams will be open to their students.
- Special education and EL students will be distributed equitably.
- We would reach a reciprocal agreement covering the sharing of classes which are infeasible to offer at all schools.

C. Internal Management

1. Waivers

The design team feels that the agreement between UTLA and LAUSD establishing ESBMM provides the flexibility to fully implement the PSC plan without the need for waivers. We will, however, ask teachers to sign a “Commitment to Carson’s PSC Plan” which will reflect the school’s philosophy, but which will not require amending the union contract. It will require that teachers...

- Work collaboratively as a member of a Small Learning Community (SLC)
- Work collaboratively as a member of their department, including participating in the design and implementation of pacing plans, as well as common formative and summative assessments
- Use the district provided Instructional Guides and Periodic Assessments until such time as school-generated pacing plans and assessments are fully implemented
- Teach an additional period four days a week to facilitate the implementation of Carson High’s 7th period intervention classes *
- 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
- Participate in non-evaluative peer observation of colleagues
- Use and update their School Loop Plus website and grade book at least once per week in order to keep parents informed (Teachers will be provided comprehensive training on how to effectively use the new system.)
- Check district e-mail at least once daily in order to facilitate the move towards a “paperless environment”
- Complete a “professional portfolio” and review the portfolio with a trusted colleague as part of peer collaboration

*During the summer of 2011, a two-thirds super-majority of Carson High School faculty, classified staff and parents voted to change the schedule to include a 7th period class. 7th period currently includes basic skills, intervention, credit recovery, and college preparatory course offerings. The agreement runs through the 2012-2013 school year and will then come up for reauthorization. While the basic structure of the program will remain intact next year, various adjustments may be made including the addition of new elective course offerings.

2. Budget Development

Carson High School will follow all LAUSD guidelines on all matters of fiscal soundness and legal compliance. To ensure fiscal soundness and legal compliance, the school will use School Front End (SFE), the district’s electronic budget management system, to generate monthly financial reports for School Site Council Meetings, advisory council meetings, and ESBMM management.

Budget development will be a collaborative process involving representation from all stakeholders including administrators, teachers, staff, parents/guardians, students, and community members. Representation will be equitable between each of the five academies ensuring that all voices are heard. Data, aligned with the Single Plan for Student Achievement, will guide wise use of all fiscal resources in order to ensure that all students receive rigorous instruction at the highest level preparing them for post-graduation success. A schedule to present a proposed budget to all stakeholders will be implemented in accordance with LAUSD guidelines and the requirements of Title I; all stakeholders will have the

opportunity to provide structured feedback prior to a final budget being adopted and presented to the district for approval.

The Principal, the Categorical Program Advisor, and the School Administrative Assistant will meet monthly with all leadership team members to review budgets. Results will be reported monthly to the advisory councils, School Site Council, and ESBMM for monitoring purposes. The minutes of meetings will reflect this process and will be shared with all stakeholders via School Loop. Questions asked at the monthly meetings will be answered conclusively at the next School Site Council and/or ESBMM meeting and the answers will be documented in the minutes which in turn will be uploaded to School Loop to be shared with all stakeholders. Budget updates will be shared and discussed with content lead teachers and academy lead teachers at their monthly meetings. Student achievement data will be analyzed to assess the effectiveness of the expenditures in order to determine which expenditures should receive further funding, which expenditures should to be modified, and which should be eliminated.

School Summary of General Fund Unrestricted Revenues and Expenditures, 2011-12

Cost Center Name	Carson SH	
Cost Center	1857501	PHBAO
Type	S	LD8

Demographic Information

K-3 Enrollment	0
Enrollment	2472
Average Daily Attendance % (P2 ADA %)	92.08%
K-6 ADA	0.00
6-8 ADA	0.00
9-12 ADA	2276.22
Total ADA	2276.22

Enrollment By Grade, 2011-12

	W/O Enr Factor	W/ Enr Factor
K	-	-
1	-	-
2	-	-

Carson High School ESBMM Team Public School Choice 3.0 Plan

	-	
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	751	725
10	604	583
11	562	542
12	555	536
Total K-12 Non-SDC	2,472	2,386
PreK	-	-
State PreSch	-	-
SDC	180	180
Total Enrollment	2,652	2,566

Demographic Information

K-3 Enrollment	0
Enrollment	2472
Average Daily Attendance % (P2 ADA %)	92.08%
K-6 ADA	0.00
6-8 ADA	0.00
9-12 ADA	2276.22
Total ADA	2276.22

GF Unrestricted Revenues, 2011-12

Per Pupil Allocation Calculation

		Allocation (Rate x Enrollment x Att Rate)		
Description	Rate	Enrollment	ADA %	Allocation
Elementary Per Pupil	\$3,909	0	0.00%	\$0
Middle Per Pupil	\$4,186	0	0.00%	\$0
Senior High Per Pupil	\$4,333	2,472	92.08%	\$9,862,851
Class Size Reduction				\$0
Total Calculated Revenue				\$9,862,851

2011-12 Expenditures (Based on District-Recommended Staffing Ratios and Resources)

Description	FTE	Total Cost
AP-Secondary Counseling Serv	1.00	\$124,440
Arts Program		\$0
Assistant Principals	3.00	\$373,320
Assistant Plant Manager	1.00	\$60,621
Building & Grounds Workers	5.00	\$286,779
Counselors	4.00	\$386,191
Custodial Supplies		\$25,184
Differentials/Longevity (Sal)		\$49,047
Financial Manager	0.94	\$73,517
Instructional Materials Account		\$54,384
Nurses		\$29,069
Office Technicians Including MCD	5.00	\$281,053
Pay Scale Level Advance		\$41,266
Plant Manager	1.00	\$82,089
Pool Custodian	0.00	\$0
Principal	1.00	\$145,184
Psychologists		\$10,200
Registration Advisor Time		\$9,066
School Administrative Assistant	1.00	\$65,207
School Facilities Attendant	2.00	\$80,980
Substitutes, Cert (Day to Day)		\$209,420
Substitutes, Classified		\$9,105
Teachers	74.00	\$6,970,583
Teacher Activity Differential		\$11,934
Temporary Personnel Account		\$29,172
Total	98.94	\$9,407,811

**** Adjustments**

Description	Rate	Enrollment	ADA %	Allocation
Attendance Adjustment	\$0.00			\$0
Actual v Average Salary Adjustment	\$0.00			\$0
Other Adjustment (+ or -)	-\$199.91			-\$455,040
Total Adjustments	-\$199.91			-\$455,040

Total School Allocation		\$9,407,811
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Note: Revenue allocation differs from actual allocation due to rounding. Enrollment is based on Feb. 1, 2011 E-CAST data.

Certain Magnet School expenditures are reflected at the Home Fund Center. These include administrators, facilities, and clerical staff. Schools that share facilities reflect proportionate share (%) of position.

District's Average Daily Attendance %: Elementary Schools - 95.04%, Middle Schools - 94.67%, & Secondary Schools - 90.02%

District's Average Teacher Salary: Elementary Schools - \$94,052, Middle & High Schools - \$90,691

**Please see the Budgeting for Student Achievement Manual for a detailed explanation of all adjustments.

D. Operational Management

1. Portfolio Development

c. Portfolio Evaluation.

The Performance Meter Goals, along with conceptual instruction in Algebra 1, and 6th and 9th Grade ELA with a focus on Expository Reading and Writing Instruction have been identified through the data as key focus areas in Local District 8. These areas are addressed district-wide through on-going professional development of administrators and teachers. Implementation and results are assessed through analysis of the progress monitoring data at the regularly scheduled meetings, as well as the daily observations at school sites.